

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	21st Century Competencies
Hello! • p.4				
<ul style="list-style-type: none"> - to learn greetings and how to introduce oneself - to inquire about one's name - to ask and answer about one's well-being - to revise the colours - to revise the numbers 1-20 - to ask and answer about one's age - to revise the questions and short forms of the verb <i>have got</i> - to express likes and dislikes - to give and follow orders/instructions/directions - to identify classroom objects 	<p>What's your name? My name is... / I'm + name How are you? I'm fine, thank you. And you? How old are you? I'm + number What colour is it? It's... Have you got...? Yes, I have. / No, I haven't. How many... are there? There is... / There are... I like... / I don't like...</p>	<p>Characters' names: Tab, Mark, Kelly, Ann, Brad Greetings: Hello./Hi. Goodbye./Bye. Colours: red, yellow, green, blue, orange, black, white Numbers: 1-20 Imperatives: Don't sit down. Don't stand up. Close the door. Don't open the window. Open your book. Classroom objects: bag, pencil, ruler, book Fruit: apple, orange, banana, pear</p>		
Module 1 • Nice to meet you! • p.7				
<ul style="list-style-type: none"> - to introduce adjectives related to physical appearance - to describe a person, an animal or a thing - to revise the verb <i>to be</i> - to introduce adjectives related to feelings - to talk about one's mood - to identify actions - to talk about ability - to revise and learn new colours - to learn how to mix colours 	<p>I'm (tall). He/She/It is (funny). We/You/They are (young). Are you (angry)? Yes, I am./No, I'm not. / Yes, we are./No, we aren't. Is he/she/it (tired)? Yes, he/she/it is. / No, he/she/it isn't. Are they (bored)? Yes, they are. / No, they aren't. I'm not (angry). He/She/It isn't (tired). We/You/They aren't (bored). I/You/He/She/It/We/You/They can (draw) / can't (dive). Can you (paint)? Yes, I can. / No, I can't.</p>	<p>Actions: talk, skateboard, sing, dance, paint, draw, dive, fly, walk, run, jump, swim, climb Colours: purple, brown, grey, pink, gold, silver Verb: mix Adjectives: pretty, funny, young, old, tall, short, angry, scared, tired, bored, clean, dirty, big, small, hungry, thirsty, fat</p>	<p>Art (mixing colours)</p> <p>Writing tip: to recognise capital letters and full stops in sentences</p>	      
			<p>Phonics</p> <p>th /θ/ sh /ʃ/ th /ð/ tch /tʃ/ ch /tʃ/</p>	<p>Value</p> <p>Help the elderly.</p>
Module 2 • Me and my family • p.17				
<ul style="list-style-type: none"> - to identify family members - to revise the verb <i>have got</i> - to revise the indefinite article <i>a/an</i> - to talk about appearance - to identify facial features - to identify clothes and accessories - to talk about possession - to talk about objects that are near us and not near us - to identify toys - to revise/learn the parts of the face and body 	<p>I've/You've got a (cousin). He's/She's got an (uncle). We've/They've got a (daughter) and a (son). Have you got (fair hair)? Yes, I/we have. / No, I/we haven't. Has he/she/it got (freckles)? Yes, he/she/it has. / No, he/she/it hasn't. Have they got (straight hair)? Yes, they have. / No, they haven't. I/You/We/They haven't got (curly hair). He/She/It hasn't got (freckles). I → my you → your he → his she → her it → its we → our you → your they → their This is a (dress). → These are (dresses). That is a (shoe). → Those are (shoes). Whose (ball) is this? It's (Ron)'s (ball). Whose (dolls) are these? They're (Tina)'s (dolls).</p>	<p>Family members: son/grandson, daughter/granddaughter, grandfather/grandad, grandmother/granny, uncle, aunt, cousin Features: straight hair, fair hair, curly hair, moustache, beard, freckles Clothes and accessories: handbag, watch, T-shirt, coat, jeans, skirt, dress, shoes, boots Toys: ball, doll, computer game, monster, robot, kite Parts of the face and body: head, eyes, nose, mouth, ears, shoulder, toes, knee, teeth, ankle, feet, stomach Verb: play Noun: toys</p>	<p>Music and Science (parts of the face and the body)</p> <p>Writing tip: to learn how to use commas and the conjunction <i>and</i> in a sentence</p>	      
			<p>Phonics</p> <p>a /eɪ/ ea /i:/ i /aɪ/ oo /u:/ o /əʊ/ u /ju:/</p>	<p>Value</p> <p>Help and respect animals.</p>
Module 3 • What are you doing? • p.27				
