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OFFICIAL PREPARATION MATERIAL

2

POWER UP

Pupil's Book

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Map of the book

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
Meet the family Page 4	Character names	**Personal descriptions review** *How old is she? She's five.* *He's got long hair.*			
1 **A day on the farm** **Mission: Make a daily routine chart** Page 6	Countryside Daily routines **Sounds and spelling:** *r*	**Present continuous review** *Are you reading a book?* *No, I'm not. I'm doing my homework.* **Present simple for routines; *o'clock*** *What time do you get up?* *I get up at seven o'clock.* *What time does school finish?* *It finishes at four o'clock.*	***Look after our planet*** Learn about how to look after our planet	***The race*** A poem Social and emotional skill: Being supportive	A1 Movers Speaking Part 1
2 **My week** **Mission: Plan a fun activities timetable for two friends** Page 18	Days of the week Free time activities **Sounds and spelling:** *ay*	***How often … ?* and adverbs of frequency** *How often do you clean your teeth?* *Do you ever get up late?* *always, often, sometimes, never* **Present simple with *always, often, sometimes, never*** *He sometimes watches TV.* *They never play tennis.* ***must/mustn't*** *What must I do?* *You mustn't wear your skates in the house.* *You must put them in the cupboard.*	***Let's be healthy!*** Learn about being safe when doing exercise and sports	***A bad, bad Monday morning*** A narrative Social and emotional skill: Thinking about the consequences of our actions	A1 Movers Reading and Writing Part 1
3 **Party time!** **Mission: Plan and act out a scene** Page 30	Jobs and parties Physical descriptions **Sounds and spelling:** /ɑ:/	**Present simple and present continuous** *I don't often listen to the radio.* *I'm not listening to it now.* ***Why … ?* and *Because …*** *Why are you asking a lot of questions?* *Because I love asking questions.*	***People who help us*** Learn about people who help us at home, at school and in the community	***The costume party*** A story Social and emotional skill: Asking for and offering help	A1 Movers Speaking Part 2
	Review units 1–3				
4 **The family at home** **Mission: Act out a visit to my cousins' new home** Page 44	Extended family In and around the home **Sounds and spelling:** /ʌ/	**Comparative adjectives with *-er/-ier* and *better/worse*** *My cousin's hair is longer/curlier than my uncle's.* *Shelly's singing is worse than Gracie's.* **Possessive pronouns** *Our car is smaller than my aunt and uncle's car, but ours is newer than theirs.*	***Machines in our homes*** Learn about machines at home and how they work	***Surprise!*** A story Social and emotional skill: Initiative and managing one's own emotions	A1 Movers Listening Part 3

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
5 Animal world **Mission: Plan an animal documentary** Page 56	Wild and domestic animals Action verbs **Sounds and spelling:** *g*	**Superlative adjectives** *This kitten's the prettiest/the fattest.* *These ice skates are the best.* **Prepositions: *above*, *below*, *near*, *opposite*** *The bat's above the tree.* *The snail's below the flower.* *The parrot's near the cage.* *The bus stop's opposite the zoo.*	***The animal kingdom*** Learn about animals and their food	***Why the kangaroo has a pouch*** An Australian dreamtime story Social and emotional skill: Helping others	A1 Movers Reading and Writing Part 2
6 Our weather **Mission: Make a weather map for a country** Page 68	The weather Clothes **Sounds and spelling:** *ee* and *y*	***was/were*** *Were your grandparents here last weekend? Yes, they were.* *Were you at school on Tuesday? No, I wasn't.* ***There was / There were*** *Was there a scarf in the bedroom? Yes, there was.* *Were there any boots in the bedroom? No, there weren't.*	***What's the weather like today?*** Learn about instruments to measure the weather	***Fun in all types of weather!*** A poem Social and emotional skill: Thinking positively	A1 Movers Listening Part 1 and Part 2
Review units 4–6					
7 Let's cook! **Mission: Make a class recipe book** Page 82	Food Actions in the kitchen **Sounds and spelling:** *ch*	**Past simple: irregular verbs** *I went swimming last Saturday.* *I didn't go shopping yesterday.* *Did you go to the park? Yes, I did.* **Past simple: regular verbs** *I liked cooking them!* *I fried the onions.* *I stopped because you started asking me questions.*	***Plants are delicious!*** Learn about how we use plants in food	***Sonny's dream job*** A fantasy story Social and emotional skill: Perseverance	A1 Movers Speaking Part 3
8 Around town **Mission: Write a trip review** Page 94	A day trip Places in town **Sounds and spelling:** *ow* and *oa*	**Past simple: more irregular verbs** *I found my old hat.* *He bought it last year.* ***have to / don't have to*** *I have to see the eye doctor at the hospital.* *My brother has to wear glasses.* *Do you have to wear glasses? Yes, I do.*	***Road safety*** Learn how to be safe in town	***Tom's first day on the school bus*** A fantasy story Social and emotional skill: Being optimistic	A1 Movers Listening Part 4
9 A big change **Mission: Plan a holiday world tour** Page 106	Adjectives for opinions and feelings A new adventure **Sounds and spelling:** *ing* or *in*	**Comparative adjectives with *more*** *Circus clothes are more beautiful than these.* *The circus is more exciting than the farm!* **Superlative adjectives with *most*** *This city is one of the most beautiful in the world.* *In my family, my brother is the most frightened of spiders.*	***The wonders of the world*** Learn about natural and manmade wonders of the world	***The mystery picnic*** A counting poem Social and emotional skill: Pride in your work	A1 Movers Reading and Writing Part 3
Review units 7–9					

Meet the family

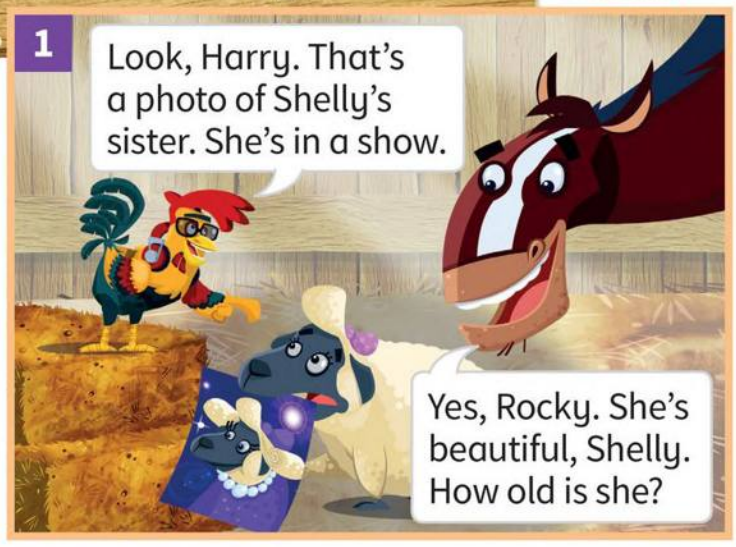
1 1.02 **Listen. What's Jim and Jenny's mum doing?**

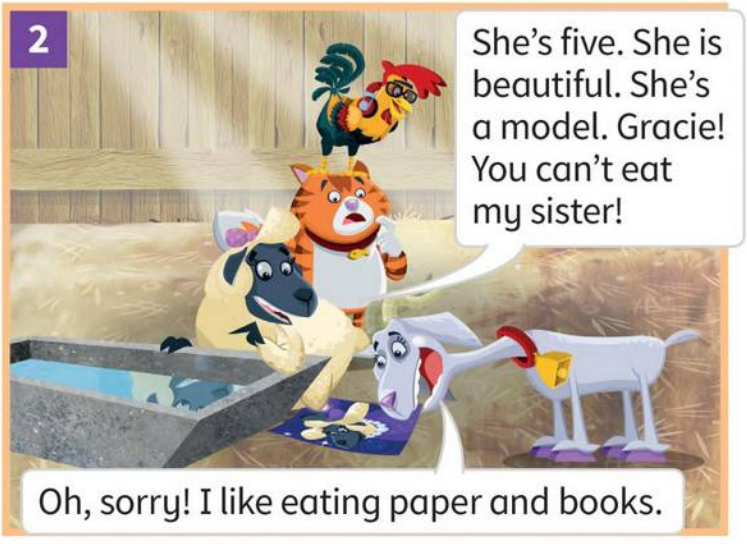
2 1.03 **Say the chant.**

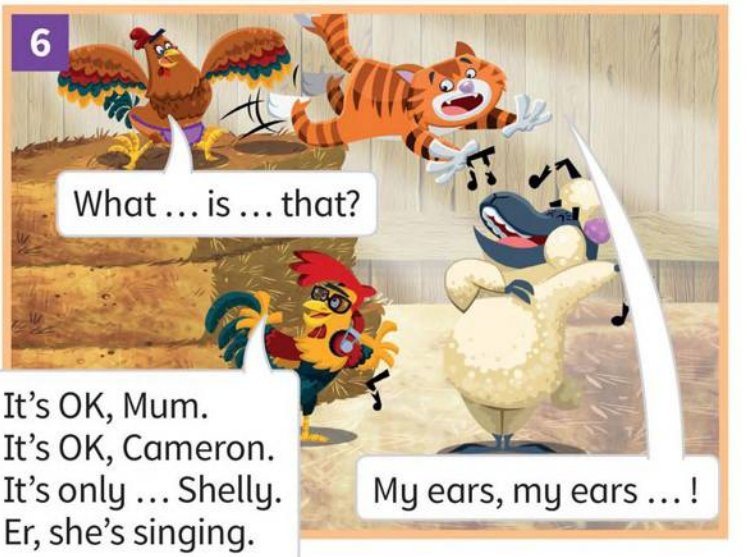
3 1.04 **Listen and answer. Then ask and answer.**

The Friendly Farm

1.05







4 1.06 **Who says it? Listen and say the name.**

1 A day on the farm

1 **Watch the video. Draw something you can see in the countryside.**

mission Make a daily routine chart

In this unit I will:

1. Make my chart.
2. Draw and write my personal daily routine.
3. Write 'Think' bubbles to help our planet.
4. Show my daily routine chart to the class.

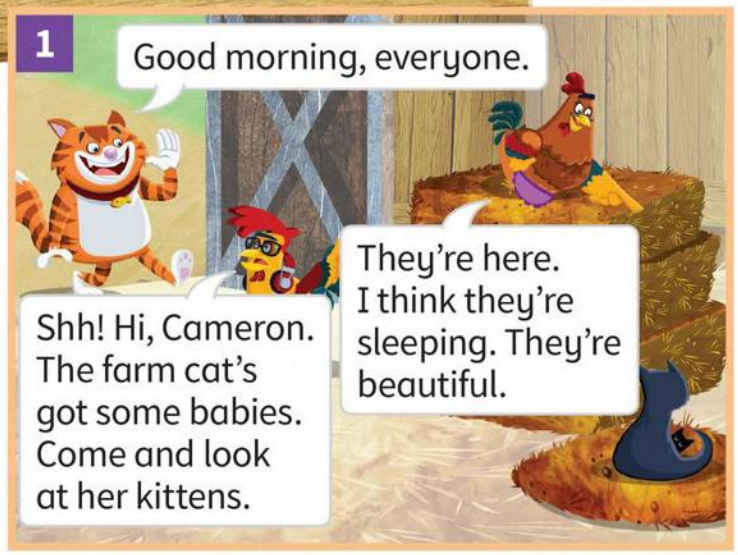
1 1.07 Listen and point. Then listen again and colour.

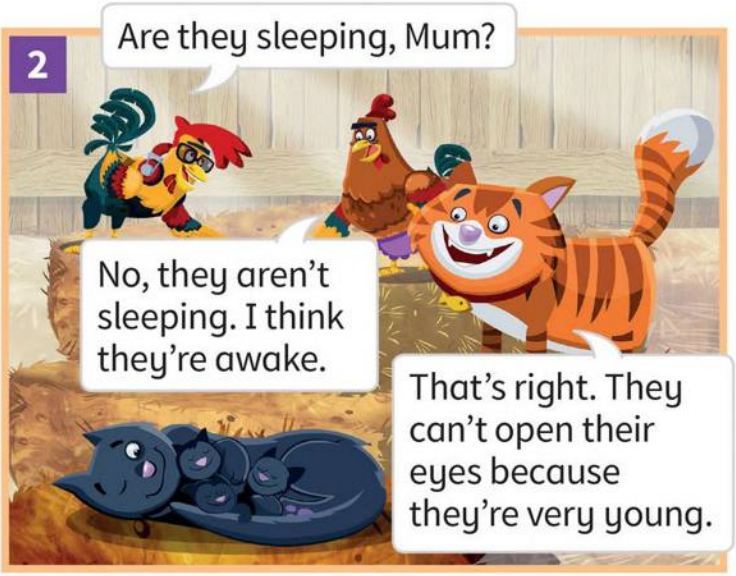
2 1.08 Say the chant.

3 1.09 Listen and say *yes* or *no*.

The Friendly Farm

1.10





1 1.11 **Listen and say the number.**

Story: Present continuous review in context

Gracie's Grammar

1.12

Are you read**ing** a book?	No, I'**m not**. I'**m** do**ing** my homework.
Is she play**ing** tennis?	Yes, she **is**. She's play**ing** tennis.
Are they put**ting** on their boots?	No, they **aren't**. They're tak**ing** off their boots.

1 1.13 Listen and stick. Then look, read and write.

1 Grandma's eating some ice cream.

2 Mum _____ lemonade.

3 Dad _____ his hands.

4 Grandpa _____ the kitchen.

mission STAGE 1

Make your chart.

- Write and decorate the title.
- Draw yourself and colour the picture.
- Cut up the little cards.

Are you using the red crayon?

No, I'm using the scissors.

My mission diary
Activity Book page 6

1 1.14 Listen and number. Then sing the song.

[1]**Wake up**, [2]**get up**.
Go and [3]**have a shower**.
Wake up, get up.
Time for us to run!

Get your [4]**towel**, get dry.
Now go and [5]**get dressed**.
Get your towel, get dry.
Time for us to run!

Sit down for breakfast.
Milk or juice for you?
Sit down for breakfast.
Time for us to run!

Clean your teeth.
[6]**Toothpaste** on your [7]**toothbrush**.
Clean your teeth.
Time for us to run!

Wake up, get up,
Go and have a shower.
Wake up, get up,
Get dressed, [8]**have breakfast**,
Clean your teeth and run!

Time for us to run! (x3)

2 Play the game.

What am I doing?

You're cleaning your teeth.

What do you do in the morning?

1

1 1.16 What time does he have lunch? Listen and tick ✓.

1

2

3

1.17 Gracie's Grammar

What time do you get up? I get up at **seven o'clock**.

What time does school finish? It finishes at **four o'clock**.

2 Ask and answer.

get up go to school have lunch go home
do your homework have a shower go to bed

What time do you have lunch? I have lunch at one o'clock.

What time do you go home? I go home at four o'clock.

mission STAGE 2

Draw and write your personal daily routine.

- Draw a picture and write the name of each activity on a little card.
- Ask and answer with a friend about your routines.

What time do you get up? I get up at seven o'clock.

My mission diary
Activity Book page 6

Look after our planet

1 Watch the video.

2 Tick ✓ the activities that are good for our planet.

1

2

3

4

5

6

3 1.18 Listen and read. Answer the questions.

Our planet is called Earth. We can live on Earth because there is air around us. Air has oxygen and other gases. All plants and animals need oxygen. They need water too and there is water on Earth. Clean air and clean water keep us healthy, so it's important to look after our planet.

1 Which planet do we live on?
2 What do plants and animals need?
3 Why is it important to look after our planet?

4 1.19 Match the ideas with the photos. Listen and check.

Look after our planet … at home!

1 [d] Turn off the tap when you clean your teeth.
2 [ ] Have a shower and not a bath. Save water!
3 [ ] Turn off the lights when you go out.
4 [ ] Recycle paper, glass and plastic.
5 [ ] Don't use new plastic bags when you go shopping.

5 What do you do to look after the planet? Tell a partner.

We recycle paper, glass and plastic.

I have showers.

mission STAGE 3

Write 'Think' bubbles to help our planet.

- Say how you can look after our planet.
- Write 'Think' bubbles for your daily routines chart.

I turn off the tap when I clean my teeth.

My mission diary
Activity Book page 6

1 **Look at the pictures. Where are the girls? What are they doing?**

The race

1.20

'Get up! Have a shower!
Clean your teeth, get dressed!
Come on, Gwen!' says Beth.
'Let's go and see Jess!'

