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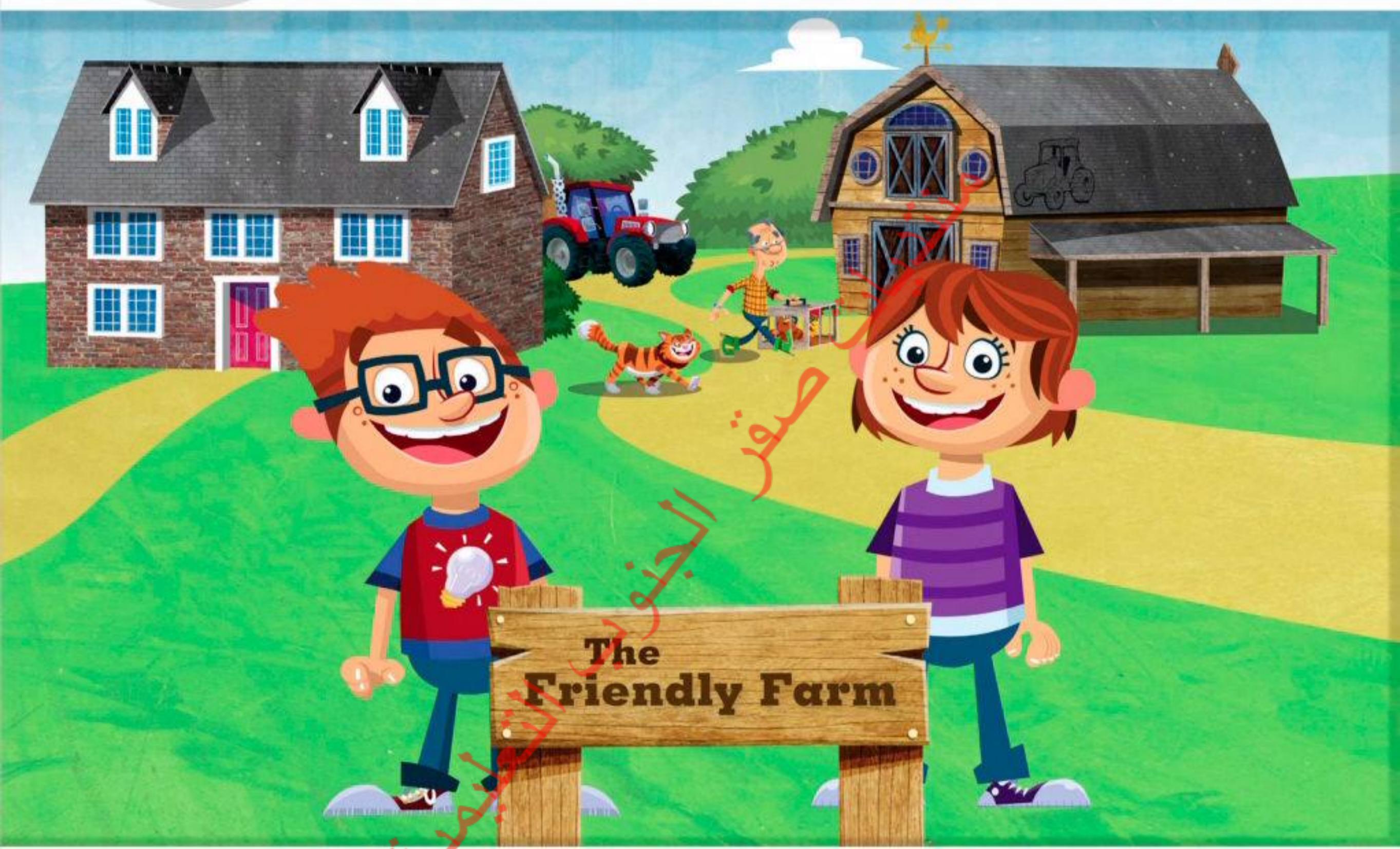
Caroline Nixon & Michael Tomlinson



# Hello

1 1.02

Listen. How old are the children?



2 1.03

Say the chant.



3 1.04

Listen and say the colour.

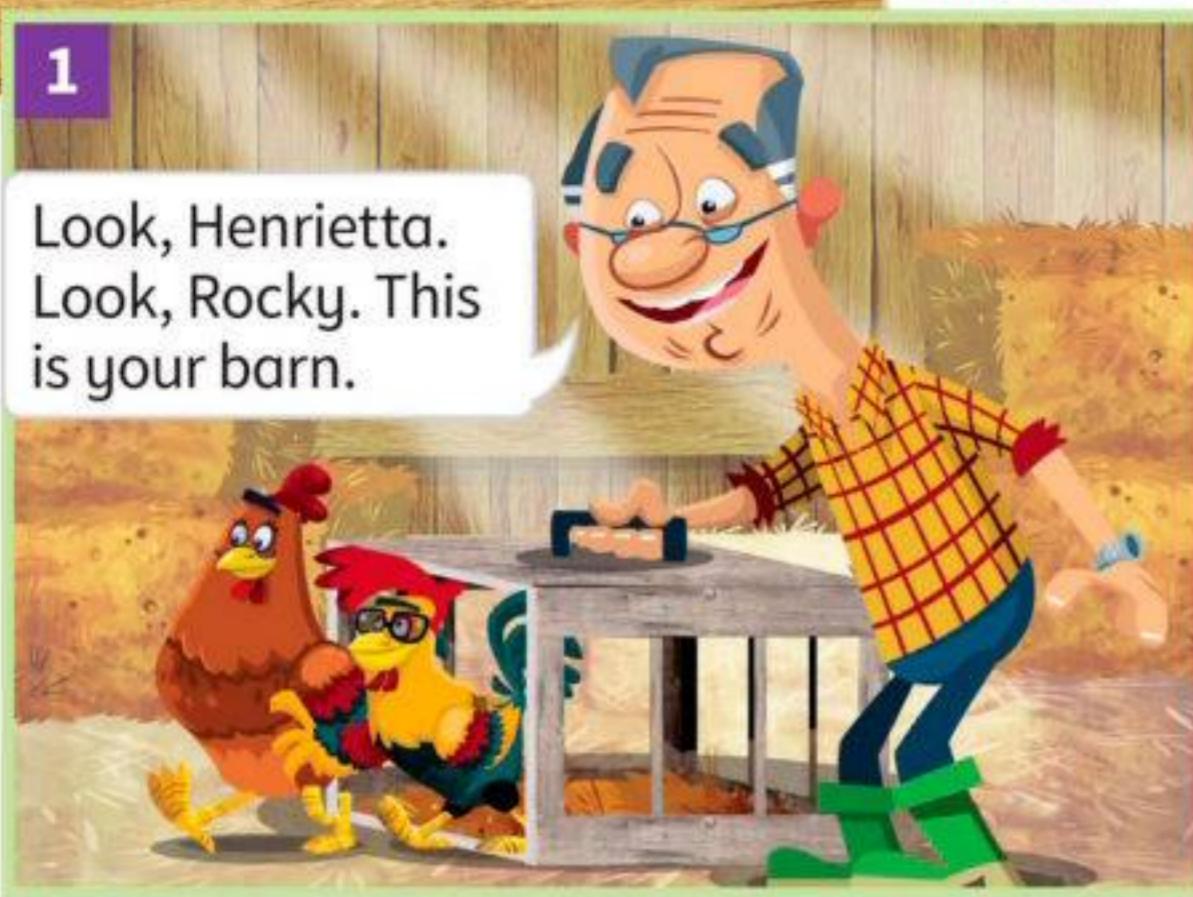
# The Friendly Farm

1.05



1

Look, Henrietta.  
Look, Rocky. This  
is your barn.



2

Hello, I'm Cameron. What's your name?

Hello, I'm Henrietta  
and this is Rocky.



3

I'm two. How old  
are you, Cameron?



4

This is Harry.

Hello, Harry. How  
old are you?

I'm eight.



5

I'm Gracie.

Hello. What's  
your name?



6

I'm Rocky. I'm two.  
How old are you?

I'm ... I  
don't know.



4

1.06

Listen and correct.

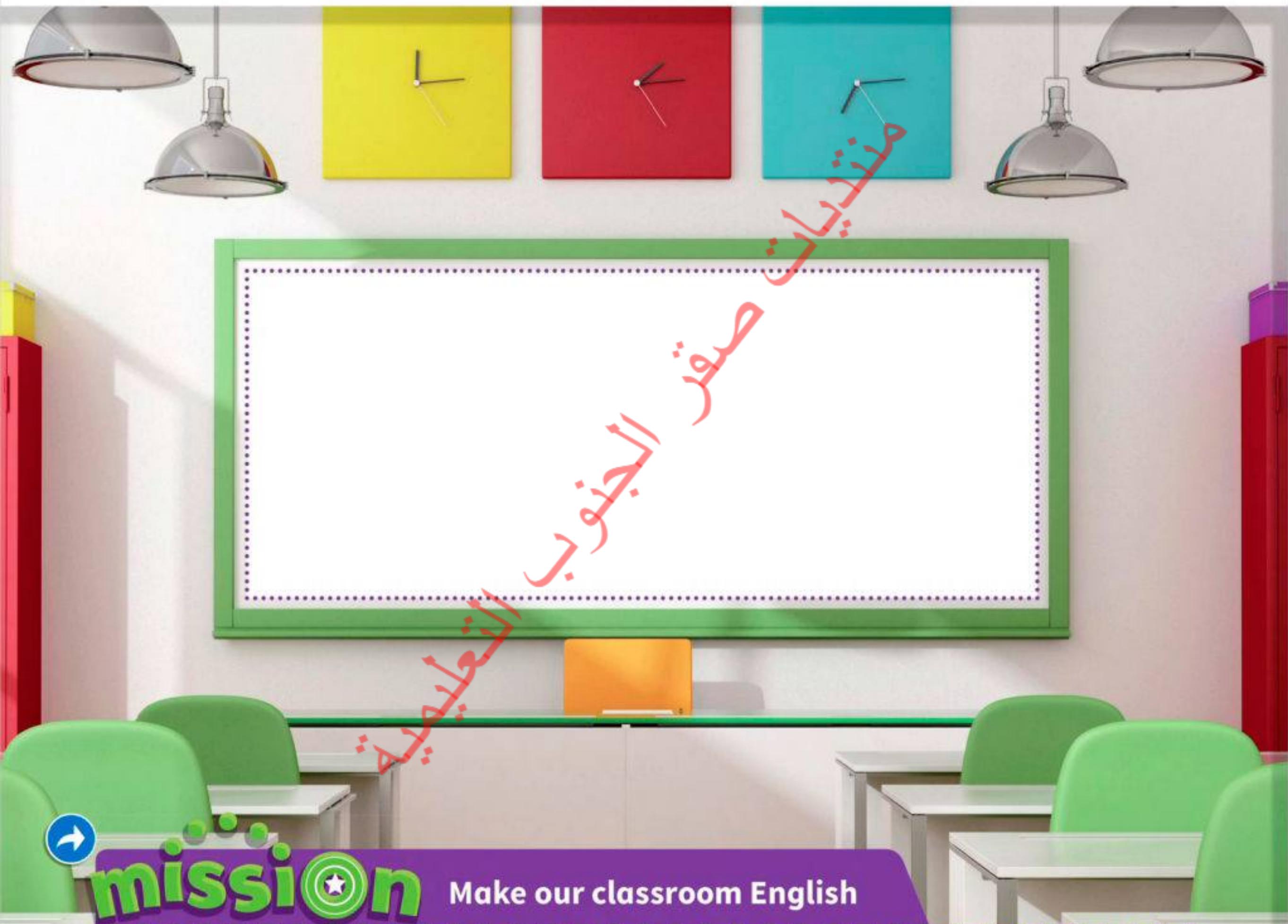


1

# Our new school



Watch the video. Write or draw a school word.



In this unit I will:



1 Make labels for the classroom.



2 Choose a new word to learn.



3 Make a class poster.



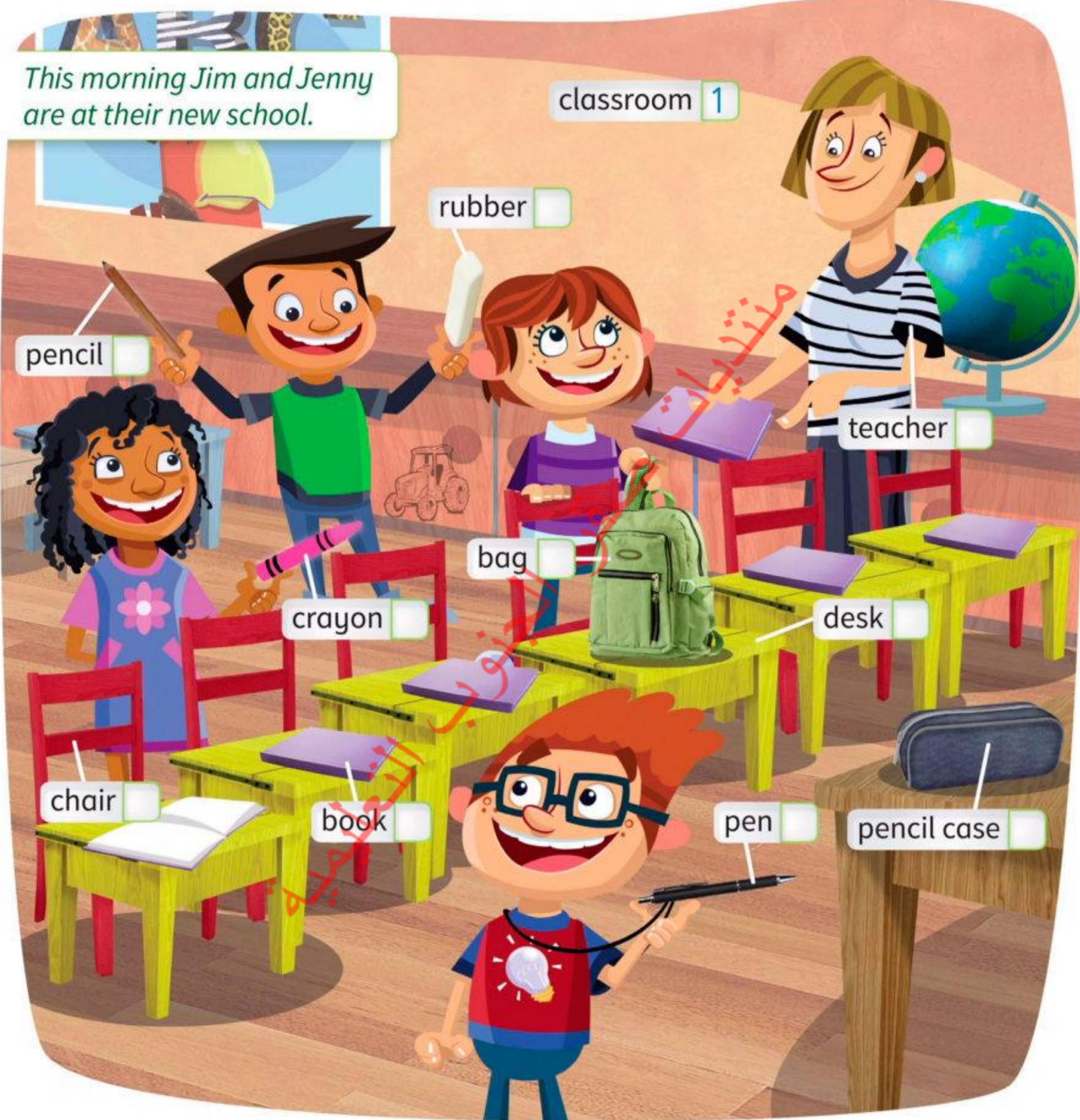
Be the teacher.



1 1.07 1.08

**Listen and point. Then listen and number.**

1



2 1.09

**Say the chant.**

3 1.10

**Listen, point and say the colour.**

# The Friendly Farm

1.11



1

Look at the bag! Yes,  
I'm the teacher!



2

Now, this is my  
classroom. Rocky,  
where's the pencil?



3

Now you, Shelly.  
Where's the crayon?



4

Now you, Harry.  
Where's the bag?



5

Where's my  
bag, Jim?



It's in the barn.

Be quiet! It's  
Jim and Jenny!

6

Where's the book?  
It isn't in the bag.



Oops!  
Yes, Gracie!  
Where's the  
book?



## Gracie's Grammar

Where's the crayon?

It's **on** the desk.

It's **under** the book.

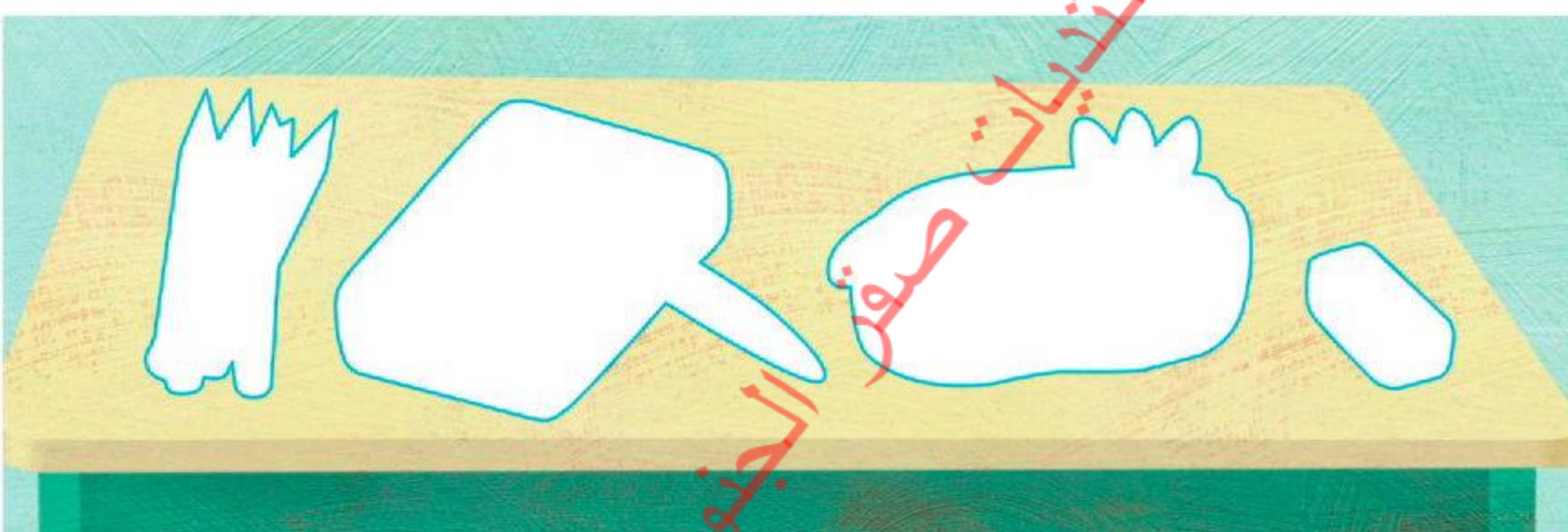
It's **in** the pencil case.

It's **next to** the rubber.

1



**Listen and stick. Then look, read and write.**



- 1 The rubber's on the desk.
- 2 The crayons are in the pencil case.
- 3 The pen's under the book.
- 4 The pencils are next to the book.

## mission

STAGE 1

**Make labels for your classroom.**

- Write the words. *Where are the pencils?*
- Find, say and stick. *Here they are.*



My  
**mission**  
diary  
Activity Book  
page 6



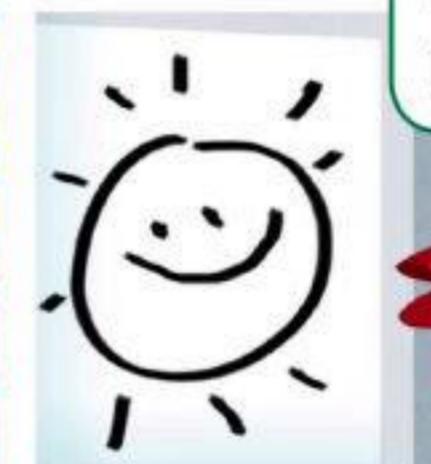
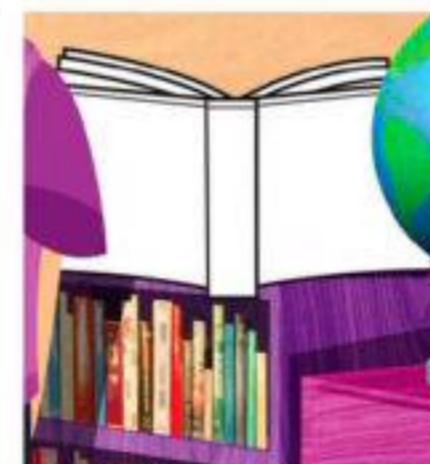
## Listen and colour. Then sing the song.

Jim, Jim is in the classroom.  
The yellow book is on the bookcase.  
The white paper's in the cupboard  
and the ruler's under the desk.

Jenny, Jenny's in the playground.  
The teacher's next to the window.  
The red bag is on the grey wall  
and the board's next to the door.  
Yes, it is. Yes, it is. Yes, it is.



## 2 Ask and answer.



Look! Miss Kelly  
is next to the  
window. Where's  
your teacher?

Where's the ruler?

It's under the desk.





## What are they talking about? Listen and tick ✓.

1



2



3



### Gracie's Grammar

What's this?

It's a window.

What are these?

They're windows.

## 2 Look at the pictures in Activity 1. Ask and answer.

What's this?

It's a chair.

What are these?

They're pencils.

## mission

STAGE 2

### Choose a new word to learn.

- Look around your classroom. What words don't you know?
- Ask your teacher. Then draw and say.

What's this?

It's a television.

STAGE 2



My  
mission  
diary

Activity Book  
page 6

# Be kind at school



1 Watch the video.



2

Who is kind? Look and tick ✓.

1



2



3



4



3 Listen and number. Then act it out.

a

Are you OK?



b

Here you are.



4 Look at the poster. Write the words.

help listen share ~~work together~~

Be kind in our classroom



1 work together



4



3

**mission** STAGE 3

**Make a class poster.**

- How can we be kind at school? Say.
- Write and draw a class poster.



My  
**mission**  
diary  
Activity Book  
page 6

1 Look at the pictures. What can you see? Find and tick ✓.

book



crayon

paper



pen

pencil



pencil case

rubber



ruler



1.19

# The first day

Knock! Knock!  
It's Lucy at the door.



Hello, Lucy.



Hello, Max.



Lucy and Max are friends. Today is the first day of school.



It's time to pack your bag.



My bag ...



It's in the cupboard.

Where's my pencil?  
It's under the chair.  
Oh, yes.  
Take a pencil to school – that's the rule.

Where's my pen?  
It's on the table.  
Oh, yes.  
Take a pen to school – that's the rule.

And where's my ruler?  
It's next to your pen.  
Oh, yes.  
Take a ruler to school – that's the rule.

Where are my books?  
They're on the bookcase.  
Oh, yes.  
Take your books to school – that's the rule.

And my crayons?  
What are these? The crayons are on the floor, under the window.  
Hurry up. It's time to go!  
Don't be late for school – that's the number 1 rule!



## 2 Act out the story.

Where's my pencil?

It's under the chair.

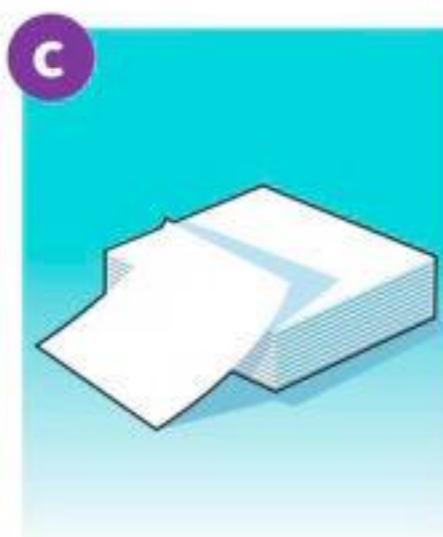
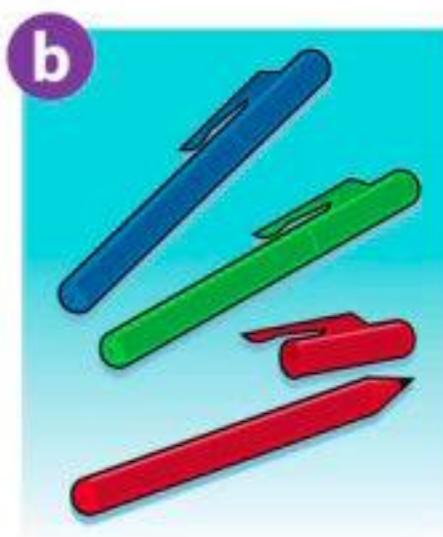
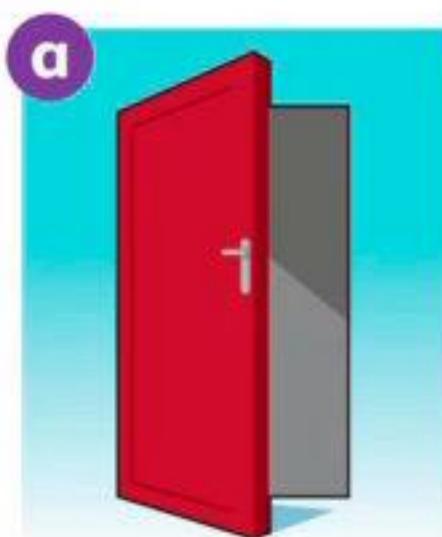
## 3 Ask and answer.

What's in your school bag?

Two books and a pencil.



## 1 Look at the pictures. Say the words.



## 2 Read and do.

Put a tick (✓) in the box.

Put a cross (✗) in the box.

It's a door.

## 3 Play the game. Point and say.

This is a rubber.

No. Cross!

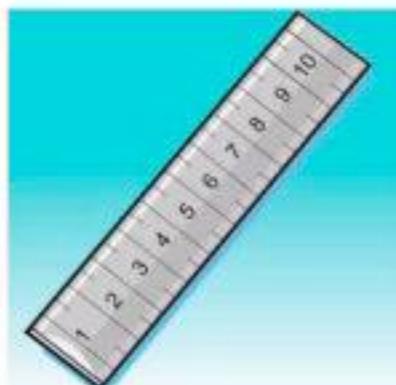
This is a door.

Yes. Tick!



## 4 Look and read. Put a tick (✓) or a cross (✗) in the box. There are two examples.

Examples

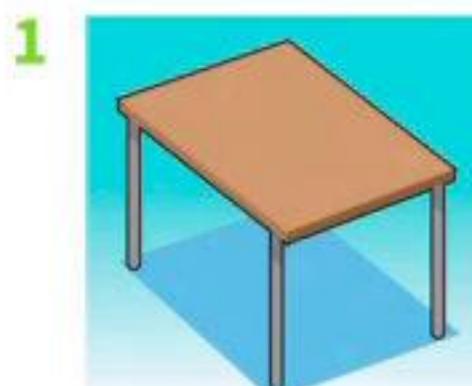


ruler



pens

Questions



chair



bags

Practise writing clear ticks and crosses.



# mission in action!

Be the teacher.



**Say hello to your class.**

Hello. I'm Marcus. Today I'm the teacher.

My  
mission  
diary

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page 6



**Teach the class your word.**

Look! It's a television.



**Put your picture in the classroom.**



**Ask the class a question.**

Where's the television?

It's on the desk.



