



**PRIMARY FOUR**  
**First Term**

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**Adaptation for Egypt**  
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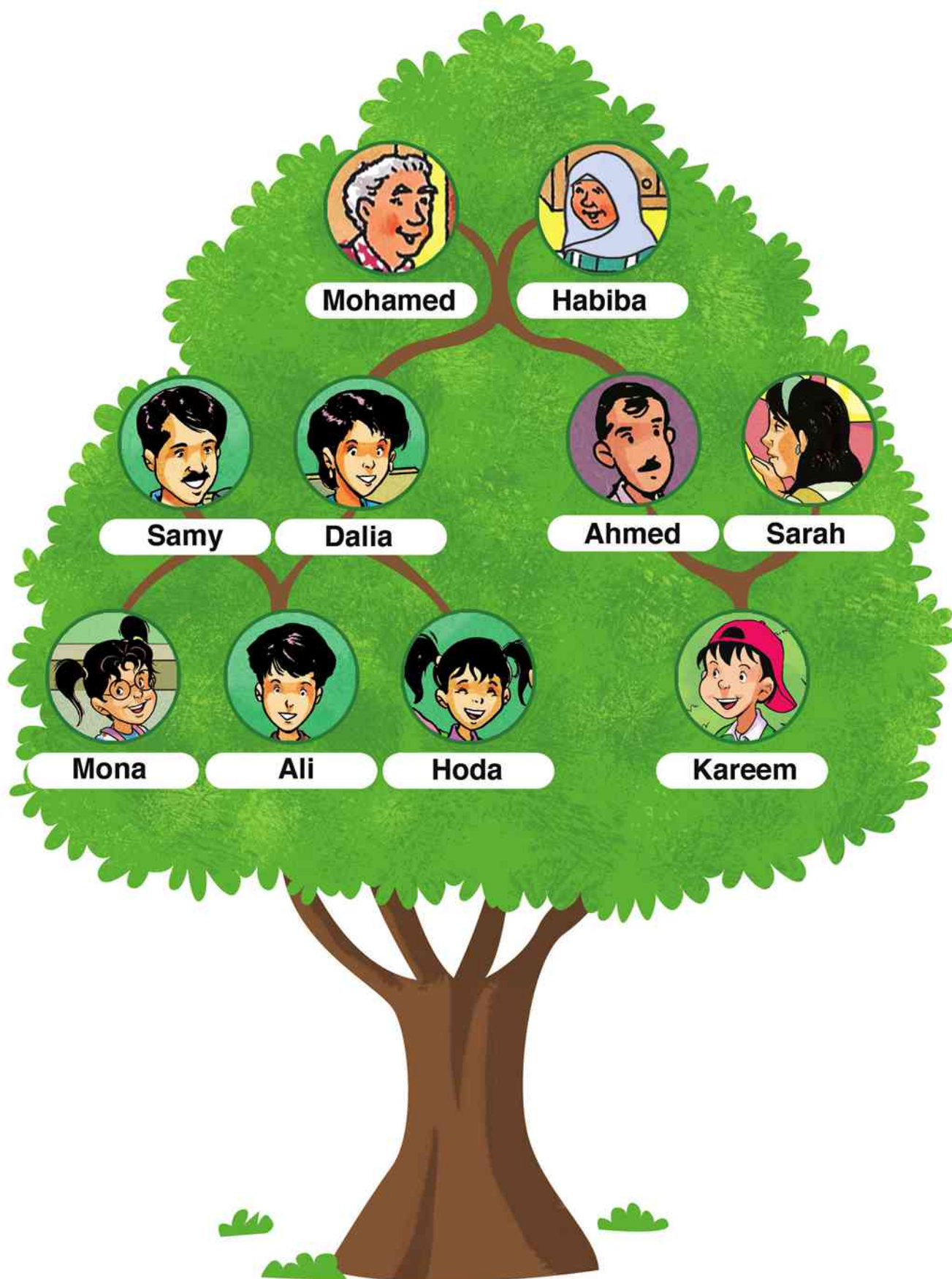
## Table of Contents

	Page
<b>Syllabus</b>	<b>i</b>
<b>Classroom Language</b>	<b>iii</b>
<b>Do You Remember?</b>	<b>v</b>
<b>Unit 1 : At the Pet Shop</b>	<b>1</b>
<b>Unit 2 : At the Supermarket</b>	<b>5</b>
<b>Unit 3 : At Mona's House</b>	<b>9</b>
<b>Review 1</b>	<b>13</b>
<b>Unit 4 : Around Town</b>	<b>15</b>
<b>Unit 5 : At the Hospital</b>	<b>19</b>
<b>Unit 6 : At the Lost &amp; Found Table</b>	<b>23</b>
<b>Review 2</b>	<b>27</b>
<b>Songs and Chants</b>	<b>29</b>
<b>My Picture Dictionary</b>	<b>32</b>
<b>Checklists 1&amp;2</b>	<b>35</b>
<b>Word List</b>	<b>37</b>

# Syllabus

UNIT	TOPIC	LISTENING/SPEAKING	READING/Writing	PHONICS	GRAMMAR
	Do you Remember?	introduce oneself give personal information			
1	At the Pet Shop	ask about & describe people's appearance express wants identify speakers in a conversation	write short sentences read short sentences vocabulary: pets	distinguish between short (u) and long (u) associate sound of letters with written form	I want / don't want ... He / She wants / doesn't want ...
2	At the Supermarket	ask for help ask about & describe location ask about wants identify speakers in a conversation	write short sentences read short sentences vocabulary: food items	distinguish between short and long vowels associate sound of letters with written form	Do you want ...? Does he / she want ...? Yes / No ...
3	At Mona's House	make an invitation accept / turn down an invitation ask about daily routine identify speakers in a conversation	write short sentences read short sentences vocabulary: everyday actions	distinguish sounds of consonants: b, c, ck, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z associate sound of letters with written form	Wh- questions with when Simple present
Review		participate in a conversation identify meaning of a conversation	recognise and produce words (vocabulary)		
4	Around Town	ask for & give information about travel buy travel tickets ask about means of transportation identify speakers in a conversation	write short sentences read short sentences vocabulary: means of transportation	distinguish between sounds of (ch, tch, sh) associate sound of letters with written form	Wh- questions with how Simple present
5	At the Hospital	give one's address ask for clarification describe physical pain identify speakers in a conversation	write short sentences read short sentences vocabulary: body parts	distinguish between voiced and voiceless (th) associate sound of letters with written form	Possessive adjectives (my, your, his, her, our, their)
6	At the Lost & Found Table	offer help express thanks describe colour of objects ask about possessions identify speakers in a conversation	write short sentences read short sentences vocabulary: personal items	identify sound of final (y) associate sound of letters with written form	Possessive pronouns (mine, yours, his, hers, ours, theirs) Demonstrative pronouns (this, that, these, those)
Review		participate in a conversation identify meaning of a conversation	recognise and produce words (vocabulary)		