Jess is their puppy, with a little black nose.
She lives in the field where everyone goes
To be happy, not sad, to play and to run.
Today there are leaves on the ground – it's fun!

Every day Beth and Gwen run
to see Jess.
'I'm winning today,' says Beth.
'Oh yes!'
But then there's a rock in
the leaves and she falls!
And down on the ground
to her sister she calls.

1

‘Where are you going,
Gwen? Come back to me!
I can’t move my leg.
Please come and see!’
But Gwen’s winning the race.
She’s running so fast.
She looks, but she thinks,
‘I don’t want to be last’.

‘Owwww, my leg!’ says Beth.
‘Gwen, can you come?’
Gwen starts to feel sad
And she stops her run.
She goes back and she says,
‘I’m sorry, Beth.’
She helps her to stand
And they go and see Jess.

2 Act out the poem.

Are you OK, Beth?

Owwwww, my leg.

Can you stand up?

3 Gwen goes to help Beth. When do you support people like this?

1 Practise with a friend.

What's your name?

How old are you?

2 Look at this picture. What can you see?

A

3 Look at this picture. How is it different from picture A? Read and correct.

B

1 In picture B, there are four sheep in the field.

2 In picture B, there are some leaves on the grass.

In picture B, there are …

4 Look and say.

1 I can see orange juice in picture A. Here, it's …

2 In picture A, she's washing her hands. In this picture, she's washing …

3 There's a lizard on the rock. In picture B, there's …

You can say *Here, there's / there are …* and *There isn't/aren't.*

1

mission in action!

Show your daily routine chart to the class.

My mission diary
Activity Book page 6

- Say 'Hello' and show your chart.
  - Hello. I'm Alicia and this is my daily routine chart.
- Talk about your daily activities.
  - I get up at seven o'clock.
- Point to your 'Think' bubbles and say what you do.
  - I turn off the tap when I clean my teeth.
- Answer questions.
  - What time do you have lunch?
  - I have lunch at one o'clock.

COMPLETE

2 My week

1 **Watch the video. Draw an activity which you like doing.**

mission

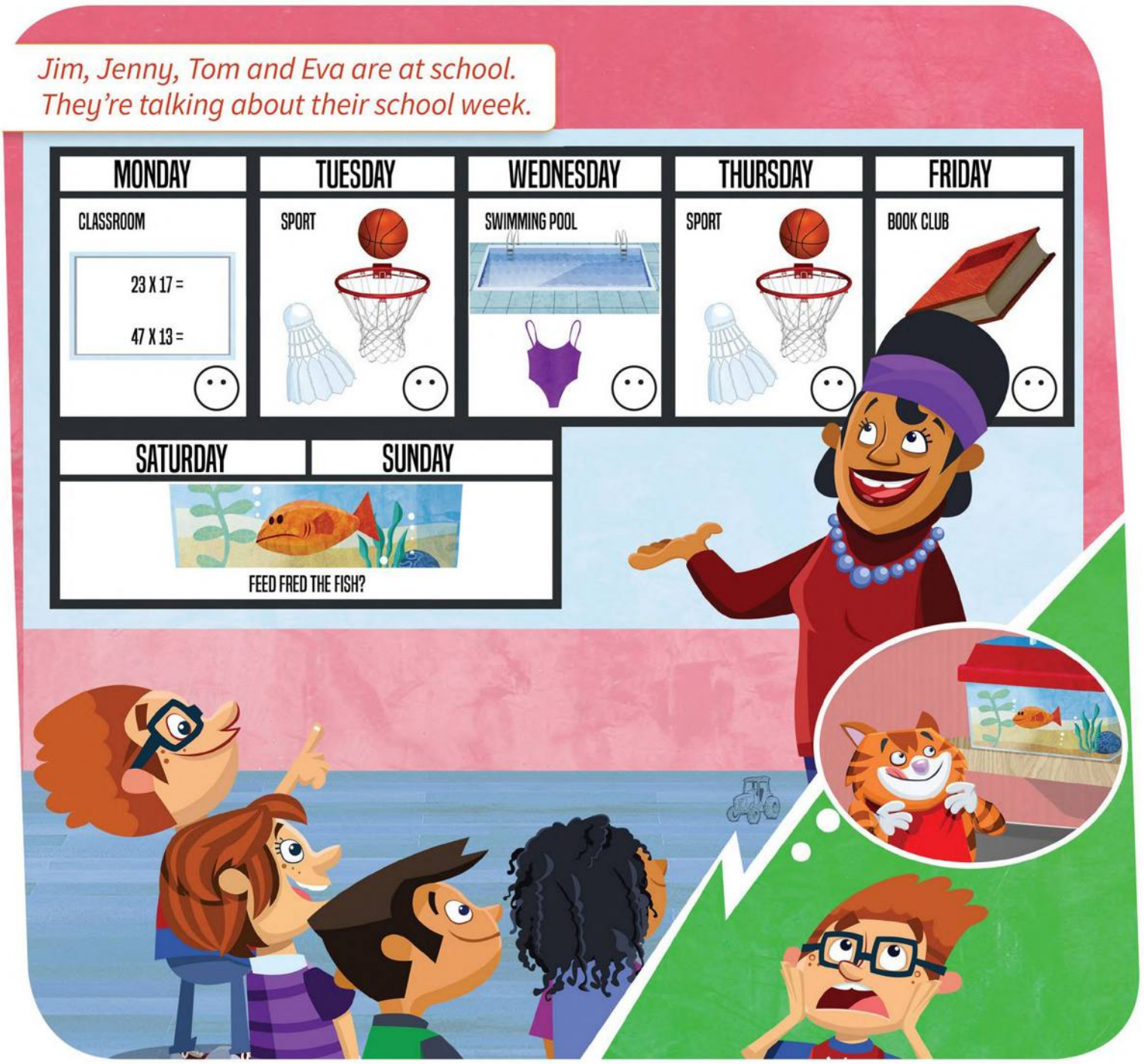
Plan a fun activities timetable for two friends

In this unit I will:

1. Work with a partner to talk to two friends about free time activities.
2. Make a fun activities timetable for a week.
3. Write important information about the activities.
4. Give our timetable to our two friends.

1 1.21 Listen and point. Draw a happy face on Jim's favourite school days.

Jim, Jenny, Tom and Eva are at school. They're talking about their school week.

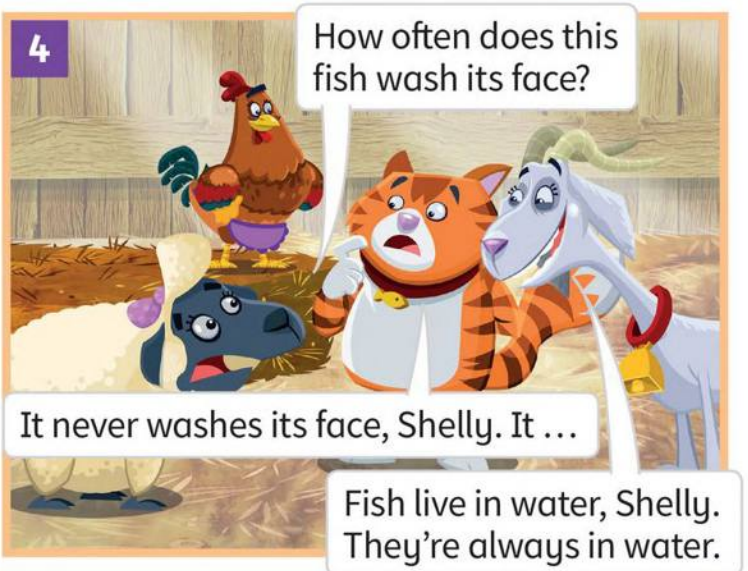


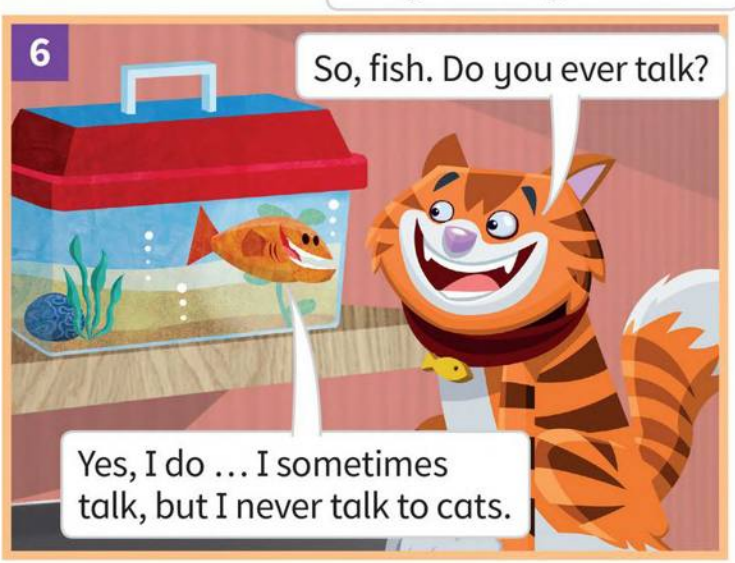
2 1.22 Say the chant.

3 1.23 Listen and say the days.

The Friendly Farm

1.24





1 1.25 **Who says it? Listen and say the name.**

Story: *How often … ?* and adverbs of frequency in context

1.26 Gracie's Grammar

How often do you clean your teeth?

I **always** clean them after breakfast, lunch and dinner.

Do you **ever** get up late?

No, I **never** get up late.

always ✓✓✓ often ✓✓ sometimes ✓✗ never ✗

1 1.27 Listen and stick. Then look, read and write.

always ✓✓✓

often ✓✓

sometimes ✓✗

never ✗

1 Peter ___often___ goes for a swim.

2 Clare _____ feeds her fish.

3 Peter _____ has a shower at night.

4 Clare _____ has burgers for breakfast.

mission STAGE 1

Work with a partner to talk to two friends about free time activities.

- In pairs, write free time activities.
- Ask two friends how often they do each activity.

How often do you play basketball?

I play basketball on Tuesdays and Thursdays.

My mission diary
Activity Book page 18

1 1.28 Listen and number. Then sing the song.

How often … how often …
do you [1]listen to music?
How often … how often …
do you [2]write an email?

Do you ever … do you ever …
[3]**go skating** in the park?
Do you ever … do you ever …
[4]**read a comic** in the car?

How often … how often …

Do you ever … do you ever …
[5]**go shopping** with your dad?
Do you ever … do you ever …
[6]**watch films** that are bad?

A CD, a CD –
do you ever [7]**listen to a CD**?
DVD, DVD –
do you ever [8]**watch a DVD**?

How often … how often …

2 Ask and answer. Use *often*, *sometimes* or *never*.

How often do you go skating? _____
How often do you write emails? _____
How often do you go shopping? _____
How often do you watch films? _____
How often do you listen to CDs? _____

1 1.30 Where can Jack go with his birthday present? Listen and tick ✓.

1.31 Gracie's Grammar

What **must** I do? You **mustn't** wear your skates in the house.
You **must** put them in the cupboard.

2 Read and circle to make class rules.

1 We **must** / **mustn't** listen to the teacher.
2 We **must** / **mustn't** talk when the teacher is talking.
3 We **must** / **mustn't** do our homework.
4 We **must** / **mustn't** put our feet on the chairs.

3 Talk to your friends. Make more class rules.

mission STAGE 2

Make a fun activities timetable for a week.

- In pairs, make a timetable for a week.
- Talk about your friends' answers. Write a fun activity for each day.

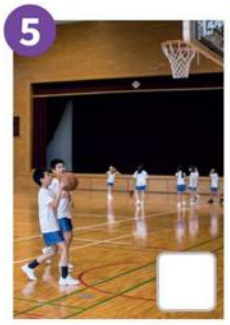
They never go roller skating. Let's write 'skate' on Sunday.

My mission diary
Activity Book page 18

Let's be healthy!

1 **Watch the video.**

2 **Tick ✓ the activities that you do.**



3 1.32 **Read, look and complete. Then listen and check.**

helmet

elbow and knee pads

Exercise is good for us, but sometimes there are accidents. It's very important to wear the correct clothes to protect our bodies.

We wear [1] elbow and knee pads to protect our elbows and knees.

We wear [2] _____ to protect our hands.

We wear a [3] _____ to protect our head.

We wear [4] _____ to protect our eyes.

goggles

gloves

4 1.33 Listen and read. Then read and say *yes* or *no*.

Let's warm up!
Our bones and muscles help us move. Before we play a sport or do exercise, it's important that we warm up our muscles so we don't hurt them.

Drink water!
When we exercise, we get hot and we sweat. Our body loses water when we sweat. Remember to drink water when you exercise.

Use sun cream!
You put on sun cream when you go to the beach. But do you use it when you play sport? Protect your skin from the sun when you're outside. It's important to put on sun cream when it isn't a very hot day too.

1 We warm up before exercise to look after our skin.
2 We drink water when we get hot.
3 We use sun cream when we play inside.
4 Sun cream is always important when you're outside.

5 Talk to a partner about your favourite sport or activity.

I like horse riding. I go on Saturdays. I must wear a helmet and boots.

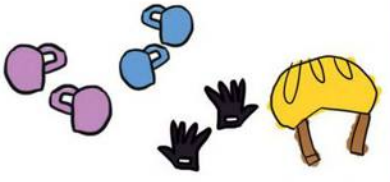
mission STAGE 3

Write important information about the activities.

- In pairs, think about the activities. What must your friends do to be safe?
- Write three ideas for their timetable.

For skating, they must wear knee pads, …

You must wear knee pads, elbow pads, gloves and helmets!



STAGE 3

My mission diary
Activity Book page 18

1 **Read the question at the start. Tell a classmate your answer and say why.**

1.34 A bad, bad Monday morning

How often do you want to sleep and not get up for school?

I sometimes do that. I turn off my alarm and go to sleep. I want to tell you about a very bad Monday morning …

Suddenly, Mum's standing over me.

She's shouting and she's pulling off my blanket.

'Alex! It's eight o'clock. We mustn't be late! You have a presentation at school today!'

I jump out of bed and get dressed.

Then I run to the bathroom, but my big sister's using it.

I run downstairs to the other bathroom. My dad's using it.

Then Mum calls, 'Breakfast!'

I run to the kitchen.

'Here's some chocolate milk and some fruit,' Mum says.

'But for breakfast, I always have …'

'No time for that today!' Mum says. We must leave now!'

I start to say 'I must …', but Mum says, 'Now, Alex!'

We run to the car and drive to school. All the lights are red.

When we get to school, I run to the assembly hall. All my classmates are there. They're smiling.

My presentation is good.

I'm very happy … but then I go to the bathroom and look in the mirror.

I'm wearing my sister's shirt, my hair is going in all directions and I have chocolate milk around my mouth!

2 **What bad things happen to Alex in the story? Why?**

3 **Ask and answer.**

Tell me about your favourite day of the week.

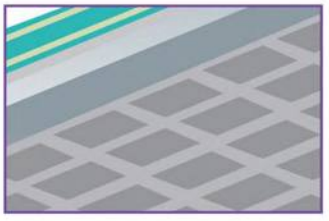
I love Fridays. We play games in our English class.

1 Look at the pictures. What can you see? Copy a word or words from the box.

a comic breakfast skates a lake
an email toothpaste leaves a tractor

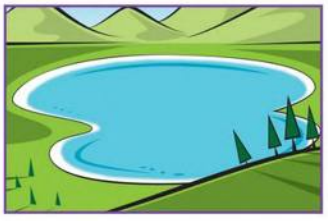
1 leaves

2 _____



3 _____

4 _____



5 _____

6 _____

7 _____

8 _____

2 Read and think. Circle the correct answer.

1 You find these on trees and they're green. **a leaf** / **leaves**

2 Most people eat this in the morning. **breakfast** / **breakfasts**

3 You can use these in the park. It's fun! **skate** / **skates**

4 You write this on a computer or phone. **emails** / **an email**

3 Look at the answers. Read and complete.

1 You use this to clean your t _____. toothpaste

2 There are lots of different st _____ in this. a comic

4 Look at Units 1 and 2. Write five sentences like Activity 3. Can your friend say the words?

Circle the words which help you choose the answer.

2

mission in action!

Give your timetable to your two friends.

My mission diary
Activity Book page 18

★ **Talk about the activities which they do every week now.**

You play basketball twice a week. You never skate.

★ **Tell them the activity for each day.**

You skate on Sunday.

★ **Tell them how to be safe.**

You must wear knee pads, elbow pads, gloves and helmets.

