

UNIT	LESSON	LEARNING OUTCOMES	VOCABULARY	GRAMMAR	UNIT MISSION
------	--------	-------------------	------------	---------	--------------

Introductory Weeks I, II and III

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

To review Little Bridge characters and places.

Greetings: Hello, thanks. **Places:** bridge, school, shop, park, castle, sports ground, community hall, station, post office, hotel, home. **Pets:** dogs, cats, horses, rabbits, budgies, hamsters, fish.

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 _____ and I like _____.

II: Our classroom routines

To practice classroom words and phrases, and to access CREA to post media.

Classroom commands: Listen and repeat, look, read, write, work in pairs. **Prepositions of place:** in the middle, on the right, on the left, next to, under, above. **Free time activities:** playing the guitar, reading, making models, listening to music, eating my cake, watching television, drawing a picture, riding my bike, playing basketball.

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. Where is _____? I like _____ (action + ing).

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

III: Let's review

To answer questions and talk about images.

Places in town, animals, days of the week, the alphabet, numbers 0-20, colours, pets. **Prepositions of place:** Up, down, in the middle, on the right, on the left.

Q&A about Level 1 contents: places, age, family, colours, physical appearance, pets, likes and dislikes, food.



Little Bridge



UNIT

LESSON

LEARNING OUTCOMES

VOCABULARY

GRAMMAR

UNIT MISSION

1. Cool clothes!

Week 1: What are you wearing?

To say what you and others are wearing.

Clothes: skirt, dress, t-shirt, shirt, jacket, socks, shoes, trousers, jeans, outfit, shorts, trainers.
Wear, whose.

What colour is the ...? What colour are the ...? It's ... They're ... What are they wearing? What's ... wearing? Is ... wearing ...? Who's wearing ...? He's wearing, she's wearing What are you wearing? I'm wearing ... Whose is it? Whose are they? It's Geeta's. I think they're Matthew's.

Create a 2D paper figurine and paper pieces of clothing that you can easily put on and off to play with a friend!

S1: Hi/Hello ____ (S2 name)! Are you ready for the fashion show?
S2: Hi/Hello ____ (S1 name)! Yes! Sure! My figurine is wearing ____ (color) ____ (clothes) and ____ (color) ____ (clothes)! What do you think of its outfit?
S1: It's ____ (cool/beautiful/OK/not bad/ugly/horrible)! Now look at my figurine! It's wearing...

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

Week 2: What a cool jacket!

To say what you think about different clothes.

Adjectives: beautiful, horrible, ugly, not bad, clean, cool.

What do you think of ...?

Create a sports board to describe a sport you like.

Work in groups illustrating the actions needed to participate in a sport you like and present your board to the rest of the class:

Hi/Hello! This is our sports board!
Our sport is ____ (sport) In ____ (sport), players ____ (action) and they have to ____ (action) the ball. Do you play/like watching ____ (sport)?

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

2. Let's play!

Week 3: Different sports

To count to twenty.
To name sports.
To describe key actions in sports.

Sports: table tennis, ball, badminton, tennis, hockey, football, basketball, baseball.
Actions: score, run, jump, kick, bounce, throw, hit, catch.
Numbers: thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.

What's the score?

Week 4: What sports do you like?

To talk about sports you like playing and sports you like watching.

Skill, dives, scores, nil, one, all.

Can you kick the ball? Do you throw the ball? Do you play basketball? Do you like watching tennis?

UNIT	LESSON	LEARNING OUTCOMES	VOCABULARY	GRAMMAR	UNIT MISSION
------	--------	-------------------	------------	---------	--------------

3. A day trip

Week 5: Means of transport

To say or suggest how to get somewhere.

Means of transport: boat, bus, helicopter, lorry, motorbike, plane, train.

I'm going by bus. I'm going to the ... by train.

Week 6: At the ZOO

To talk about and understand conversations about animals at the zoo.

Animals: elephant, hippo, giraffe, monkey, bird, snake, lizard, crocodile, goat, tiger.
Prepositions: between, next to.

Where's the...?
Where are the...?

Story Time 1: Matthew's day out

To say what you would like for lunch and to understand a story.

Food: meat, potato, beans, peas, onions, tomato.
Camera, oh dear!

Present Continuous: Matthew is going to the zoo.
Present Simple: He throws the ball to Matthew.

Create a blueprint or a cardboard model of Little Bridge to plan a day out with three friends.

