

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. To review free time activities.

Greetings: Hello, thanks. **Places:** bridge, school, shop, park, castle, sports ground, community hall, station, post office, hotel.
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 are you? I'm fine, thanks, and you?
My name is _____
I am _____

Make a drawing to introduce yourself and your favourite Little Bridge character.

Mention: names, where you are located in the picture, physical descriptions, pets, what you're doing, what you did yesterday.

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. **Actions:** run, jump, play football/basketball/tennis, dance, sing.

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. I can _____.

This is me! I'm _____/My name is _____. I'm _____ (on the left/in the middle/next to (LB character), etc.). And these are my favourite Little Bridge characters! This is _____ He/she is _____ (on the right/under/next to (me/LB character), etc.). This is _____ He/she is _____ (on the right/under/next to (me/LB character), etc.).

III: Let's review

To answer questions and talk about images.

Places, days of the week, alphabet, numbers, colours, clothes.
Prepositions: In the middle, on the right, on the left, next to, under, above. **Action verbs:** run, jump, play, dance, sing.

Q&A about L1 and L2 contents: places, age, family, colours, physical appearance, pets, likes and dislikes, sports, activities, means of transport.
Verb tenses: past simple, present simple and present continuous.

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



Little Bridge



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1. Back to school

Week 1: My favourite subject

To talk about school subjects.

Intensifiers: quite, very, really. Playground, just, windows, strict, science, art, maths, subject.

There is ... / There are ... Likes and dislikes I find (maths) difficult. I'm/He's/She's good at (subject).

Week 2: Bigger and smaller

To compare people and things.

Animals: panda, dolphin, kangaroo, bear, whale, goldfish. Optical illusions, circle, line, 100-metres race, coat, that's not fair.

They are all the same. **Comparative adjectives:** older, younger, faster, bigger, smaller, longer, shorter, than, like (comparative), as (comparative).

Week 3: Better or worse?

To compare things like school subjects, films, people, and the weather.

Pets: cat, dog, parrot. Dress, weather, sky, table, window, tree, door, film, boat race, ship, island, cave, sharks, sad, book, actor.

Comparative adjectives: funnier, happier, easier, uglier, fatter, taller, cloudier, dirtier, scarier, sadder, more fantastic, more exciting, more famous, more difficult. Better, worse. I'm good at art. I'm better at English.

Create a drawing or model of your school and present it to your class.

This is my/our school! The school is quite/very new/old/big/small. Our classroom is quite/very nice/big/small. Our teacher's name is _____. Teacher/student 1 is _____ (comparative) than teacher/student 2. Animal/plant 1 is _____ (comparative) than animal/plant 2. Thing 1 is _____ (comparative) than thing 2.

Model / drawing, written text and audio to be uploaded to CREA.

2. What's new?

Week 4: Guess what!

To tell and ask about news.

Tooth, brushed, tortoise, how far.

Verb + infinitive: learn to. Revision of present simple, present continuous and past simple.

Week 5: Good news, bad news

To talk about when you learned to do various things.

Not yet, last Saturday, spoon, catch, surprised, wonderful, news, both, job, move away, a pity.

How old were you when you learned to (walk)? Could you get dressed when you were three? Yes, I could. No, I couldn't.

Week 6: Did you hear?

To talk and ask about what people did.

A flat, email address, in the back of the car, a long way, stay.

Could/couldn't, wanted to, learned to, tried to, started to, forgot to + infinitive .

Create a class newspaper to share new personal events.

Ss will each contribute a page, writing and illustrating any new things that have happened to them recently.

Guess what! I've got good news. I (started to/learned to/tried to/wanted to) _____ (do something). I've got a _____ (new thing/new pet/new family member). I'm (learning/doing) _____ (something new).

Images of Ss pages and audio to be uploaded to CREA.

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3. Choices, choices

Week 7: Who is the oldest?

To compare three or more people or things.

Superlative adjectives: shortest, longest, oldest, youngest, tallest, funniest, biggest, smallest, fastest.

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

Week 8: The best and the worst

To talk about the best and the worst.

