

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.

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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+

CONTENTS MAP



UNIT	TOPIC	VOCABULARY	LANGUAGE IN USE	CAN DO STATEMENT	
1	Let's play at school!	Class activities	Present progressive; affirmative, interrogative, negative	I can understand the names of food that I eat.	7
2	Let's play with food!	Food	Present progressive Wh questions	I can identify familiar words and phrases.	13
3	Let's play at home!	Home activities	Present progressive Wh-doing?	I can identify familiar words and phrases about home.	19
4	Let's play at home!	Home activities	Present progressive affirmative, negative, wh questions	I can identify familiar actions.	25
5	Let's play at home!	Home activities rooms at home	Possessive adjectives	I can identify activities at home.	31
6	Let's play on the move!	Transportation	Can affirmative	I can understand some words of traveling.	37
7	Let's play with animals!	Animals	Can Negative	I can identify the names of animals.	43
8	Let's play with the senses!	Body parts-senses	Can Interrogative	I can understand some words of the parts of my body.	49
9	Let's play every day!	Verbs	Present simple affirmative	I can understand familiar words and phrases of habitual actions.	55
10	Let's play community helpers!	Community helpers/ activities	Present simple 3 rd person singular	I can identify familiar words and phrases.	61
11	Let's play healthy habits!	Health habits	Present simple interrogative -DO	I can understand the names for people who work and live in my town.	67
12	Let's play with animals!	Animals	Present simple Interrogative DOES	I can identify the names of places around the city.	73
13	Let's play with animals!	Animals	Present simple Negative don't-doesn't	I can understand the names of some animals	79
14	Let's play with the buildings in town!	Buildings community helpers activities	Present Simple Wh- questions	I can understand the names of some animals.	85
15	Let's play with languages!	Languages nationalities	Countries nationalities languages	I recognize the names of countries in the world.	91



Learn the activities



Unscramble the words. Match them with their images.

cguntit	_____	
entisnigl	_____	
gniroolc	_____	
gpnaist	_____	
plngayi	_____	
rtngwii	_____	
sgniing	_____	



Practice the dialogs



Is Andy playing?
-No, he isn't.
He's singing.



Is Sandy singing?
-No, she isn't.
She's pasting.



Is Lucy coloring?
-No, she isn't.
She's cutting.



Is Tony pasting?
-No, he isn't.
He's writing



Is Andy writing?
-No, he isn't.
He's singing.



Now you!



Is _____?
No, he/she isn't.
He's / She's _____.

A busy day at school



It's very busy at school today.
Andy is not coloring; he's singing.
Lucy is not singing; she's cutting.
Tony is not listening; he's playing.
Sandy is not writing; she's pasting.
And Miss Patty is not playing;
she's listening to the class.



Yes, it is very busy at school today!

Choose the correct answer

Is Andy coloring?

 Yes, he is. No, he isn't.

Is Tony listening?

 Yes, he is. No, he isn't

Is Andy singing?

 Yes, he is. No, he isn't.

Is Tony playing?

 Yes, he is. No, he isn't.

Is Lucy singing?

 Yes, she is. No, she isn't.

Is Sandy writing?

 Yes, she is. No, she isn't.

Is Lucy cutting?

