



The Book

3

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 Heila 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+

CONTENTS MAP



UNIT	TOPIC	VOCABULARY	LANGUAGE IN USE	CAN DO STATEMENT	PAGES
1	Let's play around the world!	Alphabet Countries Numbers	BE Present Simple Affirmative Interrogative Negative	I can understand questions about myself. I can count to 20.	7
2	Let's play at home!	Family Rooms at Home	Present Progressive Affirmative Interrogative Negative	I can understand simple phrases and sentences concerning my family.	13
3	Let's play with animals!	Animals, Zoo, Farm, Home	Present Simple Affirmative Negative Interrogative	I can tell the names of all the animals I know. I can talk about animals in short sentences.	19
4	Let's celebrate!	Holidays Time Expressions	Future-BE+ Going To Affirmative ** Time To Rhyme: "Hey Diddle Diddle!"	I can say when the main festivals are in the year. I can recite some rhymes.	25
5	Let's play with food!	Food, Breakfast, Lunch, Dinner, Drinks	Future- BE+ Going To Interrogative	I can ask for food and drinks and say thank you.	31
6	Let's play at school!	School Bag Articles	Future- BE+ Going To Negative	I can ask for things in the classroom.	37
7	Let's play with countries!	Countries, City, Beach, Mountain	Future- BE + Going To Wh-Questions	I can talk about my vacation using simple and short sentences.	43
8	Let's play after school!	After School Activities School Subjects	Can-Can't	I can ask and answer simple short questions about free time activities	49
9	Let's play with the weather!	Weather /Clothes	Have To Has To Interrogative	I can talk about the seasons in simple short sentences	55
10	Let's play with the seasons!	Clothes	Have To Has To Negative	I can say the words for the seasons and for the weather in different seasons	61
11	Let's play with magic words!	Magic Words	Capital Letters In Days And Months	I can ask for and can give things I can borrow school material	67
12	Let's play around the city!	City Buildings Prepositions	Imperatives Prepositions ** Time To Rhyme "Wee Willie Winkie"	I can ask for directions and give directions in simple short sentences. I can recite some rhymes.	73
13	Let's play with toys!	Toys	Possessive Pronouns Future- BE + Going To Affirmative, Negative Interrogative	I can name common objects.	79
14	Let's play with food!	Food	Future-BE + Going To Wh-Questions	I can name some foods and drinks.	85
15	Let's play games and sports!	Games	Future - BE +Going To Wh Questions	I can ask someone to play a game.	91

Learn the countries



1 one	2 two	3 three	4 four	5 five
6 six	7 seven	8 eight	9 nine	10 ten
11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen
16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty

A a	B b	C c	D d	E e
F f	G g	H h	I i	J j
K k	L l	M m	N n	O o
P p	Q q	R r	S s	T t
U u	V v	W w	X x	Y y
Z z				

Practice the dialogs

Good morning!
What's your name?
-My name is Michelle.
How do you spell it?
-M-I-C-H-E-L-L-E
How old are you?
-I'm 7 years old.
Where are you from?
-I'm from France.



Good morning!
What's your name?
-My name is Akiko.
How do you spell it?
A-K-I-K-O
How old are you?
-I'm 7 years old.
Where are you from?
-I'm from Japan.



Good morning!
What's your name?
-My name is Harry.
How do you spell it?
-H-A-R-R-Y
How old are you?
-I'm 8 years old.
Where are you from?
-I'm from England.



Good morning!
What's your name?
-My name is Tom.
How do you spell it?
-T-O-M
How old are you?
-I'm 8 years old.
Where are you from?
-I'm from the USA.



Good morning!
What's your name?
-My name is Rosa.
How do you spell it?
-R-O-S-A
How old are you?
-I'm 8 years old.
Where are you from?
-I'm from Mexico.



Now you!

Good morning!
What's your name?
-My name is _____.
How do you spell it?
- _____
How old are you?
-I'm _____ years old.
Where are you from?
-I'm from _____.



New friends

There are new friends at school.
They are Michelle, Akiko, Harry and Tom.
Michelle is 7 years old; she isn't from
England, she's from France.
Akiko is 7 years old; she isn't from the USA,
she's from Japan.
Harry is 8 years old; he isn't from France,
he's from England.
Tom is 8 years old; he isn't from Japan,
he's from the USA.
Welcome to our school new friends!



Where are they from?