★ **Do your friends like the timetable?**

Do you like the activities?

Yes, thank you. It's a fun week!

COMPLETE

3 Party time!

1 **Watch the video. Draw yourself at the costume party.**

mission Plan and act out a scene

In this unit I will:

1. Choose a job and draw my character.
2. Describe my character.
3. Write a scene with my group where someone is helping.
4. Act out our scene for the class.

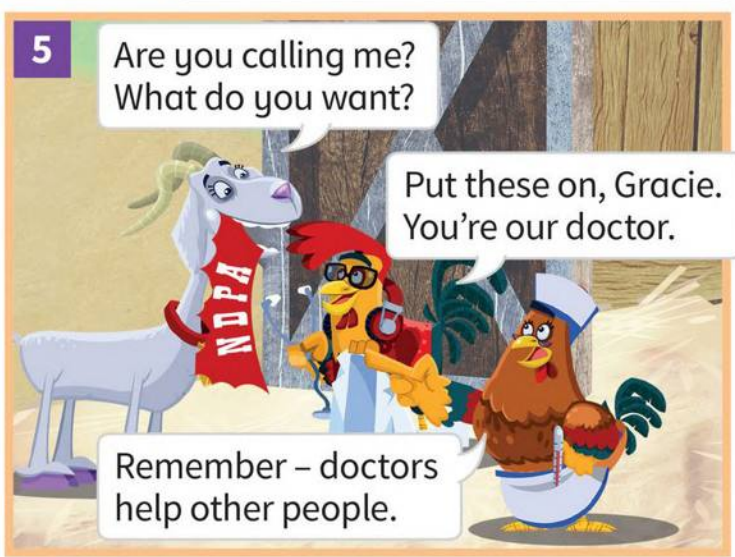
1 1.35 Listen and point. Then listen again and colour.

2 1.36 Say the chant.

3 1.37 Listen and answer.

The Friendly Farm

1.38



1 1.39 **Listen and complete. Use one word.**

Gracie's Grammar

1.40

He **never works** at the weekend.

I **don't** often **listen** to the radio.

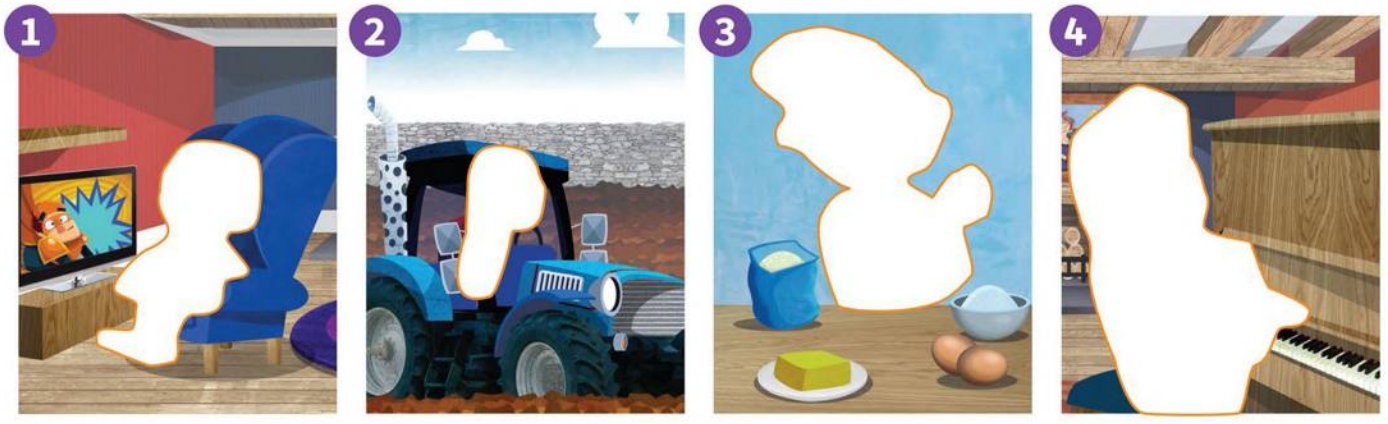
Do you **eat** meatballs?

It's Friday. He**'s working today**.

I**'m not listening** to it **now**.

What **are you eating at the moment**?

1 1.41 Listen and stick. Then look, read and write.



1 Jenny's watching TV now.

2 Grandpa _____ every day. He's a farmer.

3 Jim's _____ a cake at the moment.

4 Does she always _____ the piano?

mission STAGE 1

Choose a job and draw your character.

STAGE 1

- In groups, choose a different job each.
- Draw your character for the scene.
- Talk about your character.

She helps other people. She's a doctor.

My mission diary

Activity Book page 30

1 1.42 Listen and colour. Then sing the song.

Her scarecrow's **thin**
And she's very **tall** too.
She's got **straight**, **blonde** hair
And her hat is blue.
Scarecrow! Scarecrow!

His scarecrow's **short**.
He's also **fat**.
He's got a long, black **beard**
And a big **moustache**.
Scarecrow! Scarecrow!

Their scarecrow's ugly.
He's got a purple nose.
He's got **fair**, **curly** hair
And he's wearing dirty clothes!
Scarecrow! Scarecrow!
Scarecrow! Scarecrow!
Scarecrow!

2 1.44 Listen and say the number. Then play the game.

1 1.45 What's Dad doing? Listen and tick ✓.

1.46 Gracie's Grammar

Why are you asking a lot of questions?

Because I love asking questions.

2 Ask and answer with your own ideas.

wear / clown costumes?

wash / his hands?

read / a big book?

wear / a helmet?

Why are they wearing clown costumes?

Because they're going to a party.

Because they like dressing up.

Because they're in a show.

mission STAGE 2

Describe your character.

- In groups, say who you are and describe your character.

Hi! I'm Daisy. I'm a doctor. I'm tall with long …

- Write about your character.

Daisy's a doctor. She's tall with long …

STAGE 2

My mission diary
Activity Book page 30

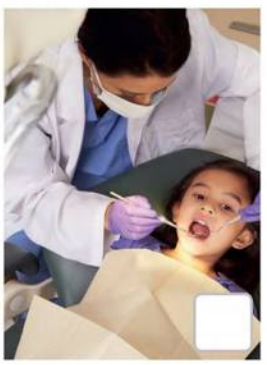
People who help us

1 **Watch the video.**

2 1.47 **These people help us. Where do they work? Look and write the number. Then listen and check.**

a teacher

a firefighter



a dentist

a doctor / a nurse

a police officer

3 **Look at the pictures. Who can help?**

4 Read the sentences. Who is it?

a cook a teacher a doctor a farmer a firefighter a police officer

1 This person tells people what to do in the street. We must listen.
2 This person works in a hospital.
3 This person stops fires.
4 This person works in a school kitchen or in a restaurant.
5 This person teaches children.
6 This person works with animals and plants.

5 1.48 Listen and read. Answer the questions.

Hello. My name's Sally Green and I'm a teacher. I work in a school near my house. I work from Monday to Friday. I start work at nine o'clock and finish at four o'clock in the afternoon. My job is fun and I love it because I like helping children.

1 What's her job? _____
2 Where does she work? _____
3 Does she work at the weekends? _____
4 Is her job scary? _____
5 Does she like her job? _____

mission STAGE 3

Write a scene where someone is helping.

- In groups, think of a scene. What's happening?
- How can someone help? Write the scene.

Fred: Oh no! Look at the clown's leg!
Daisy: I can help because I'm a doctor!

STAGE 3

My mission diary
Activity Book page 30

1 **Do you like costume parties? Talk about your favourite costumes.**

1.49 The costume party

It's Emily's birthday and there's a costume party on Saturday. Matt's thinking about his costume. 'Mum, I want to be a superhero. But Harry wants to be a superhero and he's got a superhero costume.'

'Then what about a pirate costume?' his mum asks. 'You can make a short beard and a moustache with black paper and you've got a pirate hat!'

'No,' Matt says. 'I can't be a pirate. Dan and Zoe have got pirate costumes!'

At school the next day, everyone's talking about their costumes for the party. Emily's got a pop star costume. Julia's got a farmer costume. 'And I'm taking Ludo as a sheep!', she says. Ludo's her little white dog. Only Matt hasn't got a costume.

After school, Matt asks his mum for help. 'Go as a clown,' she says, but Matt says, 'No. A clown's silly. I want a great costume like Harry's or Dan's!' Then his mum has an idea!

It's the day of the party. Emily's wearing her pop star costume and she's singing. Everyone's listening to her, but who's this? The door opens and Matt comes in.

'Hello, everyone,' he says. 'Meet the superhero pirate clown!'

Emily stops singing. Everyone starts laughing because Matt's costume's so funny!

Matt smiles. 'Thank you, Mum,' he thinks. 'You're good at helping!'

2 Answer the questions.

1 Does Matt choose his costume?
2 Who has the idea for his costume?
3 Does Matt like the idea?
4 How do you know?

3 Ask and answer.

Tell me about when you help someone.

I sometimes help my grandma with her dog. I feed him when she isn't well.

1 Look and read. Tick ✓ the sentences which describe the picture.

1 Jim is going to a costume party. ☐
2 Jim's having a party at his house. ☐
3 He's got a present for his friend, Zoe. ☐
4 He's opening a present. ☐

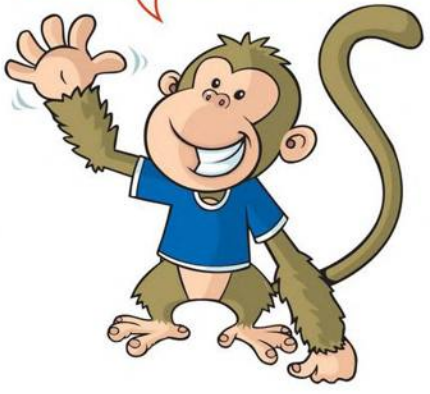
2 Look at pictures 2–4. What's the story called? Circle the answer.

Jim's kitten / Zoe's present / Jim's party

3 Make sentences about the pictures. Use some of these words.

Zoe's/Jim's … Zoe's/Jim's got …
The kitten's walking … … 's happy/sad.
… are looking/pointing. There's / There are …

The examiner can ask questions to help you, for example *What's the kitten doing?*



3

mission in action!

Act out your scene for the class.

My mission diary
Activity Book page 30

★ **Tell the class the name of your scene.**

Hello, everyone! This is 'What a silly clown!'

★ **Say your character names and describe yourselves.**

Hi! I'm Daisy. I'm a doctor. I'm tall with long, blonde hair.

★ **Act out your scene.**

Oh no! Look at the clown's leg!

I can help because I'm a doctor!

★ **Thank the class.**

Thank you for watching and listening!

COMPLETE

Review • • Units 1–3

1 **Watch the video and do the quiz.**

2 1.50 **Listen and circle the activities you hear. Then listen and complete.**

FRI SAT SUN

Jack	Zoe
watch a [1] _____	go [2] _____
go to the forest go for a [4] _____	play [3] _____
Kim's party at [5] _____ o'clock	
Costume [6] _____	Costume [7] _____

3 **Choose a person. In pairs, ask, answer and guess who.**

How often do you watch TV? I sometimes watch TV.

What time do you wake up? I wake up at seven o'clock. Are you … ?

✓✓✓ always ✓✓ often ✓✗ sometimes ✗ never

Name	watch TV	play football	read comics	have lunch	wake up	go shopping
Sally	✓✗	✓✓✓	✗	12 o'clock	8 o'clock	✗
Peter	✗	✓✓	✓✗	1 o'clock	7 o'clock	✓✗
Clare	✓✗	✓✓✓	✗	12 o'clock	7 o'clock	✗
Jane	✗	✓✓	✓✗	1 o'clock	8 o'clock	✓✗

4 Look and read. Correct the sentences.

1

2

3

4

5

1 The cook's got straight hair. He's making a cake.
The cook's got curly hair. He's reading a comic.

2 The doctor's got long, straight hair. She's helping a girl.

3 The pirate's got a long moustache. He's looking at his treasure.

4 The farmer's got curly, blonde hair. She's feeding a puppy.

5 The nurse's got a beard. He's reading a book.

5 Write about you.

What are you doing now?

When do you clean your teeth?

What do you do at the weekend?

How often do you visit the doctor?

What must you do after school?

4 The family at home

1 **Watch the video. Draw something which you do at home.**

mission

Act out a visit to my cousins' new home

In this unit I will:

1. Make a family and talk to my cousin.
2. Draw our family's home and talk to my cousin.
3. Invent a machine for our home.
4. Act out a visit to my other cousins' new home.

1 1.51 1.52 Listen and point. Then listen and number.

Today, there's a family photo. The children are at the front and the grown-ups are behind.

Uncle Jack

son

parents

daughter

grandparents 1

cousin Zoe

Aunt Julia

granddaughter

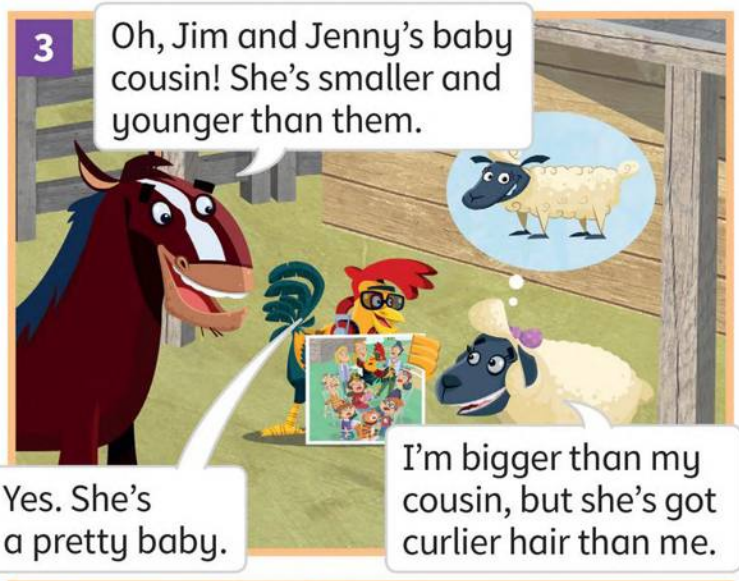
grandson

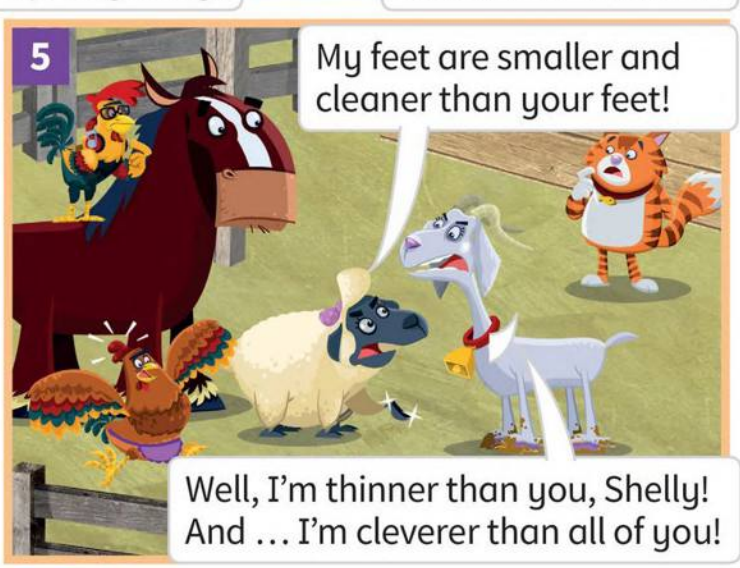
2 1.53 Say the chant.

3 1.54 Listen and say the name.

The Friendly Farm

2.02





1 2.03 **Listen and say the number.**

Gracie's Grammar

2.04

Gracie's ears are **long**. They're **longer** than Shelly's ears.

Those puppies are both **fat**, but the brown puppy's **fatter** than the white one.

My cousin's hair is **curly**. It's **curlier** than my uncle's.

Shelly's singing is **bad**. It's **worse** than Gracie's singing.

1 2.05 Listen and stick. Then look, read and write.

1 His son's hair is shorter and straighter than his daughter's.

2 His daughter's hair is _____ than his granddaughter's.

3 His granddaughter's hair is _____ than her cousin's.

4 His grandson's hair is _____ than his cousin's.

mission STAGE 1

Make a family. Then talk to your cousin.

- In groups, decide what each person looks like.
- Draw your family.
- Talk to your cousin in another group.

