



# Map of the book

|                                                                                      | Vocabulary                                                                    | Grammar                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Cross-curricular                                                                  | Skills                                                                                                                                                  | Assessment             |
|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <b>Meet the family</b><br>Page 4                                                     | Character names                                                               | <b>Personal descriptions review</b><br><i>How old is she? She's five.</i><br><i>He's got long hair.</i>                                                                                                                                                                                                                                                                                                                                                           |                                                                                   |                                                                                                                                                         |                        |
| <b>1 A day on the farm</b><br>Mission: Make a daily routine poster<br>Page 6         | Countryside<br>Daily routines<br>Sounds and spelling: <i>r</i>                | <b>Present continuous review</b><br><i>Are you sleeping?</i><br><i>No, I'm not. I'm putting on my boots.</i><br><b>Present simple for routines; o'clock</b><br><i>What time do you get up?</i><br><i>I get up at seven o'clock.</i><br><i>What time does school finish?</i><br><i>It finishes at four o'clock.</i>                                                                                                                                                | <b>Look after our planet</b><br>Learn about how to look after our planet          | <b>The race</b><br>A comic<br> <b>Showing empathy and compassion</b> | A1 Speaking            |
| <b>2 My week</b><br>Mission: Make an activities timetable<br>Page 18                 | Days of the week<br>Free time activities<br>Sounds and spelling: <i>ay</i>    | <b>How often ...? and adverbs of frequency</b><br><i>How often do you play basketball?</i><br><i>Do you ever play on Sundays?</i><br><i>always, often, sometimes, never</i><br><b>Present simple with always, often, sometimes, never</b><br><i>He sometimes watches TV.</i><br><i>They never play tennis.</i><br><b>must/mustn't</b><br><i>What must I do?</i><br><i>You mustn't wear your skates in the house.</i><br><i>You must put them in the cupboard.</i> | <b>Let's be healthy!</b><br>Learn about being safe when doing exercise and sports | <b>Stay safe Have fun!</b><br>An infographic                                                                                                            | A1 Reading and Writing |
| <b>3 Party time!</b><br>Mission: Plan a costume party<br>Page 30                     | Jobs and parties<br>Physical descriptions<br>Sounds and spelling: <i>/a:/</i> | <b>Present simple and present continuous</b><br><i>My friend always sings at parties.</i><br><i>He's singing songs today.</i><br><b>Why ...? and Because ...</b><br><i>Why are you asking a lot of questions?</i><br><i>Because I love asking questions.</i>                                                                                                                                                                                                      | <b>People who help us</b><br>Learn about people who help us                       | <b>The costume party</b><br>A story                                                                                                                     | A1 Speaking            |
| <b>Review Units 1–3</b>                                                              |                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                   |                                                                                                                                                         |                        |
| <b>4 The family at home</b><br>Mission: Give a tour of your family's home<br>Page 44 | Extended family<br>In and around the home<br>Sounds and spelling: <i>/ʌ/</i>  | <b>Comparative adjectives</b><br><i>Amy's hair's curly. It's curlier than her mother's.</i><br><i>Her singing's very bad. She's worse than Amy's dad.</i><br><b>Possessive pronouns</b><br><i>Our flat is older than my aunt's flat, but hers is smaller than ours.</i>                                                                                                                                                                                           | <b>Machines in our homes</b><br>Learn about machines at home and how they work    | <b>Surprise!</b><br>A science fiction story                                                                                                             | A1 Listening           |

