

**WORKBOOK
TEACHER'S EDITION**

CRISS CROSS

1

Anita Heald



Kells
EDUCATION

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TEACHER'S EDITION**

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EDUCATION

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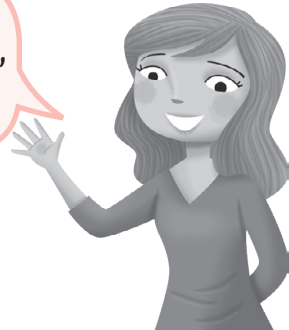


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Greeting People

A Match and color.

Good morning, Miss Liz.

Goodbye, Betty.

I'm fine.

Goodbye, Claire.

How are you?

Good morning, children.

B Complete and color.

meet how fine

Mrs. Jones: Good afternoon.
 How are you?

Mr. Roberts: Good afternoon.
 I'm fine.
 Pleased to meet you.



C Find the following words.

school friend good morning good-bye good evening hello

puppy

good evening ✓

good night

classroom

happy birthday

school ✓

good morning ✓

Mike

good-bye ✓

hello ✓

friend ✓

D Read and write Greeting (G) or Farewell (F).

1. Hello _____ G
2. Good-bye _____ F
3. Good morning _____ G
4. See you tomorrow. _____ F
5. How are you? _____ G



Blog

- E** You arrive at your friend's house. Draw what you do and write what you say.



- F** You leave your house in the morning. Draw what you do and write what you say.



A Order the words and write sentences.

1. your / What's / name / ? _____ What's your name?

2. name / is / My / Betty / . _____ My name is Betty.

3. a / boy / I'm / . _____ I'm a boy.

4. Jacob / I'm / . _____ I'm Jacob.

B Answer the questions. *Answers will vary.*

1. What's your name? _____

2. Are you a boy or a girl? _____

3. What's your teacher's name? _____

4. What's your best friend's name? _____



C Complete the sentences.

1. I'm a boy.



2. I'm a girl.



3. She's a teacher.



4. He's a teacher.



D Put the words in order to write a sentence.

1. student / I / am I am a student.

2. your / What / name / is / ? What is your name?

3. name / is / My / Alex My name is Alex.

Blog

E Complete your passport to Wonderland.

Passport to Wonderland

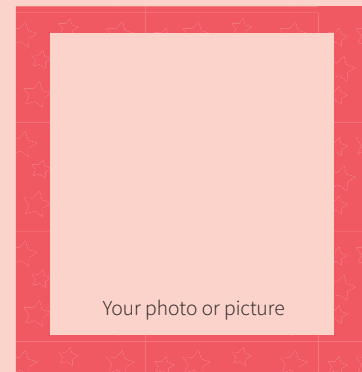
My name is: _____

I'm _____ years old.

I live in _____

The name of my school is _____

Signature



Lesson 3

A Read and match.

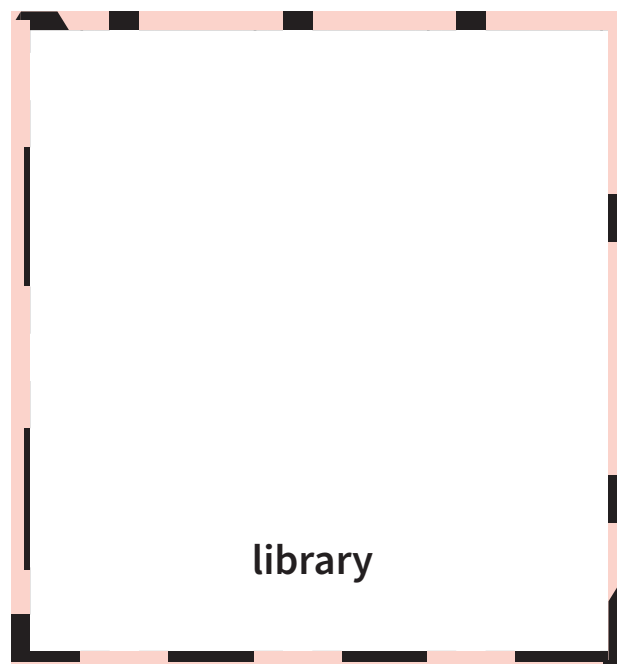
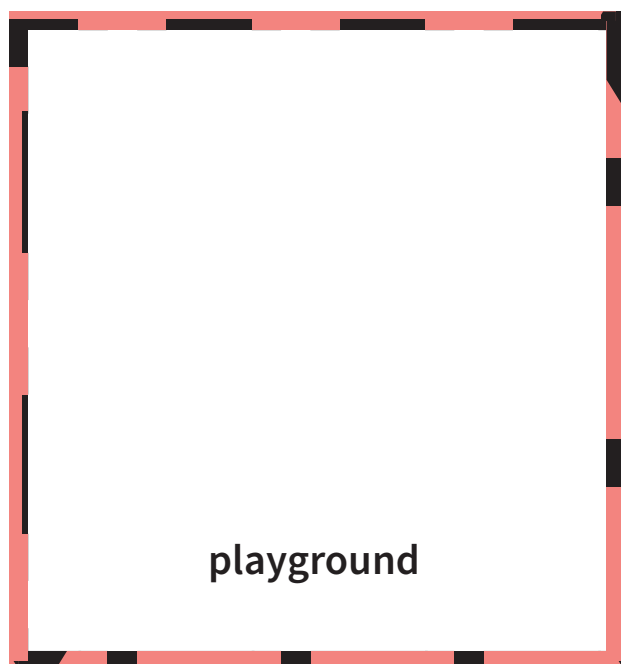
h o c s l a r m t p w

classroom

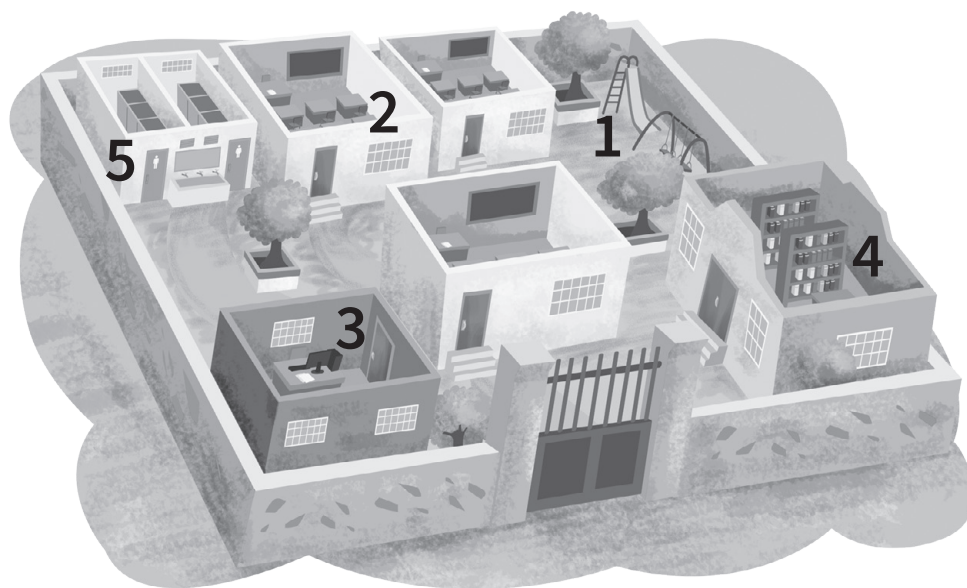
washroom

school

B Read and draw. Answers will vary.

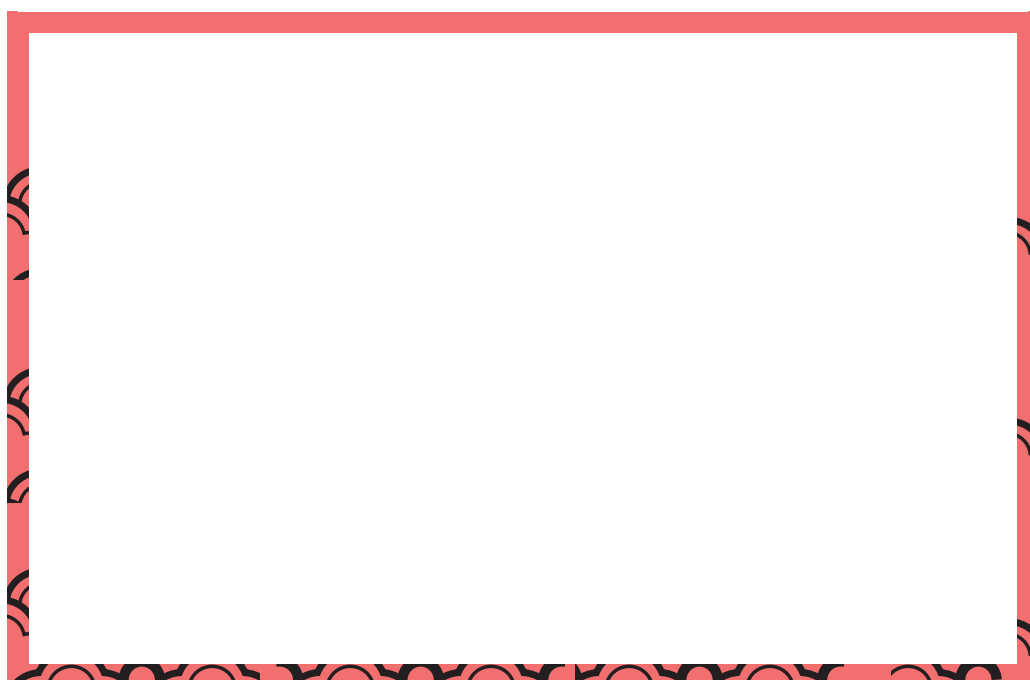


C Look at the plan and write sentences.



1. This is the playground.
2. This is the classroom.
3. This is the office.
4. This is the library.
5. This is the bathroom.

D Draw the most popular place at school. *Answers will vary.*



Blog

E Draw a new place you want to have at school.

A large rectangular frame with a decorative border made of various red and white patterns, including stripes, dots, and diamonds, surrounding a central white space for drawing.

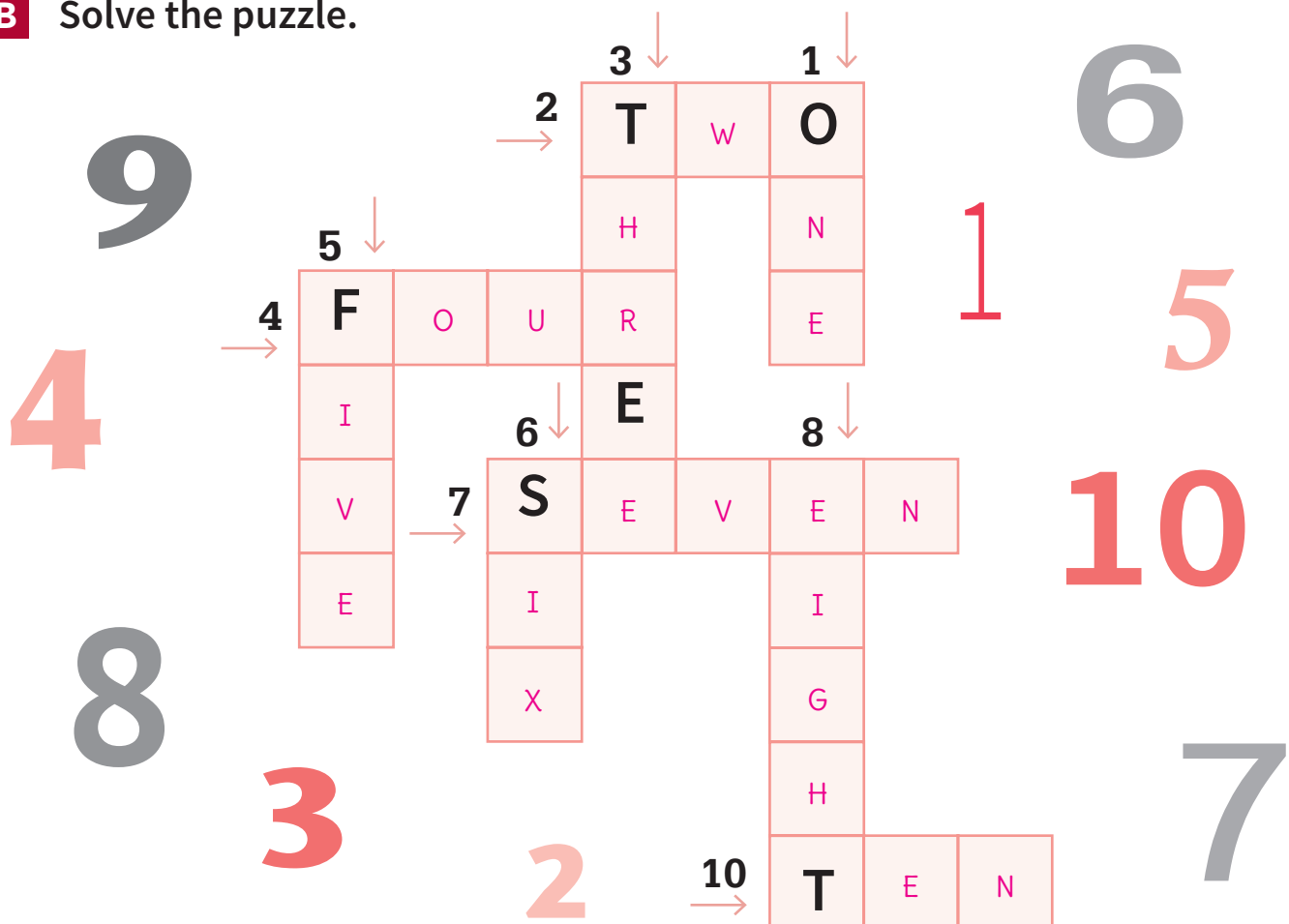
A Read and match.


1. It's my birthday.

2. How old wish.

3. I'm are you?

4. Make a seven.

B Solve the puzzle.


9

4

8

3

2

10

6

1

5

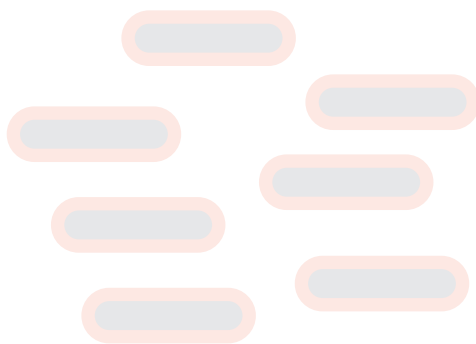
10

7

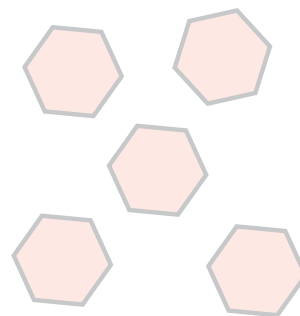
C Count and write the numbers.



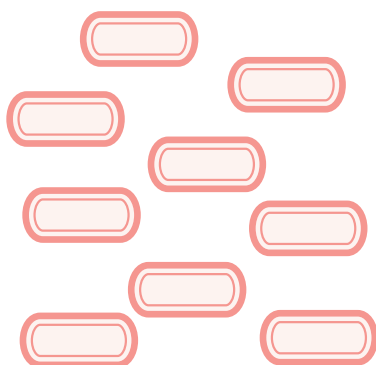
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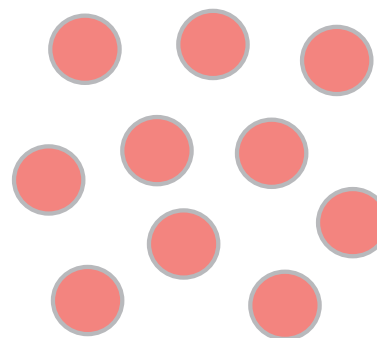
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9



5

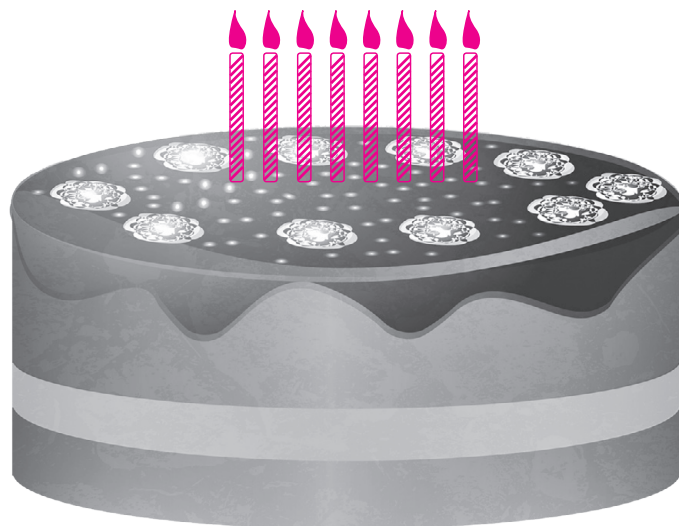


10

D How old are the children? Draw the number of candles.



I am five years old.



I am eight years old.

Blog

E Write about your birthday party. Draw two games you play to have fun.

A large rectangular box with a red border, intended for writing and drawing. The box is empty and occupies most of the page below the instruction.

A Make drawings and answer the questions. *Answers will vary.*

What are they?
They're _____

What is it? It's a _____

B Look and guess. Circle the correct answers.



Is it a pen? Yes, it is./ No, it isn't.



Is it a ruler? Yes, it is./ No, it isn't.

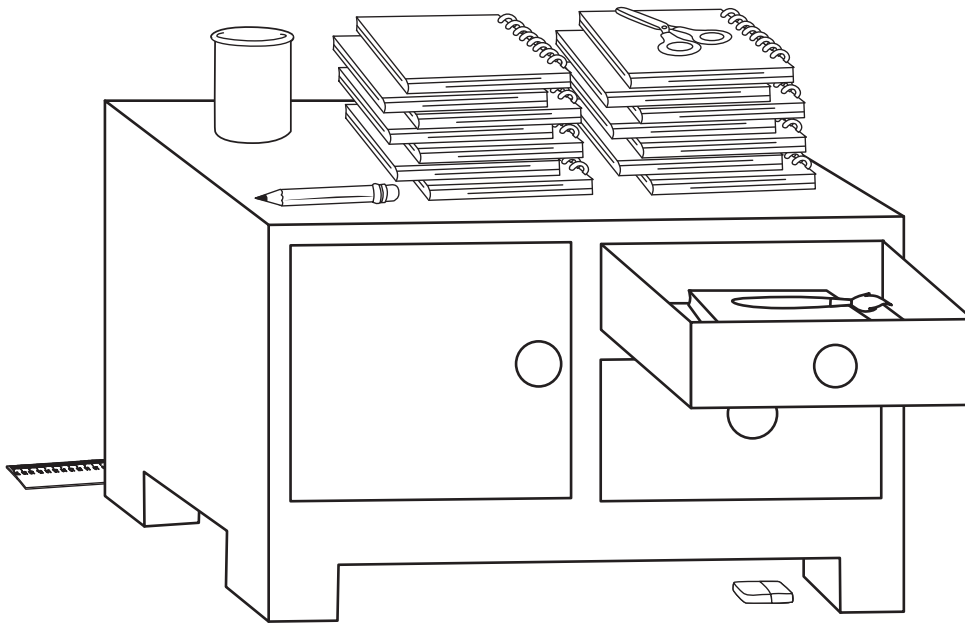


Is it paper? Yes, it is./ No, it isn't.



Is it a pencil? Yes, it is./ No, it isn't.

C Color the school objects. Write the sentences. Look at the example.

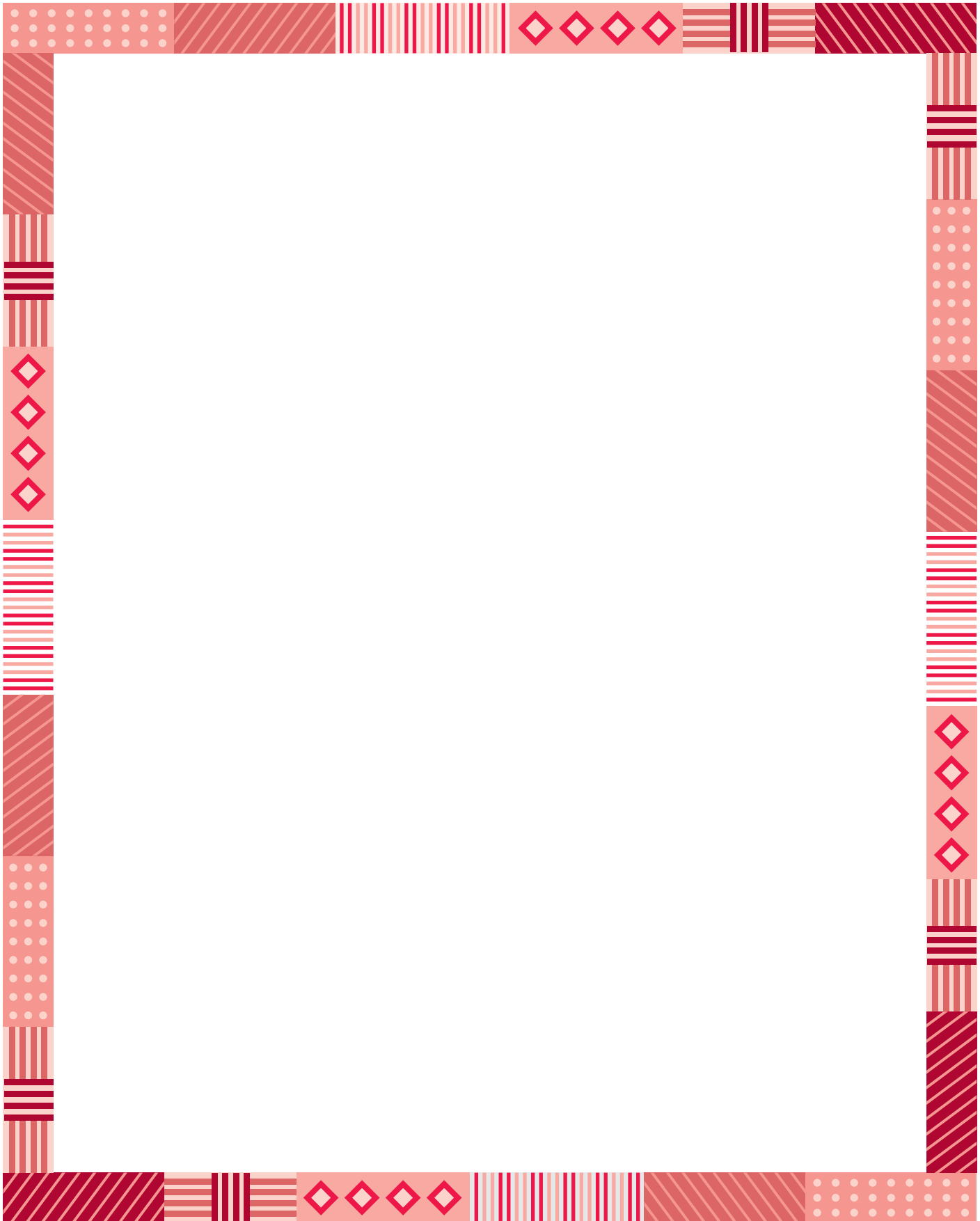


1. It's a paintbrush.
2. It's an eraser.
3. It's a pencil.
4. It's a ruler.
5. They're notebooks.
6. They're scissors.

D What is your favorite activity in the classroom? *Answers will vary.*

Blog

E What objects can you find in a stationery store? Cut out and paste.



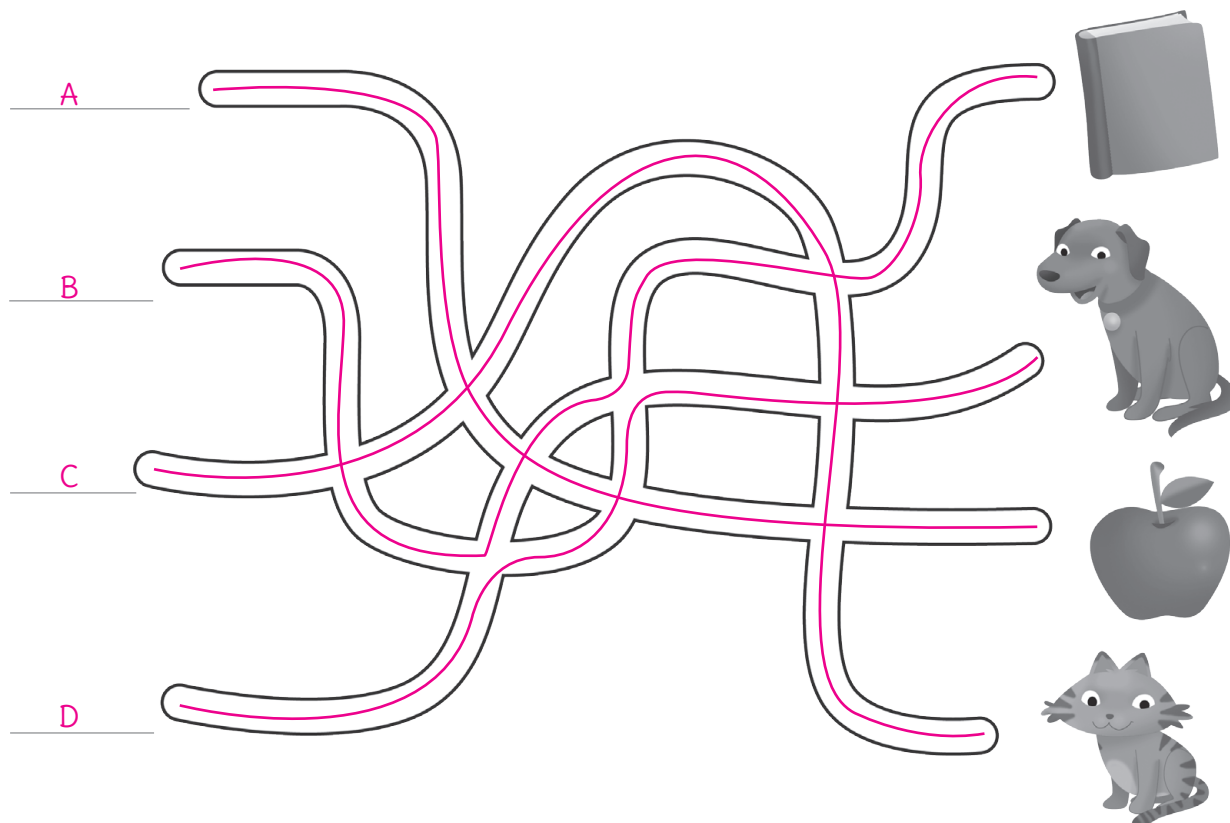
A Match small and capital letters.



