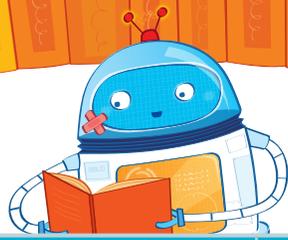


# Contents



Chapter	Grammar	Vocabulary	Story	CLIL	Song & Phonics
<b>Welcome</b> page 4	Hi. What's your name? My name's Paige Turner.  Do you have any pets? Yes, I do. I have two cats. Can you skate? No, I can't, but I can dance!	Animals Months Sports Hobbies Food			
<b>1</b> <b>Tall or Short?</b> page 8	What does she look like? She's tall. She has long hair and glasses.  Is she old or young? Does she have blond hair or brown hair? Who is it? It's Ellie.	Appearance Opposites	<b>Jack and the Beanstalk</b> 	Science: How to Grow a Beanstalk	<i>The Beanstalk</i> hard <b>g</b>
<b>Grammar Booster</b> page 18					
<b>2</b> <b>Our School</b> page 22	Whose pen is this? It's his pen. Whose jackets are these? They're our jackets. It's Tom's notebook.	School items School subjects	<b>Hilltop School for Young Detectives</b> 	Math: Let's Measure Our Bodies	<i>The School for Young Detectives</i> sp and sk
<b>Grammar Booster</b> page 32					
<b>3</b> <b>What's the Weather Like?</b> page 36	What's she wearing? She's wearing a coat. She isn't wearing shorts.  Can you open the window, please? Yes, I can. / Sorry, I can't.	Clothes Weather	<b>The Emperor's New Clothes</b> 	Geography: World Weather	<i>What's the Weather Like Today?</i> w and v
<b>Grammar Booster</b> page 46					
<b>4</b> <b>Eat, Sleep, Play!</b> page 50	What are you doing? I'm playing. What's he doing? He's sleeping.  Are you sleeping? Yes, I am. Is he jumping? No, he isn't. He isn't working.	Verbs in simple present Verbs in <i>-ing</i> form	<b>A New Pet for Trixie</b> 	Geography: World Time	<i>Stitch words ending in -ing</i>
<b>Grammar Booster</b> page 60					
<b>5</b> <b>Sports for All</b> page 64	What are they doing? They're playing ping-pong. They aren't playing tennis.  Are you good at running? Yes, I am. / No, I'm not. I'm not very good at catching.	Activities and sports Action verbs	<b>The Animal Olympics</b> 	Social Sciences: Amazing Athletes	<i>We All Love Basketball</i> Long <b>ah</b>
<b>Grammar Booster</b> page 74					



Chapter	Grammar	Vocabulary	Story	CLIL	Song & Phonics
<b>6</b> <b>My Day</b> page 78	What do you do in the morning? I brush my teeth. I don't take a shower.  What time do you go to bed? I go to bed at 9 o'clock. Do you wake up early? Yes, I do. / No, I don't.	Daily routine activities Times	<b>I'm Late, Late, Late!</b> 	<i>Math:</i> Using Water	<i>Hush Little Baby</i> <b>k and ck</b>
<b>Grammar Booster</b> page 88					
<b>7</b> <b>Busy Lives</b> page 92	What does she do? She's a doctor. Where does she work? She works in a hospital.  He doesn't cook. Does he go to school? Yes, he does. / No, he doesn't.	Professions Verbs that describe professions	<b>The Secret Life of Shelly the Chef</b> 	<i>Social Studies:</i> People Who Help Me	<i>Shelly's a Superchef!</i> <b>s and sh</b>
<b>Grammar Booster</b> page 102					
<b>8</b> <b>Habits and Habitats</b> page 106	Fish have fins. They don't have wings. Do they have wings? Yes, they do. / No, they don't.  What do they eat? They eat grass.	Animal body parts Geographical features	<b>The Kangaroo's Pouch</b> 	<i>Science:</i> What Is a Habitat?	<i>Birds Fly in the Sky</i> <b>s and z</b>
<b>Grammar Booster</b> page 116					
<b>9</b> <b>Town and Countryside</b> page 120	What do you like to do on weekends? I like to stay home. I don't like to play tennis.  Do you like the town or the countryside? I like the countryside. Why? I like it because there are flowers.	Free time activities Nature	<b>The Town Mouse and the Country Mouse</b> 	<i>Art:</i> Famous Paintings	<i>I Love the Country</i> <b>ou and ow</b>
<b>Grammar Booster</b> page 130					
<b>Word List</b> page 134					

## Competencies



me



act



think



learn



communicate

Activities that encourage children to accept responsibility and reflect on the consequences of lifestyle choices.

Activities that develop societal understanding and identification of children's own circumstances in a wider context.

Activities that develop critical thinking skills to reflect upon, manipulate, process, and interpret information.

Activities that foster learner autonomy, and allow children to demonstrate and put into practice learning strategies.

Activities that promote interpersonal and collaborative skills, develop teamwork, and allow children to express opinions and ideas.