



# Map of the book

	Vocabulary	Grammar	Cross-curricular	Skills	Endmatter
<b>Hi</b> Page 4	Main character names Numbers Colors	<b>Greetings and introductions</b> <i>What's your name?</i> <i>I'm Henrietta?</i> <i>How old are you?</i> <i>I'm three.</i>			
<b>1 Our new school</b> Mission: Make our classroom English Page 6	Classroom objects and people Extension of classroom objects Sounds and spelling: <i>p, b</i>	<b>Where ... ?</b> <b>Prepositions <i>in, on, under, next to</i></b> <i>Where's the crayon?</i> <i>It's on the desk.</i> <b>Singular and plural nouns <i>this/these</i></b> <i>What's this?</i> <i>It's a window.</i> <i>What are these?</i> <i>They're windows.</i>	<b>Be kind at school</b> Learn about being kind to classmates	<b>Literature</b> <b><i>The first day</i></b> A play script Reading and Writing Speaking	<b>Grammar practice</b> pp. 134–5 <b>Phonics</b> The phoneme /a/, p. 152 <b>Writing</b> Using capital letters in information labels, p. 153
<b>2 All about us</b> Mission: Make an <i>All about me</i> book Page 18	Family Parts of the body Sounds and spelling: <i>th, t</i>	<b>is/are</b> <i>Who is she?</i> <i>She's Jenny. She's a girl.</i> <i>Who is he?</i> <i>He's Jim. He's a boy.</i> <b>have / don't have</b> <i>I have brown hair.</i> <i>They don't have green eyes.</i> <i>Do you have red hair?</i> <i>Yes, I do. / No, I don't.</i>	<b>Using our senses</b> Learn about the five senses and sense organs	<b>Literature</b> <b><i>Sara's favorite game</i></b> A real-life story Reading and Writing Speaking	<b>Grammar practice</b> pp. 136–7 <b>Phonics</b> The phoneme /e/, p. 154 <b>Writing</b> Using periods and capital letters in a letter, p. 155
<b>Review units 1–2</b>					
<b>3 Fun on the farm</b> Mission: Make a farm Page 32	Farm animals Adjectives Extension of adjectives Sounds and spelling: <i>c, k, ck</i>	<b>is/are + adjective adjective + noun</b> <i>They aren't old chickens.</i> <i>He's a nice cat.</i> <b>has / doesn't have</b> <i>It has long ears.</i> <i>It doesn't have small feet.</i> <i>Does it have a long face?</i> <i>Yes, it does. / No, it doesn't.</i>	<b>What do animals give us?</b> Learn about animal products	<b>Literature</b> <b><i>How cows got their spots</i></b> A fantasy story Reading and Writing Speaking	<b>Grammar practice</b> pp. 138–9 <b>Phonics</b> The phoneme /i/, p. 156 <b>Writing</b> Using question marks in a poster, p. 157
<b>4 Food with friends</b> Mission: Organize a picnic Page 44	Food and drinks Extension of food and drinks Sounds and spelling: <i>a</i>	<b>like / don't like</b> <i>I like chocolate.</i> <i>Harry doesn't like chocolate.</i> <i>Do you like chocolate?</i> <i>Yes, I do. / No, I don't.</i> <b>Making requests and offers</b> <i>Can I have some chocolate, please?</i> <i>Here you are.</i> <i>Would you like some ice cream?</i> <i>Yes, please. / No, thank you.</i>	<b>Making a recipe</b> Learn about ingredients and methods of cooking	<b>Literature</b> <b><i>A picnic with friends</i></b> A real-life story Listening Speaking	<b>Grammar practice</b> pp. 140–1 <b>Phonics</b> The phoneme /o/, p. 158 <b>Writing</b> Writing a list, p. 159
<b>Review units 3–4</b>					