- Where is Tom from?
 France USA Japan
- Where is Akiko from?
 France USA Japan
- Where is Harry from?
 England France USA
- Where is Michelle from?
 England Japan France

Read the sentences and
circle true or false

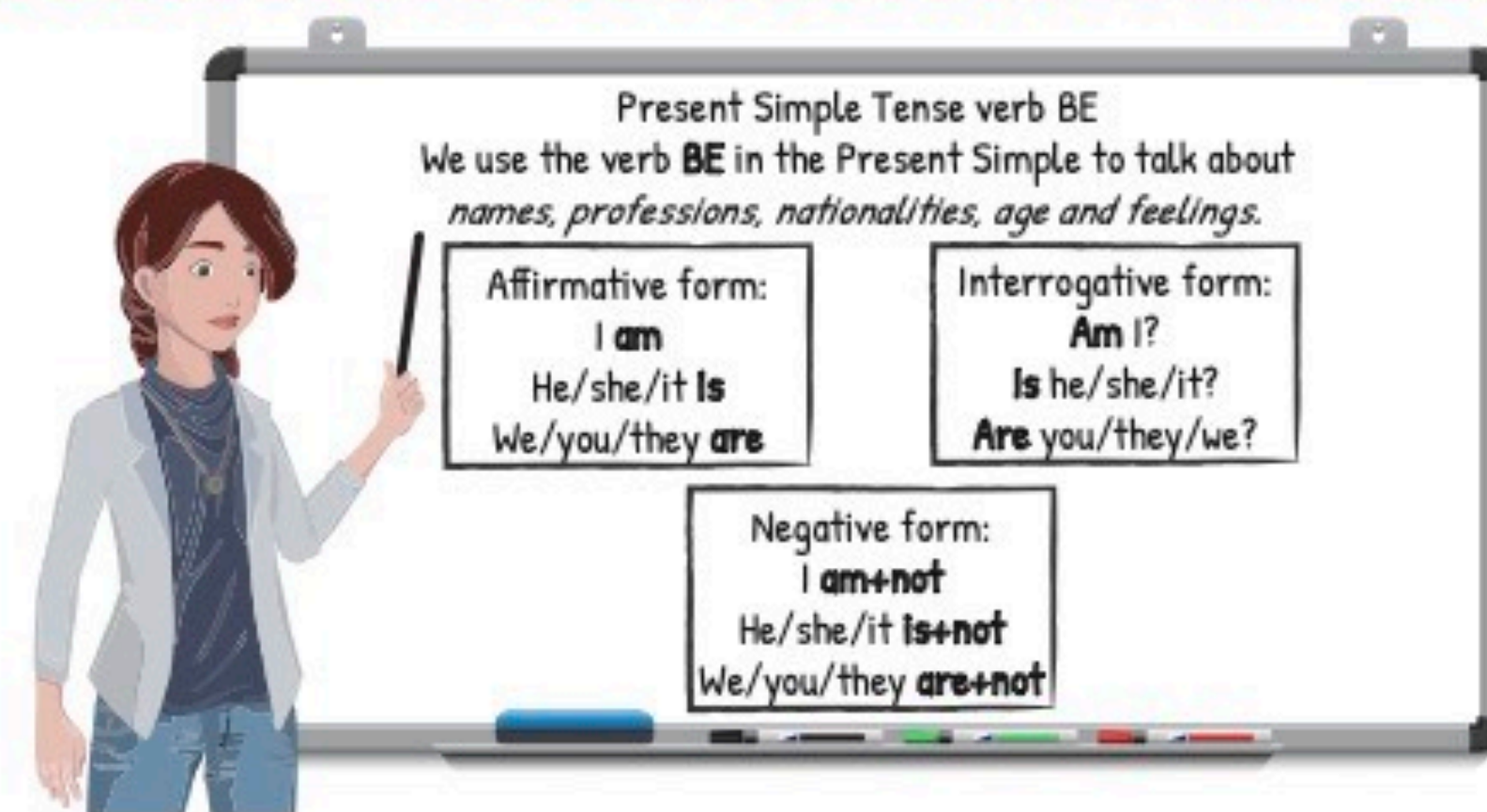
- Tom is seven years old.
True False
- Akiko is from France.
True False
- Harry is from England.
True False
- Michelle is from Japan.
True False
- Tom is from England.
True False

Complete the reading with the words from the box below in any order and times you think necessary.

New friends

There are new friends at school.
They are Michelle, Akiko, Harry and Tom.
Michelle is _____ years old; she isn't from _____,
she's from _____.
Akiko is _____ years old; she isn't from _____,
she's from _____.
Harry is _____ years old; he isn't from _____,
he's from _____.
Tom is _____ years old; he isn't from _____,
he's from _____.
Welcome to our school new friends!

5 • 6 • 7 • 8 • 9 • 10
France • the USA • Japan • England



Unscramble the sentences

- _____ .
isn't / Japan / from / he
- _____ .
? / they / England / from / are
- _____ .
name / is / ? / what / your
- _____ .
we / France / aren't / from
- _____ .
I / am / Mexico / from

Complete the sentences.

- Akiko _____ from Japan.
- Harry _____ from the USA.
- Where _____ they from?
- _____ is your name?
- Michelle and Antoine _____
from England.

What • are • aren't • is • isn't