



## Series Overview

Comet 1	Comet 2	Comet 3
<p><b>Topics</b></p> <p><b>Hello, Halley!:</b> Greetings • Introducing oneself • Identifying classroom objects • Recognizing colors and numbers</p> <p><b>The Gingerbread Boy:</b> Identifying the parts of the face and body • Describing oneself • Understanding a traditional story</p> <p><b>My Family:</b> Naming the members of the family • Talking about one’s family</p> <p><b>Pirate Picnic:</b> Identifying food items • Classifying foods by origin: plant or animal</p> <p><b>My Day:</b> Identifying the parts of the day • Talking about daily activities</p> <p><b>Toys:</b> Identifying toys • Describing location</p> <p><b>Houses and Homes:</b> Identifying the parts of a house • Describing one’s room</p> <p><b>Look at the weather!:</b> Describing weather conditions • Describing location</p> <p><b>Pets and Animals:</b> Naming some common pets • Describing an animal • Showing awareness of correct behavior regarding pets</p>	<p><b>Topics</b></p> <p><b>A Day at School:</b> Revising making and responding to greetings • Asking about age • Making and replying to polite requests</p> <p><b>Stretch and Bend:</b> Talking about abilities • Discovering the most common joints</p> <p><b>Adventure Island:</b> Describing home furnishings • Contrasting furnishings in the past and present</p> <p><b>Scarecrows:</b> Giving reasons for clothing preferences • Inquiring and informing about likes/dislikes • Identifying typical articles of clothing • Identifying materials used to make clothing</p> <p><b>I can play!:</b> Making suggestions • Giving instructions • Creating a musical rhythm and/or singing a song</p> <p><b>Playtime:</b> Expressing preferences • Classifying food • Identifying and storing food</p> <p><b>Vegetable World:</b> Identifying buildings and services in a city • Using map-reading skills: letter and number coordinates</p> <p><b>Where do people live?:</b> Identifying common landscape features • Describing the landscape where one lives or favorite landscapes</p> <p><b>Animals in the Wild:</b> Identifying wild animals commonly found on the savannah • Associating animals with their habitat • Identifying animal body coverings</p>	<p><b>Topics</b></p> <p><b>Back to School:</b> Asking about schools and classrooms • Asking about quantity</p> <p><b>Telling the Time:</b> Talking about the time • Describing routines</p> <p><b>Family Chores:</b> Talking about family occupations</p> <p><b>A Seaside Adventure:</b> Asking and talking about on-going actions • Describing states or emotions</p> <p><b>Time Out:</b> Talking about quantities • Describing on-going actions • Describing location</p> <p><b>Children’s Circus:</b> Describing availability • Describing degrees • Talking about likes and dislikes</p> <p><b>Sports Day:</b> Describing what workers do • Interviewing people who work in the community</p> <p><b>Land and Sea:</b> Telling a story • Comparing • Making comparisons • Asking about and giving names</p> <p><b>Tiny World:</b> Asking about features of animals • Describing a process • Asking about abilities of animals</p>

### Language Structures

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Verb *to be*, *to have*, *to like*; *there is/are*; present simple; present continuous; *Wh*- questions; imperatives; *can* for ability and requests; comparative adjectives; demonstratives: *this/that*; prepositions of place and time; possessive adjectives, quantifier: *some*



Comet 4	Comet 5	Comet 6
<p><b>Topics</b></p> <p><b>Welcome Back:</b> Talking about school subjects</p> <p><b>Ask the doctor!:</b> Giving instructions • Talking about illnesses/ailments</p> <p><b>Tom Sawyer and the Fence:</b> Comparing people and things • Storytelling</p> <p><b>Let's celebrate!:</b> Asking about dates and times • Making statements in the past</p> <p><b>The Lascaux Caves:</b> Making statements in the past</p> <p><b>Map Fun!:</b> Describing location • Giving directions</p> <p><b>A Story from Holland:</b> Giving one's nationality • Expressing obligation or necessity</p> <p><b>Roots and Shoots:</b> Asking about reasons and expressing purposes • Asking and answering about weather and climate</p> <p><b>The Milkmaid's Dream:</b> Comparing animals • Asking about and giving reasons</p>	<p><b>Topics</b></p> <p><b>Meet New Friends:</b> Talking about countries of origin and nationality</p> <p><b>Memories:</b> Talking about what people do or don't do</p> <p><b>Families along the Meridian:</b> Comparing family routines around the world</p> <p><b>Diversity in Nature:</b> Talking about appearance • Talking about the abilities of humans, plants, and animals</p> <p><b>Shopping and Eating Out:</b> Asking and answering about prices • Requesting/Expressing wants in stores and restaurants</p> <p><b>Activities and Sports:</b> Describing one's day</p> <p><b>My Area:</b> Talking about local stories and legends</p> <p><b>The Physical World and Technology:</b> Talking about discoveries and inventions</p> <p><b>Natural Hazards and Phenomena:</b> Talking about events in nature</p>	<p><b>Topics</b></p> <p><b>A New School Year:</b> Talking about frequency and times</p> <p><b>Schooldays:</b> Talking about activities started in the past • Talking about achievements</p> <p><b>Helping at Home:</b> Talking about wanting to do something</p> <p><b>My City:</b> Talking about favorite events, people, and things</p> <p><b>Camping Story:</b> Talking about future plans</p> <p><b>Play It Safe:</b> Rules and obligations • Asking for and giving advice</p> <p><b>My Home:</b> Talking about places and their names • Talking about features and attractions of a country</p> <p><b>Ancient Civilizations:</b> Narrating past events</p> <p><b>The Natural World:</b> Volunteering • Talking about resources</p>

**Language Structures**

Verb *to be, to have, to like; there is/are*; present simple; present continuous; *Wh-* questions; imperatives; adverbs describing location; adverbs of frequency, *How about + ing* form, possessive pronouns; Saxon genitive ('s) for possession; *be good at + verb + gerund*; superlative and comparative adjectives; time connectors

**Language Structures**

Verb *to be, to have, to like; there is/are*; present simple vs present continuous; past simple; *was/were*; past continuous; *going to* future; *Wh-* questions; imperatives; *can* for ability; *is/are made of*; demonstratives: *this/that/these/those*; adverbs of frequency

**Language Structures**

Present simple ; past simple, past continuous, interrupted past; zero and 1st conditional; *could/couldn't* for past ability; *must/mustn't* for obligation, *should/shouldn't* for advice; *will* for offers, comparative and superlative adjectives, *like* for comparisons