B Sing the Alphabet song and write the letters.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

C Follow the maze and write the initial letter of the object.



D Write the names of objects that start with the letters below. Draw pictures. *Answers will vary.*

A _____

M _____

F _____

C _____

E _____



Blog

- E** You have a new cat. Invent a name that starts with any of the vowels. Draw and color your cat. Write its name.



A Read and match.

- | | | |
|---------|-------|----------|
| 1. I | _____ | a. his |
| 2. you | _____ | b. my |
| 3. he | _____ | c. her |
| 4. she | _____ | d. their |
| 5. we | _____ | e. your |
| 6. they | _____ | f. our |

B Look at the pictures and complete the sentences.

1. This is my



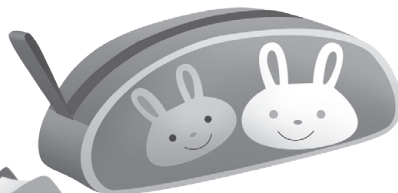
newspaper

2. This is her



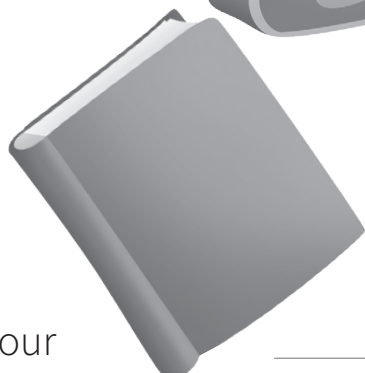
briefcase

3. This is his



pencil case

4. This is our



book

C Read and complete with words in the box.

their

my

his

her

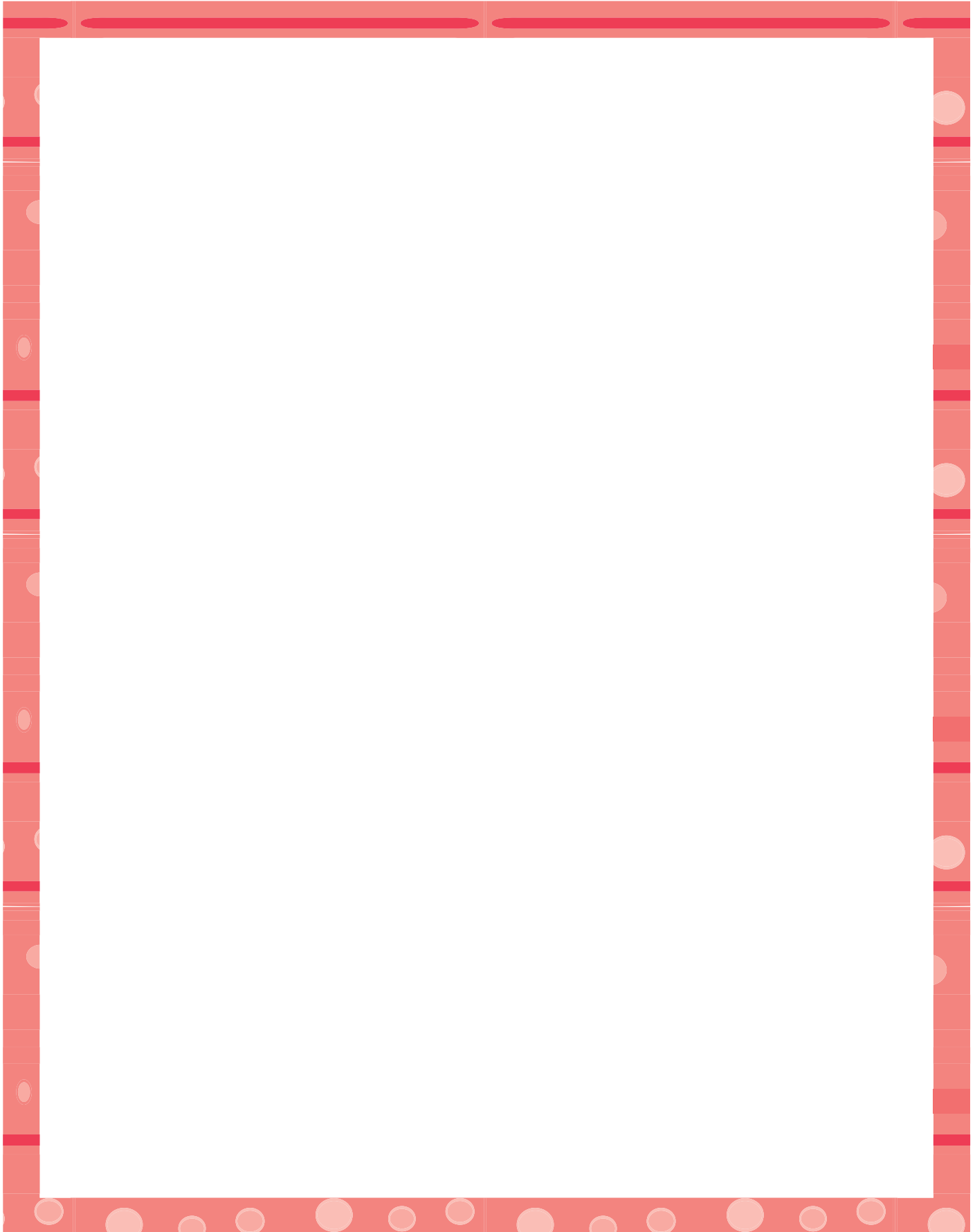
1. I'm Katy and this is my brother.
2. My brother is John, and this is his book.
3. This is my sister, and this is her backpack.
4. This is my mother and this is my father. This is their house.

D Order the words and write sentences.

1. book / is / her / This /. This is her book.
2. is / This / backpack / his /. This is his backpack.
3. paint / This / their / is /. This is their paint.
4. my / is / pencil case / This /. This is my pencil case.

Blog

E How do you take care of your school supplies?



A Read and match.

1. Stand

up.

2. Sit

down.

3. Jump

forward.

4. Open

the book.

B Write the instructions.



Open the book.



Jump forward.



Sit down.



Stand up.

C Read and circle /p/ red if it is at the beginning, and blue if it is at the end.

1. map ^{blue}

2. ^{red}pen

3. pencil

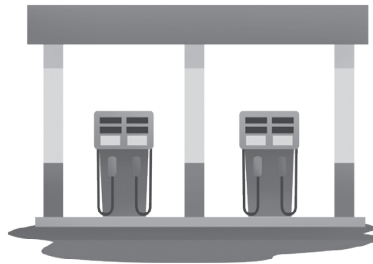
4. jump

5. play

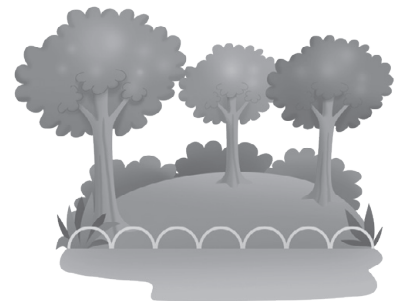
D Write three instructions to go from the house to the library.



library



gas station



park



pet shop



fountain



house

1. *Answers will vary.*

2.

3.

Blog

E What do you do on the weekends?



Unit 2

The Body

A Look and label.

head

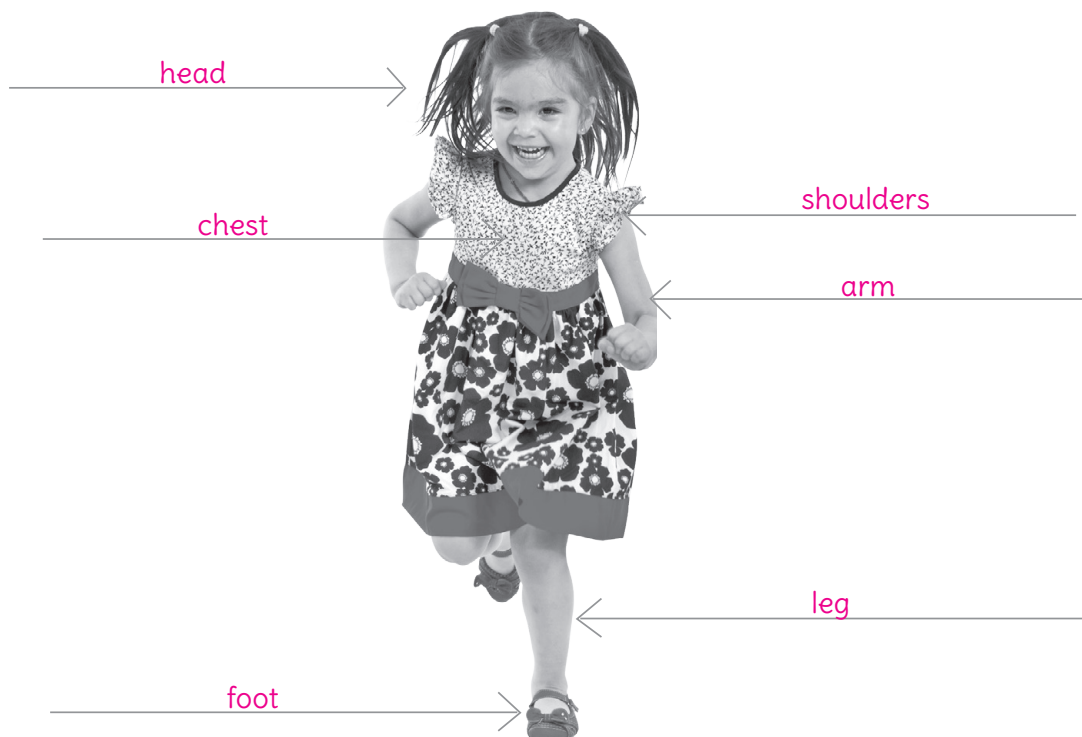
shoulders

chest

arm

leg

foot



B Match and complete the information. Write the sentences.

I have

one	feet.
two	stomach.
three	shoulders.
	neck.

- I have two feet.
- I have one stomach.
- I have two shoulders.
- I have one neck.



C Now, write a sentence about yourself.

I have Answers will vary.

D Read and follow the instructions.

1. Mark the head bone with a red check.
2. Mark the leg bones with a blue check.
3. Mark the arm bones with a yellow check.
4. Mark the hand bones with a green check.

E Write the words in plural.

Singular

1. finger
2. hip
3. toe
4. knee
5. arm

Plural

fingers
hips
toes
knees
arms

yellow



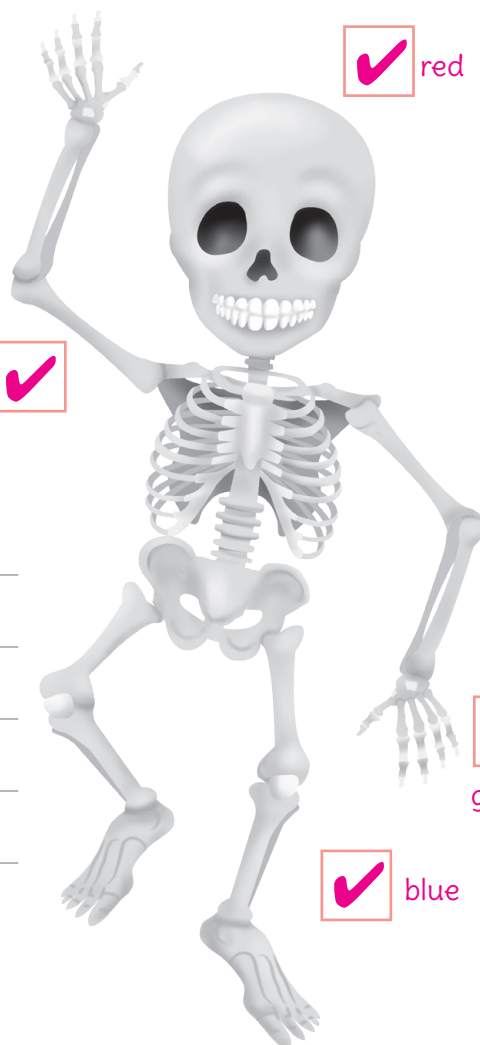
red



green



blue



F Draw one of the words above. Label it.

Answers will vary.



Blog

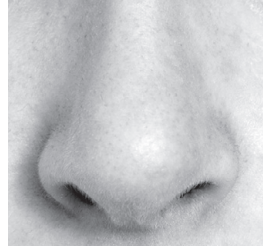
G Draw or write what you now know about the body.

A large rectangular frame with a decorative border. The border is composed of various red and white patterns: dots, stripes, and diamonds. The frame is intended for drawing or writing.

A Read and complete.

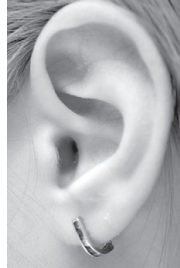
this these

1. What's this ? It's a



nose.

2. What's this ? It's an



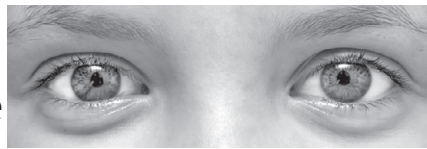
ear.

3. What's this ? It's a



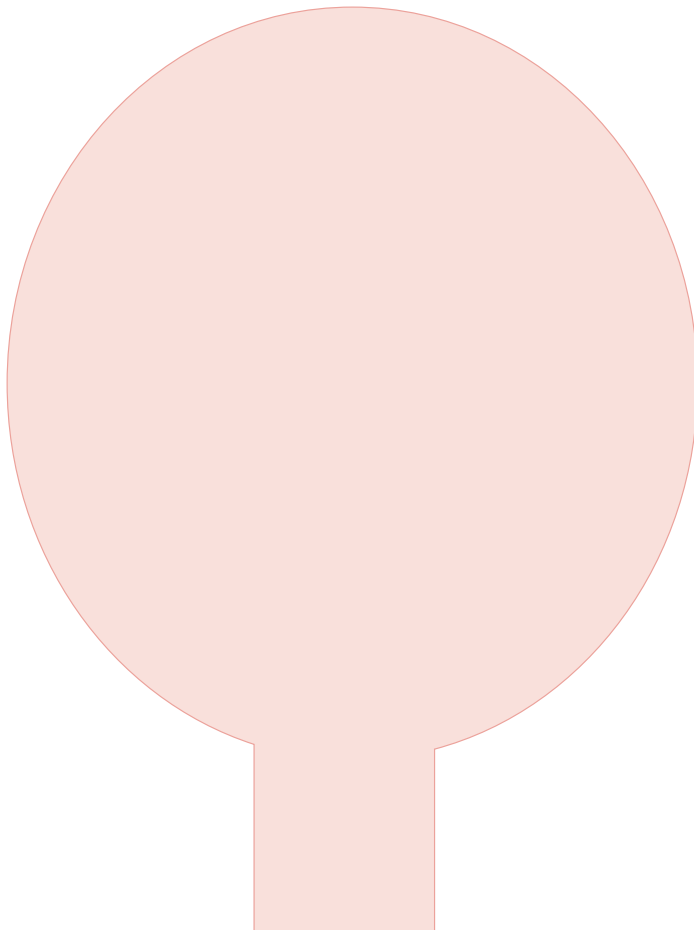
mouth.

4. What are these ? They're



eyes.

B Draw the missing parts on the face. Then write the words for them.



1. Eyes
2. Nose
3. Ears
4. Mouth
5. Chin

C Circle the missing letter and write it to complete the word.

1. __t__oes

t s

2. bone __s__

t s

3. __t__ummy

t s

4. leg __s__

t s

5. __t__ooth

t s

6. __s__houlder __s__

t s

D Read and circle.

1. I'm Snow White. / I'm the Queen.

2. I'm the Mirror. / I'm the Prince.

3. I'm the Prince. / I'm the Queen.



Blog

E Draw or write about your favorite character from the story.

A large rectangular box with a red border, intended for drawing or writing about a favorite character from the story. The box is empty and occupies most of the page below the instruction.

Lesson 3

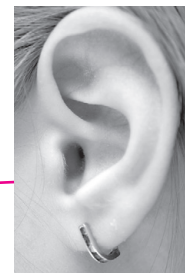
A Read and match.

1. see

2. hear

3. touch

4. taste



B Look and complete the sentences.

hear

touch

taste

see

1. I touch a cat. It's soft.



2. I taste ice-cream. It's sweet.



3. I hear a bell. It's loud.

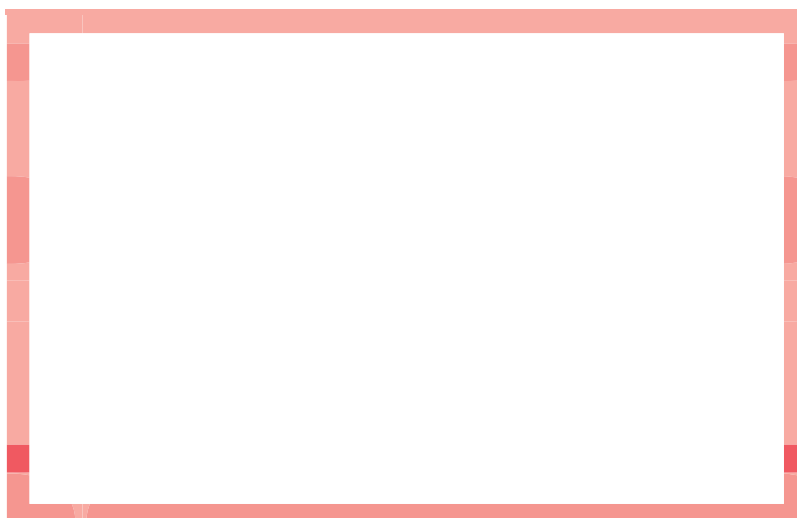


4. I see a rose. It's beautiful.



C Draw something you smell.

Answers will vary.



D Label the objects.



salt



lemon



sugar



coffee

E Read and circle True or False. Correct the false statements.

1. We taste with the tongue.

True

False

2. We hear with the eyes.

True

False

We hear with the ears.

3. We smell with the ears.

True

False

We smell with the nose.

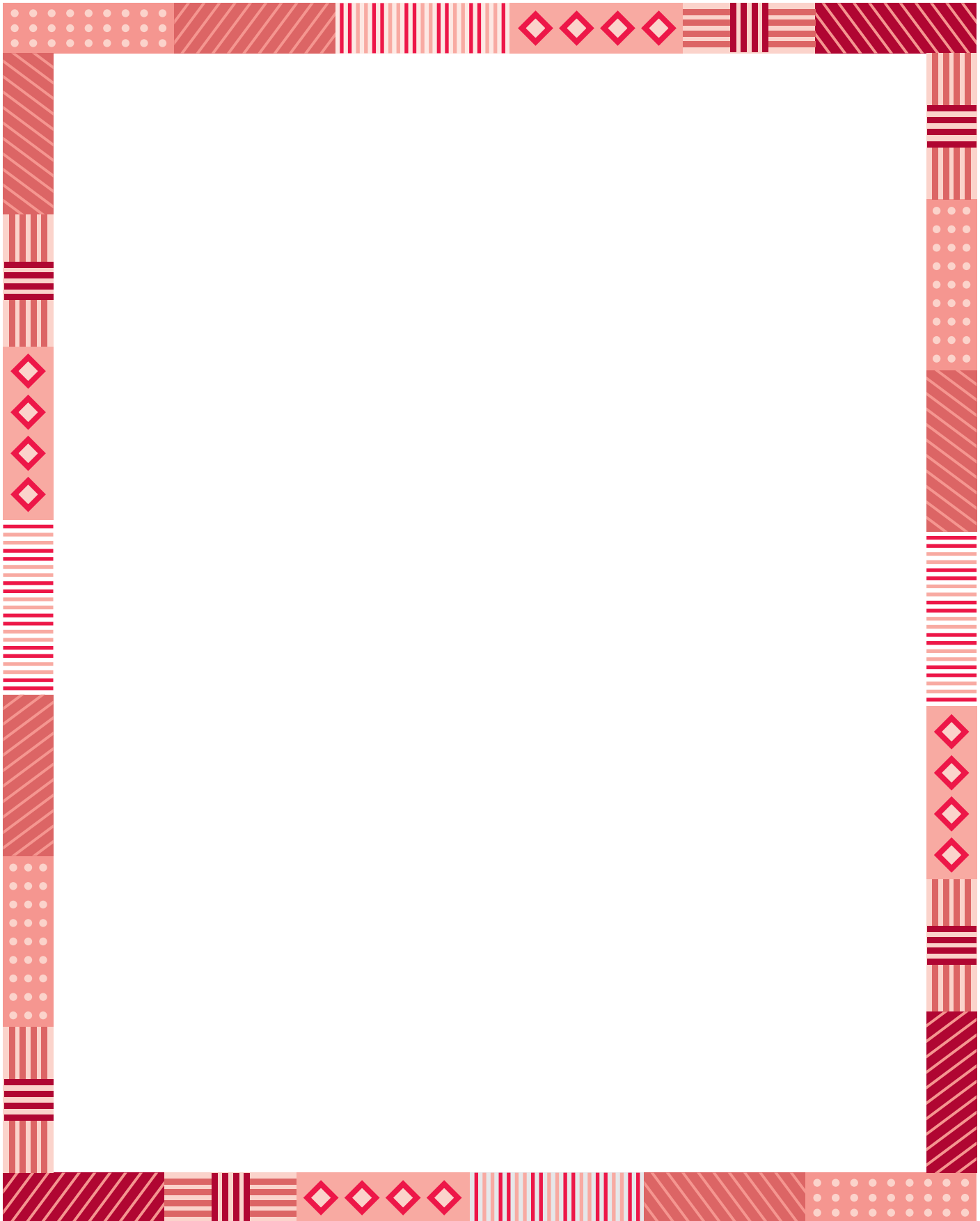
4. We touch with the hands.

True

False

Blog

F Make a collage about the senses and write sentences about them.



A Find the words for the cardinal numbers.

5 6 1

9 4

7 8

2 3

10

O	N	E	E	T	T	E	N
A	B	C	T	W	O	E	F
G	S	S	E	V	E	N	H
S	I	X	C	D	F	G	O
M	N	O	F	I	V	E	S
P	Q	R	E	I	G	H	T
N	I	N	E	T	U	V	W
X	F	O	U	R	Y	Y	Z
A	B	C	T	H	R	E	E

B Write words for the ordinal numbers.

1ST First

4TH Fourth

3RD Third

6TH Sixth

8TH Eighth

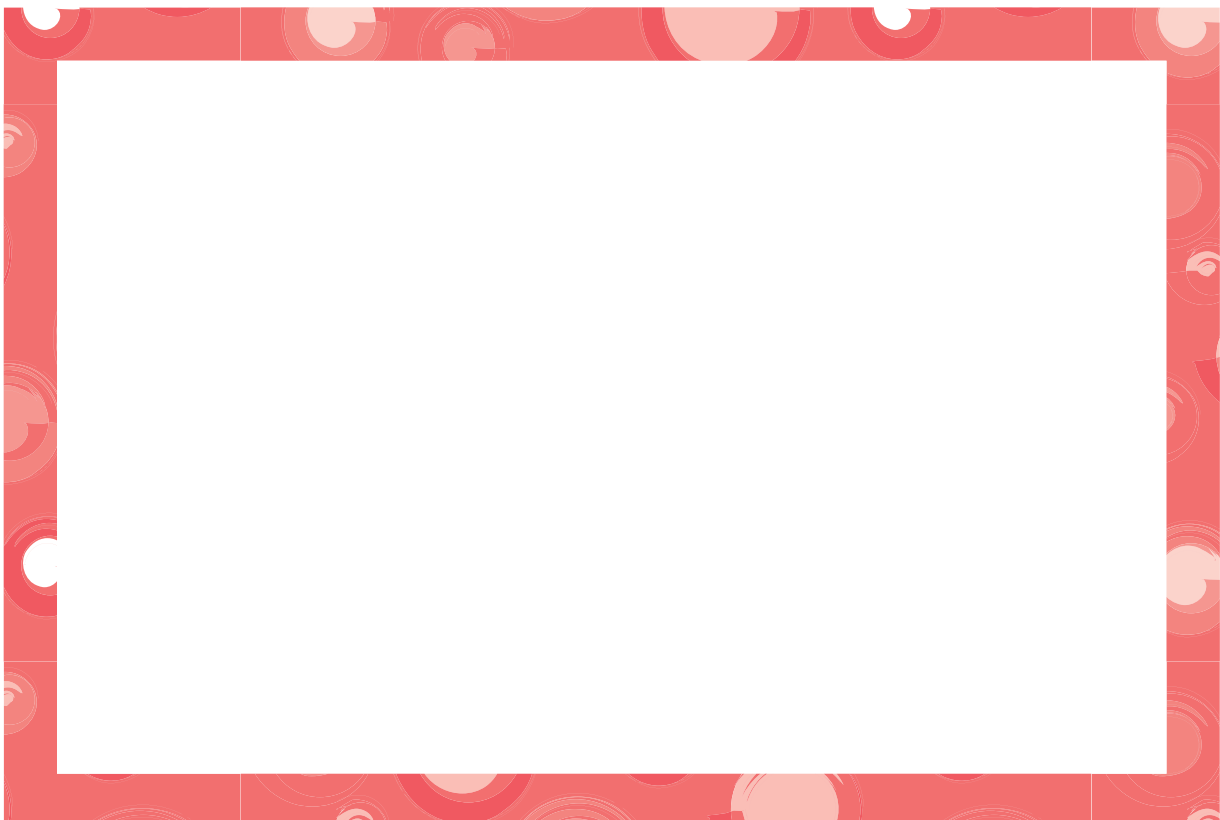
2ND Second

C Unscramble the sentences.

1. body / mouth / has / one / The The body has one mouth .
2. has / The / two / face / ears The face has two ears .
3. hand / fingers / has / five / The The hand has five fingers .
4. has / foot / five / The / toes The foot has five toes .
5. Write your own sentence: Answers will vary. .

