



# Scope & Sequence

美国旺璞国际 - 少儿英语 维尼的世界 - 国际标准课程 教学大纲和体系

## Unit 1 - The Castle

### Skills

Vocabulary	Language	Social Interaction
<ul style="list-style-type: none"> <li>• numbers 0-10</li> <li>• introductions; My name is...</li> <li>• basic greetings; hello, goodbye</li> <li>• character names</li> <li>• objects in Unit 1</li> <li>• simple commands and requests</li> </ul>	<ul style="list-style-type: none"> <li>• This is...</li> <li>• I am..., I'm...</li> <li>• Are you...?</li> <li>• Where are...?</li> </ul>	<ul style="list-style-type: none"> <li>• exchanging greetings</li> <li>• introducing yourself and others</li> <li>• giving and following simple commands and instructions</li> <li>• asking for and giving phone numbers</li> <li>• phone communication skills</li> <li>• role playing</li> </ul>

### Classroom Components

Class Activity	Audio CD	TV Program
<ul style="list-style-type: none"> <li>• interacting with peers using new language (phone conversation keywords and phrases)</li> <li>• practicing left-right directionality</li> <li>• applying vocabulary (numbers, actions, and unit objects) through kinesthetic and visual arts</li> </ul>	<p>The Chant The Story The Song: Numbers</p> <ul style="list-style-type: none"> <li>• pronunciation and rhythm with target vocabulary</li> <li>• identifying names of characters</li> <li>• listening for details</li> <li>• singing and performing segments</li> </ul>	<p>The Thief Bones News At the Grocery Store</p> <ul style="list-style-type: none"> <li>• acting out roles</li> <li>• repeating and memorizing dialog</li> </ul>

### Computer Program

<p><b>The Trumpet</b> identifying numbers</p> <p><b>The Bowl</b> choosing the number of objects requested</p> <p><b>Skippy the Dog</b> indicating the action verb</p>	<p><b>The Telephone</b> selecting numbers</p> <p><b>The Safe</b> locating numbers</p>	<p><b>Tic Tac Toe</b> recognizing and naming numbers</p> <p><b>The Broom</b> selecting numbers upon request</p>
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## Unit 2 - The Family Home

Skills		
Vocabulary	Language	Social Interaction
<ul style="list-style-type: none"> <li>family members and pets</li> <li>family relationships</li> <li>community places</li> <li>daily activities</li> <li>objects in Unit 2</li> </ul>	<ul style="list-style-type: none"> <li>I'm at ... / He is at ...</li> <li>I'm going / I'm not going..</li> <li>... is going...</li> <li>Are you...?</li> <li>Where's...?</li> <li>Who is...?</li> </ul>	<ul style="list-style-type: none"> <li>identifying family members - This is...</li> <li>describing family member relationships</li> <li>identifying community places (home, school, work)</li> <li>describing daily activities</li> <li>exchanging personal and family experiences</li> <li>developing and practicing dialogue</li> <li>predicting outcomes</li> <li>role playing</li> </ul>

Classroom Components		
Class Activity	Audio CD	TV Program
<ul style="list-style-type: none"> <li>applying vocabulary (characters, numbers, and new vocabulary) - kinesthetic activities</li> <li>visual arts: creating booklets and designing family albums</li> <li>developing communication to include references to personal and family experiences: I go to school. My mother goes to work.</li> </ul>	<p>The Chant The Story The Song: Family</p> <ul style="list-style-type: none"> <li>pronunciation and rhythm: target vocabulary</li> <li>identifying family members</li> <li>predicting and changing the ending of story</li> <li>performing the song</li> </ul>	<p>News Identi-Winnies John and Bob</p> <ul style="list-style-type: none"> <li>predicting characters and setting</li> <li>repeating dialog</li> <li>recalling - Who said it?</li> </ul>

Computer Program		
<p><b>The Camera</b> defining family member relationships</p> <p><b>The Answering Machine</b> selecting the correct numbers</p>	<p><b>The Bird</b> recognizing community places (home, school, work)</p> <p><b>The Broom</b> selecting characters and community places</p>	<p><b>The Door Handle</b> relating family members and community places naming / recording</p> <p><b>The Window</b> identifying characters</p>

