

Contents

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	21st Century Competencies
Module 1 • Welcome! p. 5				
- to talk about friends and family - to describe physical appearance - to count (10-100) - to talk about possession - to talk about what someone can and can't do - to tell the time	Who's that? It's (John). What's (her) name? (Her) name is (Anna). (I) have got / (He) has got (big teeth). Have (you) got (twenty shells)? Yes, (I) have. No, (I) haven't. Has (she) got (fifty dolls)? Yes, (she) has. No, (she) hasn't. (He) can't (paint), but (he) can (do karate). Can (they) (dive)? Yes, (they) can. No, (they) can't. What's the time? It's (three) o'clock. It's half past (three).	Words describing appearance Colours Numbers Objects Actions Phonics: l blends: plane, blonde, clap, glue, fly	Music (song) Maths (counting, time) Social Studies (friends and family) Language Arts (fiction, using periods, writing a paragraph about one's family)	 Value Don't play tricks on your friends.
Module 2 • Every day p. 15				
- to talk about everyday activities - to identify the means of transport - to talk about how one gets around - to talk about occupations	(I) always / never walk to school. (He) sometimes (combs his hair). Do (they) (walk to school)? Yes, (they) do. No, (they) don't. Does (she) (take the bus to school)? Yes, (she) does. No, (she) doesn't. What do you do? I'm a (firefighter). What does (he) do? (He)'s a (dentist). What do you want to be? (I) want / (She) wants to be a (farmer).	Everyday activities Occupations Work-related activities Phonics: r blends: pretty, brush, crayon, grey, fruit, tree, drive	Music (song) Social Studies (occupations) Art (drawing) Language Arts (fiction, capital I, writing a paragraph about one's day)	 Value Every job is important in our society.
Module 3 • Right now p. 25				
- to talk about activities happening at the moment of speaking - to talk about sports - to talk about household chores	What are you doing? I'm / I'm not (playing the guitar). What is (he) doing? (He)'s / (He) isn't (skateboarding). What are (they) doing? (They)'re / (They) aren't (making a cake). Is (she) (doing gymnastics)? Yes, (she) is. No, (she) isn't. Are (they) (playing tennis)? Yes, (they) are. No, (they) aren't.	Leisure activities Sports Sports equipment Household chores Phonics: s blends: smile, snake, spider, stop, skate, scarf, sleep, swim, squirrel	Music (song) Health (exercising) Art (drawing, silhouettes) Language Arts (fiction)	 Value Don't make hasty judgments.
Module 4 • Year in, year out p. 35				
- to talk about the seasons - to learn prepositions of time - to talk about the weather in different parts of the world - to talk about sports played in different seasons	What's your favourite season? (My) favourite season is (spring). I have (karate) on (Saturday). When's your birthday? It's in (March). What do (you) do in the (summer)? (I) go (swimming) in the (summer). (He) goes (skiing) in the (winter).	Seasons The world around us Weather Sports Clothes Phonics: a /æ/ cat, hat e /e/ pen, ten i /i/ milk, fish o /ɑ:/ socks, hot u /ʌ/ sun, shut	Music (song) Science (weather) Art (drawing, season collage) Language Arts (fiction)	 Value Each season has got its own beauty.
Module 5 • My new house p. 45				
- to describe location - to identify items in a house - to talk about different types of homes - to talk about possession	Where's the (dog)? It's (behind) the (door). Where are the (toys)? They're (upstairs). They're in front of the (wardrobe). Whose (coat) is this? It's (mine). Whose (trainers) are these? They're (Tim)'s. They're (his). There is one (big room). There are a lot of (paper doors).	Parts of the house Items in a house Prepositions of place Clothes Phonics: /ð/ this, that /θ/ tooth, thin /ʃ/ ship, fish /tʃ/ chair, peach /tʃ/ kitchen, catch	Music (song) Social studies (the traditional Japanese house) Art (drawing) Language Arts (fiction, using adjectives, writing a paragraph about one's home)	 Value Be responsible and pick up your things after playtime.

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	21st Century Competencies
Module 6 • Food, please! p. 55				
- to identify and talk about food - to talk about where different foods come from - to learn how to order at a restaurant	There's some (milk). There are some (carrots). (Is) there any (cheese)? Yes, there (is). No, there (isn't). Are there any (peppers)? Yes, there are. No, there aren't. (Noodles) come from (China). What would you like (to drink)? I'd like some (water), please. Can I have some lemonade, please? Would you like some (dessert)? Yes, please. No, thanks.	Food and drinks Phonics: /s/ caps, books /z/ eggs, peas /z/ tomatoes, cherries /ɪz/ glasses, foxes, buses, dishes	Music (song) Health (food) Art (drawing) Language Arts (fiction, using commas and "and", writing a paragraph about one's favourite food)	 Value Practice makes perfect.
Module 7 • Out and about p. 65				
- to give directions - to identify animals - to talk about places in a town - to talk about rules - to tell the time	Turn left. Turn right. Go straight. Don't (take photos). What's the time? It's a quarter to (three). It's a quarter past (three).	Directions Animals Places Rules Phonics: /eɪ/ dates /aɪ/ white /əʊ/ rose /i:/ teacher /u:/ food /ju:/ computer	Music (song) Social Studies (rules) Maths (time) Art (street signs) Language Arts (fiction)	 Value Stay together, play together, win together.
Module 8 • Where were you yesterday? p. 75				
- to identify places in a town - to talk about the different times of day - to talk about where someone was in the past - to describe past experiences - to talk about life in the past	Where were (you) yesterday? (I was) at (the shopping centre). Where was (she) yesterday? (She) was at (home). Was (the film) good? Yes, it was. No, it wasn't. Were you at (home)? Yes, we were. No, we weren't. How was it? It was (noisy). There was / wasn't (a theatre). There were / weren't (many cars).	Places Food Times of day Adjectives Means of transport Phonics: ck /k/ kick, clock nk /ŋk/ bank, sink ng /ŋ/ long, king	Music (song) Social Studies (a city from the past) Art (picture diary) Language Arts (fiction, diary, use of intensifiers very, so, really, write one's diary)	 Value Share your experiences with friends.
Module 9 • On holiday p. 85				
- to talk about holiday activities - to talk about past events	(We) packed (our bags). What did (you) do at the weekend? (I) went (to the forest). (He) didn't (swim). Did (you) (watch TV)? Yes, (I) did. No, (I) didn't.	Holiday-related vocabulary Adjectives Actions Geographic features Phonics: nd /nd/ sand, pond nt /nt/ plant, tent	Music (song) Art (drawing) Language Arts (fiction, diary, using "and" and "but", writing a paragraph about one's holiday)	 Value Be helpful and caring.
Module 10 • The world around us p. 95				
- to identify animals - to compare people and animals - to talk about our solar system	(Lions) are stronger than (mice). big - bigger thin - thinner fat - fatter Which is the (hottest) (planet)? (Venus) is the (hottest) (planet).	Animals Adjectives School subjects The solar system Preposition of movement Phonics: /f/ phone, dolphin /w/ wheel, whale /f/ laugh, cough	Music (song) Science (the solar system) Art (drawing, solar system mobile) Language Arts (fiction)	 Value Believe in yourself.