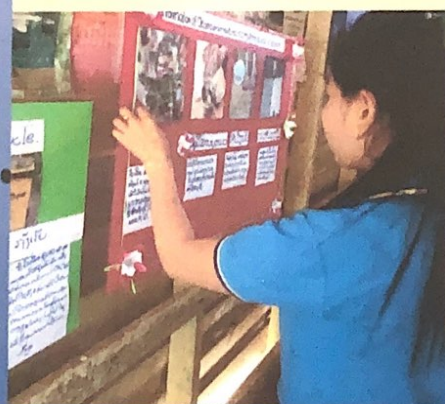


# English For The Early Year Learner



វិທະຍាល័យ ឆ្នាំ ២០១០

**Student's book**

# **English For The Early Year Learners**

System 12+4

Year 4

Semester 1

**Compiled by:**

Ms. Latsamee KHOUNSAVAD

**Edited by:**

Ms. Chantho XAYASEN

Ms. Khamphang PHONESAVAN

Mr. Khansanith CHANTHALAM

2022



ສາທາລະນະລັດ ປະຊາທິປະໄຕ ປະຊາຊົນລາວ  
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ວິທະຍາໄລສາລະວັນ  
ສະພາວິທະຍາສາດ  
ສພ.ວສ

ເລກທີ. 277

**ໃບຮັບຮອງ**  
**ອະນຸມັດຜ່ານການຮັບຮອງການຮຽບຮຽງປຶ້ມພາກວິຊາອະນຸບານ**

- ອີງຕາມ: ຂໍ້ຕົກລົງວ່າດ້ວຍການຈັດຕັ້ງການເຄື່ອນໄຫວກົດຈະກຳສະພາວິທະຍາສາດ  
ຂອງວິທະຍາໄລສາລະວັນປະຈຳສົກຮຽນ 2022

ຈາກຜົນການກວດສອບ, ກວດກາທາງດ້ານເນື້ອໃນ, ຫຼັກການຂອງບັນດາອະນຸກຳມະການ  
ເຫັນວ່າບົດຮຽບຮຽງປຶ້ມມີຄວາມຖືກຕ້ອງຕາມເນື້ອໃນຫຼັກສູດທີ່ໄດ້ກຳນົດ ແລະ ສະພາ  
ວິທະຍາສາດຈຶ່ງໄດ້ຮັບຮອງເອົາປຶ້ມເຫຼົ່ານີ້ເປັນສ່ວນໜຶ່ງໃນການສົດສອນ ແລະ ຖືກນຳໃຊ້ເຂົ້າໃນ  
ກົດຈະກຳການຮຽນ - ການສອນໃນວິທະຍາໄລສາລະວັນ.

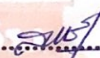
ຄະນະກຳມະການກວດສອບ

ລາຍເຊັນ

ທ່ານ ອຈ ປທ ແສນຮັກ ບຸນມີ

 **ແສນຮັກ ບຸນມີ**  
Somrak BOU

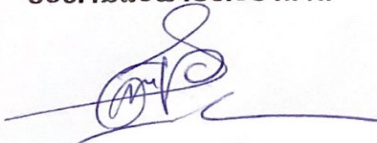
ທ່ານ ຊອ ສົມບູນ ຊາມົນຕີ

 **ສົມບູນ ຊາມົນຕີ**

ທ່ານ ປອ ສຸພັນ ເທບພະວົງສາ

 **ສຸພັນ ເທບພະວົງສາ**

ທີ່, ສາລະວັນ, ວັນທີ **28 DEC 2022**  
ປະທານສະພາວິທະຍາສາດ



ອຈ. ນ. ສົມປອງ ແສນທະວີສຸກ  
Sompong SENTHAVISOUK





ສາທາລະນະລັດ ປະຊາທິປະໄຕ ປະຊາຊົນລາວ  
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ສະພາວິທະຍາສາດ

ໃບຮັບຮອງ  
ການກວດແກ້ບົດຮຽນຮຽງປຶ້ມ ວິຊາ ພາສາອັງກິດສໍາຫຼັບເດັກກ່ອນໄວຮຽນ

ຊື່ຫົວຂໍ້: ພາສາອັງກິດສໍາຫຼັບເດັກກ່ອນໄວຮຽນ

ຫ້ອງການ: ອະນຸບານ-ປະຖົມ

ຜູ້ຮຽນຮຽງປຶ້ມ

ທ່ານ ນາງລັດສະໝີ ຄຸນສະຫວັດ

ຄະນະກຳມະການກວດແກ້ບົດ

ລາຍເຊັນ

ທ່ານ ອຈ ຈັນໂທ ໄຊຍະເສນ

ທ່ານ ນາງ ຄໍາຜາງ ພອນສະຫວັນ

ທ່ານ ຄານສະໜິດ ຈັນທະລາມ

ທີ່, ສາລະວັນ, ວັນທີ .....

໒ ຫົວໜ້າພາກວິຊາອະນຸບານ

ຖາວອນ



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# Unit 1: Alphabets A-Z and Numbers

In this lesson student study English alphabets and learn how to write the alphabets

## I. Alphabets A - Z

### Overview:

#### A. Alphabet quiz (ບົດທົດສອບກ່ຽວກັບຕົວອັກສອນ)

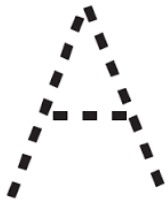
- 1) ຢູ່ໃນພາສາອັງກິດມີຕົວອັກສອນຈັກຕົວ?
- 2) ມີສະຫຼະຈັກຕົວ?
- 3) ມີພະຍັນຊະນະຈັກຕົວ?
- 4) ການຂຽນຕົວໜັງສືໃນພາສາອັງກິດ ປະກອບມີ 2 ຊະນິດດ້ວຍກັນ:  
I.) A B C    II.) a b c    ແຕ່ລະຊະນິດເອີ້ນວ່າແນວໃດ?
- 5) ຈົ່ງຂຽນຕົວແບບລຽງລຳດັບຕົວອັກສອນ.
- 6) ຈົ່ງຂຽນຕົວທຳມະດາລຽງລຳດັບຕົວອັກສອນ.

#### B. Listening

**Task 1:** Listen and circle the letter you hear. You can listen three times.

- |    |   |   |          |   |     |   |   |   |   |
|----|---|---|----------|---|-----|---|---|---|---|
| 1. | A | J | <u>G</u> | K | 6.  | T | I | J | G |
| 2. | H | S | W        | X | 7.  | U | W | Q | V |
| 3. | R | L | F        | Z | 8.  | M | X | Z | H |
| 4. | B | D | K        | Q | 9.  | R | Y | G | N |
| 5. | C | Z | P        | T | 10. | I | E | A | O |

**C. Look and write the Alphabets A-C**



**D. reading and writing the alphabets A-C**

**1) Letter A**

Read and write letter A

A is for apple



a is for apple

a a a a a a a a

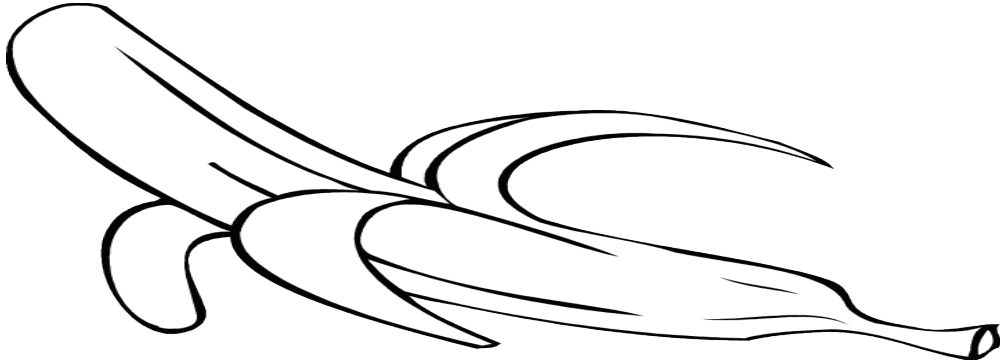
a a a



## 2) Letter B

Read and write letter B

B is for banana



b is for banana

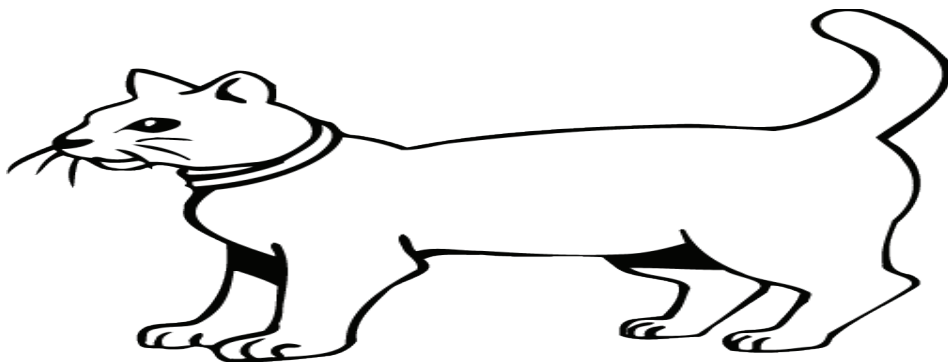
b b b b b b b b

b b

## 3) Letter C

Read and write letter C

C is for cat



c is for cat

c c c c c c c c

c c

## **E. Let's sing**

**Song: the alphabet song**

**A      B      C      D      E      F      G,  
H      I      J      K      L      M      N      O      P,  
Q      R      S,  
T      U      V,  
W      X      Y and Z,**

**Now I know my ABC,**

**Next time, won't you sing with me?**

## II. Numbers 0-3

### 1. Vocabulary

Read and remember the meaning of the following words and expressions.