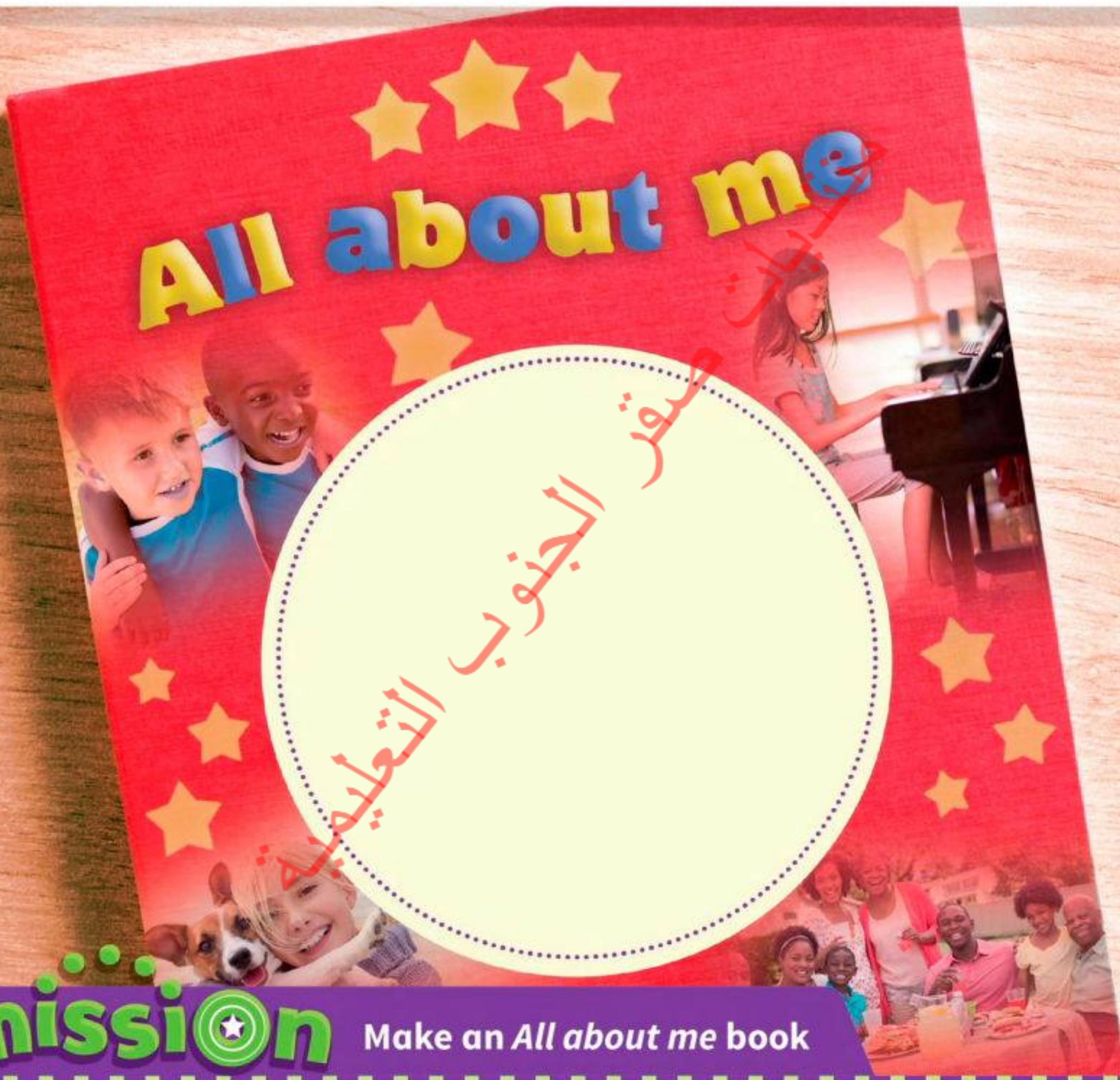


2

# All about us

1

Watch the video. Draw something about you.



mission

Make an *All about me* book

**In this unit I will:**



Share pictures of my family.



Talk and write about me.



Show my favourite things.



Learn about my classmates.



1 1.20 1.21

**Listen and point. Then listen and number.**

2 1.22

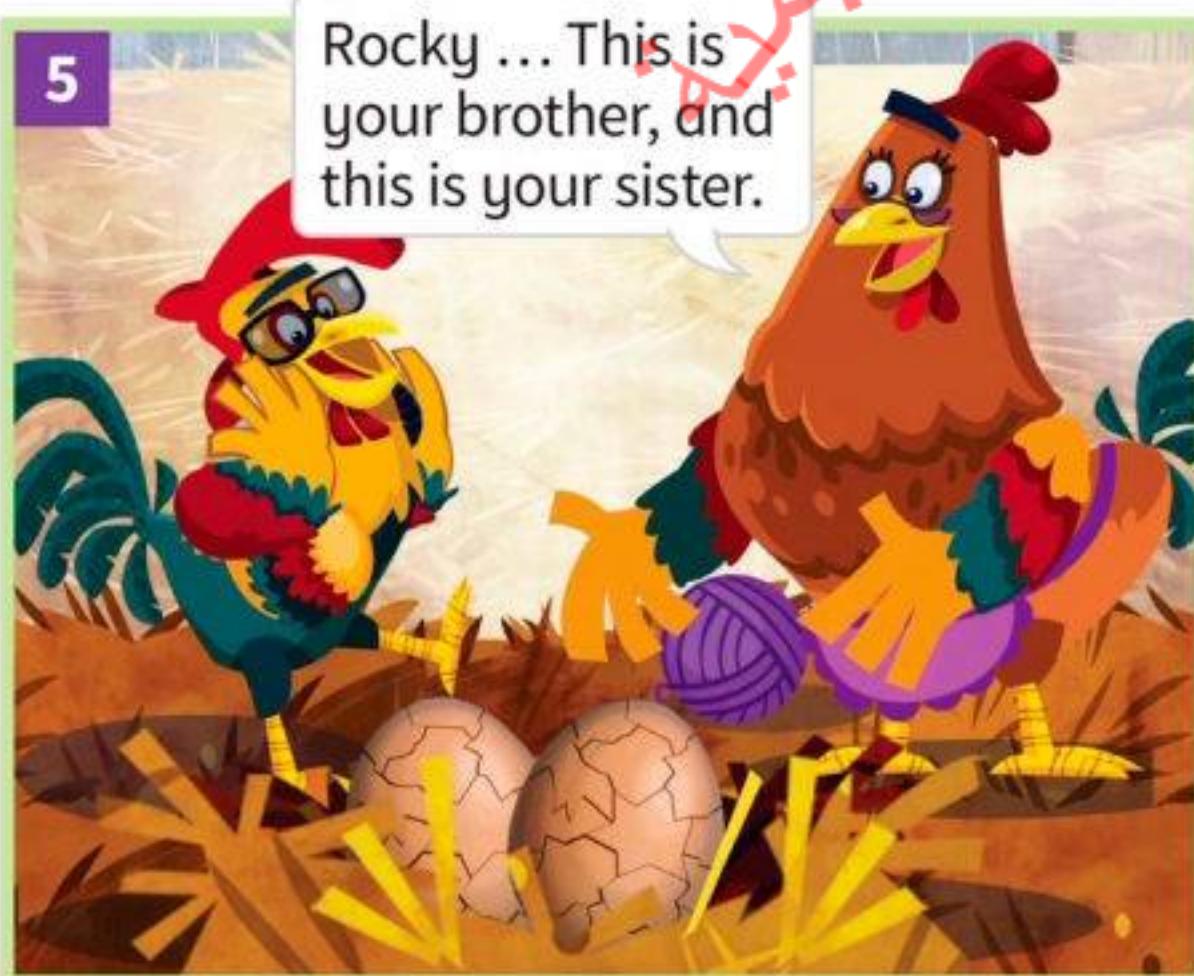
**Say the chant.**

3 1.23

**Listen, point and say the colour.**

# The Friendly Farm

1.24 





## Gracie's Grammar

Who **is** she? **She's** Jenny. **She's** a girl.

Who **is** he? **He's** Jim. **He's** a boy.



## Listen and stick. Then look, read and write.



1 This is Dad. He's my father.

2 This is Mum. She's my

3 This is Jim. He's my

4 This is Grandpa. \_\_\_\_\_ my grandfather.

## mission

STAGE 1

Make a *Family* page for your  
*All about me* book.

- Stick photos or draw pictures of your family.
- Write their names.



My  
**mission**  
diary  
Activity Book  
page 18



1 1.27

Listen and do the actions. Then sing the song.

Move your body, Jenny.  
 Move your tail, Cameron.  
 Move your body, Jenny.  
 Move your tail, Cameron.

Move, move your body.  
 Move your legs and your feet.  
 Move, move your body  
 and now put your arms up.

**Chorus**

Stop! Now move your head.  
 Touch your hair and your face.  
 Move, move your body.  
 Touch your ears and your nose.

**Chorus**

Stop! Now close your eyes.  
 Open your mouth  
 and clap your hands.  
 Move, move your body.  
 Touch your ears and your nose.

**Chorus**

2 1.29

Listen and follow.



Jim and Jenny  
 have got brown  
 hair. What colour  
 hair have you got?





## Who is talking? Listen and tick ✓.

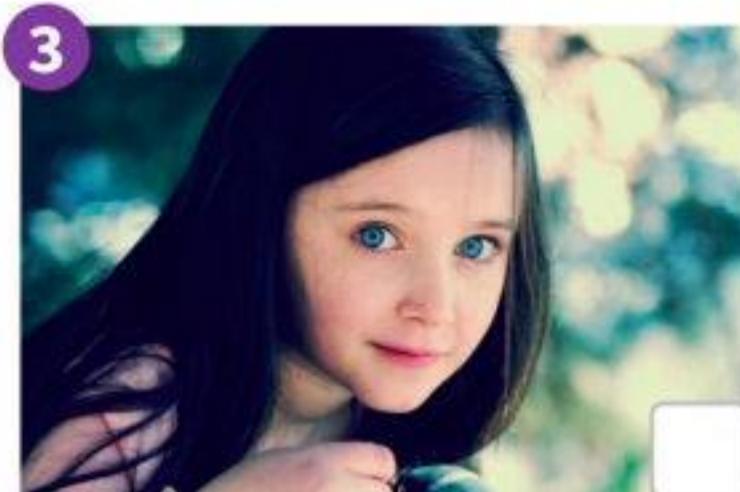
1



2



3



### Gracie's Grammar

I've got brown hair.

They've got blue eyes.

Have you got red hair?

I haven't got black hair.

They haven't got green eyes.

Yes, I have. / No, I haven't.

## 2 Ask and answer. Tick ✓ or cross ✗.

- 1 Have you got a brother?
- 2 Have you got a sister?
- 3 Have you got twins in your family?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## mission

STAGE 2

Make a *This is me* page for your *All about me* book.

- What do you look like? Draw, say and write.

I've got brown hair and green eyes.



My  
mission  
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# Using our senses



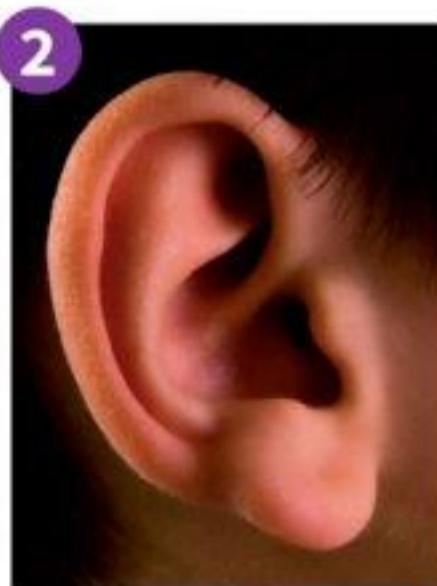
1 Watch the video.



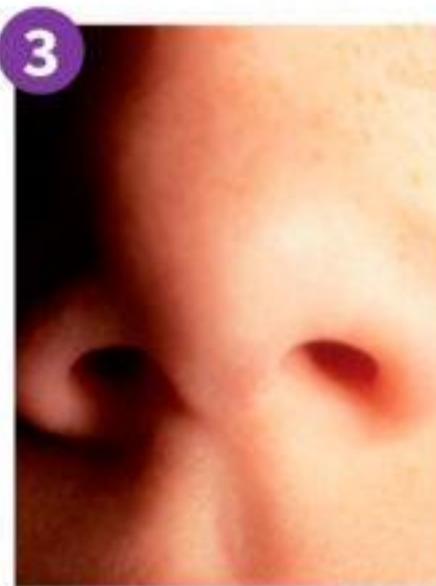
2 Listen and say. Look and match.



see



hear



smell



taste



touch

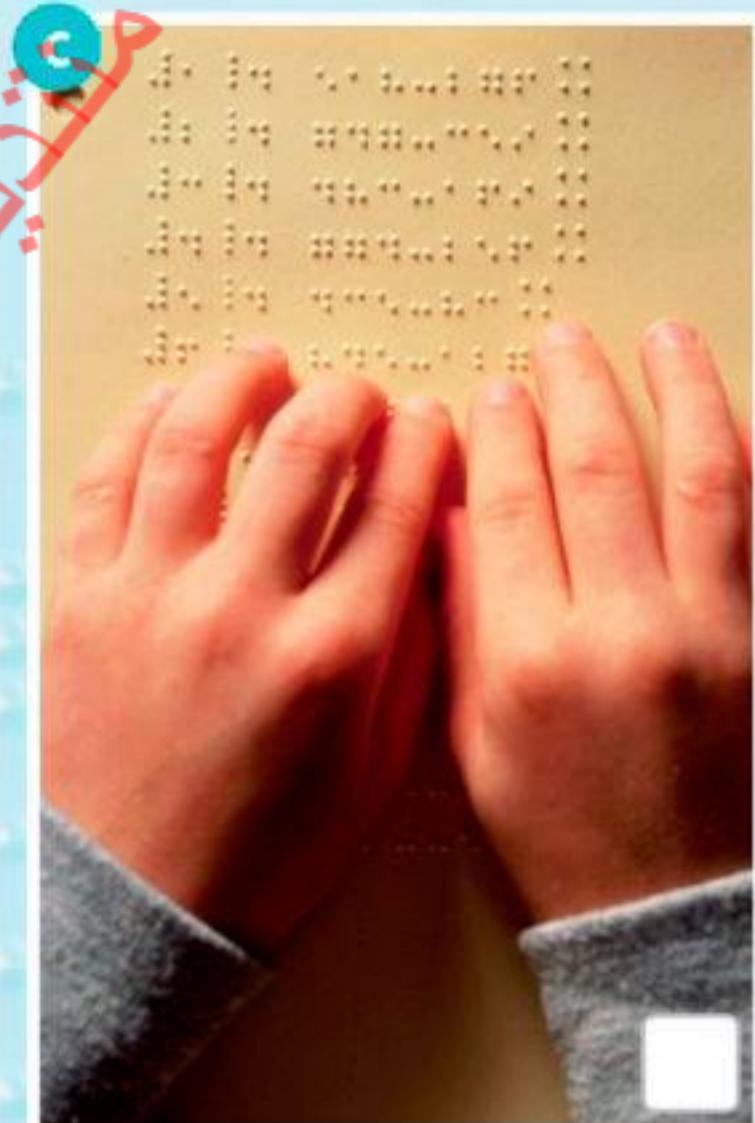
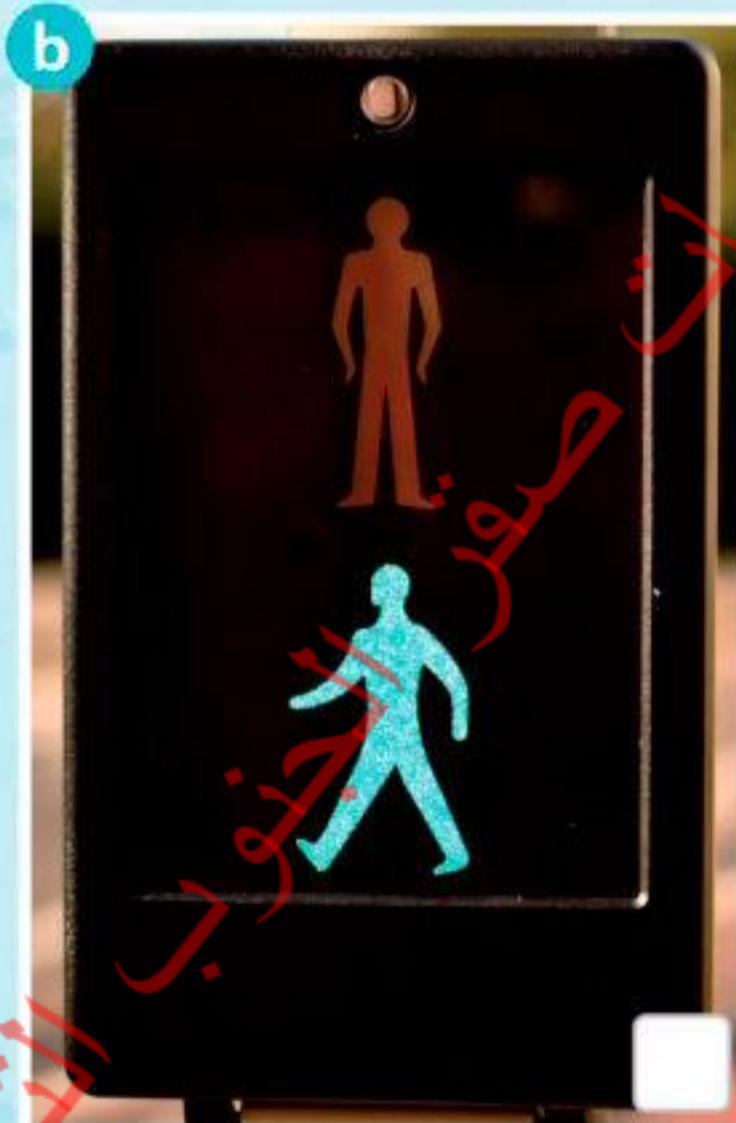


3 Play the senses game.

#### 4 Look, read and match.

Some people can't see. They are blind. They use their other senses to help them. Today there are many things to help blind people.

- 1 They can read books with their hands.
- 2 They can hear traffic lights.
- 3 A guide dog can see for them.



### mission STAGE 3

#### Make a *Favourite things* page for your *All about me* book.

- Think about your favourite things to see, hear, smell, taste and touch.
- Draw them.
- Learn the words in English.



My  
**mission**  
diary  
Activity Book  
page 18

**1** Look at the pictures. What is the game?  
What's your favourite game?

1.33

## Sara's favourite game

I'm Pablo. I live with my mum, dad, grandma and grandpa. Today my cousin Sara is here too. Sara's got black hair and brown eyes.



One, two,  
three ...



Sara's favourite game is *Hide and Seek*. I close my eyes and I count to ten, and Sara hides.

Today she's hiding in the cupboard in the kitchen. She's in the cupboard in the kitchen ... again! She always hides ... Oh, she isn't there. 'Sara?' I say. 'Where are you?'





Mum, Dad, Grandma and Grandpa come to help, but we can't find Sara anywhere! Then Grandma sees Sara's crayons on the table. 'Is she under the table?' she says. 'Yes!' says Mum. 'She is! Hello, Sara!' 'Sara!' I say.

Is she next to the bookcase?  
No, she isn't. 'Sara?' I say.  
'Where are you?'

Is she in the garden?  
No, she isn't. 'Sara!' I say.  
'Where *are* you?'



## 2 Act out the story.

Sara! Where are you?

Is she in the cupboard?

No, she isn't.

Is she next to the bookcase?

## 3

### Ask and answer.

Who do you play with?

I play with my cousins.

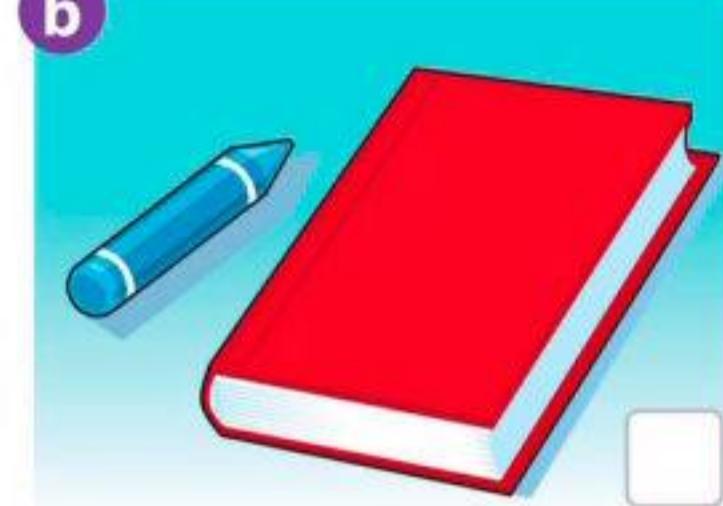


## 1 Read and number.

a



b



c



1 The blue crayon is next to the book.

2 The red crayon is on the book.

3 The blue crayon is on the book.



## 2 Look and read. Write yes or no.



### Examples

The children have got crayons.

yes

The baby is on the chair.

no

Always write yes or no.

### Questions

1 The bag is on the table.

\_\_\_\_\_

2 The mother has got a book.

\_\_\_\_\_

3 Six people have got black hair.

\_\_\_\_\_



# mission in action!

Learn about your classmates.

- ★ Look at your classmates' *All about me* books. Ask questions.

Who's this?

She's my mum.

- ★ Show your *All about me* book. Answer your classmates' questions.

These are my favourite things.

It's a flower.

What's this?



COMPLETE





3

# Fun on the farm



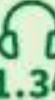
1 Watch the video. Choose and write a name for the farm.



In this unit I will:

- 1 Draw and describe a farm animal.
- 2 Play a game with the animals.

- 3 Make a farm and write about it.
- ★ Show our farm.

1   1.34 1.35**Listen and point. Then listen and number.**2   1.36**Say the chant.**3   1.37**Listen and say the animal.**

# The Friendly Farm



1

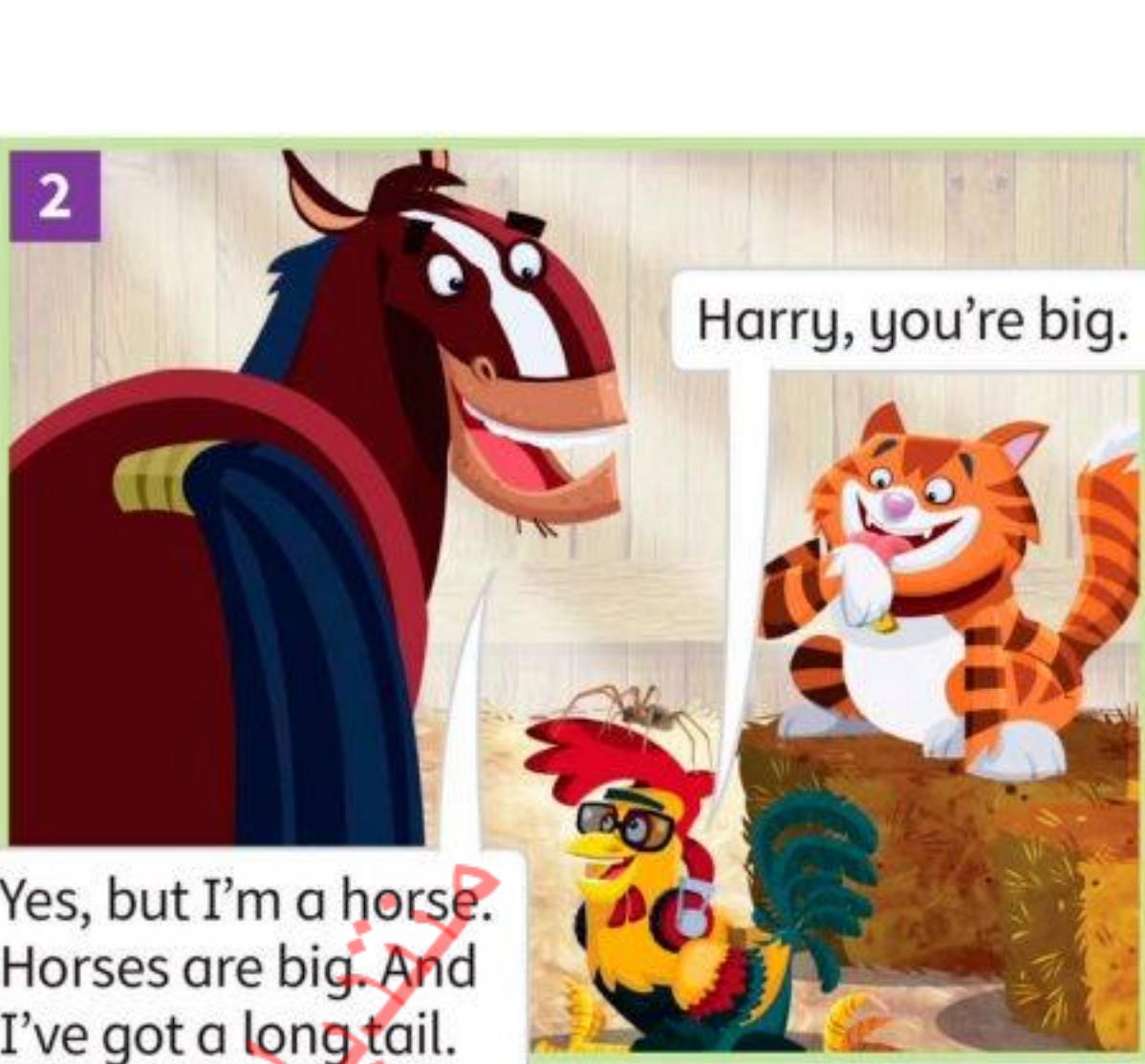
Look at my new friend, Harry. He's a spider. He's small.



Yes, he is, Rocky. He's a small spider.

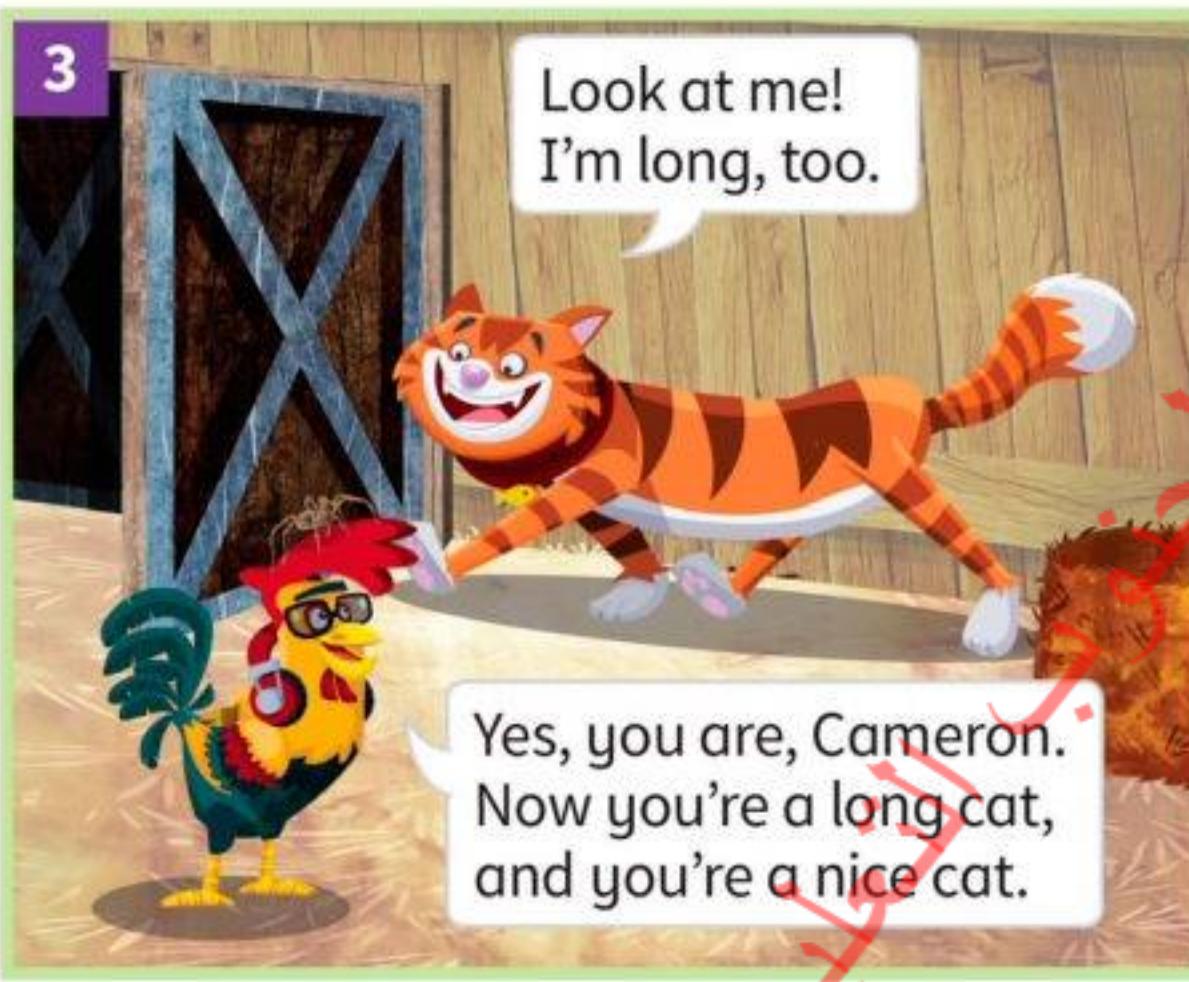
2

Harry, you're big.



