

UNIT	LESSON	LEARNING OUTCOMES	VOCABULARY	GRAMMAR	UNIT MISSION
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Introductory Weeks I and II

I: Welcome to the English class, Little Bridge and CREA

To be familiarized with the platforms Little Bridge and CREA.

Greetings:
Hello, thanks.

How are you? I'm fine, thanks, and you?
My name is _____
I am _____

Create a self-portrait to introduce yourself.

Make a drawing of yourself and write:

My name is _____.

II: Our classroom routines

To learn classroom words and phrases.

Classroom language: listen and repeat, look, read, write, work in pairs, pay attention.

How do you say ____ in English? I don't understand. I don't know. What's the meaning of _____? Can you see/hear well? I can't see/hear well.

Drawing, written text and audio to be uploaded to CREA.



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1. Hello!

Week 1: What's your name?

To introduce yourself.

Greetings: Hi, hello, Mr., Mrs.

Who's this?
This is _____.
This is (Mr./Mrs.) _____.

Create and introduce a puppet character.

Make up and introduce a puppet character who lives in Little Bridge:

Hello!/Hi! My name is/I am _____. This is my friend _____. How are you? I'm fine thanks. See you! /Have a nice day! /Bye!

Image, written text and audio to be uploaded to CREA.

Week 2: Have a good day!

To greet and say goodbye to others.

Greetings: How are you? Fine, thanks, bye.

How are you? I'm fine, thanks. Bye!

Draw and locate places in Little Bridge with a partner.

Create pictures showing two places in Little Bridge to be used in a dialogue with a partner:

*S1: Hello!/Hi!
S2: What's that?
S1: That's the/It's the _____ (place)!
S2: Ok, and what's that?
S1: That's the/it's the _____ (place)!
S2: Yes! Let's go to _____ (place)!*

Pictures, written text and audio to be uploaded to CREA.

2. This is Little Bridge

Week 3: What's that?

To learn the names of places in town.
To ask and say where someone is.

Places: Bridge, park, shop, station, school, castle, hotel, sports ground, post office, community hall.

What's that? It's the _____ (place). Where's _____ (character)? He/She's at the _____ (place). Where are _____ and _____ (characters)? They're at the _____ (place).

Week 4: Let's go to the park

To say where you or others are, and where you live.
To suggest where to go.

What, where, at, place. Go to (place). Wait here. Let's go to (place). Come on. Go back to (place).

Is _____ (character) at home? Let's go to _____ (place).

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3. Families

Week 5: How old are you?

To ask and answer personal questions.

Numbers: 1-12.
Zero.

How old are you? How old is he/she? I am _____ years old / I am _____ (age) He/she is _____ years old.

Create and describe your puppet's family tree.

Draw and cut out your puppet's family members, in order to make up and describe a Family Tree:

Hello!/Hi! This is (character)'s family tree! He/She is _____ years old. This is his/her _____ (family member). This is his/her _____ (family member). This is his/her _____ (family member).

Images, written text and audio to be uploaded to CREA.

Week 6: Other families

To talk about your family and other people's families.

Family members: brother, sister, boy, girl, child, children, family.

Have you got any brothers and sisters? I've got... I haven't got any. This is my mum/brother/sister...

Create a desk organizer and play a guessing game.

Create your craft and put some of your school items in it to play a guessing game with a partner!

*You: How many _____ (pens) are there?
Partner: There are _____ (number) pens.
You: What colour is the _____ (ruler)?
Partner: The ruler is _____ (colour) .
You: How many _____ (red pencils) are there?
Partner: There are _____ (number) red pencils.*

4. At school

Week 7: Monday to Friday

To learn the days of the week. To say the alphabet. To understand some classroom instructions.

Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. But, weekend, cool, alphabet.

How do you spell...? What day is it?

Week 8: My pencil case

To say what's in your pencil case. To ask and say how many things there are and what colour these things are.

School items: bag, pencil case, book, pen, pencil, exercise book, book, rubber, ruler, felt tip.
Colours: pink, orange, black, red, green, purple, brown, white, yellow, blue, grey.

How many (pencils) are there? There are three. There's one.

Story Time 1: Geeta goes home.

To understand a story about Geeta.