- zero/oh : ສູນ
- two ສອງ
- one ໜຶ່ງ
- three ສາມ

**Exercise1:** Listen to the Teacher and circle the number you hear.

- |      |    |    |   |
|------|----|----|---|
| a. 1 | 8  | 6  | 4 |
| b. 0 | 6  | 5  | 8 |
| c. 9 | 5  | 10 | 3 |
| d. 4 | 10 | 2  | 5 |
| e. 3 | 6  | 0  | 9 |

**Exercise2 :** Listen to the Teacher and write the numbers in words. You can listen three times.

- |                |          |
|----------------|----------|
| a. <u>five</u> | f. _____ |
| b. _____       | g. _____ |
| c. _____       | h. _____ |
| d. _____       | i. _____ |
| e. _____       | j. _____ |

**Note:** ວິທີອ່ານເລກ '0':

-0 ອ່ານວ່າ 'zero' ໃນກໍລະນີເລກທົ່ວໄປ e.g. 0 1 2 3

-0 ອ່ານວ່າ 'oh' ໃນກໍລະນີບອກເລກໂທລະສັບ e.g. Three – one – two – oh – seven – two

**Exercise3:** Listen to the teacher and write the phone numbers.



- a. 41 5847                      d. \_\_\_\_\_
- b. \_\_\_\_\_                      e. \_\_\_\_\_
- c. \_\_\_\_\_                      f. \_\_\_\_\_

**Exercise4:** Work in groups of four. Ask each other's phone numbers. *Possible question:*  
What's your phone number? (Sorry?)

<i>No.</i>	<i>Name</i>	<i>Phone number</i>
1		
2		
3		
4		

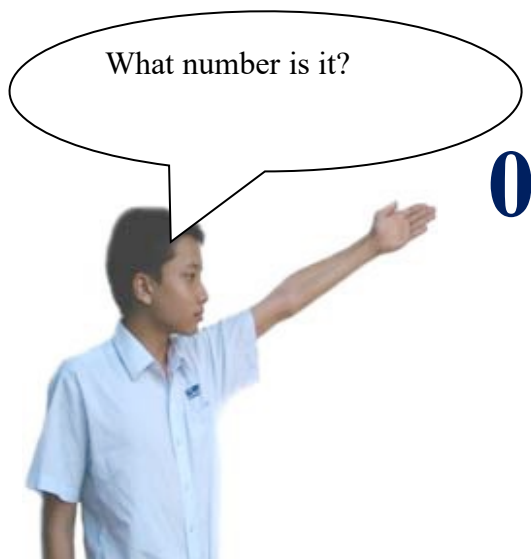
*Note:* apostrophe –'s  
ພວກເຮົາໃຊ້ –'s ເພື່ອສະແດງເຖິງຄວາມເປັນເຈົ້າຂອງ  
e.g. *Santi's phone number is 21 2453.*

**Exercise5:** Write about your group's phone numbers.

- a) .....
- b) .....
- c) .....
- d) .....
- e) .....

