

SUPER
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SUPER Star

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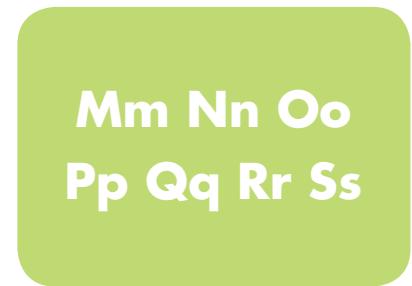
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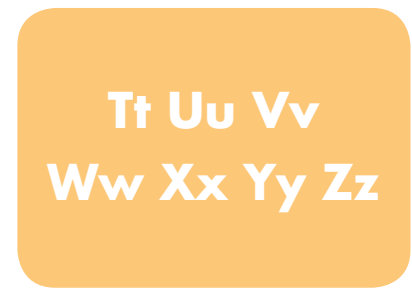
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Scope and Sequence

| | Communication | Word | Grammar Pattern |
|-------------------------------------|---|---|---|
| Unit 1 School | Lesson 1 Hi. What's your name? My name is Ron. | Lesson 2 pencil, book, brush, ruler Lesson 3 backpack, pencil case, notebook, crayon | Lesson 2 It's a pencil. Lesson 3 What is it? It's a backpack. |
| Unit 2 Toy | Lesson 1 Hello. How are you? I'm fine. Thank you. | Lesson 2 a ball, balls, a doll, dolls, a robot, robots, a kite, kites Lesson 3 a bike, bikes, a block, blocks, a top, tops, a car, cars | Lesson 2 It's a ball. They're balls. Lesson 3 What is it? It's a bike. What are they? They're bikes. |
| Phonics 1 | A ant, apple B balloon, bear C car, clown D deer, donut E egg, elephant F fish, fan | | |
| Unit 3 Pet | Lesson 1 How old are you? I'm eight. | Lesson 2 dog, cat, snake, rabbit, hamster Lesson 3 bird, frog, spider, turtle, sheep | Lesson 2 It's a dog. Lesson 3 Is it a bird? Yes, it is. No, it isn't. |
| Unit 4 Farm Animal | Lesson 1 Let's play together. That's a great idea. | Lesson 2 a cow, cows, a pig, pigs, a hen, hens, a horse, horses Lesson 3 a duck, ducks, a donkey, donkeys, a goat, goats, a turkey, turkeys | Lesson 2 It's a cow. They're cows. Lesson 3 Are they ducks? Yes, they are. No, they aren't. |
| Phonics 2 | G gorilla, guitar H hippo, house I igloo, iguana J jet, jar K key, king L ladybug, lemon | | |
| Progress Test 1 | Review Units 1~4, Phonics 1~2 | | |

| | Communication | Word | Grammar Pattern |
|---------------------------|--|--|--|
| Unit 5 Family | Lesson 1 Mom! This is my friend, Monty. Hi, Monty. | Lesson 2 father, mother, brother, sister Lesson 3 grandfather, grandmother, uncle, aunt | Lesson 2 He's my father. She's my mother. Lesson 3 Who's he/she? He's my grandfather. She's my grandmother. |
| Unit 6 Feeling | Lesson 1 Hey! Oops, I'm sorry. That's okay. | Lesson 2 happy, sad, excited, angry Lesson 3 hot, cold, hungry, thirsty | Lesson 2 I'm happy. He's happy. She's happy. Lesson 3 Are you happy? Yes, I am. No, I'm not. Is he/she happy? Yes, he is. No, he isn't. |
| Phonics 3 | M mouse, mitten N nose, nest O octopus, olive P pumpkin, panda Q quilt, queen R ring, rainbow S sun, socks | | |
| Unit 7 Food | Lesson 1 Hey, Ron! Here you are. Oh! Thank you. | Lesson 2 banana, apple, peach, watermelon, orange Lesson 3 potato, onion, carrot, pumpkin, tomato | Lesson 2 There is a banana. There is an apple. Lesson 3 Is there a potato? Is there an onion? Yes, there is. No, there isn't. |
| Unit 8 Nature | Lesson 1 Bye-bye! See you tomorrow! | Lesson 2 a tree, trees, a cloud, clouds, a flower, flowers, a rock, rocks Lesson 3 a bee, bees, a butterfly, butterflies, a worm, worms, an ant, ants | Lesson 2 There is a tree. There are trees. Lesson 3 Are there bees? Yes, there are. No, there aren't. |
| Phonics 4 | T table, tiger U up, umbrella V violin, volcano W wolf, wagon X fox, ox Y yak, yo-yo Z zebra, zipper | | |

Progress Test 2 Review Units 5~8, Phonics 3~4

Super Star Lesson Guide

Lesson 1 Conversation

Warm Up

1. Begin by exchanging greetings with the class.
2. Provide a physical activity to allow students to experience the conversation they will be introduced to.
3. Pre-teach the conversation in the context you've provided.
4. Review target language of the previous unit.

A Listen and say.

1. Have students talk about the illustrations to establish context. Activate prior knowledge by asking students to talk about characters and what they are doing.
2. Have students listen and repeat the conversation to get used to natural pronunciation and intonation.




B Listen and find the speakers.

1. Have students identify the speakers of the conversation while listening to the audio to review expressions and meaning.
2. Have students practice the conversation in groups as a role play to practice pronunciation, intonation, and natural speed and rhythm.


C Sing and dance.

Hi. What's your name?
 Ron. My name is Ron.
 Hi. What's your name?
 Tyler. My name is Tyler.
 Hi. What's your name?
 Clare. My name is Clare.

Hi. What's your name?
 Monty. My name is Monty.
 Ron, Tyler, Clare, Monty.
 Ron, Tyler, Clare, Monty.
 Hi, all!



D Say and act.




Star Quest Monty Time!

C Sing and dance.

1. Listen to the song with students. Help them become familiar with the tune and rhythm of the song.
2. Read the lyrics line by line with students to identify familiar words and structures and work on their pronunciation.
3. Play the song again and have students sing along, paying attention to pronunciation and intonation.
4. Play the dance video with the students to connect song and movement and have them experience the language on multiple levels, reinforcing previously learned language.

D Say and act.

1. Present the conversation again. Model the conversation with a student, to show that a conversation is between two people.
2. Read the conversation line by line while students repeat, paying attention to pronunciation and intonation.
3. Role-play the conversation with students.
4. Divide the class into groups and have the groups role-play the conversation with each other for additional practice.
5. Role-play the conversation in pairs for additional practice and personalization.