Your brother is shorter than my sister.

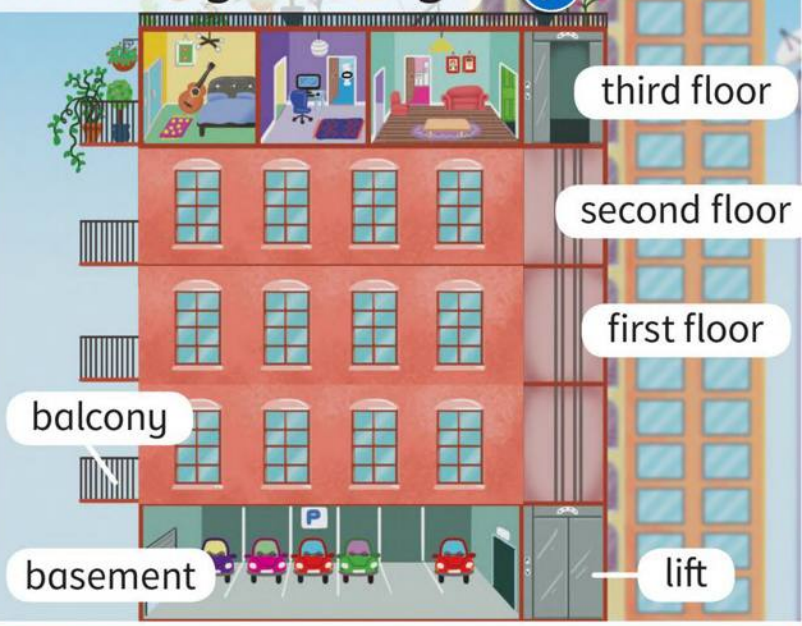
My mum's hair is curlier than your mum's hair.

STAGE 1

My mission diary
Activity Book page 44

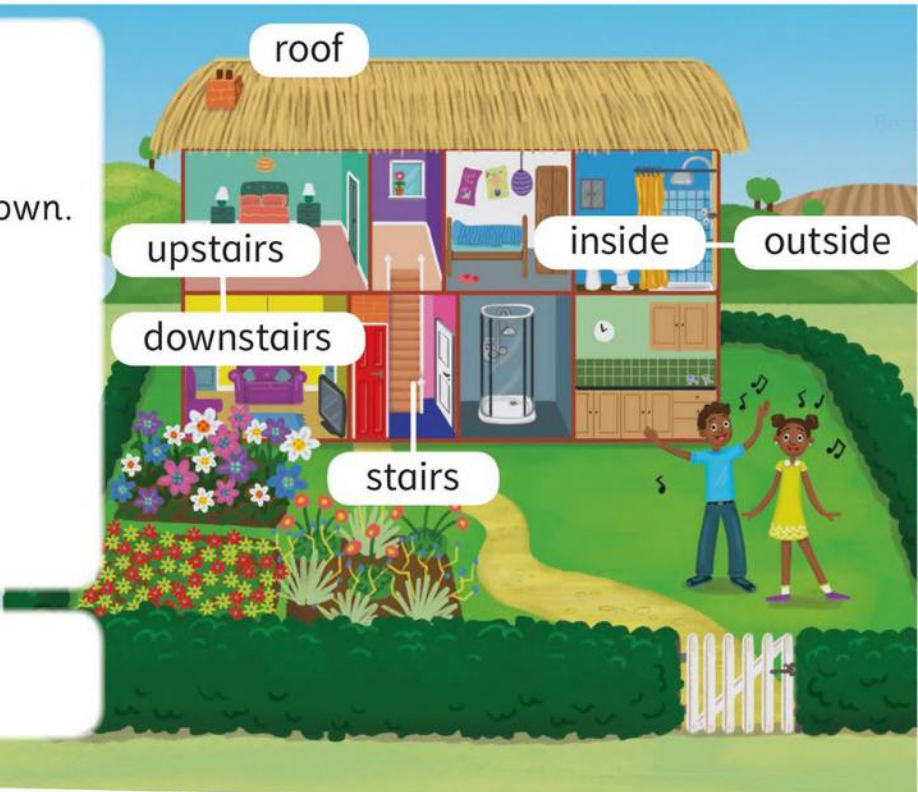
1 2.06 Listen and complete. Then sing the song.

Town centre, in the town centre,
town centre.
Our Uncle Paul lives on the third floor.
His flat's got a balcony
and a [1] green door.
There are plants on his balcony
and a garden on the roof.
His car's in the basement
and his guitar's in his [2] _____.
There's a lift that goes up and down
To his flat in the centre of town.



Small village, in the small village,
small village.
We live in a village outside town.
We've got stairs that go up and down.
Outside in the garden
there are lots of [3] _____.
Inside our house
we've got two showers.
One's upstairs, on the first floor.
One's downstairs,
with a [4] _____ door.

Town centre, in the town centre.
Small village, in the small village.



2 Describe the picture to your friend.

There are stairs inside.

It's the house.

There are cars in the basement.

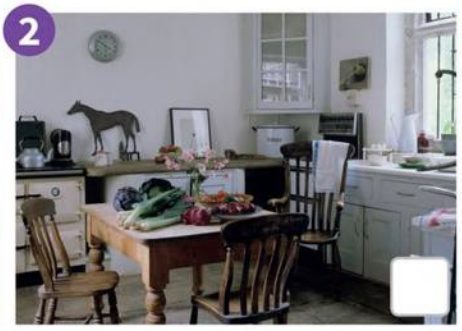
It's the flat.

I live in a barn on a farm. Where do you live?

4

1 2.08 Which is Aunt Jane's kitchen? Listen and tick ✓.

1


2

3

2.09 Gracie's Grammar

My **brother's hair** is shorter than my **sister's hair**, but **hers** is curlier than **his**.

Our car is smaller than my **aunt and uncle's car**, but **ours** is newer than **theirs**.

My ruler is older than **your ruler**, but **mine** is longer than **yours**.

2 Talk to your friends. Describe things in your classroom.

My rubber's older than Mary's, but hers is smaller than mine.

The teacher's table's bigger than ours.

mission STAGE 2

Draw your family's home and talk to your cousin.

- In your group, decide where you live: a house or flat.
- Draw the rooms.
- Talk to the same cousin as before.

Our house is smaller than yours, but my bedroom is bigger than your brother's.

My mission diary
Activity Book page 44

Machines in our homes

1 **Watch the video.**

2 **Which machines do we use at home? Which do you use at school? Write *H* (Home), *S* (School) or *B* (Both).**

3 2.10 **Listen and read. Answer the questions.**

Machines make our lives easier. They can be simple machines with only a few parts or they can be complex machines with lots of parts. Simple machines always need our energy to make them work. We have to pull or push them. A **swing** in a park is a simple machine.

Some complex machines need our energy too, like a bike. A **bike** is a complex machine with many different parts. Many complex machines need electricity to work, like a **computer**. Machines help us at home and at school or at work. We use machines every day.

1 What machines do you have at home? Make a list with a partner.

2 Which machines do you use at school? What do they do?

4 2.11 Listen and number the photos.

a

b

1

c

d

5 Machines help us with work at home. Do you help? What do you do? Do you use a machine?

I lay the table.

I help with the dishwasher.

I vacuum the floor.

mission STAGE 3

Invent a machine for your home.

- In your group, invent a machine.
- Draw the machine.
- Talk to the same cousin as before.

This is our machine. It makes burgers in fun shapes.

My mission diary
Activity Book page 44

1 **Talk about the robots in the pictures.**

I think they're cousins.

They're having a party.

2.12 Surprise!

Today is my mum's birthday and we're having a surprise party for her. There are lots of sandwiches and a chocolate cake. All the family are here. Well, not everyone. Where's Mum? She works in the town centre, but she's usually home at five o'clock.

Dad's calling her and he's texting her, but she isn't answering. My cousins are talking about their party hats. 'My party hat's bigger than yours,' Mary says. 'Well, mine's nicer than yours,' Joe says.

'Oh dear, no-one's having fun,' I think. The music's playing, but people aren't dancing. It isn't a good party.

Now Uncle Paul and Grandma are standing on the balcony upstairs. They can see the street from there.

Then Dad's phone rings.

'Hello?' Dad says.

'Is that Mum?' I ask.

'Yes!' Dad answers.

'Put her on speaker phone! Let's all listen!'

Now we can hear Mum. 'Sorry I'm late, but my friends at work are giving me a surprise party.'

'But Mum,' I say, 'we're having a party for you here!'

'Really?'

'Yes, but it isn't a surprise now!'

'What can we do?' Joe and Mary ask.

'I know!' I say. 'Mum! Invite your friends home! We can all have one big party.'

Uncle Paul sees them first.
'There they are!' he calls.
We all go upstairs to the balcony.
'Look! Here they come! They're dancing in the street. And I think your mum's singing, Max!'

'Wow, now everyone's happy and we're all having fun! It isn't a surprise, but it's a great party.'

2 Read and circle the correct picture.

We're all [1] 😀 / 😡 about the surprise party. There's chocolate cake for everyone! But where's Mum? She isn't at home. We all feel [2] 😊 / 😯 . Oh, here she is! When Mum comes home, everyone feels [3] 😊 / 😭 .

1 2.13 Paul is talking to Mr Field. Listen. Who are they talking about?

His …

his grandpa ☐

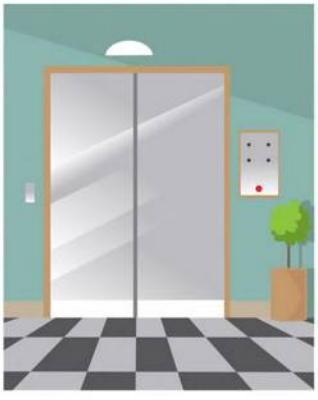
his aunt ☐

his daughter ☐

2 2.13 Listen again. Circle the answer.

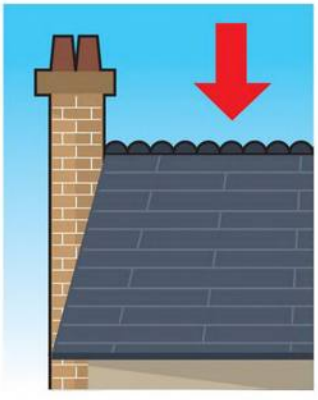
Mr Field is talking about his family and his **holiday** / **new home** / **dog**.

3 What can you see in these pictures of Mr Field's home?



A

B



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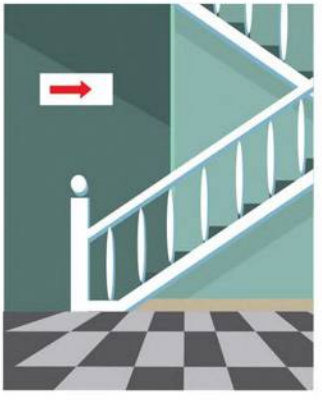


D

4 2.14 Look at Activity 1. Which is their favourite place in Mr Field's home? Listen and write a letter in each box.

In the exam, there are eight pictures to match with six people. There are two extra pictures.

4

mission in action!

Act out a visit to your other cousins' new home.

My mission diary
Activity Book page 44

Your cousins show you their home.

This is the balcony.

Talk about your homes.

Our house is smaller than yours, but my bedroom is bigger than your brother's.

Your cousins show you their special machine.

Look at this machine. It makes burgers in fun shapes.

Wow! That's cool.

COMPLETE

5 Animal world

1 **Watch the video. Write a name for the documentary.**

mission Plan an animal documentary

In this unit I will:

1. Choose animals for a documentary.
2. Write about what animals can do.
3. Write about what animals eat.
4. Act out an animal documentary.

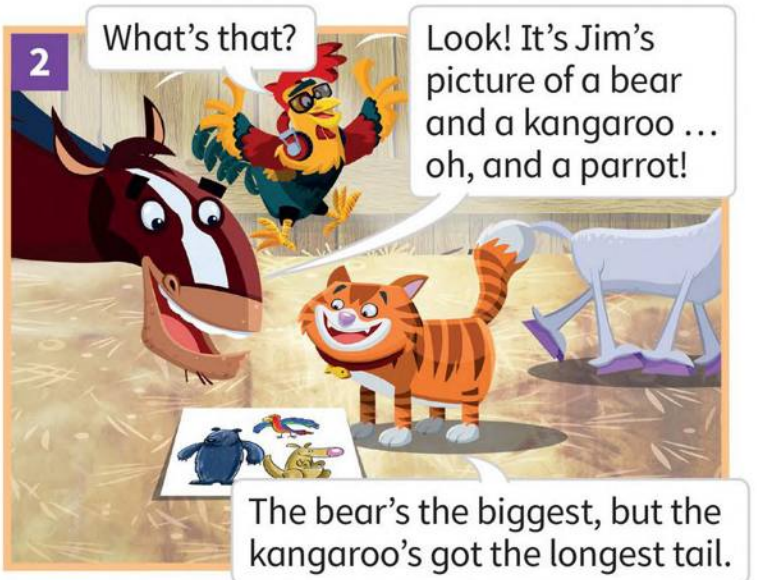
1 2.15 2.16 Listen and point. Then listen and number.

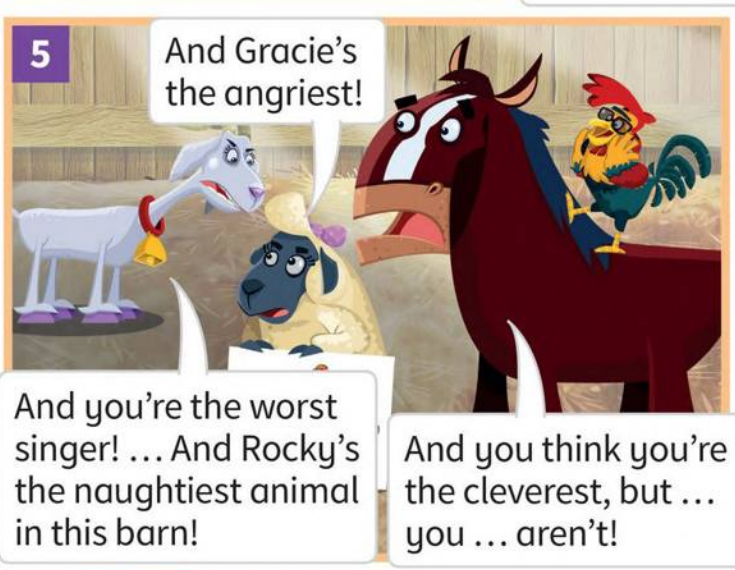
2 2.17 Say the chant.

3 2.18 Listen and say the animal.

The Friendly Farm

2.19





1 2.20 **Who says it? Listen and say the name.**

Gracie's Grammar

2.21

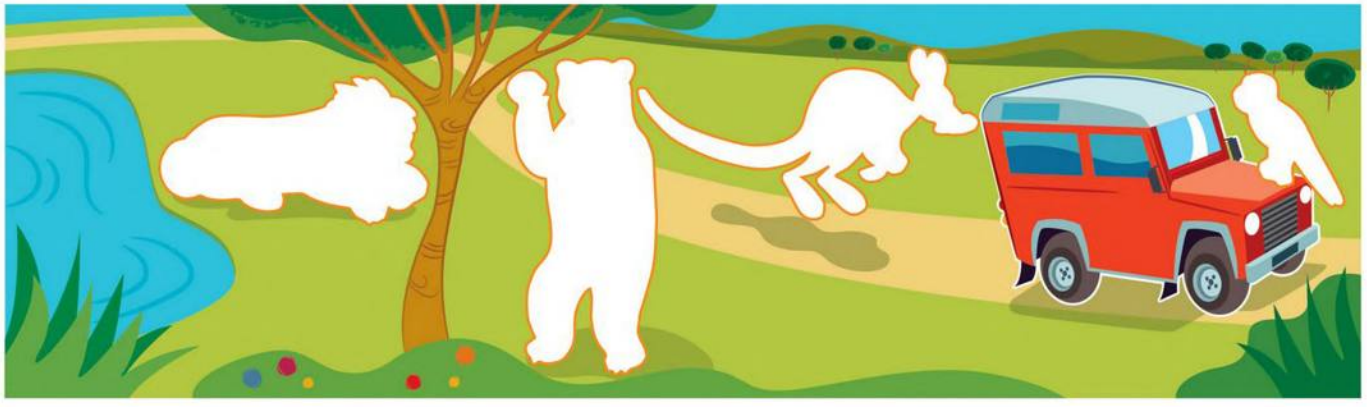
young: My baby sister's the **youngest** in our family.

pretty: This kitten's the **prettiest**.

fat: That puppy's the **fattest**.

good: These ice skates are the **best**.

