

SUPER
S★ar



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Scope and Sequence

	Communication	Word	Grammar Pattern
Unit 1 Classroom	Lesson 1 Monty, this is my friend, Judy. Nice to meet you, Judy. Nice to meet you, too.	Lesson 2 desk, chair, computer, door, window Lesson 3 map, clock, board, calendar, basket	Lesson 2 This is a desk. That's a desk. Lesson 3 What's this/that? It's a map.
Unit 2 Zoo	Lesson 1 Oh, no! We're late. Let's hurry up!	Lesson 2 a lion, lions, a monkey, monkeys, a bear, bears, an elephant, elephants Lesson 3 a tiger, tigers, a giraffe, giraffes, a dolphin, dolphins, a kangaroo, kangaroos	Lesson 2 These are lions. Those are lions. Lesson 3 What are these/those? They're tigers.
Phonics 1	[Short Vowel a] -ad sad, bad -ag bag, rag -am jam, ham -an can, pan -at bat, hat		
Unit 3 My Room	Lesson 1 Hello. May I come in? Yes. Come in.	Lesson 2 camera, watch, wallet, cell phone, umbrella Lesson 3 bed, pillow, blanket, lamp, mirror	Lesson 2 This is a camera. This is an umbrella. That's a camera. That's an umbrella. Lesson 3 Is this/that a bed? Yes, it is. No, it isn't.
Unit 4 Stationery Store	Lesson 1 Can you help me? Sure.	Lesson 2 big, small, long, short, new, old Lesson 3 clean, dirty, thick, thin, cheap, expensive	Lesson 2 These are big. Those are big. Lesson 3 Are they clean? Yes, they are. No, they aren't.
Phonics 2	[Short Vowel e] -ed red, bed -en hen, pen -et jet, vet -eg leg, keg -em gem, hem		
Progress Test 1	Review Units 1~4, Phonics 1~2		

	Communication	Word	Grammar Pattern
Unit 5 Clothing Store	<p>Lesson 1 What's your favorite color? It's red. Me, too!</p>	<p>Lesson 2 T-shirt, skirt, sweater, coat, pants</p> <p>Lesson 3 hat, dress, belt, shorts, shoes</p>	<p>Lesson 2 I want a T-shirt. I don't want a T-shirt.</p> <p>Lesson 3 What do you want? I want a hat.</p>
Unit 6 At the Birthday Party	<p>Lesson 1 Tyler! Happy birthday! This is for you. Thank you very much!</p>	<p>Lesson 2 cake, chicken, pizza, ice cream, chocolate</p> <p>Lesson 3 milk, candy, bread, cheese, spaghetti</p>	<p>Lesson 2 He likes cake. He doesn't like cake. She likes cake. She doesn't like cake.</p> <p>Lesson 3 Do you like milk? Yes, I do. No, I don't. Does he/she like milk? Yes, he/she does. No, he/she doesn't.</p>
Phonics 3	[Short Vowel i] -ig big, wig -in bin, pin -ip lip, hip -id lid, kid -it hit, sit		
Unit 7 Playground	<p>Lesson 1 It's your turn. Thank you. You're welcome.</p>	<p>Lesson 2 swing, slide, seesaw, sandbox, monkey bars</p> <p>Lesson 3 bench, fence, soccer net, trash can, fountain</p>	<p>Lesson 2 It's on the swing. (on, under, behind)</p> <p>Lesson 3 Where's the ball? It's under the bench.</p>
Unit 8 House	<p>Lesson 1 Watch out! Pardon me? You should be careful! Okay!</p>	<p>Lesson 2 bedroom, bathroom, living room, kitchen, dining room</p> <p>Lesson 3 garden, garage, attic, basement, hall</p>	<p>Lesson 2 I'm in the bedroom. He's in the bedroom. She's in the bedroom.</p> <p>Lesson 3 Where are you? I'm in the garden. Where is he/she? He's/She's in the garden.</p>
Phonics 4	[Short Vowel o] -og log, jog -op hop, mop -ot pot, dot [Short Vowel u] -ug jug, hug -ut nut, cut -ub cub, rub		

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, Monty! Monty, this is my friend, Judy.
 Judy, this is Monty.
 Nice to meet you, Judy.
 Nice to meet you, too.
 Let's play together. Together!
 That's a good idea!



D Say and act.



Star Quest  **Monty Time!** 

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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.






B Listen and point.


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.  



This is a desk.
That's = That is



D Chant.  



This is. This is. This is a . This is a . This is a .
That's. That's. That's a . That's a .

 **Tyler Time!** 

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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 map 2 clock 3 board 4 calendar 5 basket

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

What's this? It's a map.
What's that? It's a clock.
What's = What is
It's = It is

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.  



Tyler, this is my friend, Judy.

Nice to meet you, too.

What's that?

It's a calendar!
My calendar!

Oh? What's this?
It's a map. It's my map!

B Listen and check. Then act out.  