Star Quest to consolidate learning

1. Play the audio track and have students listen as the character gives the quest.
2. Have students perform the quest individually or in groups, and then place the sticker on the back cover of their books to reward their accomplishments.

Extra Activity

- Use the suggested games or activities for further practice and consolidation of language learning.

Extra Practice

- Use corresponding workbook pages for extra practice in class or as homework.

Super Star Lesson Guide



Lesson 2 Word & Sentence

Warm Up





1. Review the conversation from Lesson 1 to activate prior learning.
2. Listen to the song from Lesson 1 and sing along to engage students in using English.

A Listen, point, and say.


1. Activate prior knowledge by engaging students in discussion about target vocabulary and letting them use the language they already know. Optionally, use flashcards to introduce new words.
2. Model pronunciation of the new words by reading and having students repeat, emphasizing natural pronunciation and intonation.
3. Have students listen to the audio, point to the pictures in their books, and repeat the words to establish a connection between the sound of the words and their meaning.
4. Read the words while pointing to the pictures together with the students.

LESSON 2 Word & Sentence

A Listen, point, and say.

| | | | |
|--|---|---|---|
|  |  |  |  |
| pencil | book | brush | ruler |

B Listen and circle.



B Listen and circle.

1. Play the audio CD for students to listen and check their understanding of the connection between the picture and the sound by completing the activity.
2. Check the answers together.
3. Encourage personalization by asking students to talk about the illustration outside of target language.

C Listen and say. Then practice. 

It's a pencil. It's = It is



D Chant.  



Star Quest  **Ron Time!** 

9

C Listen and say. Then practice.

1. Present target structure to students and give them the necessary grammatical information to understand usage.
2. Read the key sentences with the students and allow them to practice using the words that they have learned.
3. Use the audio CD and have students repeat while focusing on pronunciation and intonation.
4. As a whole class, point to each image and make the correct sentences using the words they have learned.

D Chant.

1. Play the audio and have students listen to the chant.
2. Play the audio again and have students chant along to reinforce pronunciation, intonation, and the use of the words and grammar pattern.
3. Play the video and have students chant along with the video to add depth and engagement.



Star Quest to consolidate learning

1. Play the audio track and have students listen as the character gives the quest.
2. Have students perform the quest individually or in groups, and then place the sticker on the back cover of their book.

Extra Activity

- Use the suggested games or activities for further practice and consolidation of language learning.

Extra Practice

- Use corresponding workbook pages for extra practice in class or as homework.

Super Star Lesson Guide



Lesson 3 Word & Dialogue

Warm Up

1. Review Lesson 2 to activate prior learning.
2. Play the chant from Lesson 2 and chant together.

A Listen, point, and say.

1. Activate prior knowledge by engaging students in discussion about target vocabulary and letting them use the language they already know. Optionally, use flashcards to introduce new words.
2. Model pronunciation of the new words by reading and having students repeat, emphasizing natural pronunciation and intonation.
3. Have students listen to the audio, point to the pictures in their books, and repeat the words to establish a connection between the sound of the words and their meaning.
4. Read the words while pointing to the pictures together with the students.

Lesson 3 Word & Dialogue

A Listen, point, and say. (12)

1  backpack

2  pencil case

3  notebook

4  crayon

B Listen, ask, and answer. Then practice. (13)

What is it?
It's a **backpack**.

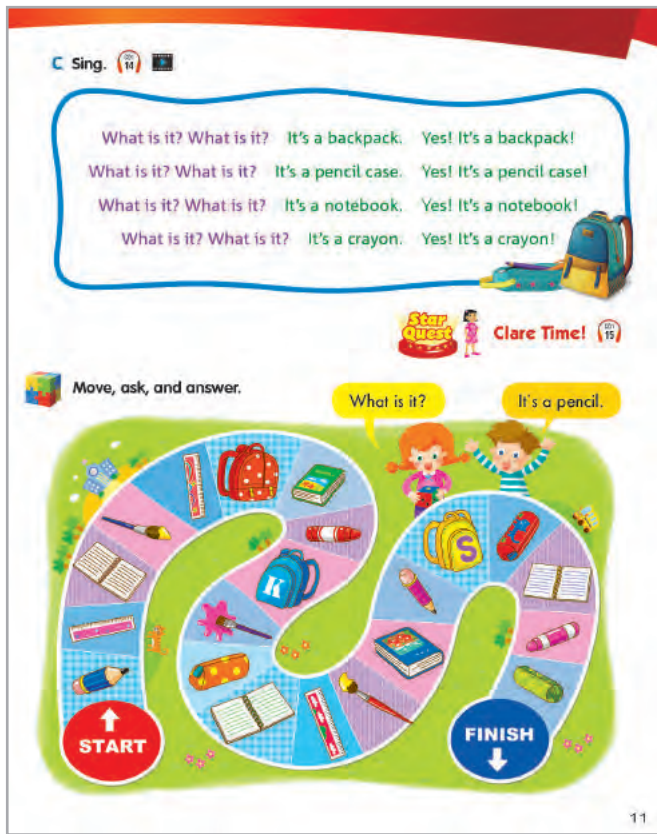
It's = It is



10

B Listen, ask, and answer. Then practice.

1. Present the dialogue to the class, using gesture to aid comprehension.
2. Give students the necessary grammatical information they need to successfully complete the dialogue.
3. Have students practice using the words they learned in A in the new structure in order to practice further.
4. Read the dialogue together with the students to work on pronunciation.
5. Listen and repeat after the audio for further practice.
6. Practice the dialogue together while pointing to the pictures to make a connection between the sounds and image.
7. Have students practice in pairs for additional practice and personalization.



C Sing.

1. Listen to the song with students. Help them become familiar with the tune and rhythm of the song.
2. Read the lyrics line by line with students to identify familiar words and structures and work on their pronunciation.
3. Play the song again and have students sing along, paying attention to pronunciation and intonation.
4. Play the video with the students to connect song and visual and have them experience the language on multiple levels, reinforcing previously learned language.



Star Quest to consolidate learning

1. Play the audio track and have students listen as the character gives the quest.
2. Have students perform the quest individually or in groups, and then place the sticker on the back cover of their book.

Board Game for review and practice

1. Steps for this activity will vary – see individual units.

Extra Activity

- Use the suggested games or activities for further practice and consolidation of language learning.

Extra Practice

- Use corresponding workbook pages for extra practice in class or as homework.