## Unit 3 - The Paint Factory

Skills		
Vocabulary	Language	Social Interaction
<ul style="list-style-type: none"> <li>review of numbers, greetings, phone skills and commands</li> <li>color vocabulary</li> <li>everyday items</li> <li>daily activities and times</li> </ul>	<ul style="list-style-type: none"> <li>It is..., It's...,</li> <li>Is it...?</li> <li>What...?</li> <li>This is...</li> </ul>	<ul style="list-style-type: none"> <li>making requests</li> <li>giving and following simple commands / instructions</li> <li>giving compliments</li> <li>predicting outcomes of everyday scenarios</li> <li>practicing phone skills</li> <li>role playing</li> </ul>

Classroom Components		
Class Activity	Audio CD	TV Program
<ul style="list-style-type: none"> <li>presentation of color items</li> <li>coloring according to numbers</li> <li>kinesthetic color games</li> <li>find the differences between two pictures</li> <li>memory and bingo games</li> <li>guessing the object, number, color</li> </ul>	<p>The Chant The Story The Song: Colors</p> <ul style="list-style-type: none"> <li>pronunciation and rhythm: target vocabulary</li> <li>predicting the ending</li> <li>focusing on same and different stories</li> </ul>	<p>News The Color Store John and Bob</p> <ul style="list-style-type: none"> <li>determining true or false statements</li> <li>describing characters</li> <li>Who said that? identifying speakers</li> <li>acting out the program</li> </ul>

Computer Program		
<p><b>The Balloon</b> identifying colors</p> <p><b>The Star Game</b> identifying colors and numbers</p>	<p><b>The Bird</b> distinguishing colors</p> <p><b>Mitzy the Cat</b> naming and recording the color</p>	<p><b>The Cash Register</b> demonstrating correct color and number</p>

## Unit 4 - The Dressmaker's Shop

Skills		
Vocabulary	Language	Social Interaction
<ul style="list-style-type: none"> <li>items of clothing</li> <li><i>describing people by clothing</i></li> <li>likes and dislikes</li> <li><i>compliments and courtesy (please, thank you)</i></li> <li>colors and clothing</li> <li>numbers and clothing</li> </ul>	<ul style="list-style-type: none"> <li>It's a...</li> <li>What is...?</li> <li>What's...?</li> <li>Whose...?</li> <li>This is / These are...</li> </ul>	<ul style="list-style-type: none"> <li><i>giving and exchanging compliments</i></li> <li>matching clothing to the learner</li> <li>sharing picture charts</li> <li>instructing peers how and what to color</li> <li>playing board games</li> <li>role playing</li> </ul>

Classroom Components		
Class Activity	Audio CD	TV Program
<ul style="list-style-type: none"> <li>identifying articles of clothing</li> <li>identifying articles of clothing and their colors</li> <li>listening and matching colors and clothing</li> <li>look and remember game</li> <li>finding and explaining what doesn't belong</li> </ul>	<p>The Story The Chant The Song: Clothes</p> <ul style="list-style-type: none"> <li>identifying the right picture out of many choices</li> <li>predicting the end of the story</li> <li>pronunciation and rhythm: target vocabulary and review</li> <li>reciting the chant and song</li> </ul>	<p>News The Dirty Mat Buying Clothes</p> <ul style="list-style-type: none"> <li>making up dialogs</li> <li>acting out scenes</li> </ul>

Computer Program		
<p><b>The Moose</b> identifying items of clothing</p> <p><b>The Poster</b> selecting items of clothing stating names of items selected</p>	<p><b>The Tailor</b> naming clothing items</p> <p><b>The Washing Machine</b> indicating colors</p>	<p><b>The Curtain</b> locating the clothing item requested</p>