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 computer. b Nice to meet you, too.

10  What's that?

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. (audio icon)

Short Vowel a
apple

-ad
sad
bad

-ag
bag
rag

-am
jam
ham

-an
can
pan

-af
bat
hat

C Listen and find. (audio icon)

D Listen and read. (audio icon)

Dan eats jam and ham.
Dan eats a bag and a rag.
Dan eats a bat and a hat.
Dan eats a can and a pan.
"Yummy!" says Dan.

The slide features a colorful illustration of a kitchen scene. A character named Dan is eating from a plate. On the table, there are various items including a ham, a can, a pan, a bag, a rag, a bat, and a hat. A character named Sam is also present. The background shows a kitchen with a sink, a stove, and a window.

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

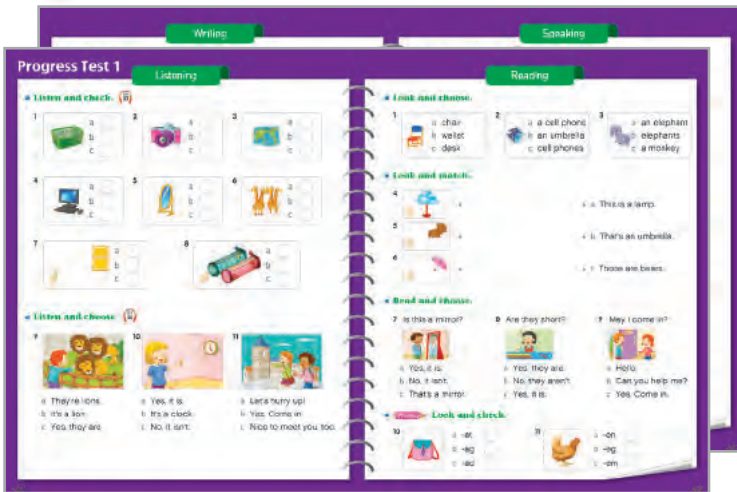
- Use the suggested games or activities for further practice and consolidation of language learning.

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 introduce a friend to another person
- to greet each other

Materials

- CD1 Tracks 3~6

Warm Up

1. Greet students by saying, "Hello. How are you?"
Have students say, "I'm fine. Thank you."
2. Have a student come up to the front.
3. Repeat "This is my friend, (Jim)," by pointing to the student. Have the other students say, "Hi, (Jim)."
4. Have another student come up to the front and do the same.
5. Wave your hand to the student and say, "Nice to meet you." Say it again for students to repeat after you.

Student Book p.6

A Listen and say.

1. Have students talk about the illustration on page 6.
Encourage them to talk about the characters and what they're doing in the illustration.
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.



Clare : Monty, this is my friend, Judy.
Monty : Nice to meet you, Judy.
Judy : Nice to meet you, too.



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 identify the speakers with students.
3. Have students make groups and role-play the conversation. Once finished, have them switch roles.



Clare : Monty, this is my friend, Judy.
Monty : Nice to meet you, Judy.
Judy : Nice to meet you, too.

C Sing and dance.

Hi, Monty! Monty, this is my friend, Judy.
 Judy, this is Monty.
 Nice to meet you, Judy.
 Nice to meet you, too.
 Let's play together. Together!
 That's a good idea!

D Say and act.

This is my friend, _____.
 Nice to meet you, _____.
 _____, too.

Star Quest Monty Time!

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. Monty! Monty, this is my friend, Judy.
 Judy, this is Monty.
 Nice to meet you, Judy.
 Nice to meet you, too.
 Let's play together. Together!
 That's a good idea!

Student Book p.7

D Say and act.

1. Present the conversation again. You could use two volunteer students to come up to role-play the conversation with you. For example, "This is my friend (Lucy)," "Nice to meet you, (Lucy)," "Nice to meet you, too."
2. Read the conversation line by line and have students repeat each line
3. Divide students into three groups and role-play. Take turns in introducing and greeting.
4. Now, divide students into groups of three. Have them practice introducing their friend to one another.

Student Book p.7



1. Play CD1 Track 6.
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

Make It Three

1. Play music and have students walk around the classroom.
2. Stop the music and have students make groups of three.
3. Have each group come up to the front and role-play the conversation.

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 classroom objects
desk, chair, computer, door, window
- to make sentences using the key words

This is a (desk).

That's a (desk).

Materials

- CD1 Tracks 7~11
- Flashcards Unit 1 01~05
- blindfold

Warm Up

1. Review Lesson 1 Conversation.
(Monty), this is my friend, (Judy).
Nice to meet you, (Judy).
Nice to meet you, too.
2. Play CD1 Track 5 and sing together.

Student Book p.8

A Listen, point, and say.

1. Talk about the pictures on page 8. Ask students if they recognize any words.
*You could use the flashcards on pages 101 and 102.
2. Read each word 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 while pointing to each picture with students.