D Follow the instructions and draw a monster. *Answers will vary.*

1. It has two heads.
2. It has four eyes.
3. It has five ears.
4. It has one mouth.
5. It has seven feet.



Blog

E Draw or write about your body and bones.

A large rectangular box with a red border, intended for drawing or writing about the body and bones. The box is empty and occupies most of the page below the instruction.

A Draw the sports equipment you need for the sports below. *Answers may vary.*

1. Basketball	2. Soccer	3. Tennis
4. Swimming	5. Chess	6. Cycling

B Read and match.

- | | |
|----------|------------|
| 1. Play | ballet. |
| 2. Dance | a ball. |
| 3. Ride | a bicycle. |
| 4. Throw | chess. |

C Now write the complete sentences. *Answers will vary.*

- _____.
- _____.
- _____.
- _____.



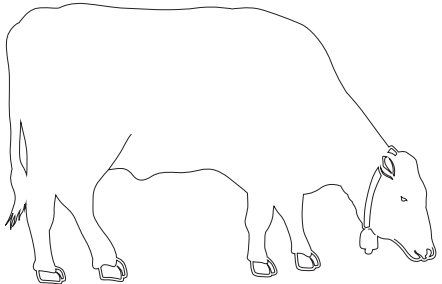
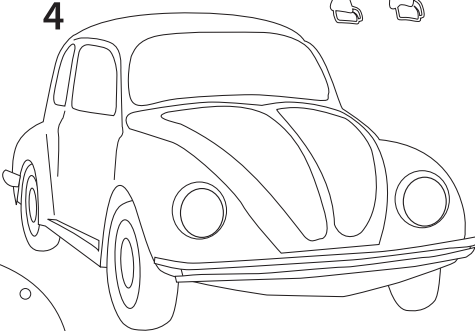
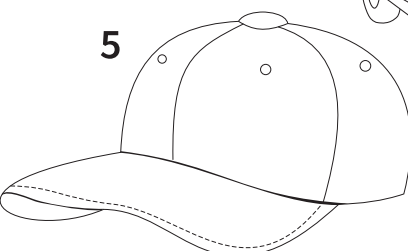
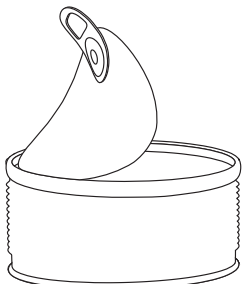
D Find the different sentences and write them again.



1. Run with your legs .
2. Kick the ball .
3. Don't touch the ball with your hands .

This sport is soccer .

E Complete the words. Color the pictures.

1.	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>C</td><td>A</td><td>T</td></tr></table>	C	A	T	1		2		3	
C	A	T								
2.	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>C</td><td>U</td><td>P</td></tr></table>	C	U	P						
C	U	P								
3.	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>C</td><td>O</td><td>W</td></tr></table>	C	O	W						
C	O	W								
4.	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>C</td><td>A</td><td>R</td></tr></table>	C	A	R			4			
C	A	R								
5.	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>C</td><td>A</td><td>P</td></tr></table>	C	A	P	5					
C	A	P								
6.	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>C</td><td>A</td><td>N</td></tr></table>	C	A	N					6	
C	A	N								

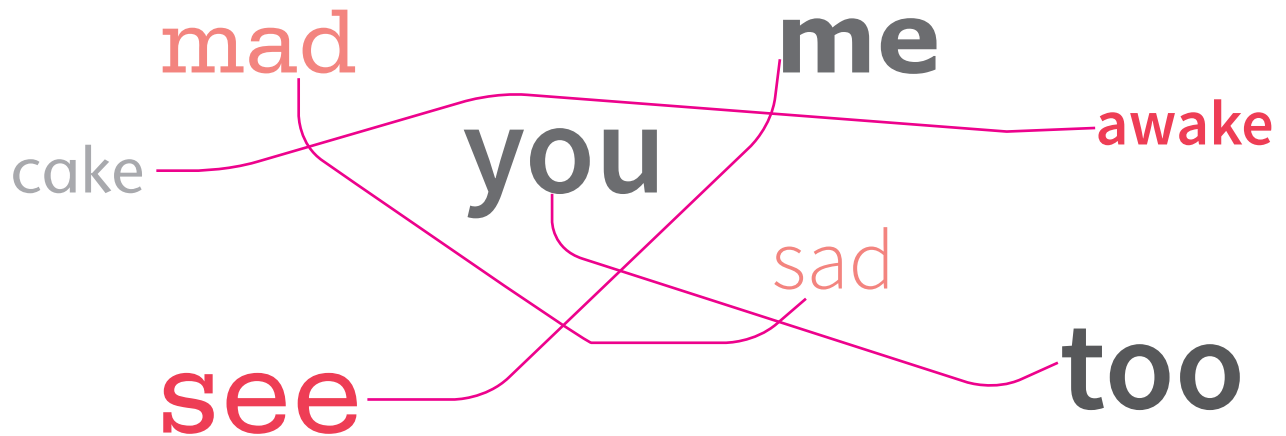
Blog

F Invent a name for a new sport: ballet and karate. What are the rules?



A large rectangular area for writing, framed by a decorative border. The border consists of various red and white patterns: dots, stripes, and diamonds. The writing area contains several horizontal lines for text.

A Match the rhyming words.



B Draw faces for the following



happy



sad



angry



asleep

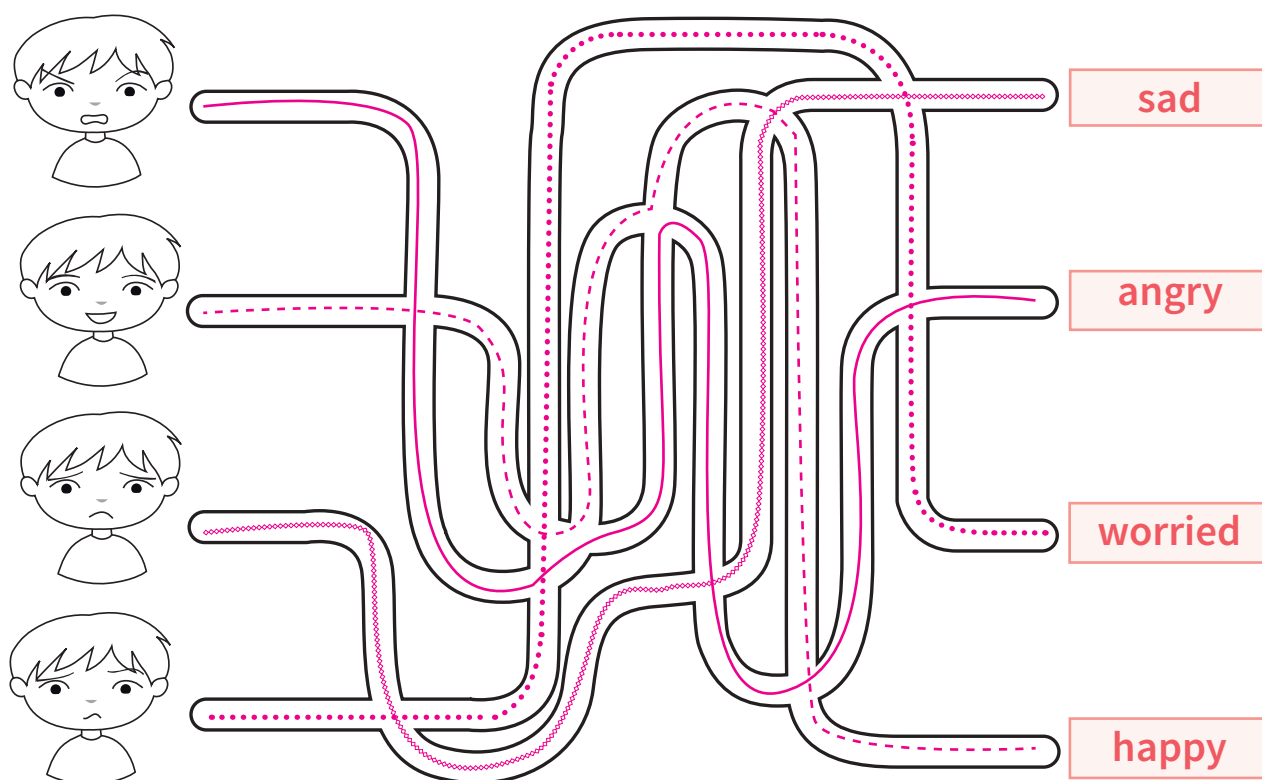


bored



worried

C Follow the maze and match the feelings to the words. Color the maze.



D Draw the feelings.

I am happy 😊 today.

Oh, I am sad 😞 .

Why are you sad 😞 ?.

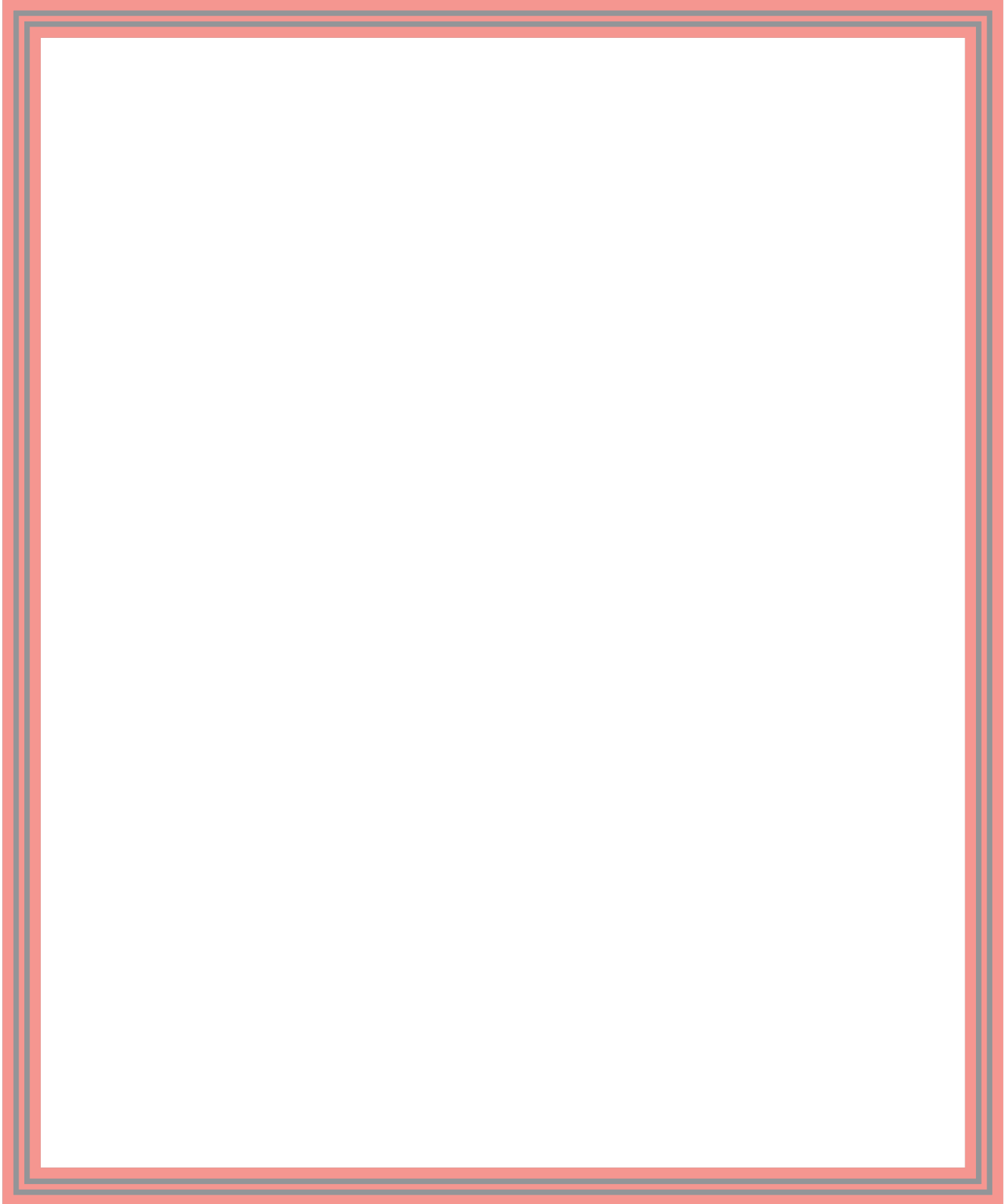
Because I have a lot of homework.

I'm bored 😞 because I don't have any.

Oh I am worried 😟 because I have a lot.

Blog

E Write and draw how you feel on your birthday.

A large rectangular box with a red border and a dashed red border inside, intended for writing and drawing.

A Read and match.

- | | |
|----------|-----------|
| 1. Do | TV. |
| 2. Eat | a sport. |
| 3. Take | well. |
| 4. Watch | a book. |
| 5. Read | water. |
| 6. Drink | a shower. |

B Write four instructions for a friend. *Answers will vary.*

1. _____.
2. _____.
3. _____.
4. _____.

C Draw and color one instruction. *Answers will vary.*



D Read the instructions. Circle H (home) or S (school).

1. Wash the dishes.

☒ H S

2. Don't eat in the classroom.

H ☒ S

3. Put your books in your schoolbag.

H ☒ S

4. Make your bed.

☒ H S

5. Feed the dog.

☒ H S

E Number the days of the week in order.

_____ Tuesday

_____ Friday

_____ Thursday

_____ Sunday

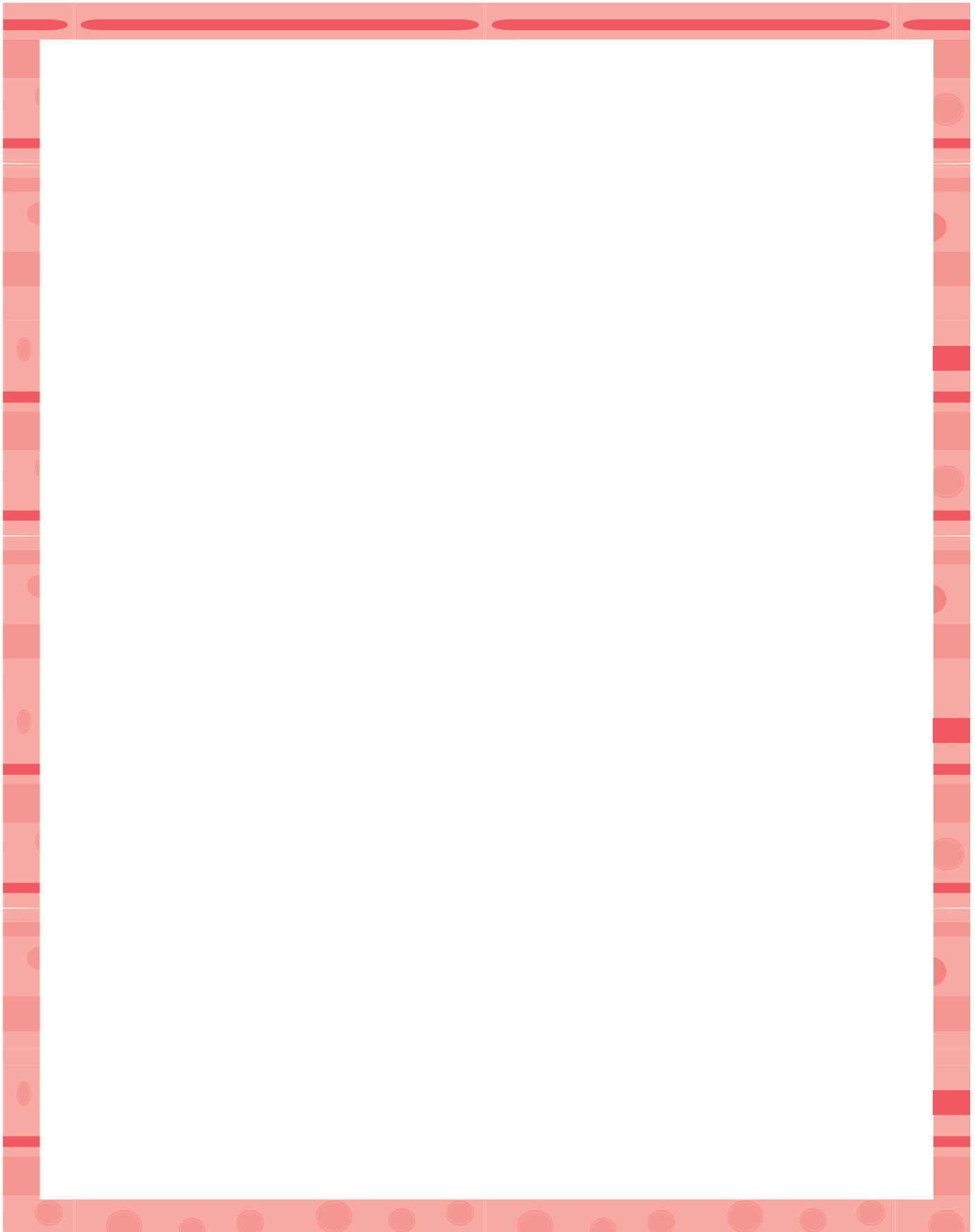
_____ Saturday

_____ Monday

_____ Wednesday

Blog

F Write about healthy and unhealthy habits you have.



A Look and answer.



1. What's for dinner? There are hamburgers, a pizza, some fries and a salad.
2. What's to drink? There are some cartons of juice.
3. What's for dessert? There's a cake.

B Circle True or False about the story.

1. The food is all healthy.
2. The food is all unhealthy.
3. The dog has special dog food.
4. Dad and his son eat the cake.

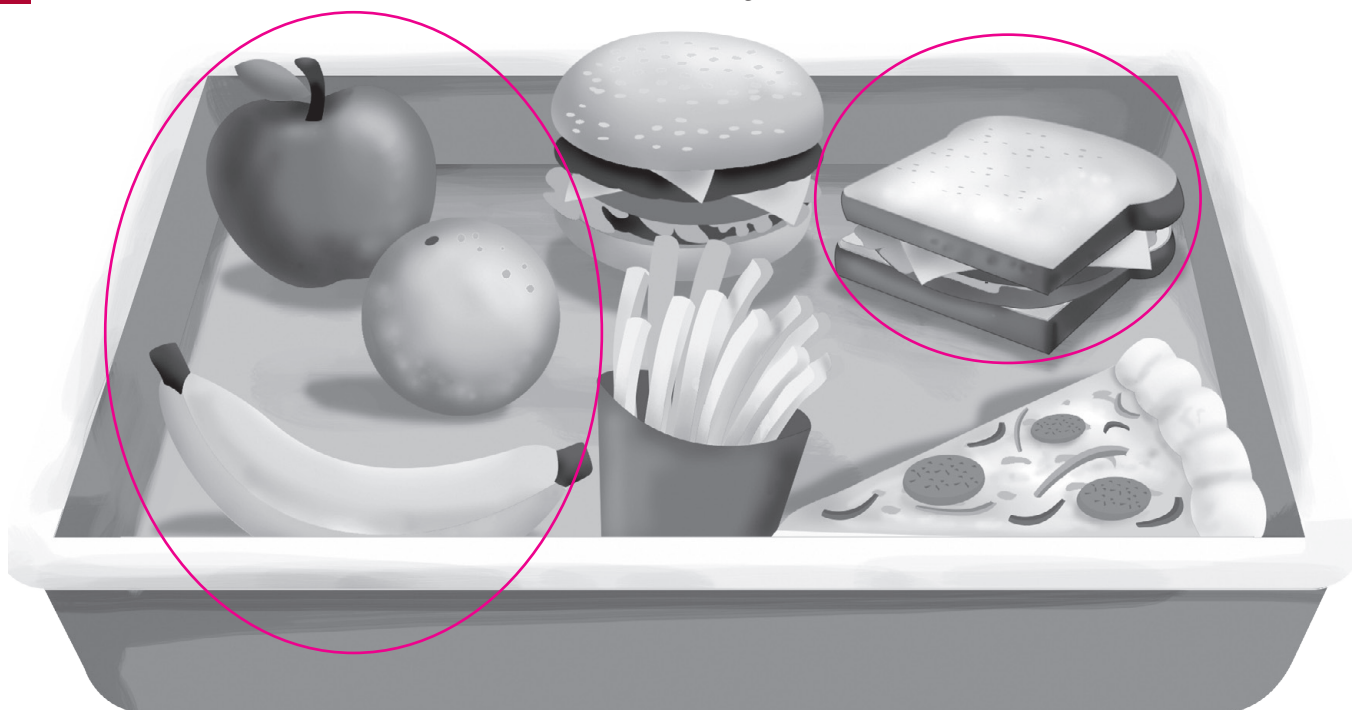
True ☒ False

True ☒ False

True ☒ False

True ☒ False

C Look at the food and circle the healthy food.

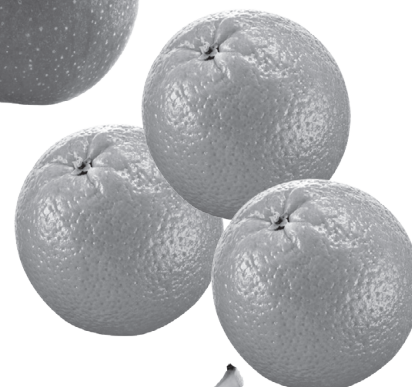


D Circle the correct words.

1. There is / are a / an / some apple.



2. There is / are a / an / some oranges.



3. There is / are a / an / some banana.



4. There is / are a / an / some fries.



5. There is / are a / an / some hamburgers.



Blog

E Draw and write what you have for dinner.

A large rectangular box with a red border, intended for drawing and writing about dinner. The box is empty and occupies most of the page below the instruction.

Unit 3

Animals

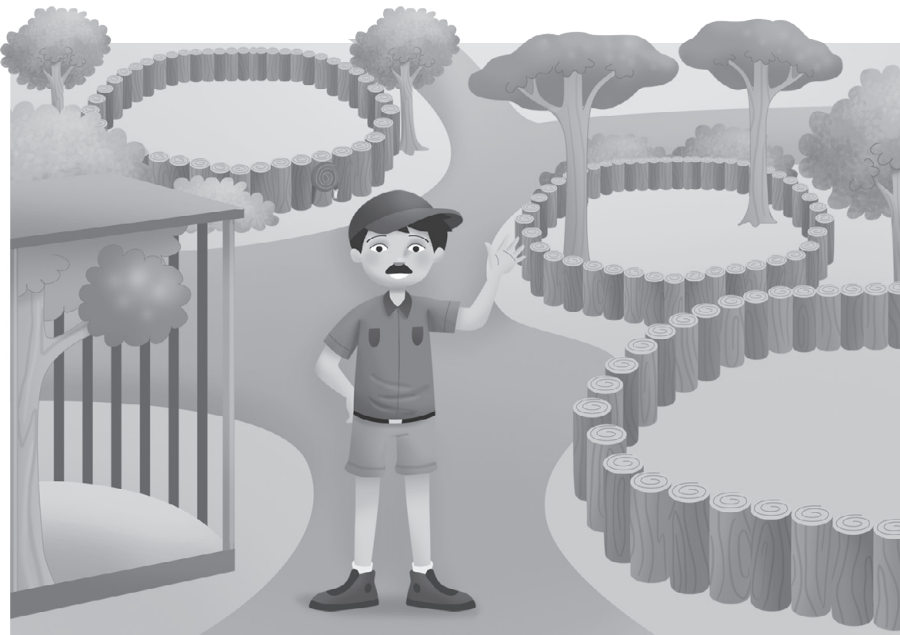
A Draw animals. Then write sentences using the words in the box.

this

these

that

those



1. _____ This / That _____ is the _____ Answers will vary. _____.
2. _____ These / Those _____ are the _____.
3. _____ These / Those _____ are the _____.
4. _____ This / That _____ is the _____.
5. _____ Answers will vary. _____.

B Find the words for mammals. There are 5.



D	O	L	P	H	I	N	N	E
A	B	D	W	W	H	A	L	E
O	T	T	E	R	Y	Z	A	B
D	A	B	B	E	A	R	R	S
G	I	R	A	F	F	E	F	H
I	J	K	L	M	N	O	P	Q

C Read and match.



These are very big mammals.

These are very cute mammals.

These are very intelligent mammals.

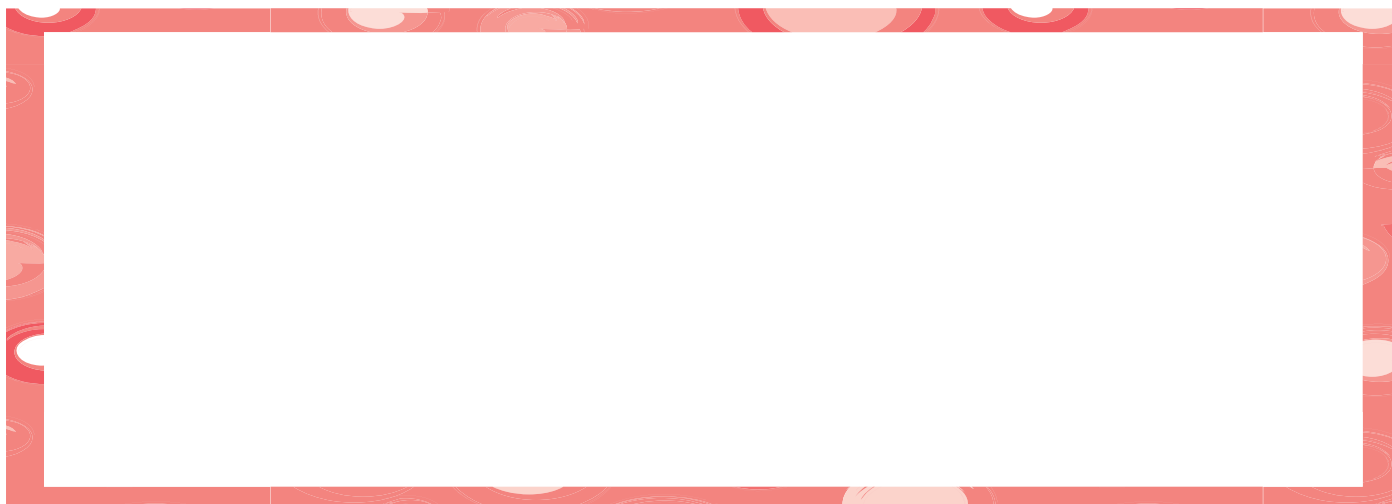
D Read the sentences and circle T (True) or F (False).