Super Star Lesson Guide



Lesson 4 Story & Unit Test

Warm Up

1. Review the dialogue from Lesson 3 to review and activate prior learning.
2. Listen to the song from Lesson 3 and sing along to engage students in using English.

A Listen and stick.

1. Use the comics to review the words, sentences, and dialogues of the unit.
2. Talk about what is happening in each scene, allowing students to speak freely.
3. Play the audio and listen carefully while looking at the illustrations.
4. Guess the missing lines from the speech bubbles and fill them in with the stickers provided, using memory and context clues.

Lesson 4 Story

A Listen and stick. (16)

B Listen and check. Then act out. (17)

12

B Listen and check. Then act out.

1. Play the audio and check the answers to the speech bubbles.
2. Read the completed story.
3. Have students practice the story in groups and then present it to the class.

Unit Test

• Listen and circle. 

1  2 

3  4 

• Listen and choose. 

5  a b 6  a b 7  a b 8  a b

• Listen, write, and say. 

9  a It's a pencil. b My name is Lisa.

10  a It's a pencil. b My name is Lisa.

13

Extra Activity

- Use the suggested games or activities for further practice and consolidation of language learning.

Extra Practice

- Use corresponding workbook pages for extra practice in class or as homework.

Unit Test

1. Have students get their pencils and erasers ready before the test.
2. Remind students of standard test-taking precautions (cover your paper, don't look at other papers).
3. Make sure students are ready and audio is prepared.
4. Play the audio and give students time to answer for each segment.
5. Check answers together after the test.

Super Star Lesson Guide



Phonics

Phonics 1

A Chant. Listen, point, and say.

| | | | | | |
|---------------------------|------------------------------|---------------------------|----------------------------|------------------------------|--------------------------|
| Aa ant apple | Bb balloon bear | Cc car clown | Dd deer donut | Ee egg elephant | Ff fish fan |
|---------------------------|------------------------------|---------------------------|----------------------------|------------------------------|--------------------------|

B Listen and find.

Ant is on the apple.
Bear is on the balloon.
Clown is on the car.
Deer is on the donut.
Elephant is on the egg.
Where is Fish?

Warm Up

1. Use illustrations to activate prior knowledge.
2. Talk about what is happening in the illustrations.

A Chant.

1. Introduce the different sounds of the letters. Write the letters on the board, read them, and model the sounds one at a time.
2. Play the audio and have students point to the pictures to make a connection between sounds and meanings, raising their phonemic awareness.
3. Play the audio track again and chant together.
4. Play the chant video and chant together with the video to add a multi-modal dimension and reinforce the sounds.

B Listen, point, and say.

1. Say the sounds of the new letters with students, paying attention to pronunciation.
2. Play the audio track and have students point to the letters and words.
3. Say the sounds and read the words again, having students identify the sounds within the words.
4. Point to the words at random and have students read them.

C Listen and find.

1. Check students' understanding by having them complete the activity.
2. Help students identify the word that the image represents and link it to the target sounds.
3. Specific steps will vary – see the individual Phonics sections.

D Listen and read.

1. Play the audio track and have students listen to the story.
2. Play the same track and have students listen and repeat, while pointing to the words. Focus on correct pronunciation and intonation.
3. Read the story together.
4. Have students read the story in groups.

Extra Activity

- Use the suggested games or activities for further practice and consolidation of language learning.

Extra Practice

- Use corresponding workbook pages for extra practice in class or as homework.



Progress Test



Progress Test to evaluate cumulative learning

• Listening • Reading • Writing • Speaking

1. Have students get their pencils and erasers ready before the test.
2. Remind students of standard test-taking precautions (cover your paper, don't look at other papers).
3. Make sure students are ready and audio is prepared.
4. Pause from time to time to make sure students are following direction and working on the correct part of the test.
5. Play the audio tracks for the listening and speaking portions and give students time to answer.
6. Use the scoring rubric provided after each test to score the speaking portion.



Super Star Time



1. Read and write the numbers to evaluate contextual reading skills and consolidate learning.
2. Check the answers together and read the dialogue for each illustration.

Lesson 1 Conversation

Objectives

- to greet each other
- to ask each other's name
- to answer the student's own name

Materials

- CD1 Tracks 3~6
- name tags, bean bag or small ball

Warm Up

1. Say "Hi," or "Hello," to students waving your hand and help them say, "Hi," or "Hello," back.
2. While greeting each other, distribute the name tags you've prepared before class.
3. Repeat "Hi! My name is (Mr. Smith)," while pointing to yourself. Encourage students to repeat after you.
4. Have students use their names by saying, "Hello, (Mr. Smith)," and "Hi! My name is (Ron)."

Student Book p.6

A Listen and say.

1. Have students talk about the illustration on student book page 6. Encourage them to talk about the characters and what they're doing in the picture.
2. Play CD1 Track 3 and have students listen to the conversation.
3. Have students repeat the conversation.
4. Play the track again for students to listen and repeat after.
5. Have students volunteer to act out the conversation.



Tyler : Hi! What's your name?
Ron : My name is Ron.



Student Book p.6

B Listen and find the speakers.

1. Play CD1 Track 4 and have students identify the speakers of the conversation.
2. Play the track again and have students check their work.
3. Have students make pairs and role-play the conversation. Once finished, have them switch roles.



Tyler : Hi! What's your name?
Ron : My name is Ron.

C Sing and dance. 

| | |
|---|--|
| Hi. What's your name? Ron. My name is Ron. | Hi. What's your name? Monty. My name is Monty. |
| Hi. What's your name? Tyler. My name is Tyler. | Ron, Tyler, Clare, Monty. Ron, Tyler, Clare, Monty. |
| Hi. What's your name? Clare. My name is Clare. | Hi, all! |



D Say and act.

What's your name?
My name is _____

?

My name is _____



Student Book p.7

C Sing and dance.

1. Play CD1 Track 5 and have students listen to the song first.
2. Read the song line by line with students.
3. Play the track again and have students sing along to the song.
4. Play the dance video for Unit 1 Lesson 1 using the CD. Have students sing and dance along to the video.

*Also, you can have students put their own names in the lyrics and have them sing and dance.



Hi. What's your name? Ron. My name is Ron.
Hi. What's your name? Tyler. My name is Tyler.
Hi. What's your name? Clare. My name is Clare.
Hi. What's your name? Monty. My name is Monty.
Ron, Tyler, Clare, Monty. Ron, Tyler, Clare, Monty. Hi.
Hi, all!

Student Book p.7

D Say and act.