3

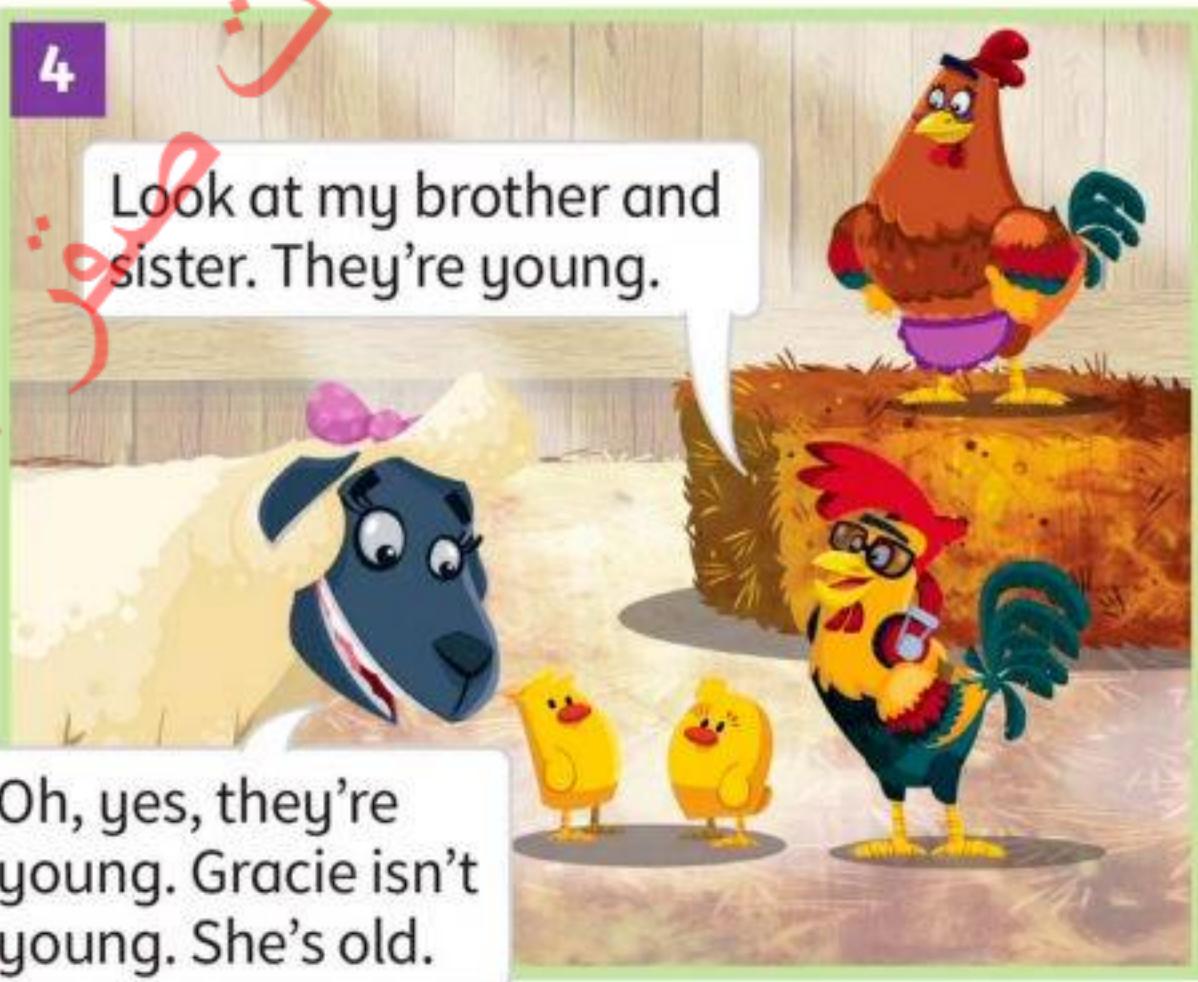
Look at me! I'm long, too.



Yes, you are, Cameron. Now you're a long cat, and you're a nice cat.

4

Look at my brother and sister. They're young.



Oh, yes, they're young. Gracie isn't young. She's old.

5

What? Old? I'm not old!



Gracie!

You aren't young, Gracie.

6

Sorry, Cameron! Are you OK?



Yes, I am. I'm OK, Gracie ... Now I'm not long ... I'm short!



## Gracie's Grammar

He's a **nice** cat.

It isn't a **big** spider.

We're **young** boys and girls.

They aren't **old** chickens.



## Listen and stick. Then look, read and write.



old short small young

1 It isn't an old cat.  
2 They're short cats.

3 It's a small cat.  
4 They aren't young cats.

## mission

### STAGE 1

#### Choose an animal for your farm.

- Draw your farm animal.
- What does it look like? Write and say.

It's a big horse.

### STAGE 1



My  
mission  
diary  
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She's a funny dog  
with a brown nose and a long tail.  
She's a funny dog.

He's a sad dog  
with a black nose and a brown tail.  
He's a sad dog.

I've got a happy dog.  
My happy dog's in the park.  
She's a beautiful dog.  
I've got a happy dog.  
My happy dog's in the park.  
We're in the park!  
Different dogs in the park, yeah!  
Different dogs in the park.



He's an ugly dog  
with a pink nose and a short tail.  
He's an ugly dog.

She's an angry cat  
with a black nose and a black tail.  
She's an angry cat.

**Chorus**

## 2 Look at the picture. Play the game.

It's a dog with a pink nose and a short tail.

Is it the ugly dog?

Yes, it is!

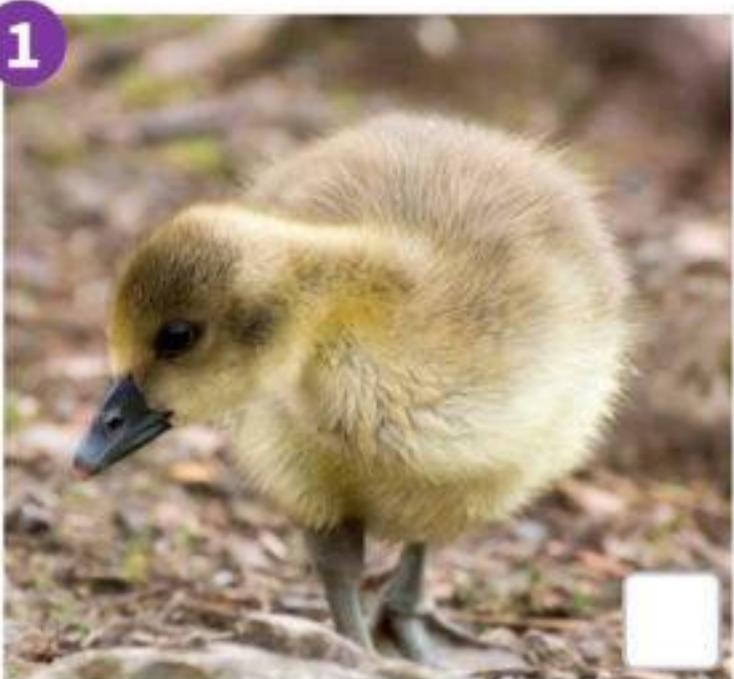
I love dogs! Have  
you got a pet?





Which duck is he talking about? Listen and tick ✓.

1



2



3



### Gracie's Grammar

It's **got** long ears.

Has it **got** a long face?

It **hasn't got** small feet.

Yes, it **has**. / No, it **hasn't**.

2 Think of an animal. Describe it for your partner to draw.

My animal has got a big body.

My animal has got long ears.

My animal has got a short tail.

## mission<sup>on</sup> STAGE 2

Play a guessing game with your animals.

Has it got long ears?

Yes, it **has**.

Is it beautiful?

No, it **isn't**.

It's the donkey.

Yes, it **is**.

STAGE 2



My  
**mission**  
diary

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# What do animals give us?

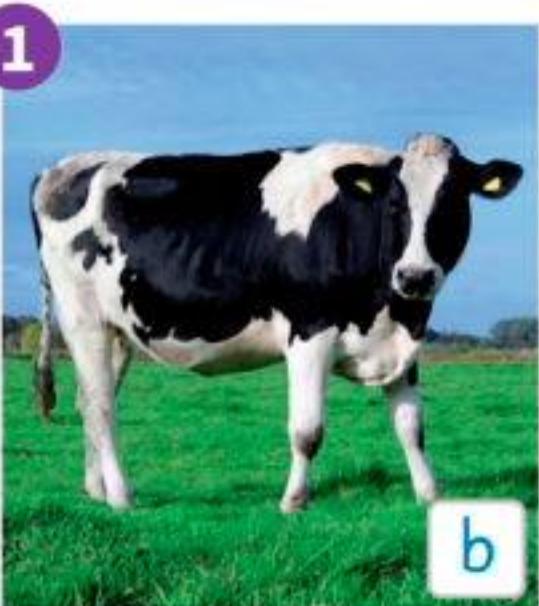


1 Watch the video.



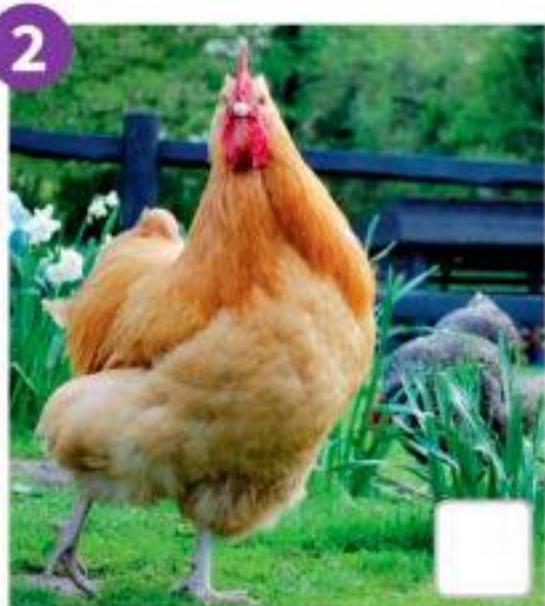
2 Look and match. Then listen and check.

1



b

2



chicken

3



sheep

4



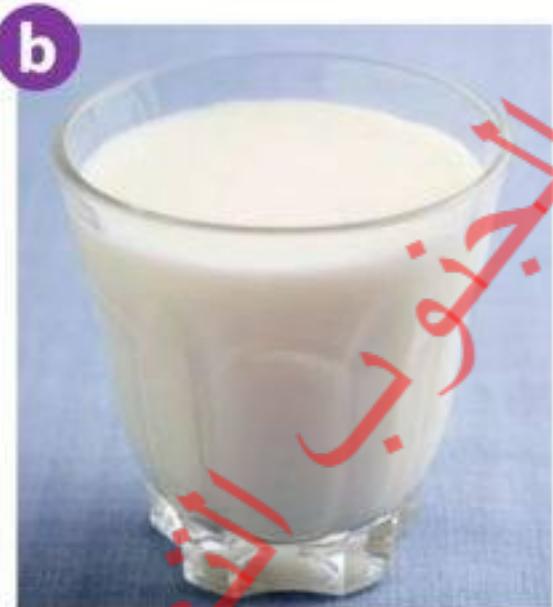
bee

a



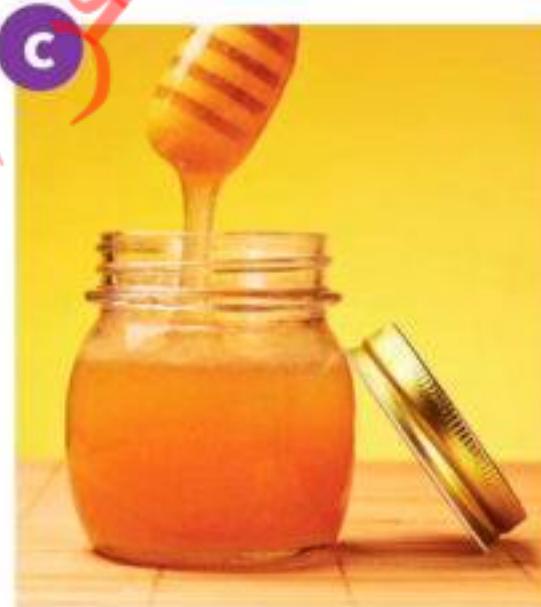
wool

b



milk

c



honey

d

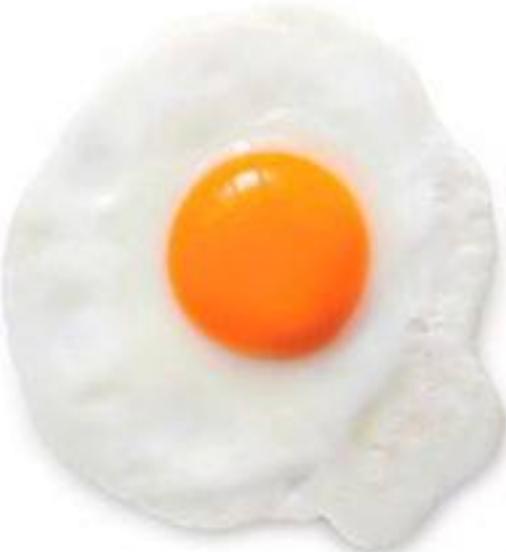


eggs



3

Tick ✓ the things that come from animals.









4 Read the article. Then read the sentences and write yes or no.

## Alpaca wool

Do you know this animal? This is an alpaca. It's got four legs and long hair. Alpacas live in the Andes Mountains in Peru.



The hair of an alpaca is like the hair of a sheep. It's called ~~wool~~. People cut the ~~wool~~.

Then people ~~clean~~ the wool. They use the ~~wool~~ to make ~~clothes~~. They use lots of colours. How many ~~colours~~ can you see?

- 1 Alpacas have got two legs.
- 2 Alpacas have got short hair.
- 3 Alpacas live in Peru.
- 4 People make things from alpaca wool.

no

## mission STAGE 3

### Make your farm and write about it.

- In groups, put your farm animals together.
- Write about your farm and its animals.

Our farm has got two chickens, two cows and a donkey. The chickens give us eggs.



My  
mission  
diary  
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1 Look at the cows. What colour are they in the pictures?

1.46  **How cows got their spots**



Cathy is a young white cow. She lives with her mum on a big farm. There are horses, sheep and chickens. There are also lots of flies. 'Ouch! Ouch! Ouch! Go away!'

'Use your tail,' says her mum. But Cathy's tail is very short and the flies are not scared of her.

One day she tells a friend about her problem. 'Follow me!' says Little Horse and he jumps into some black mud.

'Come on! Jump in!' he shouts.



When Cathy stands up, her beautiful white coat is very dirty. 'Look!' the young cows laugh. 'Cathy's got big black spots!' Suddenly lots of flies come from behind the house. 'Run!' says Cathy's mum. 'Hide!' shout the young cows.



When the flies go, lots of the young cows have bites. 'Ouch!' they cry. 'Ouch!' 'I haven't got any bites!' laughs Cathy. 'Thank you, Little Horse.' Now lots of white cows have black spots so flies don't bite them.

## 2 How do they feel? Read and circle.

- When the flies bite Cathy, she feels:
- When Little Horse helps Cathy, she feels:
- When the young cows laugh at Cathy, she feels:
- When Cathy sees that she hasn't got any bites, she feels:



## Ask and answer.

What's your favourite animal?

It's a donkey.



**1** Look and say the animals. Which letter do they start with?



It's a cow.

Letter C.



**2** How many letters? Count and **circle**.

1 cow 2 / 3 / 4 letters

2 donkey 4 / 5 / 6 letters

3 duck 3 / 4 / 5 letters

4 sheep 5 / 6 / 7 letters



**3** Look at the picture. Look at the letters. Write the words.

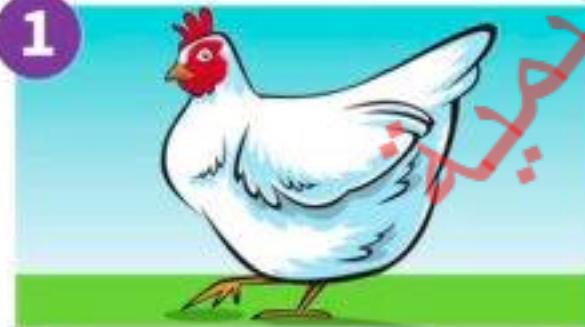
Example



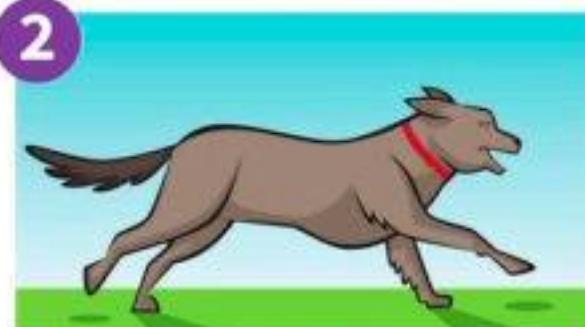
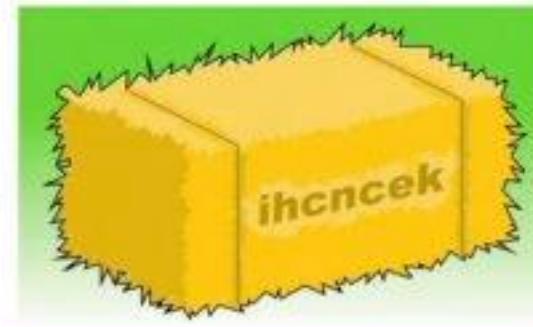
h o r s e



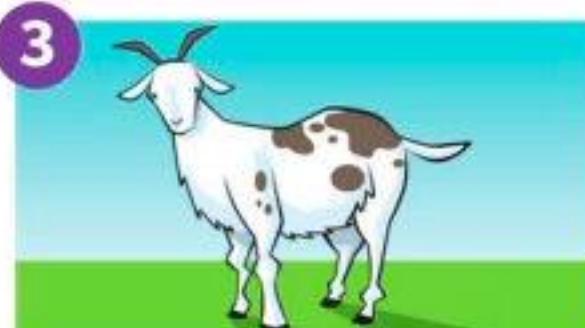
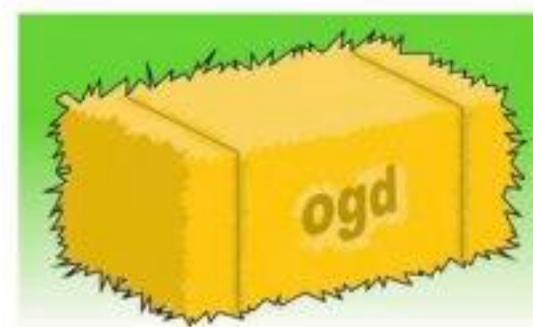
Questions



c h \_\_\_\_\_



d \_\_\_\_\_



g \_\_\_\_\_

Look at your answer. Has it got all the letters?



# mission in action!

## Show your farm.



### Talk about your farm.

Our farm has got three cows.

And it's got a donkey.



### Talk about the animals.

The donkey has got long ears.

The sheep are happy.



### Talk about what the animals give us.

The cows give us milk.



## My mission diary

Activity Book  
page 30

# Review ••• Units 1–3



1 Watch the video and do the quiz.



2 Listen and tick ✓.

1 This is my sister.

a



b



c



3 This is my cat.

a



b



c



2 This is my brother.

a



b



c



4 This is my horse.

a



b



c



3 Look at the picture and remember. Ask and answer.

Where's the red book?

It's on the purple chair.



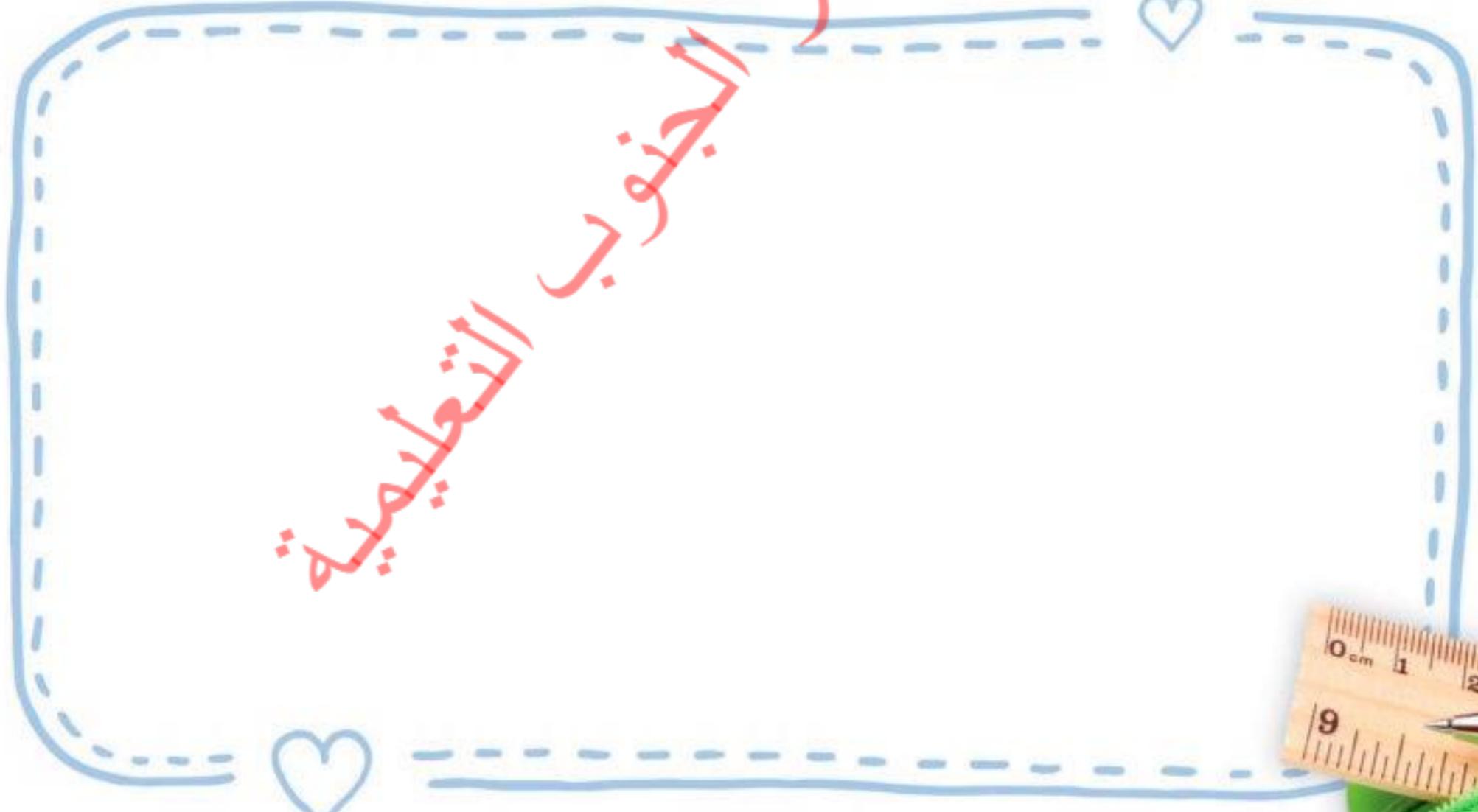
4 1.48

## Listen and follow. Draw lines.

legs      beautiful      old      red      big      green  
ugly      my      arm      hair      and      eyes.  
This      I'm      young      brown      feet      ears  
is      She's      brother,      short      got      He's  
He's      got      Sam.      small      four.      hasn't

5

## Draw you and your family or pets. Then write.



This is me. I've got \_\_\_\_\_.

This is my \_\_\_\_\_ got \_\_\_\_\_.

This is my \_\_\_\_\_.



4

# Food with friends



1

Watch the video. Draw your picnic food.



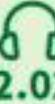
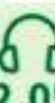
**mission**

Organise a picnic

In this unit I will:

- 1 Find out what food my friends like.
- 2 Buy food for our picnic.

- 3 Write and share a recipe.
- Have a picnic.

1   2.02 2.03**Listen and point. Then listen and number.**2   2.04**Say the chant.**3   2.05**Listen and say yes or no.**

# The Friendly Farm

2.06 

1

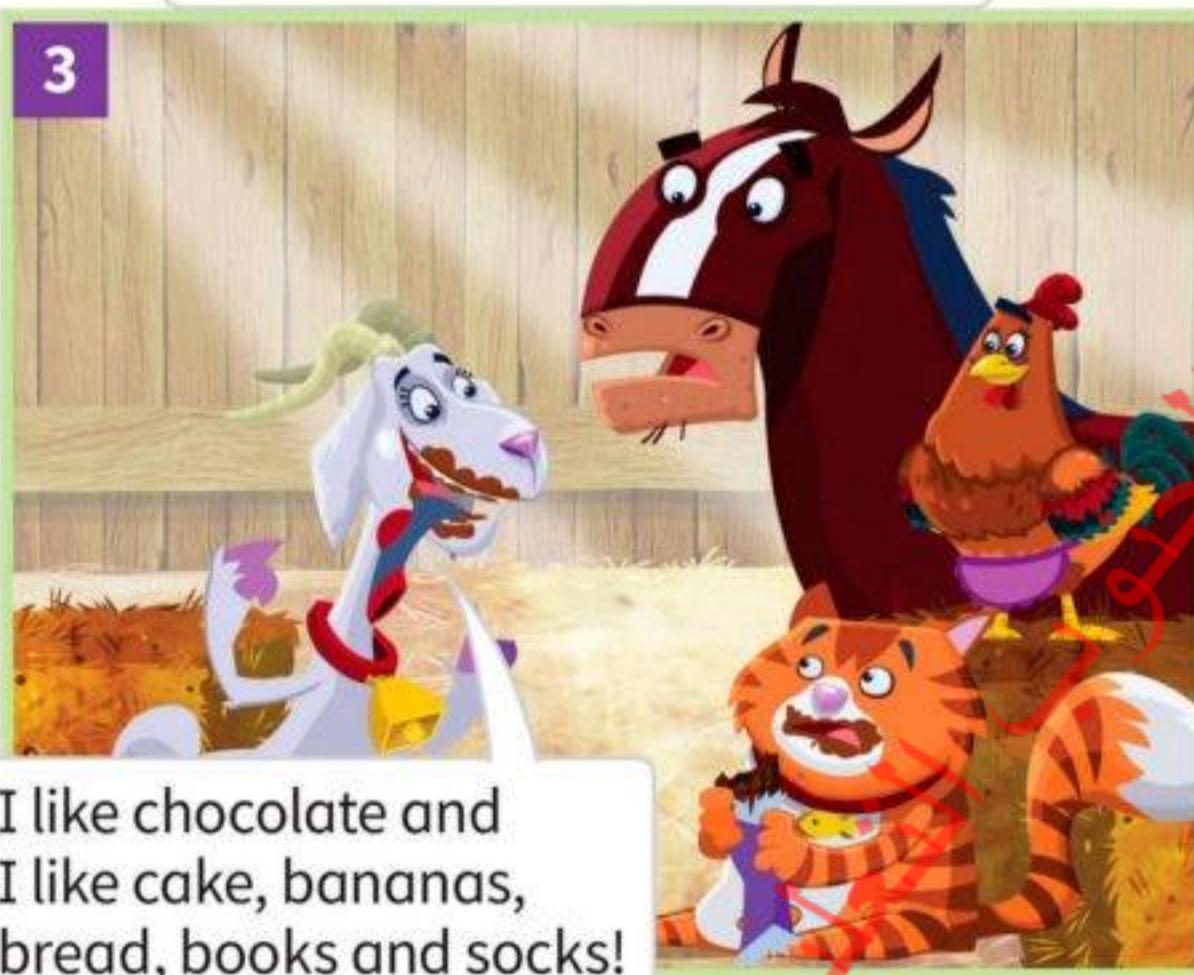


I'm sorry, but I like chocolate.