1 2.22 Listen and stick. Then look, read and write.



1 The lion's asleep.
It's the oldest animal.

2 The bear is the biggest and it's got the _____ face.

3 The kangaroo's got the _____ tail.

4 The parrot's the _____ animal in her park.

mission STAGE 1

Choose animals for your documentary.

STAGE 1

- In groups, choose five animals.
- Decide who is the narrator and who is each animal.

Let's talk about bats. OK. And how about pandas?

Can I be the penguin? They're the funniest animals!

My mission diary
Activity Book page 56

1 2.23 Listen and number. Then sing the song.

This is our wildlife park. We've got our masks.
And we're all moving like wild animals!

He's [1]**running**, running, running like a lion.
She's [2]**climbing**, climbing, climbing like a bear.
He's [3]**jumping**, jumping, jumping like a kangaroo.
She's [4]**hiding**, hiding, hiding. Can you see the kitten there?

The parrot's getting food.
It likes to fly.
It's [5]**losing** its banana!
It's [6]**falling** in the sky!

He's jumping, jumping, jumping like a rabbit.
She's [7]**flying**, flying, flying like a bat.
She's very slow. She's [8]**moving** like a snail.
He's [9]**walking** like a penguin. Can you do that?

a
b
c
d
e
f
g
h
i 1

GIFT SHOP
OPEN

2 Play the game. Correct your friend.

Move like an animal.
Can your friend guess?

The bear's sleeping.

No, it isn't. It's climbing a tree!

The parrot's eating its banana.

No, it isn't. It's losing its banana!

1 2.25 Which kind of animal is in Vicky's picture? Listen and tick ✓.

2.26 Gracie's Grammar

The bat's **above** the tree.

The snail's **below** the flower.

The parrot's **near** the cage.

The bus stop's **opposite** the zoo.

2 In pairs, draw your favourite animal family. Describe it to two friends.

Our sister rabbit's opposite the brother rabbit. They're playing. Our mummy rabbit's above the ground. She's watching her children.

Here, our baby rabbit's asleep below the ground … and this is our daddy rabbit. He's jumping near the flowers.

mission STAGE 2

Write about what animals can do.

- Write what each animal can do.
- Choose places in the classroom for your actions.

Dolphins can swim. The sea is near the board!

Bats can fly above trees! The tree's behind the door!

My mission diary
Activity Book page 56

The animal kingdom

1 **Watch the video.**

2 2.27 **What do you think these animals eat? Listen and check.**

dolphin

bear

lion

penguin

panda

parrot

meat

leaves

fruit

fish

seeds

3 2.28 **Listen and read. Then complete the table with the animals from Activity 2.**

We can classify, or put animals into groups, when we know what they eat. There are three groups: carnivores, herbivores and omnivores.

- Carnivores only eat meat and fish. Tigers and sharks are carnivores.
- Herbivores only eat plants. Kangaroos and rabbits are herbivores.
- Omnivores eat meat and plants. People and chickens are omnivores.

Carnivore		Herbivore		Omnivore
tiger	dolphin	kangaroo	_____	people
shark	_____	rabbit	_____	chicken
	_____			_____

4 Read about zebras and penguins.

NAME: Zebra
GROUP: Mammal
COLOUR: Black and white stripes
LIVES: In African grasslands
FOOD: Herbivore (grass)

Zebras have got four legs and a long tail. Their ears are bigger than a horse's ears. They can run quickly. They live in big groups.

NAME: Adélie Penguin
GROUP: Bird
COLOUR: Black and white
LIVES: In Antarctica
FOOD: Carnivore (fish)

Penguins have got two short legs, wings and a beak. They have feathers. They can swim very quickly, but they can't fly. They live in big groups.

5 Read and write *Z* (zebras) or *P* (penguins).

1 They are carnivores. [P]
2 They live in Africa. [ ]
3 They can run very quickly. [ ]
4 They like moving in water. [ ]
5 They have stripes. [ ]
6 They don't eat grass. [ ]

mission STAGE 3

Write about what animals eat.

- Write what each animal eats.
- Practise actions to show how each animal eats.

Penguins eat fish. Look!
This penguin is eating fish.

My mission diary
Activity Book page 56

1 What do you know about kangaroos?

They're ... They've got ... They can ... They live ...

2.29 Why the kangaroo has a pouch

One morning a mummy kangaroo's near the river. She's playing with her joey. A joey's a baby kangaroo.

But what's that noise? The kangaroo looks and sees a very old wombat. The wombat's crying.

'What's the matter?' the kind kangaroo asks.

'I can't see and I need to eat and drink. I haven't got any friends to help me!' the wombat answers.

'I'm your friend,' the kangaroo says. 'Hold my tail.'

The wombat holds the kangaroo's tail and she takes him to the river. 'Here! Now you can drink,' she says. Then she takes the wombat to the greenest grass and says, 'Here! Now you can eat.'

Text type: An Australian dreamtime story

The kangaroo's kind to the old wombat all day. When it's late, she says goodbye to him and she looks for her baby. Where is he? She can't find him! 'Joey! Joey! Where are you?' the kangaroo shouts.

It's OK. He's asleep below the biggest tree. The kind kangaroo finds him and goes to sleep, too.

The next day she wakes up and sees a pouch. She puts her joey in the pouch. Then she sees the old wombat. 'Look! This pouch is brilliant, but where does it come from?'

'It's my present to you. You're the kindest kangaroo that I know,' the wombat says.

And from that day, all mummy kangaroos have pouches to carry their babies.

2 Talk about the questions.

1 How does the wombat feel at the start of the story?
2 How does the wombat feel when the kangaroo helps him?
3 Why does the wombat give her the pouch?
4 How does the kangaroo feel when the wombat gives her the pouch?

3 Who's kind to you? Are you kind to people? What do you do?

1 Where are Mary and Jack? What are they doing?

2 Match the questions with the answers.

1	What do you want to see after this?	a	No, I can't see them.
2	Are the bears near the lions?	b	Let's go and see the bats.
3	Can you see the penguins?	c	Yes, they are.

3 Read what Mary says and Jack's three answers. Which two are wrong?

Mary: Bats are funny! I like them.

Jack:
- a I think there are ten.
- b Do you like bats?
- c So do I.

Why are the two answers wrong? Write a letter in each box.

1 We know Mary likes them. ☐

2 Mary doesn't say 'How many'. ☐

4 Read and think. Choose the best answer.

1 **Mary:** Why don't we get a drink?

Jack:
- a Because we haven't got a drink.
- b That's a good idea.
- c We mustn't give drinks to the animals.

2 **Mary:** There's Mum! She's waving at us!

Jack:
- a Yes, she wants to go.
- b Yes, let's tell Mum.
- c Yes, that's Mum's.

Read all the answers before you choose. Then check your answers.

5

mission in action!

Act out an animal documentary.

My mission diary
Activity Book page 56

- **Present your animals.**

This is the bat. It's the smallest animal in our documentary.

- **Say and show what each animal can do.**

Dolphins can swim.

- **Say what each animal eats and show how it eats.**

Penguins eat fish. Look! This penguin is eating a fish.

- **Vote for the best documentary.**

This group's actions are the funniest!

COMPLETE

6 Our weather

1 **Watch the video. Draw a picture of yourself in this weather.**

mission Create a holiday island

In this unit I will:

1. Make a map of an island with my group.
2. Add things to see on our island.
3. Create weather symbols for our map.
4. Present our island to the class.

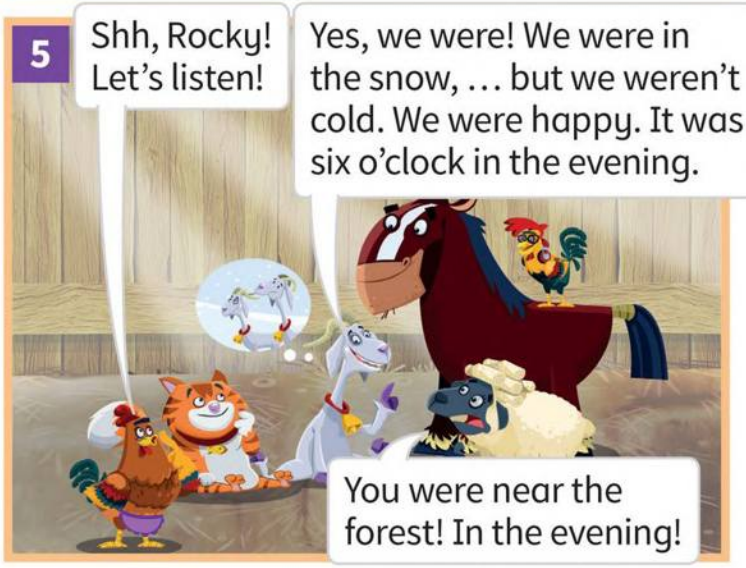
1 2.30 2.31 Listen and point. Then listen and number.

2 2.32 Say the chant.

3 2.33 Listen and write the words.

The Friendly Farm

2.34



1 2.35 **Listen and say the number.**

Gracie's Grammar

2.36

Were your grandparents here last weekend?	Yes, they **were**. / No, they **weren't**.
Were you at school on Tuesday?	Yes, I **was**. / No, I **wasn't**.

1 2.37 Listen and stick. Then look, read and write.

Wednesday	Thursday
Friday	Saturday

1 The weather wasn't bad on Wednesday.
2 We _____ in the forest on Saturday.
3 Mum and Dad _____ at home on Thursday.
4 What _____ the weather like on Friday?

mission STAGE 1

Make a map of an island.

- In groups, imagine you were on holiday last week.
- Draw five places on your map. Talk about the weather.

What was the weather like in …?

It was cold and sunny.

My mission diary
Activity Book page 68

1 2.38 Listen and complete. Then sing the song.

It's hot and sunny, sunny today.
Put on your T-shirt and shorts and go out to play.
I'm wearing my T-shirt and shorts.
I'm wearing my [1] T-shirt and [2] _____.

It's cold and windy, windy today.
Put on your sweater and scarf and go out to play.
I'm wearing my sweater and scarf.
I'm wearing my [3] _____ and [4] _____.

There's snow, it's snowing, snowing today.
Put on your coat and boots and go out to play.
I'm wearing my coat and boots.
I'm wearing my [5] _____ and [6] _____.

Come inside, near the fire. It's nice and hot there.
Take off your coat and boots and sit on that chair.
Now I'm not wearing my coat.
Now I'm not wearing my boots. (x2)

2 Imagine the weather. Talk to your partner.

It's cold and raining. What are you wearing?

I'm wearing my big coat and my black boots.

Have you got a favourite scarf or sweater? What colour is it?

6

1 2.40 Which room are they talking about? Listen and tick ✓.

2.41 Gracie's Grammar

Was there a scarf in the bedroom?
Yes, **there was**. / No, **there wasn't**.

Were there any boots in the bedroom?
Yes, **there were**. / No, **there weren't**.

2 Choose a page. Look at a picture. Ask your partner.

Look at page 57, please. OK. Stop. Close your book, please. Was there a bear?

Yes, there was.

Were there any crocodiles?

No, there weren't.

Excellent! Well done!

mission STAGE 2

Add things to see on your island.

- Think about your holiday from Stage 1. What was there to see in each place?
- Talk in your group and draw on your map.

There were lots of boats in River Town.

There was a forest at White Rock.

My mission diary
Activity Book page 68

What's the weather like today?

1 **Watch the video.**

2 **Look at the photos. What's the weather like?** It's …

cloudy sunny windy snowing raining

3 2.42 **Listen and read. Match the weather instruments with the photos.**

When we want to know about the weather, we can listen to a weather report on the radio or watch the report on television. Scientists study the weather in weather stations and send the information around the world. They have special instruments that help them.

They use a [1]**thermometer** to measure how hot or how cold it is.

They use a [2]**rain gauge** to measure how much rain falls.

They use a [3]**weather vane** to show the direction of the wind.

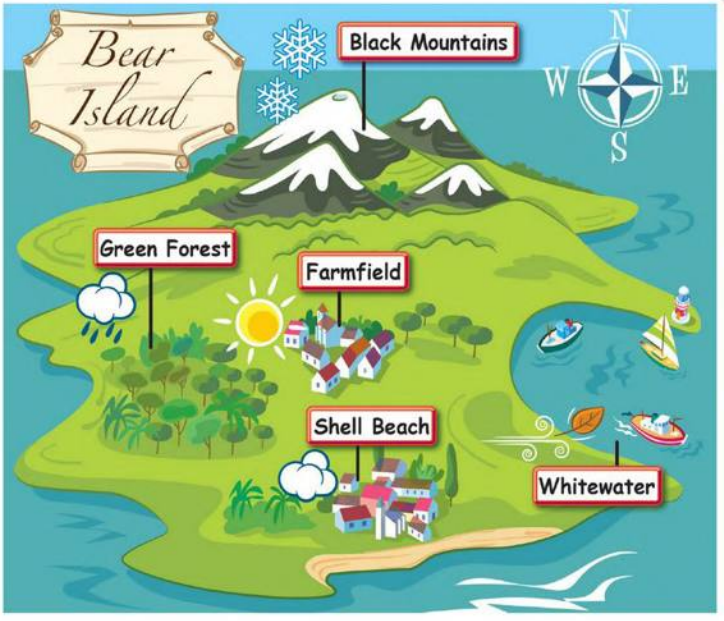
Scientists can use this information to make weather maps and reports.

a

b

c

4 Look at the weather map. Ask and answer.



What's the weather like in Whitewater?

It's windy.

Is it raining in the Black Mountains?

No, it isn't.

5 2.43 Where are the children? Listen and point. Then listen again and match.

1	Vicky is in	Whitewater.
2	Paul is in	Farmfield.
3	Clare is in	the Black Mountains.
4	Fred is in	the Green Forest.

mission STAGE 3

Create weather symbols for your map.

- Look at your notes from Stage 1 and create weather symbols.
- Put them on your map.

In River Town there was a rainbow.

OK, let's make a rainbow symbol.

My mission diary
Activity Book page 68

1 **Look at the pictures. What different kinds of weather can you see?**

2.44 Fun in all types of weather!

It's raining, raining all around.
It's raining on you and me.

I put on my boots and my coat
And I imagine that I'm at sea.

I'm jumping in the puddles.
I'm splashing a lot too.

I'm having lots of fun.
How about you?

The wind is blowing all around.
It's blowing on you and me.

The trees are dancing from side to side,
But the wind can't catch me!

I'm jumping in the leaves.
I'm kicking them too.
I'm having lots of fun. How about you?

It's cloudy, cloudy all around.
Clouds are flying over me.

On my back here on the grass,
I imagine the things I see.

There are elephants and rabbits
And running horses too.
I'm having lots of fun. How about you?

It's snowing, snowing all around.
Everything is white!

I'm wearing my boots, my coat and scarf
And I'm sliding on the ice.

Look at my friendly snowman!
He's wearing a long scarf too!

I'm having lots of fun. How about you?

Then the sun starts shining
On the ground and on me.

There was a snowman on the grass,
But tell me, where is he?

When it's nice and sunny
And it's very hot too,

I love splashing at the pool!
How about you?

2 **What's your favourite weather? Does the girl in the poem do the same things as you?**

My favourite is sunny weather, but she goes to the pool and I like the beach.

3 **Is there a type of weather you don't like? What fun things can you do?**

I don't like windy weather, but I can fly my kite.

1 2.45 **Listen to the names. Are they for a boy, a girl or both?**

2 2.46 **Listen and tick ✓ the things you hear about the boy.**

1 red sweater ☐ 2 pointing ☐

3 dirty clothes ☐ 4 green boots ☐

3 **Work with a friend. Describe people in the picture. Find and point.**

4 2.47 **Look. Do you need a word or a number? Listen and write.**

Going to Zoe's house: ..... 34 ..... Dream Street

1 Going by: .....

2 Party time: ..... o'clock

3 Name of cousin: .....

4 Must take: a .....

In the exam, there are names around the picture in Part 1 and you draw lines. Practise numbers and the alphabet for Part 2.

6

mission in action!

Present your island to the class.

My mission diary
Activity Book page 68

Show your map and say the name of the island.

This is our weather map of Friendly Island.

Say what there was to see in each place.

There were lots of boats in River Town.

Say what the weather was like in each place.

In River Town, there was sun and rain, so there was a rainbow!