1. Dolphins live in water.
2. Otters are cute animals.
3. Whales are not mammals.
4. Baby whales drink milk.
5. Giraffes live in water.

T
T
T
T
T

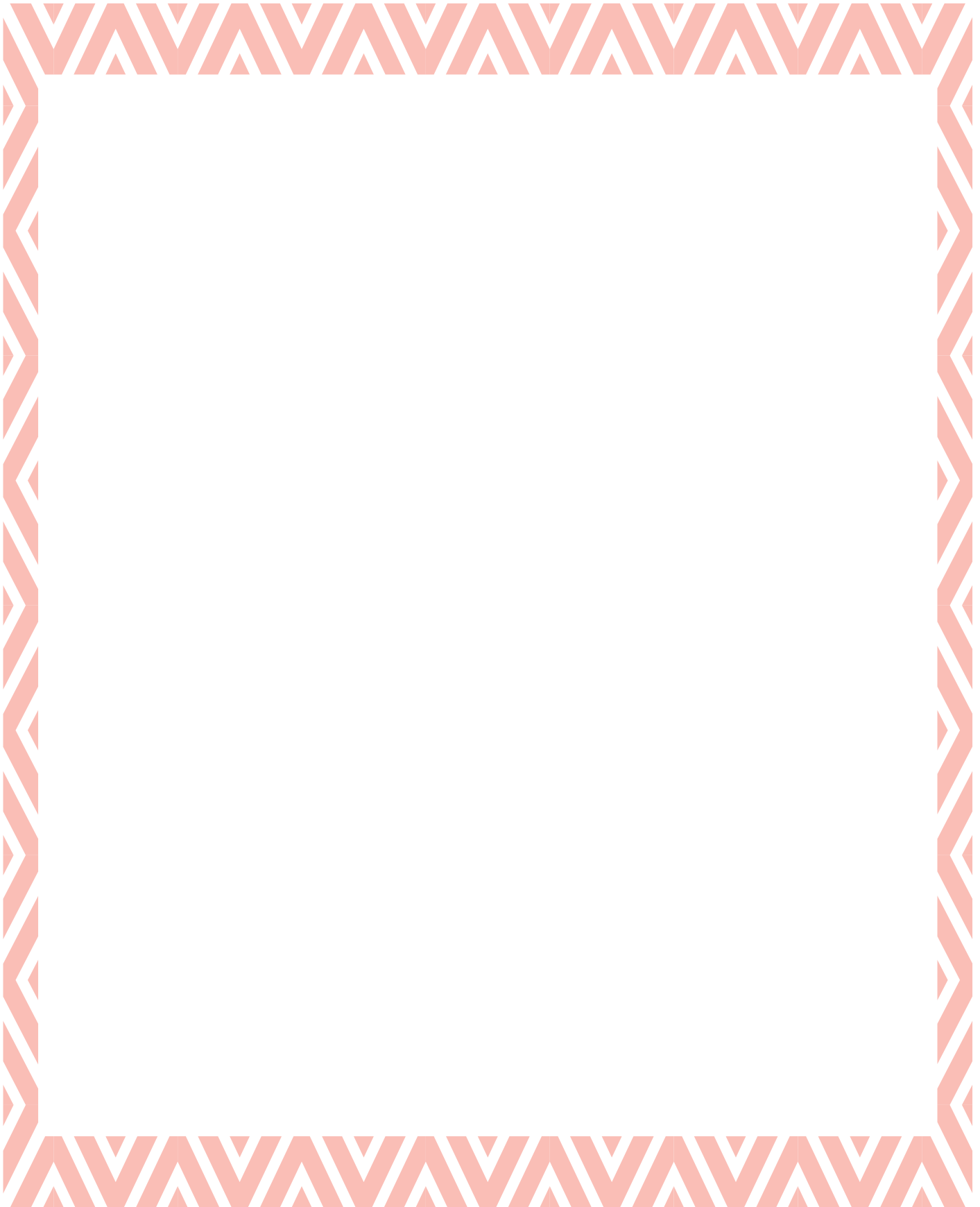
F
F
F
F
F

E Draw your favorite mammal. *Answers will vary.*



Blog

F Write (or draw) what you now know about your favorite mammal.



A Look and write.



1. Is it a lizard?



2. Is it a chameleon?



3. Is it a turtle?



4. Is it a python?

B Write the words in the chart.

big small brown black white yellow green long wide tall

colors

brown

black

white

yellow

green

sizes

big

small

long

wide

tall

C Draw a tall brown animal with small ears and long whiskers.

Answers may vary.

D Write the letters according to the numbers. Solve the mystery and write the animal.

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

1. It is 2, 9, 7. BIG
2. It is 9, 14, 20, 5, 12, 12, 9, 7, 5, 14, 20. INTELLIGENT
3. It is 7, 18, 1, 25. GRAY
4. It's an 5, 12, 5, 16, 8, 1, 14, 20. ELEPHANT

E Read and match.



- | | |
|---|--------------------------|
| 1. It has a rattle on it's tail. | <div>1</div> rattlesnake |
| 2. It's small and green. | <div>4</div> crocodile |
| 3. It has lots of colors. | <div>2</div> lizard |
| 4. It's big with a big mouth. It's dangerous. | <div>3</div> chameleon |

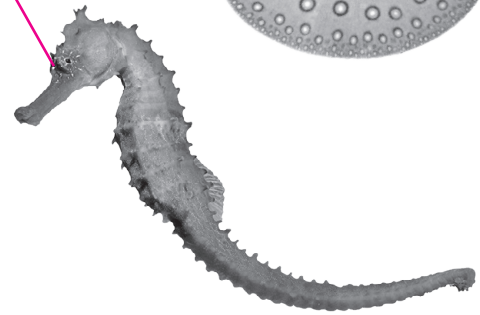
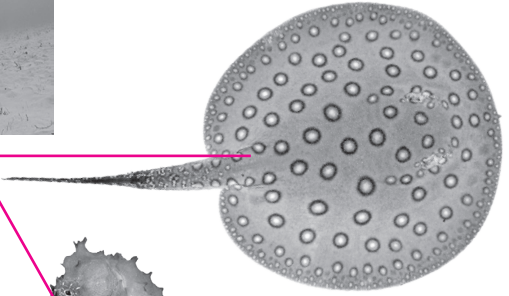
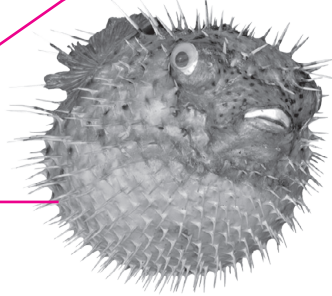
Blog

F Draw or write about your favorite reptile.

A large rectangular frame with a decorative border. The border consists of a repeating pattern of red and pink stars and stripes. The interior of the frame is white, providing a space for drawing or writing.

A Read and match.

1. seahorse
2. puffer fish
3. stingray
4. hammerhead



B Look and write.

tiny small medium big



medium



tiny



small



big

C Draw your favorite fish. Answers will vary.



D Read and draw.

<p>It is a small orange and white clownfish.</p>	<p>It is a tiny yellow seahorse.</p>
<p>It is a big blue stingray.</p>	<p>It is a medium brown puffer fish.</p>

E Unscramble the words and write the sentences.

1. a / tiny / It's / fish / green

It's a tiny green fish .

2. fish / a / medium / It's / gray

It's a medium gray fish .

3. a / big / It's / fish / white

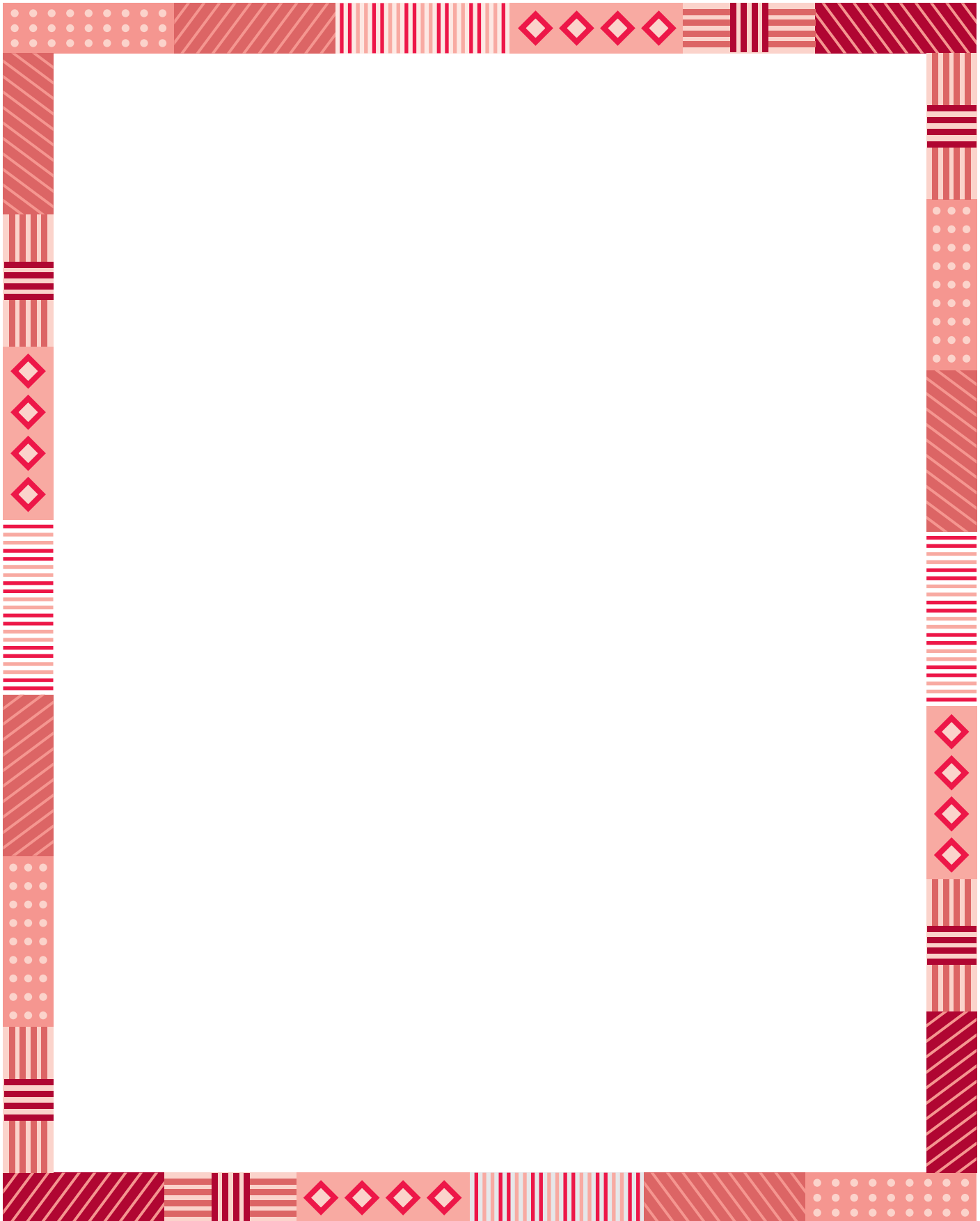
It's a big white fish .

4. small / It's / brown / a / fish

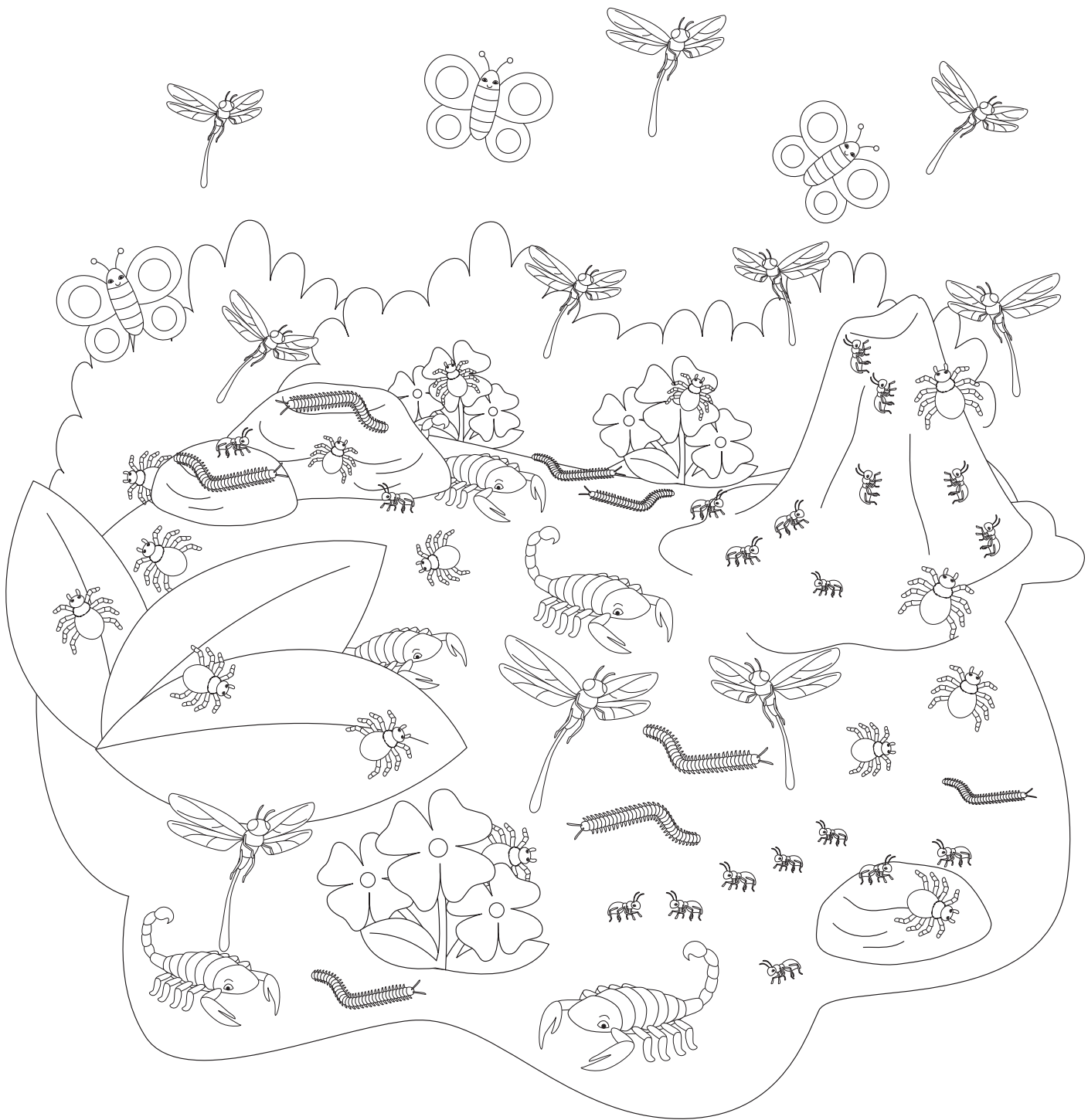
It's a small brown fish .

Blog

F Make a collage of fish and write words about them.



A Find, color and write how many.



1. 5 scorpions

3. 10 dragonflies

5. 19 ants

2. 8 centipedes

4. 14 tarantulas

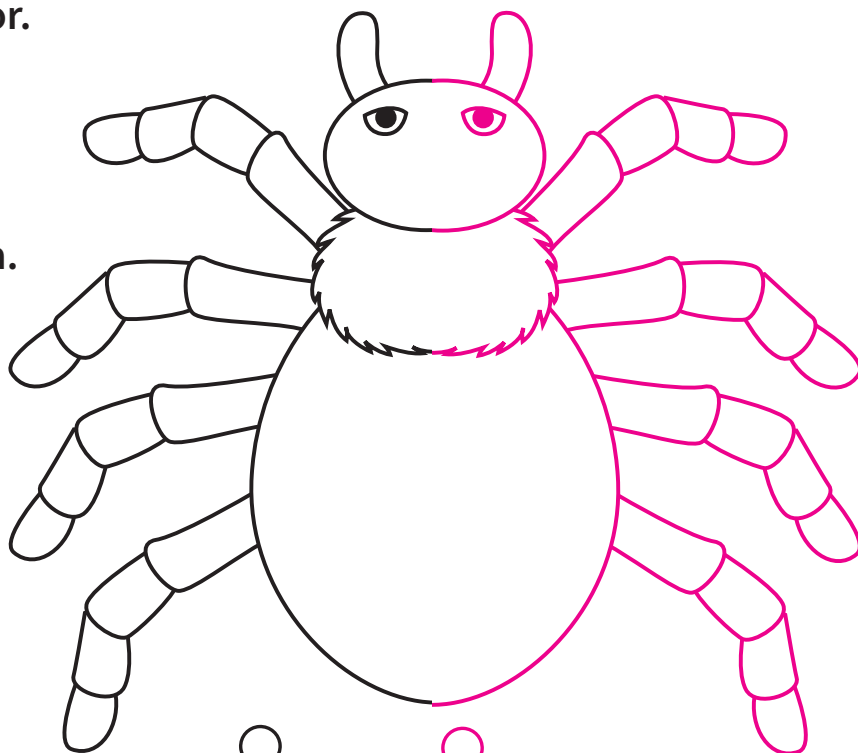
6. 3 butterflies

B Read the words aloud in the correct order. Write the numbers next to the words.

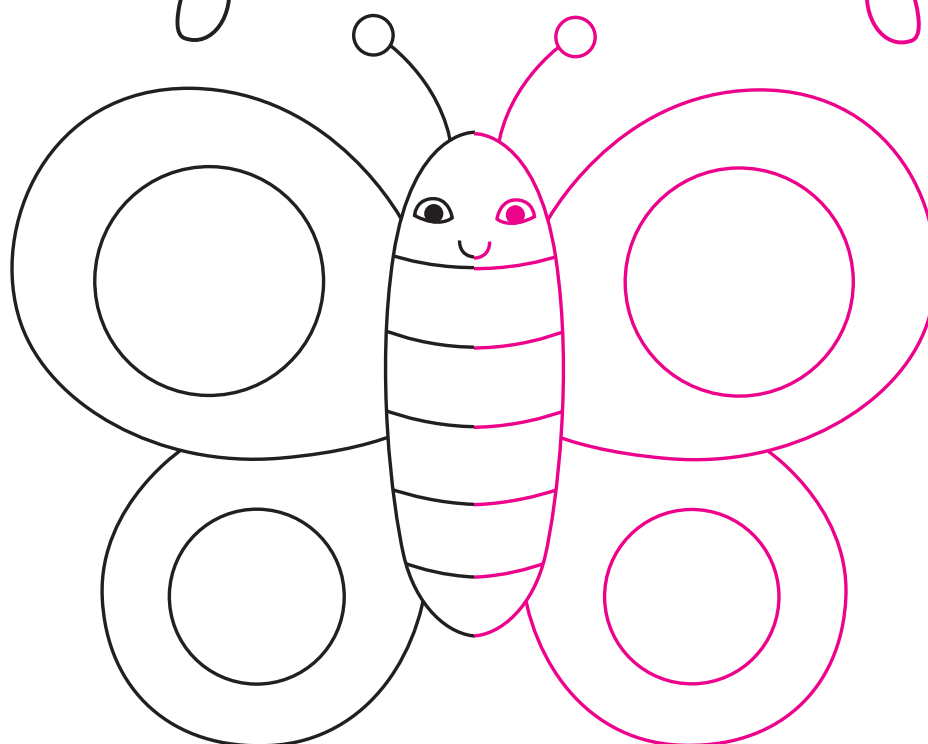
seventeen¹⁷ nineteen¹⁹ fifteen¹⁵ eleven¹¹
twelve¹² ten¹⁰ sixteen¹⁶ twenty²⁰
thirteen¹³ eighteen¹⁸ fourteen¹⁴

C Draw, read and color.

It's a big black tarantula.



It's a big yellow butterfly.



Blog

D Draw or write about your favorite bug.

A large rectangular box with a red border, intended for drawing or writing about a favorite bug. The box is empty and occupies most of the page below the instruction.

A Unscramble the letters and write the words. Match them to the pictures.

1. g/o/r/f

2. n/a/l/a/s/a/d/m/e/r

3. a/o/o/l/x/l/t

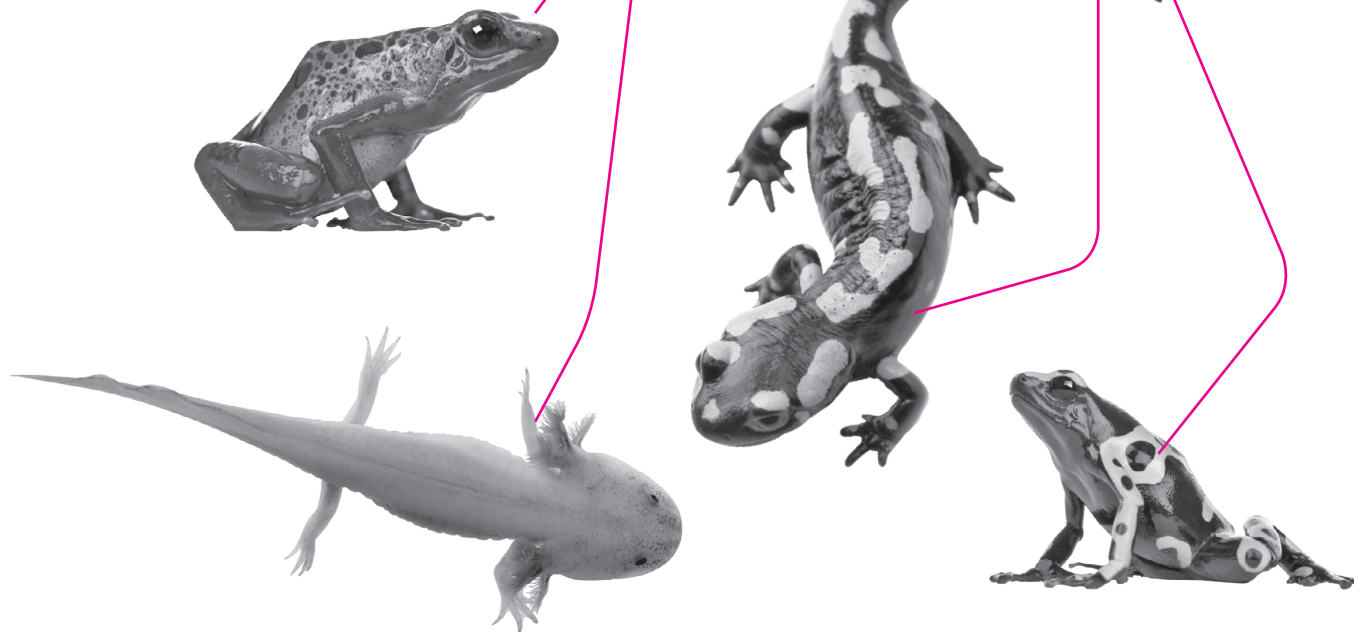
4. s/r/t/e/i/p/s

frog

salamander

axolotl

stripes



B Read and match.

1. The poison frog

2. The Mexican axolotl

3. The spotted salamander

4. The bumblebee frog

has yellow spots.

has black and yellow stripes.

has pink arms and legs!

has stripes and spots.

C Read and color.



It is black with blue stripes.



It has yellow spots.

D Read and write the rhyming words.

pool

log

bug

lot

1. cool pool

2. frog log

3. glub bug

4. spot lot

E Draw your favorite amphibian. *Answers will vary.*



Blog

F Find out about two amphibians. Where do they live and what markings do they have?

A large rectangular frame with a decorative border. The border is composed of various red and white patterns: dots, stripes, and diamonds. The frame is intended for a student to write their response to the prompt.

A Label the pictures.



penguin



flamingo



ostrich



hummingbird

B Read and circle T (True) or F (False).

1. Penguins can't fly.
2. Penguins can't swim.
3. Penguins can walk.
4. Penguins have webbed feet.
5. Penguins live on ice.

☒ T

☐ F

☐ T

☒ F

☒ T

☐ F

☒ T

☐ F

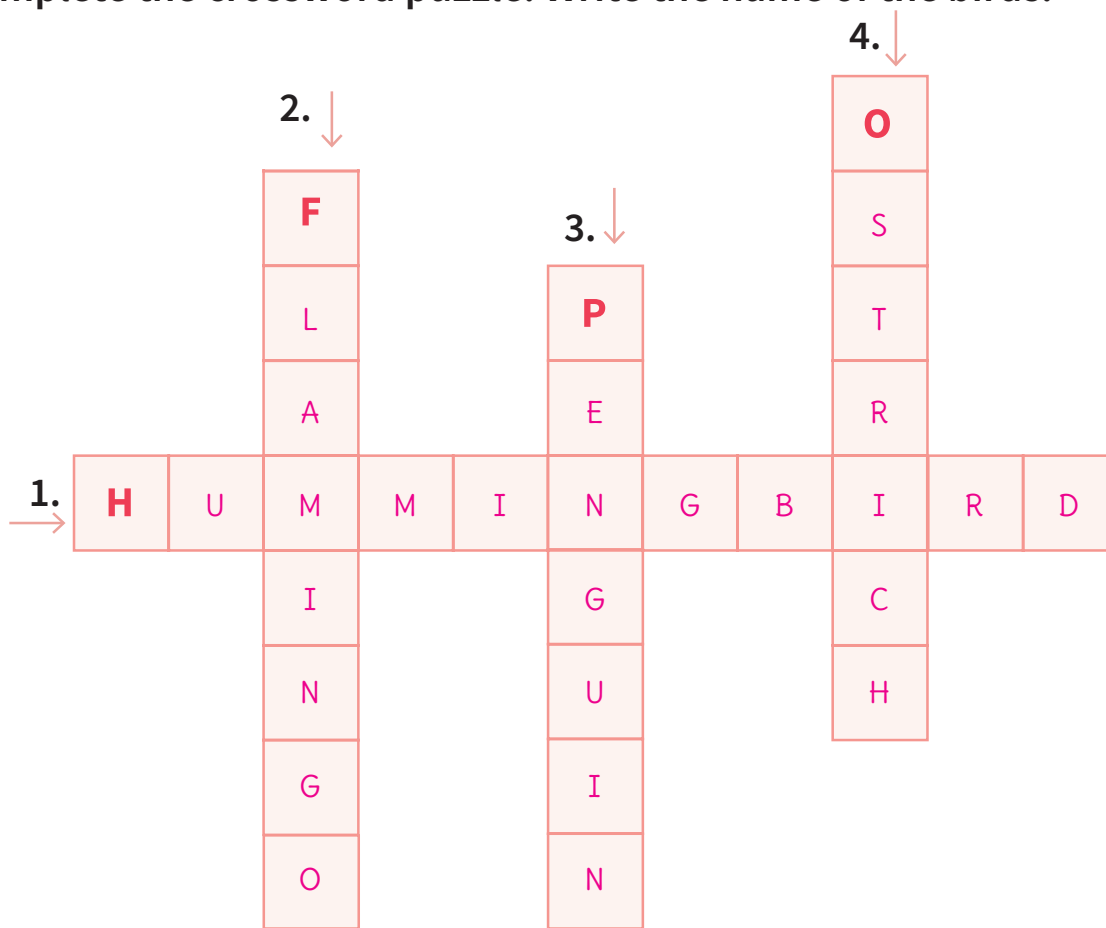
☒ T

☐ F

C Draw your favorite bird and write what it can do.