1. Have students look at the pictures. Have them guess the words in the blanks.
2. Role-play with students. Take turns in asking and answering the questions.
3. Have students work in pairs. Have them practice asking and answering the questions in turns.

Student Book p.7



Monty Time!

1. Play CD1 Track 6 for students to sing together.
2. Have students, as a group or individually, perform the quest, and then place the character sticker on the back cover of the student book.



Monty Time! Listen and sing along.

Extra Activity

Bean Bag Toss

1. Prepare a bean bag or a small ball.
2. Have students sit in a circle.
3. Have the student with the bean bag ask the question, "What's your name?" and then toss it to another student.
4. Have the student who receives the bean bag answer the question, toss the bean bag to another student, and ask the student the same question.

Extra Practice

1. Have students do workbook pages 4~5 as homework or complete them in class.
*You can download the answer key online.

Lesson 2 Word & Sentence

Objectives

- to say the names of school supplies
pencil, book, brush, ruler
- to make sentences using the key words
It's a (pencil).

Materials

- CD1 Tracks 7~11
- Flashcards Unit 1 01~04
- school supply (pencil, book, brush, ruler), bag


Warm Up

1. Review Lesson 1 Conversation.
Hi. What's your name?
My name is (Clare).
2. Play CD1 Track 5 and sing together.


Student Book p.8





A Listen, point, and say.


1. Use Flashcards *Level 1 Unit 1 01~04* on pages 101 and 102 to introduce the new words. Have students look at the pictures first and have them guess what they are.
2. Read each word on page 8 and have students repeat them.
3. Play CD1 Track 7 and have students point to each picture and repeat the words.
4. Read each word again by pointing to each picture with students.


-  1. pencil
2. book
3. brush
4. ruler

Lesson 2 Word & Sentence

A Listen, point, and say. 

1  pencil
2  book
3  brush
4  ruler


B Listen and circle. 



Student Book p.8

B Listen and circle.

1. Play CD1 Track 8.
2. Have students circle the correct object while listening.
3. Check the answers together.
4. Ask students if they know other words in the illustration.
Encourage them to speak out.

-  1. pencil
2. book
3. brush
4. ruler



Student Book p.9

C Listen and say. Then practice.

1. Introduce the new sentence, "It's a pencil," to the students.
2. Explain the article 'a': Point out that pencil, book, brush, and ruler take the article 'a.'
3. Present the short form of 'It is.' (It's = It is)
4. Play CD 1 Track 9. Have students listen and say along with the CD.
5. Practice the sentence pattern by pointing to each object in the picture.



It's a pencil.

It's = It is

1. It's a pencil.
2. It's a book.
3. It's a brush.
4. It's a ruler.

Student Book p.9

D Chant.

1. Play CD1 Track 10 and have students point to the correct illustrations while listening.
2. Play the same track and chant again all together.
3. Play the chant video for Unit 1 Lesson 2 using the CD and have students sing along with the video.



Pencil. Pencil and book. Pencil, book, and brush.

Pencil, book, brush, and ruler.

Pencil, book, brush, and ruler.

It's a pencil. It's a book. It's a brush. It's a ruler.

It's a pencil. It's a book. It's a brush. It's a ruler.

Student Book p.9



1. Play CD1 Track 11.
2. Have students, as a group or individually, perform the quest.
3. Check the answers together.
*Refer to the arrows on pages 8~9.
4. Place the character sticker on the back cover of the student book.



Ron Time! Listen and explore. Find three rulers.

Extra Activity

Guess What?

1. Have a student cover up his/her eyes with his/her hands.
2. Put a pencil, a book, a brush, and a ruler in a bag and have the student touch and guess what it is.
3. Ask, "What is it?" and have them answer, "It's a _____."
4. Continue the activity until everyone has had a chance to participate.

Extra Practice

1. Have students do workbook pages 6~7 as homework or complete them in class.
*You can download the answer key online.

Lesson 3 Word & Dialogue

Objectives

- to say the names of school supplies
backpack, pencil case, notebook, crayon
- to make dialogues with the key words
What is it? It's a (backpack).

Materials

- CD1 Tracks 12~15
- Flashcards Unit 1 05~08
- erasers or place-markers

Warm Up

1. Review Lesson 2 Word & Sentence.
pencil, book, brush, ruler
It's a (pencil).

Student Book p.10

A Listen, point, and say.

1. Use Flashcards *Level 1 Unit 1 05~08* on pages 101 and 102 to introduce the new words. Have students look at the pictures first and have them guess what they are.
2. Read each word on page 10 and have students repeat them.
3. Play CD1 Track 12 and have students listen, point, and say along with the CD.
4. Continue until students can produce the words on their own.



1. backpack
2. pencil case
3. notebook
4. Crayon

Lesson 3 Word & Dialogue

A Listen, point, and say.

1 2 3 4

backpack pencil case notebook crayon

B Listen, ask, and answer. Then practice.

What is it?
It's a backpack.

It's = It is

10

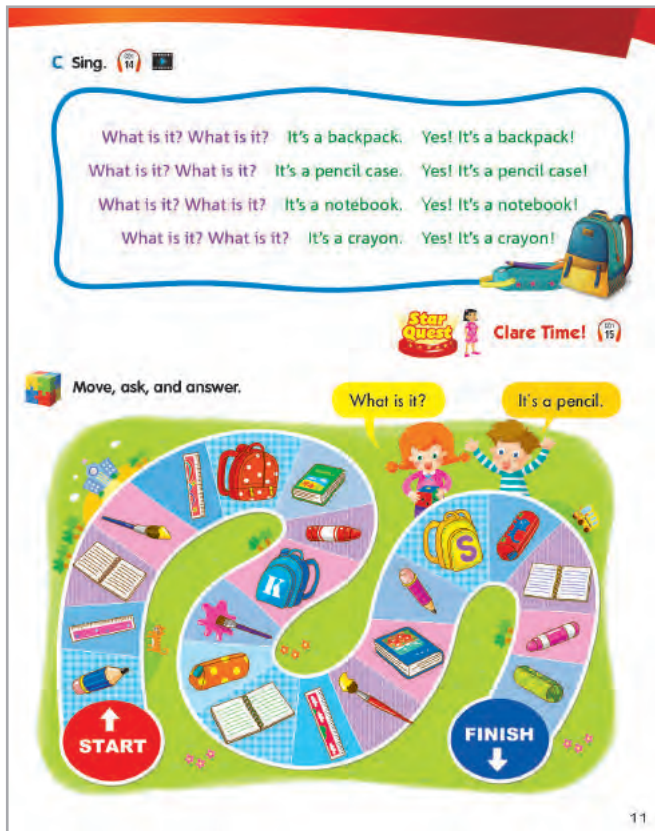
Student Book p.10

B Listen, ask, and answer. Then practice.