On the ground, picks up, puts, hole.

It's ... (Day of the week)
Where is my... (school item)?
Is this your... (school item)?
There's a ... (hole)

Image and audio to be uploaded to CREA.

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5. Look at
me!

Week 9: What
colour are your
eyes?

To name the parts of
the body and perform
a rap about them.
To talk about the
colour of someone's
eyes and hair.

Parts of the body: head,
hair, ears, eyes, nose,
mouth, arm, hand,
shoulder, leg, knee, feet,
toes.
Shake, wiggle, whose,
these, those.

What colour are
your eyes? What
colour is your hair?

Week 10:
Have you got
a bike?

To talk about
things you've got
at home.

Objects at home: bike,
kite, boat, computer, tent,
skateboard, guitar, teddy.
Goodness knows! I spy,
something beginning
with, monster, robot

Yes, I have. No, I
haven't

Create and describe your monster.

Draw your own robot or monster. It
can have an unusual number of
eyes, arms, legs, etc. of different
colours:

*Hello!/Hi! My name is/I am _____, and
this is my robot/monster. He/she has
got _____ (number) _____ (colour)
_____ (part of the body). He/she has
got _____ (number) _____ (colour)
_____ (part of the body). He/she has
got _____ (number) _____ (colour)
_____ (part of the body).*

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6. Who likes pets?

Week 11: Have you got any pets?

To say what pets you've got.
To say what they're called and how old they are.

Pets: cat, dog, budgie, rabbit, hamster, horse, fish.
I do!

Have you got any pets? Yes, I have. No, I haven't. I've got a dog called.... What's he called? What are they called?

Create and describe an origami pet.

Assemble a paper craft/origami pet of your choice and create a fact file (name, animal, age, and colour). Then, write your description.

Hello!/Hi!/Good morning! I've got a/an _____ (animal) called _____ (name) He/she is _____ (age) years old. He/she is _____ (colour).

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Week 12: Do you like cats?

To talk about what you like and don't like.

Opinions: Yes, I love them. Yes, I do. They're OK. They're all right. Not much. No, I hate them.
Get, nice
Strange pets: frog, snake, tiger, spider.

Do you like cats?/dogs/etc.

Week 13: I'm drawing a picture

To say what you're doing and understand what other people say they are doing.

Free time activities: reading, eating some cake, riding my bike, playing the guitar, listening to music, watching television, playing basketball, drawing a picture, making a model nothing much.

Present continuous: What are you doing? I'm ...ing. (We're ...-ing)

Draw and describe what you and your friends are doing.

Draw a picture where four people (including yourself) are doing something. Using this picture, say what you are doing and where you are. Then, ask a partner what he/she is doing in his/her drawing:

I'm _____ (example: reading a book). She's _____ (example: playing the guitar). They're _____ (example: eating cake). And you? What are you doing?

Written text and audio to be uploaded to CREA.

7. What are you doing?

Week 14: He's playing the guitar

To say what other people are doing.

Flying my kite, having my tea, making a car, my face is all red, staying in bed, talking. Can I come over?

Present continuous: What's Rose/James doing? What are Matthew and Rajiv doing?
He's/She's/They're playing/listening to music.

Story Time 2: Not now, Domino.

To say where someone's going. To understand a story about Domino.

Paper (newspaper), working, go for a walk, fast asleep.

Negative of the present continuous: Dad isn't reading the paper. Mum isn't working. Lizzie isn't listening to music.

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8. A new family

Week 15:
Welcome to Little Bridge!

To revise the topics of age, family, likes and dislikes, and pets.

Meet, people, town, take a look around, make yourself at home, mother, father, car, ball, places, faces, things.

For revision: This is _____ (name). That's _____. They are called _____ (name)

Week 16:
What's your favourite?

To say what you like doing. To say what your favourite things are.

Boats, snow, dancing, swimming, fun, boring, cool, if, join us, so do we, favourite, game, band.

Do you like swimming? Swimming is fun/boring/cool. What's your favourite colour? My favourite colour is...

Make a self-portrait and introduce yourself to a new neighbour.

Create a self-portrait and talk about yourself including the following information: name, family, age, pets, likes/dislikes, favourite things/activities. First, create a fact file to organise the information. Then, make your presentation.