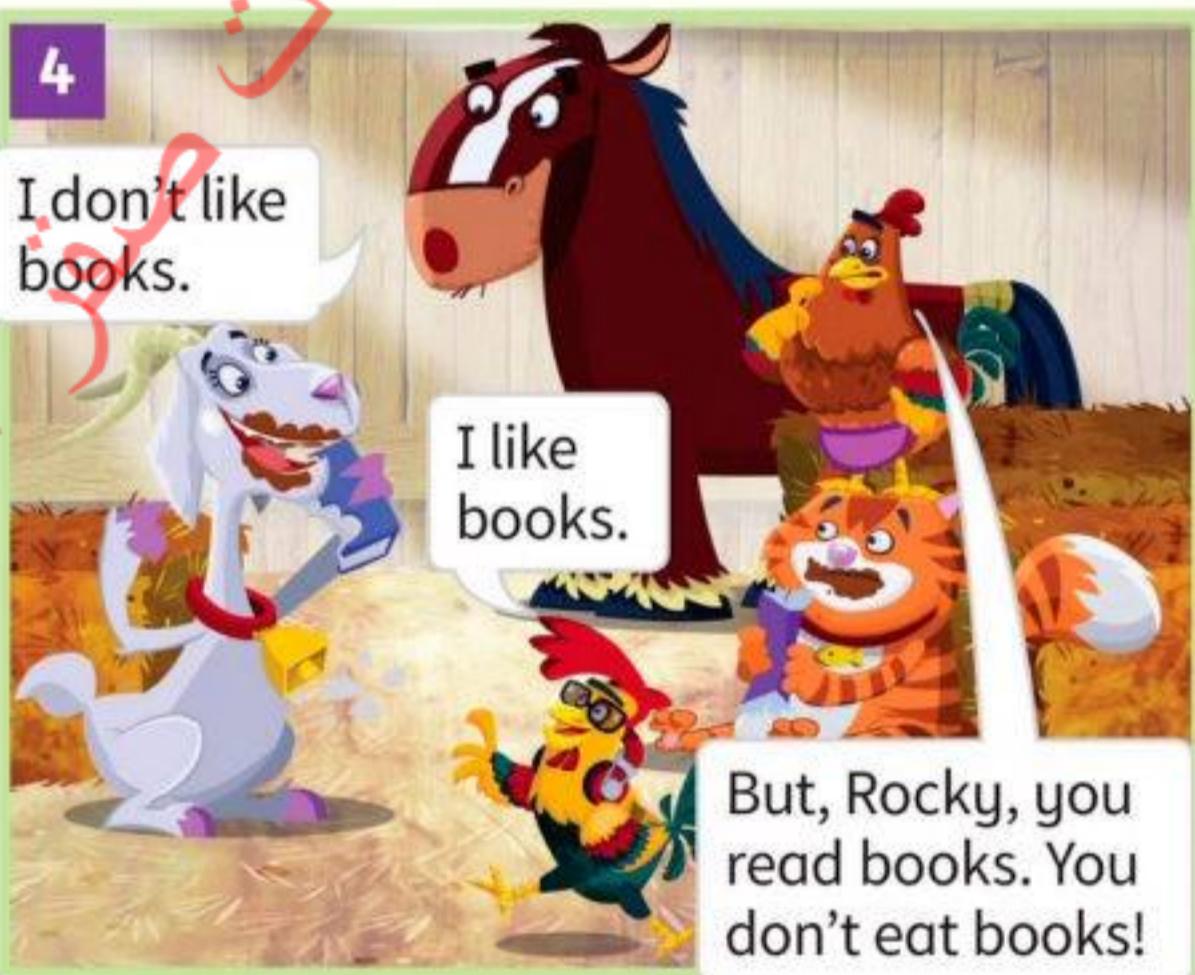
2



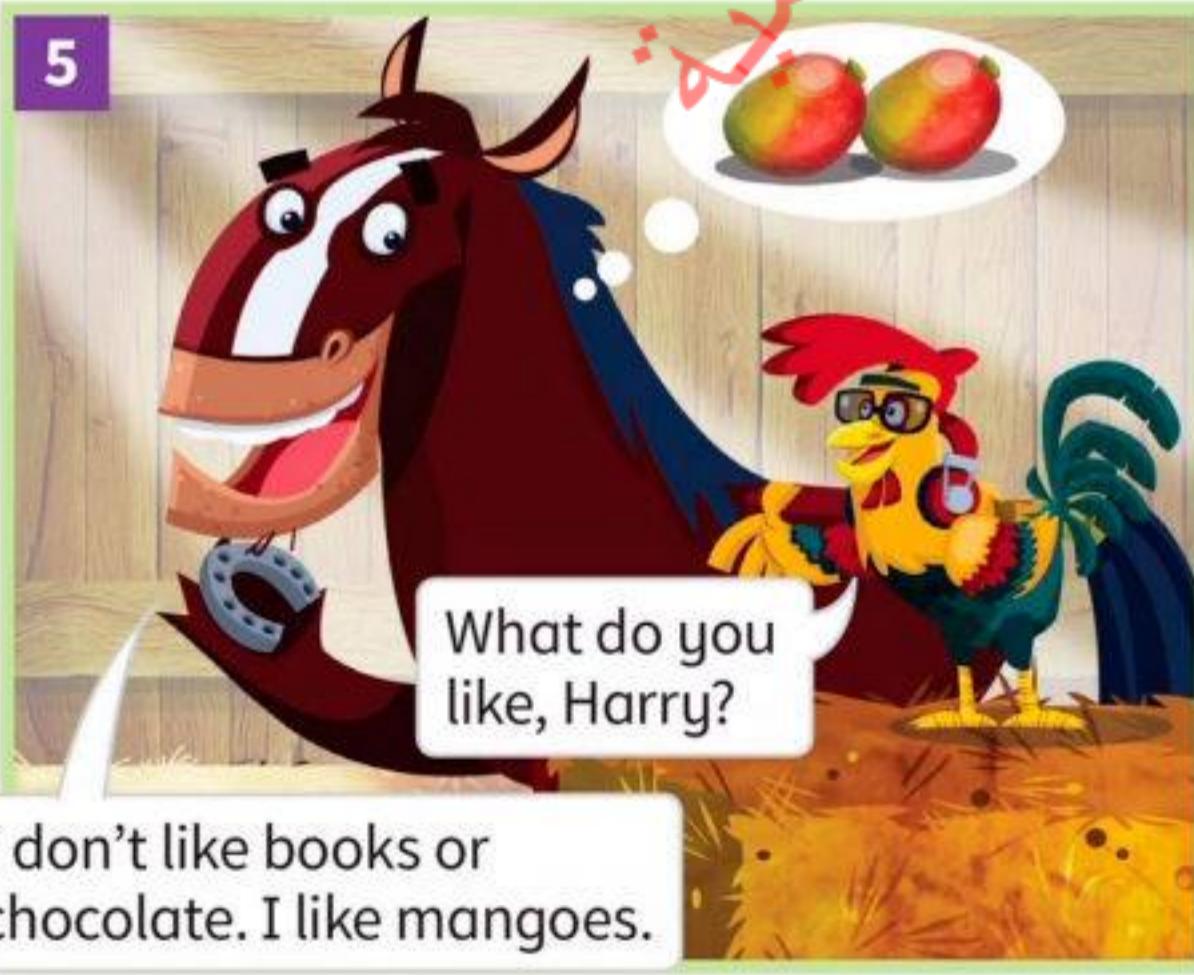
3



4



5



6





## Gracie's Grammar

I like chocolate.

Harry likes mangoes.

I don't like books.

Harry doesn't like chocolate.

Do you like chocolate?

Yes, I do. / No, I don't.



## Listen and stick. Then look, read and write.

1 Mum likes burgers.2 Dad doesn't like   .3 Grandma    lemonade.4 Grandpa    chicken.

## mission

## STAGE 1

Find out what food your friends like.  
Choose food for your picnic.

Do you like burgers?

Yes, I do.

## STAGE 1



My  
mission  
diary  
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page 44



1



Listen and draw. Then sing the song.



Do you like fruit?

Yes, I do.

Do you like juice?

No, I don't ...

I like apples.

I like oranges.

I like grapes

but I don't like juice ...

Do you like salad?

Yes, I do.

Do you like meat?

No, I don't ...

I don't like burgers.

I don't like sausages.

I don't like meatballs

but I like beans ...

fruit

apple

juice

meatballs

beans

grapes

orange

meat

sausage



2

Read, think and say. Compare with your classmates.

Think of ...

- one thing you eat or drink for breakfast.
- two things you eat or drink for lunch.
- three things you eat or drink for dinner.

I like grapes. What fruit do you like?





Which food does she buy? Listen and tick ✓.

1



2



3



### Gracie's Grammar

Can I have some chocolate, ~~please~~? Here you are.

Would you like some ice cream? Yes, ~~please~~. / No, ~~thank you~~.

2

Read and say the dialogue. Act it out.

A

Can I have some apples, ~~please~~?

B

I'm sorry, I haven't got any apples. Would you like some oranges?

A

Yes, ~~please~~.

B

Here you are.

A

Thank you.

## mission

STAGE 2

Buy the food for your picnic.

Can I have some chicken, ~~please~~?

Here you are.

STAGE 2



My  
mission  
diary

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page 44

# Making a recipe



1 Watch the video.



2 Tick ✓ the ingredients. Then listen and check.



pasta



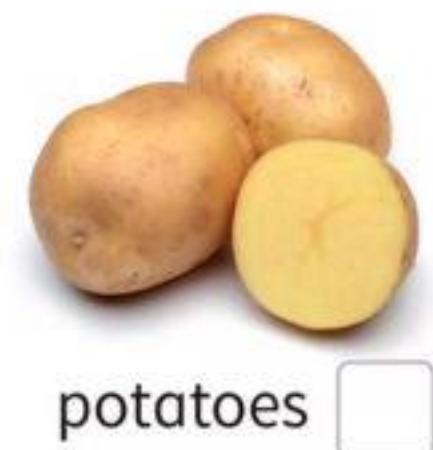
meat



onions



rice



potatoes



cheese



carrots



tomatoes



3 Listen and number.



a



b



c



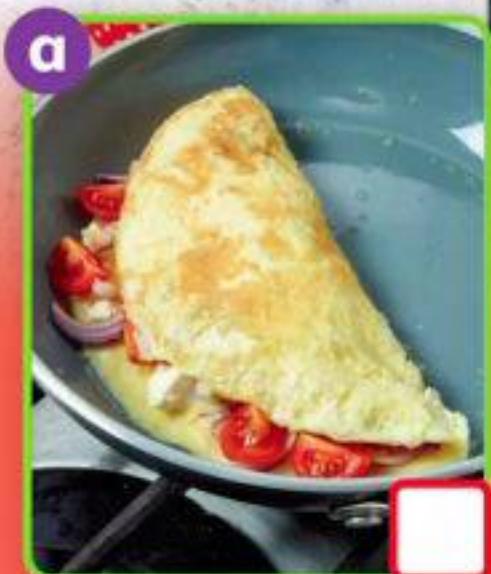
d

1

4 Read and **circle** the food words. Then number the pictures.

## HOW TO MAKE... an omelette!

- 1 You need two **eggs**, some cheese, an onion and some tomatoes.
- 2 Mix the eggs. Cut the onion and the tomatoes.
- 3 Cook the eggs for four minutes.
- 4 Put the cheese, onion and tomato on the eggs.
- 5 Fold the omelette and cook it for one more minute.



## mission

STAGE 3

Make and share your recipe.

My favourite sandwich

This is a monster sandwich. It's got chicken, cheese, meat and salad. Yum!



STAGE 3



My  
**mission**  
diary

Activity Book  
page 44



**1 Talk to a friend. What food do you like to eat on picnics?**

2.15

# A picnic with friends

Mia and Matt want to go on a picnic.

‘Can we cook burgers in the woods, Mum?’

‘No, but you can take sandwiches and fruit.’



Now they’re in the woods. They’ve got sandwiches, fruit, lemonade and ... chocolate!

‘Would you like some chocolate, Matt?’

‘Yes, please!’ Matt likes chocolate.

‘Here you are.’



Mia likes egg sandwiches. Matt wants chicken sandwiches. He wants lemonade too.

‘Would you like a banana or a watermelon?’

‘A banana, please,’ says Mia.

‘A banana and a watermelon, please,’ says Matt.





But what about the crumbs?  
‘We don’t need the scarecrow now,’ says Matt. So Mia takes the scarecrow down.

‘Come on, birds,’ calls Matt.  
‘Come and eat the crumbs!’

It’s good to share your picnic with friends!

But what’s this? Birds!  
‘Hey! Go away!’  
‘We need a scarecrow,’ says Mia.  
They put the watermelon and some clothes on a stick. The birds don’t like the scarecrow. They fly away!  
Mia and Matt finish eating.



2

## How do they feel? Read and circle.

- When the children can’t cook burgers in the woods, Matt feels:  
- When Matt sees the chocolate, he feels:  
- When the birds arrive, Matt feels:  
- At the end of the story, the children feel:  

3



## Ask and answer.

Where do you have lunch?

At home.

Who do you have lunch with?

With my family.



# 1 Look at the pictures in Activity 3. What can you see?

I can see ...

2 2.16

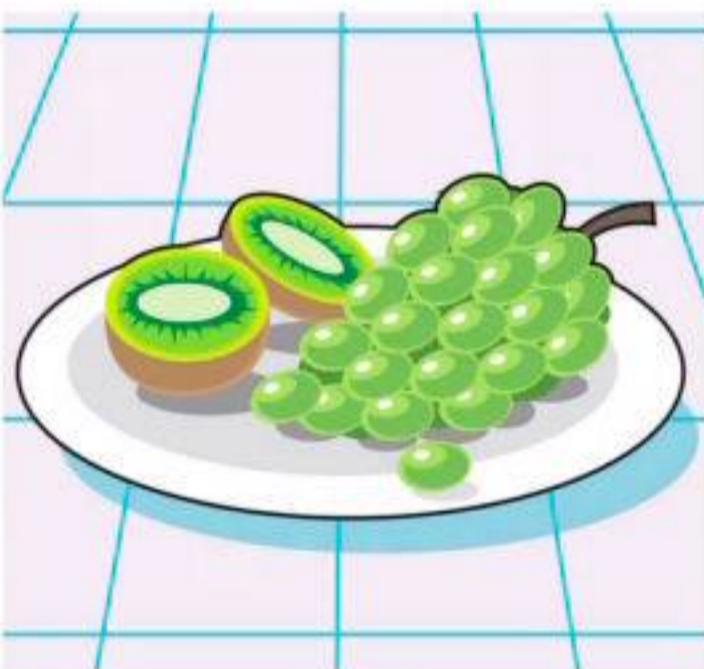
# Look at Activity 3 and listen. Which picture is not correct?

It isn't picture ... because ...

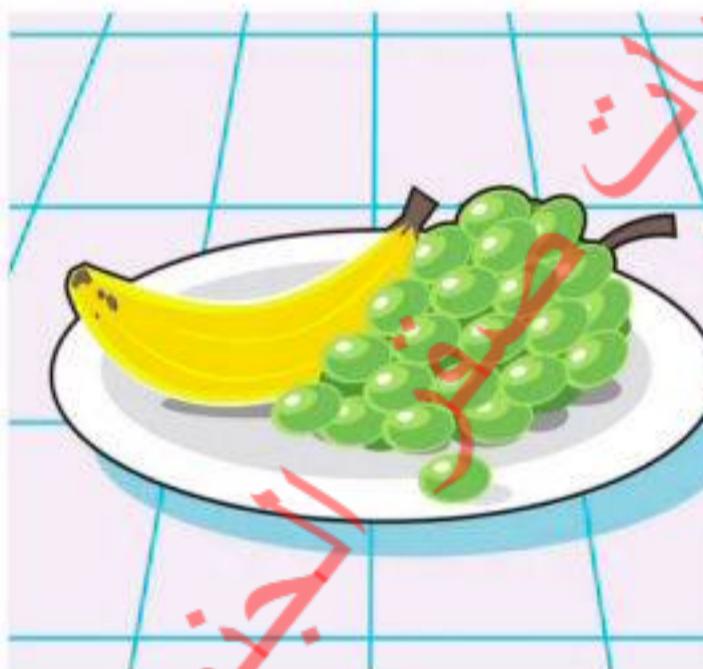
3 2.17

# Listen and tick (✓) the box. There is one example.

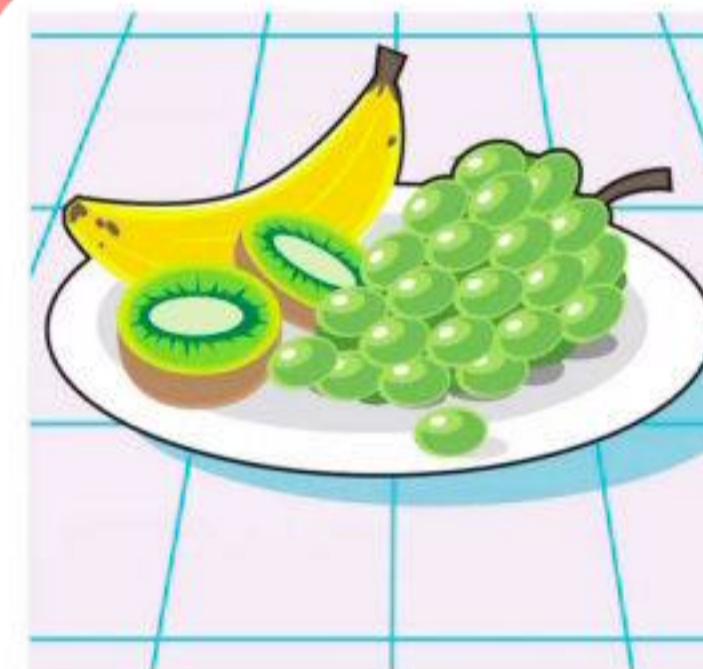
What food would Dan like?



A



B

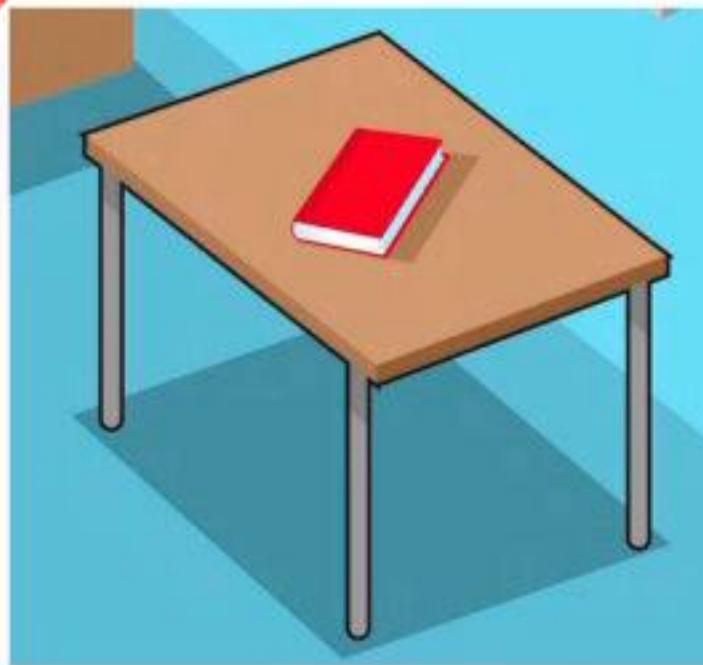


C

1 Where's Lucy's book?



A



B



C

Think about what's different in pictures A, B and C.



# mission in action!

## Have a picnic.



Make some food for the picnic.



Present your food to the class.



Have a picnic.

Look! This is my sandwich.

Would you like a banana?

Can I have some water, please?



Talk about the food at the picnic.

Yum! I like grapes.

Me too.



COMPLETE





5

# Happy birthday!



Watch the video. Draw a toy.



mission

Have a present-giving party

In this unit I will:



Ask my friends about their toys.



Choose a present for my friend.



Make and write a card.



Give the present.

1  2.18

**Listen and point. Then listen again and colour the toys.**

2  2.19

**Say the chant.**

3  2.20

**Listen and say yes or no.**

# The Friendly Farm



1 Mum! It's Jim and Jenny's birthday. Jim's got a new kite.

What colour's his kite?

It's blue. It's his favourite toy.

2

A red car! Cool! Whose car is that?

It's Jenny's new car. It's her birthday present.

3

Can we make a birthday present for Jim and Jenny?

Jenny likes dolls!

No, she doesn't and Jim doesn't like dolls.

4

Jenny's favourite toy is her car. Jim's favourite toy is his kite.

Yes! What can we make for their present?

5

Look at our birthday present for Jenny and Jim.

What is it?

It's a plane. Their present's a plane.

6

Their present's a plane? Oh no! Not a plane!



## Gracie's Grammar

**Whose** bike is this?

It's **Jim's** bike. **His** bike's orange.

**Whose** car is this?

It's **Jenny's** car. **Her** car's red.

**Whose** house is this?

It's **Jim and Jenny's** house.

**Their** house is yellow.

1



**Listen and stick. Then look, read and write.**



1 Jim's favourite toy is his kite.

3 Eva                    favourite toy is                    doll.

2 Grandma's favourite toy is her                   .

4 Tom                    favourite toy is                    robot.

## mission

STAGE 1

**Ask your friends about their toys.**

Do you like kites?

Yes, I do.

Have you got a kite?

No, I haven't.

STAGE 1



My  
**mission**  
diary

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1

2.24

Listen and **circle**. Then sing the song.

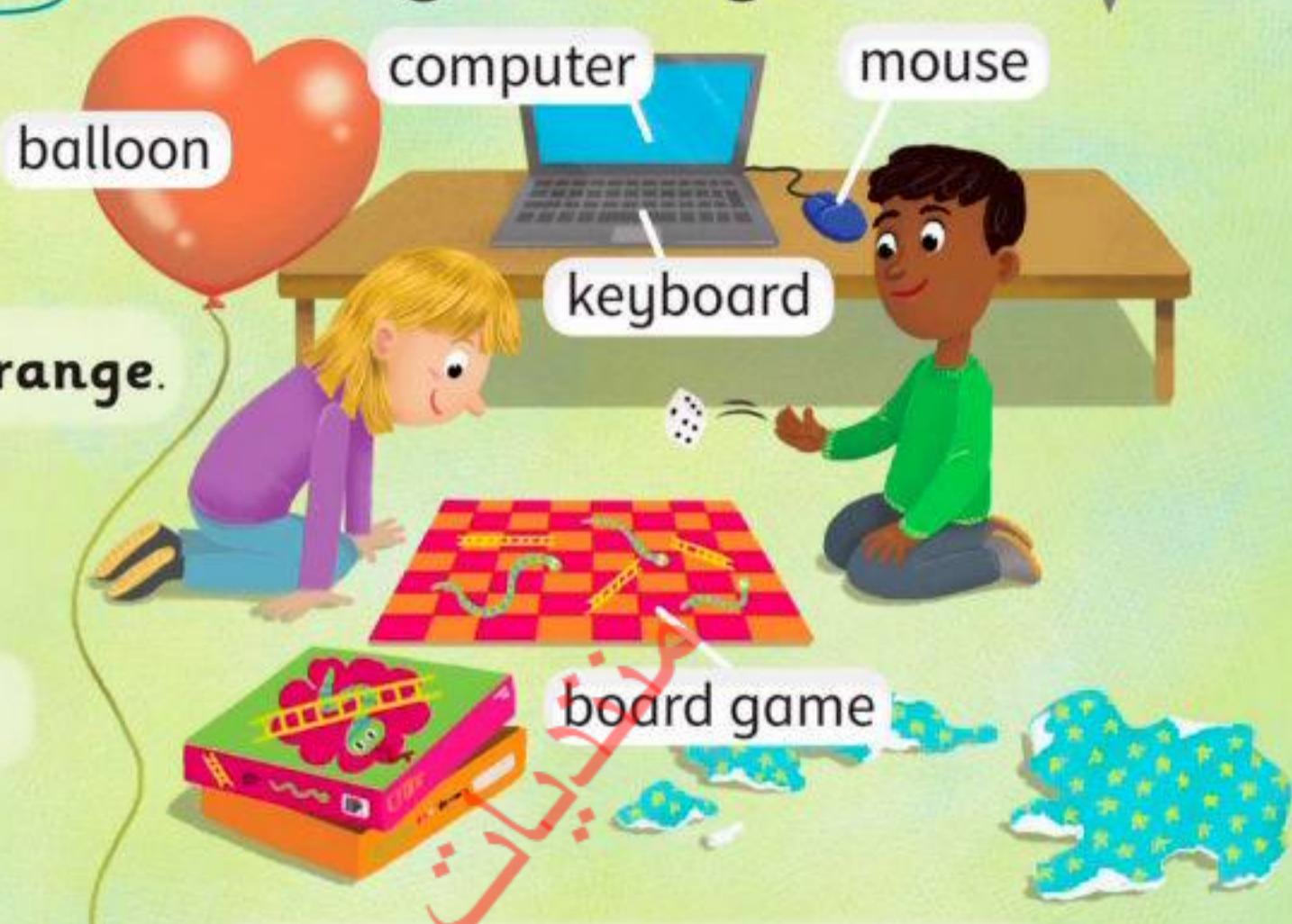
ship



We've got a cool computer.  
It's got a grey keyboard.  
It's got a grey keyboard.  
Woohoo! The mouse is **blue / orange**.

She's got a purple toy box  
and her balloon is big.  
And her balloon is big.  
Woohoo! Her radio's **old / new**.