1. Present the dialogue, "What is it? – It's a backpack." to students.
2. Play CD1 Track 13 and have students pay attention to the dialogue and repeat after each line.
3. Have students point to each object in the picture and have them say what they are.
4. Check the answers with the students.



- What is it? It's a backpack.
It's = It is
1. What is it? It's a backpack.
 2. What is it? It's a crayon.
 3. What is it? It's a notebook.
 4. What is it? It's a pencil case.



Student Book p.11

C Sing.

1. Play CD1 Track 14 and have students listen to the song.
2. Have students read the lyrics together.
3. Play the same track and have students sing along again.
4. Play the video for Unit 1 Lesson 3 and have students sing along again with the video.



What is it? What is it?
It's a backpack. Yes! It's a backpack!
What is it? What is it?
It's a pencil case. Yes! It's a pencil case!
What is it? What is it?
It's a notebook. Yes! It's a notebook!
What is it? What is it?
It's a crayon. Yes! It's a crayon!

Student Book p.11



1. Play CD1 Track 15.
2. Have students listen to the dialogue and repeat.
3. Have students individually perform the quest, and then place the character sticker on the back cover of the student book.



Clare Time! Listen and repeat the dialogue.
What is it? It's a pencil case.

Student Book p.11

Move, ask, and answer.

1. Read the dialogue presented on the game board together.
2. Have students work in pairs.
3. All the students will get a place-marker to represent themselves as they move around the board.
4. Have students begin the game by the player (who won rock, scissors, paper) asking the question, "What is it?" to the other.
5. If the other student answers correctly, he/she can move on to the next object. If the other student answer incorrectly, have the students change roles and continue asking and answering the questions.
6. The first student to arrive to FINISH, wins the game.

Extra Activity

Role Play

1. Prepare eight school supplies and place them in front of the class.
2. Have two students come up to the front and do the role play by asking and answering questions about the objects.
3. Once they are finished role-playing, have another two students come up to do the role play.
4. Have students come up and practice the role play until students feel comfortable and confident.

Extra Practice

1. Have students do workbook pages 8~9 as homework or complete them in class.
*You can download the answer key online.

Lesson 4 Story & Unit Test

Objectives

- to review what students have learned in Lessons 1 to 3
- to assess students' knowledge of what they have learned in Lessons 1 to 3

Materials

- CD1 Tracks 16~20
- bean bag, school supply

Warm Up

1. Review Lesson 3 Word & Dialogue.
backpack, pencil case, notebook, crayon
What is it? It's a (backpack).
2. Play CD1 Track 14 and sing together.

Student Book p.12

A Listen and stick.

1. Review the names of the characters, the words, and the sentences with students by looking at the pictures on page 12.
2. Have students talk about what is happening in each picture. Encourage students to speak out.
3. Play CD1 Track 16 and have students listen carefully.
4. Have students guess the missing lines in the speech balloons. Help them remember what they have heard.
5. Have students find and place the correct stickers provided at the end of the student book in the speech bubbles.

CD1
16

Tyler : Hi! What's your name?
Monty : My name is Monty.
Tyler : Huh? What is it?
Monty : Oh! It's a brush!
Clare : Ron! What is it?
Ron : It's a book!
Ron : What is it?
Clare : It's a backpack.

Story

A Listen and stick. CD1 16

Hi! What's your name?
My name is Monty.

Huh? What is it?
Oh! It's a brush.

Ron, what is it?
It's a book!

What is it?
It's a backpack.

B Listen and check. Then act out. CD1 17

12

Student Book p.12

B Listen and check. Then act out.

1. Play CD1 Track 17 to check the answers for speech balloons.
2. Read the completed story with the students.
3. Have students role-play the story in pairs or in groups.
4. Have students present their role play to the class.

CD1
17

Tyler : Hi! What's your name?
Monty : My name is Monty.
Tyler : Huh? What is it?
Monty : Oh! It's a brush!
Clare : Ron! What is it?
Ron : It's a book!
Ron : What is it?
Clare : It's a backpack.

Unit Test

Listen and circle. 

1.  2. 

3.  4. 

Listen and choose. 

5.  a  b  a  b

6.  a  b

7.  a  b

8.  a  b

Listen, write, and say. 

9.  Hi! What's your name?
a  b 

10.  What is it?
a 

a It's a pencil. b My name is Lisa.


Student Book p.13

Unit Test

1. Have students take out their pencils and erasers for the test.
2. Remind students of usual test-taking precautions.
3. Check that all the students are ready, and that the audio is prepared.
4. Check the answers together after the test.


Listen and circle.

1. Play CD1 Track 18 and give students time to answer.

-  1. brush
2. notebook
3. pencil case
4. ruler


Listen and choose.

1. Play CD1 Track 19 and give students time to answer.

-  5. What is it?
a. It's a bush. b. It's a backpack.
6. What is it?
a. It's a book. b. It's a crayon.
7. What is it?
a. It's a pencil case. b. It's a pencil.
8. What is it?
a. It's a crayon. b. It's a ruler.

Listen, write, and say.

1. Play CD1 Track 20 and give students time to answer.

-  9. Hi! What's your name?
10. What is it?

Extra Activity

Hot Potato

1. Have each student choose a school supply and put it on their lap. Then have students sit in a circle.
2. Give a bean bag to a student. Explain to the students that it is a very hot potato so they should pass it to the next person very quickly.
3. Play the music and have students pass the bean bag to the next student until you stop the music.
4. When the music stops, all the other students should ask the student with the bean bag, "Hi! What's your name?" and the student should answer, "My name is (Ron)." Then the student with the bean bag should show the others the school supply he/she chose. When the rest of the students ask, "What is it?" he/she should answer, "It's a (pencil)."
5. Keep doing the activity until everyone has had a chance to answer the questions.

Extra Practice

1. Have students do workbook pages 10~11 as homework or complete them in class.
*You can download the answer key online.

Lesson 1 Conversation

Objectives

- to ask how someone is feeling
- to use “Thank you.”

