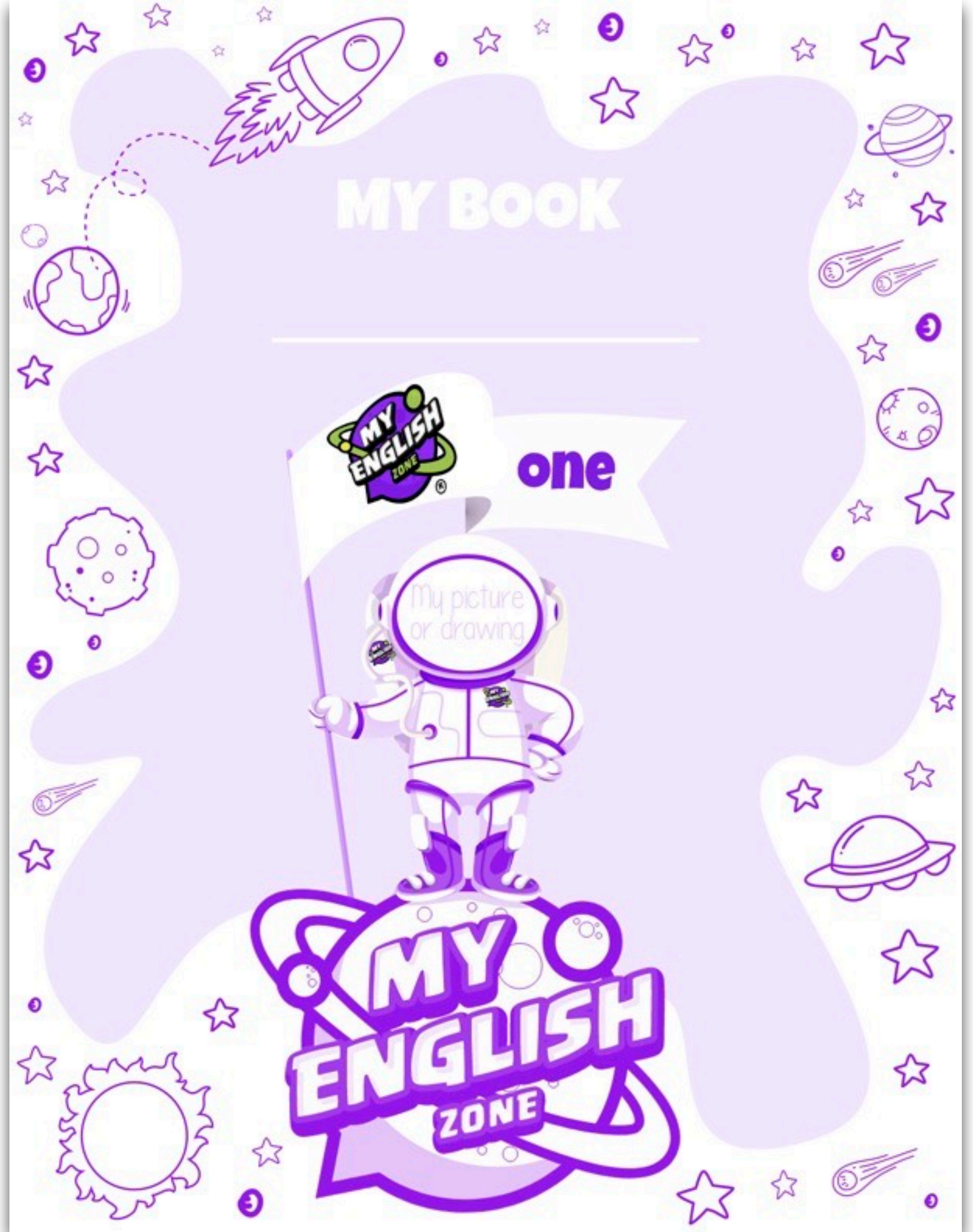


# MY ENGLISH ZONE

## The Book

# 1



## PROGRAM SYNOPSIS

The fundamental objective of **My English Zone The Book** is learning to communicate through interaction in the target language. The Theory of Language learning tells us that "language is a tool for communication and that students learn a language by using it to communicate."