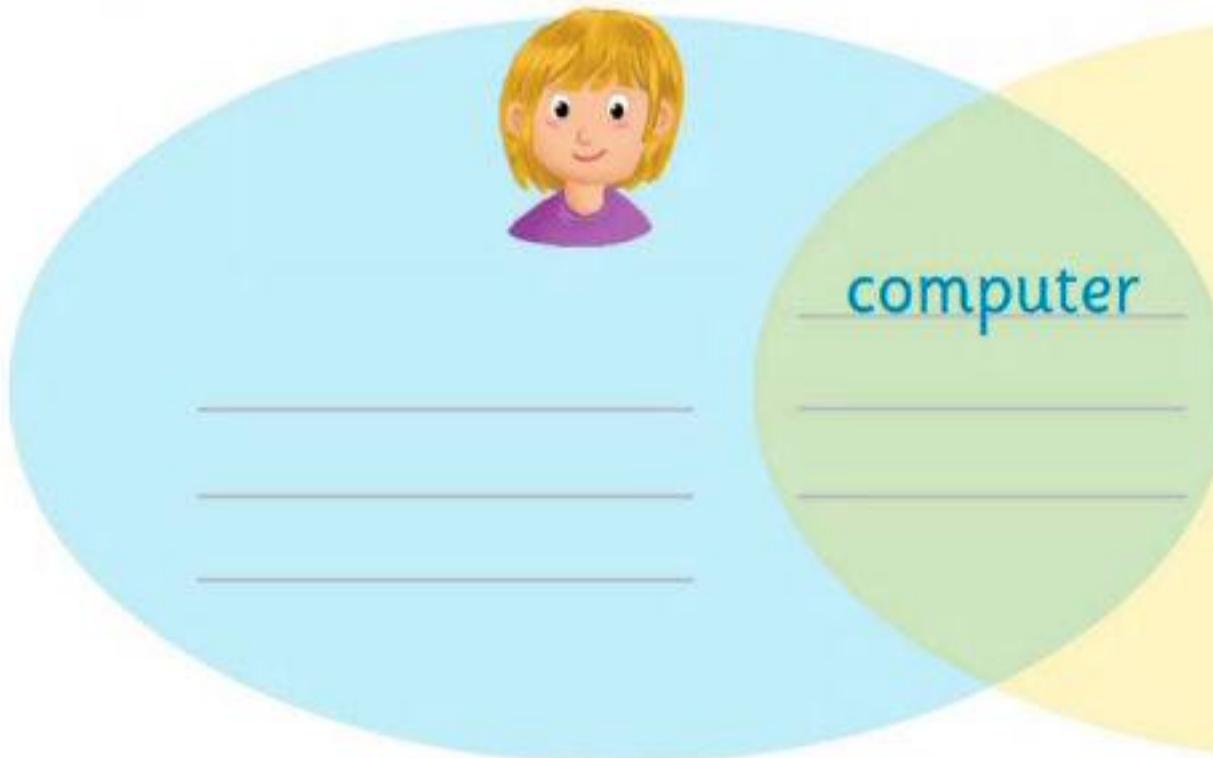
He's got a helicopter.  
His helicopter's small.  
His helicopter's small.  
Woohoo! His teddy's **blue / green**.



We've got a big white toy ship.  
We've got a new board game.  
We've got a new board game.  
Woohoo! Our board game's **big / new**.

Woohoo! The mouse is blue.  
Woohoo! Her radio's new.  
Woohoo! His teddy's blue.  
Woohoo! Our board game's new.

## 2 Write the toys.



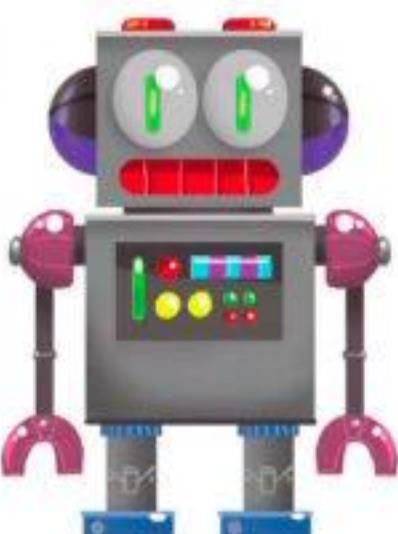
I love the boy's helicopter!  
Which is your favourite  
toy from the song?



1 

Which toy do they buy? Listen and tick ✓.

1



2



3



2.27

## Gracie's Grammar

Does he **want** a teddy?Yes, he **does**. / No, he **doesn't**.What **does** he **want**?He **wants** a helicopter.

2

Read and say the dialogue. Act it out.

A

What does your friend want?

B

I think he wants a kite.

A

Does he want the big orange one?

B

No, he doesn't want that one.

A

Does he want the small yellow one?

B

Yes, he does.

## mission

STAGE 2

Choose a present for your friend.  
Draw, wrap and say.I think my friend  
wants a teddy.Does he want a big  
teddy or a small teddy?

STAGE 2

My  
mission  
diaryActivity Book  
page 56

# Shapes around us



1 Watch the video.



2 Listen and say.

1



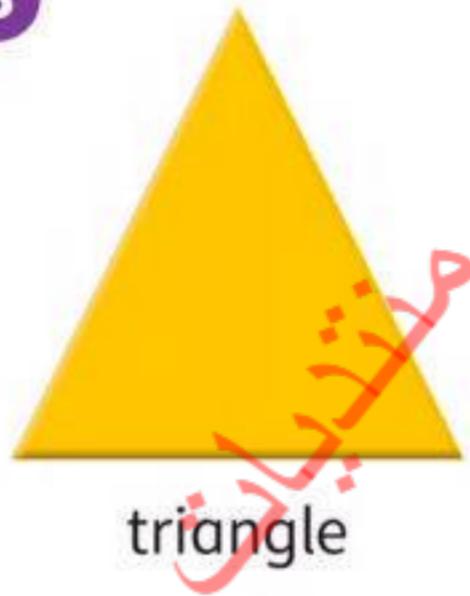
circle

2



square

3



triangle

4



rectangle

3

Look at the toys. What shapes can you see?



I can see four triangles.

It's the kite!

## 4 Look, read and write.

square circles green rectangle red rectangles

This is my toy robot. It's got two green arms, two green legs and two   feet. Its head is a green  . Its eyes are red and yellow  . Its mouth is a white  . Its body is a green square with two big grey  . It's cool!

5 Look around your classroom.  
What shapes can you see?

Look! The board is a rectangle.

# mission

STAGE 3

## Make and write a card for your friend.

- Draw a shapes picture on the card.
- Write a message in the card.



My  
mission  
diary  
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page 56

1 Look at the pictures. What toys can you see? What's your favourite toy?

6.2.29

# The twins and their robots

Dora and Cora are twins. They like toys. They've got a teddy, a car, a plane, a monster and an alien. But Dora's favourite toy is a robot. Its name is Bill. Cora's favourite toy is a robot too. Its name is Jill.



Dora and Cora like their new robots. The twins are very happy.



One day, Dora says, 'Can I play with Jill, please?'

'Yes,' says Cora. 'Here you are. And can I play with Bill, please?'

'Yes,' says Dora. 'Here you are.'





'Jill is *my* robot,' says Dora.

'No, she isn't!' says Cora. 'Jill's *my* robot!'

'Bill is *my* robot,' says Cora.

'No, he isn't!' says Dora. 'Bill's *my* robot!'

Oh, no! The twins are very angry now.



'Can I have Bill, please, Cora?' says Dora.

'OK,' says Cora. 'Here you are. I'm sorry, Dora.'

'Can I have Jill, please, Dora?' says Cora.

'OK,' says Dora. 'Here you are. I'm sorry, Cora.'

The twins are happy again.

## 2 Act out the story.

Can I play with Bill, please?

Yes. Here you are.

## 3

### Ask and answer.

Have you got a brother or sister?

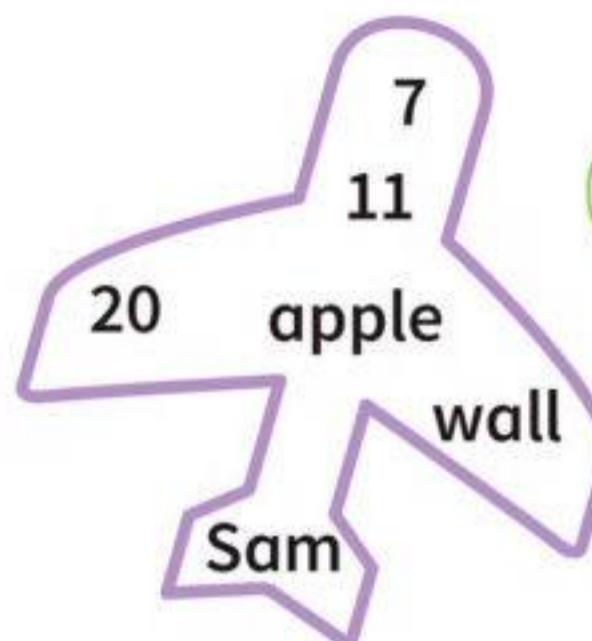
I've got a brother.

What toys do you play with?

My ball and my doll.



## 1 Practise with a friend. Say and write.



## 2 Ask and answer.

Where do you live?

I live in Lime Street.

How do you spell that?

It's L-I-M-E.

## 3 Read the questions. Is the answer a name or a number?

## 4 Listen and write a name or a number. There are two examples.

Examples

What's Mark's family name?

Small

How old is Mark?

7

Questions

1 How many kites has Mark got?

2 Where does Mark live?

in \_\_\_\_\_ Street

3 What number is Mark's house?



Go to page 120.  
Practise the alphabet  
and numbers 1–20.




**mission** in action!

Have a present-giving party.

★ Give the card to your friend.

Here you are, Carla.

Thank you, Hugo. I can see a circle and two triangles.

★ Give the present to your friend.

Here you are.

Thank you!

★ Your friend plays a guessing game.

I think it's a doll.

No, it isn't.

Is it a robot?

★ Your friend opens the present.

Cool! It's a robot. I like robots!

My  
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diary

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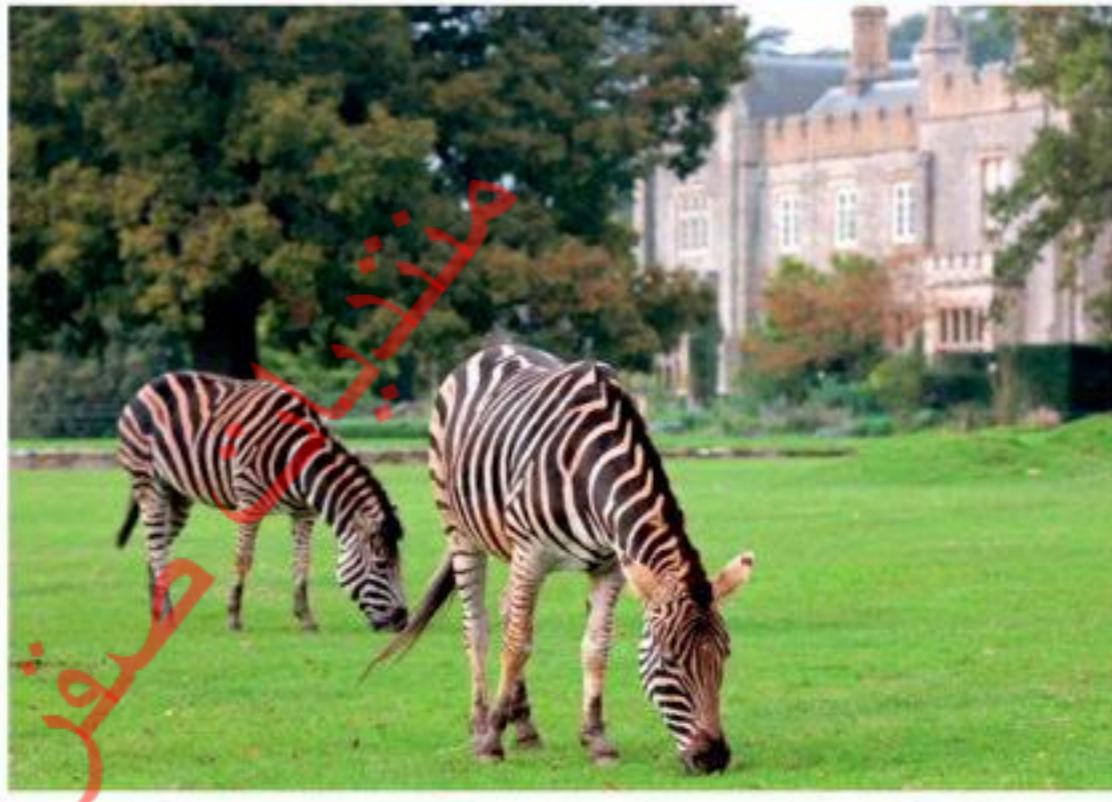
## 6

## A day out

1



Watch the video. Draw an animal.



## mission

Plan a wildlife tour

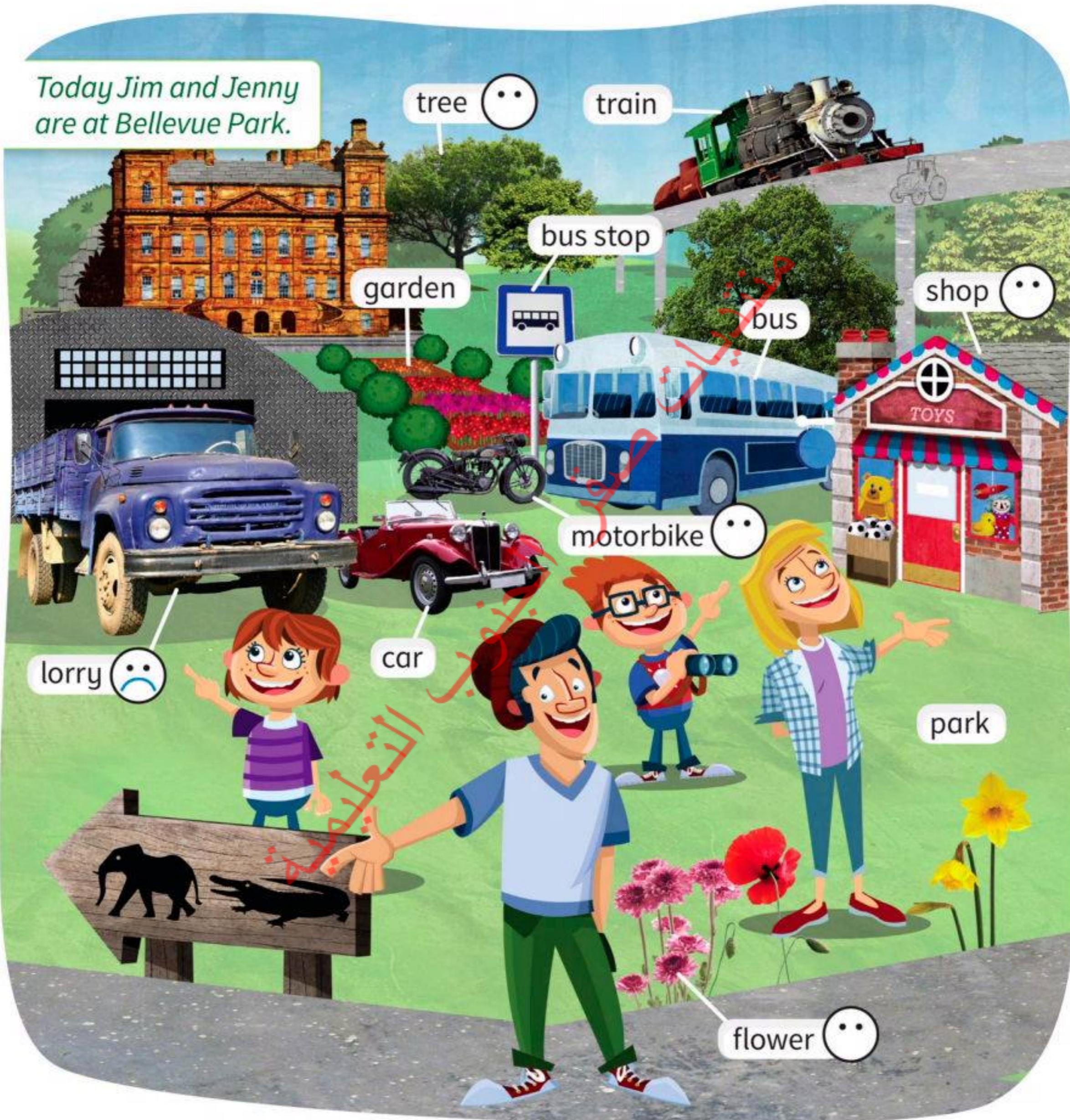
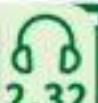
**In this unit I will:**

- 1 Play the bus game.
- 2 Choose animals for our tour.

- 3 Make a map of the wildlife park.
- ★ Act out our wildlife tour.

1  2.31

**Listen and point. Then listen again and draw.**  
**What does Mrs Friendly like?**

2  2.32**Say the chant.**3  2.33**Listen and say yes or no.**

# The Friendly Farm



1

Jenny and Jim are at Bellevue Park with their mum and dad.

2

There's a big lorry.

And animals.

There are old cars and motorbikes there.

Is there? What's in it?

3

Are there new animals?

I don't know, but I don't like it.

4

Cameron doesn't like it! There's a lorry and animals!

Animals! Are there new animals in the lorry?

We don't know.

5

It's OK everyone. There are young trees and flowers in the lorry. There aren't any new animals.

They're for Grandpa's new garden.

6

It's OK, Henrietta. There aren't any animals. There are flowers for Grandpa's new garden. I like flowers.



## Gracie's Grammar

**There's** a car.

**There isn't** a train.

**There are** two lorries.

**There aren't** any shops.

**Are there** any animals? Yes, **there are**. / No, **there aren't**.

1 

**Listen and stick. Then look, read and write.**



1 **There are** some cars.

3 **There is** a bus.

2 **There is** a lorry.

4 **There are** two motorbikes.

## mission

STAGE 1

**Play the bus game.**

Look! There's a motorbike.

There's a motorbike and a lorry.

There's a motorbike, a lorry and a park!

STAGE 1



My  
**mission**  
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1



Listen and act out the animals. Then sing the song.



We're all at the zoo.  
Look at the animals ...  
Bear, there's a bear.  
Snake, there's a long snake.  
There's a green crocodile.  
Monkey, there's a monkey.  
Tiger, there's a tiger.  
There's a grey elephant.



**Chorus**

Lizard, there's a lizard.  
Giraffe, there's a giraffe.  
There are two polar bears.  
Hippo, there's a hippo.  
Zebra, there's a zebra.  
There's a green crocodile.

**Chorus**

**2 Play the game. Correct your friend.**

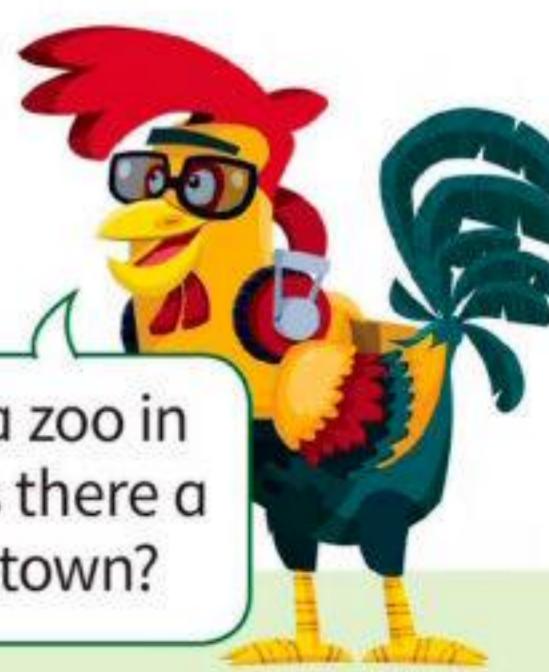
There's a small bear.

No, there isn't. There's a big bear.

There's a red and yellow zebra.

No, there isn't. There's a black and white zebra.

There isn't a zoo in my town. Is there a zoo in your town?



1 

Which game do they play? Listen and tick ✓.

1



2



3



## Gracie's Grammar

Let's play a game.

That's a good idea.

Let's make our game.

OK.

2

Read and say the dialogue. Act it out.

A

Let's make our game.

B

Oh, yes. That's a good idea.

A

Let's colour the elephants grey.

B

OK. That's nice.

mission 

STAGE 2

Choose animals for your wildlife tour.

Let's look at the elephants.

OK. Let's look at the zebras too.



My  
mission  
diary  
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page 68

# Animals in the wild



1 Watch the video.



2

Tick ✓ the animals that live in the jungle.

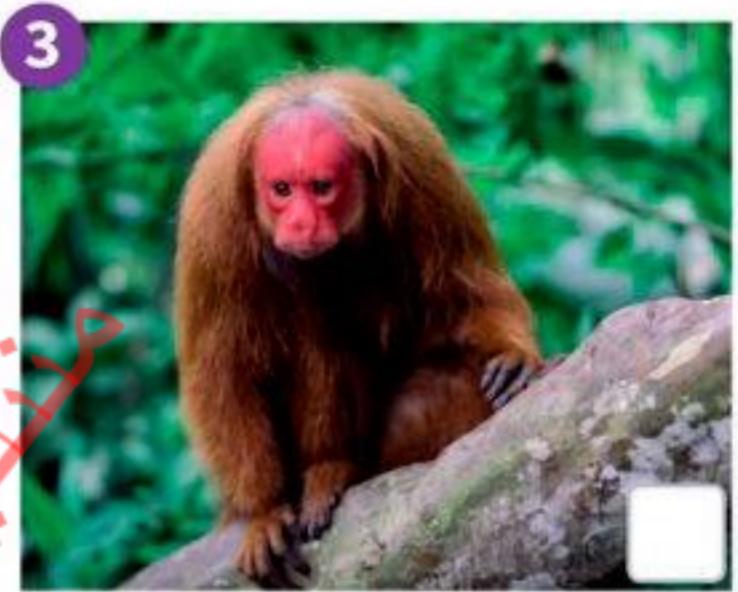
1



2



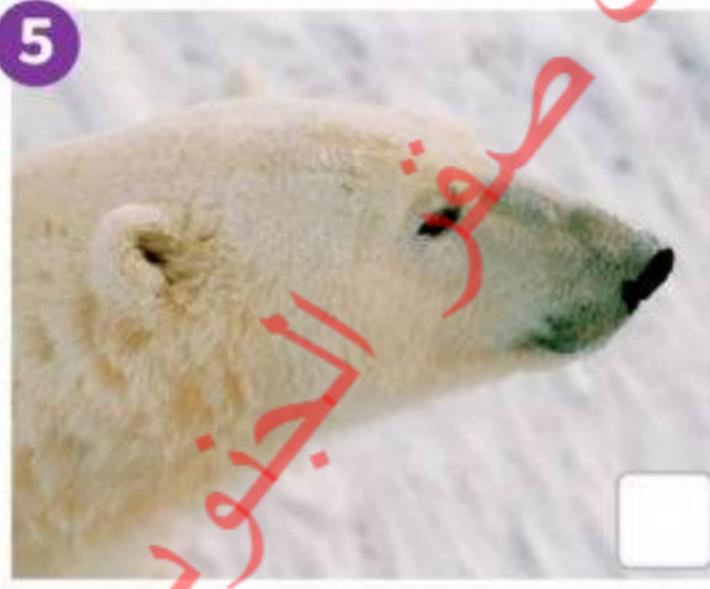
3



4



5



6



3

Help the other animals get home.

1



2



3



a



b



c



4 Read and write the animals.

1 This animal lives in Antarctica. It lives near the sea. It can swim and it can eat fish and drink sea water. It's very cold in Antarctica. The animals stand together so they don't get cold. What is it?

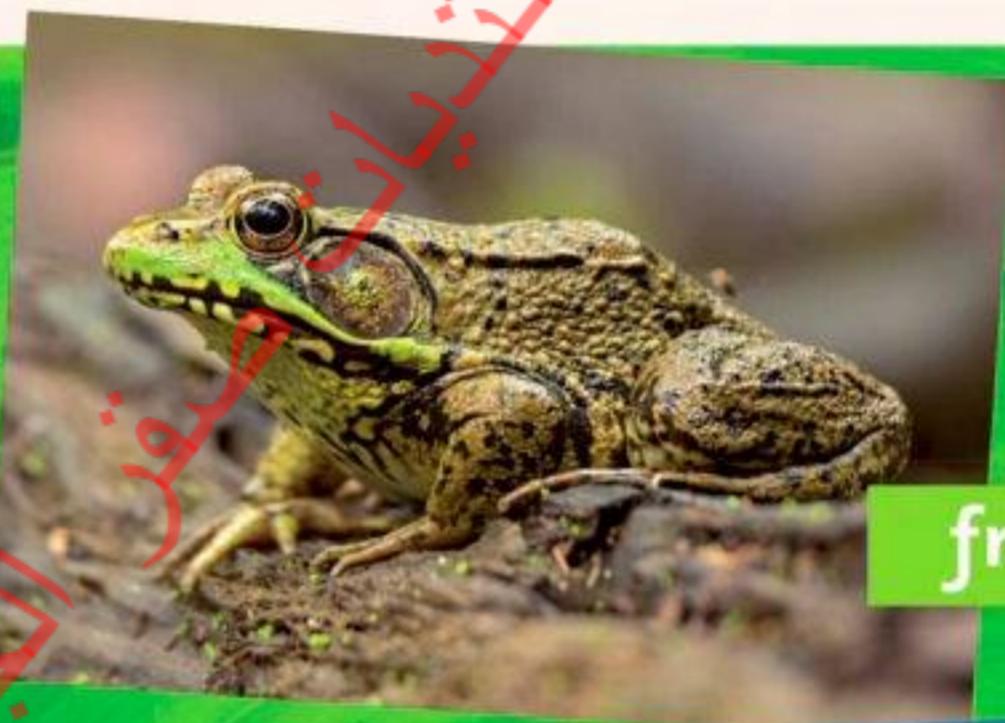
It's a \_\_\_\_\_.

2 This animal lives in the hot jungle. It hasn't got any legs but it can climb trees. It eats birds, frogs and other small animals in the jungle. What is it?

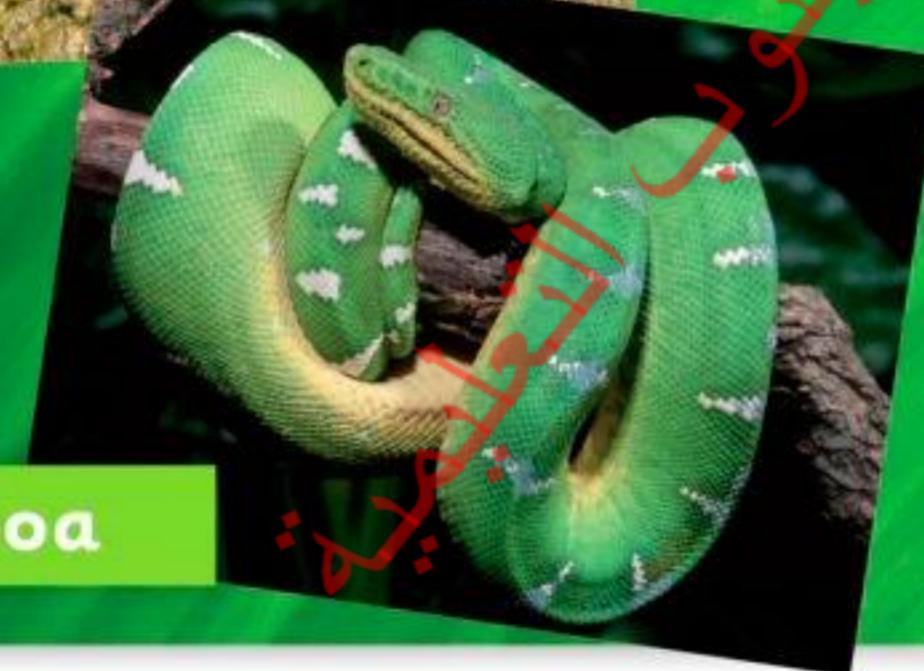
It's a \_\_\_\_\_.



rhino



frog



boa



penguin

**mission** STAGE 3

**Make a map of your wildlife park.  
Put the animals in their habitats.**

The monkeys are in the jungle.