Materials

- CD1 Tracks 21~24

Warm Up

1. Greet the students by saying, “Hi,” or “Hello.” Wave your hand to them and encourage them to greet you back.
2. Repeat “Hello. How are you?” with your arms spread out toward the students. Speak and do the actions so that students can repeat and copy you.
3. Repeat “I’m fine. Thank you,” by pointing to yourself with a big smile. Speak and do the actions so that students can repeat and copy you.

Student Book p.14

A Listen and say.

1. Have students talk about the illustration on page 14 of the student book. Encourage them to talk about the characters and what they’re doing in the picture.
2. Play CD1 Track 21 and have students listen to the conversation.
3. Have students repeat the conversation.
4. Play the track again for students to listen and repeat after.
5. Have students volunteer to act out the conversation.



Ron : Hello. How are you?
Clare : I’m fine. Thank you.



Student Book p.14

B Listen and find the speakers.

1. Play CD1 Track 22 and have students identify the speakers of the conversation.
2. Play the track again and identify the speakers with students.
3. Have students make pairs and role-play the conversation. Once finished, have them switch roles.



Ron : Hello. How are you?
Clare : I’m fine. Thank you.

C Sing and dance.

D Say and act.

Star Quest Tyler Time!

15

Student Book p.15

C Sing and dance.

1. Play CD1 Track 23 and have students listen to the song first.
2. Read the song line by line with students.
3. Play the track again and have students sing along to the song.
4. Play the dance video for Unit 2 Lesson 1 using the CD. Have students sing and dance along to the video.



Hello. How are you?
I'm fine. Thank you.
Hi. How are you?
I'm okay. Thank you.
Hello. How are you?
I'm fine. Thank you.
Hi. How are you?
I'm okay. Thank you.

Student Book p.15

D Say and act.

1. Have students look at the picture. Have them guess the words in the blanks.
2. Role play with students. Take turns in asking and answering the questions.
3. Have students work in pairs. Have them practice asking and answering the questions in turns.

Student Book p.15



1. Play CD1 Track 24 for students to sing along together.
2. Have students, as a group or individually, perform the quest, and then place the character sticker on the back cover of the student book.



Tyler Time! Listen and dance together.

Extra Activity

Walk & Talk

1. Play the 'How Are You?' song. (CD1 Track 23)
2. Have students walk around the classroom to the song.
3. Once the music stops, have students pair up and play rock, scissors, paper.
4. The winner should ask, "Hello. How are you?" and the other should answer, "I'm fine. Thank you."
5. Keep doing the activity until everyone can do the conversation fluently.

Extra Practice

1. Have students do workbook pages 12~13 as homework or complete them in class.
*You can download the answer key online.

Lesson 2 Word & Sentence

Objectives

- to say the names of toys
- to use the singular and plural forms of words
a ball, balls, a doll, dolls, a robot, robots, a kite, kites
- to make sentences using the key words
It's (a ball). They're (balls).

Materials

- CD1 Tracks 25~29
- Flashcards Unit 2 01~08

Warm Up

1. Review Lesson 1 Conversation.
Hello. How are you?
I'm fine. Thank you.
2. Play CD1 Track 23 and sing together.

Student Book p.16

A Listen, point, and say.

1. Use Flashcards *Level 1 Unit 2 01~08* on pages 101 and 104 to introduce the new words. Have students look at the pictures first and have them guess what they are.
2. Read each word on page 16 and have students repeat them.
3. Play CD1 Track 25 and have students point to each picture and repeat the words.
4. Read each word while pointing to each picture with students.



1. a ball/balls
2. a doll/dolls
3. a robot/robots
4. a kite/ kites

2 Word & Sentence

A Listen, point, and say.

| | |
|---------------------------------------|-------------------------------------|
| <p>1 </p> <p>a ball balls</p> | <p>2 </p> <p>a doll dolls</p> |
| <p>3 </p> <p>a robot robots</p> | <p>4 </p> <p>a kite kites</p> |

B Listen and point.

Student Book p.16

B Listen and point.

1. Play CD1 Track 26.
2. Have students point the correct picture while listening.
3. Check the answers together.
4. Ask students if they know other words in the picture.
Encourage them to speak out.



- | | |
|------------|-----------|
| 1. a ball | 2. balls |
| 3. a doll | 4. dolls |
| 5. a robot | 6. robots |
| 7. a kite | 8. kites |

Student Book p.17

C Listen and say. Then practice.

1. Introduce the new sentence, "It's a ball," to the students.
2. Introduce how to use plural forms of words. Explain that students should omit an article 'a' and put an 's' at the end of the word to make a plural form: balls, dolls, robots, kites.

C Listen and say. Then practice.

It's a ball. They're balls. It's = It is
They're = They are

D Chant.

One ball. It's .
Two balls and three balls. They're .

One doll. It's .
Two dolls and three dolls. They're .

Star Quest **Clare Time!**

17

3. Introduce students the short form of 'It is,' (It's = It is) and 'They are.' (They are = They're)
4. Play CD1 Track 27. Have students listen and say along with the CD.
5. Practice the sentence pattern while pointing to each object in the picture.

CD1
27

It's a ball. They're balls.

It's = It is They're = They are

- | | |
|------------------|--------------------|
| 1. It's a ball. | 2. They're balls. |
| 3. It's a doll. | 4. They're dolls. |
| 5. It's a robot. | 6. They're robots. |
| 7. It's a kite. | 8. They're kites. |

Student Book p.17

D Chant.

1. Repeat the words for the illustrations in the chant together.
2. Play CD1 Track 28 and have students point to the correct illustrations while listening.
3. Play the same track and chant again all together.
4. Play the chant video for Unit 2 Lesson 2 using the CD and have students sing along with the video.

CD1
28

A ball and balls. One ball. It's a ball.
Two balls and three balls. They're balls.
A doll and dolls. One doll. It's a doll.
Two dolls and three dolls. They're dolls.
A robot and robots. One robot It's a robot.
Two robots and three robots. They're robots.
A kite and kites. One kite. It's a kite.
Two kites and three kites. They're kites.

Student Book p.17



Clare time!

1. Play CD1 Track 29.
2. Have students, as a group or individually, perform the quest, and then place the character sticker on the back cover of the student book.

CD1
29

Clare Time! Read the chant.

Extra Activity

Drawing Race

1. Divide students in two groups and have each group line up.
2. When you say a word, each student at the front of the line should run to the board and draw a picture of it.
3. Ensure that students draw the picture in the correct singular or plural form of the word.
4. The team with the student who draws the correct picture the fastest gets a point.
5. Keep doing the activity until everyone has had a chance to participate.
6. The team with the most points wins.