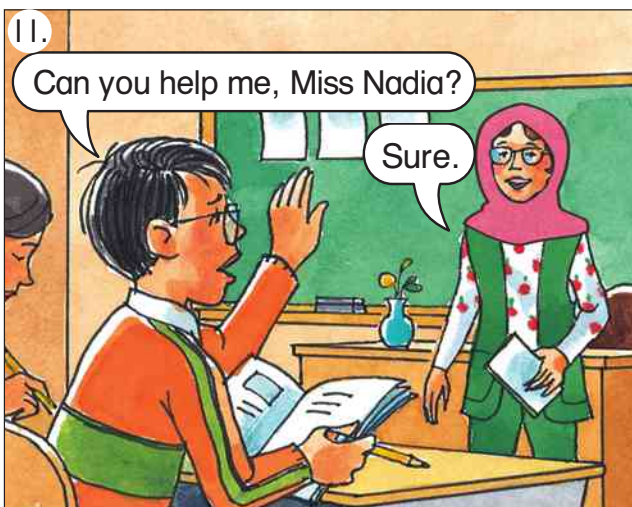
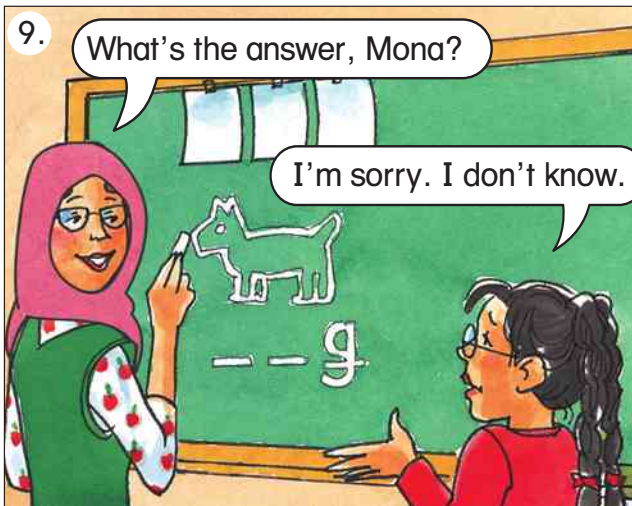
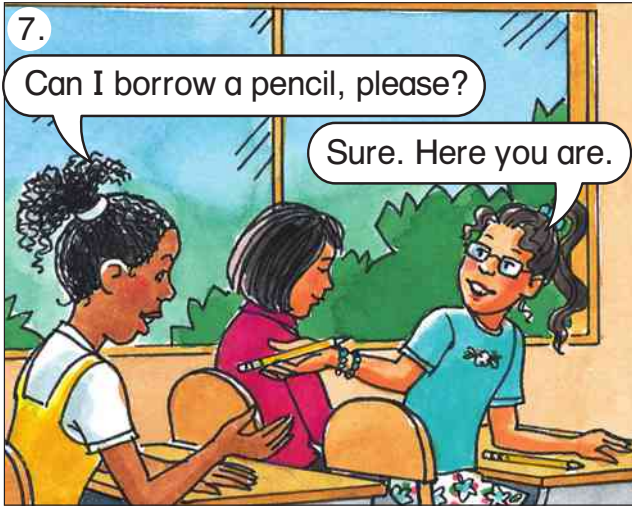


# Classroom Language

 Listen and repeat.









## Do You Remember?

 Listen and point.







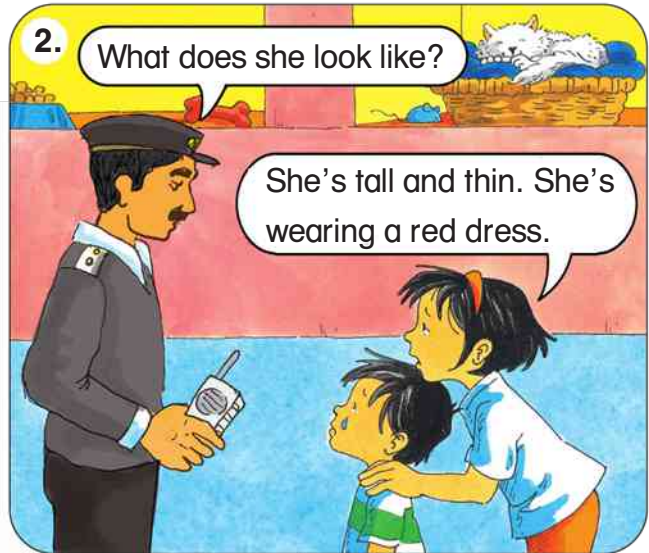
# At the Pet Shop

## Conversation Time

A. Listen and repeat.

B. Listen and point to the speakers.

C. Role-play the conversation with two other students.



D. Review. Listen and repeat.



Pass the pizza, please.

Which one?

The cheese pizza.

Here. Help yourself.



## Word Time

**A.**  Listen and repeat.

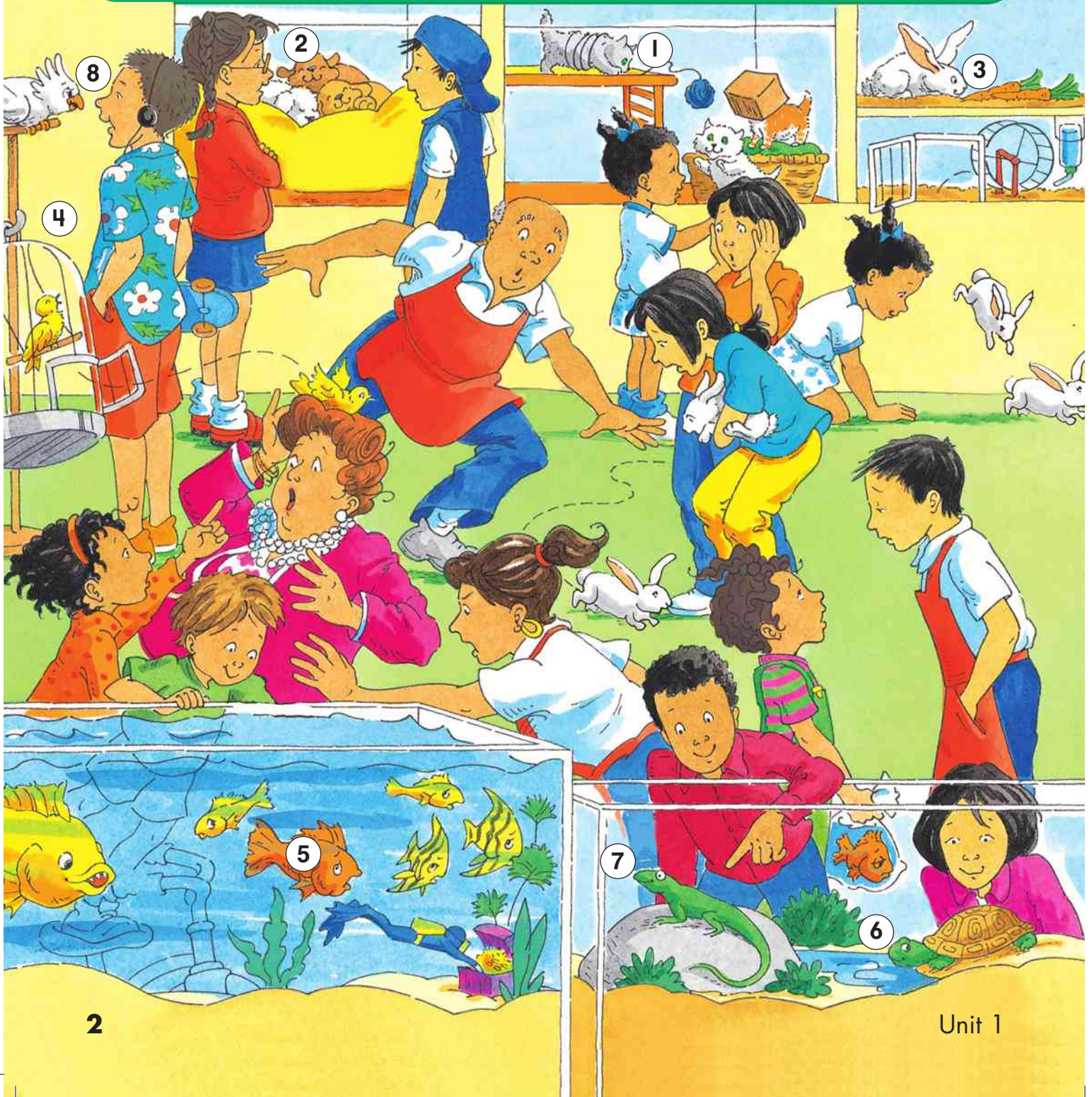
- |           |           |
|-----------|-----------|
| 1. kitten | 2. puppy  |
| 3. rabbit | 4. canary |
| 5. fish   | 6. turtle |
| 7. lizard | 8. parrot |

**B.** Point and say the words.

**C.**  Listen and point.

**D.** Write the words.

(See pages 32–34.)





