

# Contents

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	21st Century Competencies
<b>Module 1 • We're back! p. 5</b>				
- to spell - to greet someone - to introduce someone - to identify and talk about classroom objects - to count (1-20) - to identify colours	Spell ("book"). My name's (Lisa). This is (John). What's your name? I'm (Mary). What's this? It's a (bag). What's that? It's an (apple). What are these? They're (apples). What colour is it? It's (red).	<b>Classroom objects:</b> bag, book, pen, pencil, ruler, rubber, computer, desk, board, pencil case, chair <b>Numbers:</b> 1-20 <b>Colours:</b> red, blue, yellow, green, pink, orange, brown, white, black <b>Food:</b> apple, apples <b>Phonics:</b> <b>a</b> /æ/ cat, hat, fat <b>i</b> /i/ fin, pink, fish	<b>Music</b> (song) <b>Maths</b> (counting, addition) <b>Language Arts</b> (fiction) <b>Art</b> (alphabet line, drawing, colouring)	 <b>Value</b> Be responsible for your pet.
<b>Module 2 • Home and family p. 15</b>				
- to identify and talk about family members and friends - to identify and talk about toys - to identify and talk about items in a house - to describe location	Who's that? It's my (sister). Is that your (mother)? Yes, it is. No, it isn't. Where's the (doll)? It's in/on/under the (wardrobe). Where are the (dolls)? They're next to the (sofa). They're between the (lamp) and the (computer).	<b>Family and friends:</b> father, mother, sister, brother, grandfather, grandmother, uncle, aunt, cousin, baby, friend <b>Toys:</b> jigsaw puzzle, board game, doll, teddy bear <b>Items in a house:</b> bed, wardrobe, lamp, sofa, TV, window <b>Phonics:</b> <b>e</b> /e/ bed, red, leg <b>o</b> /ɒ/ box, top, fox	<b>Music</b> (song) <b>Social studies</b> (family mobile, family tree) <b>Language Arts</b> (fiction) <b>Art</b> (family mobile, drawing, colouring)	 <b>Value</b> Help your elders.
<b>Module 3 • Friends p. 25</b>				
- to count in tens (10-50) - to identify pets - to talk about possession - to describe physical appearance	(I) have got (a book). Have you got (a snake)? Yes, I have. No, I haven't. (She) has got (curly hair). (She) hasn't got (straight hair). Has (he) got (brown eyes)? Yes, (he) has. No, (he) hasn't.	<b>Numbers:</b> 10-50 (by tens) <b>Pets:</b> cat, dog, lizard, snake, rabbit <b>Appearance:</b> curly hair, straight hair, long hair, short hair <b>Parts of the face:</b> eyes, mouth, nose, tooth/teeth, big ears, small ears <b>Phonics:</b> <b>u</b> /ʌ/ duck, under, jumper	<b>Music</b> (song) <b>Maths</b> (counting) <b>Language Arts</b> (fiction, writing a description of a person) <b>Art</b> (missing pet poster, drawing, colouring)	 <b>Value</b> Love your pet even if it's different.
<b>Module 4 • Animals p. 35</b>				
- to identify animals - to describe wild animals and talk about what they can and can't do - to talk about ability - to talk about quantity	Its (tail) is (long). Their (heads) are (small). Can you (swim)? Yes, I can. No, I can't. (It) can (jump). (It) can't (fly). How many (elephants) can you see? (I) can see (three elephants).	<b>Body parts:</b> head, wings, leg, tail <b>Actions:</b> talk, swim, run, jump, fly, climb, see <b>Animals:</b> parrot, monkey, elephant, penguin, hippo, crocodile, tiger, lion, zebra, giraffe <b>Phonics:</b> <b>ch</b> /tʃ/ chimp, peach, chair <b>sh</b> /ʃ/ sheep, shirt, fish	<b>Music</b> (song) <b>Science</b> (wild animals) <b>Language Arts</b> (fiction) <b>Art</b> (animal mosaic, drawing, colouring)	 <b>Value</b> Respect animals.
<b>Module 5 • My town p. 45</b>				
- to identify and talk about places in a town - to talk about the weather - to talk about location	There is (a park). There are (three restaurants). Is there (a park) (in your town)? Yes, there is. No, there isn't. What's the weather like? It's (sunny). Where's the (hospital)? It's opposite the (supermarket).	<b>Places:</b> pet shop, toy shop, school, restaurant, park, supermarket, hospital, police station, playground, cinema <b>Weather:</b> It's raining, sunny, cloudy, hot, cold <b>Phonics:</b> <b>th</b> /θ/ thin, teeth, thirteen, <b>th</b> /ð/ this, that, mother	<b>Music</b> (song) <b>Social studies</b> (describing one's town) <b>Language Arts</b> (fiction) <b>Art</b> (model town, drawing, colouring)	 <b>Value</b> It's always good to be prepared.