Answers will vary.

D Complete the crossword puzzle. Write the name of the birds.



1. It can fly backwards. Hummingbird
2. It can walk, run fast and fly. Flamingo
3. It can swim and walk but it can't fly. Penguin
4. It can run fast but it can't fly. Ostrich

E Match the ways to cook eggs. Circle your favorite style.

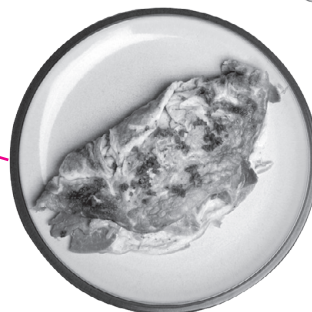
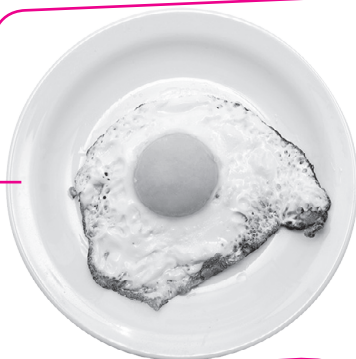
1. boil

2. fry

3. poach

4. omelet

5. scramble



Blog

F Write and draw how you like your eggs for breakfast.

A large rectangular box with a red border and a dotted pattern, intended for writing and drawing. The box is empty and occupies most of the page below the instruction.

A Read and match.

1. Turtles	eat	jellyfish.
2. Starfish		in warm waters.
3. Octopuses	live	on land and in water.
4. Crabs		algae.

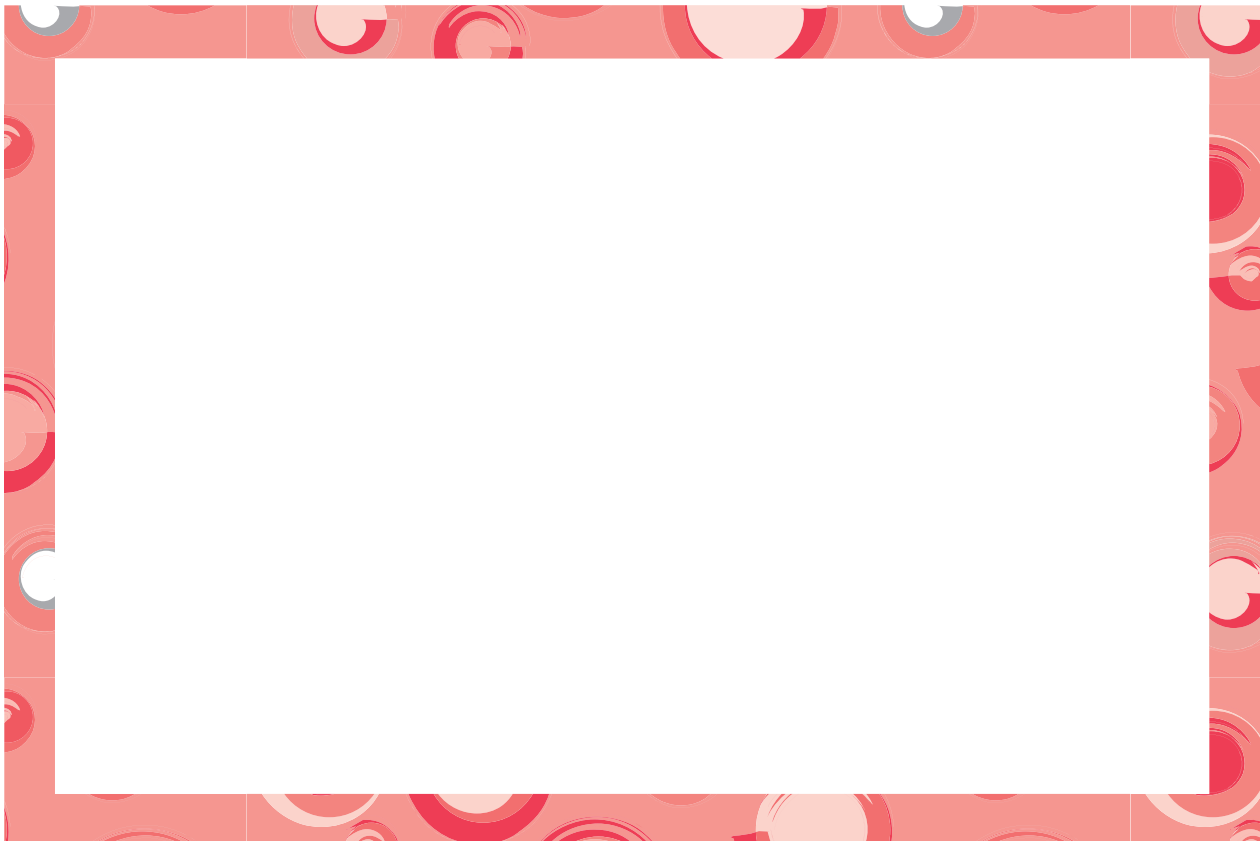
B Read and write the answers.

Yes, they can.

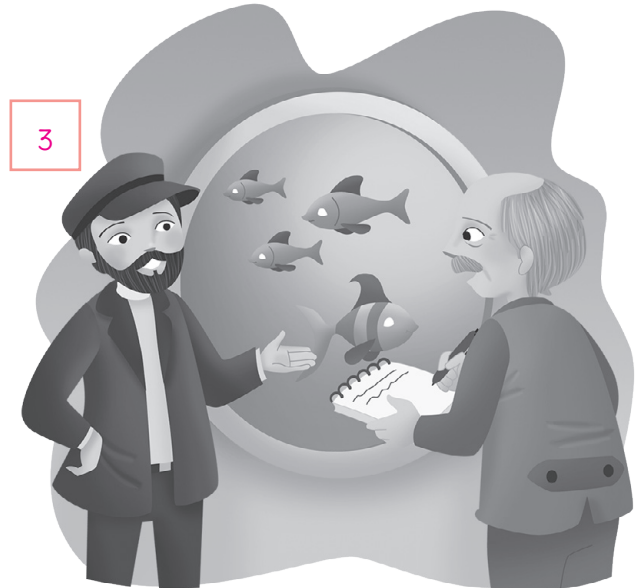
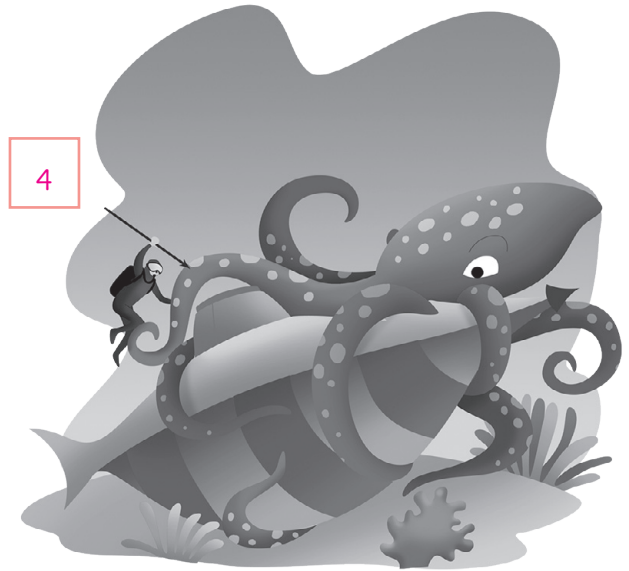
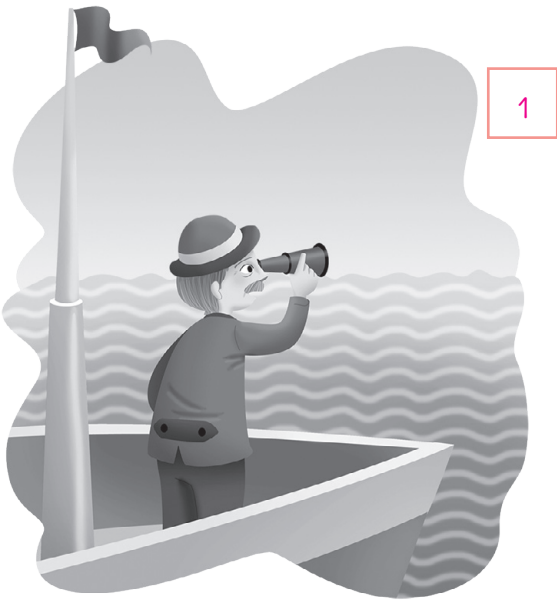
No, they can't.

1. Can squid grow to be more than 18 meters long? Yes, they can.
2. Can jellyfish think? No, they can't.
3. Can crabs walk sideways? Yes, they can.
4. Can starfish eat octopuses? No, they can't.
5. Can squid see in dark waters? Yes, they can.

C Draw a starfish. Color it and decorate it. *Answers will vary.*



D Number the sentences about the story in order.



1. The scientist goes on a ship to find a monster. The monster is a submarine. The Captain is Nemo.
2. The ship sinks. Captain Nemo rescues the scientist.
3. The Captain and the scientist travel and see ocean animals.
4. A giant squid attacks the submarine.

E Read and complete with *j* or *g*.

1. J ellyfish

2. G orilla

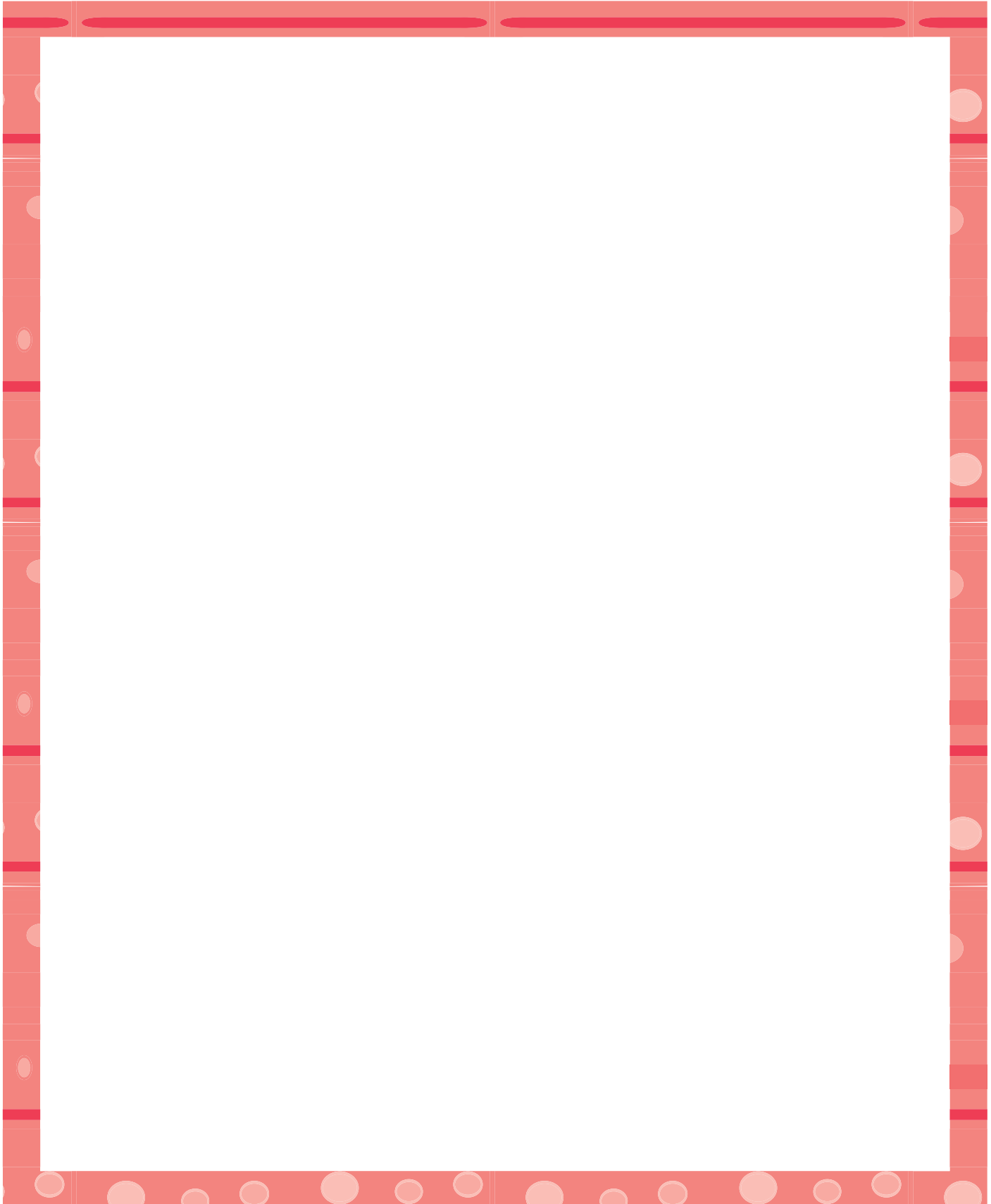
3. J osh

4. G iraffe

5. G iant

Blog

F Draw and write about your favorite scene from 20,000 Leagues Under the Sea.

A large rectangular frame with a red border decorated with white polka dots. The interior of the frame is white, providing space for drawing and writing.

A Read and match.

- | | |
|------------------------------------|--|
| 1. What can seals do? | 1. They can use their tails as blankets. |
| 2. What can foxes do to keep warm? | 2. They can swim long distances. |
| 3. What can polar bears do? | 3. They can dive deep. |

B Complete the paragraph with the words from the box.

owl ice Arctic people plants

The Arctic is on the north of the planet. There is only ice and snow. Trees and plants can't live here. There are some animals that can live in the cold conditions like the snowy owl and caribou. People can't live in the Arctic. It doesn't belong to any country.

C Draw your favorite Arctic animal. *Answers will vary.*

D Complete the chart about the Arctic.

Flora	Animals	Weather
There aren't any plants or trees.	whale	In the winter it is extremely cold.
	snowy owl	
	caribou	In the summer it is cool.
	polar bear	

E Uncramble the letters and write the words. Draw the animals.

w/a/h/l/e whale	p/l/o/r/a b/r/a/e polar bear
l/e/s/a seal	w/o/l owl

Blog

F Draw or write what your favorite Arctic animal eats.

A large rectangular box with a red border and a dashed red line inside, intended for drawing or writing.

Around Town

A Label the pictures.



Firefighter



Doctor



Mail carrier



Police officer

B Complete and color.

gives is puts out delivers helps works are

1. A police officer helps children cross the road.
2. A firefighter is strong. He puts out fires. He helps people and animals.
3. A mail carrier delivers letters and parcels. He works a lot.
4. A doctor gives medicine when people are sick.

C Read and unscramble the sentences about Sherlock Holmes.



1. is / detective / a / He /

He is a detective

2. He / the / plays / violin

He plays the violin

3. lives / in / London / Street / Baker / He / on / ,

He lives in London, on Baker Street

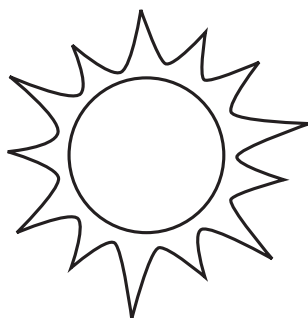
4. Dr. Watson / Sherlock / helps

Dr. Watson helps Sherlock

5. They / together / the / and / work / police / help

They work together and help the police

D Look and complete. Then color the pictures.



S U N



R U N



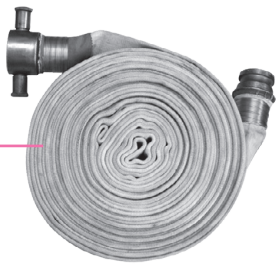
M A N

Blog

E Draw a gardener and what he does.



A Find and circle the words. Then draw lines to the pictures.



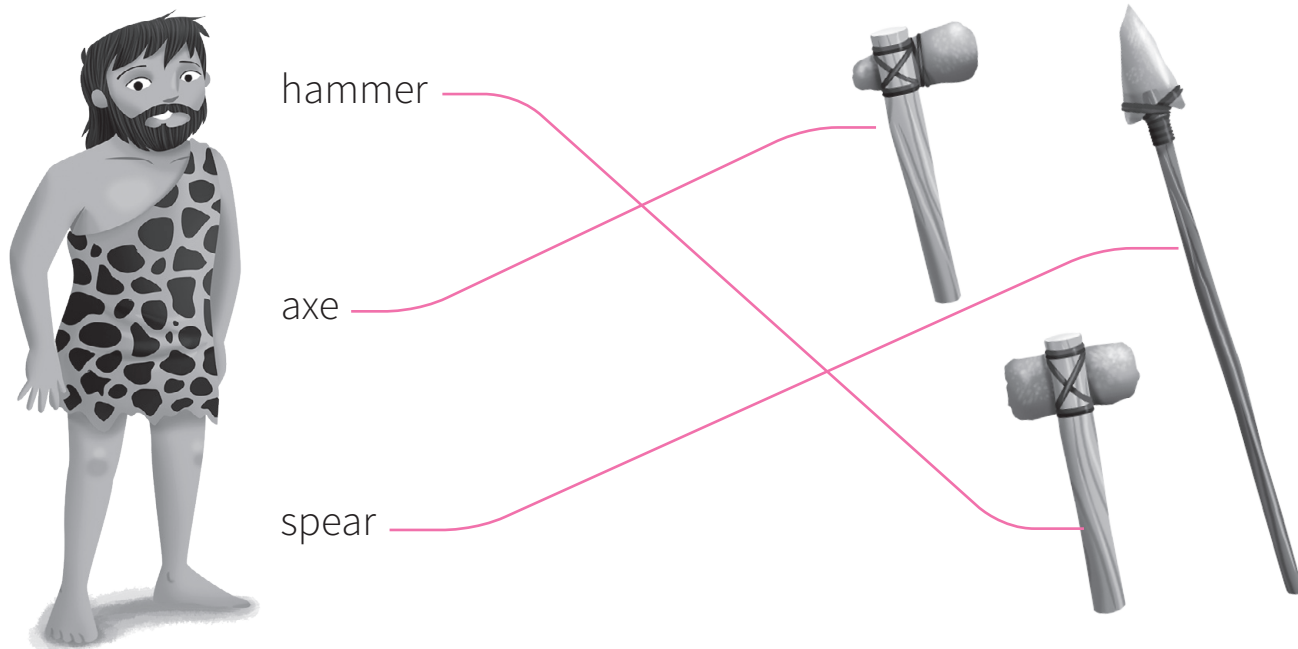
S	T	E	E	R	I	N	G	W	H	E	E	L
S	T	R	E	A	B	M	A	I	L	B	A	G
S	B	O	A	R	D	P	E	N	A	B	C	D
S	T	E	T	H	O	S	C	O	P	E	Z	W
F	E	H	F	I	R	E	H	O	S	E	I	U
V	W	R	A	D	I	O	X	Y	Z	X	Y	A



B Read and match the sentence halves.

- The firefighter uses _____ the radio.
- The mail carrier uses _____ the firehose.
- The doctor uses _____ the steering wheel.
- The bus driver uses _____ the mailbag.
- The police officer uses _____ the stethoscope.

C Match the words to the pictures.



D Complete the sentence with the correct object from exercise C.

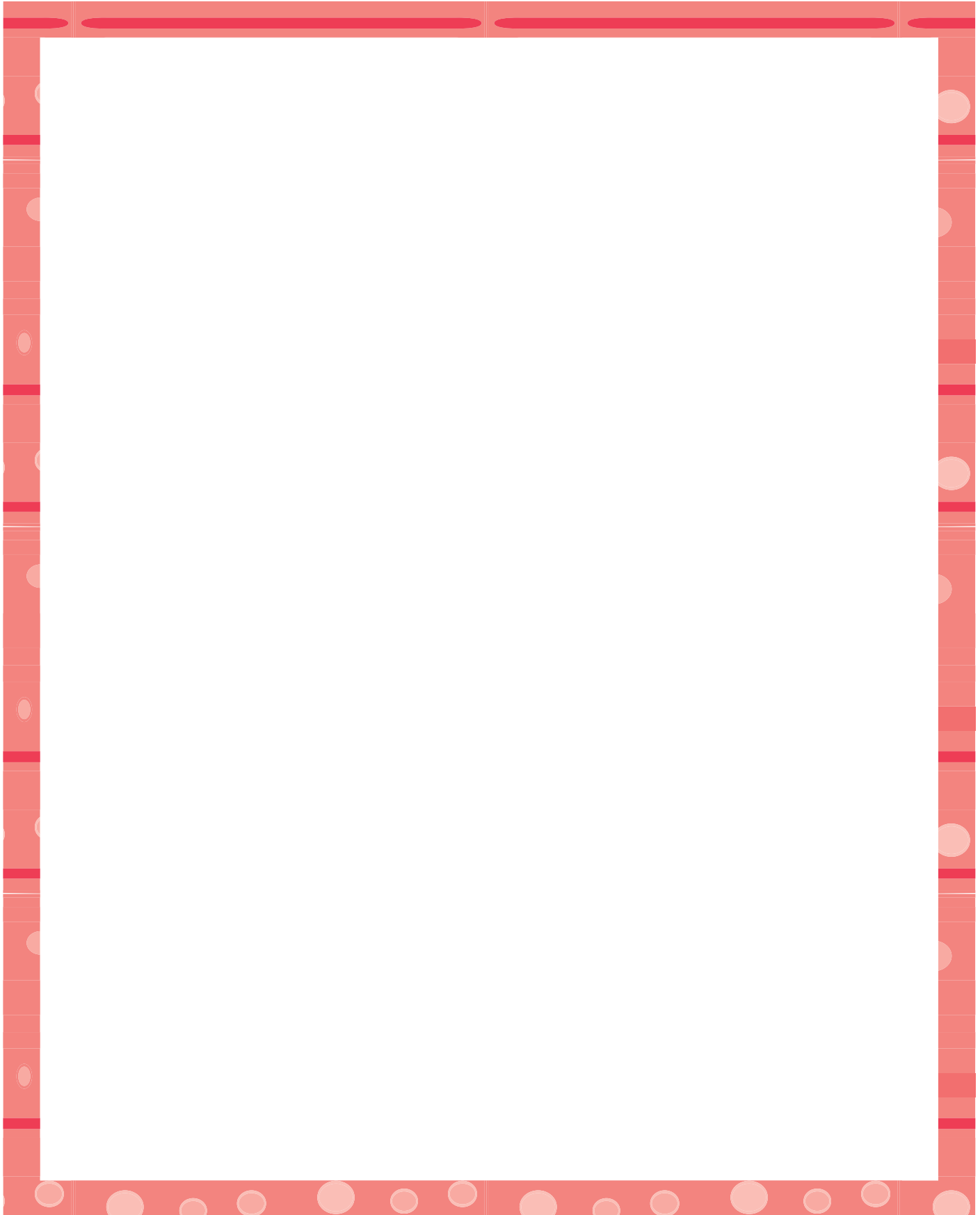
1. The axe cuts skin.
2. The hammer fixes objects.
3. The spear kills animals.

E Draw pictures for the words. Circle the final letter.

red	sad
bed	mad

Blog

F Draw what tools you are allowed to use.



A Read and circle True or False.

- | | | |
|---|------|-------|
| 1. The firefighter works at the police station. | True | False |
| 2. The bus driver works on a bus. | True | False |
| 3. The police officer works on the street. | True | False |
| 4. The teacher works in the school. | True | False |
| 5. The mail carrier works at the bus station. | True | False |

B Read and complete the sentences.

works

doesn't work

- The doctor doesn't work in the fire station.
- The mail carrier works at the mail office.
- The nurse works at the hospital.
- The teacher doesn't work at the police station.

C Draw and color your favorite community worker. *Answers will vary.*

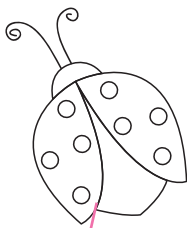
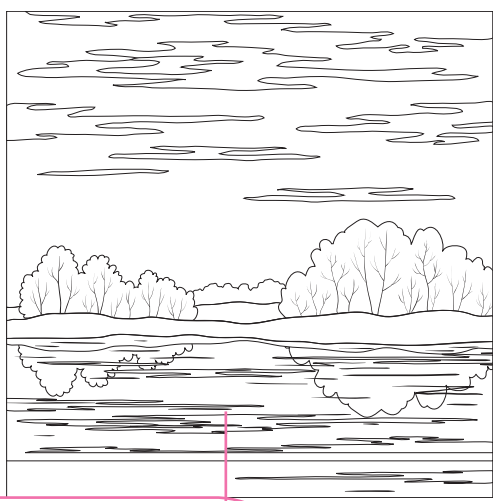
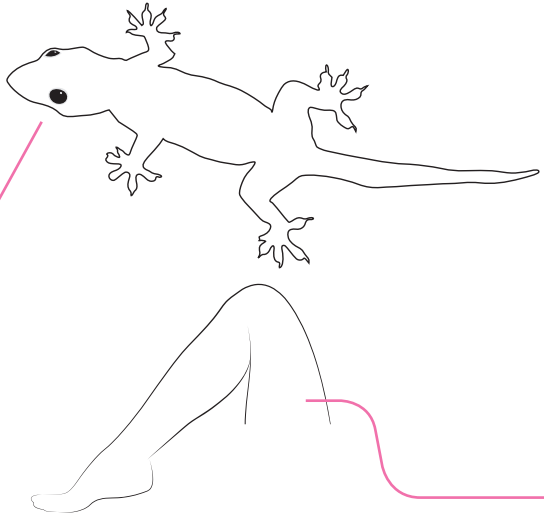


D Read page 115 in the Student's Book. Then circle the correct answer.