1. desk
2. chair
3. computer
4. door
5. window



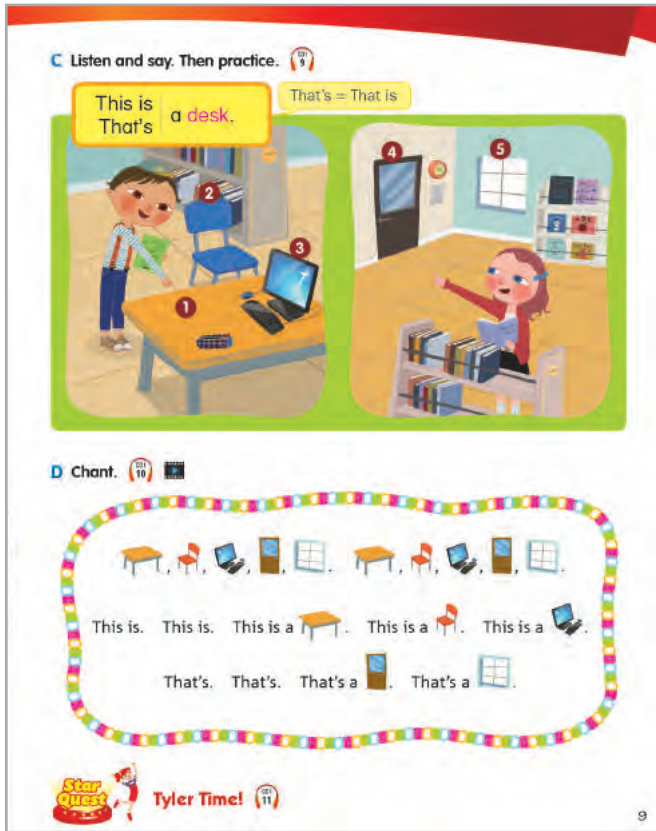
Student Book p.8

B Listen and point.

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



1. desk
2. chair
3. computer
4. door
5. window



Student Book p.9

C Listen and say. Then practice.

1. Present the sentence, "This is a desk," to students.
2. Introduce the pattern 'This is' by pointing to any object near you. Also introduce the pattern 'That's' by pointing to any object far from you. Have students practice saying the words they learned through A and B using the patterns. For example, "This is a (desk)." "That's a (door)."
3. Introduce students to the short form of 'That is.' (That's = That is)
4. Read the key sentences on page 9 with students.
5. Play CD1 Track 9 and have students pay attention to the sentences. Play the track again for students to listen and repeat after.
6. All together point to the illustration for each number and say what object it is using the sentence patterns, "This is a _____," and "That's a _____."



This is a desk. That's a desk. That's = That is

- | | |
|------------------------|---------------------|
| 1. This is a desk. | 2. This is a chair. |
| 3. This is a computer. | 4. That's a door. |
| 5. That's a window. | |

Student Book p.9

D Chant.

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



Desk, chair, computer, door, window.

Desk, chair, computer, door, window.

This is. This is.

This is a desk. This is a chair. This is a computer.

That's. That's. That's a door. That's a window.

Student Book p.9



Tyler Time!

1. Play CD1 Track 11.
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 touch your nose for 'computer.'

Extra Activity

Identifying Objects

1. Have students make pairs.
2. Have each pair come up to the front. Have one of them cover his/her eyes with a blindfold.
3. Have the other student guide the student with the blindfold around the classroom and touch classroom objects: desk, chair, computer, door, and window.
4. Have the student with the blindfold guess what the object is using, "This is a _____." The other student should say, "That's a _____."
5. Keep doing the activity until everyone has a chance to participate.

Extra Practice

1. Have students do workbook pages 6~7 as homework or complete them in class.

Lesson 3 Word & Dialogue

Objectives

- to say the names of classroom objects
map, clock, board, calendar, basket
- to practice dialogues with the key words
What's this/that?
It's a (map).

Materials

- CD1 Tracks 12~15
- Flashcards Unit 1 06~10
- paper clip, pencil, pointer

Warm Up

1. Review Lesson 2 Word & Sentence.
desk, chair, computer, door, window
This is a (desk). That's a (desk).

Student Book p.10

A Listen, point, and say.

1. Talk about the pictures on page 10. Ask students if they recognize any words.
*You could use the flashcards on pages 101~102.
2. Read each word and have students repeat them.
3. Play CD1 Track 12 and have students point to each picture and repeat the words.
4. Read each word while pointing to each picture with students.



1. map
2. clock
3. board
4. calendar
5. basket

Student Book p.10

B Listen, ask and answer. Then practice.

1. Present the dialogue to the class.
What's this/that? It's a (map).

3 Word & Dialogue

A Listen, point, and say. CD1 12

1
map

2
clock

3
board

4
calendar

5
basket

B Listen, ask, and answer. Then practice. CD1 13

What's this? It's a **map**.

What's that? It's a **map**.