## 2. Practicing with your partner

Work in pair, take turn asking these following questions



## Unit 2: Alphabets A-Z and Numbers (CONT.)

### I. Alphabets –

#### 1. look and write letter D – G

D

E

G

F

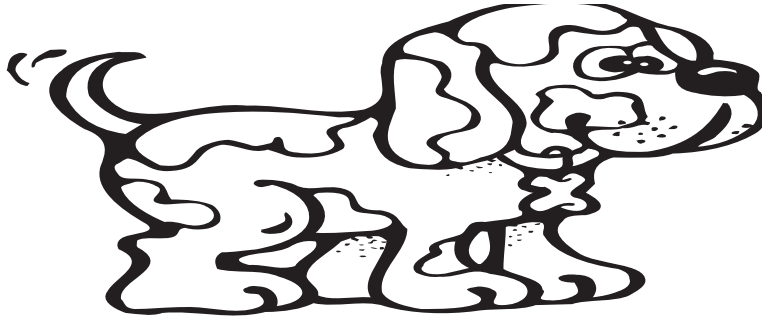


## 2. Read and write the alphabet D-G

### 1. Letter D

Read and write letter D

D is for dog



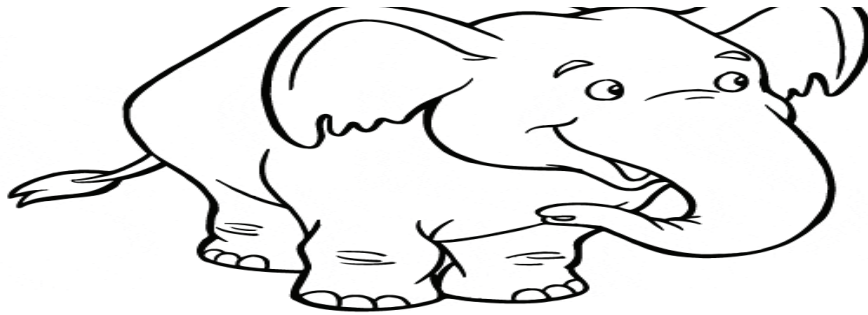
d is for dog

d d d d d d d d  
d d d

### 2. Letter E

Read and write letter E

E is for elephant



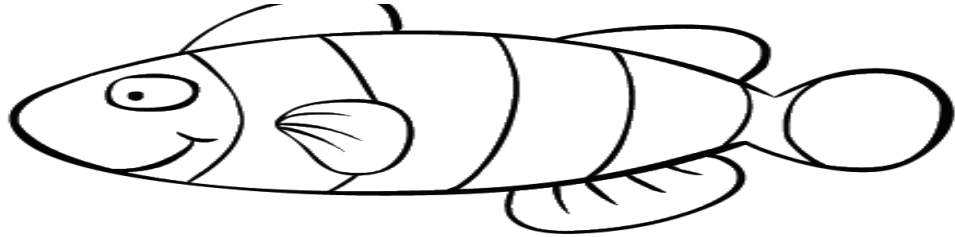
e is for elephant

e e e e e e e e  
e e

### 3. Letter F

Read and write letter

F is for fish



f is for fish

f f f f f f f f

f f

### 4. Letter G

Read and write letter G

G is for gorilla



g is for gorilla

g g g g g g g g

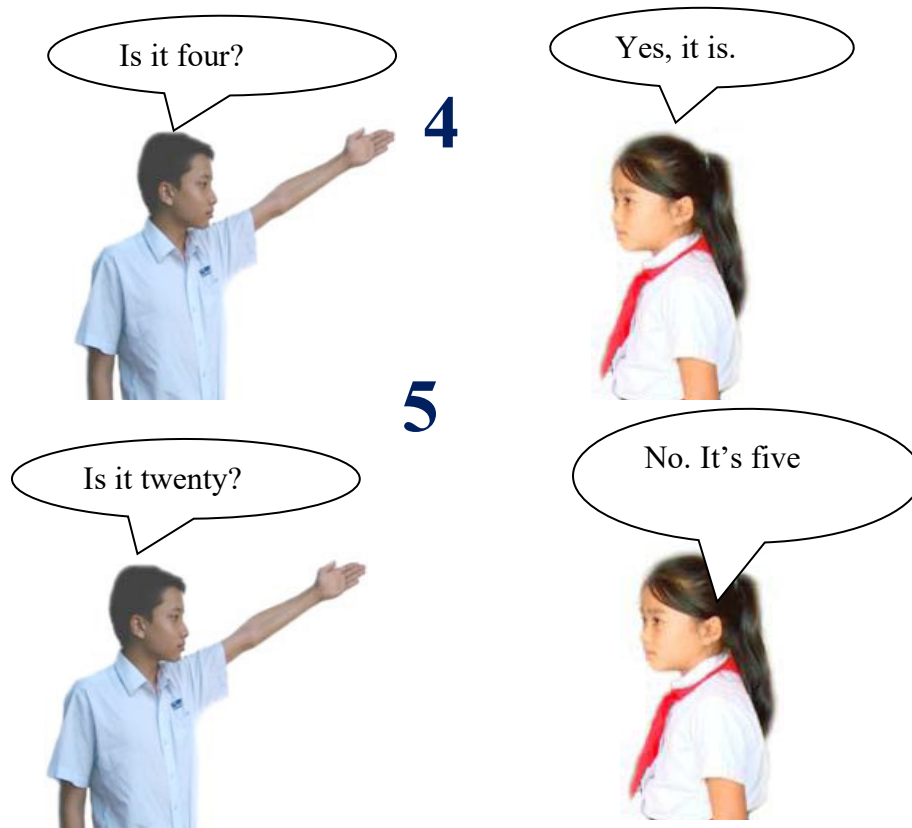
g g

## II. Numbers 4 – 6.

### Vocabulary

- Four = 4
- Five = 5
- Six = 6

### 1) Exercise1: practice the conversation



**Exercise3:** make a conversation and take turn aske your classmate about the numbers 4-6

**Exercise4:** Listen to the teacher and write numbers you hear.

a. _____ 20 _____	b. _____	c. _____
d. _____	e. _____	f. _____
_____		
g. _____	h. _____	i. _____
_____		
j. _____	k. _____	l. _____
_____		

## Unit 3: Alphabets A-Z and Numbers (CONT.)

### I. Alphabets H -K

#### 1. Look and write

H

I

J

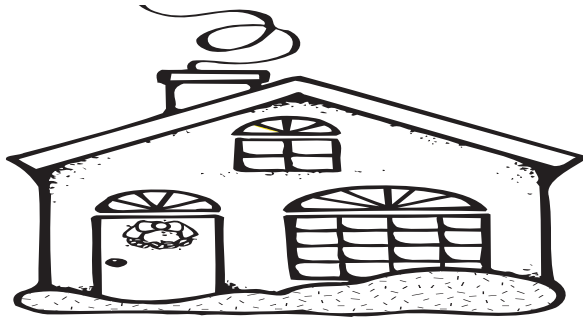
K

## 2. Read and write the alphabets H-K

### 1) Letter H

Read and write letter H

H is for house



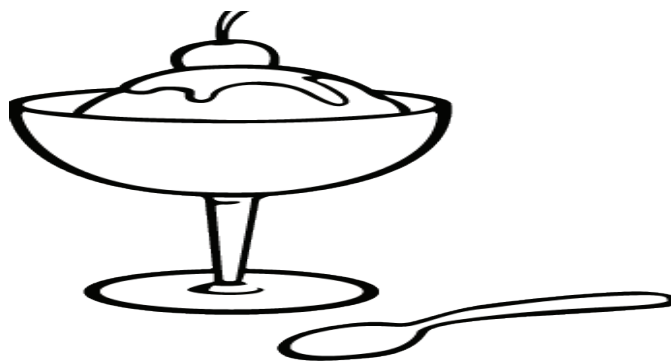
h is for house

h h h h h h h h  
h h h

### 2) Letter I

Read and write letter I

I is for ice-cream



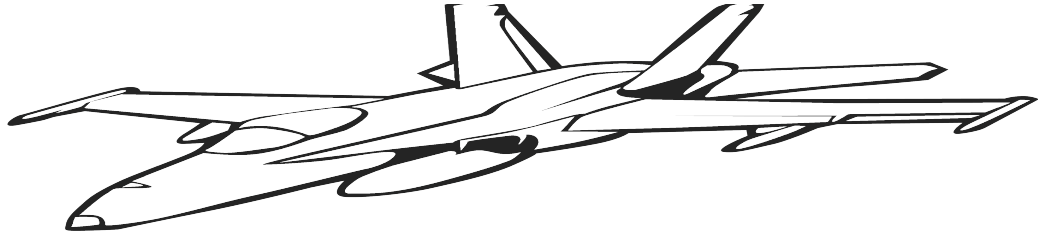
i is for ice cream

i i i i i i i i  
i i

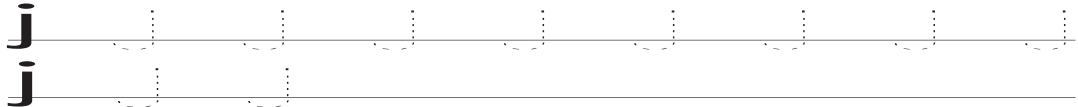
### 3) Letter J

Read and write letter J

J is for jet



j is for jet



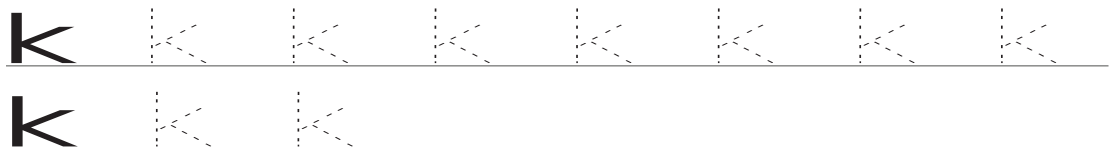
### 4) Letter K

Read and write letter

K is for koala



k is for koala



## II. Numbers 7-10

- Seven = 7
- Eight = 8
- Nine = 9
- Ten = 10

**Task 1:** Read the numbers and listen to the cassette.

0    1    2    10    9    8    7    5    3    6    4

**Task2:**

What number is it?



Is it nine?



Is it eight?



10

It's ten



Yes, it is.



9

7

No. It's seven





## Unit 4: Alphabets A-Z and Numbers (cont.)

### I. Alphabets L – O

#### 1. Look and write

L

M

N

O

## 2. Read and write the alphabets L-O

### 1) Letter L

L is for lion

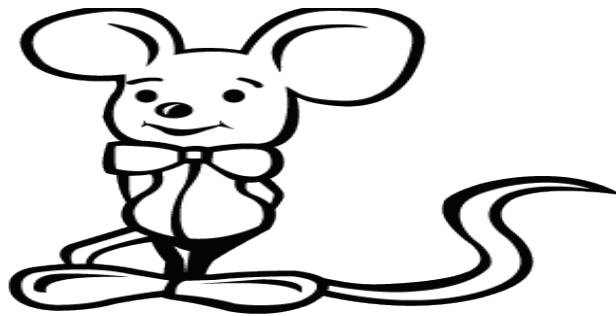


L is for lion

L L L L L L L L L L

### 2) Letter M

M is for mouse



m is for mouse

m m m m m m m m m m

### 3) Letter N

N is for nest

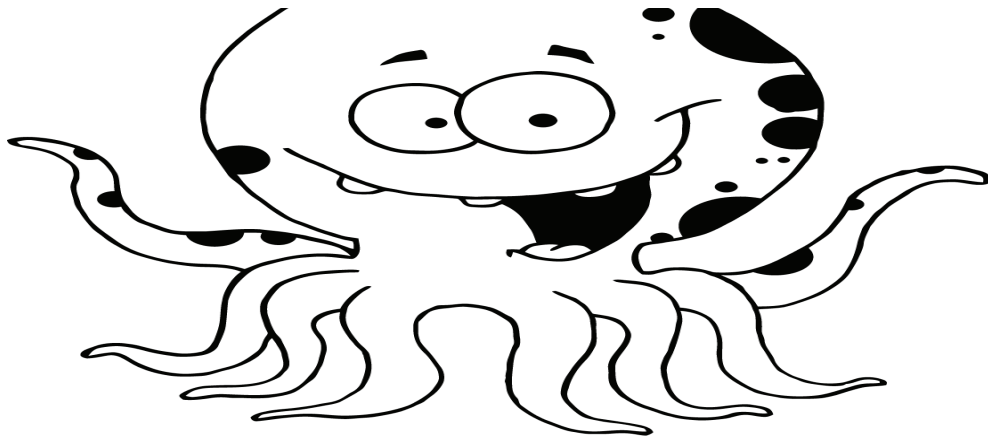


n is for nest

n n n n n n n n  
n n n

### 4) Letter O

O is for octopus



o is for octopus

o o o o o o o o  
o o o

## 2. Numbers 46 - 65

*Forty*

*Fifty*

*Sixty*

*Fifty- one*

*sixty-one*

**Task 1:** Read the numbers and listen to the cassette.

46 47 48 49 50 51 52 53 54 55 56

57 58 59 60 61 62 63 64 65

**Task2:** Practicing

What number is it?