You will find that **My English Zone The Book** is a series based on guided everyday communicative interaction. E.g. when students are faced with real life dialogs to find out the schedule of the week's exams or to describe a classmate by his/her physical appearance, among many other authentic situations. Guided dialogs provide opportunities for language learners to interact with each other or with native speakers while feeling comfortable doing so.

This series also acknowledges the role of grammar as that of great importance for our learners to reach higher levels of proficiency and introduces the basic structures from the start of the program.

**My English Zone The Book** also makes extensive use of authentic texts like: songs, jokes, rhymes, tongue twisters and popular children's stories. They will enrich the knowledge of culture through language.

As you can see, **My English Zone The Book** has a solid base on the most important methodologies necessary to enhance the learning of the second language in a dynamic and fun way.

*Patricia Ivila Delfin*



## SERIES FEATURES

- Each book with 15 units.
- Each unit has five lessons:

### Lesson 1: Vocabulary

In this first lesson the vocabulary that will be used during the rest of the unit will be presented through clear images that represent each word.

### Lesson 2: Dialogs

The dialogs will recap the vocabulary items from lesson one and use them in everyday real situations.

### Lesson 3: Reading

The reading texts will go from original stories that take the ideas of the dialogs and complete them in a text to popular stories from children's literature.

### Lesson 4: Writing

Prompted writing is used in the lower levels. It encourages students to use their imagination to come up with new and creative ideas for the text. In the higher levels, students will be asked to arrange the paragraphs or the missing sentences to complete the stories they read before.

### Lesson 5: Language in Use

The last part of each unit, recaps the grammar structures seen, through the presentation of language in use of the four lessons before it. There are activities that will evaluate the knowledge acquired.

Book number	CEFR
1	Pre-A1
2	Pre-A1
3	A1.1
4	A1.2
5	A2.1
6	A2.1
7	A2.2
8	A2.2
9	B1.1
10	B1.2
11	B1.3
12	B1+



## METHODOLOGIES

### The Book

#### Vocabulary Learning

Vocabulary learning is central to language acquisition.

Specialists emphasize the need for a systematic and principled approach of vocabulary by the teacher and the learner. Teaching techniques and activities state that new words should not be learned by simple rote memorization.

It is important that new vocabulary items be presented in contexts rich enough to provide clues to meaning and that students be given multiple exposure to items they should learn.

#### Communicative Language Learning

Learning to communicate through interaction in the target language is the principal characteristic of the Communicative Language Teaching approach.

The *Theory of Language Learning* states that:

- Language is a tool for communication
- Students learn a language by using it to communicate

#### Integrated Skills Approach

The four basic skills in language teaching are: listening, speaking, reading, writing.

When we acquire a second language in a natural way the skills appear in that same order.

But why should we integrate the four skills when teaching the second language? If we are focused on teaching a realistic communication competence, the four skills must be developed in an integrated way.

Integrating the skills allows us to use more variety in the lessons because the range of activities will be ampler.

#### Spiral Learning

Learning should work like a game in a spiral, that gets a child interested while repeating and gradually increasing difficulty. It also gives students challenging activities and at the same time adds new skills.

The steps to achieve Spiral Learning are:

- Introduce new language. Move forward.
- Recap the important language learned so far.
- Add more language.
- Recap selected language: recent and earlier.
- Repeat the process.

#### Topic Based Approach

Topic based approach is student-centered. It helps with students' attention span. It will hold students' interest from the start to the end of the lesson.