## Practice Time

**A.**  Listen and repeat.

I want  
He wants | a fish.

I don't  
He doesn't | want a rabbit.

**B.**  Listen and repeat. Then practise with a partner.

1. I/puppy  
kitten



2. He/parrot  
rabbit



3. We/kitten  
puppy



4. They/rabbit  
kitten



5. He/lizard  
turtle



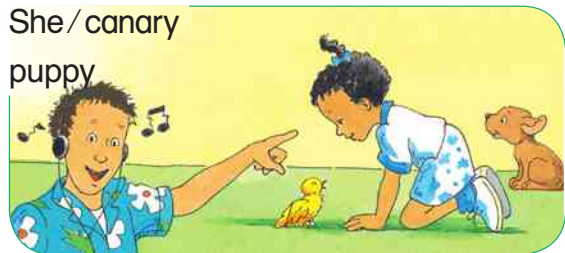
6. You/turtle  
fish




7. He/fish  
lizard




8. She/canary  
puppy

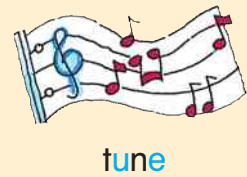



**C.** Look at page 2. Point to the picture and practise with a partner.

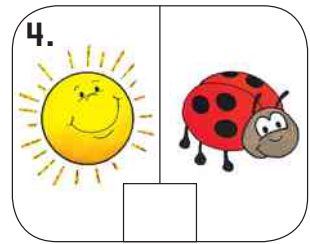
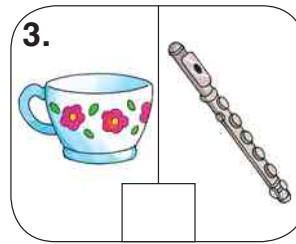
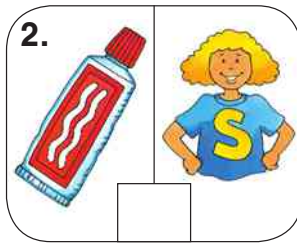
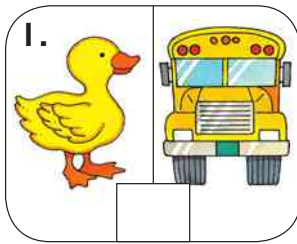
**D.**  Listen and sing along. (See "I Want a Fish" on page 29.)

# Phonics Time

**A.**  Listen and repeat.

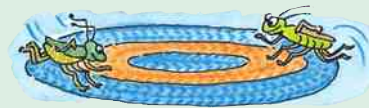


**B.**  Do they both have the same **u** sound? Listen and write ✓ or ✗.



**C.** Read the sentences.

1. The bugs run on the rug.



2. The duck has blue glue in a cup.



**D.**  Listen and match.

1

2

3

4

5

6

flute

luck

duck

tube

June

up





# At the Supermarket

## Conversation Time

A. Listen and repeat.

B. Listen and point to the speakers.

C. Role-play the conversation with a partner.



D. Review. Listen and repeat.



What's wrong?

I can't find my dad.

What does he look like?

He's tall and thin.



## Word Time

**A.**  Listen and repeat.

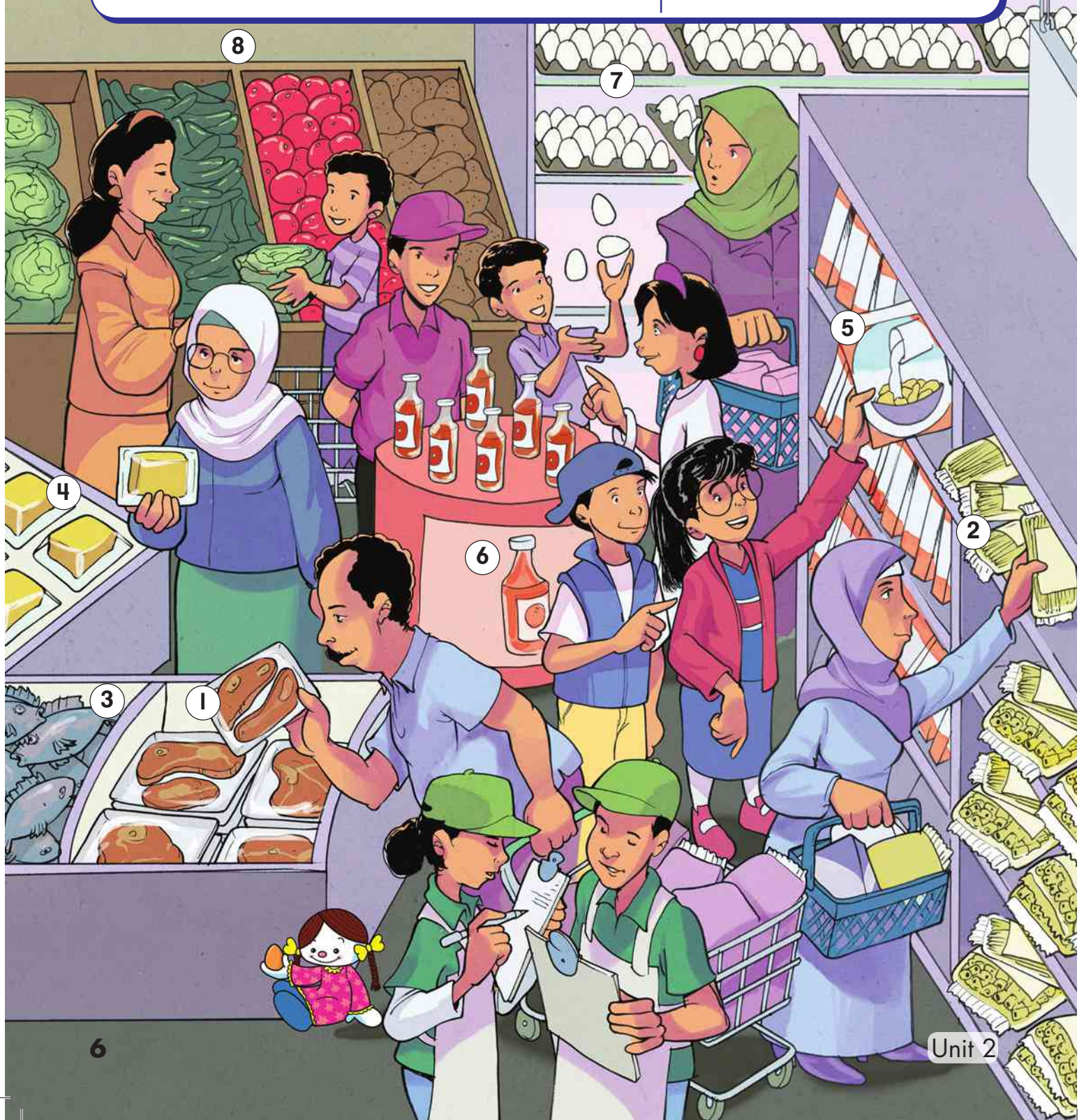
- |             |                         |
|-------------|-------------------------|
| 1. meat     | 2. pasta                |
| 3. fish     | 4. butter               |
| 5. cereal   | 6. ketchup              |
| 7. egg/eggs | 8. vegetable/vegetables |

**B.** Point and say the words.

**C.**  Listen and point.

**D.** Write the words.

(See pages 32–34.)





## Practice Time

**A.**  Listen and repeat.

Do you  
Does she | want eggs?