1. Google cars have / don't have a camera on top.
2. The cameras take / don't take photographs of the streets.
3. The cameras take / don't take photographs of people.
4. Some countries have / don't have Google cars.



E Complete the missing letters and match to the pictures.



L	i	z	a	r	d
---	---	---	---	---	---

L	e	g
---	---	---

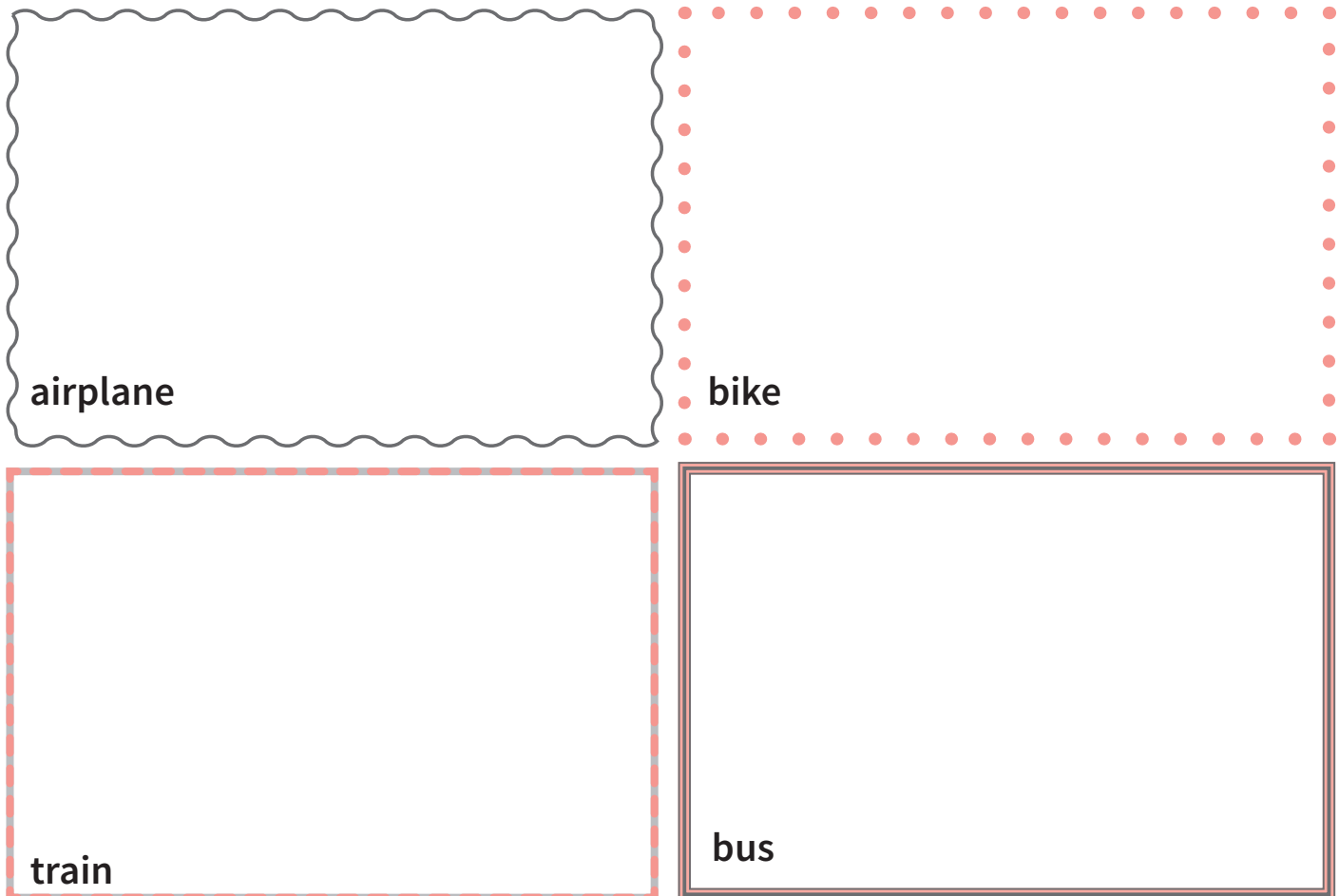
L	a	d	y	b	u	g
---	---	---	---	---	---	---

L	a	k	e
---	---	---	---

Blog

F Draw your favorite place in town. Who works there?

A large rectangular drawing area with a decorative border. The border is composed of various red and white geometric patterns, including polka dots, stripes, and diamonds. The central area is white and intended for a drawing.

A Read and draw.**B** Complete the missing words.

drives

rides

flies

1. A pilot _____ flies _____ an airplane.
2. A bus driver _____ drives _____ a bus.
3. A mail carrier _____ rides _____ a bicycle.

C Rewrite the sentences in the negative form.

1. A bus driver rides a bike.

A bus driver doesn't ride a bike

2. A pilot drives a bus.

A pilot doesn't drive a bus

3. A mail carrier flies a plane.

A mail carrier doesn't fly a plane

D Check (✓) the information that is correct.

1. A rocket is a spacecraft.



2. Firefighters travel in rockets.



3. Rockets take people to the moon.



4. Special rockets go to other planets.



E Write the missing letter and circle the words that are animals.

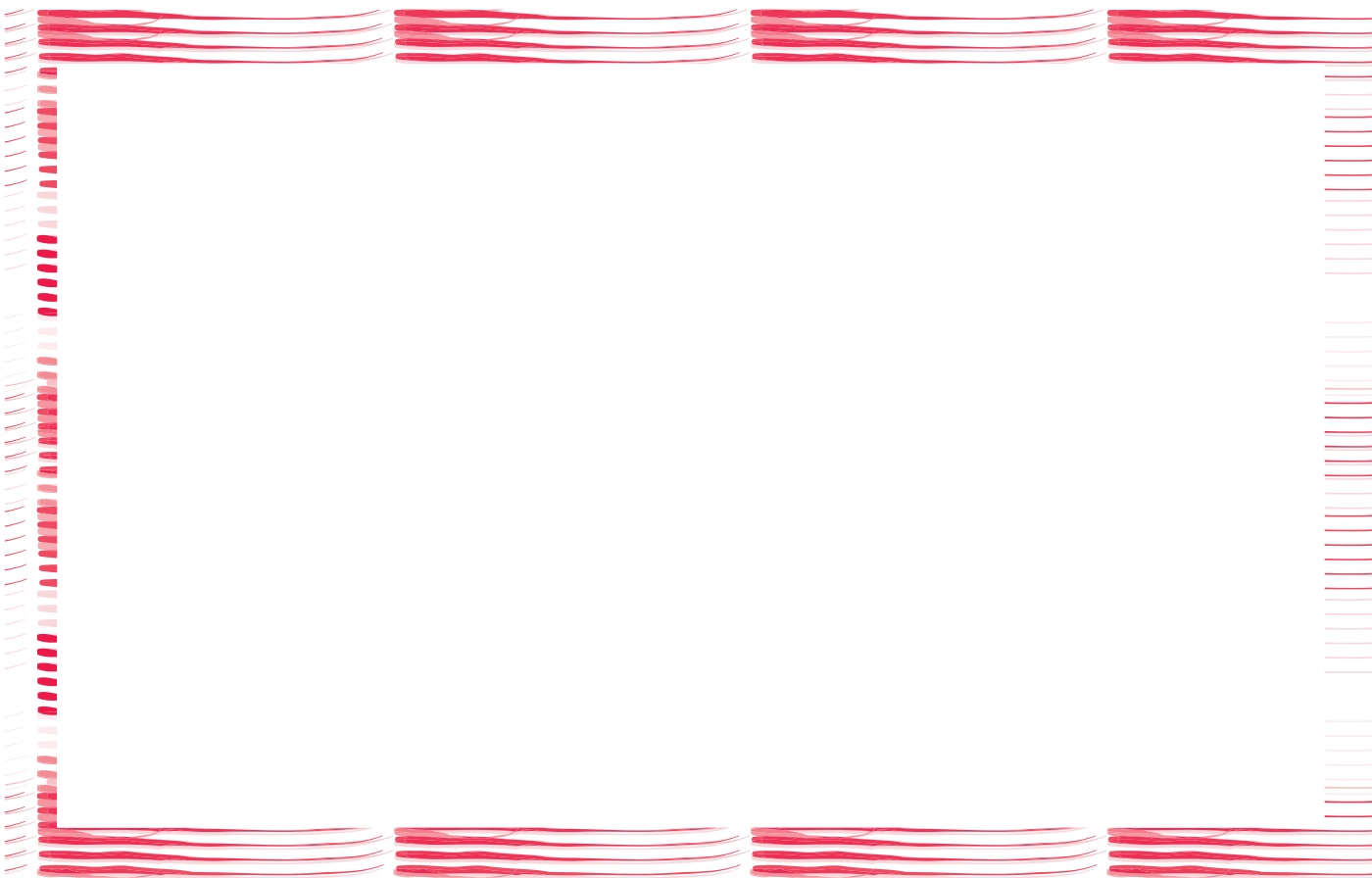
1. ____ **G** ____ oose

2. ____ **G** ____ oat

3. ____ **G** ____ as

4. ____ **G** ____ orilla

F Draw a rocket and who flies in it. *Answers will vary.*

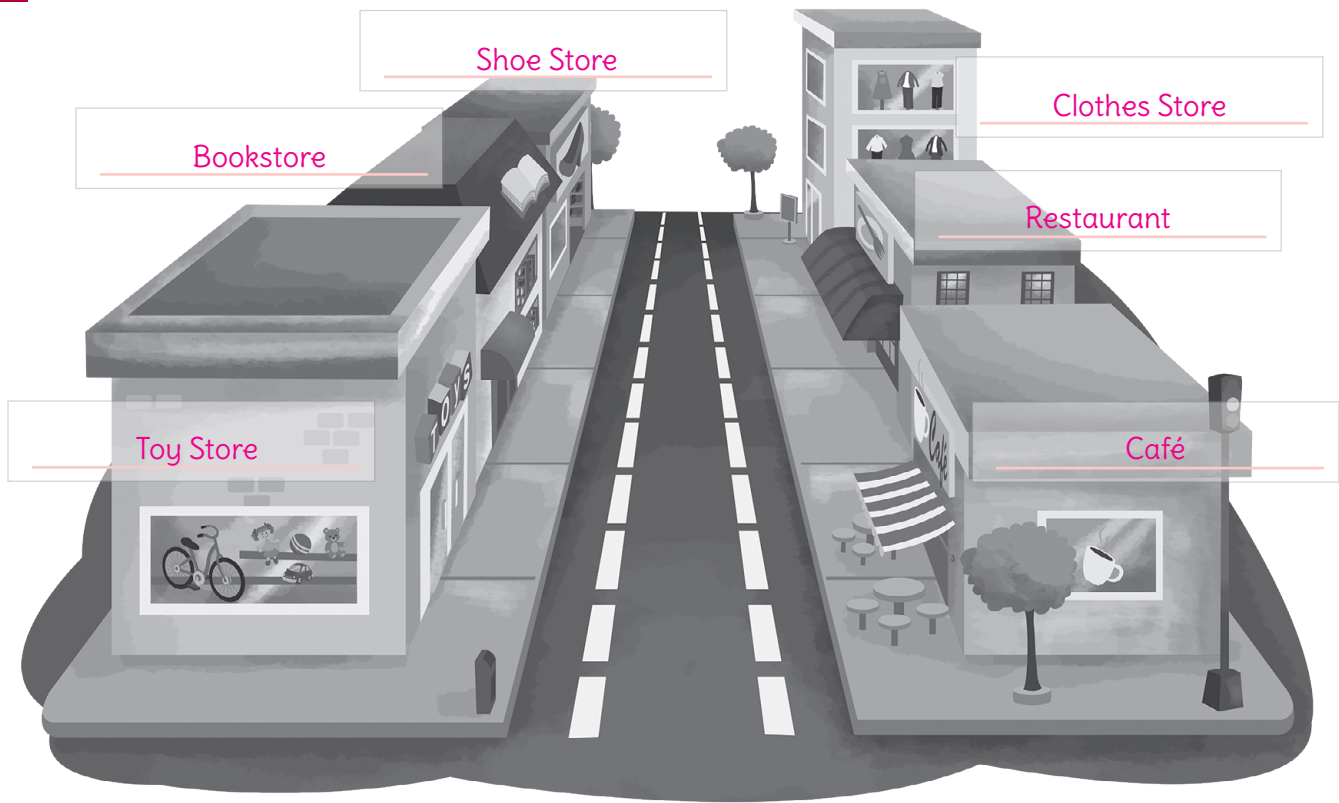


Blog

G Draw or write about your favorite vehicle.

A large rectangular box with a red border, intended for drawing or writing about a favorite vehicle. The box is empty and occupies most of the page below the instruction.

A Look and label.

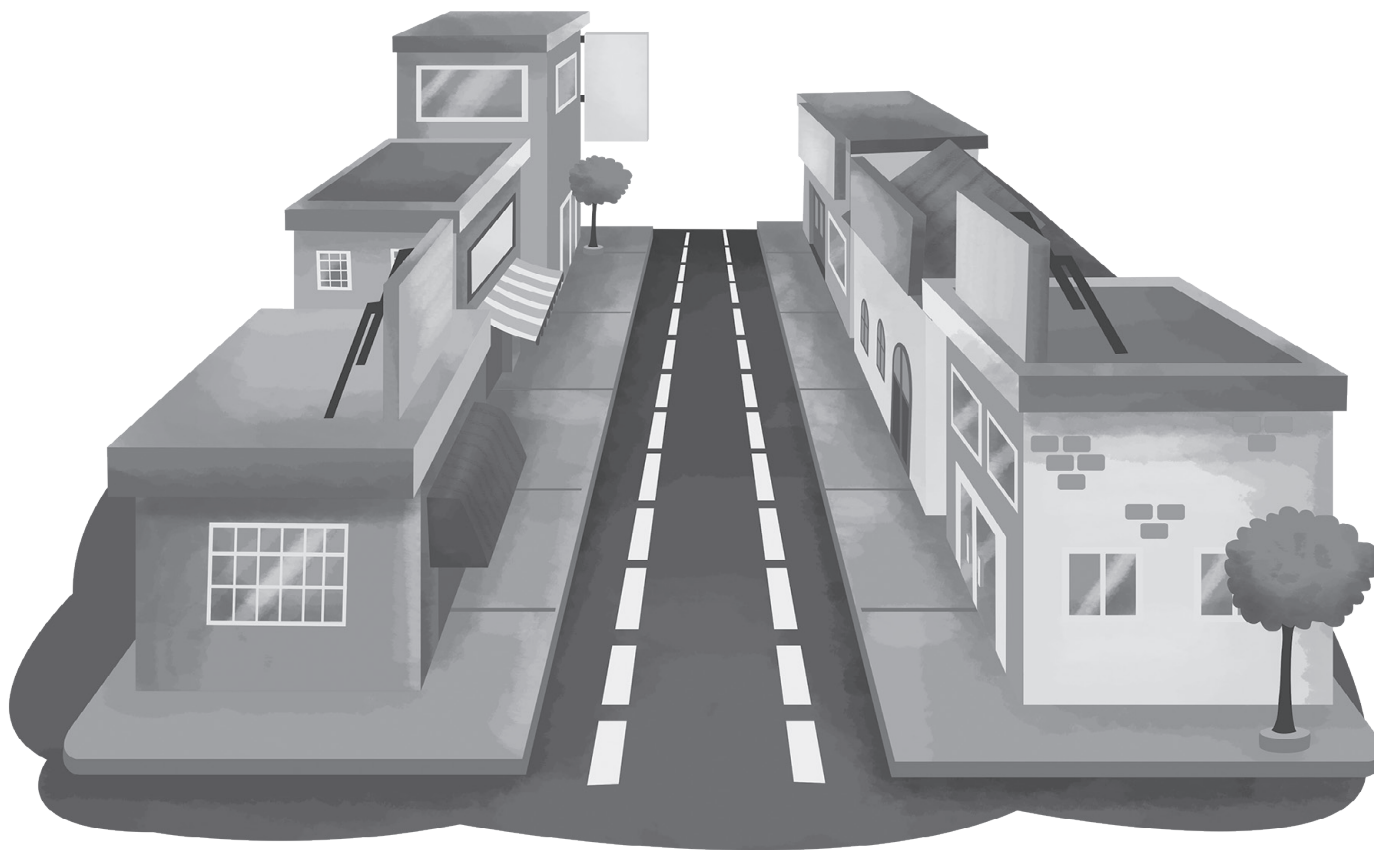


shoe store toy store restaurant clothes store café book store

B Read and circle True or False about the information in the plan above.

1. There is a café. ☒ True ☐ False
2. There is a supermarket. True ☒ False
3. There is a bookstore. ☒ True ☐ False
4. There is a train station. True ☒ False
5. There is a clothes store. ☒ True ☐ False
6. There is a police station. True ☒ False

C Label the buildings as you wish. *Answers will vary.*



D Write two sentences about the town. *Answers will vary.*

1. There is a _____.
2. There is a _____.

E Read the meaning and unscramble the letters. Write the words.

1. A number
i / n / n / e _____ *nine*
2. A part of your face
o / n / e / s _____ *nose*
3. The opposite of day
t / i / g / n / h _____ *night*
4. Where a bird lays its eggs
s / e / n / t _____ *nest*

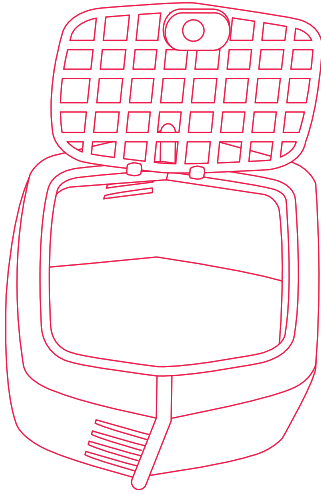
Blog

F Draw or write about your favorite stores.

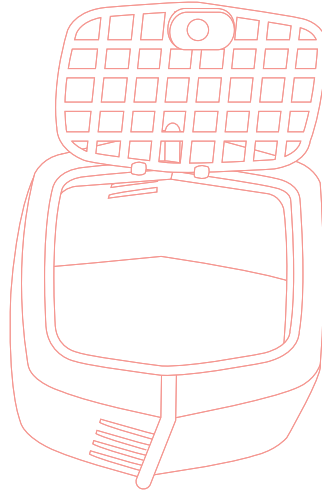
A large rectangular frame with a decorative border. The border is composed of various red and white patterns: horizontal stripes, vertical stripes, dots, and diamonds. The frame is intended for drawing or writing about favorite stores.

A Read and draw the pictures. *Answers will vary.*

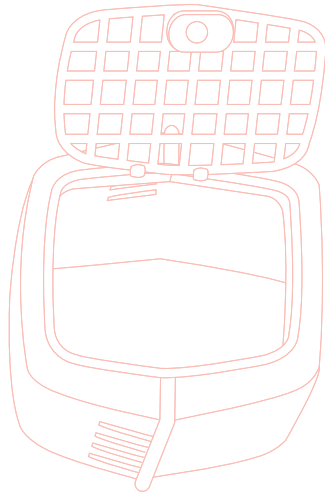
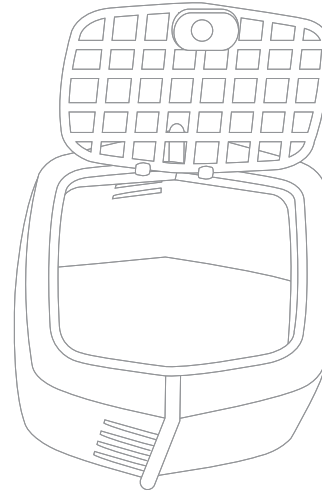
There are some spiders.



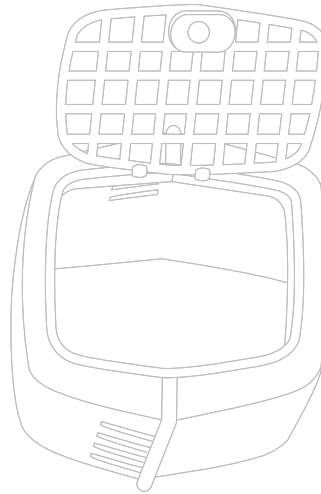
There is a snake.



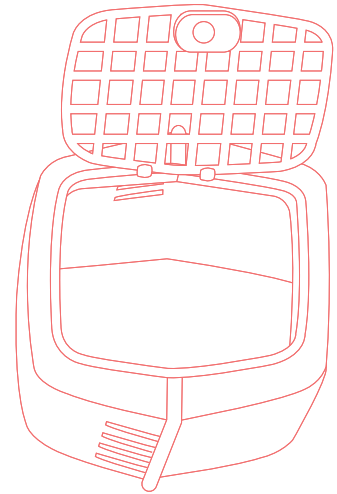
There is a dog.



There are some fish.



There is a rabbit.



There are some cats.

B Look at the pictures and write sentences.

1. *There are some spiders.*

2. *There is a snake* _____.

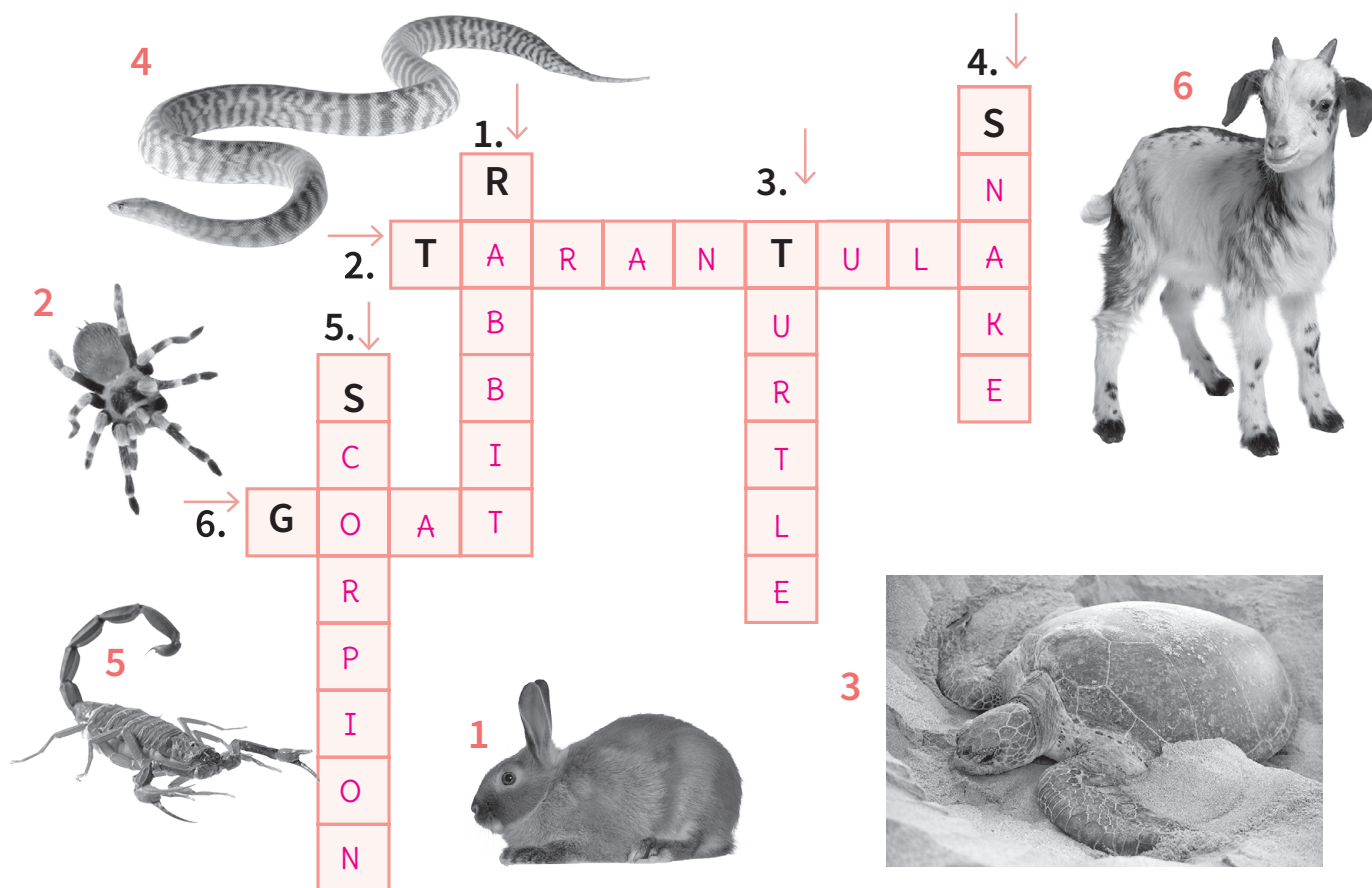
3. *There is a dog* _____.

4. *There are some fish* _____.

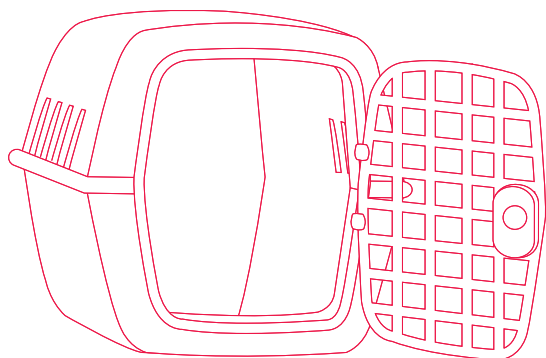
5. *There is a rabbit* _____.

6. *There are some cats* _____.