Include the zoo, a restaurant, a bus stop, a train station, the river, etc. and start planning:

S1: Hi!/Hello!
S2: Where are you going?
S1: I'm going to the zoo. I want to see the _____ (animal) and the _____ (animal).
S3: Oh, I want to see the _____ (animal), too!
S2: Great. Let's catch the bus!
S4: Or, we can go by _____ (means of transport). S3: We can cross the river by _____ (means of transport), too.
S1: Good! Let's have lunch after the zoo, OK? I'm hungry!
S4: Me too. We can have some _____ (food) and _____ (food) at the restaurant.

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

Assessment

|

Assessment Application Week

Assessment Feedback Week

UNIT

LESSON

LEARNING OUTCOMES

VOCABULARY

GRAMMAR

UNIT MISSION

4. Yesterday

Week 7: What did you do yesterday?

To ask and answer the question: What did you do yesterday?

Activities: had a picnic, went to the cinema, went shopping, watched a film (about pirates).

What did you do yesterday? I/We went/had/played/made... Go/went + -ing What did you do? Where did you go? Did you...?

Create a guessing game to talk about what you and your friends did yesterday.

Draw and cut out a set of pictures (cards) to be used as clues of what your partners / friends did yesterday.

S2: What did (name) do yesterday? [shows cards related to activity]
S3: He/she had/ helped/ came/ watched/ walked/ made/ played/ rode/ went/ saw _____.
S1: Yes! I _____ (activity) yesterday.

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

Week 8: It was fun!

To talk about where people went and what they did.

Actions: stay in, have fun, tell me all about.

Was, were.

5. Sun and rain

Week 9: What's the weather like?

To ask and say what the weather is like.

Weather: weather, hot, cold, sunny, cloudy, windy.

What's the weather like? It's raining. It's snowing.

Create a class weather board to say what the weather is like every day.

In groups, create weather icons for each weather condition and a board with the days of the week, from Monday to Friday. Present your board by answering the questions:

What's the weather like today? What was the weather like yesterday / last Monday?
S1: Today is Monday. It is sunny!
S2: Today is Tuesday. It was raining this morning. Now it's windy.
S3: Today is Wednesday. It is sunny and hot!
S4: Yesterday it was cold! Today it is cloudy.
S5: Last Monday it was...

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

Week 10: What was the weather like?

To talk about the weather yesterday or last week.

Rainbow.

It didn't rain. I didn't go swimming. We didn't play football.

Story Time 2: The rainbow

To understand conversations and a story about the weather.

Outside, started, drove.

Past simple: it was cloudy, wasn't at home, were at home, didn't (play, fly a kite...)

UNIT	LESSON	LEARNING OUTCOMES	VOCABULARY	GRAMMAR	UNIT MISSION
------	--------	-------------------	------------	---------	--------------

6. My week

Week 11: A busy week

To say what you do on different days of the week.

Routine: every.

On Mondays, on Saturdays, every Tuesday...

Create a personal weekly routine chart and share it with a partner.

Illustrate what you do each day of the week. You can use paper, cardboard, etc. Then, tell your partners about it:

S1: *What do you do on Mondays / Monday mornings-afternoons... / Tuesdays...?*
 S2: *On Mondays/Monday mornings-afternoons.../ Tuesday/Wednesday...I play.../visit.../go to...*

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

Week 12: My day

To talk about your daily routine and say how often you do things.

Routine: get up, go to bed, watch television, play with my friends, listen to music, go to school, have breakfast, clean my teeth, wash my hair, get dressed, make your bed, go shopping,
Adverbs: always, often, sometimes, never, after.

Present simple to describe repeated or routine actions: I go to school, I go to bed...

Week 13: What are they like?

To learn numbers up to 100. To describe older people.

Numbers: thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred.
Descriptions: curly, bald head, glasses, handbag, beard, moustache.

What colour is her/his hair? What colour are her/his eyes?

Create a portrait and describe a friend.

Draw a friend/partner illustrating his/her defining qualities and then present your friend to the rest of the class:

____ (name) is ____
 (nice/fun/cool/great/funny/etc).
 He/she's good at/likes ____
 (activity/sport/school subject). He/she's ____
 (age). He/she has ____ (eye colour) and ____ (hair type and colour). He/she's wearing ____ (clothes and colour). He/she's ____ (happy/sad/angry/afraid/laughing) because ____ (reason).

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

7. Young and old

Week 14: Are you happy?

To say how someone is feeling and why.

Emotions: happy, sad, laughing, crying, angry, afraid.

Was / were. Why are you... (smiling, crying, sad, angry, afraid)? Why did you... (say that to Holly)?

Week 15: Why are you laughing?

To say what people are like.

Qualities: Nice, clever, funny, naughty, angry, young.

What's your brother/sister like? What's your mum like? What's he/she like? She's nice. She's thirty-six years old.