	Vocabulary	Grammar	Cross-curricular	Skills	Endmatter
<p><b>5 Happy birthday!</b>                      Mission: Have a present-giving party                      Page 58</p>	<p>Toys                      Extension of toys                      Sounds and spelling: <i>h</i></p>	<p><b>Whose ... ?</b>  <b>Possessive 's</b>  <b>Possessive adjectives my, your, his, her, our, their</b>  <i>Whose bike is this?</i>  <i>It's Jim's bike. His bike's orange.</i></p> <p><b>want/wants</b>  <i>Does he want a teddy bear?</i>  <i>Yes, he does. / No, he doesn't.</i>  <i>What does he want?</i>  <i>He wants a helicopter.</i></p>	<p><b>Shapes around us</b>                      Learn about shapes</p>	<p><b>Literature</b>  <b>The twins and their robots</b>                      A real-life story                      Listening                      Speaking</p>	<p><b>Grammar practice</b>                      pp. 142–3</p> <p><b>Phonics</b>                      The phoneme /u/,                      p. 160</p> <p><b>Writing</b>                      Writing an invitation,                      p. 161</p>
<p><b>6 A day out</b>                      Mission: Plan a wildlife tour                      Page 70</p>	<p>Vehicles and places                      Zoo animals                      Sounds and spelling: <i>ai, a–e</i></p>	<p><b>there is/are</b>  <i>There's a car.</i>  <i>There aren't any stores.</i>  <i>Are there any animals?</i>  <i>Yes, there are. / No, there aren't.</i></p> <p><b>Let's ...</b>  <i>Let's play a game.</i>  <i>That's a good idea.</i></p>	<p><b>Animals in the wild</b>                      Learn about animal habitats</p>	<p><b>Literature</b>  <b>When we go to the zoo</b>                      A poem                      Reading and Writing                      Speaking</p>	<p><b>Grammar practice</b>                      pp. 144–5</p> <p><b>Phonics</b>                      The /z/ and /iz/                      sounds, p. 162</p> <p><b>Writing</b>                      Using fact and opinion in a leaflet,                      p. 163</p>
<b>Review units 5–6</b>					
<p><b>7 Let's play!</b>                      Mission: Plan a sports day                      Page 84</p>	<p>Sports and hobbies                      Sports verbs and extension of sports                      Sounds and spelling: <i>s</i></p>	<p><b>Present progressive</b>  <i>What are you doing?</i>  <i>I'm riding a horse.</i>  <i>What's she doing?</i>  <i>She's swimming.</i>  <i>Are they washing the car?</i>  <i>Yes, they are. / No, they're not.</i></p> <p><b>can for permission</b>  <i>Can we play tennis?</i>  <i>Yes, you can, but you can't play here.</i></p>	<p><b>Look after your body!</b>                      Learn about how we can keep our bodies strong</p>	<p><b>Literature</b>  <b>A good friend</b>                      A real-life story                      Listening                      Speaking</p>	<p><b>Grammar practice</b>                      pp. 146–7</p> <p><b>Phonics</b>                      The graphemes at the end of words /ng/, /k/, /nk/, p. 164</p> <p><b>Writing</b>                      Using fun information to make a poster, p. 165</p>
<p><b>8 At home</b>                      Mission: Invite a friend to my house                      Page 96</p>	<p>Rooms and objects in the house                      Extension of objects in the house                      Sounds and spelling: <i>i</i></p>	<p><b>can for ability</b>  <i>I can swim.</i>  <i>He can't sing.</i>  <i>Can you ride a horse?</i>  <i>Yes, I can. / No, I can't.</i></p> <p><b>Prepositions in front of, between, behind</b>  <i>There's a small rug in front of the armchair.</i></p>	<p><b>Houses around the world</b>                      Learn about different kinds of houses around the world</p>	<p><b>Literature</b>  <b>The clock on the wall</b>                      A poem                      Listening                      Speaking</p>	<p><b>Grammar practice</b>                      pp. 148–9</p> <p><b>Phonics</b>                      The phonemes /sh/ and /ch/, p. 166</p> <p><b>Writing</b>                      Describing a place in a message in a bottle, p. 167</p>
<b>Review units 7–8</b>					
<p><b>9 Vacation time</b>                      Mission: Go on a vacation                      Page 110</p>	<p>Clothes                      At the beach                      Sounds and spelling: <i>j, h</i></p>	<p><b>Imperatives</b>  <i>Look at this T-shirt.</i>  <i>Clean those shoes.</i></p> <p><b>like/enjoy + gerund me, too / so do I</b>  <i>I like flying my kite.</i>  <i>So do I.</i>  <i>I enjoy taking pictures.</i>  <i>Me, too.</i></p>	<p><b>What can we see on vacation?</b>                      Learn about features of natural landscapes</p>	<p><b>Literature</b>  <b>The monkey and the shark</b>                      A traditional story                      Reading and Writing                      Speaking</p>	<p><b>Grammar practice</b>                      pp. 150–1</p> <p><b>Phonics</b>                      The hard and soft <i>g</i> and <i>c</i> sounds, p. 168</p> <p><b>Writing</b>                      Writing a list in a letter p. 169</p>
<p><b>10 Review unit</b>                      Page 122</p>	<p>Units 1–9</p>				