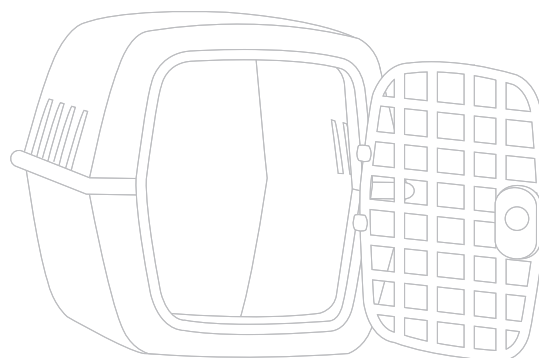
C Complete the crossword puzzle.



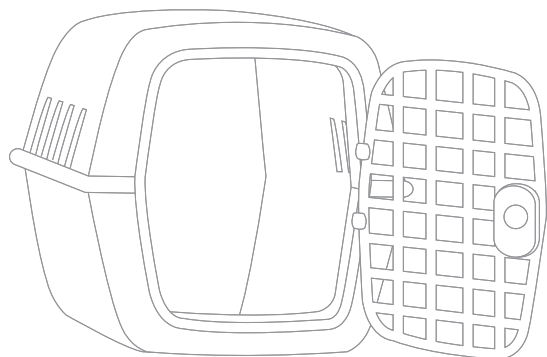
D Read and draw.



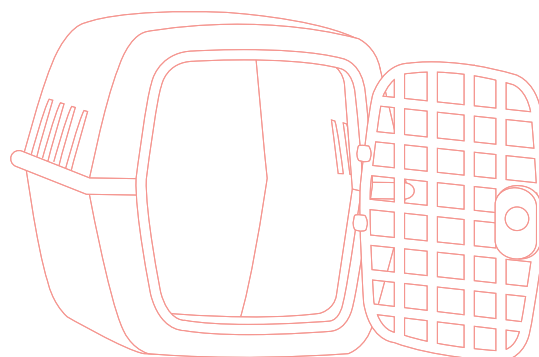
hedgehog



goat



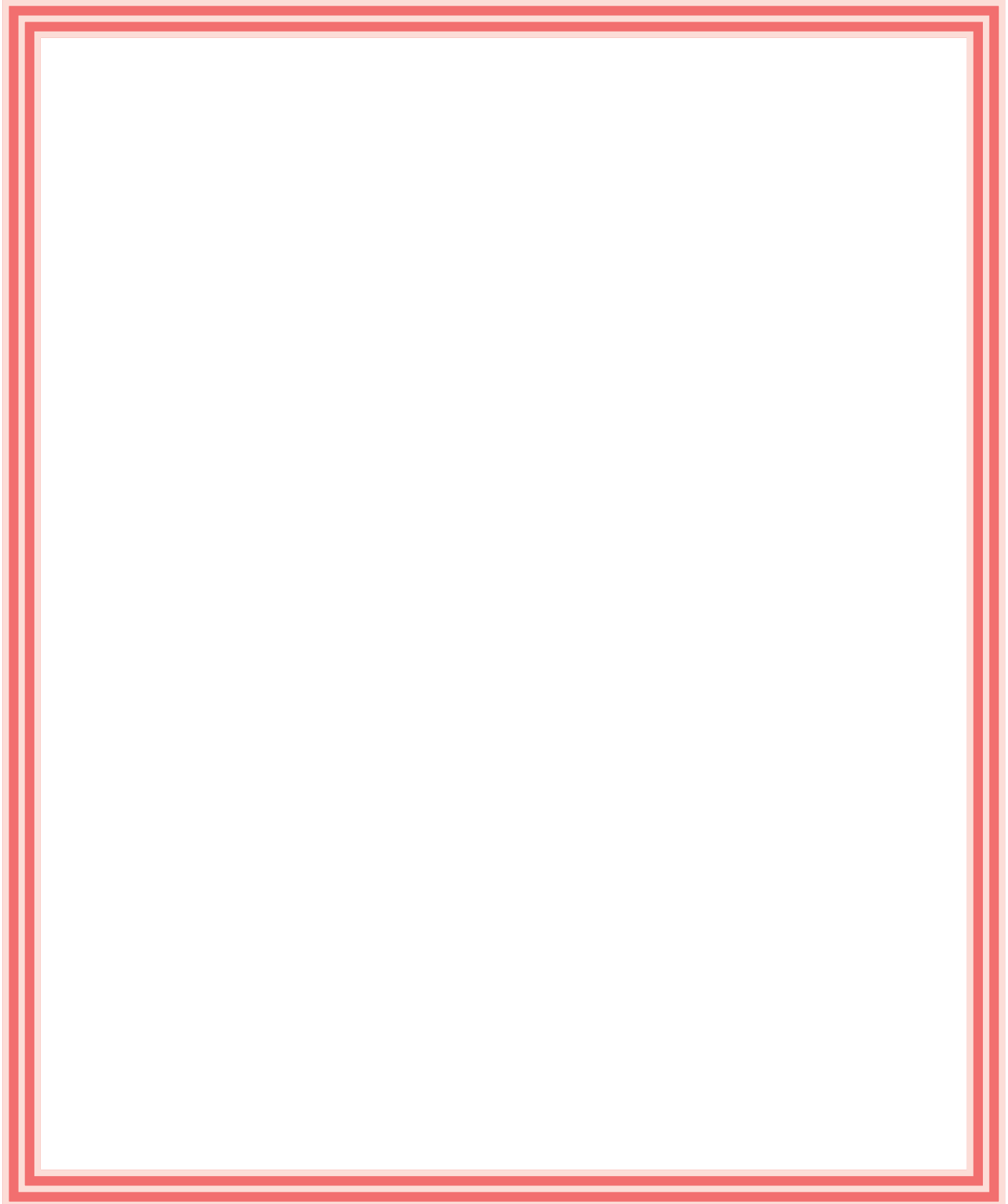
skunk



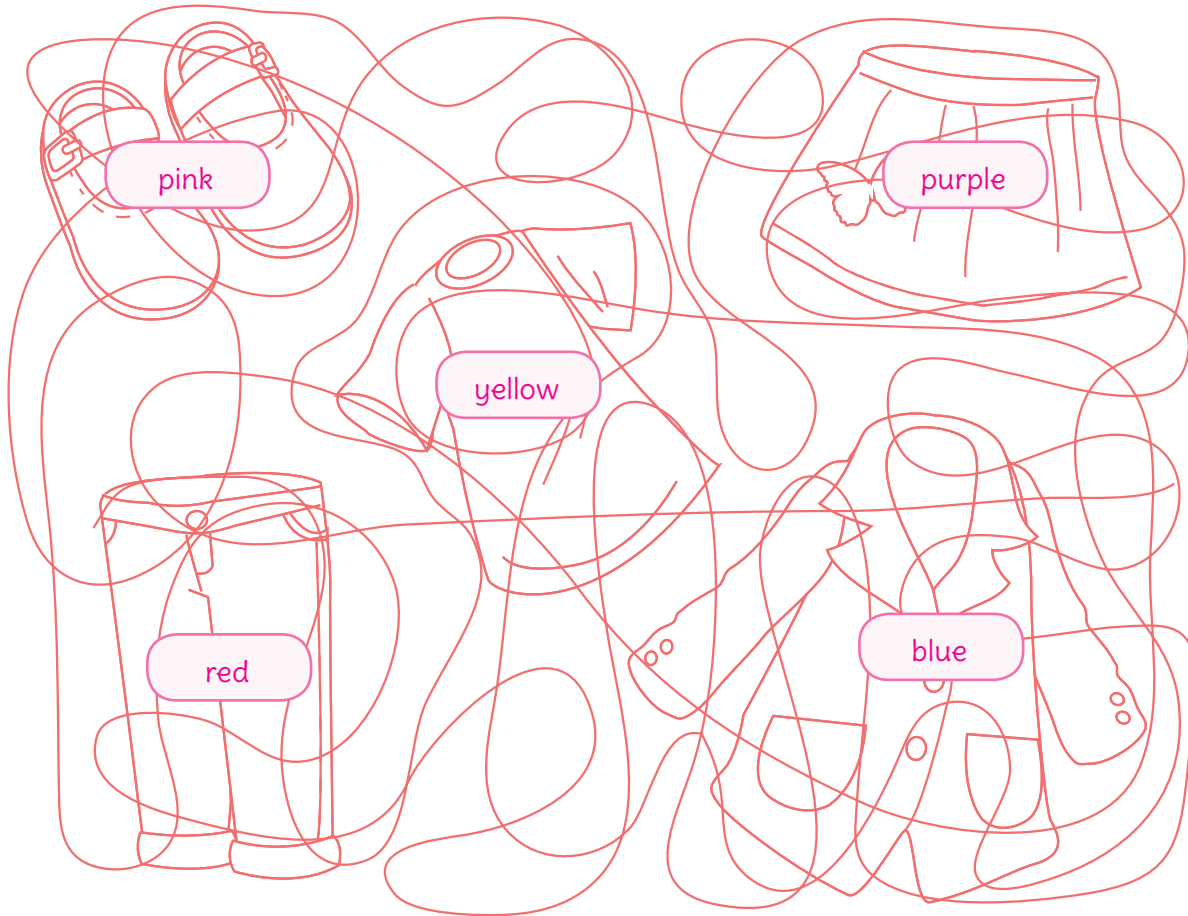
stick insect

Blog

E Draw or write about your favorite pet from this lesson.



A Read, find and color.



1. Color the shoes pink.
2. Color the T-shirt yellow.
3. Color the pants red.
4. Color the skirt purple.
5. Color the coat blue.

B Read and circle.

1. There is / are some pink shoes.
2. There is / are a yellow T-shirt.
3. There is / are some red pants.
4. There is / are a purple skirt.
5. There is / are a blue coat.

C Read and complete about activity A.

isn't

aren't

1. There aren't any blue shoes.

2. There isn't a white T-shirt.

3. There aren't any red pants.

4. There isn't an orange skirt.

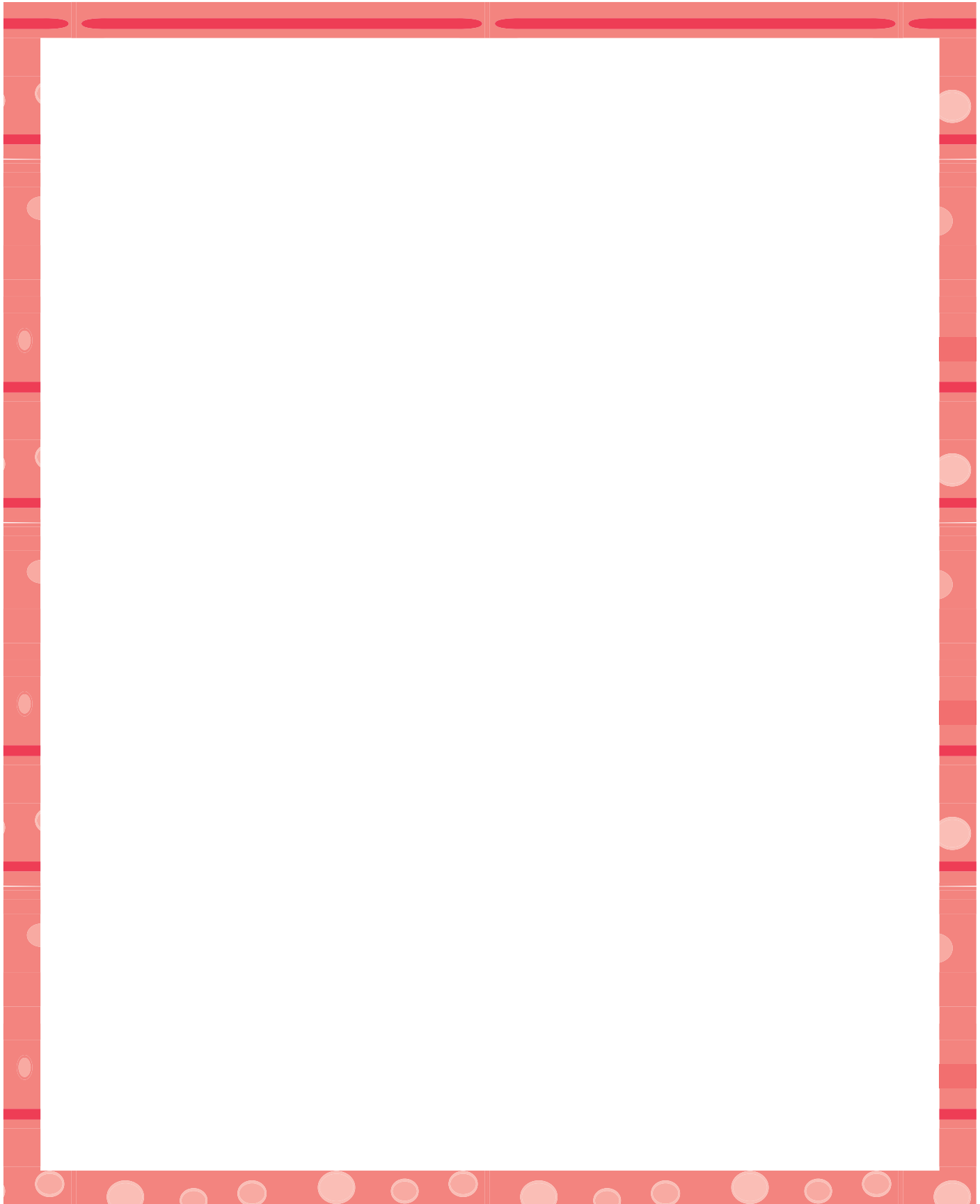
5. There isn't a black coat.

D Find the hidden words and match to the pictures.

C	O	A	T	T	K	A
S	O	S	O	C	K	S
W	S	H	O	E	S	X
Z	A	S	K	I	R	T
P	A	N	T	S	S	H

Blog

- E** Make a collage of clothes and write sentences with *There is* and *There are*.



A Read and match.

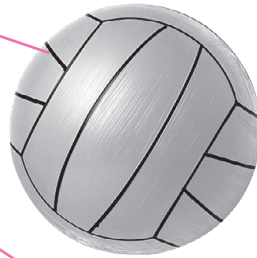
1. ball

2. bat

3. car

4. plane

5. doll



B Write the missing words.

There are some



bears

And some



skates

And also some



bikes

But there aren't any



drums

And there aren't any



kites

C Unscramble the sentences.

1. there / rope / a / is There is a rope .
2. isn't / there / a / train There isn't a train .
3. some / are / there / dolls There are some dolls .
4. planes / there / any / aren't There aren't any planes .

D Draw what is in the store according to the information in activity C.
Color your picture. *Answers will vary.*



Blog

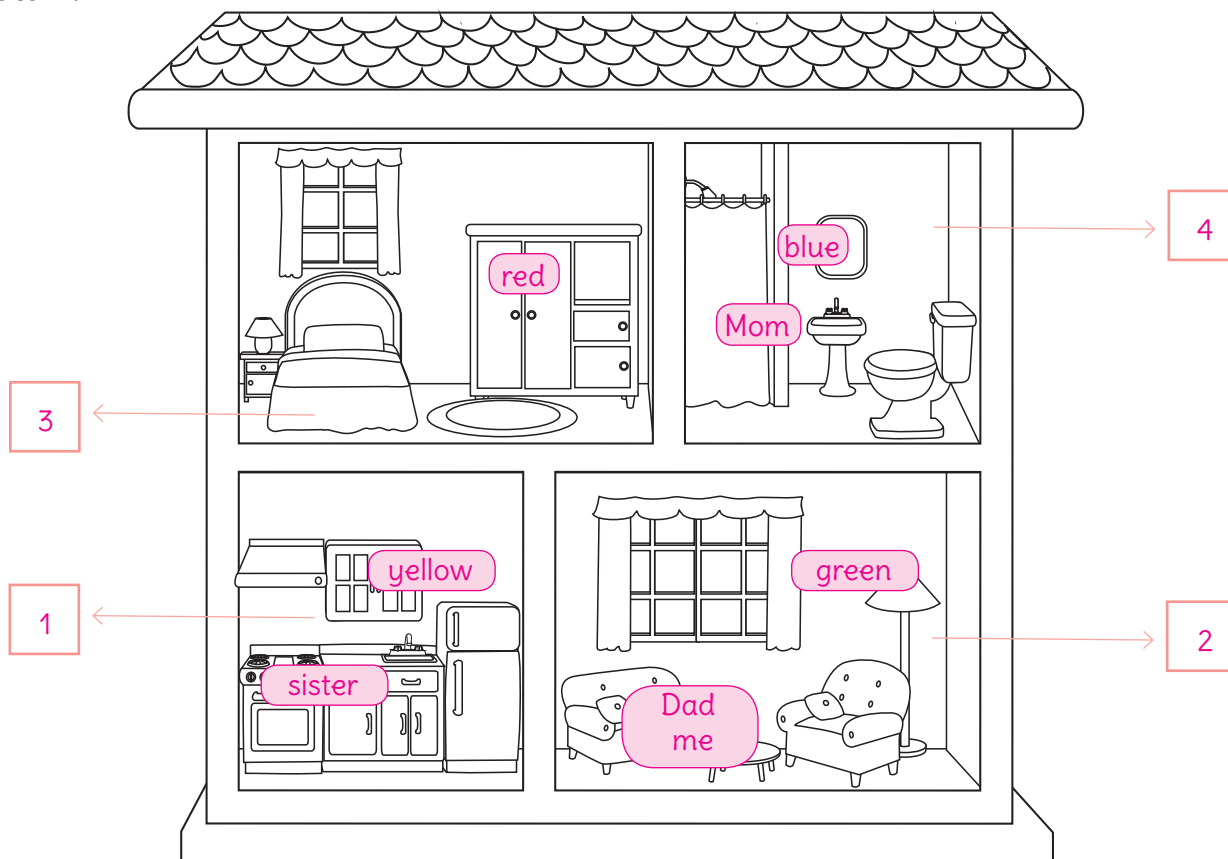
E Draw or write about what toys you have.

A large rectangular box with a red border, intended for drawing or writing about toys. The box is empty and occupies most of the page below the instruction.

Unit 5

Homes

- A** Unscramble the letters, write the rooms and number the rooms in the plan.



1. i/t/c/h/e/n/k _____ kitchen
2. i/v/i/g/n/l/r/m/o/o _____ living room
3. e/o/d/r/b/o/m _____ bedroom
4. a/t/h/m/o/r/b/o _____ bathroom

- B** Read and follow the instructions.

1. Draw Dad in the living room.
2. Draw Mom in the bathroom.
3. Draw sister in the kitchen.
4. Draw yourself in the living room.

- C** Read and color the house from exercise A.

1. The kitchen is yellow.
2. The living room is green.
3. The bedroom is red.
4. The bathroom is blue.

D Read and number the scenes in order. Write the words for the rooms.



4 The bears arrive. She runs out of the house.
She runs home.



3 She enters the bedroom.



2 She enters the living room.



1 Goldilocks enters the kitchen.

E Write the letter V and draw the pictures of the words.

v iolin

v est

v ase

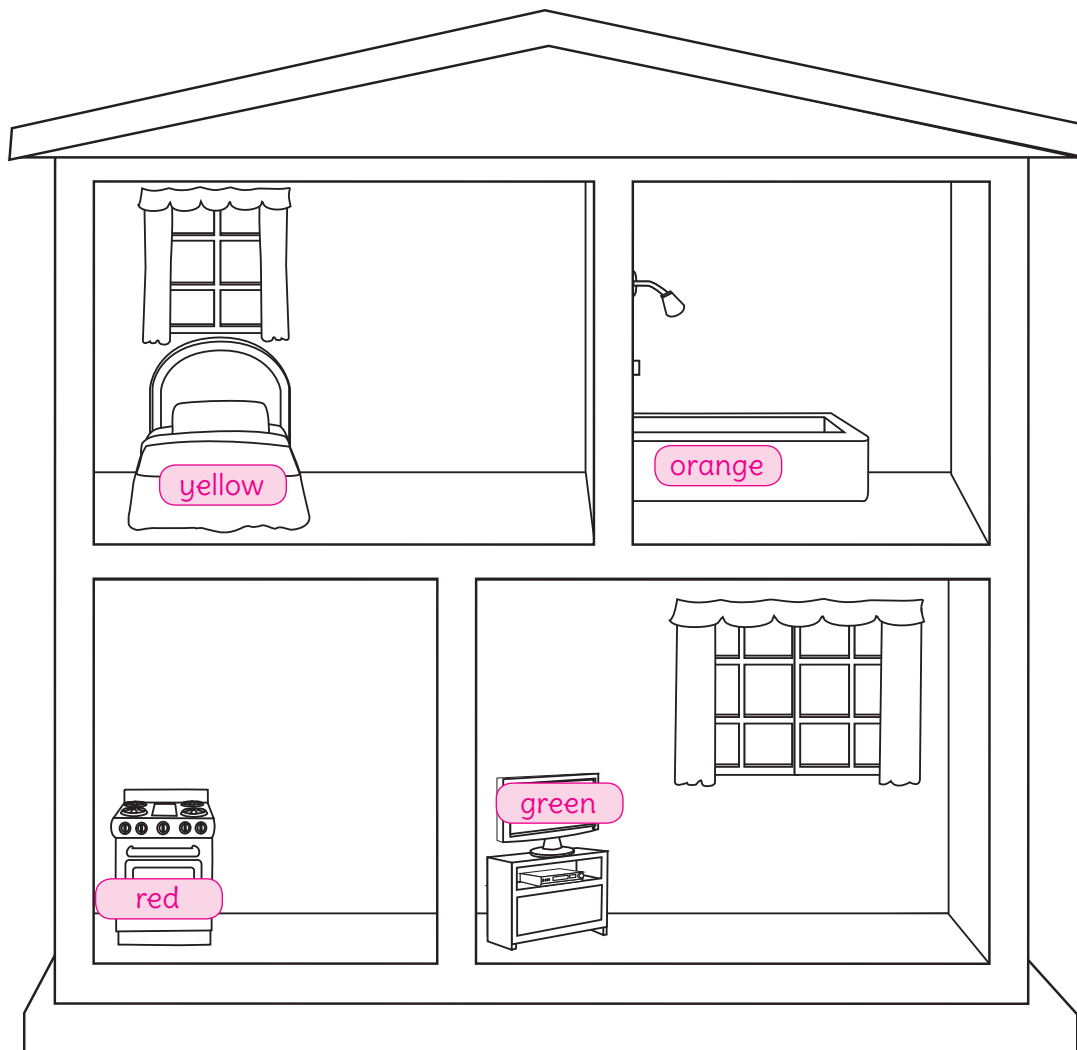
v an

Blog

- F** Draw or write about what rooms there are in your house and what color they are.

A large rectangular area for drawing or writing, framed by a decorative border. The border consists of a light pink background with a pattern of red and white polka dots and horizontal stripes. The central area is a solid white rectangle, intended for a student to draw or write about the rooms in their house and their colors.

A



1. The bed in the bedroom is yellow.
2. The bathtub in the bathroom is orange.
3. The stove in the kitchen is red.
4. The TV in the living room is green.

B

1. There is a rug in the bedroom.
2. There is a mirror in the bathroom.
3. There is a fridge in the kitchen.
4. There is a sofa in the living room.
5. There is a _____ in the _____.

C Write sentences about your house. Use the words in the box. *Answers will vary.*

sink fridge lamp toy box toilet closet

1. _____.

2. _____.

3. _____.

4. _____.

D Draw the furniture that goes in each room. Write all the words below.

Bedroom

Kitchen

Garage

Bathroom

Answers may vary.

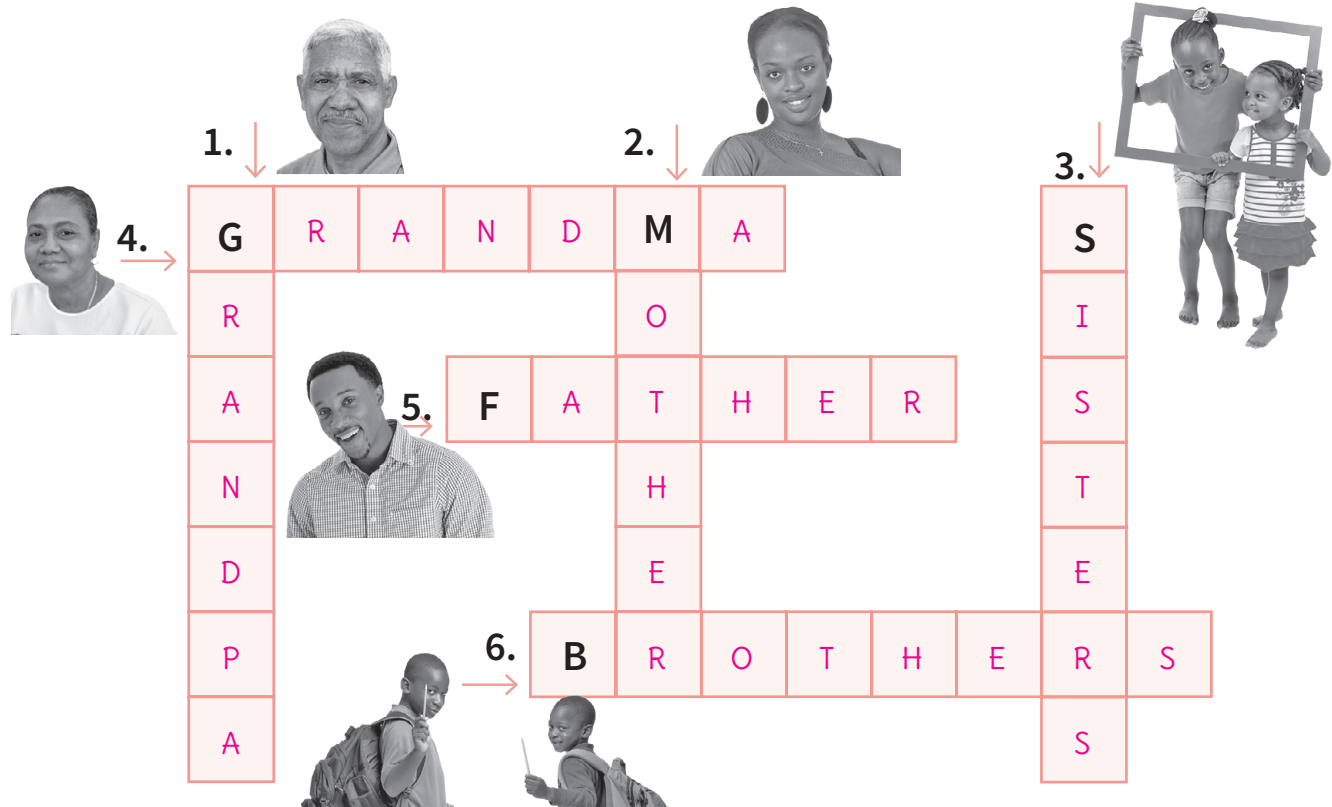
Blog

E Draw or write about your favorite room in your house.