|                                                                                                   | Vocabulary                                                                                              | Grammar                                                                                                                                                                                                                                                                                                                                                   | Cross-curricular                                                                                                                                                                                               | Literature                                                           | Assessment             |
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| <div>5</div> <div><b>Animal world</b><br/>Mission: Make an animal fact file<br/>Page 56</div>     | Wild and domestic animals<br>Action verbs<br>Sounds and spelling: <i>g</i>                              | <b>Superlative adjectives</b><br><i>This parrot's the prettiest.</i><br><i>This park's the best!</i><br><b>Prepositions: above, below, near, opposite</b><br><i>The daddy's above the tree.</i><br><i>The mummy's below the tree.</i><br><i>Her daughter's opposite her.</i><br><i>Their son's near the leaves.</i>                                       | <b>The animal kingdom</b><br>Learn about animals and their food                                                                                                                                                | <b>Why the kangaroo has a pouch</b><br>An Australian dreamtime story | A1 Reading and Writing |
| <div>6</div> <div><b>Our weather</b><br/>Mission: Write a winter holiday diary<br/>Page 68</div>  | The weather<br>Clothes<br>Sounds and spelling: <i>ee</i> and <i>y</i>                                   | <b>was/were</b><br><i>Were they on holiday last weekend?</i><br><i>Yes, they were.</i><br><i>Were you in the mountains?</i><br><i>No, I wasn't.</i><br><b>There was/were</b><br><i>Was there a coat?</i><br><i>Yes, there was.</i><br><i>Were there any boots?</i><br><i>No, there weren't.</i>                                                           | <b>What's the weather like today?</b><br>Learn about measuring the weather<br> <b>Sustainability: Thinking in systems</b>    | <b>Fun in all types of weather!</b><br>A poem                        | A1 Listening           |
| Review Units 4–6                                                                                  |                                                                                                         |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                |                                                                      |                        |
| <div>7</div> <div><b>Let's cook!</b><br/>Mission: Make a class recipe book<br/>Page 82</div>      | Food and tableware<br>Actions in the kitchen<br>Sounds and spelling: <i>ch</i>                          | <b>Past simple: irregular verbs</b><br><i>Did you go shopping yesterday?</i><br><i>Yes, I did.</i><br><i>I went shopping yesterday.</i><br><i>I didn't eat pasta yesterday.</i><br><b>Past simple: regular verbs</b><br><i>I liked washing the vegetables!</i><br><i>I fried the onions.</i><br><i>I stopped because you started asking me questions.</i> | <b>Plants are delicious!</b><br>Learn about how we use plants in food<br> <b>Sustainability: Valuing the natural world</b> | <b>Fred's dream job</b><br>A fantasy story                           | A1 Speaking            |
| <div>8</div> <div><b>Around town</b><br/>Mission: Write about a family trip<br/>Page 94</div>     | A day trip<br>Places in town<br>Sounds and spelling: <i>ow</i> and <i>oa</i>                            | <b>Past simple: more irregular verbs</b><br><i>My cousin came to stay.</i><br><i>I bought a big hat.</i><br><b>have to / don't have to</b><br><i>I have to go into town today.</i><br><i>Do you have to get some new clothes?</i><br><i>I don't have to get any clothes.</i><br><i>He has to wear them for his swimming class.</i>                        | <b>Road safety</b><br>Learn how to be safe in town                                                                                                                                                             | <b>Zac's first day on the school bus</b><br>A fantasy story          | A1 Listening           |
| <div>9</div> <div><b>A big change</b><br/>Mission: Plan a tour round the world<br/>Page 106</div> | Adjectives for opinions and feelings<br>A new adventure<br>Sounds and spelling: <i>ing</i> or <i>in</i> | <b>Comparative adjectives with more</b><br><i>It's more dangerous than milking a cow!</i><br><i>They are more beautiful than our clothes now.</i><br><b>Superlative adjectives with most</b><br><i>I think the circus is the most exciting place in the world.</i><br><i>He thought it was the most beautiful music in the world.</i>                     | <b>The wonders of the world</b><br>Learn about natural and manmade wonders of the world                                                                                                                        | <b>The mystery picnic</b><br>A counting poem                         | A1 Reading and Writing |
| Review Units 7–9                                                                                  |                                                                                                         |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                |                                                                      |                        |
| Numbers 21–100 page 120                                                                           |                                                                                                         |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                |                                                                      |                        |
| Key Competencies Activity Bank page 121                                                           |                                                                                                         |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                |                                                                      |                        |