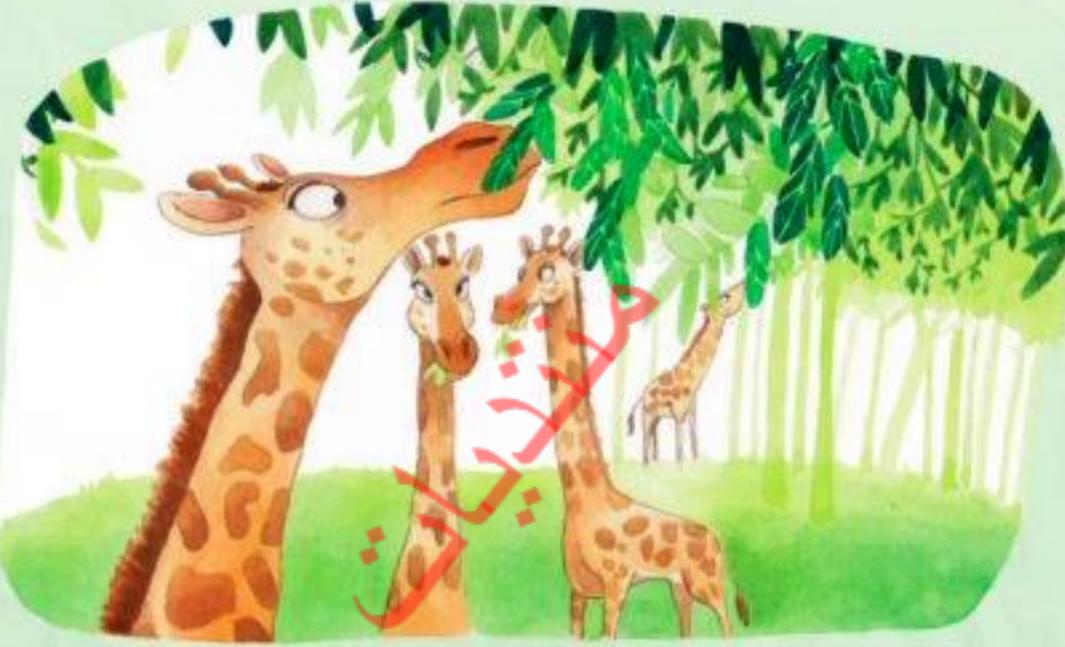


My  
**mission**  
diary  
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page 68

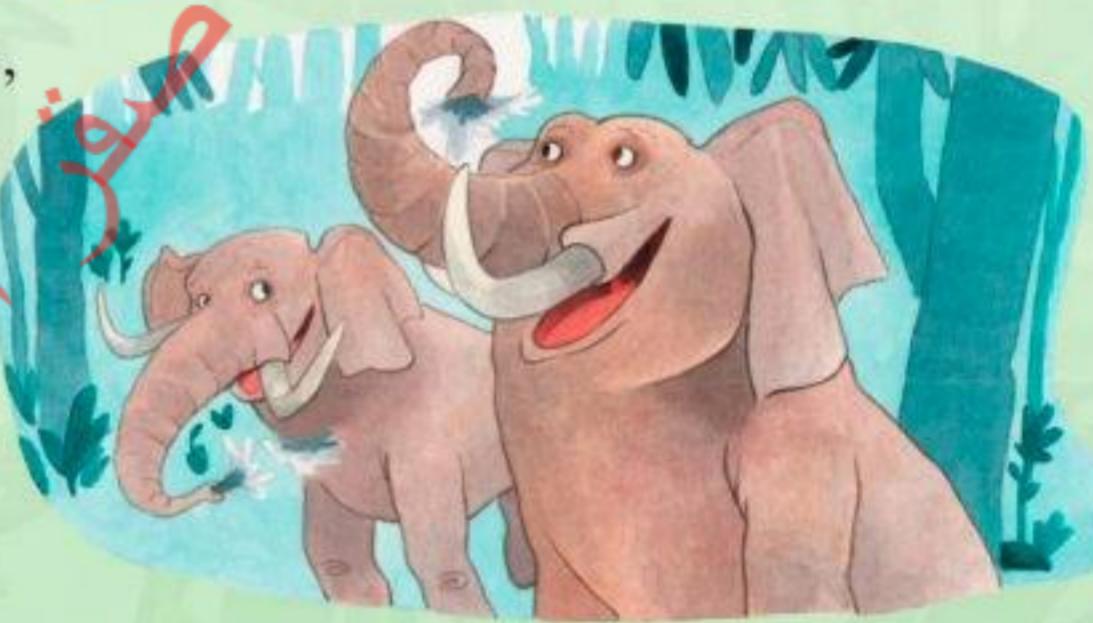
1 Look at the pictures. Which animals can you see? Which is your favourite animal?

## When we go to the zoo

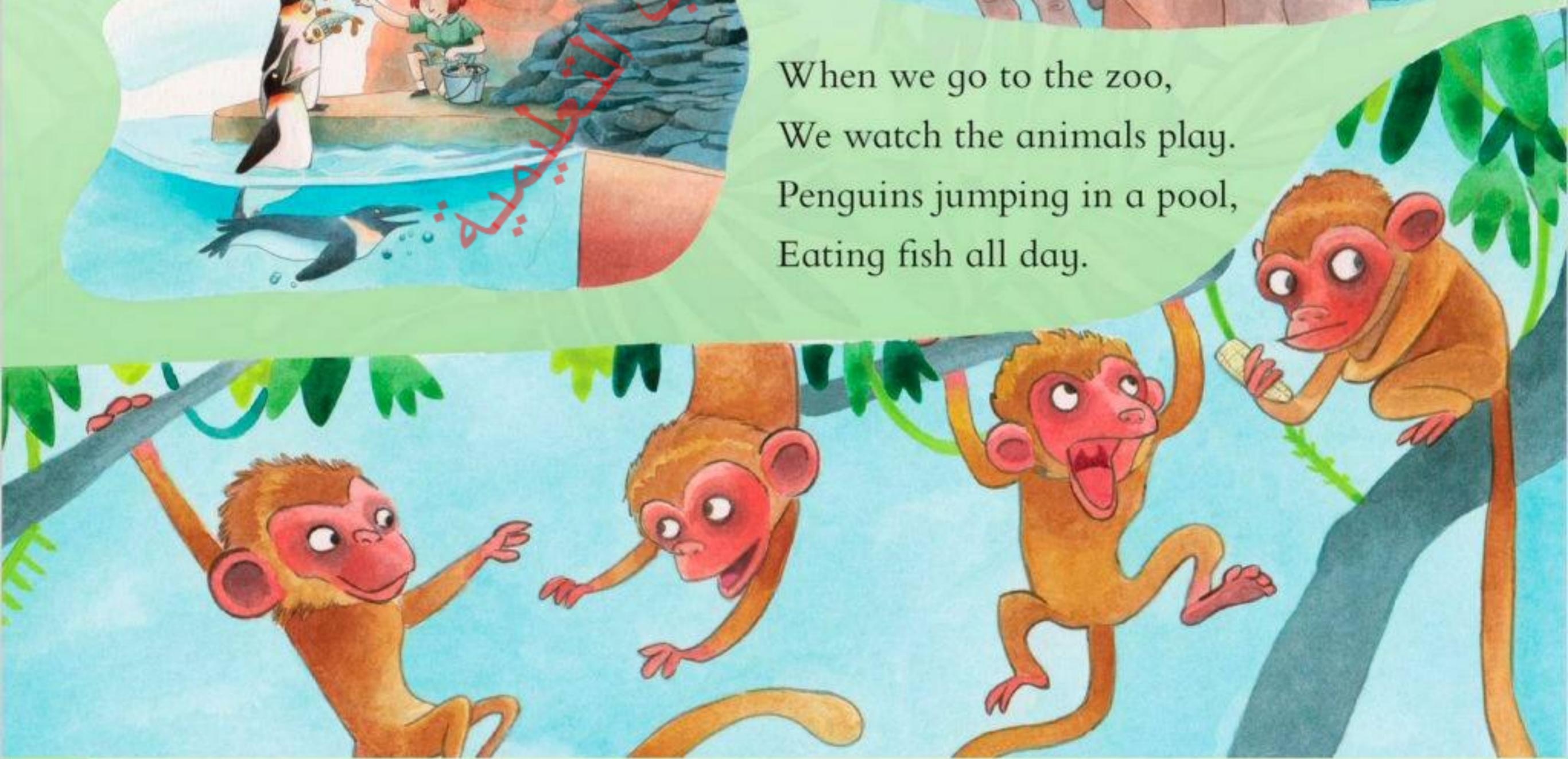
When we go to the zoo,  
There are lots of things to see.  
Tall giraffes with long thin necks,  
Eating leaves from a tree.

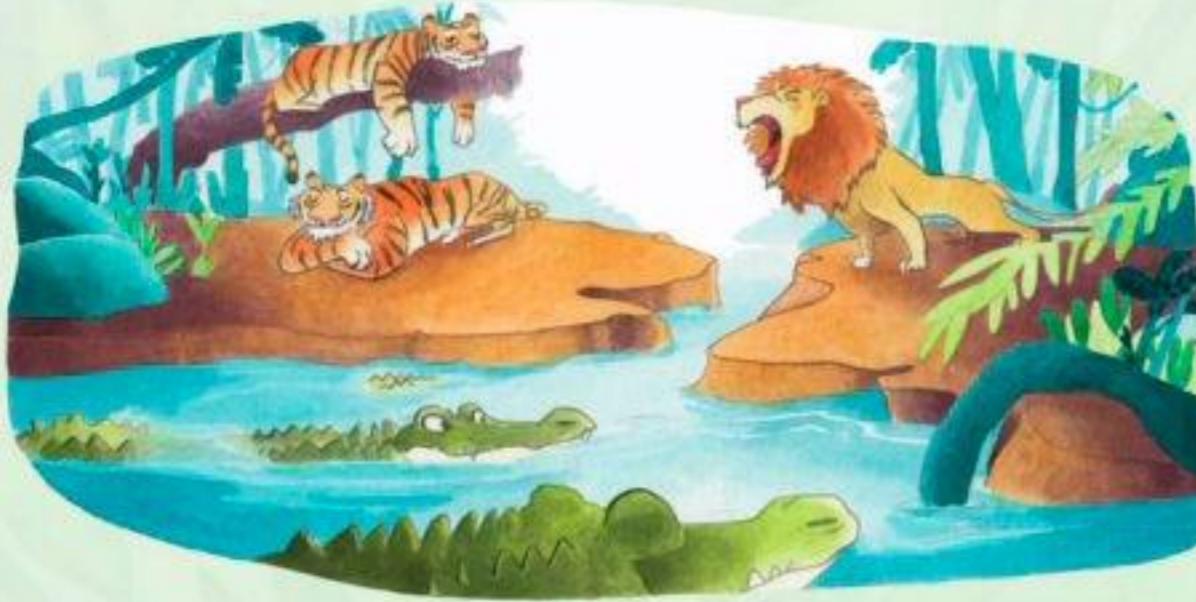


Big grey elephants, swinging their trunks,  
Looking for something to do.  
But I really like the monkeys,  
When we go to the zoo.



When we go to the zoo,  
We watch the animals play.  
Penguins jumping in a pool,  
Eating fish all day.





When we go to the zoo,  
There are lots of things that are fun.  
Pink flamingos with long thin legs,  
Standing on only one.

Tigers sleeping, crocodiles swimming,  
And scary lions roaring too.  
But I really like the monkeys,  
When we go to the zoo.



~~Black~~ and white pandas rolling about,  
Eating sticks of bamboo.  
But I really love the monkeys,  
When we go to the zoo.



## 2 Answer the questions.

- 1 How many animals are in the poem?
- 2 Which is the author's favourite animal?
- 3 How do you know?



## 3 Ask and answer.

Who do you go to the zoo with?

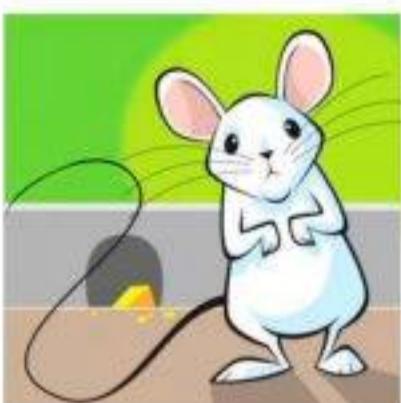
I go with my grandpa.

What zoo animals do you love?

I love the zebras.



# 1 Read and write the names of the animals.



mouse



snake



bird



monkey



frog

- 1 It's green and it likes water.
- 2 It's got a long body and it hasn't got legs.
- 3 It lives in the trees and it's got a long tail.
- 4 It's small and it's got a long tail.
- 5 It's small and it can fly.

frog

# 2 Look at the picture in Activity 3. Say three things about the animals.

# 3 Read this. Choose a word from the box. Write the correct word next to numbers 1–3. There is one example.



Tigers are very big cats! A tiger's body and tail are orange and black.

A tiger has got two <sup>(1)</sup> \_\_\_\_\_.

It walks or runs on four <sup>(2)</sup> \_\_\_\_\_ and it eats <sup>(3)</sup> \_\_\_\_\_.



handbag eyes tablet

There are two extra words.



# mission in action!

Act out your wildlife tour.



Design a tour around your wildlife park.



Let's see the monkeys first.

Then, let's go to the rhinos.



Plan what to say about the animals.



What can we say about the monkeys?

Let's talk about their habitat.

Good idea.

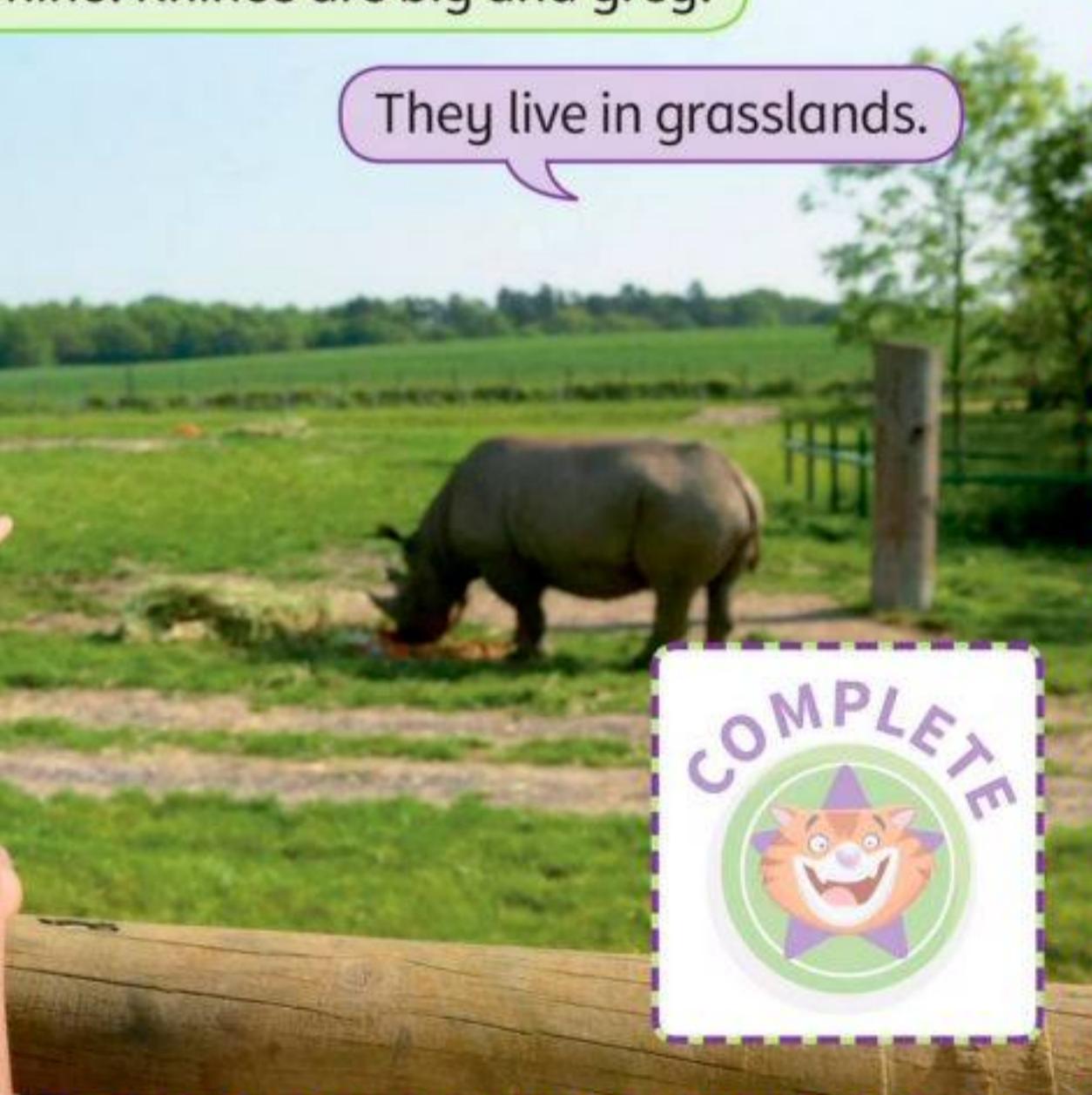
Let's talk about their food.



Act out a tour of your wildlife park.

This is a rhino. Rhinos are big and grey.

They live in grasslands.



COMPLETE



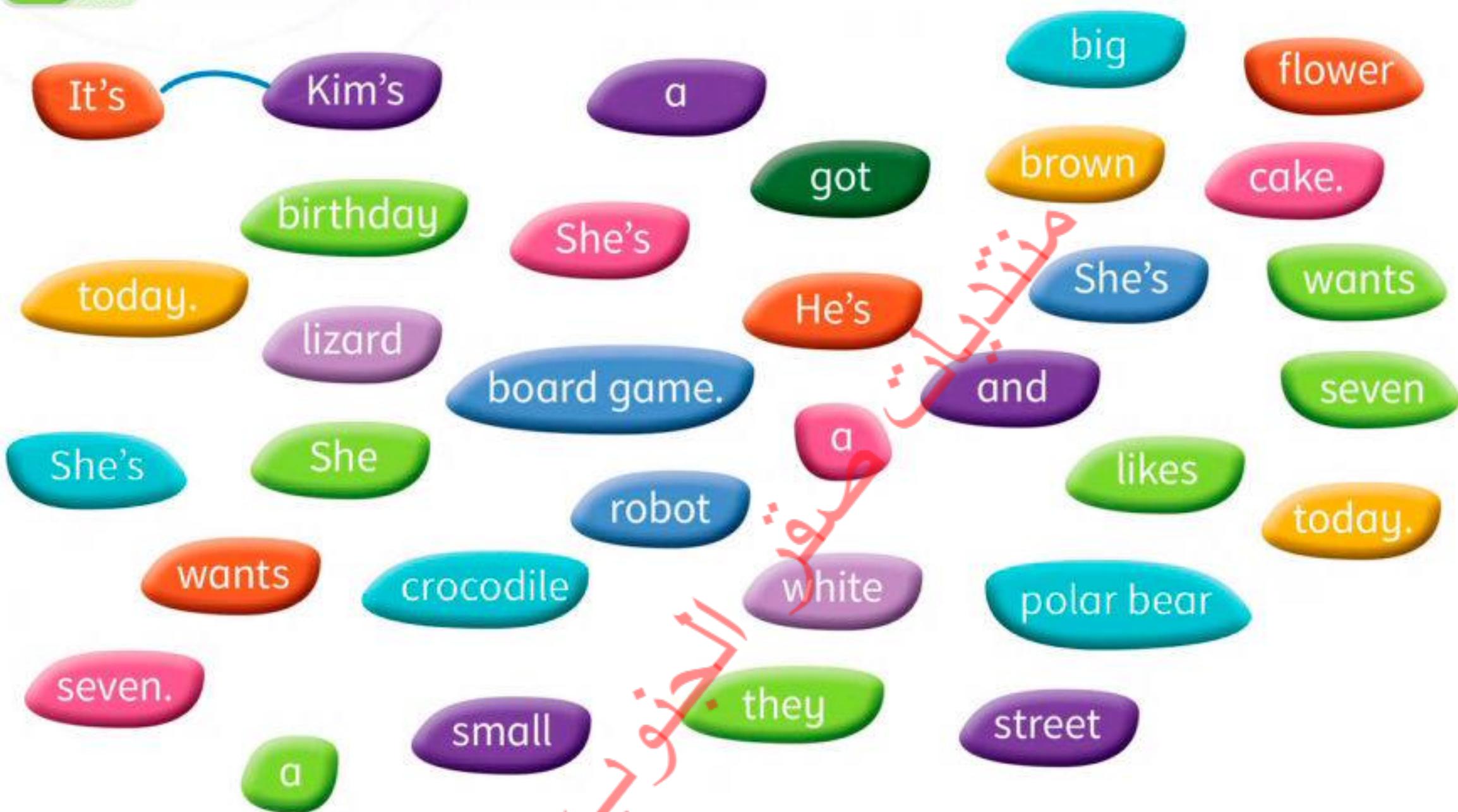
# Review • • • Units 4–6



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



**2** Listen and follow. Draw lines.



**3** Talk to a partner. Find eight differences.

**a**



In picture A, there is an orange kite in the cupboard.

**b**



In picture B, the kite is green.

4



## Listen and draw. What do the children like?

<i>Alice</i>								
<i>Tom</i>								
<i>May</i>								
<i>Matt</i>								

5

## Write about you.

What's your name?

How old are you?

What's your teacher's name?

Have you got a bike?

Have you got a board game?

Do you like orange juice?

What's your favourite food?

What toy do you want for your birthday?



7

# Let's play!

1

Watch the video. Draw your hobby.



## mission

Plan a sports day

In this unit I will:

- 1 Practise some activities.
- 2 Choose an activity.

- 3 Prepare a warm-up routine.
- ★ Act out the sports day.

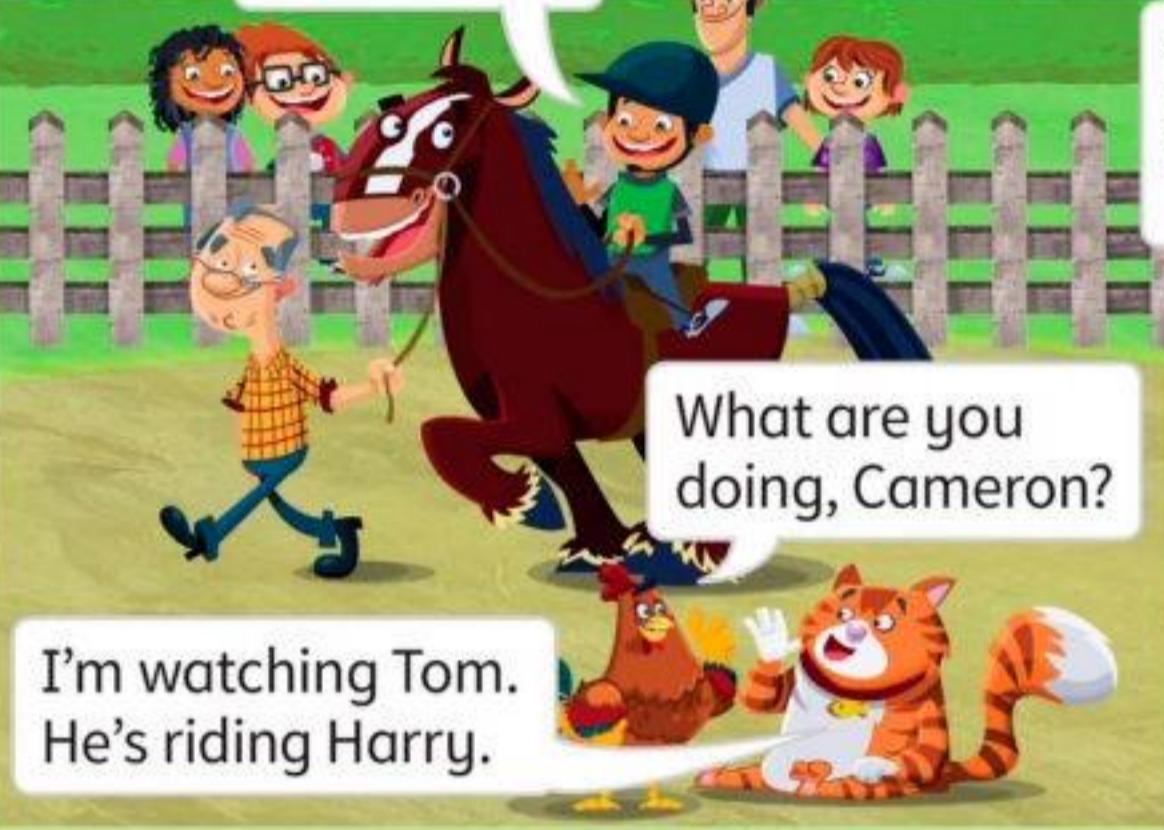
1   2.44 2.45**Listen and point. Then listen and number.***This morning the children are at the Community Centre.*play tennis play football **Music**play the guitar play the piano watch television **Sport**swim ride a bike play basketball 2   2.46**Say the chant.**3   2.47**Listen and say the activity.**

# The Friendly Farm

3.02 

1

Look at me!



2

Look at my brother and sister, Gracie. They're swimming.



3

Hello, Gracie. What are you doing?



4

Look at Shelly! Is she cleaning her feet?



5

Are you playing tennis, Rocky?



6

Mum! Look at me! I'm riding a horse.





## Gracie's Grammar

What **are** you **doing**?

I'm **riding** a horse.

What's she **doing**?

She's **swimming**.

Are they **cleaning** the car?

Yes, they **are**. / No, they **aren't**.



## Listen and stick. Then look, read and write.



1 Grandpa 's listening to music .

3 Mum \_\_\_\_\_.

2 Dad \_\_\_\_\_.

4 Grandma \_\_\_\_\_.

## mission

STAGE 1

### Practise some activities for your sports day.

- Play the game. Act out an activity.
- Your friends say what you're doing.

What am I doing?

You're swimming.

STAGE 1



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mission  
diary

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## Vocabulary 2 and song

**1**

### Listen and number. Then sing the song.



They're playing basketball, basketball.

He is <sup>1</sup>throwing.

She is <sup>2</sup>catching.

They're playing baseball with a small white ball.

They're playing baseball. They're playing baseball.

They're playing <sup>3</sup>badminton.

He's <sup>4</sup>riding his skateboard.

He's playing <sup>5</sup>hockey.

He's <sup>6</sup>hitting a small ball.

She's running. She's <sup>7</sup>running.

She's running in the park. ...

They're playing football with a ~~big~~ football.

Are they kicking? Yes, they're <sup>8</sup>kicking.

We're playing basketball, basketball.

We are throwing. We are catching.

We're playing basketball. ...

**2**

### Listen and say what they're doing.

I do horse riding. What sport do you do?



1  3.08

Which sport do they play? Listen and tick ✓.

1



2



3



3.09

## Gracie's Grammar

Can we **play** tennis? Yes, you **can**, but you **can't play** here.

2

Read and say the dialogue. Act it out.

A

Mum! Can we play **football**?

B

Yes, you can, but you **can't play** in the **garden**.

A

Can we go to the **park**, please?

B

That's a **good idea**. Let's go to the park.

A

Great. We can all play **football** in the park.

## mission

## STAGE 2

Choose activities for your sports day.

Can I play **hockey**?Yes, you **can**.

## STAGE 2

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mission  
diaryActivity Book  
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# Look after your body!