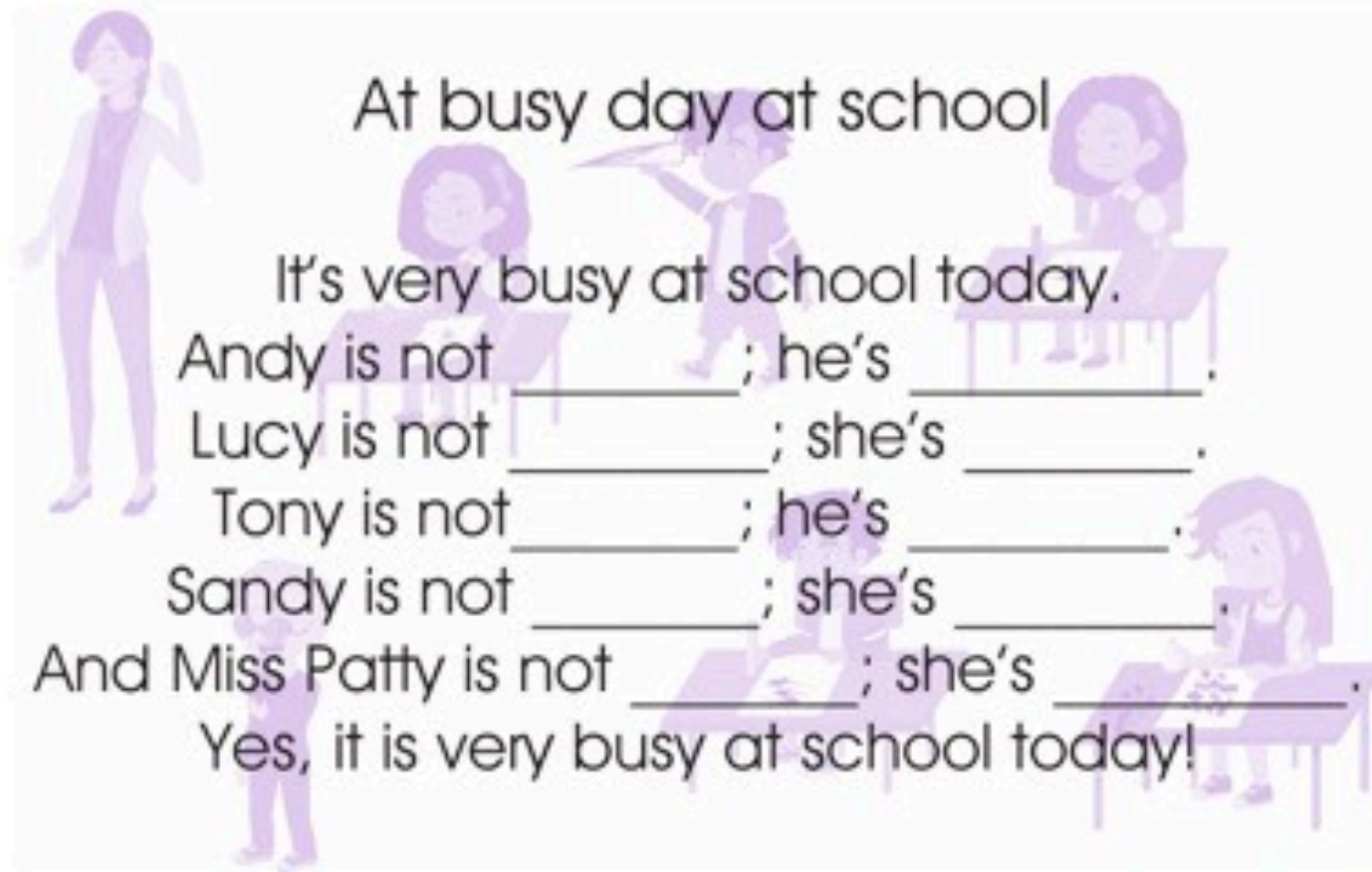
 Yes, she is. No, she isn't.

Is Sandy pasting?

 Yes, she is. No, she isn't.

Complete the text with the words from the box below. You may write them in any order you wish and as many times as you wish.

At busy day at school



It's very busy at school today.
 Andy is not _____; he's _____.
 Lucy is not _____; she's _____.
 Tony is not _____; he's _____.
 Sandy is not _____; she's _____.
 And Miss Patty is not _____; she's _____.
 Yes, it is very busy at school today!

coloring • cutting • listening • pasting
 playing • singing • writing

Write the words. Say them aloud

coloring
 cutting
 listening
 pasting
 playing
 singing
 writing

coloring
 cutting
 listening
 pasting
 playing
 singing
 writing



Present Progressive Tense.
 The present progressive tense expresses a current action, an action in progress.
 He is writing now.
 We use the verb **BE** as a helping verb.
 In sentences with HE, SHE, IT we use the verb **IS**.
 He **is** singing now.
 To make a question we put **IS** before the pronoun.
 Is he coloring?
 To make negative sentences we use **IS + NOT**
 He **is not** (isn't) playing

Unscramble the sentences

_____ cutting Lucy is ?

_____ Tony playing is

Is _____ pasting Sandy ?

_____ isn't coloring Andy

_____ reading isn't Tony

Answer the questions in the negative form

Is Andy coloring?

_____, _____.

Is Lucy cutting?

_____, _____.

Is Tony listening?

_____, _____.

Is Sandy pasting?

_____, _____.

Is Lucy singing?

_____, _____.