It's sixty

60

Is it sixty-five?

Yes, it is.

65

Is it fifty-five?

No. It's fifty-six

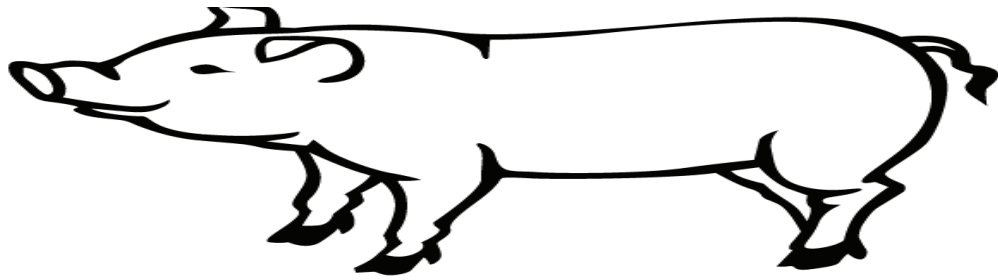
56

## Unit 5: Alphabets and Numbers (continue)

### 1. Alphabets P – R (Read and write)

#### 1) Letter P

P is for pig

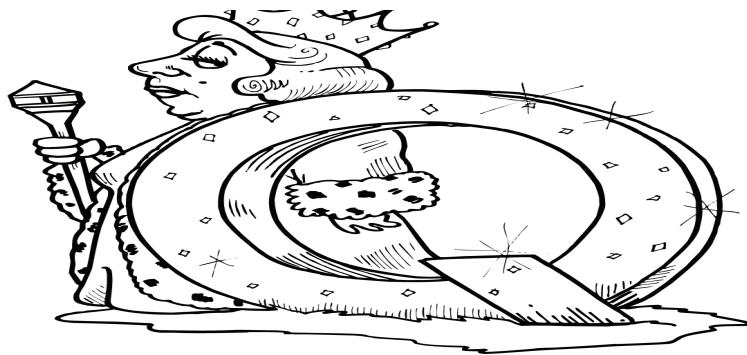


p is for pig

p p p p p p p p  
p p

#### 2) Letter Q

Q is for queen



q is for queen

q q q q q q q  
q q

### 3) Letter R

R is for rabbit



r is for rabbit

r r r r r r r r

r r r

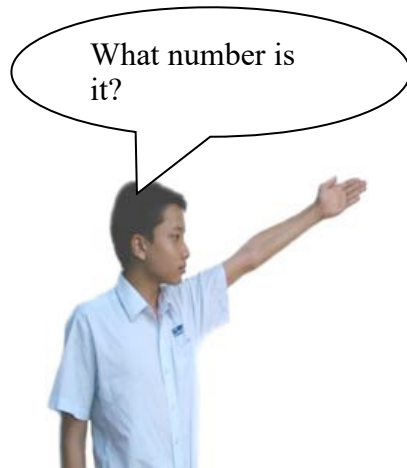
## 2. Numbers 66-75

<i>Sixty</i>	<i>sixty-one</i>
<i>Seventy</i>	<i>Seventy-one</i>

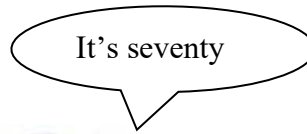
**Task 1:** Read the numbers and listen to the cassette.

66   67   68   69   70   71   72   73   74   75

**Task2:** Practicing



**70**



**75**



**76**



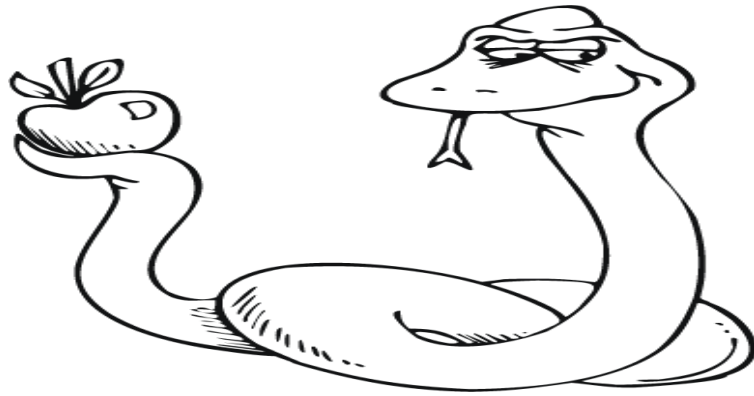


## Unit 6: Alphabets and Numbers (continue)

### 1. Alphabets S – V (Read and write)

#### 1) Letter S

S is for snake



s is for snake

s s s s s s s s

S S S

#### 2) Letter T

T is for teddy bear



t is for teddy bear

t t t t t t t t

t t t

### 3) Letter U

U is for umbrella



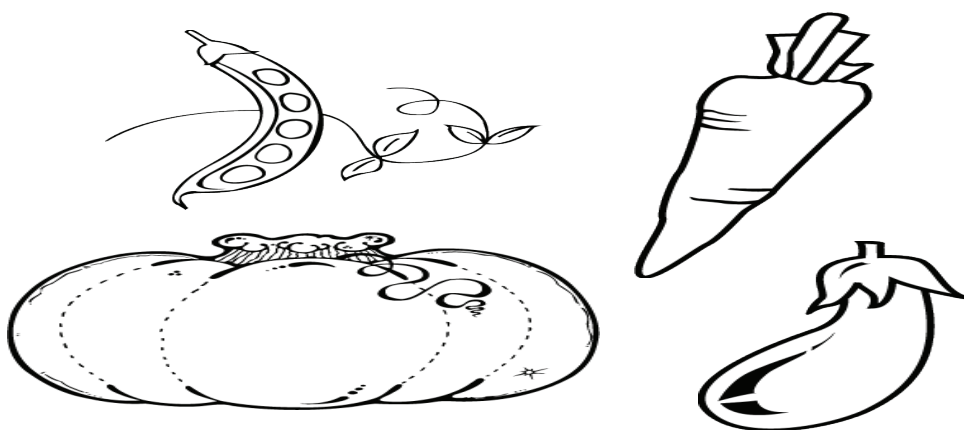
u is for umbrella

u u u u u u u u

u u u

### 4) Letter V

V is for vegetable



v is for vegetables

v v v v v v v v

v v v

## 2. Numbers 76 – 85

*Seventy*

*seventy- one*

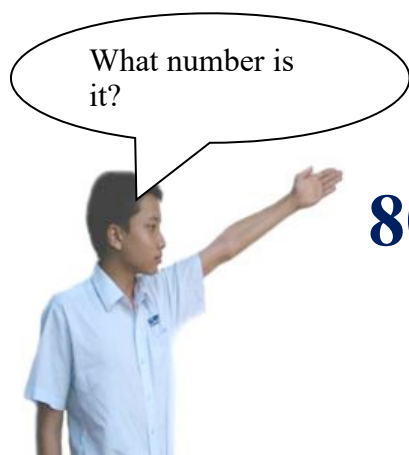
*eighty*

*eighty-one*

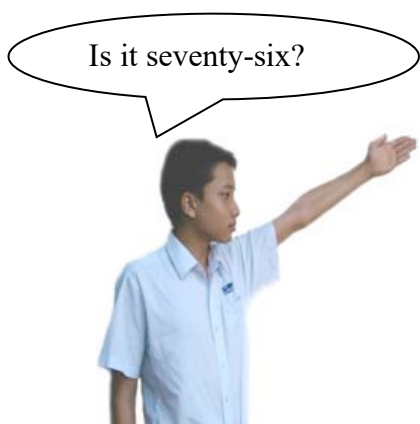
**Task 1:** Read the numbers and listen to the cassette.