Yes, | I do.  
she does.

No, | I don't. I want  
she doesn't. She wants | pasta.

**B.**  Listen and repeat. Then practise with a partner.

1. you/cereal?  
Yes



2. it/vegetables?  
No/fish



3. you/fish?  
Yes



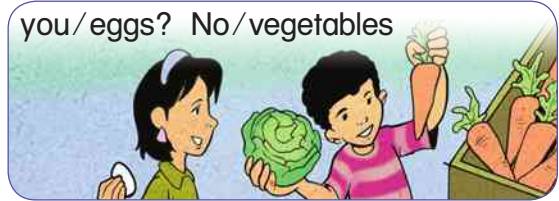
4. she/pasta?  
Yes



5. they/butter?  
No/ketchup



6. you/eggs? No/vegetables



7. he/meat?  
No/fish




8. they/ketchup?  
No/eggs

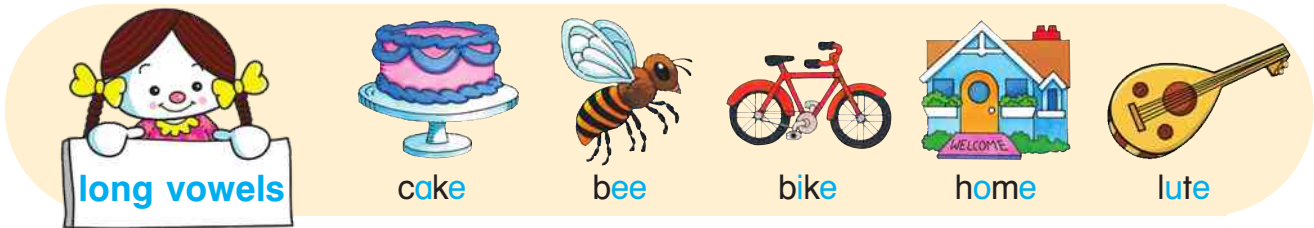


**C.** Look at page 6. Point to the picture and practise with a partner.

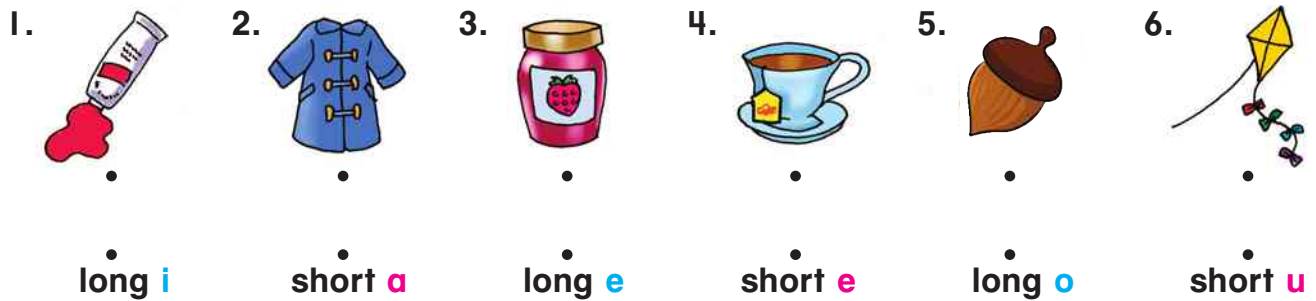
**D.**  Listen and sing along. (See "Do You Want Pasta?" on page 29.)

# Phonics Time

**A.**  Listen and repeat.



**B.**  Listen and match.



**C.** Read the sentences.

1. Hany needs a kite, a coat, and a cake.



2. Hisham pets the cat and the dog.



3. The blue and red bag is on the bed at home.



**D.**  Listen and circle.







# At Mona's House

## Conversation Time

A. Listen and repeat.

B. Listen and point to the speakers.

C. Role-play the conversation with three other students.



D. Review. Listen and repeat.



Where's the ball?

It's next to the tree.

Where's the kite?

I don't know. Let's look.



# Word Time

**A.**  Listen and repeat.

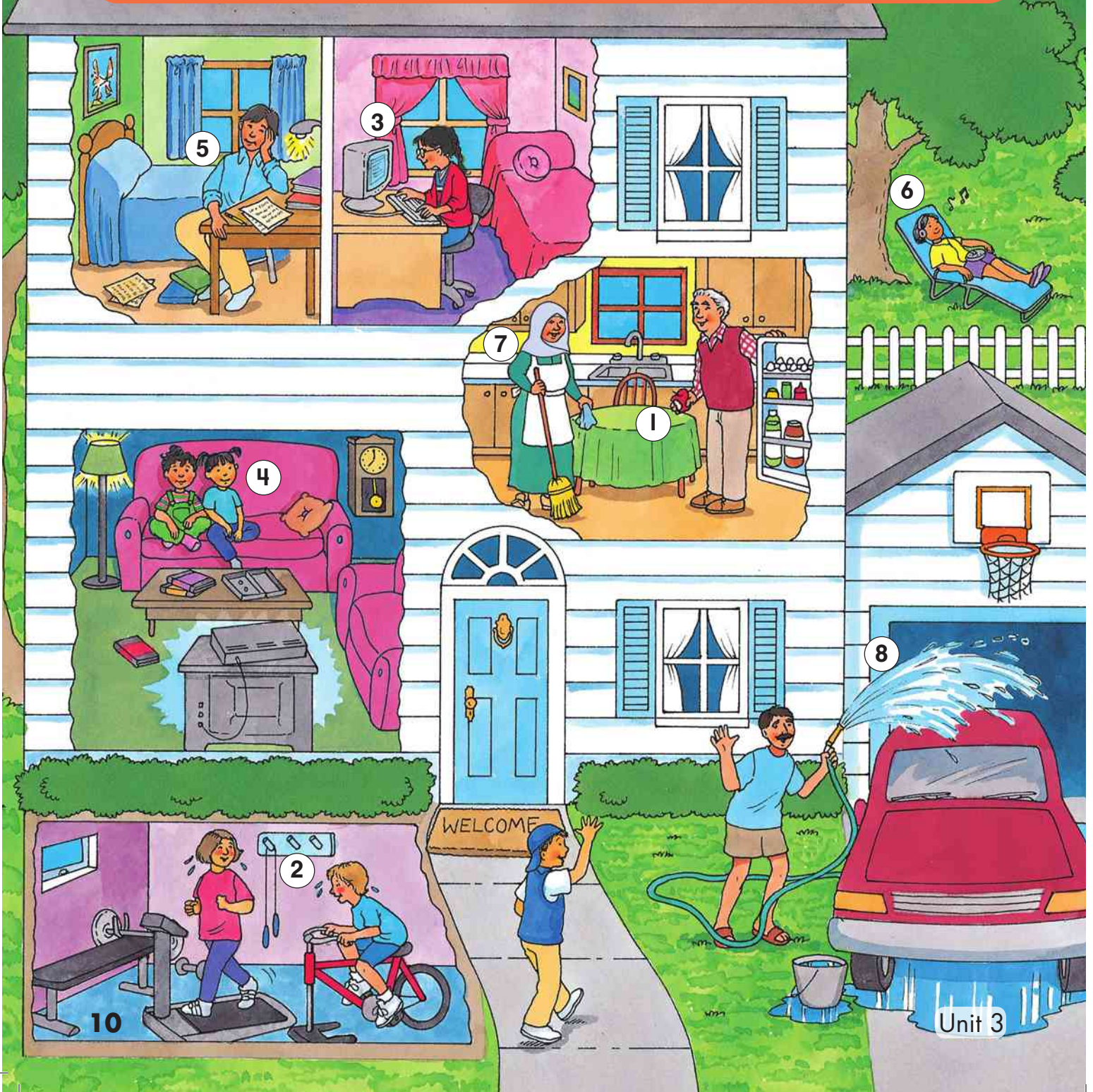
- 1. have a snack
- 2. exercise
- 3. use a computer
- 4. watch videos
- 5. do homework
- 6. listen to music
- 7. clean up
- 8. wash the car

**B.** Point and say the words.

**C.**  Listen and point.

**D.** Write the words.

(See pages 32–34.)