What's = What is
It's = It is

2. Review the pattern 'This is' by pointing to any object near you. Also review the pattern 'That's' by pointing to any object far from you. Have students practice saying the words they learned in A using the pattern: "This is a map," "That's a map," etc.
3. Introduce students to the short forms of 'What is' and 'It is.' (What's = What is, It's = It is)
4. Read the key dialogues on page 10 with students.
5. Play CD1 Track 13 and have students pay attention to the dialogues and repeat after the CD.
6. All together point to the illustration for each number and make the question and correct answer. Divide students in groups of two and role-play.



- What's this? It's a map.
What's that? It's a map.
What's = What is It's = It is
1. What's this? It's a map.
 2. What's that? It's a clock.
 3. What's that? It's a board.
 4. What's this? It's a calendar.
 5. What's that? It's a basket.



Student Book p.11

C Sing.

1. Play CD1 Track 14 and have students listen to the song.
2. Read the song line by line with students.
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.



This, that, this, that!
 This, this, that, that!
 What's this? It's a map.
 What's that? It's a clock.
 What's this? It's a board.
 What's that? It's a calendar.
 What's this? It's a basket.

Student Book p.11



Clare time!

1. Play CD1 Track 15.
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.



Clare Time! Listen and repeat.
 What's that?
 It's a basket.

Student Book p.11

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-paper-scissors to decide on who spins first.
4. The student who lost should spin the spinner, and then ask the other student, "What's this?" and "What's that?"
5. If the other student answers correctly using, "It's a _____," he/she gets a point. If the other student answers incorrectly, have students change roles and continue asking and answering questions for a limited time.
6. The student with more points wins.

Extra Activity

Point and Ask

1. Prepare a long pointer. Place classroom objects on two different desks in front of the board.
2. Have one student come up to the front and stand at one of the two desks. Have him/her point to an object and ask a question. For an object near him/her, he/she should ask, "What's this?" by pointing to it with his/her finger. For an object far from him/her, he/she should ask, "What's that?" by pointing to it with the pointer.
3. Any student that knows the answer should say, "I know!" and answer the question. If he/she answers correctly, he/she gets the chance to ask another question.
4. Have students do the activity until everyone has a chance to ask a question.

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

Warm Up

1. Review Lesson 3 Word & Dialogue.
map, clock, board, calendar, basket
What's this/that? It's a (map).
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, the sentences, and the dialogues with students by looking at the comics on page 12.
2. Talk about what is going on in each scene. 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 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
16

Clare : Tyler, this is my friend, Judy.
Tyler : Nice to meet you, Judy.
Judy : Nice to meet you, too.
Judy : What's that?
Clare : Oh! It's a chair. It's my chair!
Judy : What's this?
Tyle : It's a calendar! My calendar!
Judy : Oh? What's this?
Ron : It's a map. It's my map!



Student Book p.12

B Listen and check. Then act out.

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



CD1
17

Clare : Tyler, this is my friend, Judy.
Tyler : Nice to meet you, Judy.
Judy : Nice to meet you, too.
Judy : What's that?
Clare : Oh! It's a chair. It's my chair!
Judy : What's this?
Tyler : It's a calendar! My calendar!
Judy : Oh? What's this?
Ron : It's a map. It's my map!


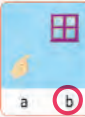
Unit Test


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 computer. b Nice to meet you, too.

10.  a


Student Book p.13

Unit Test

1. Have students take out their pencils and erasers for the test.
2. Remind students of the 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. chair
2. calendar
3. door
4. clock


Listen and choose.

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

-  5. a. This is a basket b. That's a basket.
6. a. This is a window. b. That's a window.
7. What's this?
 a. It's a board. b. It's a basket.
8. What's that?
 a. It's a clock b. It's a map.

Listen, write, and say.

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

-  9. Nice to meet you, Lisa.
10. What's that?

Extra Activity

Guessing Game

1. Prepare the word flashcards for Unit 1 provided at the back of the student book and put them in a box.
2. Divide students into two groups. Have one student from each group come up to the front and pick a card from the box. Have him/her draw a picture of the object he/she picked on the board.
3. When drawing, have the student keep asking, "What's this?" to the other students in their group. Have the other students in their group guess what the picture is using the sentence pattern, "It's a (chair)."
4. Check how long it takes for each group to guess what each picture is.
5. The group that guesses the picture correctly in a shorter time wins.
6. Point to the picture and ask, "What's that?" Have the other students answer the question correctly using the sentence, "It's (chair)."

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 hurry others
- to make suggestions using 'Let's'

Materials

- CD1 Tracks 21~24

Warm Up

1. Greet students by saying, "Hello. How are you?" Have them greet you back by saying, "I'm fine. Thank you."
2. Ask students what time school starts. Draw a clock on the board and draw the hour and minute hand pointing to 9 a.m.
3. Act as if you were just getting up. Yawn and stretch. Then, point to the clock on the board and say, "Oh, no! We're late. Let's hurry up!"