Extra Practice

1. Have students do workbook pages 14~15 as homework or complete them in class.
*You can download the answer key online.

Lesson 3 Word & Dialogue

Objectives

- to say the names of toys
a bike, bikes, a block, blocks, a top, tops, a car, cars
- to make sentences with the key words
What is it? It's (a bike).
What are they? They're (bikes).

Materials

- CD1 Tracks 30~33
- Flashcards Unit 2 09~16
- paper clips, pencils, two magazines, paper, scissors, glue

Warm Up

1. Review Lesson 2 Word & Sentence.
a ball, balls, a doll, dolls, a robot, robots, a kite, kites
It's (a ball). They're (balls).

Student Book p.18

A Listen, point, and say.

1. Use Flashcards *Level 1 Unit 2 09~16* on pages 103 and 104 to introduce the new words. Have students look at the pictures first and have them guess what they are.
2. Read each word on page 18 and have students repeat them.
3. Play CD1 Track 30 and have students listen, point, and say along with the CD.
4. Continue until students can produce the words on their own.



1. a bike/bikes
2. a block/blocks
3. a top/tops
4. a car/cars

Lesson 3 Word & Dialogue

A Listen, point, and say. (CD1 30)

| | |
|---|--|
| 1  a bike bikes | 2  a block blocks |
| 3  a top tops | 4  a car cars |

B Listen, ask, and answer. Then practice. (CD1 31)

What is it? It's **a bike.**
 What are they? They're **bikes.**

It's = It is They're = They are



18

Student Book p.18

B Listen, ask, and answer. Then practice.

1. Present the dialogues, "What is it? – It's a bike," "What are they? – They're bikes," to the class.
2. Play CD1 Track 31 and have students pay attention to the dialogues and repeat after each line.
3. Have students point to each picture and have them say what they are.



- What is it? It's a bike.
 What are they? They're bikes.
 It's = It is They're = They are
1. What is it? It's a bike.
 2. What are they? They're bikes.
 3. What are they? They're blocks.
 4. What are they? They're tops.
 5. What is it? It's a car.
 6. What are they? They're cars.

C Sing.  

What is it? What? A bike. It's a bike.
 What are they? What? Bikes. They're bikes.

What is it? What? A block. It's a block.
 What are they? What? What are they? What?
 Blocks. They're blocks.

Star Quest **Monty Time!** 

 **Spin, ask, and answer.**

What are they?
 They are tops.



19

Student Book p.19

C Sing.

1. Play CD1 Track 32 and have students listen to the song.
2. Have students read the lyrics together.
3. Play the same track and have students sing along again.
4. Play the video for Unit 2 Lesson 3 and have students sing along again with the video.



What is it? What? A bike. It's a bike.
 What are they? What? Bikes. They're bikes.
 What is it? What? A block. It's a block.
 What are they? What? Blocks. They're blocks.
 What is it? What? A top. It's a top.
 What are they? What? Tops. They're tops.
 What is it? What? A car. It's a car.
 What are they? What? Cars. They're cars.

Student Book p.19



1. Play CD1 Track 33.
2. Have students listen to the dialogue and repeat.
3. Have students individually perform the quest, and then place the character sticker on the back cover of the student book.



Monty Time! Listen and sing along.

Student Book p.19

Spin, ask, and answer.

1. Read the dialogue presented on the game board together.
2. Have students work in pairs.
3. Have students play rock, scissors, paper to decide on who spins first.
4. The winner should spin the spinner, and then ask the other student, "What are they?"
5. If the other student answers correctly, he/she get a point. Then continue answering the questions he/she is asked.
6. If the student doesn't answer correctly, have students change roles and continue asking and answering questions for a limited time.
7. The student with the most points wins.

Extra Activity

Toy Hunt

1. Divide students into groups of three or four.
2. Give each group two magazines and a sheet of paper.
3. Have each group find the pictures of a ball, a doll, a robot, a bike, a block, and a top from the magazine and cut them out. (If they are unable to find the pictures, they can cut out the letters that spell the word instead.)
4. Have them paste the pictures on the paper.
5. Have each group present their work to the class.

Extra Practice

1. Have students do workbook pages 16~17 as homework or complete them in class.
 *You can download the answer key online.

Lesson 4 Story & Unit Test

Objectives

- to review what students have learned in Lessons 1 to 3
- to assess students' knowledge of what they have learned in Lessons 1 to 3

Materials

- CD1 Tracks 34~38
- picture cards

Warm Up

1. Review Lesson 3 Word & Dialogue.
a bike, bikes, a block, blocks, a top, tops, a car, cars
What is it? It's (a bike).
What are they? They're (bikes).
2. Play CD1 Track 32 and sing together.

Student Book p.20

A Listen and stick.

1. Review the names of the characters, the words, and the sentences with students by looking at the pictures on student book page 20.
2. Have students talk about what is happening in each picture. Encourage students to speak out.
3. Play CD1 Track 34 and have students listen carefully.
4. Have students guess the missing lines in the speech bubbles. Help them remember what they have heard.
5. Have students find and place the correct stickers provided at the end of the student book in the speech bubbles.

CD1
34

Clerk : Hello. How are you?
Clare : I'm fine. Thank you.
Tyler : Yippee! They're balls! They're tops!
Ron : Wow! What are they?
Clerk : They're robots.
Tyler : What are they?
Clare : They're dolls!

Story

A Listen and stick. CD1 34

B Listen and check. Then act out. CD1 35

20

Student Book p.20

B Listen and check. Then act out.

1. Play CD1 Track 35 to check the answers for the speech bubbles.
2. Read the completed story with the students.
3. Have students role-play the story in pairs or in groups.
4. Have students present their role play to the class.

CD1
35

Clerk : Hello. How are you?
Clare : I'm fine. Thank you.
Tyler : Yippee! They're balls! They're tops!
Ron : Wow! What are they?
Clerk : They're robots.
Tyler : What are they?
Clare : They're dolls!

Unit Test

Listen and circle. 

1.  2. 

3.  4. 

Listen and choose. 

5.  a b 6.  a b

7.  a b 8.  a b

Listen, write, and say. 

9.  How are you? a b

10.  What are they? a

a They're kites. b I'm fine. Thank you.


Student Book p.21

Unit Test

1. Have students take out their pencils and erasers for the test.
2. Remind students of usual test-taking precautions.
3. Check that all the students are ready, and that the audio is prepared.
4. Check the answers together after the test.


Listen and circle.

1. Play CD1 Track 36 and give students time to answer.

-  1. balls
2. robots
3. tops
4. bikes


Listen and choose.