## Practice Time

**A.**  Listen and repeat.

When | do you | exercise?  
| does he |

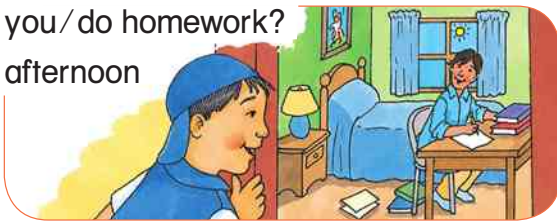
I exercise | in the | morning.  
| afternoon.  
| evening.

He exercises | at night.

have → has	exercise → exercises
use → uses	watch → watches
do → does	listen → listens
clean → cleans	wash → washes

**B.**  Listen and repeat. Then practise with a partner.

1. you / do homework?  
afternoon



2. he / have a snack?  
night



3. she / listen to music?  
morning



4. they / watch videos?  
evening



5. you / wash the car?  
morning



6. she / clean up?  
afternoon
















**C.** Look at page 10. Point to the picture and practise with a partner. Make up the times of day.

**D.**  Listen and chant. (See "Homework" on page 30.)

# Phonics Time

**A.**  Listen and repeat.



 popcorn	 bird	 gum	 key	 meat
 nurse	 door	 tape	 horse	 window
 fish	 vet	 sing	 zero	 jacket
 leg	 rabbit	 cake	 queen	 duck
				 yo-yo
				 six

**B.**  Listen and circle the initial consonant.

1.  h i g	2.  p r m	3.  c t k	4.  v k s	5.  n m b
--	--	--	---	--

**C.** Read the sentences.

1. The big dog and the fat cat see the wet vet.



2. The dog on the red box and the goat with a sock eat jam.



**D.**  Listen and match.

1	2	3	4	5	6	7	8
i	y	z	q	c	p	t	r





# Review 1

## Story Time



### A. Listen and repeat.



### B. Look at A. Listen and point.

### C. Listen. Circle True or False.

1. True False    2. True False    3. True False    4. True False    5. True False

### D. Role-play these scenes

# Activity Time



**A.** Read and find the picture. Write the names.

1. Omar is tall and thin. He has a puppy and a fish.
2. Maged is eating a big cake. He has tea in a pink cup.
3. Soha is playing the flute. She has a blue hat.
4. Rose has a red coat. She has gum and jam in a bag.
5. Mai is riding a bike to the vet. She has a kitten in a green box. \_\_\_\_\_



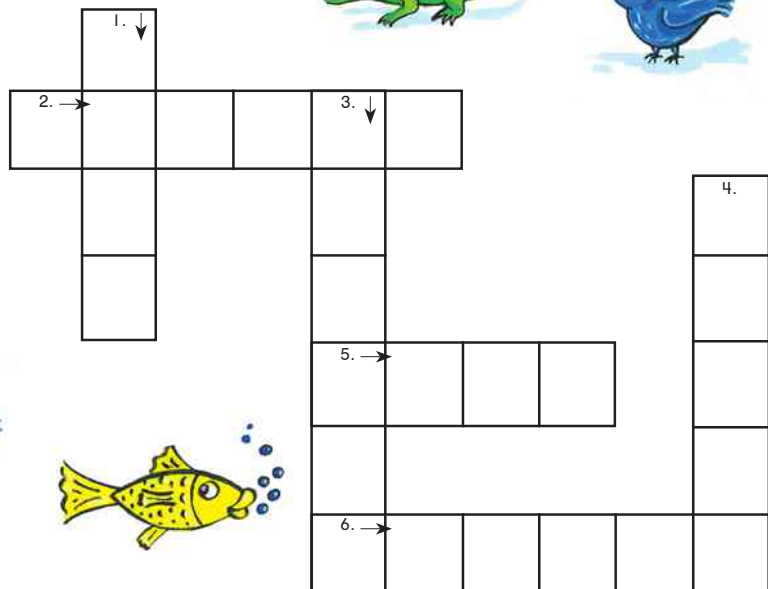
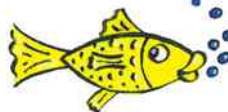
**B.** Read and complete the puzzle.

**Down** ↓

1. It can swim. It's yellow.
3. It's white. It likes carrots.
4. It's grey. It likes cheese.

**Across** →

2. It's green. It walks.
5. It can fly. It likes bread.
6. It's green. It swims and walks.







# Around Town

## Conversation Time

A. Listen and repeat.

B. Listen and point to the speakers.

C. Role-play the conversation with a partner.



D. Review. Listen and repeat.



Let's have a snack.

Sounds good!

Do you want vegetables?

No, I don't. I want fruit.



## Word Time

**A.**  Listen and repeat.

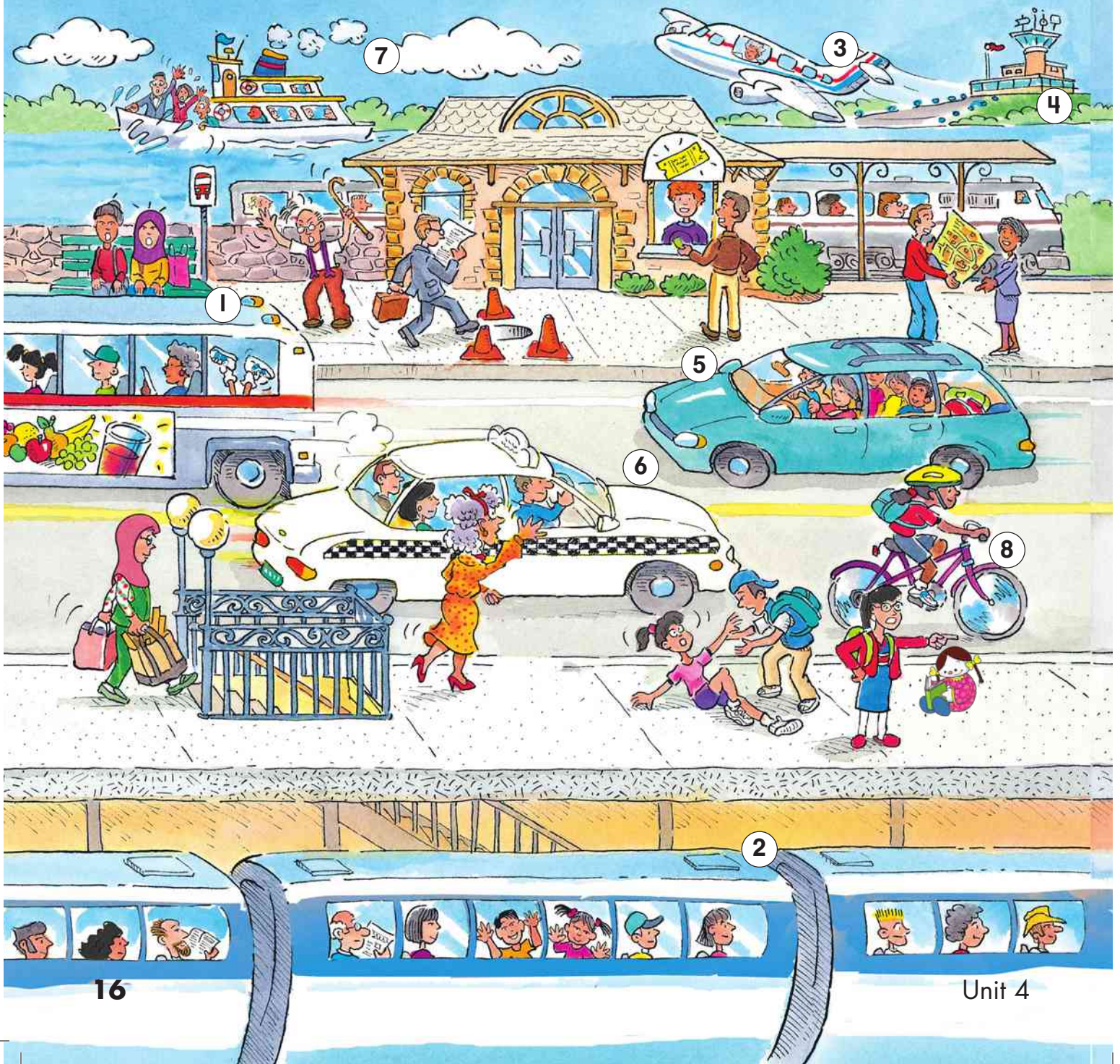
- |              |                |
|--------------|----------------|
| 1. bus       | 2. underground |
| 3. aeroplane | 4. train       |
| 5. car       | 6. taxi        |
| 7. ferry     | 8. bicycle     |