76    77    78    79    80    81    82    83    84    85

**Task2:** Practicing



**80**



**76**



**85**

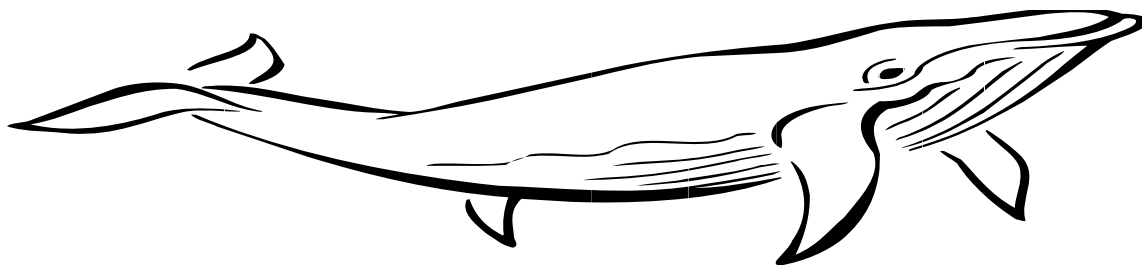


## Unit 7: Alphabets and Numbers (continue)

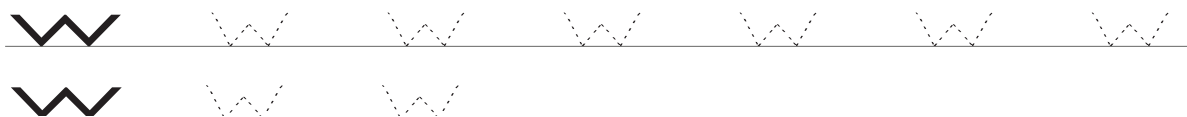
### 1. Alphabets W- Z (Read and write)

#### 1) Letter W

W is for whale

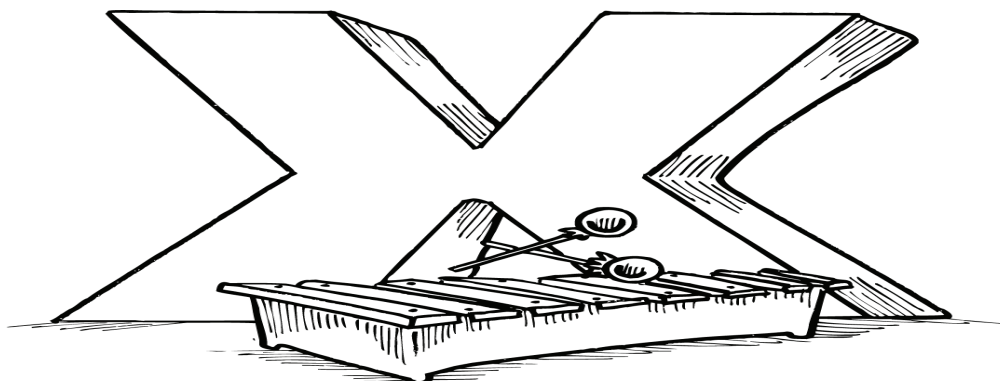


w is for whale

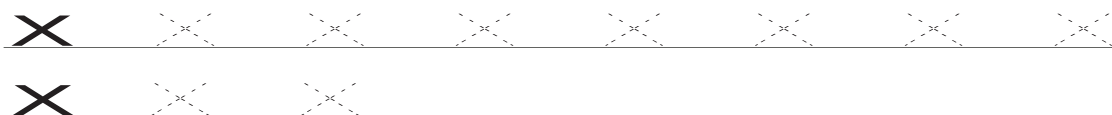


#### 2) Letter X

X is for xylophone



x is for xylophone



### 3) Letter Y

Y is for yo-yo

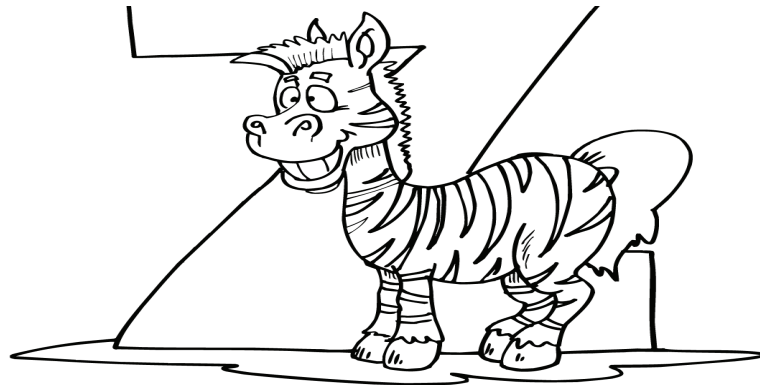


y is for yo-yo

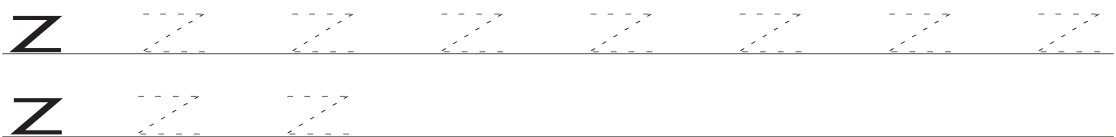


### 4) Letter Z

Z is for zebra



z is for zebra



## 2. Numbers 85 -100

<i>Eighty</i>	<i>eighty-one</i>	<i>One hundred</i>	<i>Ninety</i>	<i>ninety-one</i>
---------------	-------------------	--------------------	---------------	-------------------

**Task 1:** Read the numbers and listen to the cassette.

85	86	87	88	89	90	91	92	93	94	95	96	97
	98	99	100									

**Task2:** Practicing



## Unit 8: Classroom commands: sit down/stand up

In this lesson students learn to follow and give instructions in the classroom.

### 1. Vocabulary

Read and remember the meaning of the following words and expressions.

repeat ເວົ້າຄືນ	open the door ເປີດປະຕູ	look at ເບິ່ງ
point at ຊີ້ໃສ່	listen ຟັງ	stand up ລຸກຂຶ້ນ
draw ແຕ້ມ	say ເວົ້າ	come here ມານີ້
sit down ນັ່ງລົງ	copy this ກ່າຍອັນນີ້	late ມາຊ້າ

### 2. Look and write

Task 1: Write the correct word on the pictures.



1.....



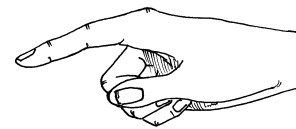
2.....



3..... 4.....



5.....



6.....

7.....

8.....

9.....

10.....



### 3. Listen and do

**Task 1:** Listen and follow what the teacher says.

**Example:**

*Teacher says:* Open the door.

Student A: opens the door.

**Task 2:** Work in groups of three or four. Take turn to give and follow the instructions.

**Example:**

A says: Look at the window.

B and C: Look at the window.

C says: Stand up.

A and B: stand up.

(Students can replace: open the *book*, look at the *board*...)

### 4. Listen and repeat

Listen and repeat after the teacher.

Student: I'm sorry. I'm late.

Teacher: That's all right.

Student: Thank you.

**Task 1:** Practise the dialogue above and take turns.

### 5. Write

Write the words from the jumbled letters.

*Example:* ewrti → write

1. nope \_\_\_\_\_
2. rrosy \_\_\_\_\_
3. reda \_\_\_\_\_
4. trpae \_\_\_\_\_
5. wdra \_\_\_\_\_
6. nelits \_\_\_\_\_
7. elat \_\_\_\_\_

❖ **Song: Are you sleeping?**

Are you sleeping?

Are you sleeping?

Brother John, Brother John?

Moring bells are ringing

Morning bells are ringing

Ding dong ding,

Ding dong ding

Are you sleeping?

Are you sleeping?

Brother John, Brother John?

Moring bells are ringing

Morning bells are ringing

Ding dong ding,

Ding dong ding

Are you sleeping?

Are you sleeping?

Brother John, Brother John?

Moring bells are ringing

Morning bells are ringing

Ding dong ding, ding dong ding

Are you sleeping?

Are you sleeping?

Brother John, Brother John?

Moring bells are ringing

Morning bells are ringing

Ding dong ding, ding dong ding

Source: <https://www.youtube.com/watch?v=yzzpwUIFmRQ>

## Unit9: what is this?

In this lesson students learn to use simple statements and ask simple questions about classroom objects.