1. Play CD1 Track 37 and give students time to answer.

-  5. a. They're dolls. b. They're tops.
6. a. They're balls b. They're blocks.
7. a. They're kites. b. They're robots
8. a. They're cars. b. They're bikes.

Listen, write, and say.

1. Play CD1 Track 38 and give students time to answer.

-  9. How are you?
10. What are they?

Extra Activity

At the Shop

1. Place the picture cards of the plural objects from student book pages 101~104 around the classroom.
2. Point to a student and ask, "Hello. How are you?" and have the student answer, "I'm fine. Thank you."
3. Pretend that you are the customer and the student is the salesclerk.
4. Walk around the classroom and point to a picture card and ask, "What are they?" Then the student should answer, "They're (robots)."
5. Continue the same procedure until students have enough practice.
6. Have students pair up and play the role of the customer and the clerk.
7. Keep doing the activity, and then have students change roles.

Extra Practice

1. Have students do workbook pages 18~19 as homework or complete them in class.
*You can download the answer key online.

Phonics 1

Objectives

- to say the sound of the letters A, B, C, D, E, and F
- to read the word beginning with the letters A, B, C, D, E, and F
- to read a short story with key words

Materials

- CD1 Tracks 39~42
- Flashcards Phonics 1 01~12

Warm Up

1. Have students look at the illustration on pages 22~23.
2. Have students talk about what is happening in the illustration.

Student Book pp.22~23

A Chant.

1. Introduce the different sounds of letters on student book pages 22 and 23. Write down the letters Aa on the board, read the letters, and then say the sound, /a/. Do the same for the letters B, C, D, E, and F.
2. Play CD 1 Track 39 and have students point to the correct pictures.
3. Play the track and chant again all together.
4. Watch Song & Chant Phonics using the CD. If it is not possible to play the video in class, have students watch it at home as homework.



Phonics time!

Letters, letters, A B C

Sounds, sounds, /a/ /b/ /c/

/a/ /a/ ant /a/ /a/ apple

/b/ /b/ balloon /b/ /b/ bear

/c/ /c/ car /c/ /c/ clown

Letters, letters, D E F

Sounds, sounds, /d/ /e/ /f/

/d/ /d/ deer /d/ /d/ donut

/e/ /e/ egg /e/ /e/ elephant

/f/ /f/ fish /f/ /f/ fan



Student Book pp.22~23

B Listen, point, and say.

1. Say the sounds of the letters A to F and read the words that begin with the letters on student book pages 22 and 23 with students.
2. Play CD1 Track 40 and have students point to the letters and words.
3. Say the sounds of the letters and read the words again. This time, have students identify the beginning sounds of the words.
4. Point to the words randomly and have students read them.



a /a/ /a/ /a/ /a/ ant /a/ /a/ apple

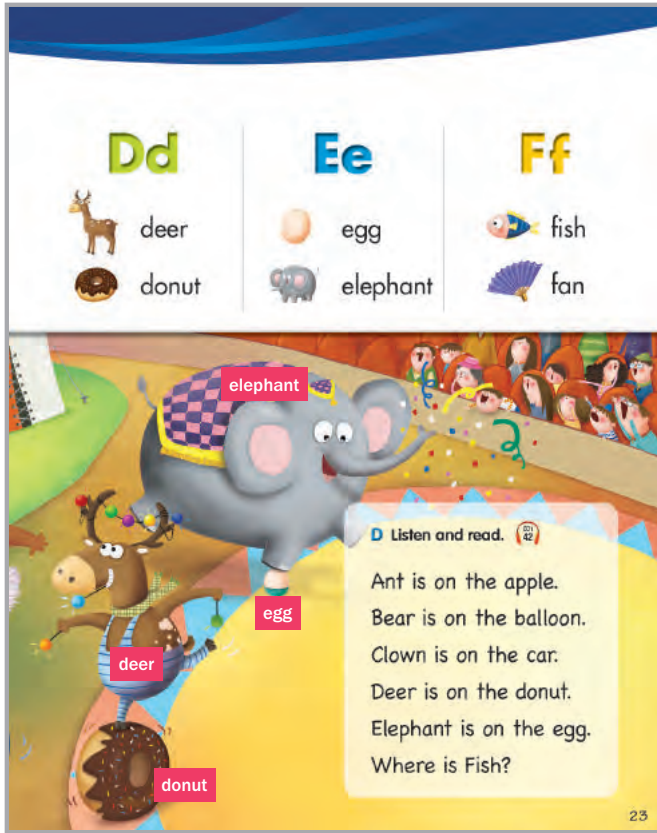
b /b/ /b/ /b/ /b/ balloon /b/ /b/ bear

c /c/ /c/ /c/ /c/ car /c/ /c/ clown

d /d/ /d/ /d/ /d/ deer /d/ /d/ donut

e /e/ /e/ /e/ /e/ egg /e/ /e/ elephant

f /f/ /f/ /f/ /f/ fish /f/ /f/ fan



Student Book pp.22~23

C Listen and find.

1. Play CD1 Track 41 and have student identify the beginning sounds and find the words in the picture.
2. Play the same track again for students to check the words they find.
3. Check the answers together.

CD1
41

/a/ /a/ ant
 /c/ /c/ car
 /f/ /f/ fish
 /d/ /d/ deer
 /c/ /c/ clown
 /b/ /b/ balloon
 /e/ /e/ egg
 /f/ /f/ fan
 /a/ /a/ apple
 /d/ /d/ donut
 /e/ /e/ elephant
 /b/ /b/ bear

Student Book pp.22~23

D Listen and read.

1. Play CD1 Track 42 and have students listen to the story.
2. Play the same track and have students repeat. Have students point to the words while reading.
3. Read the story together.
4. Have students read in pairs or in groups.

CD1
42

Ant is on the apple.
 Bear is on the balloon.
 Clown is on the car.
 Deer is on the donut.
 Elephant is on the egg.
 Where is Fish?

Extra Activity

Find the Words

1. Write the letters Aa to Ff on the board.
2. Place the flashcards from pages 105~106 on the desk in front of the board.
3. Have a student come up and find the picture card and the word card that you say.
4. Have the student put the cards under the correct beginning letter and say its beginning sound and read the word, like '/a/, /a/, apple.' Have the other students repeat after the student.
5. Continue the activity until everyone has had a chance to participate.

Extra Practice

1. Have students do workbook pages 20~21 as homework or complete them in class.
 *You can download the answer key online.