**B.** Point and say the words.

**C.**  Listen and point.

**D.** Write the words.

(See pages 32–34.)





## Practice Time

**A.**  Listen and repeat.

How do they go to school?  
does she work?

They go to school by bus.  
She goes to work.

**B.**  Listen and repeat. Then practise with a partner.

1. you/work?  
aeroplane



2. she/school?  
bicycle



3. he/work?  
train



4. they/work?  
ferry



5. she/work?  
underground



6. you/school?  
car



7. they/school?  
bus



8. you/work?  
taxi










**C.** Look at page 16. Point to the picture and practise with a partner.

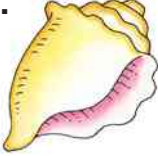
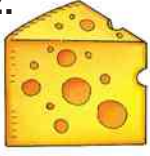



**D.**  Listen and chant. (See "How Do You Go to School?" on page 31.)

# Phonics Time

**A.**  Listen and repeat.

	 <p>chicken</p>	 <p>kitchen</p>	 <p>fish</p>
	 <p>peach</p>	 <p>watch</p>	 <p>shell</p>

**B.**  Does it have **ch**, **tch**, or **sh**? Listen and circle.

1.  ch sh	2.  sh ch	3.  ch sh	4.  sh tch	5.  tch sh
--	--	---	--	--

**C.** Read the sentences.







1. She sells seashells at the seashore.



2. There's a peach and a chicken in the kitchen.



**D.**  Listen and circle.

1. 	2. 	3. 	4. 	5. 	6. 
--	--	--	---	--	--





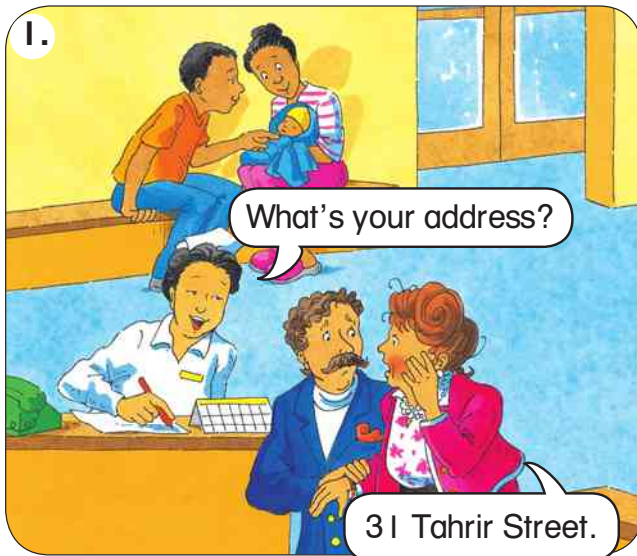
# At the Hospital

## Conversation Time

**A.** Listen and repeat.

**B.** Listen and point to the speakers.

**C.** Role-play the conversation with two other students.



**D.** Review. Listen and repeat.



- When do you exercise?
- I exercise in the morning.
- How do you go to work?
- I go to work by bus.



## Word Time

**A.**  Listen and repeat.

- |                   |               |
|-------------------|---------------|
| 1. eye/eyes       | 2. ear/ears   |
| 3. finger/fingers | 4. knee/knees |
| 5. leg/legs       | 6. arm/arms   |
| 7. hand/hands     | 8. foot/feet  |

**B.** Point and say the words.

**C.**  Listen and point.

**D.** Write the words.

(See pages 32–34.)





## Practice Time

**A.**  Listen and repeat.

My		
Your		foot hurts.
His		
Her		feet hurt.
Its		

Your		
Their		feet hurt.
Our		

**B.**  Listen and repeat. Then practise with a partner.

1. Our / eyes



2. Your / foot



3. Their / legs



4. Her / finger



5. Your / hands



6. Its / ear



7. Her / knee



8. My / arm




**C.** Look at page 20. Point to the picture and practise with a partner.

**D.**  Listen and sing along. (See "My Foot Hurts" on page 31.)

# Phonics Time

**A.**  Listen and repeat.

 <b>voiced th</b>	 <b>mother</b>	 <b>that</b>	 <b>this</b>
 <b>voiceless th</b>	 <b>bath</b>	 <b>thirsty</b>	 <b>Thursday</b>

**B.**  Do they both have the same **th** sound? Listen and write ✓ or ✗.

1.	2.	3.	4.
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>

**C.** Read the sentences.

1. My birthday is on Thursday.



2. My mother and father hug my brother.



3. The thin brothers are in the bath.



**D.**  Listen and match.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

- |       |        |      |      |       |       |
|-------|--------|------|------|-------|-------|
| thick | father | this | they | thank | maths |
|-------|--------|------|------|-------|-------|





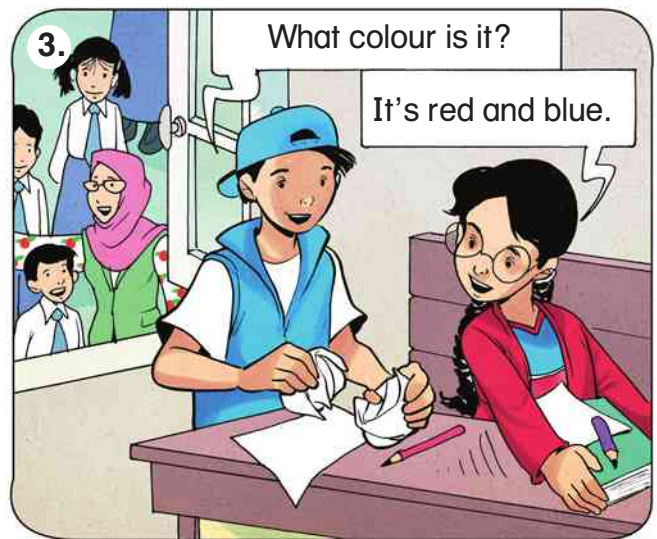
# At the Lost and Found Table

## Conversation Time

**A.** Listen and repeat.

**B.** Listen and point to the speakers.

**C.** Role-play the conversation with a partner.



**D.** Review. Listen and repeat.



What's wrong?



My ear hurts.



Pardon me?



My ear hurts.



Oh. Let's go to the nurse.








## Practice Time

**A.**  Listen and repeat.

Whose	camera is	this? that?
	keys are	these? those?

It's They're	mine.
	yours.
They're	his.
	hers.
	theirs.
	ours.