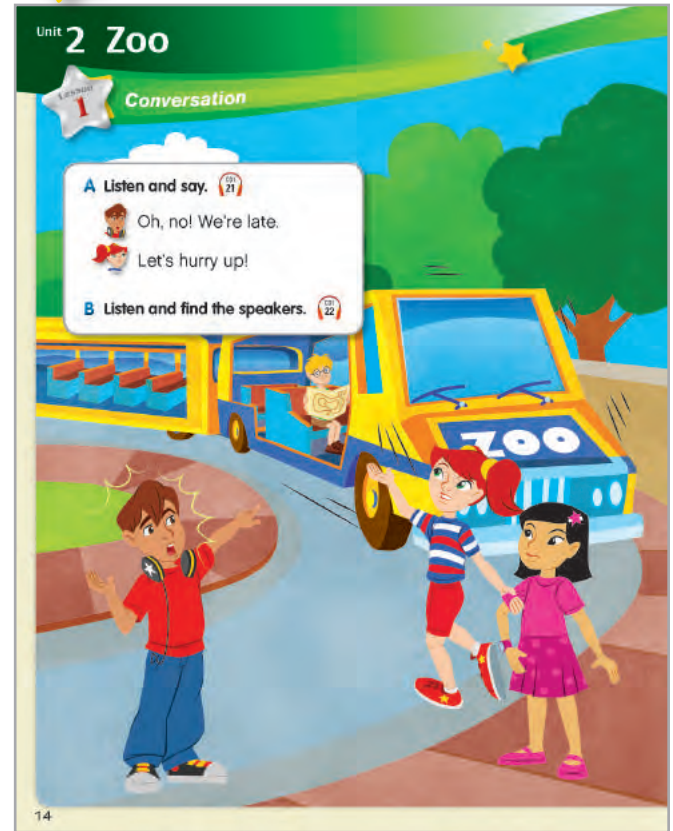
Student Book p.14

A Listen and say.

1. Have students talk about the illustration on page 14. Encourage them to talk about the characters and what they're doing in the illustration.
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.



Monty : Oh, no! We're late.
Tyler : Let's hurry up!



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.



Monty : Oh, no! We're late.
Tyler : Let's hurry up!

C Sing and dance. 

Late, late, we're late. We're late. We're late.
 Let's hurry up. Let's hurry up.
 Late, late, we're late. Come on, everyone!
 Let's hurry up! Everyone!
 We're late. We're late.
 Oh, no! Oh, no! We're late.



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.



Late, late, we're late.
 Let's hurry up.
 Late, late, we're late.
 Let's hurry up! Everyone!
 We're late. We're late.
 Oh, no! Oh, no! We're late.
 We're late. We're late.
 Let's hurry up.
 Come on, everyone!

Student Book p.15

D Say and act.

1. Present the conversation again. You could have a volunteer student come up to role-play the conversation with you. For example, "We're late," "Let's hurry up!"
2. Read the conversation line by line and have students repeat each line.
3. Role-play with students. Take turns in hurrying others and making the suggestion using 'Let's.'
4. Divide students into two groups. Have them practice the conversation.
5. Put students in pairs and have them practice the conversation together.

Student Book p.15



1. Play CD1 Track 24.
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 CD1 Track 23 again.
2. Have students walk around the classroom singing the song.
3. Once the music stops, have students pair up and play rock-paper-scissors.
4. The winner should say, "We're late," and the other should answer, "Let's hurry up!"

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 zoo animals
- to use the singular and plural forms of words
a lion, lions, a monkey, monkeys, a bear, bears,
an elephant, elephants
- to make sentences using the key words
These are (lions).
Those are (lions).

Materials

- CD1 Tracks 25~29
- Flashcards Unit 2 01~08
- paper cups, ball

Warm Up

1. Review Lesson 1 Conversation.
Oh, no! We're late.
Let's hurry up!
2. Play CD1 Track 23 and sing together.

Student Book p.16

A Listen, point, and say.

1. Talk about the pictures on page 16. Ask students if they recognize any words.
*You could use the flashcards on pages 101~104.
2. Read each word 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 lion, lions
2. a monkey, monkeys
3. a bear, bears
4. an elephant, elephants

Lesson 2 Word & Sentence

A Listen, point, and say.

1 a lion	2 lions
3 a bear	4 an elephant elephants

B Listen and circle.

Student Book p.16

B Listen and circle.

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 lion | 2. lions |
| 3. a monkey | 4. monkeys |
| 5. a bear | 6. bears |
| 7. an elephant | 8. elephants |

Student Book p.17

C Listen and say. Then practice.

1. Present the sentences, "These are lions," and "Those are lions," to students.
2. Prepare the flashcards. Introduce the pattern 'These are' by pointing to an animal flashcard that is near. Also introduce the pattern 'Those are' by pointing to an animal flashcard that is far. Have the students practice saying the words they learned in A and B using the patterns. For example, "These are (lions)," "Those are (lions)."