### 1. Vocabulary

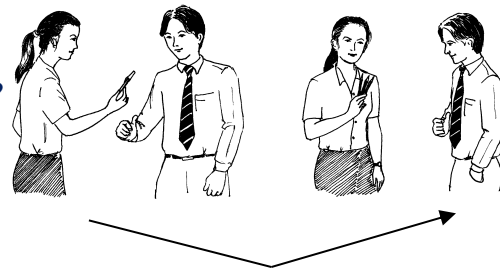
Read and remember the meaning of the following words and expressions.

book ປຶ້ມ	bag ຖົງ	eraser/rubber ຢາງລຶບ
calculator ເຄື່ອງຄິດເລກ	chair ຕັ້ງ	pen ປຶກ
board ກະດານ	broom ຟອຍ	table ໂຕະ
pencil ສີດຳ	rubbish bin ຖັງຂີ້ເຫຍື້ອ	
desk ໂຕະຄູ	sharpener ໂຮງແຫຼມສີ	pencil case ກັບສີ
dust –pan ຊັວນຂີ້ເຫຍື້ອ	classroom ຫ້ອງຮຽນ	this ນີ້
those ເຫຼົ່ານັ້ນ	girl ເດັກຍິງ	that ນັ້ນ
fan ພັດລົມ	boy ເດັກຊາຍ	television ທໍລະທັດ
these ເຫຼົ່ານີ້	CD player ເຄື່ອງຫຼິ້ນຊີດີ	

### 1. Dialogue

**Task 1:** Listen and read the dialogue.

- A: Is this your pen Sack?  
 B: No, it isn't. It's Boua's (pen).  
 A: Boua, can I borrow your pen, please?  
 C: Of course.  
 A: Thanks.  
 C: You're welcome.

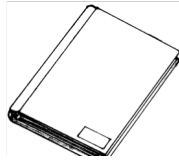


### 2. Language Focus

**Task1:** Write the words under the pictures.



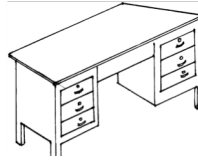
1. bag



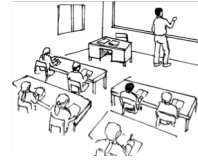
2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



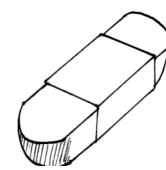
6. \_\_\_\_\_



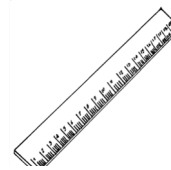
7. \_\_\_\_\_



8. \_\_\_\_\_



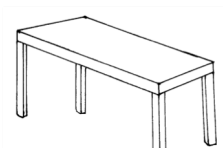
9. \_\_\_\_\_



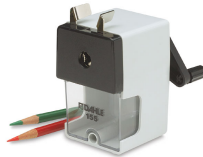
10. \_\_\_\_\_



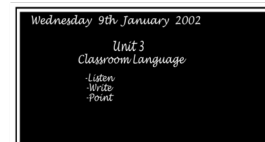
11. \_\_\_\_\_



12. \_\_\_\_\_



13. \_\_\_\_\_



14. \_\_\_\_\_

**Task2:** Listen and repeat each word after the teacher.

### 3. Practise

**Task1:** Point at things in the classroom. Ask and answer:

A: 'What's this in English?' or 'What are these in English?'

B: 'It's a \_\_\_\_\_.' or 'They are \_\_\_\_\_.'

**Task2:** Look at the picture and complete the question.

Is this  
your .....?

No,  
it  
isn't.

Is this  
your .....?

Yes,  
it is.

Are these  
your .....?

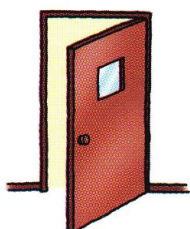
Yes, they  
are.



#### 4. Look and write

Look at the pictures, then write two questions and answers for each picture.

**Example:**



**Questions**

**Answers**

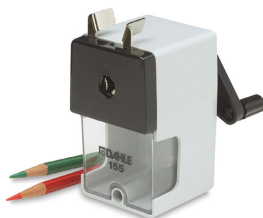
Is it a pen?

No, it isn't. It is a door.

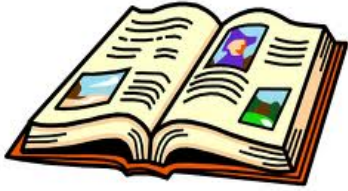
Is it a door?

Yes, it is.

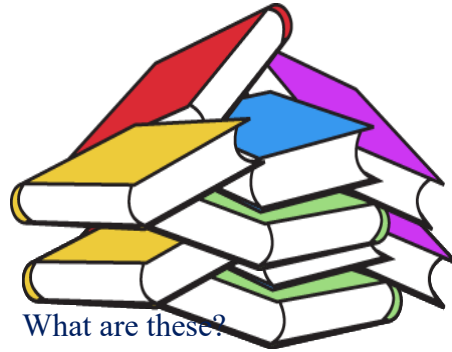
.....pencil? No,.....



## 5. Look and say (Read sentences after the teacher)



What is this?  
This is a book.  
It is a book.



What are these?  
These are books.  
They are books.



What is this?  
This is a bag.  
It is a bag.



What are these?  
These are bags.  
They are bags.

## 6. Say and write

**Task 1:** Look at the pictures and complete the sentences.

Example:



This is a pen.



These are pens.



This is a bag.



These \_\_\_\_\_



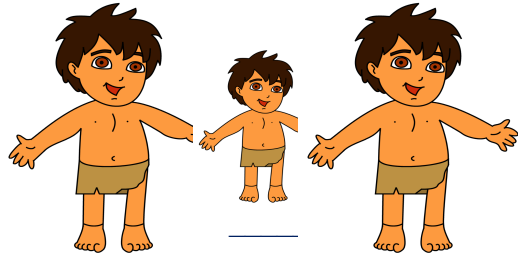
Th \_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



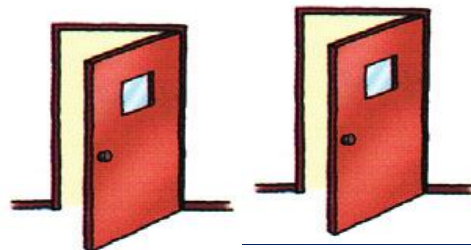
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



## 7. Look and say

Look at the pictures and read to your classmates.

What is that?



That is a car.

What are these?



These are cars

What is this?



This is a cat.

What are those?



Those are cats.

## 8. Point and say

**Task 1:** Work in pair. Student A points to the pictures. Student B says the sentences.

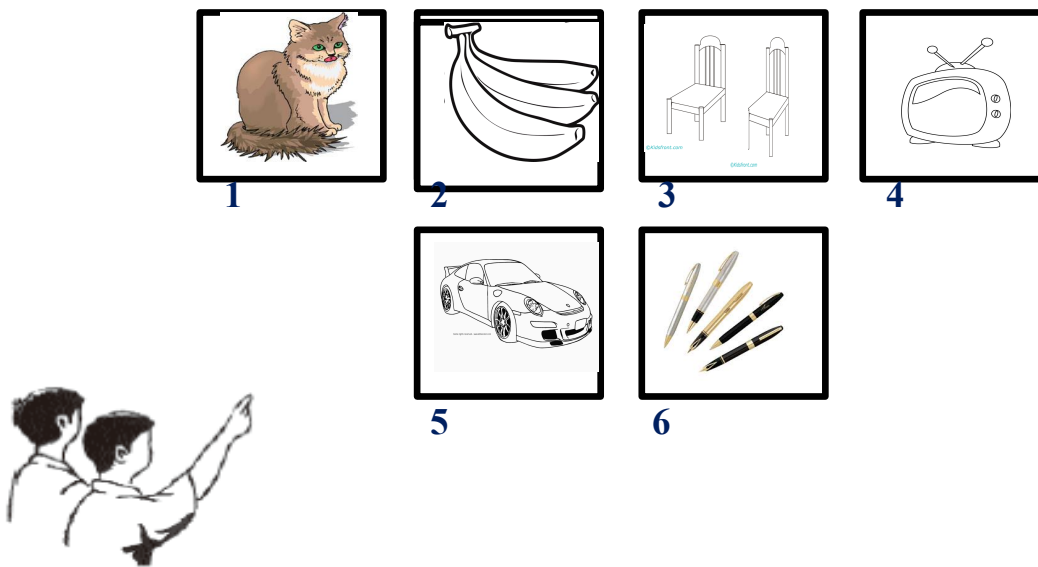
### Example:

Student A points to picture 1

Student B says "This is a cat".

Student B points to picture3

Student A says "Those are chairs".



## 9. Grammar focus “this, that, these, those”

Singular				Plural			
This	is	a	table.	These	are	tables.	
			book.			books.	
			car.	Those	are	cars.	
That			bag.			bags.	
			door.			doors.	
			bird.			birds.	

- **Grammar summary**

<b>Singular</b>	<b>Plural</b>
One bag	two bags
One car	three cars
One cat	five cats
One pen	seven pens
One door	two doors
This is a box.	These are boxes.
That is a girl.	Those are girls.