COMPLETE

Review • • • Units 4–6

1 Watch the video and do the quiz.

2 2.48 Listen and tick ✓.

1	2	3	4
A ☐ B ✓	A ☐ B ☐	A ☐ B ☐	A ☐ B ☐

5	6	7	8
A ☐ B ☐	A ☐ B ☐	A ☐ B ☐	A ☐ B ☐

3 Play the game. In pairs, choose, give clues and guess.

climb fly jump swim big small above below near opposite

It can jump. It's smaller than the kangaroo. It's near the bear.

Is it the rabbit?

4 Where are Aunt Laura's things? Find and circle.

Aunt Laura's coat is the longest one. She's got two scarves. The second one on the wall downstairs is hers, and the shortest one is hers too. Her boots are on the floor upstairs. They're bigger than the boots downstairs. Her sweater is on the chair below the clock. And where's her son? Oh look, he's hiding on the stairs!

5 Write about you.

What's the weather like today?

What was the weather like yesterday?

What clothes do you wear to school?

What's the biggest animal you know?

What's your oldest cousin's name?

Where were you yesterday?

Who's the youngest person in your family?

7 Let's cook!

1 **Watch the video. Draw some food which you'd like to cook.**

mission Make a class recipe book

In this unit I will:

1. Choose what kind of recipe to write with my group.
2. Write a recipe.
3. Talk about the plants which we eat.
4. Tell the class about our recipe.

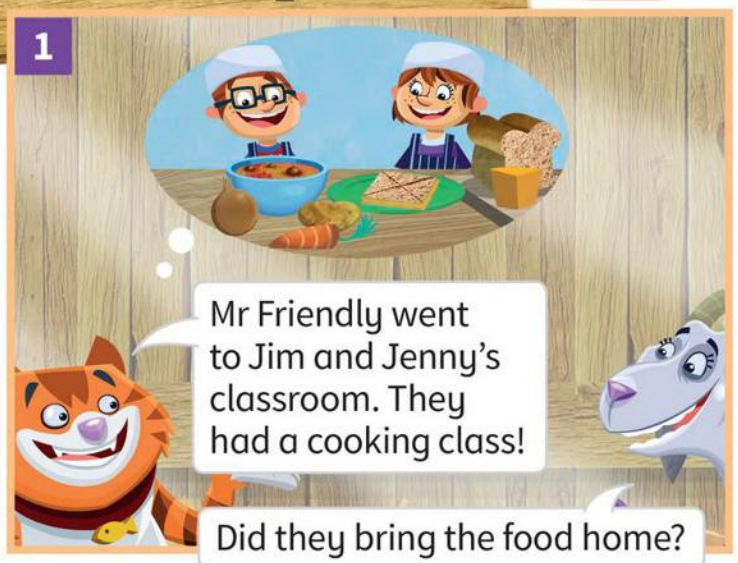
1 3.02 **Listen and point. Then listen again and colour.**

2 3.03 **Say the chant.**

3 3.04 **Listen and answer.**

The Friendly Farm

3.05



1 3.06 **Who says it? Listen and say the name.**

Gracie's Grammar

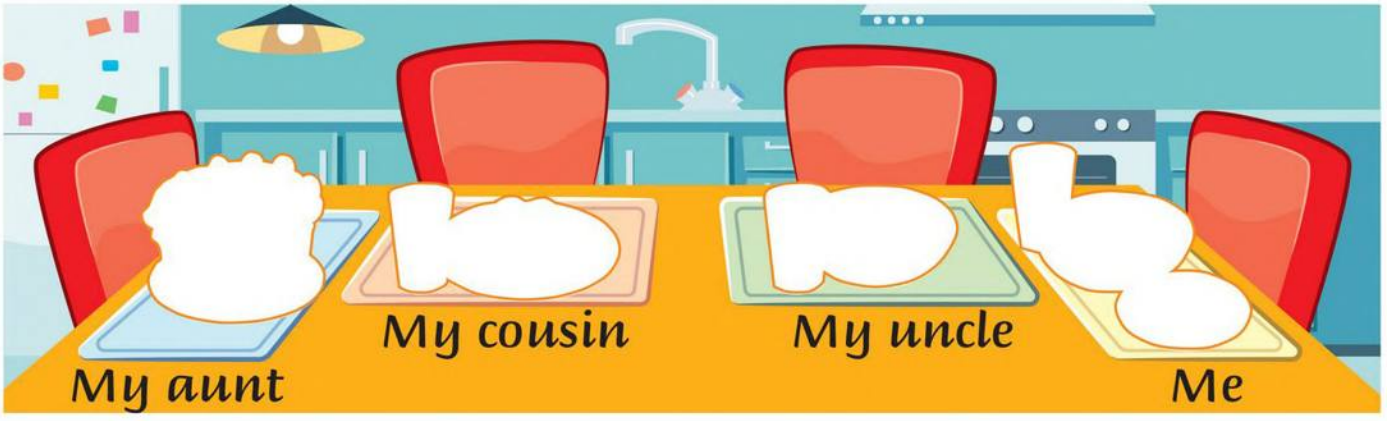
3.07

I **went** swimming last Saturday.

I **didn't go** shopping yesterday.

Did you **go** to the park? Yes, I **did**. / No, I **didn't**.

1 3.08 Listen and stick. Then look, read and write.



1 I ate a bowl of hot tomato soup.

2 My cousin _____ a big plate of pasta and meatballs.

3 My uncle _____ have the same drink.

4 My aunt _____ strawberries on top of the chocolate cake.

mission STAGE 1

Choose what kind of recipe to write.

- In groups, discuss the food which you ate last week.
- Choose a kind of recipe.

We ate pasta for dinner last Friday.

We had chicken on Sunday.

OK. Let's make a recipe for chicken pasta!

STAGE 1

My mission diary

Activity Book page 82

1 3.09 Listen and number. Then sing the song.

We're in the kitchen.
We're helping our dad.
We're [1]cooking the dinner.
We're all wearing hats.

[2]**Wash** the glasses.
[3]**Carry** the plates.
Don't [4]**drop** the bowl!
We mustn't be late.

I'm [5]**boiling** the pasta.
I'm [6]**frying** the fish.
I'm starting the dinner.
Can you try this?

Mum, stop [7]**crying**.
Mum, don't cry.
I'm [8]**cutting** the onions.
It's all right.

We're in the kitchen. ...

2 3.11 Listen and colour. Then close your books. Play the game.

He's wearing a yellow hat.

He's Mr Friendly. He's cooking. He's ...

Do you help in the kitchen?

1 3.12 What did Paul boil? Listen and tick ✓.

1

2

3

3.13 Gracie's Grammar

like: I lik**ed** cooking them!

fry: I fr**ied** the onions.

stop/**start**: I stop**ped** because you start**ed** asking me questions.

2 Ask and answer with the words.

Did you cook the meat?

No, I didn't cook the meat, but I cooked the vegetables.

1 cook/meat? cook/meat ✗
cook/vegetables ✓

2 fry/eggs? fry/eggs ✗
fry/tomatoes ✓

3 boil/potatoes? boil/potatoes ✗
boil/vegetables ✓

4 help/Mum? help/Mum ✗
help/Dad ✓

5 need/onions? need/onions ✗
need/eggs ✓

6 wash/beans? wash/beans ✗
wash/carrots ✓

mission STAGE 2

Write a recipe.

- In groups, imagine you cooked your recipe yesterday. What did you put in it?
- Write how you made it.

In this recipe, we put …

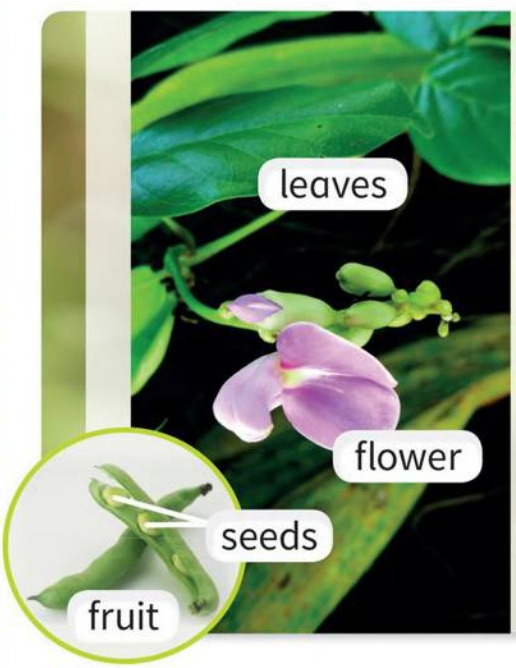
We washed the tomatoes. We …

My mission diary
Activity Book page 82

Plants are delicious!

1 **Watch the video.**

2 3.14 **Listen and read about the bean plant. Then look at photos 1–4. Which part of the plant are they?**



Look at the bean plant. The beans which we eat are the **seeds** of the bean plant. They grow in the pod, which is the **fruit** of the plant. We don't eat the **leaves** or the **flower** of the bean plant.

3 **Read and check.**

We eat different parts of different plants. We eat the **leaves** of the lettuce plant and kiwis are the **fruit** of the kiwi plant. Do we eat any flowers and seeds? Yes, the white part of a cauliflower is the **flower** and peas are the **seeds** of the pea plant.

4 3.15 **Which part of the plant are these? Listen and check.**

5 3.16 Listen and read. Answer the questions.

Plants are beautiful and important for us too. We need oxygen and plants give us oxygen when they make their food. We can also use plants for many different things.

- We use trees to make paper, chairs and tables.
- We use cotton to make clothes.
- We use many plants for medicines.
- We can use aloe vera to make sun creams.

We eat plants, but we also make a lot of food with them. We make flour from the wheat plant and we use flour to make bread, pasta and cakes. Chocolate, tea and coffee also come from plants.

1 Where does paper come from?
2 Which plant do we use to make T-shirts?
3 Which plant can help protect us from the sun?
4 What can we make with flour?

mission STAGE 3

Talk about the plants which we eat.

- Talk about how to use more food from plants.
- Write a new idea for your recipe.

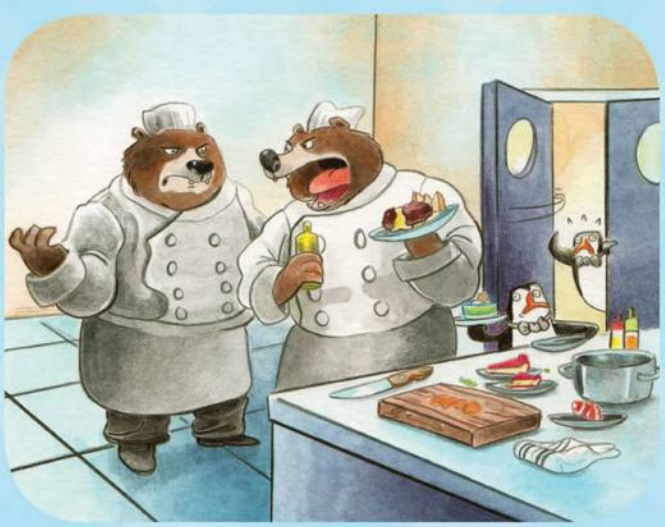
NEW IDEA! *Put peppers in the sauce too!*

My mission diary
Activity Book page 82

1 **Look at the pictures. What do you think the story is about?**

3.17 Sonny's dream job

Sonny was a big, brown bear. He loved food and he loved cooking. Every Saturday, he helped in the kitchen of his uncle's café, but he wasn't a cook. He washed plates, bowls, cups and glasses. The cooks were always angry and the waiters shouted, 'More vegetables for table 3!' Sonny didn't like the job, but he worked there because he wanted to be a cook one day. He also helped in the kitchen at home because he wanted to practise.



One Saturday, everything changed. Sonny got to the café and said, 'Good morning, Uncle Raymond.'

'It isn't a good morning,' his uncle said. 'I haven't got any cooks today because they aren't well. They're ill. And Selina Redman is coming for lunch today. Selina Redman!'

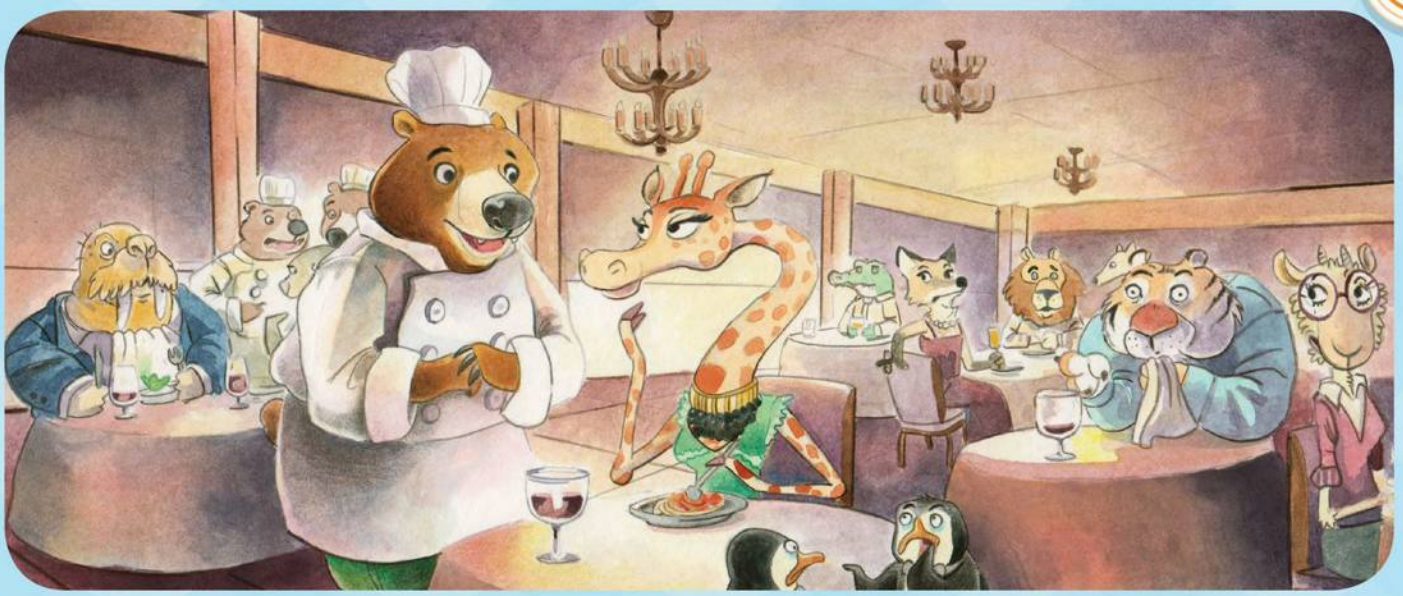
Selina Redman was a famous cook. Everyone watched her TV show *In my kitchen*.

'Can *I* cook, Uncle Raymond?'

'You can't cook, Sonny! Your job is to wash the dishes.'

'But I cook every day at home,' Sonny said.

Uncle Raymond said yes … and Sonny started making his favourite pasta.



That day, after lunch, Selina Redman asked Sonny to come to her table. 'Did you really boil that beautiful pasta?' she asked.

'Yes, I did,' Sonny answered.

'And do you like cooking?'

'Yes, I do,' Sonny said. 'I want to be a famous cook like you one day.'

'Well,' Selina said, 'I have an idea. I'm looking for a new pasta cook. My pasta cook is going to Paris. How about helping me on Saturday afternoons in Restaurant Redman?'

'Me?' Sonny asked. 'But what about the other cooks here?'

'They didn't cook that lovely pasta! That was you! Now, tell me, how did you cook it?'

2 What happens next? What do the characters say? Talk with a friend and then tell the class.

I'm very happy, Uncle Raymond.

Why's that, Sonny?

I've got a new job!

3 Read about Sonny. What does *give up* mean? Are you like Sonny?

Sonny wanted to be a cook. He worked at his uncle's café and practised at home. His job was sometimes difficult, but he didn't give up.

1 **Find three word families:**
Circle the food blue.
Circle the actions red.
Circle the things for drinking green.

2 3.18 **Which picture is different? Why? Listen and check.**

3 3.19 **Look at the pictures. Listen to the boy's ideas. Correct any mistakes.**

You don't need to say a lot: only which picture is different and why.

mission in action!

Make a class recipe book.

My mission diary
Activity Book page 82

★ **Say what kind of recipe you chose.**

We chose a recipe for chicken pasta.

