

MY ENGLISH ZONE

The Book

6



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+ |

CONTENTS MAP

| UNIT | TOPIC | Vocabulary | LANGUAGE IN USE | CAN DO STATEMENTS | Pages |
|------|-------------------------------------|--|--|---|-------|
| 1 | Let's play with verbs! | Verbs-Past Tense +ed | Simple Past Tense Regular Verbs Affirmative ed= "T" Sound Tongue Twister Time: "Peter Piper" | I can understand when someone speaks on common topics. | 7 |
| 2 | Let's play with action words! | Verbs-Past Tense + ed | Simple Past Tense Regular Verbs Affirmative ed="D" Sound | I can talk about what I did yesterday, last weekend, or on vacation. | 13 |
| 3 | Let's play with plants and flowers! | Verbs Past Tense +ed Plants And Flowers | Simple Past Tense Regular Verbs Affirmative ed= "Ed" Sound | I can ask and answer questions about familiar plants and animals. I can describe a plant in simple sentences. | 19 |
| 4 | Let's play with school actions! | Verbs-School Activities | Simple Past Tense Regular Verbs Interrogative | I can easily understand simple routine tasks in the classroom. | 25 |
| 5 | Let's play with actions! | Verbs In The Past Tense +ed | Simple Past Tense Regular Verbs, Interrogative Tongue Twister Time: "I Wish To Wish" | I can understand when someone speaks on common topics if the speech is slow and clear. | 31 |
| 6 | Let's play sports! | Sports Past Tense Verbs + ed | Simple Past Tense Regular Verbs Short Answers | I can ask questions about everyday topics (sports) and answer similar questions. | 37 |
| 7 | Let's play with hobbies! | Hobbies Adjectives | Simple Past Tense Regular Verbs Wh-Questions | I can answer personal questions in simple sentences about my favorite activity. | 43 |
| 8 | Let's play with languages! | Countries Languages | Simple Past Tense Irregular Verbs Affirmative | I can talk to my friends about different countries. I can talk to my schoolmates about people from different countries. | 49 |
| 9 | Let's play with the past! | Verbs Agent Nouns | Simple Past Tense Irregular Verbs, Affirmative Agent Nouns Tongue Twister Time: "Swan Swim" | I can understand when my friend speaks about his/her family or friends. | 55 |
| 10 | Let's play in the city! | Verbs Prepositions City Buildings | Simple Past Tense Irregular Verbs, Interrogative Prepositions | I can answer questions about places I have visited and what I did there. | 61 |
| 11 | Let's play with food! | Verbs Food | Simple Past Tense Irregular Verbs Negative | I can understand when someone talks to me about familiar food and drinks. I can buy something to eat or drink. | 67 |
| 12 | Let's play with animals! | Verbs Animals | Simple Past Tense Irregular Verbs Short Answers | I can answer questions about animals. I can tell my teacher and class about animals I have seen or kept as pets. | 73 |
| 13 | Let's play with actions! | Verbs | Simple Past Tense Irregular Verbs Wh- Questions Tongue Twister Time: "How Many Cookies" | I can tell my parents about what I did at school. I can describe my school activities. | 79 |
| 14 | Let's play with hobbies! | Hobbies | Could-Couldn't Affirmative, Interrogative, Negative | I can distinguish the tense forms, and understand when people speak about the present or past | 85 |
| 15 | Let's play at school! | Class Activities | Would, Affirmative, Interrogative | I can make and respond to suggestions, requests and apologies. | 91 |

Learn the verbs

brush



brushed

fix



fixed

kick



kicked

like



liked

ask



asked

look



looked

walk



walked

search



searched

work



worked

talk



talked

Practice the dialogs

I asked the teacher many questions yesterday.
-Really, why?
Because she has all the answers.



Sandy brushed her hair 100 times yesterday.
-Really, why?
Because she likes shiny hair.



Sandy and I kicked the soccer ball 50 times yesterday.
-Really, why?
Because we want to be good soccer players.



Tony fixed his bike yesterday.
-Really, why?
Because his bike was broken.



Sandy and Lucy talked all afternoon yesterday.
-Really, why?
Because they are good friends.



_____ all afternoon yesterday.
-Really, why?
Because _____.

Now you!



Yesterday

Sandy and I talked and talked for a long time yesterday, we are good friends and there is always something new to talk about. We talked about so many things; like that yesterday. Andy asked our teacher a lot of questions; Andy says that our teacher always has all the answers. Then we talked about Tony; that he fixed his bike yesterday, he is very good at fixing things. Then we talked about her hair, that it was shiny, and it is because she brushed it 100 times! We also talked about how Sandy and Harry train to become good soccer players. They kicked the ball more than 50 times without stopping! We also talked about how Andy and Harry worked so hard this week at school. After we talked Sandy and I were thirsty so we walked to the corner store to buy some water. I liked my afternoon with my best friend Sandy. I hope we have many more afternoons like yesterday. Who is your best friend? Do you talk about everything?

Complete the sentences

(4x)

Andy / Tony / Harry / Lucy / Sandy

- _____ and _____ talked for a long time.
- _____ asked many questions.
- _____ fixed his bike.
- _____ brushed her hair.
- _____ and _____ kicked the soccer ball.
- _____ and _____ worked at school.
- _____ and _____ walked to the corner store.

Choose true or false

- Sandy and Lucy talked for a short time yesterday. True False
- Andy asked the teacher a lot of questions. True False
- Tony fixed his computer yesterday. True False
- Sandy brushed her hair 10 times. True False
- Sandy and Harry kicked the soccer ball. True False
- We walked to the school. True False

Choose a verb and fill the blanks. You can use several times each word. Then read aloud.

Yesterday

Sandy and I talked for a long time yesterday, we are good friends and there is always something new to talk about.

Yesterday we talked about what our friends did all day:

Andy _____.

Tony _____.

Sandy _____.

Sandy and Harry _____.

Andy and Harry _____.

Then, Sandy and I _____.

And finally I _____.

I hope we have many more afternoons like yesterday.

Who is your best friend? Do you talk about everything?

asked questions • brushed his/her hair • fixed the bike
kicked the ball • liked the afternoon • talked to my friend
walked to the store • worked at school



Simple Past Tense of Regular Verbs

We use the simple past tense to describe an action that occurred and was completed in the past. The simple past is formed by adding **-ed** to the base form of the verb.

If the infinitive of the verb has a voiceless sound at the end of it, such as: p, k, s, ch, sh, f, x, h; we pronounce the "ed" as a "T"

ask - asked
fix - fixed
like - liked
match - matched
talk - talked

brush - brushed
kick - kicked
look - looked
search - searched
walk - walked
work - worked



Label the verbs in present and past

Tongue Twister Time

Peter Piper picked a peck of pickled peppers.
A peck of pickled peppers Peter Piper picked.
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?