Dragon, film, TV programme, puzzle, painting.

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

Story Time 1: The biggest isn't always the best

To understand a story about Seema and her mum.

Lunch, cake, garden, bike, bed, seed, plant, flower, tree.

Superlative adjectives: biggest, best, smallest, tallest, most beautiful, Comparative adjectives: more exciting than, bigger and bigger.

Add new elements (new people, plants, animals or things) to your school model/drawing and share it with your class.

When you share, compare these new elements to the rest. For example, think: who is the youngest? Who is the funniest? Who is the tallest? What is the smallest?

(Teacher) _____ is the _____ (superlative). (Student) _____ is the _____ (superlative). (Animal/Plant) _____ is the _____ (superlative). The (thing) _____ is the _____ (superlative).

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

4. What's the matter?

Week 9: What hurts?

To ask and say what hurts.

Review parts of the body: head, arm, eyes, back, tail, tooth, knee, feet, legs, ear, shoulder, hand. Not well.

Whose ... hurt/hurts? What hurts? How are you? My ... hurt/hurts.

Week 10: Not well.

To say what's wrong with you.

Health problems: headache, stomach ache, earache, toothache, cold, cough.

I've got a headache/
cold/ cough...

Create one (or more) memory game set in order to recognise and say what hurts.

Q: How are you?
A: Not well.
Q: What's the matter?
A: I've got _____ (example: stomach-ache) (student shows drawing) / I've got a _____ (example: cough) (student shows drawing).

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

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5. In the city

Week 11:
Toby's new
home

To name the floors in a building and say who lives on what floor.

Building floors: floor, fifth, sixth, ground floor, top floor, balcony, above, below, upstairs, downstairs. City, flat. Budgie, friendly, cage, plants, couple.

Do you live in a house or in a flat? Which floor do you live on?

Week 12:
Places in town

To learn the names of more places in town and describe your town/city.

Places: bank, library, café, countryside, sports centre. Open, square, traffic, noisy (noisier), busy (busier).

Conjunctions. Who, which, and where What is your town/city like?

Week 13: How is your town?

To talk and ask about the place where someone lives.

How much, how many noise, traffic. **Quantifiers:** a lot, quite a lot, not much, some.

Making questions using how much and how many/ is there, are there...?

Find or create a map of your town/city and have a conversation with a partner.

S1: Hi! I live in _____. (name of city/town). Where do you live?
S2: I live in _____ (name of city/town). Tell me, do you live in a flat or in a house?
S1: I live in a _____. What about you?
S2: I live in a _____ (house/ flat on the _____ floor).
S1: Is there a _____ (park/ shop/ school/ beach/ swimming pool) where you live?
S2: Yes. Look, here is the _____ (show the place in the map). This is the _____ (building/landmark) where you can _____ (action).
S1: How beautiful!
S2: Tell me, is there a _____ (park/ shop/ school/ beach/ swimming pool) where you live?
S1: Yes, This is the _____ (building/landmark) which is the oldest/biggest/most important/etc in town!
S2: How nice!

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

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6. Then and now

Week 14: In the old days

To compare life in the past and in the present.

Milkman, bottle, milk, letter, closed, silence, noise, streets, fast, slowly, a lot, not many, fly planes.

Verbs in the simple past. In the past there were/was.. Now there is/ are ... It was good then because there was/were ... It is good now because there is/are ... What do you think?

Create a collage poster –then and now–, comparing how things were in the past and how they are now.

In the past there were..... (horses in the street/ a lot of trees in the city/ a few cars). Now there are (cars in the street/ more houses/ a lot of cars/ no computers). In the past there was (no traffic/ silence) . Now there is (a lot of traffic/ a lot of noise/ computers and cell phones). In the past people Now people In the past (animals/beaches/forests/ seas) were (clean/protected). Now, they are (in danger/dirty). I think life is good now because there are/is I think life was good then because there were/ there was

Collage poster, written text and audio to be uploaded to CREA.

Week 15: What's the matter with the world?