★ **Say how you made it.**

In our recipe, we put …

We washed the tomatoes. We …

★ **Give your idea for using more plants.**

Put peppers in the sauce too.

★ **Put your recipe in the class book.**

COMPLETE

8 Around town

1 **Watch the video. Draw and write the name of a place in town.**

mission Write a trip review

In this unit I will:

1. Write about a trip. Draw a picture.
2. Help people who want to do the same trip.
3. Write how to be safe on the trip.
4. Show my review to the class.

8

1 3.20 3.21 **Listen and point. Then listen and number.**

2 3.22 **Say the chant.**

3 3.23 **Listen and say *yes* or *no*.**

The Friendly Farm

3.24

1 3.25 **Listen and complete. Use two words.**

Gracie's Grammar

3.26

find: I **found** my old hat.
lose: I **lost** my cousin in the forest.
buy: He **bought** it last year.
come: We **came** to the farm last year.

1 3.27 Listen and stick. Then look, read and write.

1 I drew these pictures for you, Grandma.
2 My dad _____ a lot of photos.
3 My mum _____ on the scariest rides when she was a child.
4 My uncle _____ a big chocolate cake.

mission STAGE 1

Write about a trip. Draw a picture.

STAGE 1

- Write answers to these questions:
  Where did you go? How did you get there?
- Draw your favourite part and tell a friend.

This ride was my favourite part. I came down very fast!

My mission diary
Activity Book page 94

1 3.28 Listen and write. Then sing the song.

Last week, in town, in town,
Dad and I did a lot of things.
Last week, in town, in town,
We did a lot of things.

We sat in the **café** in the pretty **square**.
We saw a film at the **cinema**.

We got a book from the **library**.
We gave it to Jane in the **hospital**.
Last week ...

We chose some clothes at the **shopping centre**.
We bought some food at the **supermarket**.

We played tennis at the **sports centre**.
We went for a swim at the **swimming pool**.
Last week ...

We bought some vegetables at the **market**.
We caught a bus home from the **bus station**.
Last week ...

bus station

swimming pool

square

supermarket

sports centre

shopping centre

2 Ask and answer. Use the places in the song and your own ideas.

Where did you go on your last trip into town?

What did they do in the square?

They sat in the café.

What did they do in the café?

They drank lemonade.

8

1 3.30 Which are Zoe's mum's glasses? Listen and tick ✓.

1

2

3

3.31 Gracie's Grammar

I **have to** see the eye doctor at the hospital.

My brother **has to** wear glasses.

Do you **have to** wear glasses? Yes, I **do**. / No, I **don't**.

2 Ask and answer. What do you have to do? Write three sentences for you.

clean your bedroom help at home do your homework
wash the plates after dinner make your breakfast make your bed

Do you have to clean your bedroom?

Yes, I do.

No, I don't. I have to …

mission STAGE 2

Help people who want to do the same trip.

- Write what you have to do, and don't have to do, on this trip.
- Tell a friend.

You have to wear a swimsuit on the rides. You don't have to go on the scariest rides!

My mission diary
Activity Book page 94

Road safety

1 Watch the video.

2 Tick ✓ the things in the street that help to keep us safe.

1

street lamp ☐

2

litter bin ☐

3

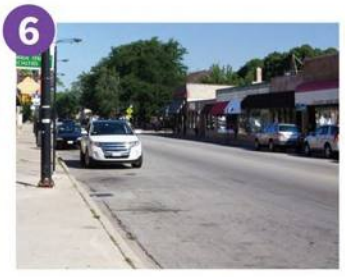
pedestrian crossing ☐

4

traffic lights ☐

5

pavement ☐

6 

road ☐

7

road sign ☐

8

bench ☐

3 Complete the poster.

Always walk on the [1] pavement .

Use a safe place to cross. Don't run across the [2] _____. Stop, look and listen.

Wait for the [3] _____ light at a [4] _____ _____.

Hold a grown-up's [5] _____ when you cross the road.

Carry a ball in the street. [6] _____ play with it.

4 Are they being safe? Tick ✓ or cross ✗ the photos. Say why or why not.

You mustn't run across the road.

1

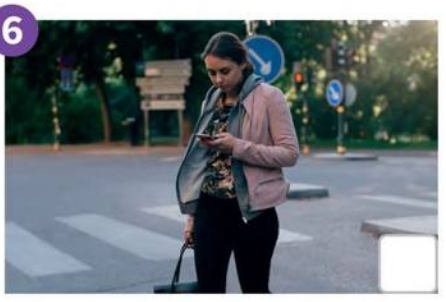
✗

2

3

4

5

6 

5 Make sentences about the photos in Activity 2 for a friend to guess.

These help us at night.

Street lamps.

mission STAGE 3

Write how to be safe on this trip.

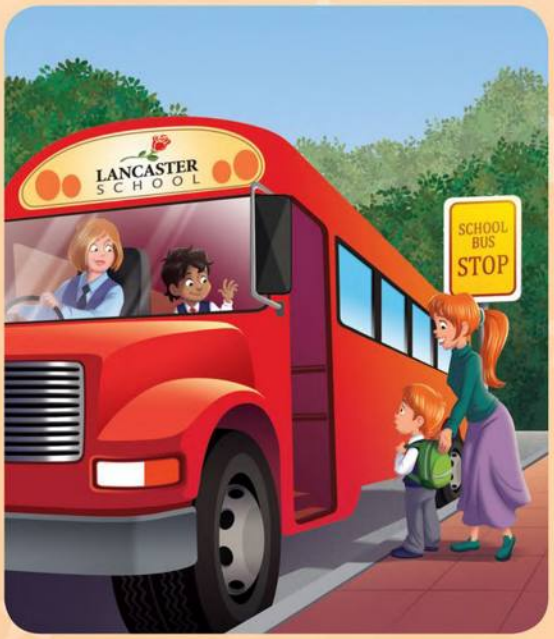
- Think about your trip and what you did there. How can people be safe on the same trip? Write ideas.
- Tell a friend.

You can wait on the pavement for the bus or use the pedestrian crossing to the car park. You mustn't run near the swimming pool.

My mission diary
Activity Book page 94

1 **Look at the pictures. How do you think the boy feels about going on the school bus? Why?**

3.32 Tom's first day on the school bus



Tom and his mum stood at the school bus stop.

A small red bus stopped in front of them. The doors opened.

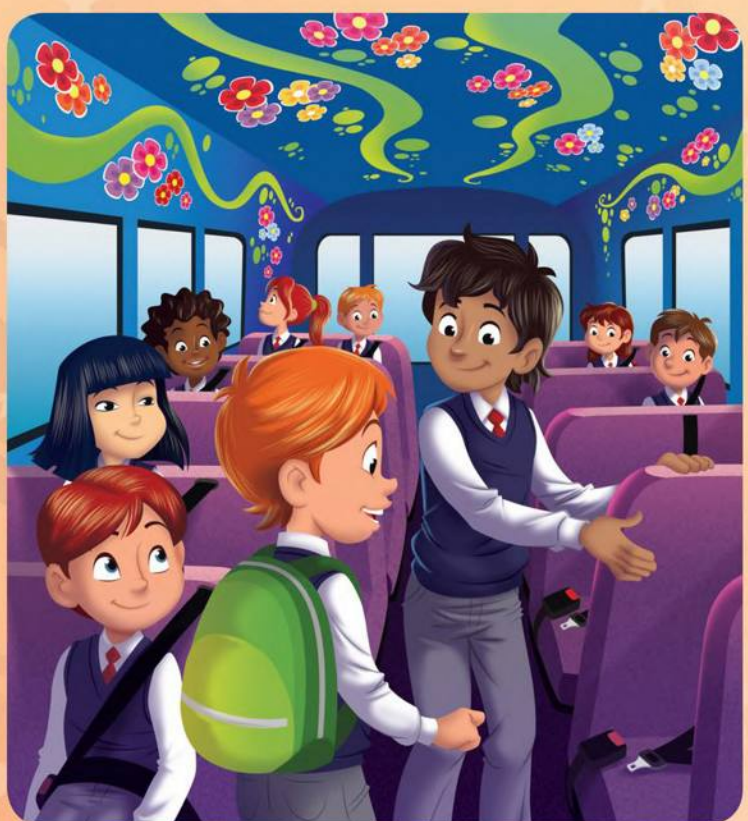
'Go on,' Tom's mum said.

'I don't want to,' Tom said.

'But you have to!' she said kindly and gave him a little push.

The big doors closed.

Tom didn't believe what he saw.



The bus was very big inside and it had blue walls with flowers on them. There were lots of happy children sitting on the purple seats.

The friendly driver smiled.

'Good morning, Tom. Welcome. I'm Brenda and this is your bus buddy, Bruno!'

'Hi, Tom. This is your seat, next to mine,' Bruno said.

When Tom sat down, Brenda called, 'Put on your seatbelts everyone, please!'

The bus went higher and higher. Tom saw his town below. It got smaller and smaller.

'Oh look! There's the sports centre! And there's the market!' he said.

The bus went up and down like a ride at the funfair.

After a few minutes, Brenda said, 'OK, get ready. We're coming down to the bus stop.'

At that moment, Tom heard his mum say, 'Tom! Tom! You have to get up. We don't want to be late. You have to catch the bus.'

'Oh no!', Tom thought. 'It was all a dream.'

'Do I have to catch the bus, Mum?' Tom asked.

'Yes, you do. But don't worry!' his mum answered.

Finally, the school bus came. It was small and red. The doors opened.

Tom looked up and saw Brenda from his dream.

'Good morning, Tom. Welcome. I'm Brenda and this is your bus buddy, Bruno!'

'Brenda! Bruno!' Tom said and he got on the bus.

2 **How does Tom feel when he gets on the bus at the end of the story? Why?**

3 **Talk with a friend.**

Tell me about the first day you went to school.

It was fun. Everyone was very nice.

1 3.33 **Listen. Who's talking? Circle the correct picture.**

2 3.34 **Listen and point as you hear each place. Listen again. Where's Pat's dad now? Tick ✓ the box.**

A ☐

B ☐

C ☐

3 3.35 **Listen and look at Maya's tick. Why is her answer wrong? What was her mistake?**

1 Who is Grace?

A ✓

B ☐

C ☐

4 3.36 **Listen and tick ✓ the box.**

2 What clothes does Mary need today?

A ☐

B ☐

C ☐

3 What does Nick do at the weekend?

A ☐

B ☐

C ☐

Wait and think before you tick a box. Listen again and check.

mission in action!

Show your review to the class.

My mission diary
Activity Book page 94

Tell the class about your trip.

I went to a water park with my mum, dad, uncle and cousins. We went by bus.

Show your picture and talk about it.

This ride was my favourite part. I came down very fast!

Tell people how to be safe on this trip.

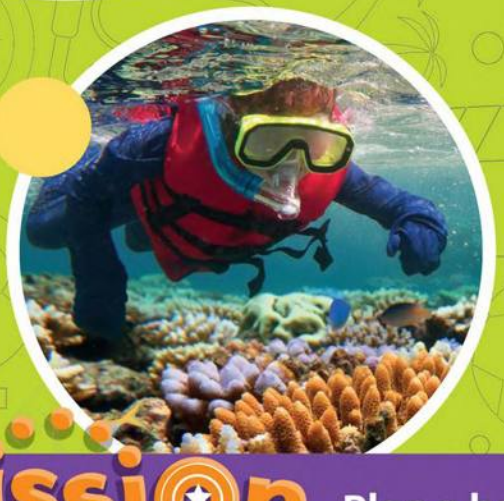
Wait on the pavement for the bus or use the pedestrian crossing to the car park.

You mustn't run near the swimming pool.

Look at the reviews. Find a new place to go.

9 A big change

1 **Watch the video. Draw how you feel about these activities. Add one more.**



mission Plan a holiday world tour

In this unit I will:

1. Talk about different kinds of holidays.
2. Choose a kind of holiday for a class tour.
3. Write our group's idea for the class tour.
4. Put our group's idea on the holiday world tour map.

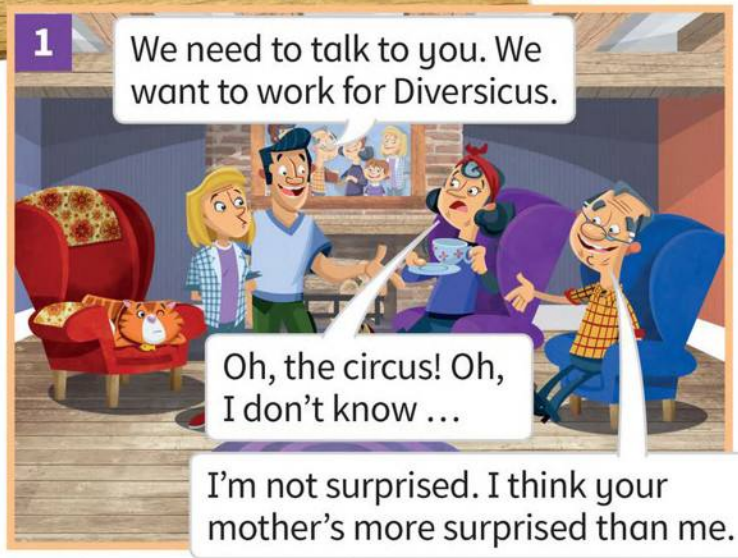
1 3.37 3.38 Listen and point. Then listen and number.

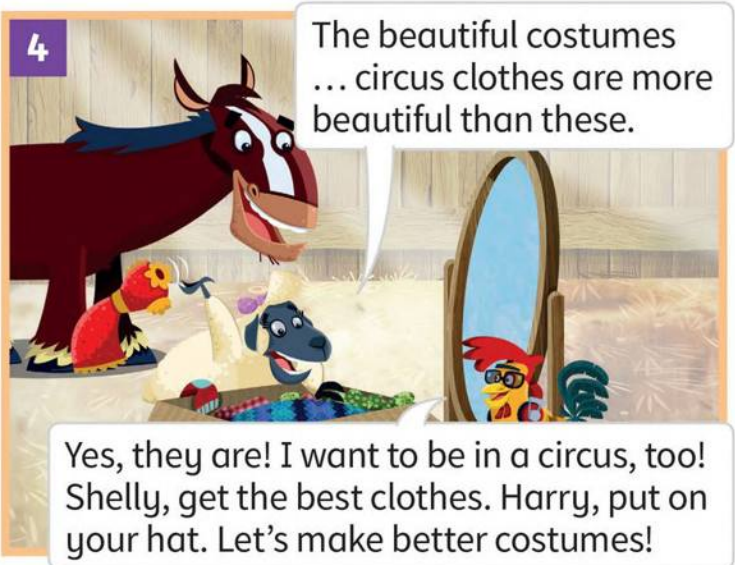
2 3.39 Say the chant.

3 3.40 Listen and write the words.

The Friendly Farm

3.41





1 3.42 **Who says it? Listen and say the name.**

3.43 Gracie's Grammar

beautiful: Circus clothes are **more beautiful than** these.

exciting: The circus is **more exciting than** the farm!

dangerous: And now, **more dangerous than** Diversicus …

1 3.44 Listen and stick. Then look, read and write.

Thursday

Friday

Saturday

Sunday

1 The film on **Sunday** was more boring than doing my homework.

2 On **Thursday** evening I was _____ _____ than my little sister.

3 Mum was _____ _____ than me by **Saturday's** DVD!

4 At school on **Friday**, I was _____ _____ than my teacher.

mission STAGE 1

Talk about different kinds of holidays.

- Write what kind of holidays you like.
- Tell a friend.

I like going to the beach. I look for interesting shells and I love going for a swim.

I think holidays in the mountains are more exciting.

My mission diary
Activity Book page 106

1 3.45 Listen and circle. Then sing the song.

The [1]**email** / **DVD** came this morning.
We've got the jobs. We've got the jobs.
Let's all go on an [2]**apartment** / **adventure**!
A world tour! A world tour!

Let's get [3]**busy** / **hungry**. There's a lot to do.
[4]**Call** / **Text** our family. Email our friends.
Let's get busy. There's a lot to do.
Let's get our [5]**books** / **blankets**
for the circus school.
On a world tour! On a world tour!
On a world tour round the world!

We can travel [6]**round** / **above** the world.
We've got the jobs. We've got the jobs.
Let's all look at this map.
An exciting trip!

On a world tour! ...

2 Ask and answer questions about the song.

Who What Where Why

Who's sending a text?

Grandma.

Why are the Friendly family happy?

Because Mr and Mrs Friendly have got the jobs.