<ul style="list-style-type: none"> - to identify activities happening at the moment of speaking - to ask and answer questions about activities happening at the moment of speaking - to ask about and tell the time 	<p>I'm (studying). He/She/It's (playing). We/You/They're (cleaning). Are you (eating)? Yes, I am./No, I'm not. / Yes, we are./No, we aren't. Is he/she/it (drinking water)? Yes, he/she/it is. / No, he/she/it isn't. Are they (fishing)? Yes, they are. / No, they aren't. I'm not (eating). He/She/It isn't (drinking water). We/You/They aren't (fishing). read → reading make → making get → getting What's the time? It's (two) o'clock. It's half past (six). It's a quarter to/past (four).</p>	<p>Activities: She's studying. She's cleaning. He's watching TV. They're listening to music. He's reading. She's planting a tree. I'm feeding the fish. He's fishing. They're eating. He's drinking water. It's flying. He's watering the flowers. She's making a cake. He's having breakfast/lunch/dinner. He's getting dressed. It's sleeping. He's wearing a helmet. She's doing her homework. It's carrying food. Time: It's two o'clock. It's half past six. It's a quarter to four. It's a quarter past four. Phrase: It's snowing. Verbs: help, chase, kick, touch, throw Nouns: child - children, balloon, lake, football, pants, player, ant, grasshopper</p>	<p>PE (learning about American and British football)</p> <p>Writing tip: to learn how to use question marks and exclamation marks in sentences</p>	      
			<p>Phonics</p> <p>ck /k/ ng /ŋ/ nk /ŋk/</p>	<p>Value</p> <p>Hard work pays off.</p>



Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	21st Century Competencies
Module 4 • Here and there • p.37				
<ul style="list-style-type: none"> - to identify places in a town - to identify location - to ask and answer about the location of places in a town - to identify sea animals - to introduce the object pronouns - to identify actions - to express obligation/prohibition - to count (20-100) - to ask about prices - to identify road signs 	<p>Where's the toy car? in, on, under, behind, in front of, next to, between I → me you → you he → him she → her it → it we → us you → you they → them Look at him! He's tall. You must (be quiet). You mustn't (take photos). How much is the (jacket)? It's €22. How much are the (boots)? They're €45.</p>	<p>Places: library, bank, pet shop, toy shop, aquarium, swimming pool, museum, shopping centre, restaurant, bookshop Sea animals: fish, shark, dolphin Nouns: people, camera, rubbish bin, map Phrases: be quiet, be careful, throw rubbish, take photos, have a shower Numbers: (20) twenty, (21) twenty-one, (22) twenty-two, (23) twenty-three, (24) twenty-four, (25) twenty-five, (26) twenty-six, (27) twenty-seven, (28) twenty-eight, (29) twenty-nine, (30) thirty, (40) forty, (50) fifty, (60) sixty, (70) seventy, (80) eighty, (90) ninety, (100) a hundred Actions: Go straight. Turn right. Don't turn left. Stop. Cross the street here. Put your seatbelt on. Verbs: look, give, come, find, meet</p>	<p>Social Studies (learning about road signs)</p> <p>Writing tip: to learn how to use the conjunctions <i>or</i> and <i>but</i> in a sentence</p>	
			Phonics	Value
			/nd/ /nt/	Ask for directions when you're trying to find a place.
Module 5 • Day by day • p.47				
<ul style="list-style-type: none"> - to talk about everyday activities - to talk about habitual actions - to ask and answer about habitual actions - to talk about how often someone does something - to talk about occupations - to ask and answer about a person's occupation - to say the months and seasons of the year - to say the ordinal numbers from first (1st) to thirty-first (31st) 	<p>I (always) (play football) on (Mondays). He/She (sometimes) (goes to the cinema). We/You/They (never) (go to school) (at the weekend). Do you (always) (get up early)? Yes, I do./No, I don't. / Yes, we do./No, we don't. Does he/she (walk to school)? Yes, he/she does. / No, he/she doesn't. Do they (drive a car)? Yes, they do. / No, they don't. I don't (drive a car). He/She doesn't (get up early). We/You/They don't (walk to school). What do you do? I'm a (farmer). / We're (farmers). What does he/she do? He's/She's a (singer). What do they do? They're (nurses). I'm good at (skateboarding). I'm bad at (singing). When is your birthday? It's on (16 July).</p>	<p>Everyday activities: go shopping, go to the cinema, do karate, play tennis, play the guitar, ride my bike, get up early, brush my teeth, drive a car, have a lesson, take the bus, walk to school Occupations: driver, farmer, nurse, cook, waiter, singer Months: January, February, March, April, May, June, July, August, September, October, November, December Ordinals: 1st - 31st Seasons: winter, spring, summer, autumn Nouns: farm, snowman, basket, stone, present, vegetables Irregular noun: leaf - leaves</p>	<p>Geography (seasons)</p> <p>Writing tip: to learn the position of the subject in a sentence</p>	
			Phonics	Value
			wh /w/ ph /f/ gh /f/	Be kind to people and you'll be rewarded.