To talk about environmental problems. To say what you can do to help.

Environment: planet Earth, environment, polar bear, whale, rainforest, pollution, danger, dying, litter, sea, electricity, recycle, cut down trees, save, protect, air, the worst problem cut down, rise, grow.
Animals: bat, kangaroo.

How often do you...? What can we do to protect the environment?

Week 16: Getting ready

To say why you are doing something, or what for.

Expressions: What for? (why?), to post (a letter), arrive, fridge, journey. Towel, coat, ticket, address, stay up late, toothbrush, stairs, lift.

To express purpose, using to with an infinitive: I'm going into the field to play with Domino. I'm going to Middleton to stay with a friend.

Create a comic strip, with you and your friend(s) as characters, planning a day out in town.

7. A weekend visit

Week 17: What shall we do?

To use different ways of asking and suggesting what to do. To find your way round a department store.

Expressions: I don't mind, chill, It's up to you. Bus stop, shower, keep, basement, department store, food hall, (table tennis) bat.

What about going for a swim? How about going to the city centre? (Revision) Let's... Shall we...? We can...

Q: Where are you going?
A: I'm going to (the cinema) to (watch a movie).
Q: How long does the journey take?
A: About 30 minutes.

Story Time 2: Hide and seek

To understand a story about Seema.

Brother, sister, mother, hide and seek, living room, cupboard.

Did you have... (a good time)? We had... (an exciting afternoon). Weren't you... (afraid)?

Comic strip, written text and audio to be uploaded to CREA.

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8. Have you
ever?

Week 18: Have you ever won a game?

To ask and answer questions in the form 'Have you ever...?'

Ever, student, cook (v), meal, cricket, skiing, chess, sailing, shooting star.

The present perfect: Have you ever been/ played/ done...? No, I haven't. Yes, I have.
Past participles: played, cooked, been, seen, broken, made, done, won, met, slept, ridden.

Create a series of flashcards that illustrate things you may have done and play with your partners.

Create a series of flashcards that illustrate things you may have done. Then, play the game in groups to find out what your partners have done/ haven't done.

Week 19: Have you heard?

To talk and ask about what people have and haven't done.

Brought, flown, desert, digger, since.

The present perfect: Has Geeta ever won a prize? Have they ever met a famous person? Have you seen? Have you heard?

S1 asks: Have you ____? If one of your partners has done that, he/she says: 'yes, I have', and shows the corresponding flashcard. The rest of your partners will say: 'no, I haven't'. The game continues until everyone can say things they have done.

Week 20: Have you ever eaten ...?

To understand a longer conversation. To think about the stress patterns in different words.

Expressions: run a mile, lost your way, for a while, get to know (someone) telescope, constellation, swan, eaten.

The Present Perfect: Have you ever... (eaten, seen, dreamt)?

Flashcards to be uploaded to CREA.

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9. Looking
ahead

Week 21: You'll see!

To talk about the future.

Geography, disability, wheelchair, plane, paper plane.

The future tense: you'll, I'll, we'll, etc. **Questions:** What will you do? Will Grace win the race? Will & won't. Yes, he/she/it/they will. No, he/she/it/they won't.

Week 22: It'll be fun!

To ask questions about the future.

Hibernating, tidy.

Future tense questions: Where will you be? Will he be all right? When will he wake up?

Story Time 3: Surprise!

To understand a story about Carlos.

Outside, community hall, birthday, party, surprise, next Saturday, Why not?

It'll be fun! We'll all sing Happy Birthday! Will he like that? **Question tags:** You won't say anything, will you?

Create an illustrated farewell letter with all the things you want to say about what you have learned, and what you'll do in the future.

I'm off to high school! I've learned _____ (example: lots of English) and I've _____ (example: made many friends). Next year, I will start high school. I'll learn _____ (example: new things) and _____ (example: more English). I'll meet _____ (example: new people). I'll go to _____ (example: new places). I'll _____ (example: grow and be a better student).

Letter and audio to be uploaded to CREA.

Assessment
III

Assessment Application Week

Assessment Feedback Week