**Note:**

ຕື່ມ “es” ໃສ່ທ້າຍຄຳນາມທີ່ລົງທ້າຍດ້ວຍ s, x, ch, sh ເວລາເປັນຈຳນວນຫຼາຍ.

**Example:** box ——— boxes  
dish ——— dishes

ຕື່ມ “s” ສຳລັບຄຳນາມຈຳນວນຫຼາຍ ທີ່ລົງທ້າຍດ້ວຍ ສະຫຼະ ແລະ ພະຍັນຊະນະອື່ນໆເຊັ່ນ  
d,g,b,e...

**Example:**

dog ——— dogs  
book ——— books  
boy ——— boys  
girl ——— girls

## 10.Look and write

Write these words in plural.

**Example:** book books

1. doctor \_\_\_\_\_
2. farmer \_\_\_\_\_
3. student \_\_\_\_\_
4. teacher \_\_\_\_\_
5. nurse \_\_\_\_\_
6. pen \_\_\_\_\_
7. pencil \_\_\_\_\_
8. ruler \_\_\_\_\_

9. dust-pan \_\_\_\_\_
10. table \_\_\_\_\_
11. boy \_\_\_\_\_
12. girl \_\_\_\_\_
13. television \_\_\_\_\_
14. sharpener \_\_\_\_\_
15. bag \_\_\_\_\_
16. watch \_\_\_\_\_

### **Song: If you're happy and you know it**

If you 're happy and you know it, clap  
your hands

If you 're happy and you know it, clap  
your hands

If you 're happy and you know you it,  
and you really want to show it,

If you happy and you know it, clap your  
hands

If you 're happy and you know it, click  
your fingers

If you 're happy and you know it, click  
your fingers

If you 're happy and you know it, and  
you really want to show it

if you happy and you know it, click your  
fingers

If you 're happy and you know it, tap  
your shoulders

If you 're happy and you know it, tap  
your shoulders

If you 're happy and you know it, and  
you really want to show it,

If you happy and you know it, tap your  
shoulders

If you 're happy and you know it, nod  
your head

If you 're happy and you know it, nod  
your head

If you 're happy and you know it, and  
you really want to show it,

If you happy and you know it, nod  
your head

If you 're happy and you know it, turn  
around

If you 're happy and you know it, turn  
around

If you 're happy and you know it, and  
you really want to show it,

If you happy and you know it, turn  
around

If you 're happy and you know it, say  
hello!

If you 're happy and you know it, say  
hello!

If you 're happy and you know it, and  
you really want to show it,

If you happy and you know it, say  
hello!

<https://www.youtube.com/watch?v=GfCMRk-osJ8>

## Unit 10: What is your name?

In this lesson students learn to talk about their personal information and learn to greet each other

### 1. Vocabulary

Read and remember the meaning of the following words and expressions.

Hi (ສະບາຍດີ)	Good evening (ສະບາຍດີຕອນແລງ)
Hello (ສະບາຍດີ)	Nice to meet you (ຍິນດີທີ່ຮູ້ຈັກ)
Good morning (ສະບາຍດີຕອນເຊົ້າ)	Pleased to meet you (ຍິນດີທີ່ຮູ້ຈັກ)
Good afternoon (ສະບາຍດີຕອນໄກ່)	Given name/fist name (ຊື່)
spell (ສະກົດ)	sorry? (ຂໍໂທດ)
Family name/surname (ນາມສະກຸນ)	Full name (ຊື່ເຕັມ/ຊື່+ນາມສະກຸນ)

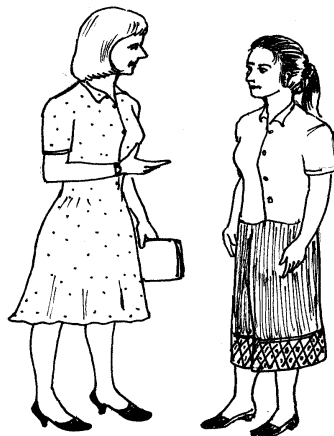
**Note:** *Hi/Hello* ໃຊ້ແບບບໍ່ເປັນທາງການ

*Good morning/ Good afternoon/ Good evening* ໃຊ້ເປັນທາງການ

### 2. Dialogue

Listen and read the dialogue.

- A: Hello. My name's Linda.  
What's your name?  
B: My name's Noly.  
Where are you from Linda?  
A: I'm from Australia.  
B: Nice to meet you.  
A: Nice to meet you, too.



**Task 1:** Listen to the teacher and repeat.

**Task 2:** Half of the class is A. Half the class is B. Practise the dialogue again.

**Task 3:** Practise the dialogue again using above expressions.

**Task 4:** Practise the dialogue. Use your own names.

A: \_\_\_\_\_. My name's \_\_\_\_\_.

What's your name?

B: My name's \_\_\_\_\_.

Where are you from \_\_\_\_\_?

A: I'm from \_\_\_\_\_.

B: Nice to meet you.

A: Nice to meet you, too.

**Task 5:** Stand up and walk around the class. Introduce yourself to your classmates.

### 3. Language focus

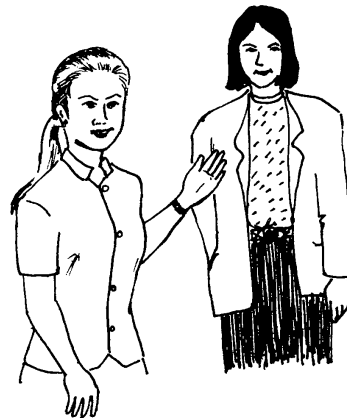
Possessive pronouns: my, your, his, her



My name's Noly.



His name's Phouvong.



Her name's Khonevilay.

#### Spoken

*What's*

*My name's*

*Her name's*

*His name's*

#### Written

*What is*

*My name is*

*Her name is*

*His name is*

❖ ການຂຽນຕົວຫຍໍ້ (Contractions)

ໃນພາສາເວົ້າສ່ວນຫຼາຍພວກເຮົາມັກໃຊ້ຕົວຫຍໍ້ ຕົວຢ່າງ: What's/ My name's / Her name's  
ແຕ່ພາສາຂຽນ ພວກເຮົາມັກຂຽນຕົວເຕັມ ເຊັ່ນ What is/ My name is /Her name is

Personal pronouns	Possessive adjectives
I	My
You	Your
He	His
She	Her
It	Its
We	Our
They	Their

#### 4. Practice

**Task 1:** Stand in a circle. Take turns to say, 'My name's ...'. Then point to a classmate and say, 'Her name's ....' or 'His name's ...'.

**Task 2:** Replace the personal pronouns by possessive adjectives:

- Where is (I) my book?
- Here is (we) \_\_\_\_\_ teacher.
- (They) \_\_\_\_\_ father works in a school.
- (You) \_\_\_\_\_ book is very expensive.
- (He) \_\_\_\_\_ favourite sport is tennis.
- (I) \_\_\_\_\_ husband and I want to go to Vientiane.
- Baby likes (she) \_\_\_\_\_ dog !
- (It) \_\_\_\_\_ name is Bobby.

#### 5. Look and write

**Task 1:** Correct these sentences.

my name is john smith \_\_\_\_\_  
 this is my wife \_\_\_\_\_  
 her name is mary \_\_\_\_\_  
 this is my son \_\_\_\_\_  
 his name is tom \_\_\_\_\_



❖ Exercise: Listen to the teacher and read the dialogue.

A: What's your name?  
 B: Julie.  
 A: Can you spell it, please?  
 B: J – U – L – I – E.  
 A: And what's your family name?  
 B: Harrison.  
 A: How do you spell it?  
 B: H-A-double R-I-S-O-N.  
 A: Sorry?  
 B: H-A-double R-I-S-O-N.  
 A: Thank you.



**Task 1:** Listen and repeat.

**Task 2:** Half of the class is A. Half of the class is B. Practise the dialogue.

**Task 3:** Practise the dialogue in pairs. Use your own names.

**Task 4:** Complete the table and report back to your group.

**Possible questions:**

- *What's your first name?*
- *Can you spell it, please? (Sorry?)*
- *What's your family name?*
- *Can you spell it, please? (Sorry?)*

<i>No.</i>	<i>Names</i>	<i>Surname</i>
1		
2		
3		
4		
5		

## Note

### Mr / Mrs/ Miss/ Ms

Mr – man                      Mrs - married woman

Ms – woman                Miss - single woman

*Mr, Mrs, Miss ແລະ Ms* ສ່ວນຫຼາຍແມ່ນໄຊ້ກັບນາມສະກຸນ ບໍ່ແມ່ນໄຊ້ກັບຊື່

ຖ້າວ່າ *Khamsy Soulivong* ຢູ່ທີ່ປະເທດ ອົດສະຕາລີ ລາວຈະຖືກເອີ້ນວ່າ *Mr. Soulivong*.