Module 6 • My favourite food • p.57				
<ul style="list-style-type: none"> - to identify food - to talk about countable nouns - to revise plurals - to ask and answer about countable and uncountable nouns - to identify food from different parts of the world - to ask and answer about food preferences - to ask for and order food 	<p>There's a (pineapple). There are some (pineapples). I want some (grapes/peaches/cherries). There is some (cheese). There are some (peas). There isn't any (juice). There aren't any (cherries). Is there any (rice)? Are there any (pizzas)? What's your favourite food? My favourite food is (spaghetti). What would you like? I'd like some (tea), please. Can I have some (coffee), please?</p>	<p>Food: grapes, peach, mango, pineapple, cherry, strawberry, salad, cheese, spaghetti, meat, steak, chicken, soup, rice, peas, sausage, cheeseburger, crepe, pancake, omelette, noodles, yoghurt Drinks: tea, coffee, milk Cutlery: fork, spoon, knife Crockery: plate, cup Glassware: glass, bottle Verbs: cut, share Nouns: fridge, salt, pepper, sugar</p>	<p>Home Science (cutlery, crockery, glassware)</p> <p>Writing tip: to learn the position of adjectives in a sentence</p>	
			Phonics	Value
			s /s/ s /z/ es /ɪz/	Share your food with your family and friends.

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	21st Century Competencies	
Module 7 • In the past • p.67					
<ul style="list-style-type: none"> - to talk about places - to talk about the past - to talk about actions that happened in the past - to ask and answer about actions that happened in the past - to talk about ancient people and civilisations - to talk about sports - to talk about means of transport 	<p>I/He/She/It was (at the park) yesterday. You/We/They were (at the amusement park) yesterday. Were you (at home) yesterday (afternoon)? Yes, I was/we were. / No, I wasn't/we weren't. Was he/she/it (at the park) yesterday? Yes, he/she/it was. / No, he/she/it wasn't. Were they (at school) yesterday (morning)? Yes, they were. / No, they weren't. I (played football) last weekend. He/She went (to the amusement park) last (Saturday). We/You/They saw (our cousins) last (week). They didn't have (pancakes for breakfast). They had (eggs and some fruit). My mother didn't make (a chocolate cake). She made (a banana cake). Did you (play tennis) yesterday? Yes, I/we did. / No, I/we didn't. Did he/she go (to the park) yesterday? Yes, he/she did. / No, he/she didn't. Did they see (their grandparents) last (weekend)? Yes, they did. / No, they didn't.</p>	<p>Places: amusement park, forest, beach, airport, sports centre Sports: play basketball, play table tennis, play baseball, go windsurfing, go sailing Means of transport: bicycle, train, carriage Animal: horse Phrase: finish my homework Verbs: wait, arrive, love, travel, use Irregular verbs: see - saw, go - went, hear - heard, come - came, have - had, make - made, eat - ate, sing - sang Nouns: chopsticks, hut, nightingale, emperor, wheel Adjective: ill Adverb: late</p>	<p>Social Studies (means of transport)</p> <p>Writing tip: to learn to use the conjunction <i>because</i> and the adverb <i>too</i> in sentences</p>		
			Phonics	Value	
			<p>ere /eə/ ai /eə/ ea /eə/</p>	<p>Appreciate your friends and things.</p>	
Module 8 • The world around us • p.77					
<ul style="list-style-type: none"> - to identify animals - to compare people/ animals/ places/ things - to identify wild animals - to identify landscapes - to talk about free-time activities - to talk about sports and equipment 	<p>(Cheetahs) are faster than (hippos). fast → faster thin → thinner scary → scarier good → better bad → worse (Tom) is the youngest student in my class. strong → the strongest scary → the scariest good → the best bad → the worst</p>	<p>What are you going to do tomorrow? I'm going to (go shopping). I'm not going to (go to the beach).</p>	<p>Animals: crocodile, giraffe, hippo, cheetah, lion, gorilla, tiger, monkey, camel, elephant Sea animal: whale Landscapes: high mountain, river Free-time activities: go camping, go skiing Equipment: tent, sleeping bag, torch, skis, poles, board, sail Verbs: win, live, save Adjectives: thin, scary, strong, weak Nouns: winner, award, team, hump, trunk, grass, princess, country</p>	<p>Science (animals)</p> <p>Writing tip: to learn how to use intensifiers (<i>very, really, so</i>)</p>	
			Phonics	Value	
			<p>ed /t/ ed /d/ ed /ɪd/</p>	<p>Everybody has a talent.</p>	