

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	Phonics
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</p> <p>How are you? I'm fine, thank you. And you? How old are you? I'm + number What colour is it? It's...</p> <p>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</p> <p>Greetings: Hello./Hi., Goodbye./Bye.</p> <p>Colours: red, yellow, green, blue, orange, black, white</p> <p>Numbers: 1-20</p> <p>Imperatives: Don't sit down., Don't stand up., Close the door., Don't open the window., Open your book.</p> <p>Classroom objects: bag, pencil, ruler, book</p> <p>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</p> <p>Colours: purple, brown, grey, pink, gold, silver</p> <p>Verb: mix</p> <p>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>u /ʌ/ rubber</p> <p>u /u:/ computer</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/granddad, grandmother/granny, uncle, cousin</p> <p>Features: straight hair, fair hair, curly hair, moustache, beard, freckles</p> <p>Clothes and accessories: handbag, watch, T-shirt, coat, jeans, skirt, dress, shoes, boots</p> <p>Toys: ball, doll, computer game, monster, robot, kite</p> <p>Parts of the face and body: head, eyes, nose, mouth, ears, shoulder, toes, knee, teeth, ankle, feet, stomach</p> <p>Verb: play</p> <p>Noun: toys</p>	<p>Music and Science (parts of the face and the body)</p>	<p>oo /u/ book</p> <p>oo /u:/ school</p>
Star Skills (Modules 1-2) • p.27				
Module 3 • What are you doing? • p.29				
<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.</p> <p>Time: It's two o'clock., It's half past six., It's a quarter to four., It's a quarter past four.</p> <p>Phrase: It's snowing.</p> <p>Verbs: help, chase, kick, touch, throw</p> <p>Nouns: child - children, balloon, lake, football, pants, player, ant, grasshopper</p>	<p>PE (learning about American and British football)</p>	<p>ee /i:/ sleep</p> <p>ea /i:/ read</p>
Star Skills (Modules 3-4) • p.49				
Module 4 • Here and there • p.39				
<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 	<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</p> <p>Sea animals: fish, shark, dolphin</p> <p>Nouns: people, camera, rubbish bin, map</p> <p>Phrases: be quiet, be careful, throw rubbish, take photos, have a shower</p> <p>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</p> <p>Actions: Go straight., Turn right., Don't turn left., Stop., Cross the street here., Put your seatbelt on.</p> <p>Verbs: look, give, come, find, meet</p>	<p>Social Studies (learning about road signs)</p>	<p>nk /ŋk/ bank</p> <p>ng /ŋ/ shopping centre swimming pool</p>
Module 5 • Day by day • p.51				
<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 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</p> <p>Occupations: driver, farmer, nurse, cook, waiter, singer</p> <p>Months: January, February, March, April, May, June, July, August, September, October, November, December</p> <p>Ordinals: 1st - 31st</p> <p>Seasons: winter, spring, summer, autumn</p> <p>Nouns: farm, snowman, basket, stone, present, vegetables</p> <p>Irregular noun: leaf - leaves</p>	<p>Geography (seasons)</p>	<p>Present Simple endings (-s, -es)</p> <p>/s/ walks</p> <p>/z/ turns</p> <p>/ɪz/ crosses</p>
Module 6 • My favourite food • p.61				
<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 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, crepes, pancake, omelette, noodles, yoghurt</p> <p>Drinks: tea, coffee, milk</p> <p>Cutlery: fork, spoon, knife</p> <p>Crockery: plate, cup</p> <p>Glassware: glass, bottle</p> <p>Verbs: cut, share</p> <p>Nouns: fridge, salt, pepper, sugar</p>	<p>Home Economics (cutlery, crockery, glassware)</p>	<p>short e</p> <p>e - /e/ get eggs</p> <p>ea - /e/ breakfast bread</p>
Star Skills (Modules 5-6) • p.71				

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