C Listen and say. Then practice.

These are lions.
Those are lions.

D Chant.

Star Quest Ron Time!

3. Read the key sentences on page 17 with the students.
4. Play CD1 Track 27 and have students pay attention to the sentences. Play the track again for students to listen and repeat after.
5. As a class, point to the illustration for each number and say what animals they are using the sentence patterns, "These are _____," or "Those are _____."



These are lions. Those are lions.

1. These are lions.
2. These are monkeys.
3. Those are bears.
4. Those are elephants.

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 all together.
4. Play the chant video for Unit 2 Lesson 2 using the CD and have students sing along with the video.



A lion. This is a lion.
Lions. These are lions.
A monkey. That's a monkey.
Monkeys. Those are monkeys.
A bear. This is a bear.
Bears. These are bears.
An elephant. That's an elephant.
Elephants. Those are elephants.

Student Book p.17



Ron Time!

1. Play CD1 Track 29.
2. Have students, as a group or individually, perform the quest.
3. Check the answers together.
*Refer to the arrows on pages 16~17.
4. Place the character sticker on the back cover of the student book.



Ron time! Listen and explore.
Find six elephants.

Extra Activity

Knock the Cups Down

1. Prepare eight paper cups. Prepare the flashcards provided at the end of the student book.
2. Stick a flashcard on each cup and place them upside down like bowling pins.
3. Have students make pairs. Have each pair come up and have one of them roll a ball and knock the cups down.
4. The other should stand near the cups and watch which one is being knocked down. Then they should say which animal was or which animals were knocked down using the sentence pattern, "This is a (lion)," and "These are (lions)."
5. Have students take turns rolling the ball and saying the sentences.
6. Keep doing the activity until everyone has a chance to participate.

Extra Practice

1. Have students do workbook pages 14~15 as homework or complete them in class.

Lesson 3 Word & Dialogue

Objectives

- to say the names of zoo animals
a tiger, tigers, a giraffe, giraffes, a dolphin, dolphins, a kangaroo, kangaroos
- to make dialogues with the key words
What are these/those?
They are tigers.

Materials

- CD1 Tracks 30~33
- Flashcards Unit 2 09~16
- coin

Warm Up

1. Review Lesson 2 Word & Sentence.
a lion, lions, a monkey, monkeys, a bear, bears,
an elephant, elephants
These are (lions). Those are (lions).

Student Book p.18

A Listen, point, and say.

1. Talk about the pictures on page 18. Ask students if they recognize any words.
*You could use the flashcards on pages 103~106.
2. Read each word and have students repeat them.
3. Play CD1 Track 30 and have students point to each picture and repeat the words.
4. Read each word while pointing to each picture with students.



1. a tiger, tigers
2. a giraffe, giraffes
3. a dolphin, dolphins
4. a kangaroo, kangaroos

Student Book p.18

B Listen, ask, and answer. Then practice.

1. Present the dialogue to the class.
What are these/those? They're (tigers).

Lesson 3 Word & Dialogue

A Listen, point, and say.

1 a tiger	2 a giraffe
 tigers	 giraffes
3 a dolphin	4 a kangaroo
 dolphins	 kangaroos

B Listen, ask, and answer. Then practice.

What are these those ? They're tigers.

They're = They are

18

2. Introduce the question, "What are these?" by pointing to objects near you. Also introduce the question, "What are those?" by pointing to objects far from you.
3. Introduce students to the short form of 'They are.'
(They're = They are)
4. Have students practice saying the words they learned in A using the pattern, "They're _____."
5. Read the key dialogues on page 18 with students.
6. Play CD1 Track 31 and have students pay attention to the dialogues and repeat after the CD.
7. All together point to the illustration for each number and make the question and correct answer. Divide students in two groups and role-play.



- What are these? They're tigers.
 What are those? They're tigers.
 They're = They are
1. What are these? They're tigers.
 2. What are those? They're giraffes.
 3. What are these? They're dolphins.
 4. What are those? They're kangaroos.



Student Book p.19

C Sing.

1. Play CD1 Track 32 and have students listen to the song.
2. Read the song line by line with students.
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's this? It's a tiger.
 What are these? They're tigers.
 What's that? It's a giraffe.
 What are those? They're giraffes.
 What's this? It's a dolphin.
 What are these? They're dolphins.
 What's that? It's a kangaroo.
 What are those? They're kangaroos.

Student Book p.19



1. Play CD1 Track 33.
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.

Student Book p.19

Flick, ask, and answer.

1. Read the dialogue presented on the game board together.
2. Divide students in pairs.
3. Have students play rock-paper-scissors to decide on who will flick the coin first.
4. The student who lost should flick the coin, and then ask the other student, "What are these/those?"
5. If the other student answers correctly using, "They're _____," he/she gets a point. If the other student answers incorrectly, the two students change roles and continue asking and answering questions for a limited time.
6. The student with more points wins.

