

	Story time		Words and grammar		Skills and sounds		Our world	CLIL corner	Our learning situation task	Page
Welcome back!	SEL		Vocabulary The alphabet Greetings		Structures Spelling		Real world skill Sounds of English			6
1 Are you OK? <i>How can we regulate our emotions at school and at home?</i>	The swing	Managing your emotions	afraid, angry, calm, comfortable, embarrassed, excited, stressed, worried	Is he / she ...? Yes, he / she is. No, he / she isn't. Are they ...? Yes, they are. No, they aren't.	Checking someone is OK and offering help	/d/ as in bored /ɪd/ as in excited	Managing our emotions	How do our senses affect how we feel?	A feel-good bag	8
2 A place to study <i>How can we study better at home?</i>	I can't study!	Planning and organising your time	board, coloured pencils, computer, desk, felt-tip pens, headphones, lamp, notebook, tablet	Possessive adjectives: my, your, his, her, its, our, their	Talking about wants, needs and giving reasons	/p/ as in pencil /f/ as in headphones	Good study habits	A fun way to learn!	The perfect study space	20
3 My responsibilities <i>How can I help at home and at school?</i>	The chore list	Being kind and helpful to others	clean the board, cook dinner, lay the table, make my bed, pack my bag, put my toys away, recycle the rubbish, tidy my room, water the plants	How often do you ...? I sometimes / never / always ... I ... every day.	Apologising & offering to do something	/u:/ as in room /ʊ/ as in cook	Helping hands around the world	How does a clean classroom help us learn?	A classroom jobs chart	32
4 People around us <i>Why are the people in our community important?</i>	A bad day!	Showing appreciation for others	actor, bus driver, cleaner, cook, doctor, firefighter, nurse, police officer, server	What's he / she doing? He's / She's ... What are they doing? They're ...	Asking people about their jobs	/ə/ endings as in teacher, doctor	Our amazing community	Science is fun!	An interview with someone in our community	44
5 At the market <i>How can we make sure we have a healthy diet?</i>	The greenhouse	Asking for things politely	broccoli, lettuce, onions, peas, pears, peppers, pineapple, potatoes, watermelon	How many ... are there? There are ... How much ... is there? There's ... a lot / a few / a little	Going shopping at the market	/u:/ as in fruit /əʊ/ as in tomatoes	Fruit around the world	How can we grow food from scraps?	A fruit and vegetable journal	56
6 Let's protect nature! <i>Why are natural spaces important?</i>	The park clean-up	Making responsible and ethical decisions	bee, beetle, bush, flower, grass, pond, soil, stone, tree	You / we must ... You / we mustn't ...	Talking about rules	/aʊ/ as in cow, mouse	National parks	Let's protect insects!	A nature ranger guide	68
7 Getting around town <i>How can I find my way around a new place?</i>	The treasure hunt	Listening to important information	bus stop, car park, cinema, hospital, museum, restaurant, shop, square, train station	Where's the ...? It's behind / between / in front of / opposite ...	Asking for and giving directions	Word stress in museum, hospital	Sustainable transport	How can we find our way around?	A guidebook for a visitor	80
8 Perfect presents <i>How well do we know each other?</i>	Goodbye, Noah!	Respecting people's choices and preferences	badge, bracelets, collection, diary, keyring, stickers, skateboard, tickets, watch	Comparative adjectives: bigger / cooler / older / prettier / better / worse	Describing an object and saying why it is special	Word stress in interesting, collection	Giving presents	What do you like?	A present for a classmate	92

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 Project 2: Let's make a documentary about our school! Page 105
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Get ready to learn!
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