A large rectangular box with a decorative border of red and pink stars, intended for drawing or writing about a favorite room.

Lesson 3

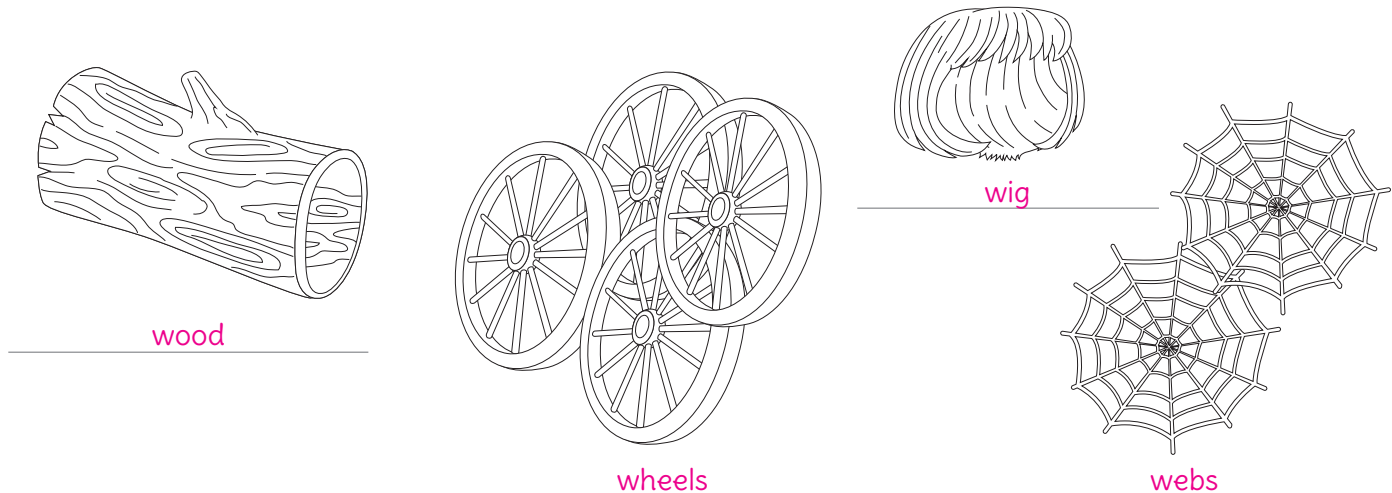
A Solve the crossword puzzle.



B Read and circle This or These.

1. This / These are webs.
2. This / These are the wheels on the car.
3. This / These is my mother's wig.
4. This / These is the wood we cut.

C Number the pictures according to the sentences. Color the plurals.



D Read the description and draw the person. Write what member of the family he or she is.

My father and mother's son.

Answers will vary.

My cousin's dad.

My uncle

My father's wife.

My mother

My grandmother.

E Write sentences using the words in the box. Follow the example.

Answers will vary.

1. This is my mom. Her name is Bertha.

2. _____.

3. _____.

4. _____.

5. _____.

6. _____.

This
These

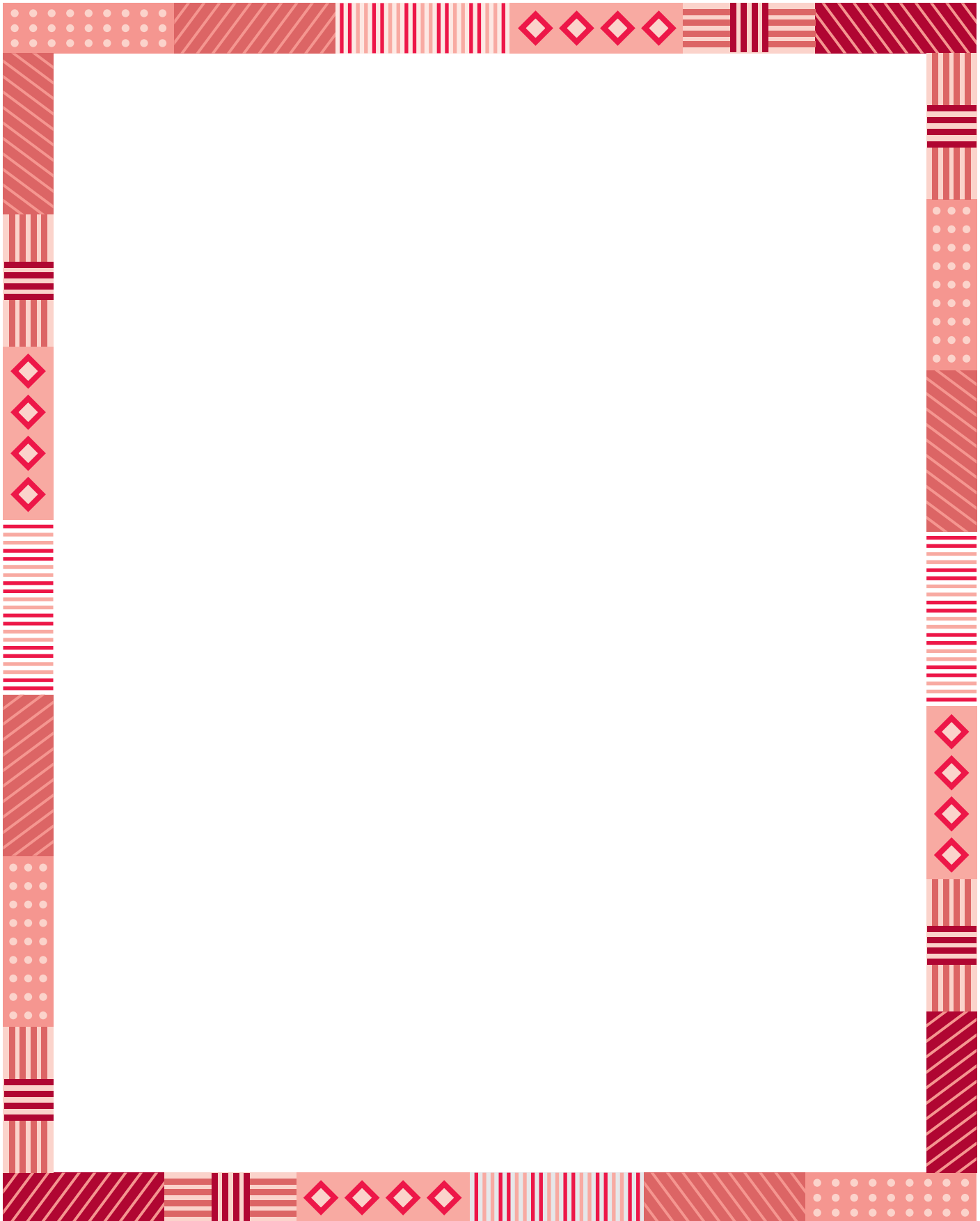
is
are

His
Her

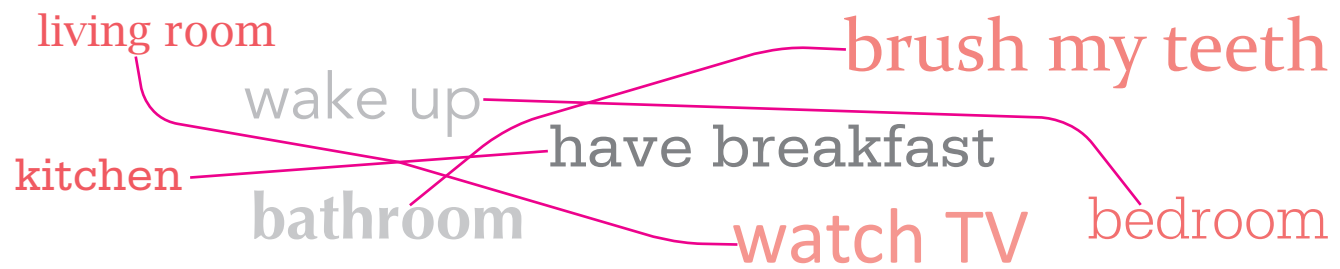
mom
brother (s)
sister (s)
dad
uncle
cousin (s)

Blog

F Draw your family tree.



A Read and match the actions to the rooms using different colors.



B Read and circle True or False.

- | | | |
|---|----------------------------|-----------------------------|
| 1. I have breakfast in the bathroom. | True | <input type="radio"/> False |
| 2. I brush my teeth in the living room. | True | <input type="radio"/> False |
| 3. I drink water in the kitchen. | <input type="radio"/> True | False |
| 4. I sleep in the bedroom. | <input type="radio"/> True | False |
| 5. I wake up in the garage. | True | <input type="radio"/> False |

C Read the text and draw a picture. Color your picture.

In the kitchen:

- 1) Yolly and Yally, the yellow cats eat yolks on the fridge.
- 2) Mike and Mat, the orange and purple parrots do their homework on the table.

D Unscramble the sentences and rewrite them.

1. in / have / kitchen / lunch / I / the

I have lunch in the kitchen

2. living / listen to / music / They / in / the / room

They listen to music in the living room

3. bedroom / play / my / in / I

I play in my bedroom

4. I / my / bathroom / hands / in / the / wash

I wash my hands in the bathroom

E Read, draw and color.

It's orange yarn.

It's a green alarm clock.

It's a pink toothbrush.

It's a yellow yolk.

Blog

F Draw or write about things you like to do in your house.

A large rectangular box with a red border, intended for drawing or writing about things you like to do in your house. The box is empty and occupies most of the page below the instruction.

Lesson 5

A Find the words for meals. There are four.

A	B	C	D	L	U	N	C	H	H
D	D	I	N	N	E	R	A	B	C
L	M	N	N	O	P	Q	R	S	T
B	B	R	E	A	K	F	A	S	T
B	R	E	D	K	F	A	S	T	T
S	A	B	S	U	P	P	E	R	R

B Read, match and draw the meals.

- What's for breakfast? — Chicken and French fries.
- What's for lunch? — Cereal and milk.
- What's for dinner? — Ham sandwiches and orange juice.
- What's for supper? — An omelet and salad.

breakfast

lunch

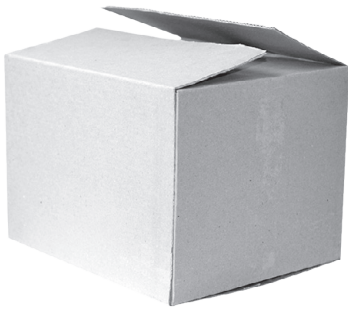
dinner

supper

C Write what the children like for breakfast. *Answers will vary.*

1. I am from Mexico. I like _____
for breakfast.
2. I am from Japan. I like _____
for breakfast.
3. I am from Russia. I like _____
for breakfast.

D Write the words.



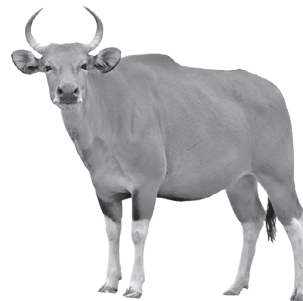
box



six



fox



ox

E Draw, color, cut and paste pictures of food and drinks. Write their names. *Answers will vary.*



Blog

F Write and draw what you drink and eat for breakfast, lunch and supper.

A large rectangular frame with a decorative border. The border is composed of various red and white patterns: dots, stripes, and diamonds. The frame is intended for a drawing or illustration related to the writing prompt.

A Label the menu.

French fries

chicken

soda

water

pizza

orange juice

lemonade

hamburger

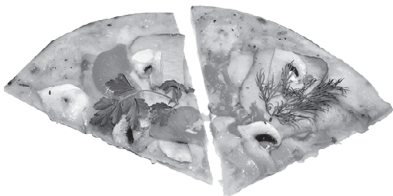
Food



chicken



French fries



pizza



hamburger

Drink



soda



water



orange juice



lemonade

B Choose a meal and a drink from the previous exercise and draw your favorite menu. *Answers will vary.*



MENU

C Read and complete the sentences. *Answers will vary.*

like don't like

1. I _____ chicken.
2. I _____ hamburgers.
3. I _____ fish.
4. I _____ pizza.
5. I _____ orange juice.
6. I _____ eggs.

D Write the letters according to the numbers. Solve the mystery and write the place where they live.

A 1	B 2	C 3	D 4	E 5	F 6	G 7	H 8	I 9	J 10	K 11	L 12	M 13
N 14	O 15	P 16	Q 17	R 18	S 19	T 20	U 21	V 22	W 23	X 24	Y 25	Z 26

26-5-2-18-1 _____ *Zebra*

7-15-18-9-12-12-1 _____ *Gorilla*

16-1-14-4-1 2-5-1-18 _____ *Panda* _____ *Bear*

8-9-16-16-15-16-15-20-1-13-21-19 _____ *Hippopotamus*

6-15-24 _____ *Fox*

These animals live in the _____ *wild* _____.

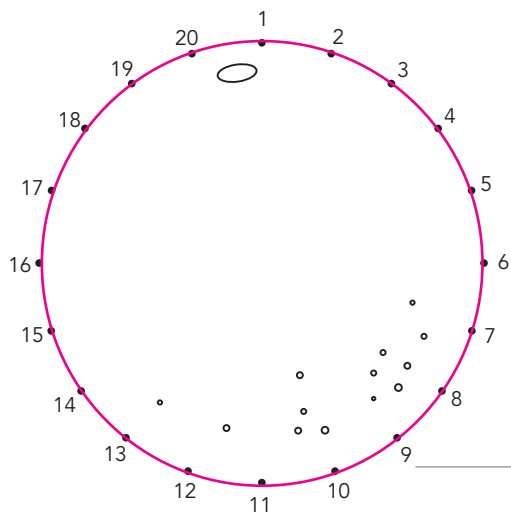
E Write another animal using the code. Give it to a friend and ask him/her to solve the mystery. *Answers will vary.*

Blog

F Write about and draw food you like and food you don't like.

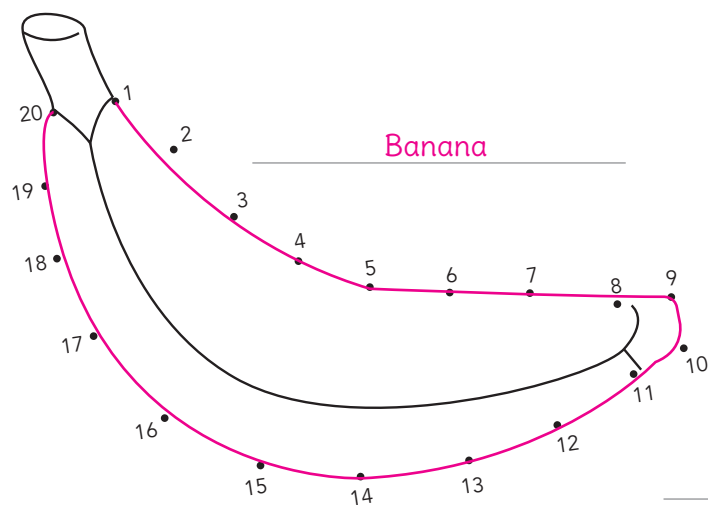
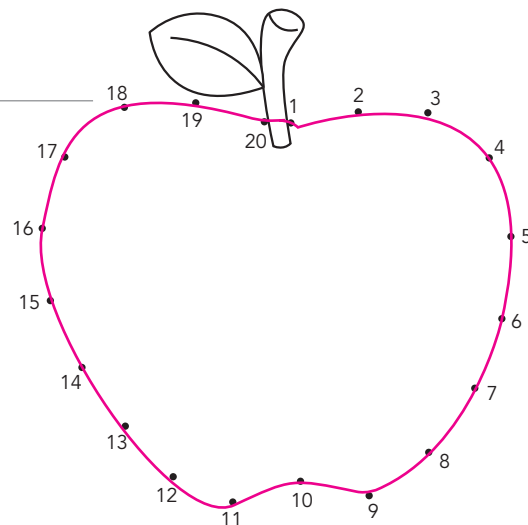
A large rectangular area with a red border and a dotted pattern, intended for writing and drawing. The border consists of a solid red line on the inside and a dotted red line on the outside. The interior is a solid light gray color.

A Join the dots and write the fruit.

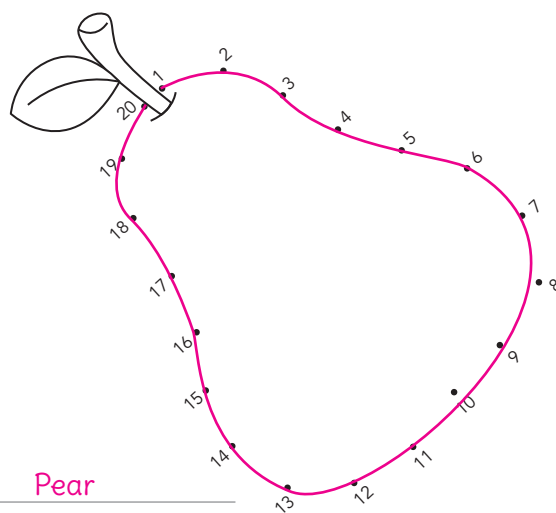


Orange

Apple

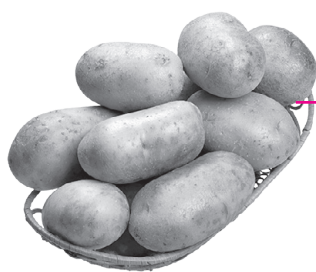


Banana



Pear

B Unscramble the words for vegetables and match the pictures.



t/o/r/a/c/r/s

carrots

m/b/u/u/r/e/c/c/s

cucumbers



t/o/p/a/t/o/s/e









potatoes

n/o/n/o/i/s

onions



C Complete the chart. *Answers will vary.*

	apple	pear	carrot	cucumber
Anita				
Tom				
A member of your family				
You				

D Complete the sentences according to the chart.

- Anita likes apples and carrots.
- Tom doesn't like apples and carrots.
- My Answers will vary. pears.
(Write which member of your family.)
- I Answers will vary. cucumbers but I don't Answers will vary.
- Answers will vary.

E Write 4 words that start with a C. Draw them. *Answers will vary.*

--	--	--	--

Blog

F Draw and write about fruit and vegetables you like to eat.

A large rectangular box for drawing and writing, framed by a decorative red border with white polka dots. The box is empty, providing space for a student to draw and write about their favorite fruit and vegetables.

A Check (✓) the instructions that you need to follow to play the board game in your Student's Book on pages 168 and 169.



Move the number of spaces with a token.



Shout the name of the student next to you.



Throw the dice.



Say the alphabet backwards.



Go back one space if you answer incorrectly.



If you answer correctly stay there.



Act like a monkey in front of the class.



Follow the instructions on the square you land on.



Get out of the classroom each time you make a mistake.

B Draw a board game you play with your family. *Answers will vary.*

C Write three instructions you need to play the board game. *Answers will vary.*

1. _____.

2. _____.

3. _____.

D Say and write the alphabet. Cut out pictures and paste them to complete the chart. *Answers will vary.*

Aa	Bb	Cc	 Dd	Ee
Ff	Gg	 Hh	Ii	Jj
Kk	Ll	Mm	Nn	 Oo
Pp	Qq	Rr	 Ss	Tt
Uu	Vv	Ww	Xx	 Yy
Zz				

Blog

E Draw or write what you like the most in this book.

A large rectangular box with a red border, intended for drawing or writing. The box is empty and occupies most of the page below the instruction.

Grammar Structures Unit 1

Personal pronouns

We use them as subjects.

I	It
You	We
He	You
She	They

Verb to be

We use *Verb to be* for: nationalities, professions, location, size, age, time, existence, color, feelings, description, quantities, and state of being (how you are) among others. For example:

Subject	+	Verb to be	+	Complement
I		am		Japanese.
You		are		a teacher.
He		is		in Texas.
She		is		6 years old.
It		is		blue.
We		are		happy.
You		are		5 students.
They		are		sick.

Simple present

We use the *Simple present* to describe habits, facts and general information. We add an “s” to the third person singular.

Subject	+	Verb in simple form	+	Complement
I		kiss		my mother every day.
You		eat		eggs for breakfast.
He		speaks		English.
She		lives		in Japan.
It		eats		small fish.
We		dance		every evening.
You		help		your friends.
They		travel		to school by bus.

Possessive adjectives

We use them to talk about possession.

Subject + Verb in simple form + Complement			
I	brush	my	hair.
You	eat	your	lunch.
He	brings	his	toys.

She	takes	her	bag.
It	bites	its	leash.
We	drive	our	car
You	love	your	pet.
They	brought	their	van.

Grammar Structures Unit 2

Definite and indefinite articles:

We use *a*, *an* and *the* before nouns.

We use *the* to talk about something specific.

We use *a/an* to talk about things in general.

Definite article: the	Indefinite article a/an	
The pencil is yellow.	It's a dog.	It's an apple.

Singular: ONE noun

Plural: TWO or more nouns

Singular	Plural
boy	boys
ball	balls
cat	cats

There is / There are:

We use *There is* and *There are* to talk about existence.

There is (singular)	There are (plural)
There is a lamp on the table.	There are 5 chairs in the kitchen.

Some: We use *some* to talk about the existence of something, without specifying the exact number. We use it before the plural.

Any: We use *any* to express the non-existence of something, and is used in negative sentences.

Affirmative

Some
I want some candies.
There are some pencils.

Negative

Any
I don't have any flowers.
There aren't any trees in the garden.

Grammar Structures Unit 3

Demonstrative adjectives: They change their form before plural nouns.

Singular: *that, this*

Plural: *those, these*

Adjectives + verb + complement			
Singular	This	is	a monkey.
You	That	is	a giraffe.

Adjectives and word order:

Adjectives in English come before nouns. With two or more adjectives in a sentence, use the following order.

	1st	2nd	3rd	
<i>article</i>	<i>size</i>	<i>shape</i>	<i>color</i>	<i>noun</i>
A	small	round	green	frog
The	big		gray	elephant.

We use *can* and *can't* with singular and plural sentences. The form doesn't change.

Can: We use **can** to talk about abilities in the affirmative sentences.

Can't: We use **can't** to talk about abilities in the negative sentences.

Affirmative

	Subject + can + verb + complement
Singular	My father can drive a car.
Plural	Laura and Bruno can speak English.

Negative

	Subject + can't + verb + complement
Singular	This parrot can't talk.
Plural	Penguins can't fly.

Grammar Structures Unit 4

like + ing: We use **ing** after *like* to talk about activities we like.

Affirmative

Subject	+ like /likes	+ verb + ing	+ complement.
I	like	swimming	in the lake.
You	like	swimming	in the lake.
He	likes	swimming	in the lake.
She	likes	swimming	in the lake.
It	likes	swimming	in the lake.
We	like	swimming	in the lake.
You	like	swimming	in the lake.
They	like	swimming	in the lake.

Negative

Subject	+ don't / doesn't	+ like	+ verb + ing	+ complement.
I	don't	like	studying	biology.
You	don't	like	studying	biology.
He	doesn't	like	studying	biology.
She	doesn't	like	studying	biology.
It	doesn't	like	swimming	in the lake.
We	don't	like	studying	biology.
You	don't	like	studying	biology.
They	don't	like	studying	biology.

Interrogative

Do / Does	+ subject	+ like	+ verb + ing	+ complement?
Do	I	like	drinking	milk?
Do	you	like	drinking	milk?
Does	Enrique	like	drinking	milk?
Does	Malena	like	drinking	milk?
Does	the cat	like	drinking	milk?
Do	we	like	drinking	milk?
Do	you	like	drinking	milk?
Do	they	like	drinking	milk?

Grammar Structures Unit 5

Possessives ('s):

We use **'s** after a person or animal to indicate possession.

Jake's	car is new.
Fido's	food is expensive.
My teacher's	class is very interesting.

Possessive Pronouns:

We use *possessive pronouns* to replace possessive adjectives + nouns. For example:

This is my pen. This is **mine**.

The dog	is	mine.
The sweater	is	yours.
Those clocks	are	his.
The computer	is	hers.
The bed	is	its.
The house	is	ours.
The cat	is	yours.
The school	is	theirs.

To Have:

It changes its form to *has* in the third person singular.

Affirmative

Subject	+ have / has	+ Complement
I	have	a new house.
You	have	a brother.
He	has	a sister.
She	has	a pencil.
It	has	a blue collar.
We	have	a nice teacher.
You	have	lovely students.
They	have	10 apples.

Negative

Subject	+ do / don't + have	+ Complement
I	don't have	a new house.
You	don't have	a brother.
He	doesn't have	a sister.
She	doesn't have	a pencil.
It	doesn't have	a blue collar.
We	don't have	a nice teacher.
You	don't have	lovely students.
They	don't have	10 apples.

CRISS CROSS

This brand new comprehensive, fully illustrated, six-level series is aimed at leading your primary students to develop English language and life competencies.

CRISS CROSS teaches all four language skills right from the start and provides students with a broad variety of opportunities to practice what they have learned in and outside the classroom through the following benefits:

- Lively, enjoyable and achievable student-centered activities based on the Constructivist Interactive Approach that engage students in meaningful communication from the first day of class.
- Encourages students to develop English language fluency easily and in a fun way as they actively interact through interesting and engaging topics, games, songs and chants.
- Fosters self-assurance and confidence due to its gradual progressive syllabus.
- A free-response opening question encourages students to develop critical thinking skills as they express their own opinions, preferences and experiences at their own age and knowledge level.
- Interesting reading and writing tasks, which allow for spelling conventions practice and reinforcement.
- Reinforces values, which complement their social development throughout the school year.
- A Project at the end of every lesson fosters teamwork and cooperative learning.
- Attractive banners throughout the lesson, catches students' attention to the language structures to be practiced.
- A Review presented in a fun and attractive way at the end of every unit allows for feedback and self-evaluation.

Every level in the series offers:

- **Student's Book:** takes students to level A2 in the CEFR.
- **Workbook:** reinforces and extends language practice in a fun way.
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- **Audio CD:** includes every listening activity, song and chant to help students develop oral abilities in an accurate way as they work on pronunciation, stress and intonation of the language.

N. 9731