Would you like to travel round the world? Which countries would you like to visit?

1 3.47 What did Charlie's dad buy? Listen and tick ✓.

1

2

3

3.48 Gracie's Grammar

beautiful: This city is one of **the most beautiful** in the world.

frightened: In my family, my brother is **the most frightened** of spiders.

2 What do you think? Ask and answer.

1 Which are the most dangerous?
a tigers b puppies c sheep

2 Which is the most exciting?
a a sports centre b a funfair c a circus

3 Which is the most beautiful?
a the countryside b the mountains c the beach

mission STAGE 2

Choose a kind of holiday for a class tour.

- In groups, talk about your holiday ideas.

A holiday in the mountains is the most …

- Write your ideas. Find the group's favourite idea.

My mission diary
Activity Book page 106

The wonders of the world

1 **Watch the video.**

2 **Find the continents on the map.**

Our planet, Earth, has seven continents. Here they are in order, from the biggest to the smallest:

1 Asia
2 Africa
3 North America
4 South America
5 Antarctica
6 Europe
7 Australia

3 3.49 **Match the places with the continents. Listen and check.**

1 the Grand Canyon

2 the Taj Mahal

3 the Great Barrier Reef

4 Machu Picchu

5 the Victoria Falls

6 Stonehenge

a Africa
b Europe
c South America
d North America 1
e Asia
f Australia

4 Read and think. Are the places in Activity 3 *natural* or *manmade*?

When we look at the things that are around us, we can see **natural** things and **manmade** things. A river and a forest are natural things. People didn't make them. A house and a station are manmade things. People made them.

5 Read the text. Then circle the correct words.

The Great Barrier Reef

What's the biggest living thing on Earth? Do you think it's a whale? No, it isn't. The biggest living thing on Earth is the Great Barrier Reef. The Great Barrier Reef is a coral reef near Australia. Coral looks like plants, but it's hard like rock. Did you know that it's lots of very, very small animals? A coral reef is home to many different kinds of fish and other animals like turtles.

1 A whale **is** / **isn't** the biggest living thing on Earth.

2 The Great Barrier Reef is near **Europe** / **Australia**.

3 Coral is a kind of **plant** / **animal**.

4 There **are lots of** / **aren't any** fish on the Great Barrier Reef.

mission STAGE 3

Write your group's idea for the class tour.

- Find places for your group's holiday.

Are there high mountains on every continent?

I don't know. Shall I look online?

STAGE 3

- Write your holiday, the country and the continent.

On this part of our holiday tour we're in the mountains in India, in Asia.

My mission diary
Activity Book page 106

1 **Look at the pictures. What do you think the poem is about?**

4.02 The mystery picnic

Richard gave a picnic
For the children in Year 2.

He planned it very carefully
To make it fun to do.

Come to my picnic, everyone –
A picnic in the wood!

I'm hiding clues for you to find.
I think the clues are good!

Some of the clues were difficult,
But they were also fun!

More difficult than a TV quiz –
Exciting for everyone!

Richard walked into the sunny wood
And he hid the clues around:

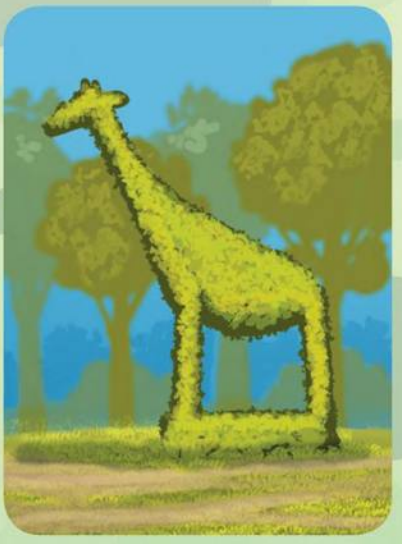
Some were above, in the trees,
And some were on the ground.

When they looked for the clues,
The first was easy to find:

Walk past ten trees, please.
Then look on the grass behind!

'One … two … three, four, five,
Six, seven, eight, nine, ten!
Now let's look and find the clue.'
'Hey! There it is!' said Ben.

The children found the second clue
And everyone started to laugh
Because it said they needed to find
The most amazing giraffe!



Finally they saw it! 'Hey! Look there! Can you see?
It's in the shape of a giraffe, but really it's a tree!'
The children ran from tree to tree finding all the clues.
When they reached the last one, it really was good news.

I hope you're feeling hungry. One hundred steps to go
To the most fantastic picnic! You're very near, you know!

Twenty, thirty, forty, fifty!
They had to cross a river,
So they all took off their shoes.
The cold water made them shiver.

Sixty, seventy, eighty, ninety,
A hundred! What a treat!
Richard with his picnic!
There was lots and lots to eat.

2 **Why is the poem called *The mystery picnic*? Why was Richard proud of his work?**

1 Read the start of a story. Why are words a–c the correct answers?

Last weekend, Tom invited Sally to his house. He wanted to show her an old **go** / [a]**book** / **tired** about circuses. 'Look!' he said. 'There's a man who's [b]**riding** / **ticket** / **blue** on a horse's back.' 'Wow!' Sally said. 'That's **went** / **emails** / [c]**difficult!**'

2 Read the next part. Write *V* (Verb), *A* (Adjective) or *N* (Noun) next to 1–3.

'Yes, it is!' Tom said. 'And did they have **(1)** ☐ animals in those days too?' Sally asked. 'Yes, they did,' Tom answered. He was sad and he **(2)** ☐ to a picture of some **(3)** ☐ in the book.

3 Read again. Circle the correct answer.

1 parrots / dangerous 2 pointed / frightened 3 lions / jumped

4 Read the last part. Write the correct word from the box next to 4 and 5.

'But today the best circuses in the world don't have animals. That's because people **(4)** _____ it's very sad for them,' Tom said. 'Yes, it is,' Sally answered, 'but a circus with **(5)** _____ is funny. I'd like to go to that kind of circus one day.'

surprised

earache

clowns

think

Remember to check your spelling when you copy. In the exam, you choose the name for the story too.

mission in action!

Put your holiday ideas on the holiday world tour map.

My mission diary
Activity Book page 106

Tell the class how you chose your idea.

We think a holiday in the mountains is the most exciting and the most dangerous.

Tell the class your idea for the tour.

For this part of our holiday tour, we go to the mountains in India, in Asia.

Put your group's idea on the class map.

COMPLETE

Review • • Units 7–9

1 **Watch the video and do the quiz.**

2 4.03 **Listen and match the children with the food.**

1 Zoe 2 Sam 3 Daisy 4 Lily 5 Jack

a

b

c

d

e

3 **Do the sums. Then find the places and complete the sentences.**

bus station café ~~sports centre~~ library supermarket

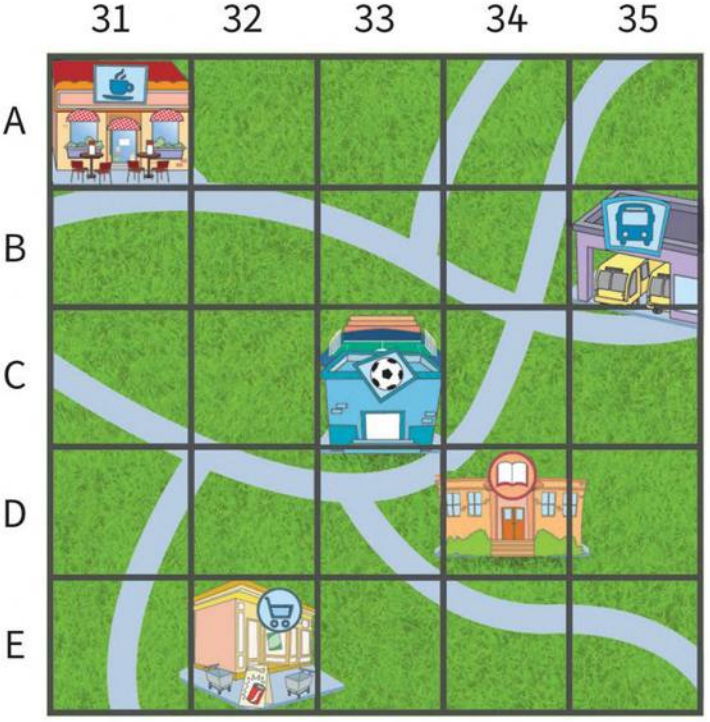
1 C twenty + thirteen
C 33 : I scored a goal at the sports centre !

2 B twenty + fifteen
B _____ : I went to the _____ to buy a ticket.

3 E ten + twenty-two
E _____ : I bought some pasta and cheese at the _____ .

4 D thirty-one + three
D _____ : I chose some great books at the _____ .

5 A twelve + nineteen
A _____ : I drank a hot drink at the _____ .



4 Choose two or three activities. Your partner compares them. Use the words in the box and your own ideas.

going on a funfair ride going to the cinema going to the library
going to the supermarket reading a book reading a comic
skating watching a DVD

boring dangerous difficult easy exciting

Going on a funfair ride and going to the supermarket.

Going on a funfair ride is more exciting than going to the supermarket.

Reading a book, watching a DVD and skating.

Skating is the most dangerous.

5 Write about you.

What do you have to do to help at home?

Did you email a friend last month?

What did you eat and drink yesterday?

What do you think? Which unit had the best Friendly Farm adventure? What happened?

Which places do you go to in your town?

What's the most exciting thing to do at the weekend?

Numbers 21–100

1 4.04 **Say the chant.**

21 22 23 24

Twenty-one, twenty-two, twenty-three, twenty-four,

25 26 27 28

Twenty-five, twenty-six, twenty-seven, twenty-eight,

29 30 40 50 60

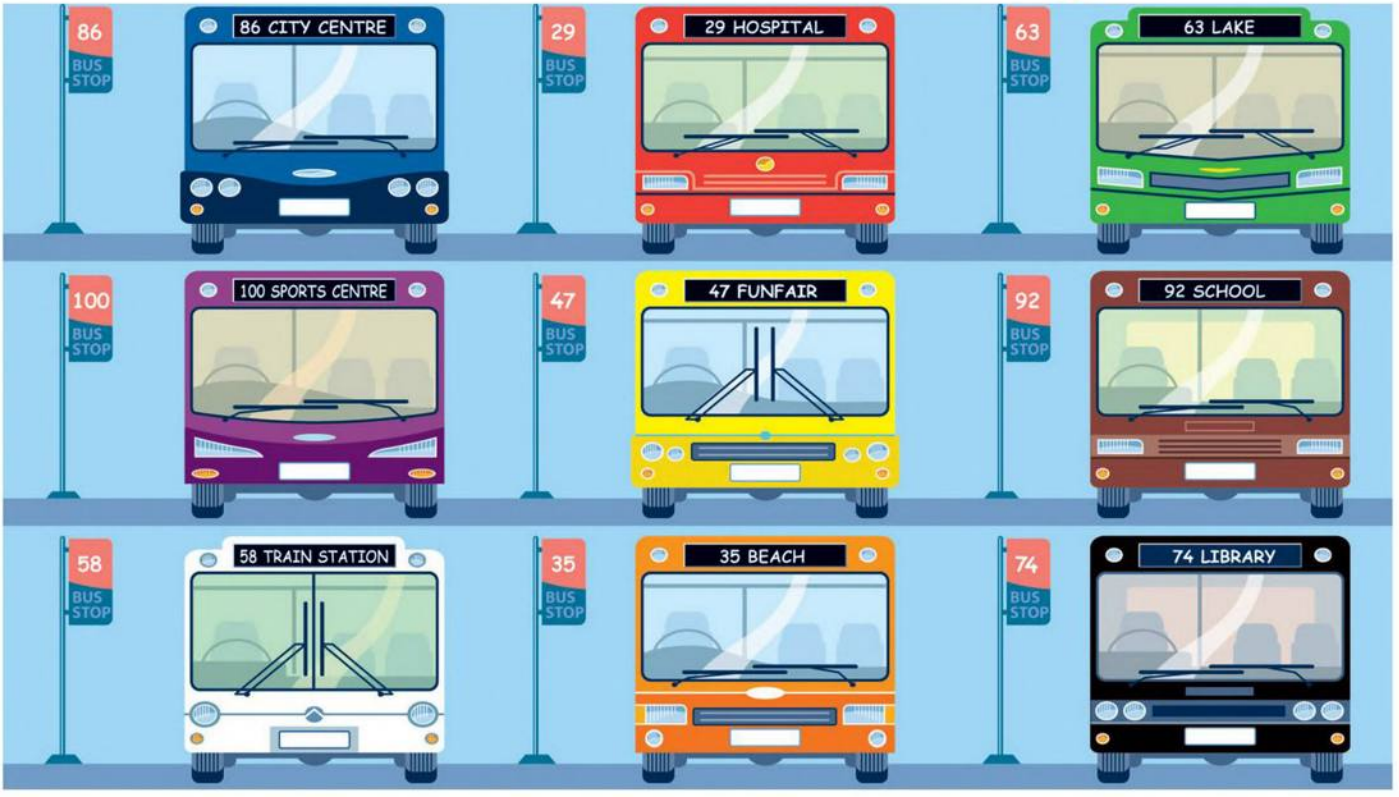
Twenty-nine, thirty, forty, fifty, sixty,

70 80 90 100

Seventy, eighty, ninety, a hundred!

2 4.05 **Look, listen and say the bus number.**

That's number 47!



1 A day on the farm

Daily routine

'Think' bubble

Our planet

mission Make a daily routine chart

Use the pen tool to tick the completed tasks in the mission.

- ☐ 1 Make my chart.
- ☐ 2 Draw and write my personal daily routine.
- ☐ 3 Write 'Think' bubbles to help our planet.
- ☐ 4 Show my daily routine chart to the class.

Back to Unit 1

2 My week

Timetable

mission

Plan a fun activities timetable for two friends

Use the pen tool to tick the completed tasks in the mission.

- ☐ 1 Work with a partner to talk to two friends about free time activities.
- ☐ 2 Make a fun activities timetable for a week.
- ☐ 3 Write important information about the activities.
- ☐ 4 Give our timetable to our two friends.

Back to Unit 2

3 Party time!

Draw a character

Write a scene

Act for the class

mission Plan and act out a scene

Use the pen tool to tick the completed tasks in the mission.

- ☐ 1 Choose a job and draw my character.
- ☐ 2 Describe my character.
- ☐ 3 Write a scene with my group where someone is helping.
- ☐ 4 Act out our scene for the class.

Back to Unit 3

4 The family at home

mission

Act out a visit to my cousins' new home

Use the pen tool to tick the completed tasks in the mission.

- [ ] 1 Make a family and talk to my cousin.
- [ ] 2 Draw our family's home and talk to my cousin.
- [ ] 3 Invent a machine for our home.
- [ ] 4 Act out a visit to my other cousins' new home.

Back to Unit 4

5 Animal world

Documentary

mission Plan an animal documentary

Use the pen tool to tick the completed tasks in the mission.

- [ ] 1 Choose animals for a documentary.
- [ ] 2 Write about what animals can do.
- [ ] 3 Write about what animals eat.
- [ ] 4 Act out an animal documentary.

Back to Unit 5

6 Our weather

mission Create a holiday island

Use the pen tool to tick the completed tasks in the mission.

- ☐ 1 Make a map of an island with my group.
- ☐ 2 Add things to see on our island.
- ☐ 3 Create weather symbols for our map.
- ☐ 4 Present our island to the class.

Back to Unit 6

7 Let's cook!

mission Make a class recipe book

Use the pen tool to tick the completed tasks in the mission.

- ☐ 1 Choose what kind of recipe to write with my group.
- ☐ 2 Write a recipe.
- ☐ 3 Talk about the plants which we eat.
- ☐ 4 Tell the class about our recipe.

Back to Unit 7

8 Around town

A trip

Being safe

mission Write a trip review

Use the pen tool to tick the completed tasks in the mission.

- ☐ 1 Write about a trip. Draw a picture.
- ☐ 2 Help people who want to do the same trip.
- ☐ 3 Write how to be safe on the trip.
- ☐ 4 Show my review to the class.

Back to Unit 8

9 A big change

Different kinds of holidays

Holiday world tour map

mission Plan a holiday world tour

Use the pen tool to tick the completed tasks in the mission.

- ☐ 1 Talk about different kinds of holidays.
- ☐ 2 Choose a kind of holiday for a class tour.
- ☐ 3 Write our group's idea for the class tour.
- ☐ 4 Put our group's idea on the holiday world tour map.

Back to Unit 9