UNIT

LESSON

LEARNING
OUTCOMES

VOCABULARY

GRAMMAR

UNIT
MISSION

Assessment
II

Assessment Application Week

Assessment Feedback Week

8. Going
shopping

Week 16: What do you need?

To say what you need or have got to buy. To know where to find things in a supermarket.

Shopping: every day, every week, coming out, buy, need, shopping list, supermarket.
Food: meat, orange juice, bread, vegetables, fruit, grapes, drinks, milk, tea, coffee, pineapple, peas, chicken, fish, cheese, cereals, carrots, bananas, orange juice, apples, potatoes, sausages.

Have to/Have got to + infinitive
Do you go shopping at the supermarket? I go shopping every day/week. What do you buy / get? I buy / get...

Make a shopping list for a surprise birthday party.

Your list must include the necessary food, drink and present/presents. Then, have your conversation with your partner:

S1: What did you get?
S2: I bought some ____ (example: cheese and apples).
S1: Did you buy any ____ (example: bread/tea/coffee)?
S2: I've got some ____ (example: bread). S1: Have we got any ____ (example: juice/milk)?
S2: We didn't buy any ____ (example: milk).
S1: Did you buy any ____ (example: cake)?
S2: Yes! We've got ____ (example: a delicious cake!)

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

Week 17: Did you buy any bread?

To say and ask what people need or have to buy.

Market, birthday card, box of eggs, birthday card, jeans. That's a good idea. Nevermind.

I hate / love / don't like shopping.
Some and any.

Week 15: What did they buy?

To understand conversations about shopping.

Past tense verbs: snowed, went, had, came, saw, made, found, said, played, ate, rode, went.
Too (big, too long...)

Past simple negatives: didn't go/see/make, etc.

UNIT	LESSON	LEARNING OUTCOMES	VOCABULARY	GRAMMAR	UNIT MISSION
------	--------	-------------------	------------	---------	--------------

9. A class trip

Week 19: Any questions?

To understand and ask about plans. To say what you can do and what you must do.

Plans: trip, money, coat, through, litter, bin, ball games, by bus, camera, be careful.

Have got to, have to, must, can.

Create a comic strip showing your ideal trip to Little Bridge and tell a partner about it.

Draw and/or cut out pictures in order to create your comic strip. Then, tell a partner about it:

- S1: Where did you go?
- S2: I went to (name of city / town).
- S1: Did you go to the park / zoo / a restaurant...?
- S2: Yes, I went to (place) and to (place). / No, I went to (place).
- S1: Did you buy anything?
- S2: Yes, I bought (object). / No, I didn't.
- S1: Was the weather nice?
- S2: Yes, it was sunny! / No, it wasn't.
- S1: Was it fun?
- S2: Yes, it was! / No, it wasn't.

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

Week 20: A day in town

To talk about a trip you made.

Trip: I just can't wait, late, before it gets dark, share, a walk down the street, pizza, share, square, ate, climbed, enjoyed, guitar lesson, living room, take a picture, everybody.

Revision of the Present Continuous and the Past Simple: Where did you go? What did you see? Did you go to...? Did you buy anything? Was the weather nice? What was your favourite thing? Grace is having her guitar lesson. I'm making dinner.

Week 21: What's it about?

To describe a story.

Imaginary things: about, bottle, shark, island, moon, gets lost, journey, clown, catches, spiders, pirate.

It's a story about... A boy who found... A girl who rode... (the relative pronoun who).

Think about your favourite story / film, draw a scene you like and tell a partner about it.

- S1: What's your favourite story / film?
- S2: (Name of the story)
- S1: What's the story about?
- S2: It's about...
- S1: Is it (scary / funny / sad)?
- S2: It's (scary / funny / sad).
- S1: How many pages is it? / How long is it?
- S2: About (number of pages / number of hours). Do you want to read it?
- S1: Yes!
- S2: Look, this is my favourite scene! You can see _____ (reference to the characters and the actions taking place in the story/film).

10. Tell me a story

Week 22: Use your imagination!

To talk about what happens or what happened in a story. To talk about imaginary things.

Imaginary things: parrot, treasure, map, journey, sail, adventure, hide, cave, spaceship, captain, use, imagination, Saturn, captain.

Who would you like to meet? What would you like to do? Revision: present simple and past simple.

Story Time 3: Seema's bad dream

To understand a story about Seema.

Bed time, evening, morning, afraid, scary, exciting, horrible, village, field, tiger, little boy. Expressions: There, there, good night! Didn't we?

Possessive 's': Seema's bad dream, Seema's mother.
Past simple: was, had

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

UNIT

LESSON

LEARNING
OUTCOMES

VOCABULARY

GRAMMAR

UNIT
MISSION

Assessment
III

Assessment Application Week

Assessment Feedback Week



Little
Bridge