**B.**  Listen and repeat. Then practise with a partner.

1. hairbrush / this?  
hers



2. glasses / those?  
yours



3. keys / these?  
ours



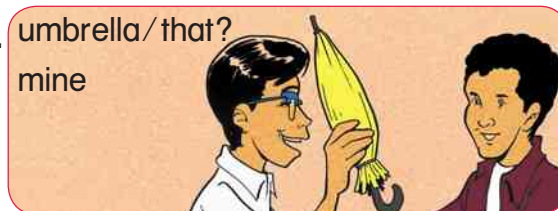
4. camera / that?  
theirs



5. wallet / this?  
his



6. umbrella / that?  
mine



7. lunch box / that?  
his



8. jacket / this?  
mine



**C.** Look at page 24. Point to the picture and practise with a partner.

**D.**  Listen and sing along. (See "Whose Keys Are These?" on page 31.)

# Phonics Time

**A.**  Listen and repeat.

 <b>final y</b>	 July	 shy	 sky
 <b>final y</b>	 baby	 candy	 party

**B.**  Listen to the word. Which pictures have the same final **y** sound? Circle.

1.	 sky				
2.	 candy				

**C.** Read the sentences.

1. Can the bunny carry candy?



2. The birds fly in the sky in July.



3. Sally and Ramy go to a party in July.



**D.**  Do they both have the same **final y** sound? Listen and write ✓ or ✗.

- |                             |                             |                             |                             |                             |                             |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> | 5. <input type="checkbox"/> | 6. <input type="checkbox"/> |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|





# Review 2

## Story Time



**A.** Listen and repeat.



**B.** Look at A. Listen and point.

**C.** Listen. Circle True or False.

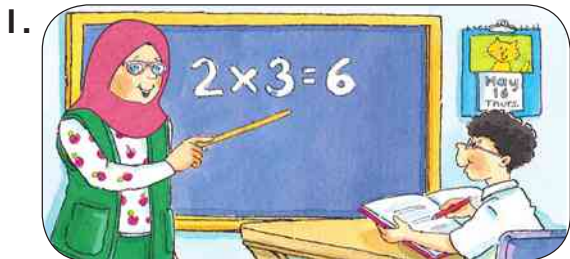
1. True False    2. True False    3. True False    4. True False    5. True False

**D.** Role-play these scenes.

# Activity Time



## A. Read and circle True or False.



- a. My mother is a teacher.      True      False
- b. I have maths on Monday.      True      False



- a. The baby is in the bath.      True      False
- b. The fish is in the sky.      True      False



- a. This chicken is thirsty.      True      False
- b. That chicken has a peach.      True      False

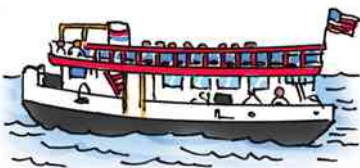
## B. Unscramble the words. What is Mona saying?



etkajc    \_\_\_\_\_  \_\_\_\_\_



inrat    \_\_\_\_\_  \_\_\_\_\_



ryefr    \_\_\_\_\_  \_\_\_\_\_



clieycb    \_\_\_\_\_  \_\_\_\_\_







## Songs and Chants



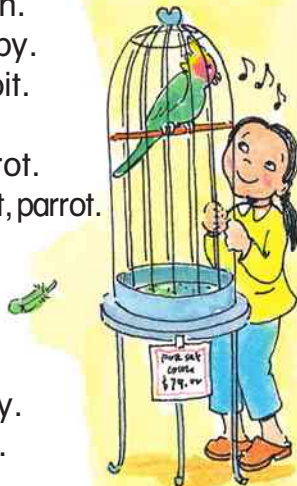
### I Want a Fish

(Melody: Alouette)

I don't want a lizard.  
 I don't want a turtle.  
 I don't want a rabbit.  
 I want a fish.  
 I want a fish, fish, fish.  
 I want a fish, fish, fish.  
 Fish, fish, fish!  
 Fish, fish, fish!  
 Oh!



She doesn't want a kitten.  
 She doesn't want a puppy.  
 She doesn't want a rabbit.  
 She wants a parrot.  
 She wants a parrot, parrot.  
 She wants a parrot, parrot, parrot.  
 Parrot, parrot, parrot!  
 Parrot, parrot, parrot!  
 Oh!



He doesn't want a puppy.  
 He doesn't want a turtle.  
 He doesn't want a kitten.  
 He wants a rabbit.  
 He wants a rabbit, rabbit, rabbit.  
 He wants a rabbit, rabbit, rabbit.  
 Rabbit, rabbit, rabbit!  
 Rabbit, rabbit, rabbit!  
 Oh!



### Do You Want Pasta?

(Melody: La Cucaracha)



Do you want pasta?  
 Do you want pasta?  
 Yes, I do. Yes, I do.

Do you want ketchup?  
 Do you want ketchup?  
 No, I don't. I want eggs.

Does he want vegetables?  
 Does he want vegetables?  
 Yes, he does. Yes, he does.

Does he want cereal?  
 Does he want cereal?  
 No, he doesn't. He wants eggs.

Do they want fish and meat?  
 Do they want fish and meat?  
 Yes, they do. Yes, they do.

Do they want butter?  
 Do they want butter?  
 No, they don't. They want eggs.



## Homework



When do you do homework, Mona?

I do homework at night.

I'm busy in the afternoon.

I do homework at night.

When does she do homework, Kareem?

She does homework at night.

She's busy in the afternoon.

She does homework at night.

When do you watch videos, Kareem?

I watch videos at night.

I'm busy in the afternoon.

I watch videos at night.

When does he watch videos, Mona?

He watches videos at night.

He's busy in the afternoon.

He watches videos at night.







## How Do You Go to School?

How do you go to school?

I go to school by bus.

How do you go to school?

I go to school by car.

How do you go to school?

We go to school by train.

They go to school by bus and car. They go to school by train.



How does she go to school?

She goes to school by bus.

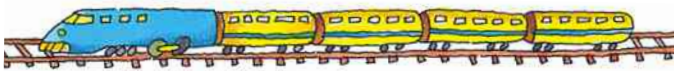
How does he go to school?

He goes to school by car.

How do they go to school?

They go to school by train.

They go to school by bus and car. They go to school by train.



## My Foot Hurts

(Melody: Three Blind Mice)

My foot hurts. My foot hurts.

My leg hurts. My leg hurts.

My knees hurt, my hands hurt.

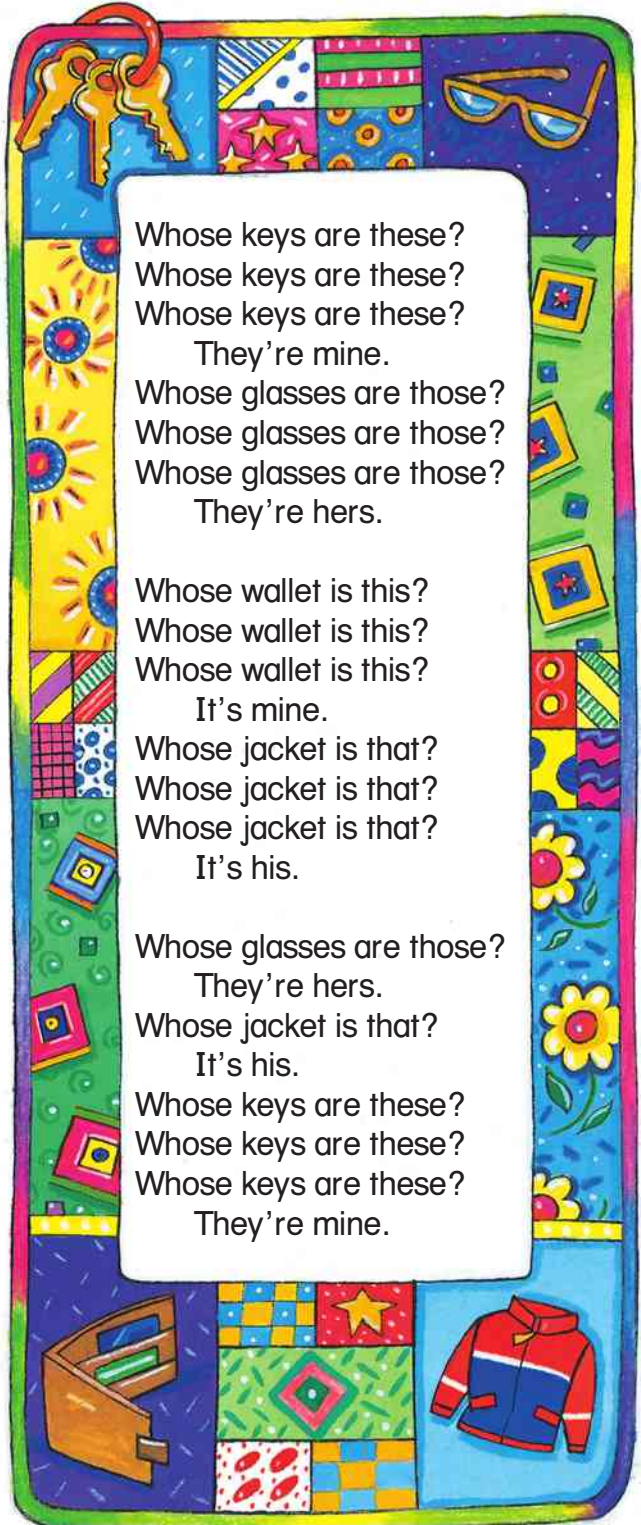
My arm hurts, my ears hurt.

