

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	Phonics
Hello! • p.4				
- to greet someone - to introduce oneself and to inquire about one's name - to ask and answer about one's well-being - to revise the colours - to revise the numbers 1-10	I'm (Mark). What's your name? My name is (Kelly). How are you? Fine, thank you. / and you? What colour is it? It's (blue). How old are you? I'm (eight).	Greetings: Hi./Hello. Goodbye./Bye. Colours: red, yellow, green, blue, orange, black, white Numbers: 1-10		
Module 1 • Welcome! • p.9				
- to identify and talk about classroom objects - to give and follow simple instructions - to make calculations	What's this? It's a (book). What's that? It's a (book). Is it a (desk)? Yes, it is. No, it isn't. This is a computer. This is an apple. Open your book. Close the door.	Classroom objects: bag, book, computer, pencil, pen, ruler, rubber, desk, chair, pencil case, notebook, board, whiteboard Gadget: tablet Nouns: apple, umbrella, classroom, window, door, teacher, Mr, Mrs, cake Adjectives: new, old Imperatives: Open your book., Close your book., Stand up!, Sit down! Calculations: plus, minus, times, equals	Maths (making calculations)	soft c /s/ pencils hard c /k/ case
Module 2 • Home and family • p.19				
- to identify and talk about family members and friends - to identify furniture - to describe location - to identify and talk about rooms in a house	Who's that? It's my (sister). I am (Fred). You are (Mary). He's (a boy). She's (a girl). It's (a cat). girl - girls / boy - boys Where is the (cat)? It's (in) the bag. It's (on/under) the bed.	Family: mum/mother, dad/father, brother, sister, grandfather, grandmother, cousin Furniture: bed, table, bookcase, sofa Rooms of the house: bedroom, dining room, bathroom, living room, kitchen Nouns: friend, boy, girl, lamp, TV, family, baby, tree, house, garden Prepositions of place: on, in, under	Social Studies (making one's family tree)	Plural -s /s/ books tablets /z/ sisters brothers
Star Skills (Modules 1-2) • p.29				
Module 3 • About people • p.31				
- to talk about feelings - to talk about physical appearance - to identify occupations - to identify actions - to talk about ability	Is he/she/it (happy)? Yes, he/she/it is. / No, he/she/it isn't. We/You/They are (pilots). Are you (happy)? Yes, I am. / No, I'm not. Yes, we are. / No, we aren't. Are they (happy)? Yes, they are. / No, they aren't. (I) can (jump). (You) can't (fly). Can you (spell your name)? Yes, I can. / No, I can't.	Adjectives: happy, sad, tall, short, big, small Occupations: students, doctor, pilot, actor, police officer, firefighter, footballer, artist Actions: fly, jump, run, swim, walk, climb, spell, count, write, sing, paint, read, draw Verbs of the senses: see, hear, smell, touch, taste	Science (the five senses)	soft g /dʒ/ orange hard g /g/ big green garden
Module 4 • My friends • p.41				
- to talk about possession - to identify and talk about parts of the face and body - to identify and talk about pets	I have got/ve got (a nose). You have got (eyes). (He) has got/s got (long) (legs). (We) have got (ears). (They) haven't got (ears). What's this? It's a (bat). What are these? They're (bats). nose - noses foot - feet tooth - teeth Have you got a (pet)? Yes, I have. / No, I haven't. Has (he) got a (spider)? Yes, (he) has. / No, (he) hasn't.	Parts of the face and body: eyes, ears, nose, mouth, hair, arms, wings, legs, tail, foot, teeth, lips, hand, fingers, head Pets: parrot, rabbit, hamster, turtle, mouse, snake, spider, dog Nouns: pet cat, animals, bat, dinosaur, body Adjectives: long, scary, ugly, beautiful Appearance: blonde hair, straight hair	Science (talking about dinosaurs)	short a /æ/ parrots apple long a /eɪ/ snakes cake

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	Phonics
Module 5 • Food and drink • p.53				
- to express likes and dislikes - to identify and talk about food and drinks - to ask and answer about one's likes or dislikes - to talk about what someone has for breakfast/lunch/dinner - to count (11-20)	I like (chicken). I don't like (onions). sandwich - sandwiches Do you like (salad)? Yes, I do. / No, I don't. It's/They're good for you. It's/They're bad for you. tomato - tomatoes	Food and drinks: sandwich, chicken, rice, beans, eggs, onions, spaghetti, salad, chips, chocolate, orange juice, milk, soup, fish, cereal, fruit, vegetables, banana, lemon, orange, carrot, tomato, bread, potato, cheese, meat, crisps, drinks, pizza, watermelon, jam, ice cream, pear, lemonade Adjectives: tasty, nice, hungry, thirsty Meals: breakfast, lunch, dinner	Home Science (the healthy plate)	short i /ɪ/ big kitchen long i /aɪ/ nine spider
Module 6 • Places • p.63				
- to identify and talk about places in a town - to identify means of transport - to talk about location	There is a (park). There are (parks). Is there (a pet shop)? Yes, there is. / No, there isn't. Are there (pet shops)? Yes, there are. / No, there aren't. Where's the (hospital)? It's next to the (supermarket). It's between the (supermarket) and the (school).	Places: museum, cinema, school, park, supermarket, pet shop, toy shop, clothes shop, shopping centre, zoo, playground, hospital, hotel, restaurant Means of transport: bus, car, train, plane, helicopter, boat, taxi, bike, lorry Nouns: town, tourists, rides Prepositions of place: next to, between Adjectives: fast, slow	Social Studies (Disneyland - Paris)	short o /ɒ/ Bob got long long o /əʊ/ nose
Star Skills (Modules 5-6) • p.73				
Module 7 • My world • p.75				
- to identify the days of the week - to talk about the weather - to ask for the time - to tell the time on the hour - to talk about everyday activities - to make suggestions - to identify the parts of the day	What day is it today? It's (Tuesday). What's your favourite day? (Friday). What's the weather like? It's (sunny). What's the time? It's (eleven) o'clock. What time do you (get up)? I (get up) at (seven) o'clock. Let's go to the (park). Let's (have fun).	Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday Weather: hot, cold, sunny, cloudy, windy, It's raining., It's snowing. Time: It's (three) o'clock. Everyday activities: get up, go to school, go home, go to bed Landscapes: beach, forest Phrase: have fun Place of entertainment: circus Parts of the day: in the morning, in the afternoon, in the evening, at night Nouns: sun, star, sand, water	Geography (the time and the weather around the world)	voiced th /ð/ brother unvoiced th /θ/ three teeth
Module 8 • My clothes • p.85				
- to identify and talk about clothes - to talk about activities happening at the moment of speaking - to identify actions	I'm wearing (shoes). He's wearing (jeans). They're wearing (skirts). Are you wearing (socks)? Yes, I am. / No, I'm not. Is (he) wearing (jeans)? Yes, (he) is. / No, (he) isn't. Are (you) wearing (trousers)? Yes, (we) are. / No, (we) aren't. Are (they) wearing skirts? Yes, (they) are. / No, (they) aren't. Is (he) (talking)? Are (they) (walking)?	Clothes: skirt, shirt, dress, shoes, jeans, jacket, boots, cap, T-shirt, shorts, socks, glasses, trousers, hat, uniform, coat, costume, kilt, belt, thobe, sandals, jumper, pyjamas Actions: (He's) eating, drinking, talking, reading, walking Nouns: sword, king	Social studies (traditional costumes)	ch /tʃ/ chips lunch sh /ʃ/ fish
Star Skills (Modules 7-8) • p.95				