Extra Activity

Ask and Answer

1. Hand out each student the zoo animals (plural) flashcards provided at the end of the student book.
2. Play CD1 Track 32 again and have students walk around the classroom to the song.
3. Once the music stops, have students pair up and play rock-paper-scissors.
4. The winner should show his/her cards first and ask, "What are these?" The other student should answer in a full sentence, "They're _____." Have them take turns asking and answering.
5. Keep doing the activity for a limited time.

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

Warm Up

1. Review Lesson 3 Word & Dialogue.
a tiger, tigers, a giraffe, giraffes, a dolphin, dolphins, a kangaroo, kangaroos
What are these/those? They're (tigers).
2. Play CD1 Track 32 and sing together.

Student Book p.20

A Listen and stick.

1. Review the words, the sentences, and the dialogues with students by looking at the comics on page 20.
2. Talk about what is going on in each scene. 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

Ron : These are tigers.
Those are monkeys! Monkeys!
Ron : These are giraffes.
Those are bears! Bears!
Tyler : Ron! What are those?
Ron : They're elephants! Come here!
Clare : Hey! We're late.
Tyler : Ron! Let's hurry up!



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 students.
3. Have students role-play the story in groups.
4. Have students present their role play to the class.

CD1
35

Ron : These are tigers.
Those are monkeys! Monkeys!
Ron : These are giraffes.
Those are bears! Bears!
Tyler : Ron! What are those?
Ron : They're elephants! Come here!
Clare : Hey! We're late.
Tyler : Ron! Let's hurry up!

Unit Test

Listen and check. 

1.  T F
 2.  T F
 3.  T F
 4.  T F

Listen and choose. 

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

Listen, write, and say. 

9.  a Let's hurry up!
 10.  b They're tigers.

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 check.

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



1. lions
2. giraffes
3. bears
4. dolphins

Listen and choose.

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



5. a. These are tigers.
b. Those are elephants.
6. a. These are monkeys.
b. Those are dolphins.
7. What are these?
a. They're bears.
b. They're giraffes.
8. What are those?
a. They're lions.
b. They're kangaroos.

Listen, write, and say.

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



9. We're late.
10. What are these?

Extra Activity

Conversation Relay

1. Divide students into two teams to make two lines.
2. Place the zoo animal flashcards on the desk.
3. Have the first student in each line run to the front and grab a flashcard from the desk. The first student should run back to the second student in line, show the card, and ask, "What are these?" The second student should answer by saying, "They're _____."
4. If the student answers correctly, the team keeps the flashcard. Then the second student runs to the front to grab another card and comes back to ask the next student the question.
5. Keep doing the activity until everyone has a chance to participate.
6. The team with more flashcards wins.

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 recognize the short vowel a, /a/ sound in words
- to learn words that contain the short vowel a, /a/ sound
- to read a short story with the key words

Materials

- CD1 Tracks 39~42
- Flashcards Phonics 1 01~11

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

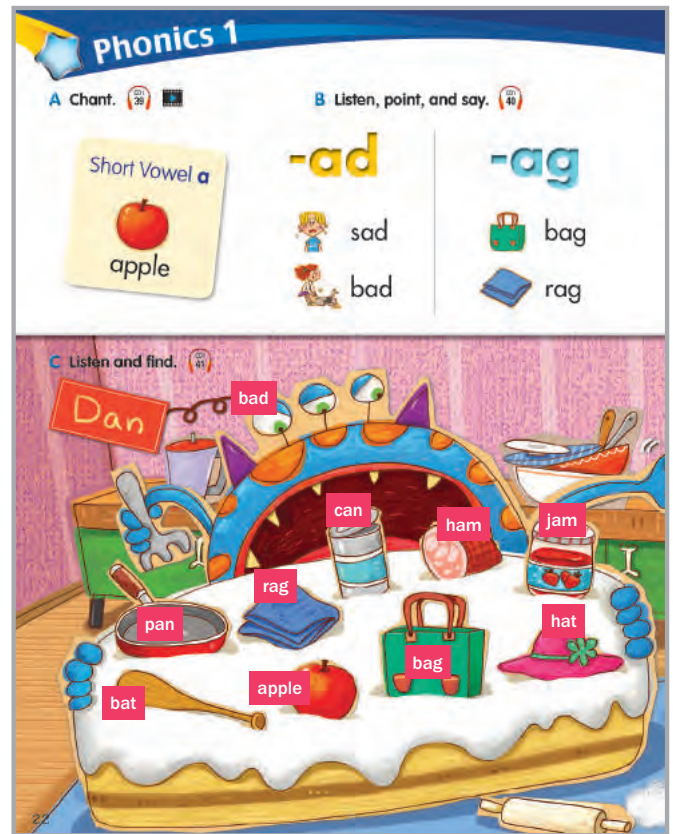
A Chant.