Hello!/Hi!/Good morning! I am _____ (name)!

I have got a _____ (family member), a _____ (family member), ... and a _____ (pet) called _____ (name).

I'm __ (age) years old and I like _____ (thing/activity) but hate/dislike _____ (thing/activity)!

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Assessment II

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9. At home

Week 17:
Things in the house

To learn the names of things in the house and say what is in what room.

Places and things in the house: living room, kitchen, dining room, bathroom, bedroom, hall, chair, table, painting, armchair, sofa, bookcase, clock, mat, mirror, phone, computer, desk, lamp, bed, door, bath, teddy, bike, bookcase.

Whose house is that? Where do you/they live? In King's Road. Where is everybody?

Week 18:
Where's my Teddy?

To say where something is.

Prepositions of place: behind, under, on, next to, in front of.
Things: Mouse mat, at all, desk, snowman, radio, doll.

Prepositions of place: behind, under, on, next to, in front of.

Week 19:
Where's Harry?

To describe where people and things are.

Lizard, ready, cage, missing.

Which room do you like playing in?

Design and describe your Little Bridge friend's house and room.

Choose a Little Bridge character, draw a blueprint or create a 3D model of their house and room, including his/her things in the room.

Hello!/Hi! This is (friend)'s room! It is ____ (size) and ____ (colour)! He/She is ____ years old. There is a ____ (example: bed in the room). There is a ____ (example: desk next to the bed). There are ____ (example: books on the desk). And there is a ____ (example: football on the floor)!

Image, written text and audio to be uploaded to CREA.

10. Friends

Week 20: My best friend

To talk about a friend. To understand phone numbers.

Best, short, long, hobby, phone number.

What's his/her favourite ...? His/her favourite _____ is ... What's your (phone) number?

Week 21: Can you ride a bike?

To say what you can and can't do. To ask if someone can do various things.

Sad, paint, even, everywhere, piano, run.

I don't really like ... Can you play the piano? Can you ride a horse? Can Grace skateboard? He/she can skateboard but he/she can't play the guitar.

Create a social media profile and describe a friend.

Draw and write a social media profile of a friend, where all their personal details, interests, and more are displayed:

My friend is called _____. He/she is _____ years old. He/she lives in _____, _____'s got _____ hair and _____ eyes. _____'s got _____ (siblings). _____'s favourite hobby is _____. _____ likes _____, _____ doesn't like _____. He can _____ (skill/ability), but can't _____ (skill/ability).

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11. Yum yum!

Week 22: Food and drink

To say what you eat for breakfast and lunch and say what food you like and don't like.

Meals: breakfast, lunch.
Food and drink: juice, egg, bread, milk, cereal, butter, lunch, chicken, burgers, pizza, salad, sausages, fish, chips, rice, apple, banana, orange, pear, grapes, ice cream.

What do you/they have for breakfast? Who has ...? What's for lunch? What do they like for lunch? Who likes..? What does... like? I like...

Week 23: Favourite food

To talk about your favourite food and say what you'd like to eat and drink.

Food, drink, breakfast time, lunch time, dinner time.

Do you like ...? What's your favourite food? How many people like ...? What do you like best? What's for lunch today? What would you like to eat/drink? Can I have..., please?

Story Time 3: Domino's lunch

To understand a story.

Afternoon, not happy, apple, chicken and chips, a burger, dog food. Good, delicious, yum yum, great. Nevermind. Here you are! Go on! No, thanks.

Go into (the kitchen). Get in the (car). Go to the (supermarket). In front of the (sports ground). Do you like/would you like some ...? He's eating ... They're eating ...

Create a poster and tell a partner about your favourite menu for breakfast, lunch and dinner.

Draw or design an illustrated menu with your favourite foods. Then, present it to a partner.

Student 1: Hello! This is my favorite menu. I would like to have ___ (food) and __ (food) for breakfast. I would like to have __ (food) for lunch. I would like to have __ (food) for dinner. What about you? What would you like to eat/drink?
Student 2: I would like to have ___ (food) and __ (food) for breakfast. I would like to have __ (food) for lunch. I would like to have __ (food) for dinner.

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Assessment III

Assessment Application Week

Assessment Feedback Week