1 Watch the video.

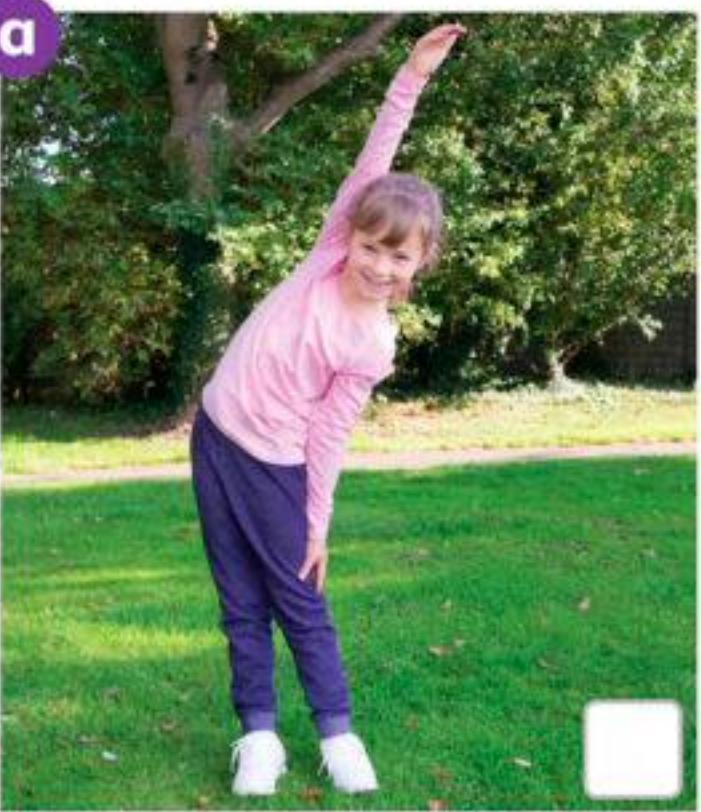


2

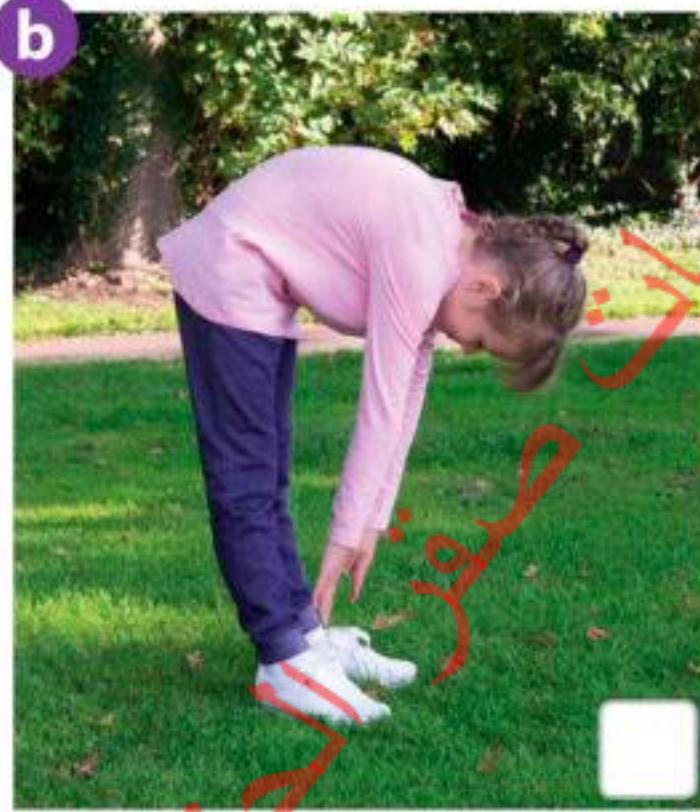
Look and write.

stretch your arms stretch your legs ~~stretch your body~~ run jump

a



b



c



stretch your body

d



e



1



3 6 3.10

Listen and number the pictures. Listen again and do the warm-up.

4 What makes our bodies strong? Read and tick ✓.

## Body Power

- **Exercise**

Children need to exercise every day. Running, playing football, riding a bike and dancing help make your bones and muscles strong.

- **Play outside**

Vitamin D is important for your bones. Vitamin D comes from the sun. It's good to play outside, but remember to use sun cream when you are in the sun!



Are you looking after your bones and muscles?

- **Drink water**

It's important to drink a lot of water. Drink more water when you do exercise and when it's hot.



## mission

STAGE 3

### Prepare a warm-up routine.

Let's stretch our legs.

Now let's stretch our arms.



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**1** What can you see in the pictures? Talk about what you think is happening.

3.11

## A good friend

'Can we go and play in the park, Mum?' Oliver asks.

'OK,' says Mum.

'Come on, Amelia. Let's go!' Oliver says to his sister. He's holding his skateboard, and Amelia's taking her bike to the park.

'Goodbye, Dad!' they shout.

'See you!' Dad says. 'Have fun!'

Now they're in the park. Amelia's riding her bike around the duck pond and Oliver's skateboarding with two boys. They're ten. Oliver's only seven, but he's tall. There's a boy called Alfie in the park too. His mum is a friend of the children's mother.



'Can I play with you, Oliver?' Alfie asks, but Oliver isn't listening. He's skateboarding with the other boys. 'Can I play with you, Oliver?' Alfie asks again.

'I'm skateboarding, Alfie,' Oliver says. 'And you haven't got a skateboard!'



Oliver's jumping too, but it's very difficult! WHAM! He falls on the ground. 'Oh, no! Stop!' Oliver's skateboard's moving fast down the hill to the duck pond.

Little Alfie's running down the hill after the skateboard. He's got it! He's giving it back to Oliver. 'Thank you, Alfie,' says Oliver. Alfie's smiling. He's only six, but he runs fast! He's a nice boy. It's good to help your friends.

Amelia's riding her bike nearby. 'Hey! Alfie wants to play with you, Oliver,' she says. 'Alfie's only six and he hasn't got a skateboard!' says Oliver. 'I'm playing with those boys. They're my new friends. Wow! They're doing jumps.'



## 2 Answer the ~~the~~ questions.

- 1 Who is the good friend in the story?
- 2 Have you got a good friend? Talk about your friend.



## 3 Ask and answer.

Do you like skateboarding?

No, I don't.

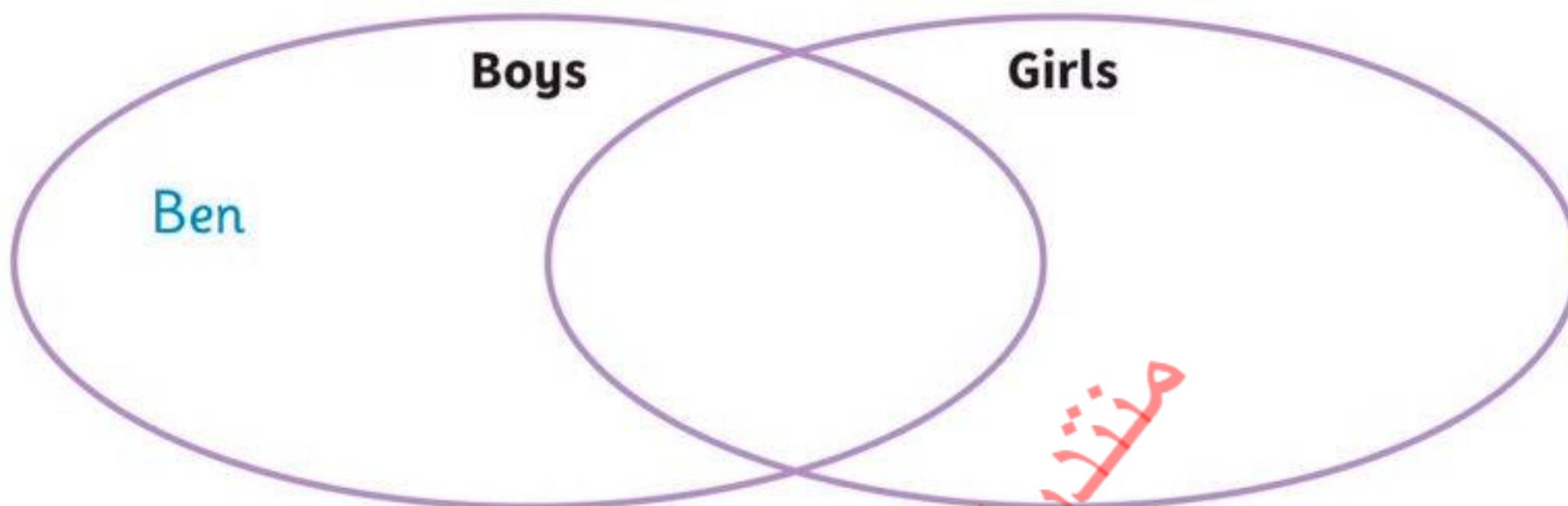
What's your favourite hobby?

It's swimming.



# 1 Write the names in the diagram.

Ben Alex Sue Sam Bill Jill Pat Hugo May



# 2 Look at the picture in Activity 3. Point and say what the people are doing.

These girls are playing football.

# 3 3.12 Listen and draw lines. There is one example.



Draw one line for each name you hear.



# mission in action!

Act out your sports day.



Do your warm-up routine with the class.

Now we stretch our arms.



Choose presenters for your sports day.

Can I be a presenter?

OK!



Act out your sports. The presenters say what everyone is doing.

They're running.

David is the winner!



Say 'well done' to everyone.

Well done!

Thank you.



COMPLETE





8

# At home



1

Watch the video. Write about your house.

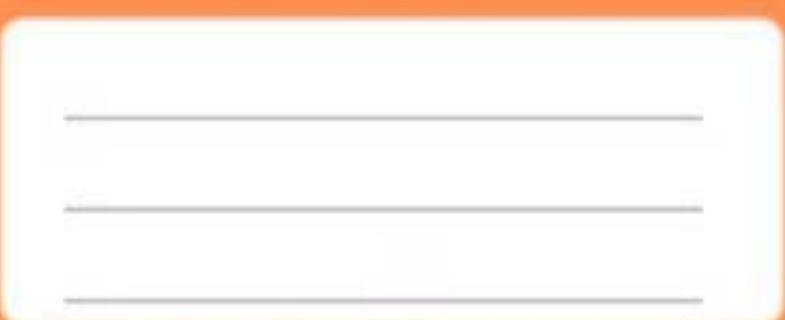
My house number/name is



My house is



In my house there is



mission

Invite a friend to my house

In this unit I will:



Ask when my friend can come.



Tidy my bedroom.



Make a list of things to do.



Have my friend to visit.

1   3.13 3.14**Listen and point. Then listen and number.**2   3.15**Say the chant.**3   3.16**Listen and say the room.**

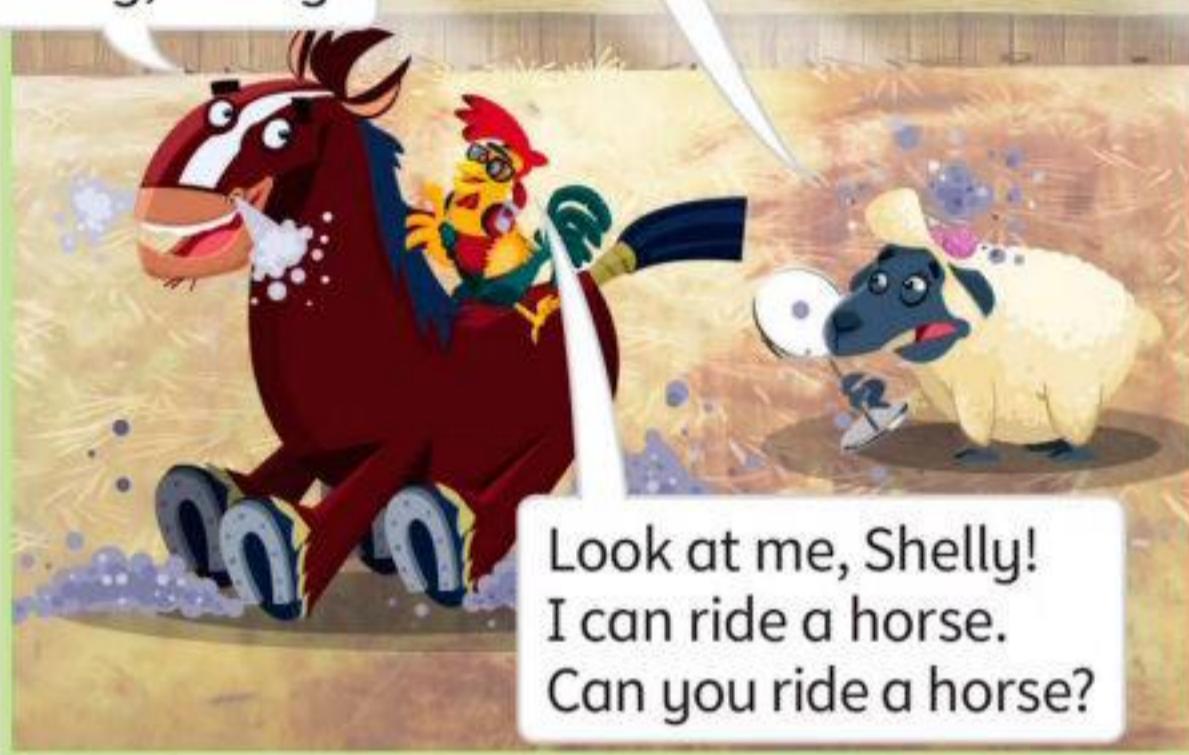
# The Friendly Farm

3.17 

1

Harry! My hair!

Sorry, Shelly.



2

No, I can't, but I can look at my  
face in the mirror and I can sing.

Listen to her!

No, she can't.

3

My brother and sister can swim. Look  
at them. Can you swim, Cameron?



4

Can you swim, Harry?

I don't know.

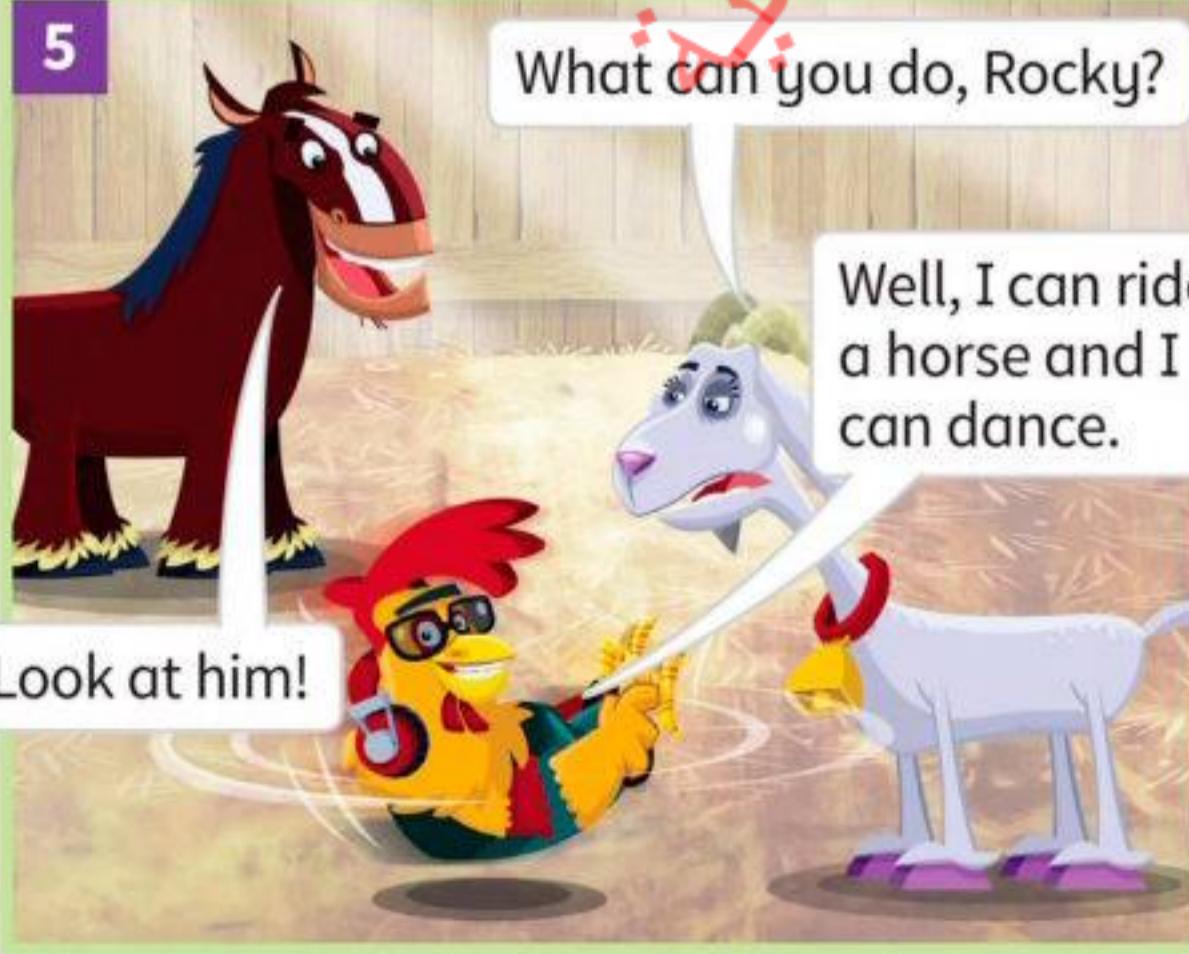
No, I can't swim, but  
I can dance. Can you  
swim, Rocky?

5

What can you do, Rocky?

Well, I can ride  
a horse and I  
can dance.

Look at him!



6

I can't dance, but I can eat socks.  
Can you eat socks, Rocky?

No, I can't, and I  
can't eat books.





Listen and **circle**. Then sing the song.

There's a pink armchair  
in the **living** / **dining** room  
and a red **sofa** / **lamp**  
under the window ...

There's a yellow lamp  
in the **living** / **dining** room  
and an old **armchair** /  
**painting**  
next to the phone ...

In the hall,  
there's a **lamp** / **clock**  
on the wall.

There's a rug on the  
**floor** / **sofa**  
next to the door.



## 2 Choose a picture and tick ✓. Then play a guessing game.

1



2



3



What's in your  
living room?

Is the phone under the lamp?

No, it isn't.

4



1



## Who is Sam? Listen and **circle**.



### Gracie's Grammar

There's a small rug **in front of** the armchair.

There's a lamp **between** the armchair and the sofa.

There's a clock on the wall **behind** the sofa.

2

### Sit in groups. Talk about where you're sitting.

I'm sitting **between** Juan and Maria.

Alex and Kim.

Paula and Anna.

Who's sitting **in front of** you?

Who's **behind** you?

## mission

STAGE 2

### Tidy your bedroom.

Let's put the lamp **between** the cupboard and the bed.

Good idea!

STAGE 2



My  
**mission**  
diary

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# Houses around the world



**1** Watch the video.



**2** Listen and say. Which houses can you see in your town? Which house is your favourite?

**a**



hut

**b**



stilt-house

**c**



detached house

**d**



ranch

**e**



houseboat

**f**



flats



**3** Where do the children want to live? Listen and number the pictures.

4 Read about David's house and think about your house. What's the same? What's different?



Hi, I'm David. I live in a houseboat with my mum, dad and sister. It's got five rooms – a living room, a kitchen, a bathroom and two bedrooms. It hasn't got a garden.

We can play board games at my house, but we can't skateboard or play football! I like my house because at night I can hear the water and the ducks.

My house has got two bedrooms too.



I can't hear ducks at my house. I can hear birds.

5 Write about your house.

Hi, I'm \_\_\_\_\_. I live in a \_\_\_\_\_. It's got \_\_\_\_\_. It hasn't got \_\_\_\_\_. We can \_\_\_\_\_. I like my house because \_\_\_\_\_.



## mission

STAGE 3

Make a list of things you can do with your friend.

--

--

STAGE 3



My  
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1 Look at the pictures. Which rooms can you see?  
What's your favourite room in your house?

## 3.26 The clock on the wall

At Sue's home today,  
Rob says, 'Sue, can we play,  
In the bedroom, the garden, the kitchen, the hall,  
On the sofa and mat with this ugly old ball?'



'Yes, we can,' replies Sue. 'That's a nice thing to do.  
You can throw it to me, I can throw it to you.  
We can catch it and bounce it and kick it and run,  
Then catch it, and kick it, and throw it for fun.'



In the bath, on the sofa, on the table and the chair,  
Rob throws the ball here, Sue runs for it there.



But the ball hits the clock on the wall by the door,  
And down comes the clock, hits the mat on the floor.  
And Rob says, 'I'm sorry, so sorry for that.'  
But Sue says, 'Don't worry,' and looks at the mat.



She picks up the clock, and says, 'Today's a good day.'  
And she points to the clock and says, 'Rob, it's OK!'

## 2 How do they feel? Read and **circle**.

- 1 When Rob finds ~~a ball~~, he feels:
- 2 When Rob and Sue play a game with the ball, they feel:
- 3 When the clock falls on the floor, Rob feels:
- 4 When Sue says the clock is OK, Rob feels:



## Ask and answer.

Has your house got a garden?

Yes, it has.

Where do you play in your house?

In my bedroom.



**1** Look at the picture in Activity 3. Read and find.

pineapple table clock bookcase milk bread phone cake

**2** 3.27 Listen and point to the correct pineapple. Then practise with a friend.

It's in front of the boy.

**3** 3.28 Listen and colour. There is one example.



You can use coloured pencils, pens or crayons.



# mission in action!

Have your friend to visit.



Show your friend your house.

This is the living room.

Where's the bathroom?



Offer your friend some food and drink.

Would you like a drink?

Yes, please. Can I have some water?



Choose things you and your friend can do together.

We can play a game.

Let's play 'Hide and seek'.



My  
mission  
diary

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## 9

# Happy holidays

1



Watch the video. Draw something at the beach.



## mission

Go on holiday

**In this unit I will:**



1 Prepare for my holiday.



2 Make a friend.



3 Write a postcard.

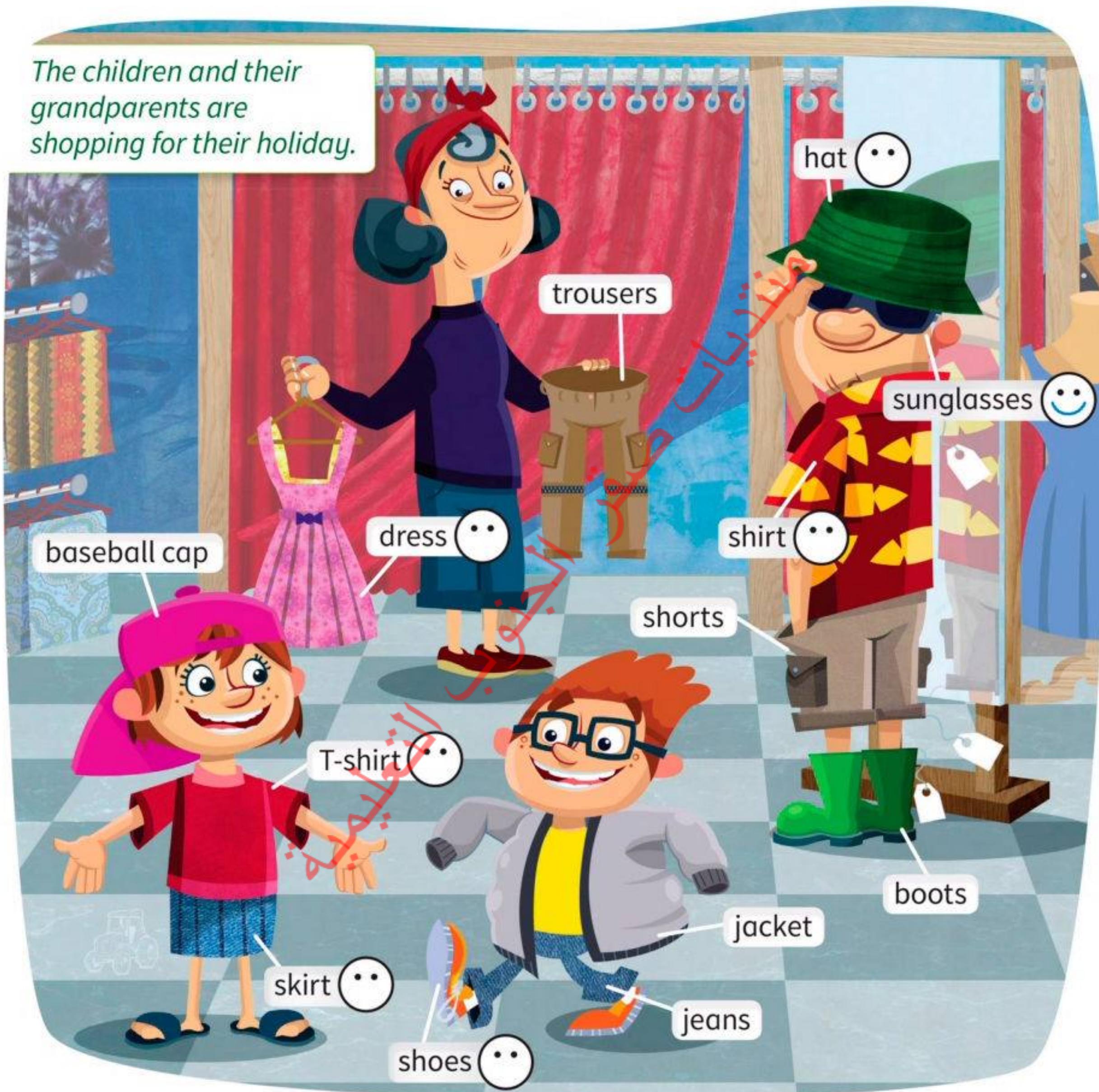


Make a holiday photo album.

1  3.29

**Listen and point. Then listen again and draw.  
What does Jenny like?**

*The children and their  
grandparents are  
shopping for their holiday.*

2  3.30**Say the chant.**3  3.31**Listen, point and answer.**

# The Friendly Farm

3.32 

1

I've got four oranges here. Nice!

2

Let's go and play in the barn.

Shelly! That's Grandpa's new hat!

3

Gracie! Eat your oranges ... now!

OK.

4

Now clean the table, Gracie. It's dirty. And clean your face, please!

5

Harry! Put that hat on the table, now! Rocky! Take those pencils and put them in the bag.

OK, Mum.

6

Look at the barn. It's nice and clean.

Look! Grandpa's hat's there on the table, in the barn!



## Gracie's Grammar

**Look at** this T-shirt.

**Point to** that dress there.

**Pick up** these socks.

**Clean** those shoes.

1 3.34

**Listen and stick. Then look, read and write.**



1 Clean those  
shoes, please.

2 those  
glasses to me, please.

3 Put that T-shirt  
in the cupboard, please.

4 Put those  
shoes, please.

## mission STAGE 1

**Make a holiday list. Then help your friend to pack a bag.**

Have you got a hat?

Yes. Here it is.

OK. Put it in the bag.



My  
**mission**  
diary  
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## Listen and write. Then sing the song.

sun

We're at the beach,  
next to the sea.

I've got my camera, here  
with me.

I'm on the sand.

I'm having fun.

I'm taking photos in the

fishing

jellyfish

fish

sea



boat

**Oh, we can play. We can play  
at the beach in the sun.**

**We can play. We can play  
at the beach in the sun,  
the beach in the sun.**

In a boat on the sea,  
Dad's fishing, next to me.

We've got two fish,  
and seven fish,  
and a purple shell.

**Chorus**



beach

sand

shell



## 2 Read, think and say. Compare with your classmates.

Think of ...

- three things you can do at the beach.
- four things you can wear at the beach.
- five things you can see at the beach.

Grandpa Friendly's taking photos of the shells. What do you take photos of?



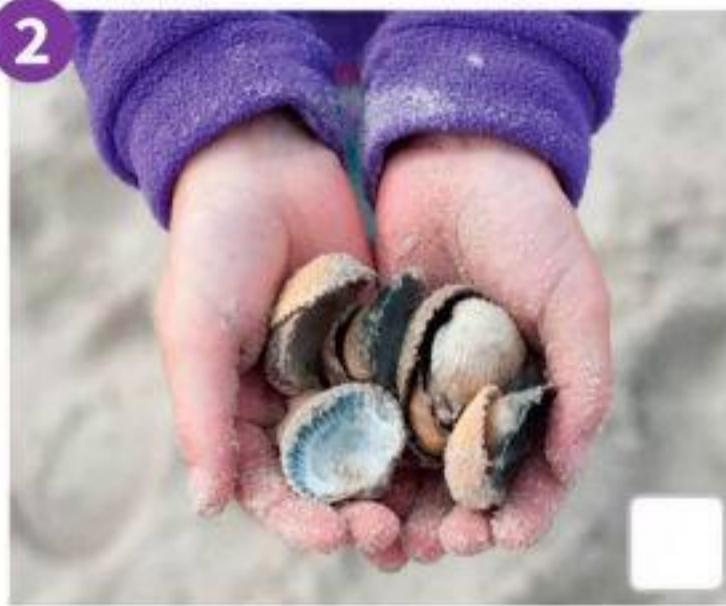


What is the girl doing now? Listen and tick ✓.