## Unit 5 - The Gym

Skills		
Vocabulary	Language	Social Interaction
<ul style="list-style-type: none"> <li>body parts</li> <li>action words</li> <li>and phrases</li> </ul>	<ul style="list-style-type: none"> <li>These are...</li> <li>I'm...</li> <li>I'm not...</li> <li>Are you...?</li> <li>pronoun: He</li> <li>action verbs</li> <li>singular and plural nouns: body parts</li> </ul>	<ul style="list-style-type: none"> <li>categorizing and grouping objects according to common elements</li> <li>giving and following simple commands / instructions</li> <li>Identifying body parts, numbers, colors, family, and clothing to describe personal experiences</li> <li>questioning, finding and explaining: what doesn't belong; which character</li> </ul>

Classroom Components		
Class Activity	Audio CD	TV Program
<ul style="list-style-type: none"> <li>identifying body parts and body language</li> <li>recognizing action verbs and time of day each is done</li> <li>recognizing body parts by playing Simon Says, Bingo, and Hokey Pokey</li> <li>matching singular and plural forms of body parts</li> <li>guessing items by feeling the object in a box</li> <li>listening, coloring, and matching objects to characters</li> </ul>	<p>The Story The Chant The Song: The Body</p> <ul style="list-style-type: none"> <li>pronunciation and rhythm while reviewing the language learned</li> <li>imitating forms of everyday dialog</li> <li>predicting the ending</li> <li>listening for same and different details</li> </ul>	<p>Dr. Winnie 1 News Dr. Winnie 2 John and Bob</p> <ul style="list-style-type: none"> <li>making up dialogs</li> <li>predicting outcomes</li> <li>determining true or false statements</li> <li>describing characters based on appearance and personality</li> <li>acting out scenes</li> </ul>

Computer Program		
<p><b>The Coach</b> labeling body parts</p> <p><b>The Whistle</b> stating names of characters stating action words and phrases</p>	<p><b>The Birds</b> confirming action verbs</p> <p><b>The Rings</b> selecting body parts</p>	<p><b>Twist's Dance</b> identifying numbers</p> <p><b>The Hoop</b> relating color and body part</p>



## Unit 6 - The School

Skills		
Vocabulary	Language	Social Interaction
<ul style="list-style-type: none"> <li>school items</li> <li>people and surroundings</li> <li>commands and action words, phrases</li> </ul>	<ul style="list-style-type: none"> <li>It's a...</li> <li>Is...?</li> <li>Yes, ___ is...</li> <li>No, ___ is not...</li> <li>classroom action phrases</li> <li>noun + is + verb-ing</li> <li>noun + is not + verb-ing</li> <li>Where's...?</li> <li>What is it?</li> <li>Articles: a, the</li> </ul>	<ul style="list-style-type: none"> <li>giving and following simple commands and instructions</li> <li>incorporating body parts, numbers, colors, family, and clothing to describe personal experiences</li> <li>guessing games, memory games, Simon Says, and team play / dialog</li> </ul>

Classroom Components		
Class Activity	Audio CD	TV Program
<ul style="list-style-type: none"> <li>categorizing and evaluating objects</li> <li>finding and explaining what doesn't belong</li> <li>recognizing body parts and other topics: Bingo</li> <li>applying vocabulary (facial parts) - - kinesthetic activities - visual arts</li> <li>counting and saying numbers as applied to target vocabulary</li> </ul>	<p>The Chant The Story The Song: The Classroom</p> <ul style="list-style-type: none"> <li>identifying names of items</li> <li>listening for same and different details</li> <li>interpreting the story</li> <li>pronunciation and rhythm while reviewing the language learned</li> <li>reciting the chant and song</li> </ul>	<p>Busy The Fly Nice News Teacher</p> <ul style="list-style-type: none"> <li>predicting outcomes</li> <li>eliciting information: who said it and when</li> <li>describing characters based on appearance and personality</li> <li>role playing</li> </ul>

Computer Program		
<p><b>Skippy the Dog</b> identifying school items</p> <p><b>Ticky the Parrot</b> describing character location</p> <p><b>The Teacher</b> following instructions moving objects</p>	<p><b>Mitzy the Cat</b> selecting color requested</p> <p><b>Twist the Doll</b> recalling body parts</p> <p><b>Math</b> practicing using numbers</p>	<p><b>The Bird</b> applying vocabulary to describe objects and surroundings</p> <p><b>Snakes and Ladders</b> choosing requested object</p>

