

FINBUK EDUCATION - EXPLORE OUR WORLD 3 - LEARNING OBJECTIVES

No	Unit	Theme	Content Objectives	Language Objectives	Vocabulary	Grammar	Reading
	Unit 1 The world of work	This unit is about work, professions, and occupations	Students will • identify and name jobs and workplaces. • talk about jobs they like.	Students will • identify and describe jobs. • identify where people work. • identify what they want to be.	Students will • identify and use words that name jobs.	Students will • use the simple present tense.	Story 1
					Vocabulary 1: A farmer, a vet, a scientist, a doctor, a bus driver, a police officer, a nurse, a firefighter, a chef	Grammar 1: Students will use the simple present tense	
					Students will • identify and name jobs.	Students will • use the simple present tense with want + an infinitive.	
					Vocabulary 2: School, restaurant, hospital, bus, farm, lab, police station, animal hospital	Grammar 2: use the simple present tense with want + an infinitive	
2	Unit 2 Let's Eat!	This unit is about food	Students will • learn about different kinds of foods.	Students will • talk about foods. • say what they like to eat. • ask politely for things.	Students will • identify and name foods.	Students will • use any in questions and negative responses.	Story 2
					Vocabulary 1: Tomatoes, corn, bread, potatoes, mangoes, noodles, ice cream, beans, meat	Grammar 1: use any in questions and negative responses.	
					Students will • identify and name foods.	Students will • make polite requests with may. • respond to requests politely.	
					Vocabulary 2: snacks, grapes, chips, yogurt, nuts, cheese	Grammar 2: Make and respond to polite request with MAY	
3	Unit 3 A Helping Hand	This unit is about helping other	Students will • identify and describe how and when they care for others.	Students will • talk about caring for others. • describe daily routines. • talk about how many times people do things.	Students will • identify and use verbs related to caring for others. • describe who and what they care for.	Students will • use time phrases with before and after. • identify the difference between before, after. • describe daily routines.	Store 3
					Vocabulary 1: carry, help, hug, teach, feed my pet, protect, take care of my pet, a gold fish, a hamster	Grammar 1: Students will use time phrases with BEFORE and AFTER	
					Students will • identify when they do things in daily routines.	Students will • explain how often they do certain activities using never, sometimes, usually, or always.	
					Vocabulary 2: take a shower, make my bed, come home, have a snack, do my homework	Grammar 2: use adverbs of frequency	
4	Unit 4 My Place in the World	This unit is about exploring a town and giving directions	Students will • identify and discuss different places in a town.	Students will • ask for help. • give directions. • talk about their towns.	Students will • identify and use nouns related to places.	Students will • ask for help with can. • answer requests for help with can.	Story 4
					Vocabulary 1: A bakery, a restaurant, a park, a hospital, a museum, a supermarket, a train station, a toy store, a movie theater, a police station	Grammar 1: Ask for help with can	
					Students will • identify and use more nouns related to places.	Students will • give directions. • give directions with an imperative + adverb.	
					Vocabulary 2: A library, a swimming pool, a mall, a zoo, a stadium	Grammar 2: give directions with an imperative + adverb	

5	Unit 5 On the Movie	This unit is about using different kinds of transportation	Students will <ul style="list-style-type: none"> • discuss different kinds of transportation. • talk about how they and others use transportation. 	Students will <ul style="list-style-type: none"> • identify different kinds of transportation. • describe ways of traveling. • compare and contrast. 	Students will <ul style="list-style-type: none"> • identify types of transportation and use words to describe them. 	Students will <ul style="list-style-type: none"> • express agreement or disagreement with too and not. • tell what other people do or don't do using too and not. 	Story 5
					Vocabulary 1: A boat, an airplane, a helicopter, a bus, a ship, the subway, a scooter, a taxi, a motorcycle	Grammar 1: agree and disagree with too and not (I do, too/I don't)	
						Students will <ul style="list-style-type: none"> • use but to express contrast. 	
						Grammar 2: express contrast with <i>but</i>	
6	Unit 6 Our senses	This unit is about using our senses	Students will <ul style="list-style-type: none"> • identify and describe the five senses. 	Students will <ul style="list-style-type: none"> • talk about the senses. • talk about how things look, feel, taste, sound, and smell. • talk about the past. 	Students will <ul style="list-style-type: none"> • identify and use adjectives related to the senses. 	Students will <ul style="list-style-type: none"> • describe objects using the linking verbs taste, sound, smell, look, feel. 	Story 6
					Vocabulary 1: + Ugly, beautiful, hard, soft, terrible, delicious, quiet, loud	Grammar 1: Use linking verbs taste, sound, smell, look, feel	
					Students will <ul style="list-style-type: none"> • describe how things taste. 	Students will <ul style="list-style-type: none"> • use the simple past of to be. 	
					Vocabulary 2: + Sweet, salty, bitter, sour, spicy + Honey, potato chips, coffee, lemon, pepper	Grammar 2: Use the simple past of to be (is - was, are - were)	
7	Unit 7 Animal Habitats	This unit is about what animals look like and where they live	Students will <ul style="list-style-type: none"> • identify and discuss animal habitats. • identify animal traits and discuss reasons for these traits. 	Students will <ul style="list-style-type: none"> • name animal habitats. • say what animals look like. • talk about animal homes. 	Students will <ul style="list-style-type: none"> • identify animal habitats. 	Students will <ul style="list-style-type: none"> • use why and because to talk about cause and effect. 	Story 7
					Vocabulary 1: a forest, ice, a desert, a hive, a cave, mud, a rain forest, an island, a nest, snow	Grammar 1: Use why and because to talk about cause and effect	
					Students will <ul style="list-style-type: none"> • identify and use words related to animal 	Students will <ul style="list-style-type: none"> • use infinitives of purpose. 	
					Vocabulary 2: a tongue, fur, horns, a pouch, wings	Grammar 2: Use infinitives of purpose	
8	Unit 8 What's for Dinner?	This unit is about kinds and quantities of food	Students will <ul style="list-style-type: none"> • describe quantities of food. • talk about buying food. 	Students will <ul style="list-style-type: none"> • name foods. • talk about quantities. • talk about favorite meals. 	Students will <ul style="list-style-type: none"> • name foods. • talk about quantities of food. 	Students will <ul style="list-style-type: none"> • describe amounts of food with some and any. 	Story 8 & 9
					Vocabulary 1: a loaf of bread, a bottle of oil, a jar of olives, a box of cereal, a bowl of sugar, a glass of juice, a can of soda, a piece of cake	Grammar 1: Use count and noncount nouns with <i>some</i> and <i>any</i>	
					Students will <ul style="list-style-type: none"> • identify and use words to talk about going to the supermarket. 	Students will <ul style="list-style-type: none"> • use a few and a little to describe amounts of food. 	
					Vocabulary 2: Money, put away, price, compare, buy	Grammar 2: Use count and noncount nouns with <i>a few</i> and <i>a little</i>	