1



2



3



### Gracie's Grammar

I like flying my kite.

So do I.

I enjoy taking photos.

Me too.

2

Read and say the dialogue. Act it out.

A What do you like doing at the beach?

B I like swimming in the sea.

A So do I, but we can't swim today. Let's play on the sand.

B Good idea. I enjoy playing on the sand.

A Me too.

## mission

STAGE 2

Talk to a new friend at the beach.

Hello. I'm Sam.

Hi, Sam. I'm Nina. Do you like collecting shells?



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diary

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# What can we see on holiday?



Watch the video.



Where can we see these things? Look and say.



shells



snow



flowers



tree

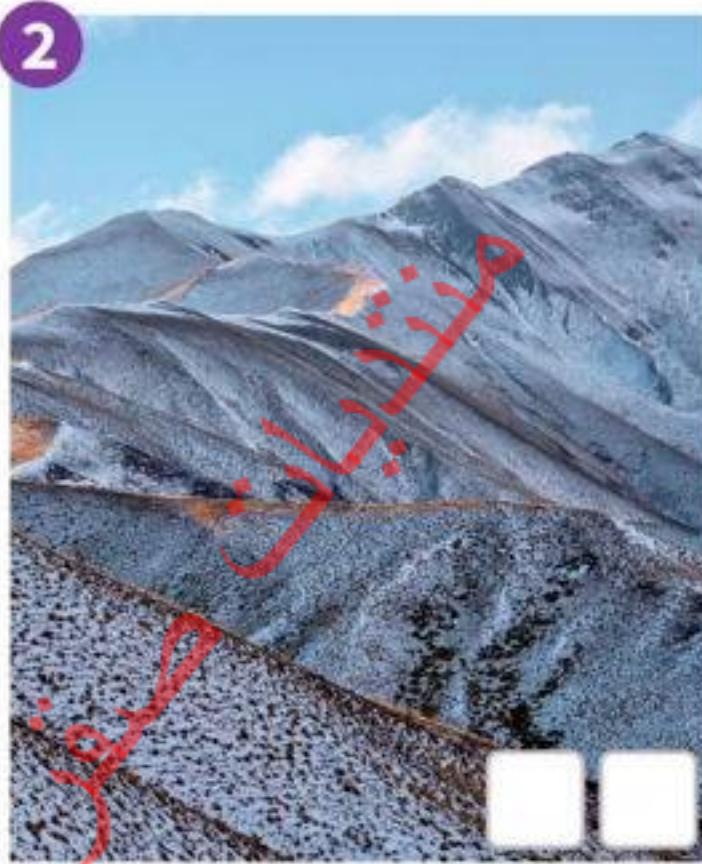
1



d

forest

2



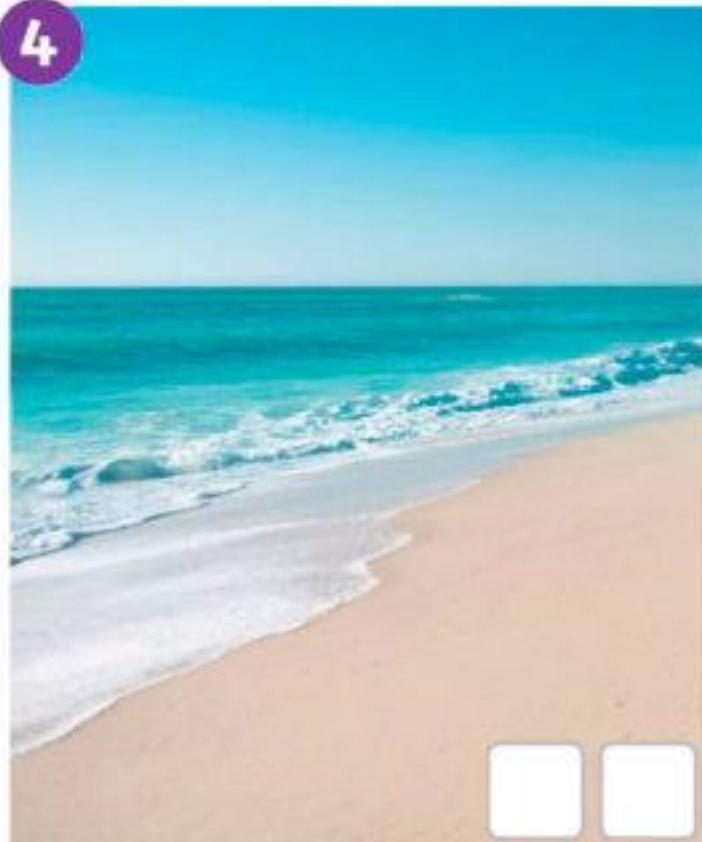
mountain

3



river

4



beach



waterfall



frog



rocks



jellyfish

We can see shells at the beach.



3 3.39

Listen to the children talking about their holidays.  
Match the places with the things they see.

#### 4 Read the postcard and say the missing words.

Dear Paula,

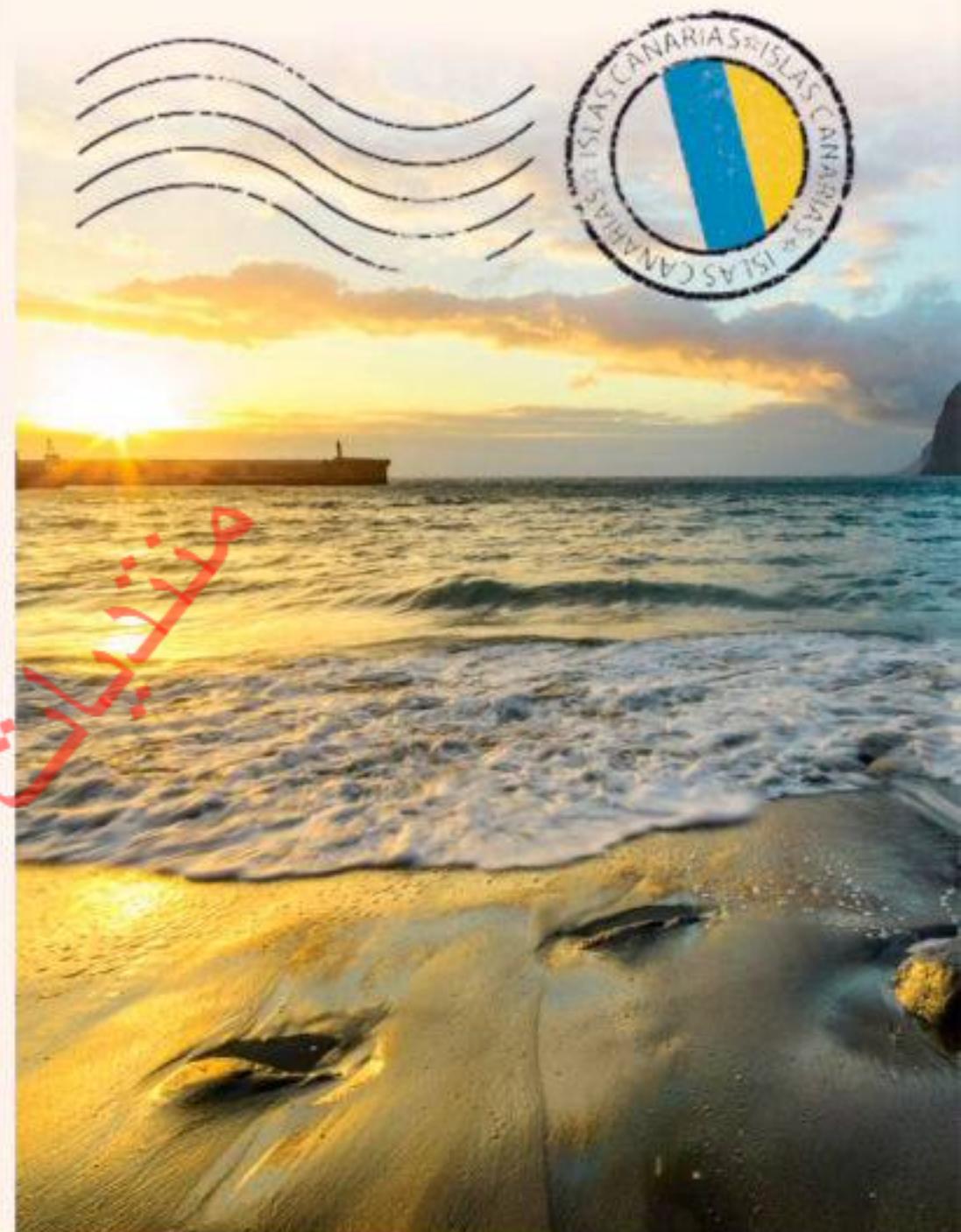
I'm on holiday with my family in the Canary Islands. We are staying in a hotel next to

a . The sand is ! It's black because there's a volcano on the island.

There are lots of interesting  on Tenerife. I  the lizards. There are lots of  on the beach.

See you soon,

Laura



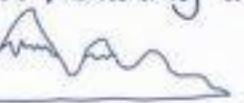
#### 5 Answer the questions.

- 1 Where is Laura on holiday?
- 2 Where is the hotel?
- 3 Why is the sand black?
- 4 What animal does Laura like?
- 5 What can Laura see on the beach?

**mission**

STAGE 3

**Write a postcard about your holiday. Use words and pictures.**

Dear Carmen,  
I'm on holiday in  
the .



STAGE 3



My  
**mission**  
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1 Find these things in the pictures. Talk about what you think is happening.

heart shark tree king monkey

3.40

## The monkey and the shark

In Africa there is a big coconut tree. It is next to the sea and a town. Every day a monkey goes and eats its delicious coconuts. Every day he gives some to a shark. One day, the shark says, 'You are very nice to me. I would like to invite you to my house.'

'But I don't go in the sea,' says the monkey.

'No problem,' says the shark. 'Jump on my back!' The shark swims away with the monkey.

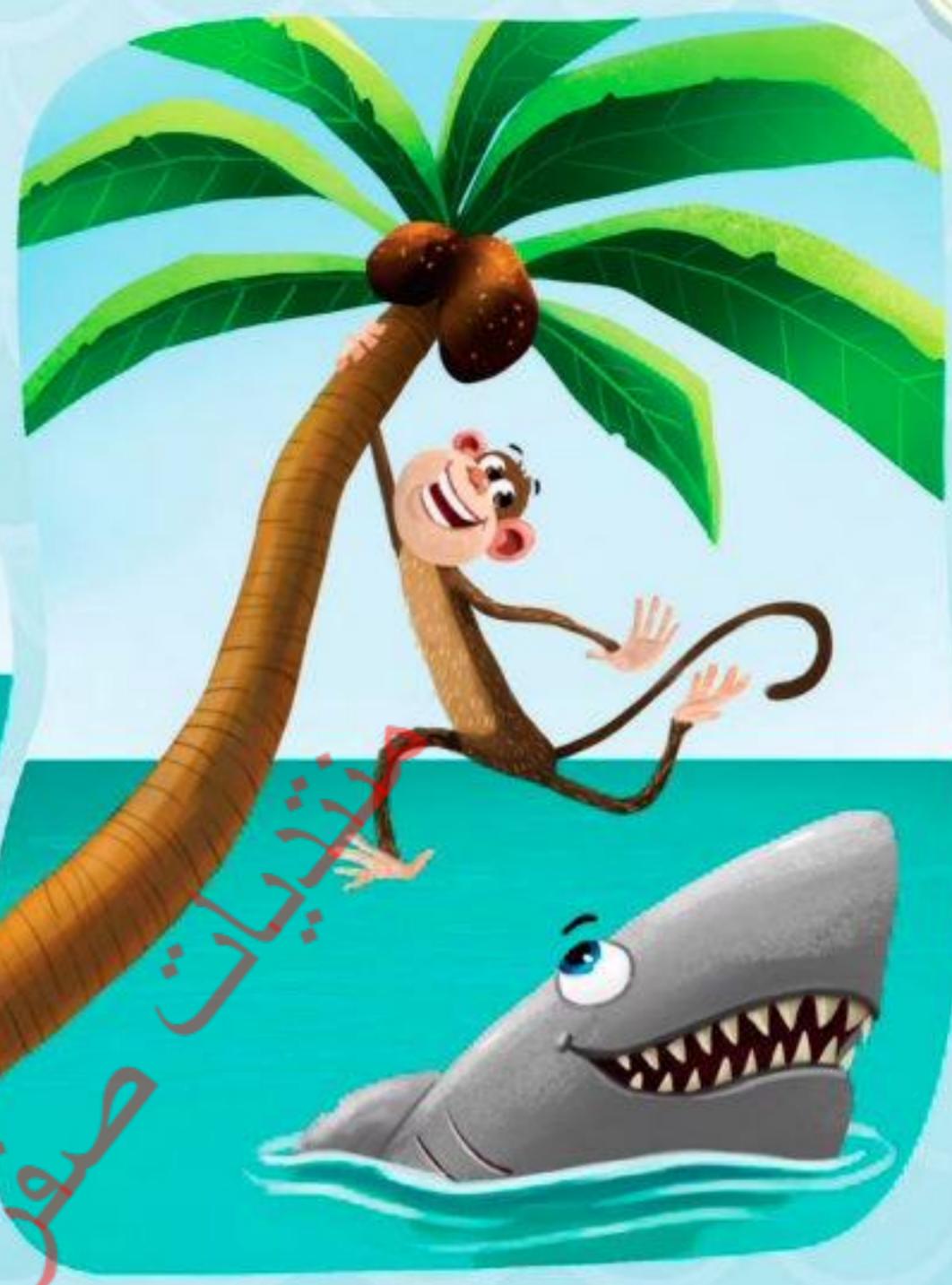
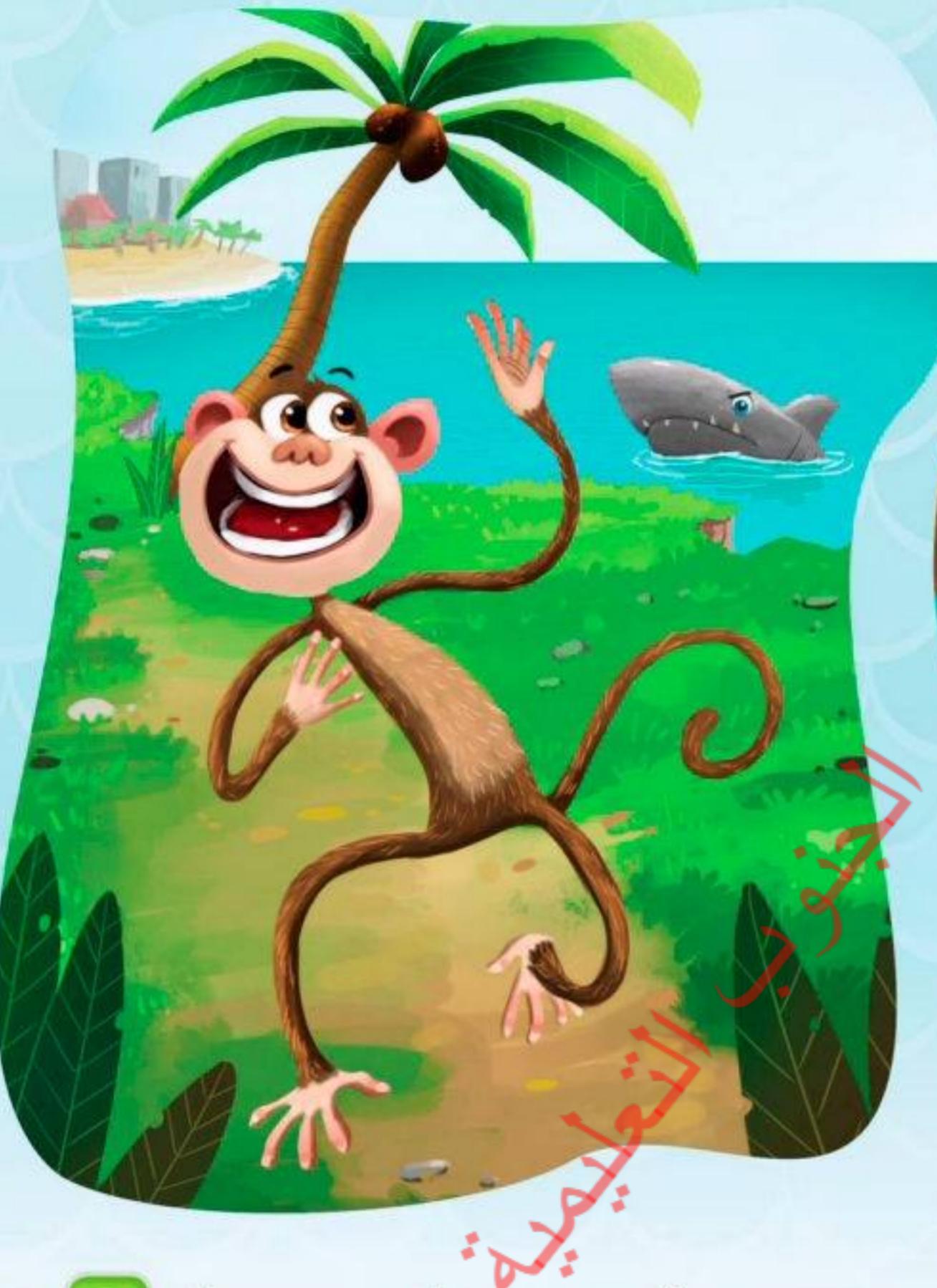


'At home our king is very ill,' the shark says. 'He needs a monkey's heart to make him well.' The monkey thinks for a moment.

'Oh, no!' he says. 'I haven't got my heart with me. When I go out I put my heart in the tree.'

'No problem,' says the shark. 'Let's go back and get it!'

They go back to the tree and the monkey jumps off the shark's back. 'Wait here,' says the monkey.



The shark waits and waits ... and waits ... and waits. 'What are you doing?' the shark shouts. 'Let's go!' 'No way!' the monkey shouts back. 'You're not tricking me again! I need my heart!' and he runs away laughing.

## 2 Answer the questions.

- 1 Are the monkey and the shark friends at the beginning of the story?
- 2 Is the monkey's heart in the tree?
- 3 Are the monkey and the shark friends at the end of the story?



## 3 Ask and answer.

Do you go to the beach?

Yes, I do.

What do you like doing on holiday?

I like taking photos.

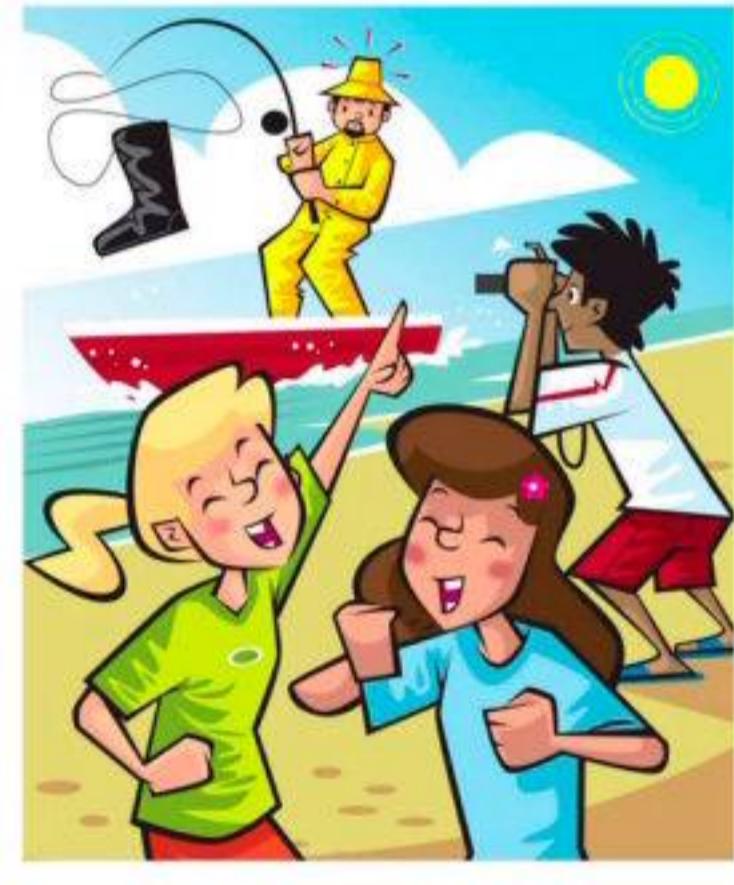


1 Complete the questions. Then look at the first picture in Activity 2 and match.

how many what **where** which who

1	<b>Where</b> are the sunglasses?	a four
2	colour is the ball?	b on the sand
3	is wearing a dress?	c the boy
4	people are there?	d black and white
5	child is taking photos?	e the girl with the brown hair

2 Look at the pictures and read the ~~the~~ questions.  
Write one-word answers.



Example

Where are the children?

at the beach

Questions

1 What is the man doing?

2 What has the man got?

a

Check your spelling.



# mission in action!

Make a holiday photo album.

★ In groups, show your photos.

My  
mission  
diary

Activity Book  
page 106

This is me and my family. We're at the beach.

★ Look at your friends' photos. Say which ones you like.

I love this photo!

That photo is beautiful.

★ Choose photos for your album.

I like this photo because I like swimming.

Let's put this photo in the album.



COMPLETE



# Review • • Units 7–9

1  Watch the video and do the quiz.

2  Listen and follow. Draw lines.



3 Look at the picture and remember. Ask and answer.



4



## Listen and number.



5

## Write about you.

Can you ride a bike?

Can you play the guitar?

What instrument can you play?

Have you got a skateboard?

What are you wearing?

Do you like going to the beach?

Do you like fishing?



# Numbers and letters

1



Say the chant.



2

Ask and answer.

What colour is balloon 5?

It's orange.

3



Say the chant.



4

Say a colour. Your partner says the letters.

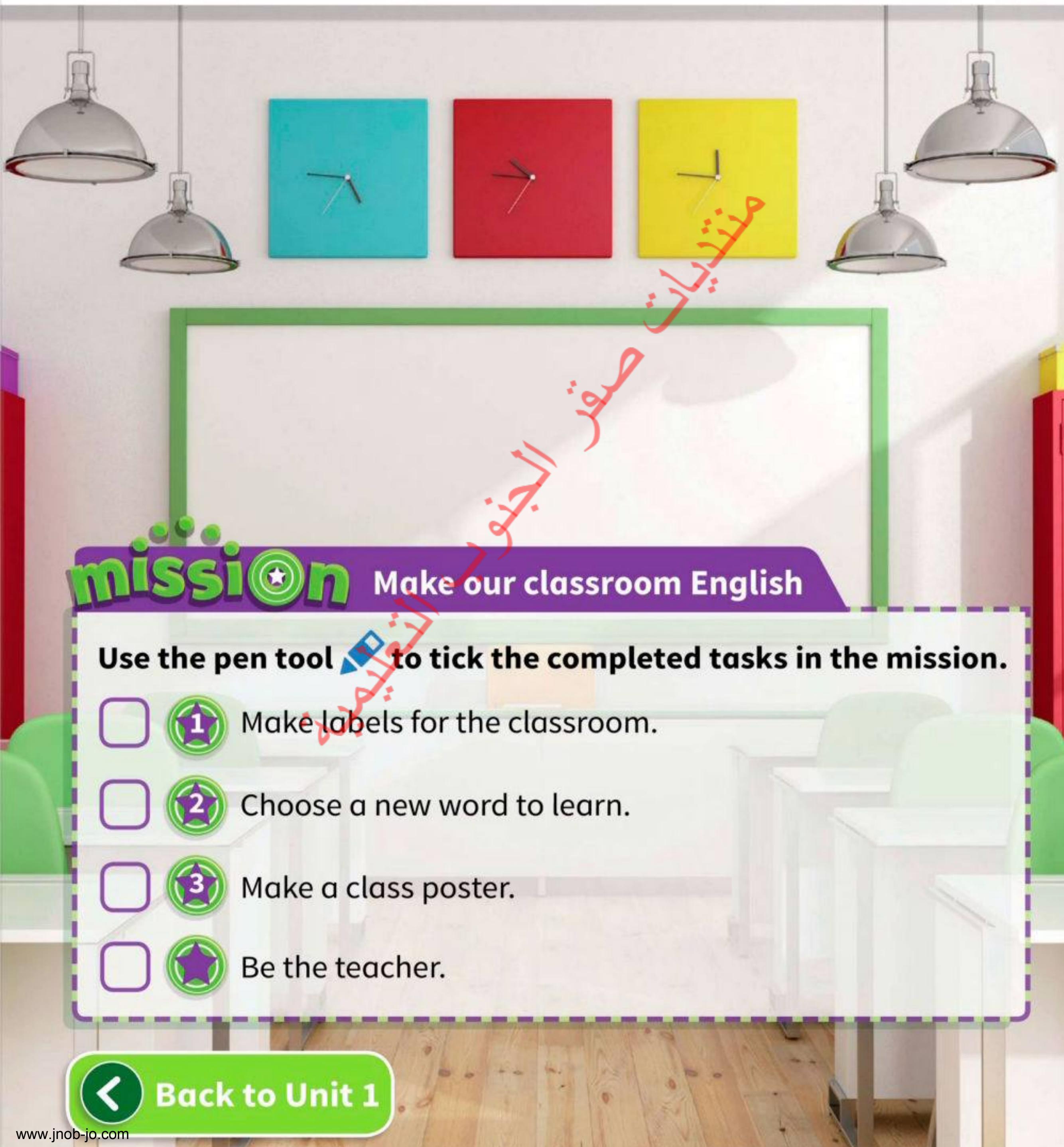
Grey.

a, h, j, k.



1

# Our new school



mission Make our classroom English

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

-  Make labels for the classroom.
-  Choose a new word to learn.
-  Make a class poster.
-  Be the teacher.

 Back to Unit 1

2

# All about us



## mission Make an *All about me* book

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

-  Share pictures of my family.
-  Talk and write about me.
-  Show my favourite things.
-  Learn about my classmates.



Back to Unit 2

3

# Fun on the farm



Our farm

mission Make a farm

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

-  Draw and describe a farm animal.
-  Play a game with the animals.
-  Make a farm and write about it.
-  Show our farm.

 Back to Unit 3

4

# Food with friends



Buy the food.



## mission

Organise a picnic

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

-  Find out what food my friends like.
-  Buy food for our picnic.
-  Write and share a recipe.
-  Have a picnic.



Back to Unit 4

5

# Happy birthday!

Let's have a party!



mission

Have a present-giving party

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

-  Ask my friends about their toys.
-  Choose a present for my friend.
-  Make and write a card.
-  Give the present.



Back to Unit 5

6

# A day out



## mission Plan a wildlife tour

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

-  1 Play the bus game.
-  2 Choose animals for our tour.
-  3 Make a map of the wildlife park.
-  4 Act out our wildlife tour.



Back to Unit 6

7

# Let's play!



## mission

Plan a sports day

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

- Practise some activities.
- Choose an activity.
- Prepare a warm-up routine.
- Act out the sports day.



Back to Unit 7

8

# At home



## mission Invite a friend to my house

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

-  1 Ask when my friend can come.
-  2 Tidy my bedroom.
-  3 Make a list of things to do.
-  4 Have my friend to visit.



Back to Unit 8

9

# Happy holidays



My holiday



## mission Go on holiday

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

-  1 Prepare for my holiday.
-  2 Make a friend.
-  3 Write a postcard.
-  4 Make a holiday photo album.



Back to Unit 9