My eyes hurt, my finger hurts, and my foot hurts.



## Whose Keys Are These?

(Melody: Auld Lang Syne)



Whose keys are these?

Whose keys are these?

Whose keys are these?

They're mine.

Whose glasses are those?

Whose glasses are those?

Whose glasses are those?

They're hers.

Whose wallet is this?

Whose wallet is this?

Whose wallet is this?

It's mine.

Whose jacket is that?

Whose jacket is that?

Whose jacket is that?

It's his.

Whose glasses are those?

They're hers.

Whose jacket is that?

It's his.

Whose keys are these?

Whose keys are these?

Whose keys are these?

They're mine.

# My Picture Dictionary

Write the words.

**A a**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**B b**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**C c**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**D d**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**E e**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**F f**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



**G g**



\_\_\_\_\_



\_\_\_\_\_

**H h**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**I i**



\_\_\_\_\_

**J j**



\_\_\_\_\_

**K k**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**L l**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

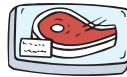


\_\_\_\_\_



\_\_\_\_\_

**M m**



\_\_\_\_\_

**N n**



\_\_\_\_\_



\_\_\_\_\_

**P p**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**Q q**



\_\_\_\_\_

**R r**



\_\_\_\_\_

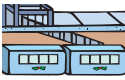


\_\_\_\_\_

**S s**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

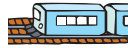


\_\_\_\_\_

**T t**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**U u**



\_\_\_\_\_



\_\_\_\_\_

**V v**



\_\_\_\_\_

**W w**



\_\_\_\_\_



\_\_\_\_\_



## ✓ Checklist 1 (Units 1–3)

**A.** I can say these sentences.



I want a puppy. I don't want a turtle.  
She wants a turtle. She doesn't want a puppy.



Do you want meat?  
Yes, I do.  
Does he want eggs?  
No, he doesn't. He wants pasta.



When does she exercise?  
She exercises in the afternoon.  
When do they do homework?  
They do homework in the afternoon.

**B.** I can talk about this picture.



**C.** I can read these words.

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. lake | 2. cat  | 3. meat | 4. red  | 5. bike |
| 6. sit  | 7. goat | 8. pot  | 9. tune | 10. up  |

## ✓ Checklist 2 (Units 4–6)

**A.** I can say these patterns.



My knees hurt.

His foot hurts.



How does she go to work?

She goes to work by taxi.

How do they go to school?

They go to school by bus.



Whose keys are those?

They're hers.

Whose purse is this?

It's mine.

**B.** I can talk about this picture.



**C.** I can read these words.

1. match

2. shop

3. peach

4. mother

5. bath

6. sky

7. baby

8. wash

9. thick

10. cheap



# Word List

The numbers to the right of the entries indicate the page(s) on which the word is introduced. Words in blue appear only in the art (on the Conversation Time pages)

<b>A</b>		dress	1	<b>I</b>		our	21	their	21
address	19	duck	12	I'll	23	ours	25	theirs	25
aeroplane	16	<b>E</b>		its	21	<b>O</b>		thirsty	22
afternoon	11	ear(s)	20	<b>J</b>		party	26	this	22
aisle	5	egg(s)	6	jacket	12	page	vii	Thursday	9
answer	vii	evening	11	July	26	paint a picture	9	ticket	15
arm(s)	20	exercise	10	just a minute	vii	pasta	6	to	9
at	11	exercises	11	<b>K</b>		peach	18	train	16
<b>B</b>		explain	vi	key	12	parrot	2	tune	4
baby	26	eye(s)	20	keys	24	play a game	9	turn (n., v.)	vii
backpack	23	<b>F</b>		kitchen	18	puppy	2	turtle	2
bath	22	feet	20	kitten	2	<b>Q</b>		<b>U</b>	
bed	8	ferry	16	knee(s)	20	queen	12	umbrella	24
bee	8	find	1	know	5	<b>R</b>		underground	16
bicycle	16	finger(s)	20	<b>L</b>		rabbit	2	understand	vi
bike	8	fish	2	lake	8	return	15	up	4
bird	2	foot	20	leave	15	road	19	use a computer	10
blue	4	forgot	vi	leg	12	run	4	uses	11
box	8	Friday	9	legs	20	<b>S</b>		<b>V</b>	
bread	5	<b>G</b>		listen to music	10	Saturday	9	vegetable(s)	6
break	vii	glasses	24	listens	11	seat	19	vet	12
bug	4	glue	4	lizard	2	shell	18	videos	10
bus	16	go	9	London	15	shy	26	<b>W</b>	
busy	9	great	5	look	5	sing	12	wallet	24
by	17	gum	8	look like	1	single	15	want	3
<b>C</b>		<b>H</b>		lunch box	24	six	12	wants	3
cake	8	hairbrush	24	<b>M</b>		skateboard	15	wash the car	10
camera	24	hand(s)	20	meat	6	sky	26	washes	11
canary	2	hand in	vi	mine	25	snack	10	watch (n.)	18
candy	26	has	11	morning	11	snake	1	watch videos	10
car	10	have a snack	10	mother	22	sorry	9	watches (v.)	11
cat	8	head	19	motorcycle	15	sounds	9	wearing	1
cereal	6	helicopter	16	mouth	19	sugar	5	what about	9
chicken	18	her	21	mum	1	Sunday	9	when	11
cinema	9	hers	25	music	10	sweater	23	whose	25
clean up	10	hey	29	<b>N</b>		<b>T</b>		window	12
cleans	11	his (poss. pro.)	21	night	11	tape	12	work	17
coffee	5	(poss. adj.)	25	nose	19	taxi	16	worry	23
coming	vii	home	8	nurse	12	tea	5	write a letter	9
comb	24	homework	10	<b>O</b>		that	22	<b>Y</b>	
computer	10	horse	12	our	21	<b>Z</b>		yours	25
<b>D</b>		how about	5	ours	25	zero	12	yo-yo	12
do homework	10	hurt	21	<b>P</b>					
does	11			page	vii				
dog	1			paint a picture	9				
door	12			peach	18				

**Book size** : **20 × 28**  
**Number of pages** : **38**  
**Weight of paper sheet** : **80 gm**  
**Weight of cover sheet** : **300 gm**  
**Print colour** : **4 colours**  
**Registration No.** :