1. Introduce the different sounds of the letters on pages 22~23. Write down the letters Aa on the board, read the letters, and then say the sound, /a/. Then, write down the word families -ad, -ag, -am, -an, and -at on the board, read the letters, and then pronounce the different sounds of them.
2. Play CD1 Track 39 and have students point to the correct illustrations while listening.
3. Play the chant video for Phonics 1 using the CD and have students sing along with the video.



Phonics time!

a /a/ /a/, short vowel /a/
 /a/ and /d/ /ad/ /ad/
 /ad/ sad sad, /ad/ bad bad
 /a/ and /g/ /ag/ /ag/
 /ag/ bag bag, /ag/ rag rag
 a /a/ /a/ short vowel /a/
 /a/ and /m/ /am/ /am/
 /am/ jam jam, /am/ ham ham
 /a/ and /n/ /an/ /an/
 /an/ can can, /an/ pan pan
 /a/ and /t/ /at/ /at/
 /at/ bat bat, /at/ hat hat



Student Book pp.22~23

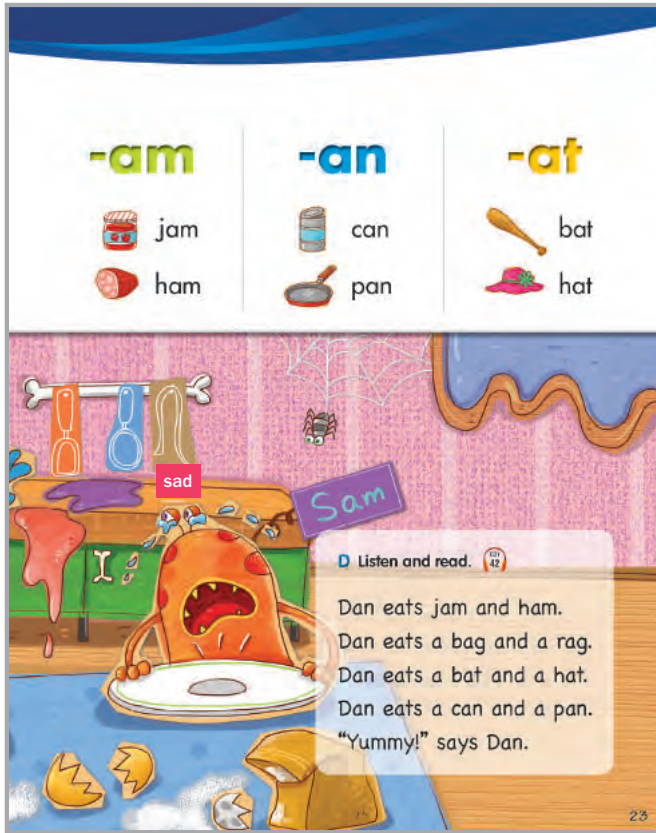
B Listen, point, and say.

1. Say the short vowel /a/ sound and read the words that contain the short vowel /a/ sound on pages 22~23 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 short vowel 'a' sounds of the words.
4. Point to the words randomly and have students read them.



A /a/ /a/ apple

/a/ /d/ /ad/ /ad/ /ad/ /ad/ sad /ad/ /ad/ bad
 /a/ /g/ /ag/ /ag/ /ag/ /ag/ bag /ag/ /ag/ rag
 /a/ /m/ /am/ /am/ /am/ /am/ jam /am/ /am/ ham
 /a/ /n/ /an/ /an/ /an/ /an/ can /an/ /an/ pan
 /a/ /t/ /at/ /at/ /at/ /at/ bat /at/ /at/ hat



Student Book pp.22~23

C Listen and find.

1. Play CD1 Track 41 and have students find the words in the big illustration.
2. Play the track again for students to check the words they have found.
3. Check the answers together.



a /a/ /a/ apple
 /ag/ /ag/ bag
 /am/ /am/ ham
 /ag/ /ag/ rag
 /at/ /at/ hat
 /an/ /an/ can
 /ad/ /ad/ sad
 /at/ /at/ bat
 /am/ /am/ jam
 /an/ /an/ pan
 /ad/ /ad/ bad

Student Book pp.22~23

D Listen and read.

1. Play CD1 Track 42 and have students listen to the story.
2. Play the track again and have students repeat. Have students point to the words while reading. Help them read using correct pronunciation and intonation.
3. Read the story together.
4. Have students read in pairs or in groups.



Dan eats jam and ham.
 Dan eats a bag and a rag.
 Dan eats a bat and a hat.
 Dan eats a can and a pan.
 "Yummy!" says Dan.

Extra Activity

Find the Words

1. Hand out a piece of paper to each student.
2. Have students fold the paper twice to make four boxes. Have them write four short vowel a, /a/ words.
3. Have students cut the paper into four parts and crumble up each one to make paper balls. Collect the paper balls and spread them out around the classroom.
4. Have students go around the classroom to find the pairs of words that rhyme. For example, 'bat,' 'hat.'
5. Give points to students who find the correct word pairs.

Extra Practice

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