# CONTENTS MAP




UNIT	TOPIC	VOCABULARY	LANGUAGE IN USE	CAN DO STATEMENT	PAGES
1	Let's play with the alphabet!	Characters, Alphabet	Song: ABC's song	I can identify the letters of the alphabet. I can give personal information.	7
2	Let's play with numbers!	Numbers 1-10	Song: This is old man	I can say how old I am. I can recognize numbers.	13
3	Let's play with classroom language!	Classroom language	Song: Mary had a little lamb	I can understand simple instructions given by the teacher during the class.	19
4	Let's play with the weather!	Days of the week Weather	Verb BE = IS. Capital letters for days of the week.	I can understand days of the week. I can understand the words for different types of weather.	25
5	Let's play at school!	Rooms at school	Demonstrative pronouns	I recognize words from my school.	31
6	Let's play at school!	Classroom objects	Simple question BE Affirmative answers	I can understand familiar words and phrases about My school.	37
7	Let's play with school objects!	School objects	Prepositions Personal pronouns	I can match words and sentences to pictures.	43
8	Let's play with colors and shapes!	Colors Shapes	Adjectives (colors) Negative answers BE	I can recognize shapes and colors.	49
9	Let's play with my family!	Family members	Possessive adjective MY Who	I can name the family members.	55
10	Let's play at home!	Rooms at home	Short negative answer Where Colors to describe rooms	I can identify the names of the parts of the house.	61
11	Let's play family at home!	More family members More rooms	Personal pronouns: he, she, it	I can identify familiar words and familiar objects.	67
12	Let's play with emotions!	Emotions	Question words: Who, what, where, how	I can understand the words for feelings.	73
13	Let's play with clothes!	Clothes	Demonstrative pronouns these - those	I can understand the words of clothes that I wear.	79
14	Let's play at the store!	Clothes Adjectives Colors	There is- are Affirmative interrogative negative	I can understand the words of the clothes that I wear.	85
15	Let's play with the prices!	Adjectives	How much? (for prices)	I can understand when someone says the price of an object.	91




Practice the following dialogs


Good morning my name is Miss Patty.  
What's your name?  
-Hello! My name is Sandy



Hi! My name is Tony.  
What's Your name?  
-Good morning!  
-My name is Lucy.



Hello! My name is Andy.  
What's your name?  
-Hello! My name is...  
(your name)