## Unit 7 - The Grocery Store

Skills		
Vocabulary	Language	Social Interaction
<ul style="list-style-type: none"> <li>• basic food items</li> <li>• action words and phrases</li> <li>• simple commands and requests</li> <li>• polite expressions (Please, Thank you, Can I...?)</li> </ul>	<ul style="list-style-type: none"> <li>• There is, There are..., It's...</li> <li>• singular and plural nouns</li> <li>• count and non-count nouns</li> <li>• articles: a, an</li> <li>• prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• creating and participating in storytelling and performance using new vocabulary</li> <li>• developing communication skills with peers through guessing and memory games, dialog and picture dictation.</li> <li>• participating in role play activities involving everyday situations</li> </ul>

Classroom Components		
Class Activity	Audio CD	TV Program
<ul style="list-style-type: none"> <li>• following directions in sorting and combining food items by color, number,...</li> <li>• designing food and meal collages</li> <li>• finding and explaining what doesn't belong</li> <li>• Guessing items by feeling the object in a box</li> </ul>	<p>The Chant The Story The Song: Food</p> <ul style="list-style-type: none"> <li>• predicting outcomes</li> <li>• pronunciation and rhythm while reviewing the language learned</li> <li>• imitating everyday dialogue</li> <li>• reciting the chant and song</li> </ul>	<p>The Restaurant News The Restaurant 2</p> <ul style="list-style-type: none"> <li>• choosing feelings or adjectives that relate to situation or character</li> <li>• making up dialogs according to scenes</li> <li>• acting out scenes</li> </ul>

Computer Program		
<p><b>Skippy the Dog Goes Shopping</b> collecting food items</p> <p><b>The Blender</b> identifying food items</p>	<p><b>The Food Machine</b> selecting food items upon request</p> <p><b>The Waiter</b> locating items on a menu</p>	<p><b>Salesperson</b> applying vocabulary to food items and location</p> <p><b>The Menu</b> recalling food items</p>



## Unit 8 - The Theater

### Skills

Vocabulary	Language	Social Interaction
<ul style="list-style-type: none"> <li>feelings</li> <li>personal feelings and those of others</li> <li>colors, moods, and feelings</li> </ul>	<ul style="list-style-type: none"> <li>I'm..., He's..., She's...</li> <li>polite expressions</li> <li>action verbs</li> </ul>	<ul style="list-style-type: none"> <li>incorporating vocabulary of food, body, school items, and clothing in describing everyday emotions</li> <li>developing an understanding of body language used in communicating feelings</li> <li>expressing feelings by changing intonation</li> <li>playing word matching and memorization games with peers</li> </ul>

### Classroom Components

Class Activity	Audio CD	TV Program
<ul style="list-style-type: none"> <li>representations of emotions</li> <li>saying words related to one another in a chain</li> <li>matching and asking how characters feel</li> <li>finding and explaining what doesn't belong</li> <li>applying vocabulary (facial expressions) through kinesthetic activities and visual arts</li> </ul>	<p>The Chant The Story The Song: Feelings</p> <ul style="list-style-type: none"> <li>listening for details: same or different</li> <li>sequencing pictures according to text</li> <li>practicing pronunciation and rhythm while reviewing the language learned</li> <li>imitating everyday dialog</li> </ul>	<p>Laughy Is Sick John and Bob 1 John and Bob 2</p> <ul style="list-style-type: none"> <li>completing the text of a character in a dialog</li> <li>acting out scenes</li> <li>reciting the chant and song</li> </ul>

### Computer Program

<b>Little Red Riding Hood</b> identifying feelings and moods	<b>The Wolf in Bed</b> recognizing feelings and moods	<b>The Hunter</b> expressing feelings and moods
<b>The Basket</b> recalling food items	<b>The Wolf Gets Dressed</b> selecting clothing items requested	<b>The Balloon Game</b> distinguishing clothing, food, and feelings