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	21st Century Competencies
<b>Module 6 • My favourite food p. 55</b>				
- to identify and talk about food - to talk about likes and dislikes	What's your favourite food? I like (sandwiches). I don't like (meat). Do you like (apples)? Yes, I do. No, I don't. I want (fruit). I don't want (soda). It's good for you. It's bad for you. What do you have for (breakfast)? For (breakfast) I have (cereal).	<b>Food and drinks:</b> meat, rice, chicken, cheese, tomato(es), sandwich(es), crisps, bananas, beans, spaghetti, milk, orange juice, doughnuts, vegetables, sweets, soda, fruit, salad, cereal, burger, chips, bread <b>Meals:</b> breakfast, lunch, dinner <b>Phonics:</b> <b>i</b> /aɪ/ white, kite, rice <b>o</b> /əʊ/ home, nose, rose	<b>Music</b> (song) <b>Health</b> (food groups) <b>Social studies</b> (preferences) <b>Language Arts</b> (fiction) <b>Art</b> (food pyramid, drawing, colouring)	 <b>Value</b> Eat healthily.
<b>Module 7 • On time p. 65</b>				
- to identify the days of the week - to tell the time on the hour - to talk about everyday activities - to identify and talk about the months of the year - to count (20-50)	What day is it? It's (Monday). What's your favourite day? What's the time? It's (nine) o'clock. What time do you (get up)? I (get up) at (seven) o'clock. February is (after) January. June is (before) March.	<b>Days of the week:</b> Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday <b>Time:</b> morning, night, It's twelve o'clock, It's one o'clock, It's three o'clock <b>Everyday activities:</b> get up, go to school, go home, go to bed <b>Months:</b> January, February, March, April, May, June, July, August, September, October, November, December <b>Phonics:</b> <b>a</b> /eɪ/ cake, make, dates <b>ea</b> /i:/ teacher, read, eat	<b>Music</b> (song) <b>Maths</b> (time, addition) <b>Language Arts</b> (fiction, rhyme) <b>Art</b> (calendar, drawing, colouring)	 <b>Value</b> Make friends from different countries.
<b>Module 8 • At work p. 75</b>				
- to identify occupations and talk about what someone does - to tell the time	Do you work in a (hospital)? Yes, I do. No, I don't. She (sings). He (plays the piano). Does (she) (dance)? Yes, (she) does. No, (she) doesn't. What time does (he go home)? At (4:30).	<b>Jobs:</b> police officer, teacher, waiter, doctor, singer, actor, musician, dancer, chef <b>Actions:</b> work, sing, play the piano, dance, cook <b>Time:</b> half past three, half past eight <b>Terms of address:</b> Mr, Mrs <b>Phonics:</b> <b>u</b> /ju:/ computer, cute	<b>Music</b> (song) <b>Social Studies</b> (occupations) <b>Language Arts</b> (fiction) <b>Art</b> (picture diary, drawing, colouring)	 <b>Value</b> Everybody has got a special talent.
<b>Module 9 • Clothes p. 85</b>				
- to identify and talk about clothes - to talk about possession	Whose (hat) is this? It's (Pat)'s. Whose (shorts) are these? They're (Mort)'s. Is this her (T-shirt)? Yes, it is. No it isn't. Are these his (trainers)? Yes, they are. No, they aren't. I'm wearing (a dress). (He)'s wearing (a jumper). Is (she) wearing (glasses)? Yes, (she) is. No, (she) isn't.	<b>Clothes:</b> jeans, hat, shorts, coat, jacket, socks, trainers, glasses, T-shirt, gloves, scarf, dress, trousers, skirt, pyjamas, jumper <b>Phonics:</b> <b>fr</b> /fr/ frog, fruit <b>pr</b> /pr/ prince, princess <b>br</b> /br/ brush, breakfast <b>dr</b> /dr/ dress, drink	<b>Music</b> (song) <b>Language Arts</b> (fiction) <b>Art</b> (collage fashion model, drawing, colouring)	 <b>Value</b> Always look after your belongings.
<b>Module 10 • Having fun p. 95</b>				
- to identify and talk about sports and games - to talk about activities happening at the moment of speaking	I'm (playing). (He)'s (riding a bike). (They)'re eating. Are you (skipping)? Yes, I am. No, I'm not. Is (she) (playing tag)? Yes, (she) is. No, (she) isn't. (He) isn't (sitting). Are you (watching TV)? Yes, I am. / No, I'm not. Are they (playing hide and seek)? Yes, they are. No, they aren't.	<b>Sports and games:</b> basketball, hide and seek, tag, football <b>Sports equipment:</b> ball <b>Activities:</b> riding a bike, reading, eating, drinking, skipping, playing football, catching, chasing, sitting, making, watching TV, listening to music, playing a computer game, sleeping <b>Phonics:</b> <b>cr</b> /kr/ crisps, crocodile <b>tr</b> /tr/ tree, trainers <b>gr</b> /gr/ grapes, grey	<b>Music</b> (song) <b>Language Arts</b> (fiction) <b>Art</b> (window, drawing, colouring)	 <b>Value</b> Be careful when you are playing.