**Now you!** Ask your classmate's name.  
Good morning!  
My name is \_\_\_\_\_  
**WHAT'S YOUR NAME?**  
\_\_\_\_\_

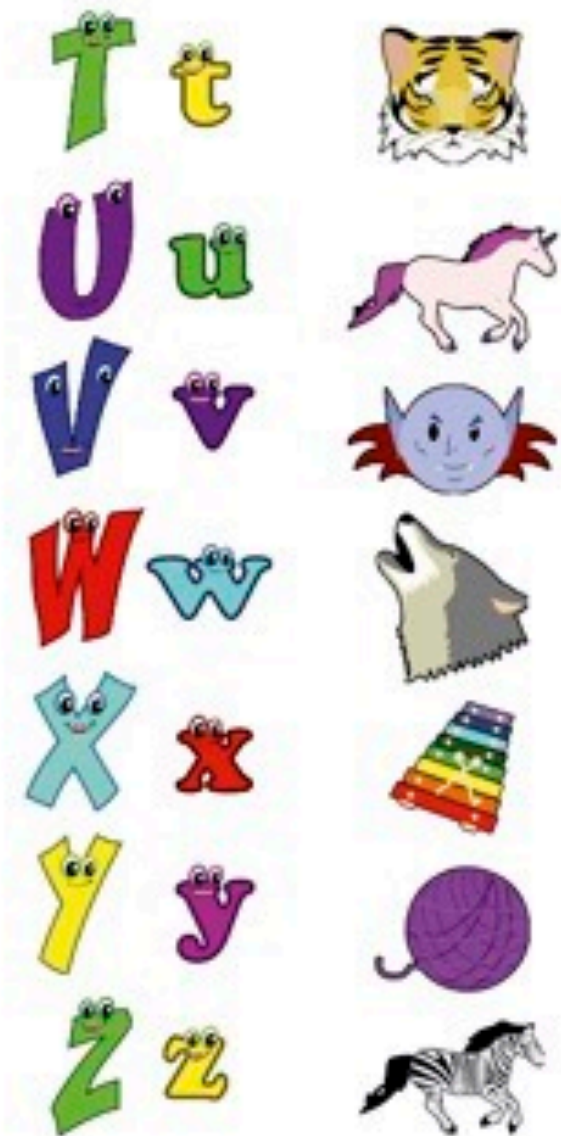


Match the names to your new friends

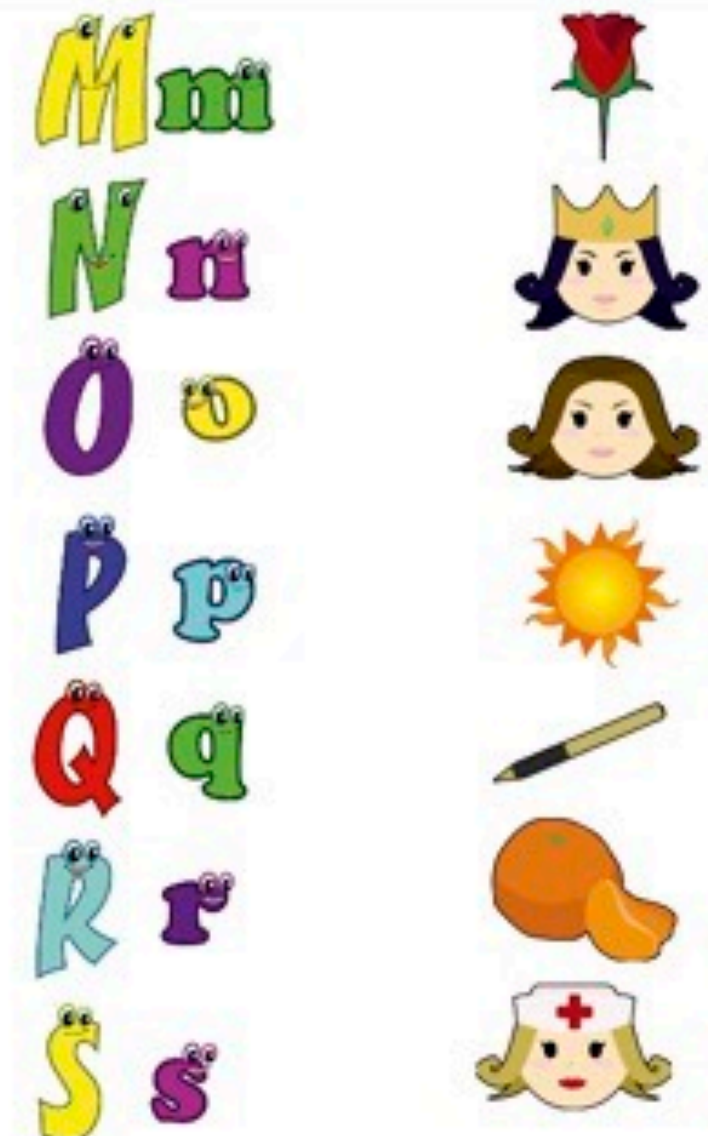
Andy  
Lucy  
Sandy  
Tony  
Miss Paty




Learn the alphabet



Match the letter with its picture



Trace each capital and small letter. Say it aloud.

A a Aa  
B b Bb  
C c Cc  
D d Dd  
E e Ee  
F f Ff

G g Gg  
H h Hh  
I i Ii  
J j Jj  
K k Kk  
L l Ll

M m Mm  
N n Nn  
O o Oo  
P p Pp  
Q q Qq  
R r Rr  
S s Ss

T t Tt  
U u Uu  
V v Vv  
W w Ww  
X x Xx  
Y y Yy  
Z z Zz

How well did you do  
in this unit?



Write the CAN DO statement and assess yourself:

I can...

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