ແຕ່ວ່າຢູ່ປະເທດລາວ *Mr, Mrs, Miss* ແລະ *Ms* ສ່ວນຫຼາຍແມ່ນໄຊ້ກັບຊື່ເພື່ອສະແດງຄວາມນັບຖື.

ນີ້ແມ່ນໃຊ້ໄດ້ເພາະວ່າການໃຊ້ແຕ່ຊື່(e.g. *Khamsy*) ໃນລາວ ແມ່ນຖືວ່າບໍ່ສຸພາບປານໃດ.

ຕົວຢ່າງ: *Khamsy Soulivong* ຢູ່ທີ່ປະເທດລາວ ລາວຈະຖືກເອີ້ນວ່າ- *Mr. Khamsy*.

### Song: Twinkle Twinkle Little star

(<https://www.youtube.com/watch?v=-JRJibhgwUQ>)

Twinkle Twinkle Little star  
How I wonder what you are  
Up above the world so high  
Like a diamond in the skay  
Twinkle Twinkle Little star  
How I wonder what you are

Twinkle Twinkle Little star  
How I wonder what you are  
Up above the world so high  
Like a diamond in the skay  
Twinkle Twinkle Little star  
How I wonder what you are

## Unit11: What color is this?

In this lesson students learn the names of colors.

### 1. Vocabulary

Read and remember the meaning of the following words and expressions.

butterfly	ແມງກະເບື້ອ	fill	ຕື່ມໃສ່
grid	ເສັ້ນ ຫຼື ສາຍ (ເສັ້ນທີ່ຂີດໄວ້)	information	ຂໍ້ມູນຂ່າວສານ
colour	ສີ	wear	ນຸ່ງເຄື່ອງ
put on	ນຸ່ງເຄື່ອງ	helmet	ໝວກກັນກະທົບ
trousers	ສິ້ງຂາຍາວ	pick	ຈັບຂັ້ນມາ
try on	ລອງໃສ່	fit	ພໍດີ

### 2. Listen and repeat

Listen and repeat after the teacher.



red



blue



green



yellow



pink



brown



white



black



orange



purple

### 3. Point and say

Work with a partner.

**Example:**

A: points to yellow.

B: Yellow

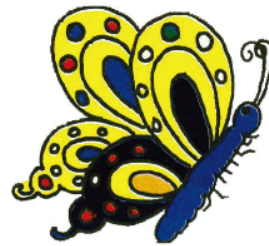
A: points to pink.

B: Pink

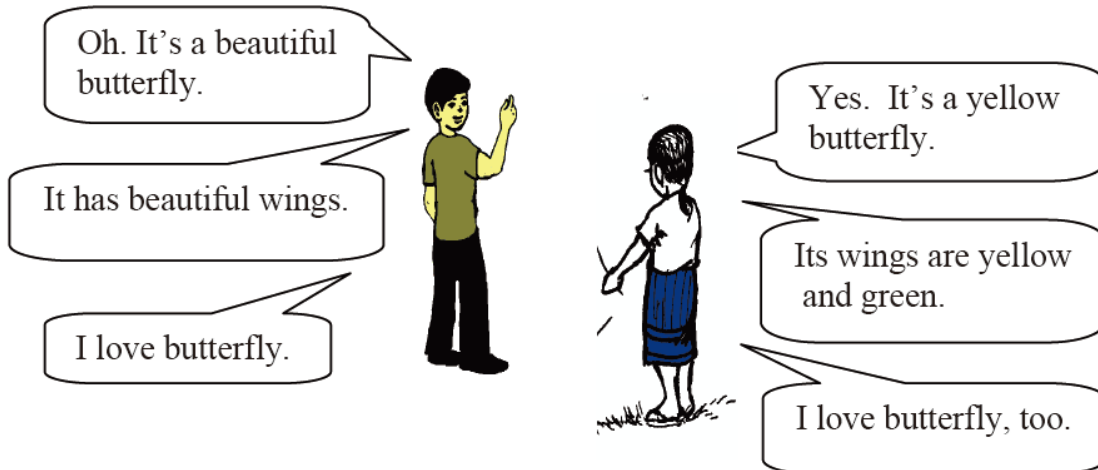


#### 4. Look and say

Look and practise the dialogue in pairs.



beautiful butterfly



#### 5. Read and answer

Read the passage and answer the questions below.

Soumaly goes to school at half past seven every day. She puts on a white shirt and blue Lao skirt (sinh). She wears black shoes. Her brother wears his (uniform) white shirt and brown trousers. He wears black shoes, too. They go to school by motorbike. Their motorbike is red. Soumaly wears a green helmet, and her brother Somsy wears the yellow one. They arrive at school at five to eight.

##### Questions:

1. What time does Soumaly go to school?

.....

2. What does she put on?

.....

3. How do they go to school?

.....

4. What color is Soumaly's helmet?

.....

5. What time do they arrive at school?

.....

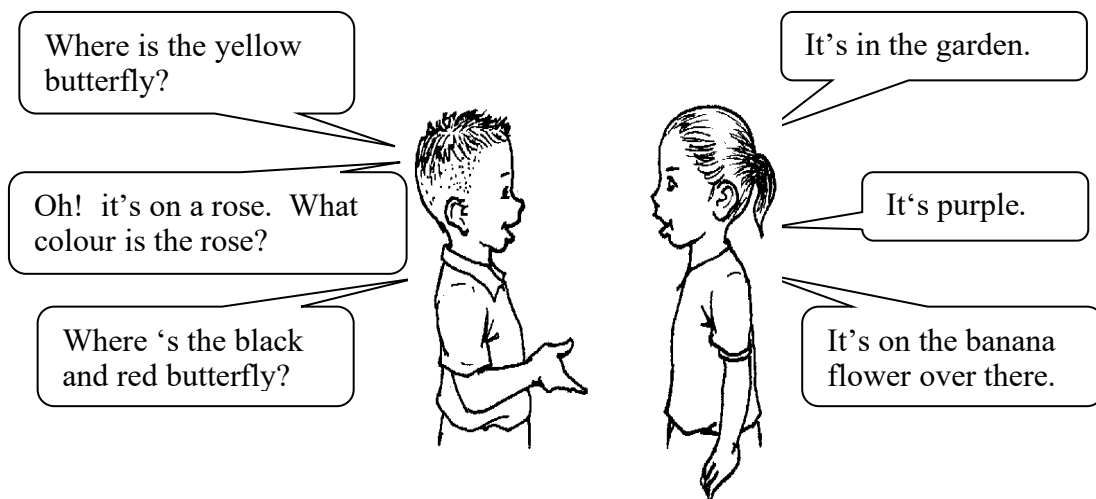
## 6. Grammar note

Colors are adjectives. They always come before nouns. When they come after verb to **BE** they do not need nouns.

Notice these sentences:

1. I have a **white** house.
2. My house is **white**.
3. My car is **yellow**.
4. I have a **yellow** car.
5. I buy a **red** motorbike.
6. My motorbike HONDA. NSR. RR. 150 cc. is **red**.
7. She drives a **black** TOYOTA Vigo.
8. Her TOYOTA Vigo is **black**.
9. She rides on a **brown** YAMAHA Fino.
10. Her YAMAHA Fino is **brown**.

### Read and practice



*Which* ໃຊ້ໃນປະໂຫຍກຄຳຖາມເພື່ອເລືອກເອົາສິ່ງໃດໜຶ່ງໃນຈຳນວນ 2-3 ສິ່ງ.

**Example:**

Here are two pens, red and blue. *Which* colour do you like?

## 11. Ask and answer

Work in pairs to ask and answer questions.

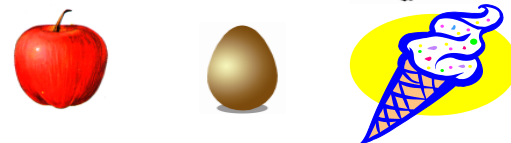
Which color do you like?



Which animal do you like?



Which food do you like?



## Song: Old MacDonald

(<https://www.youtube.com/watch?v=dpnUYVezBVw>)

<p>Old Macdonald had a farm E I E I O  And on his farm he had some chicks  E I E I O  When a chick chick here and  a chick chick , here a chick, there a  chick, everywhere a chick chick  Old MacDonald had a farm E I E I O</p>	<p>Old Macdonald had a farm E I E I O  And on his farm he had some geese E I E I O  When a honk honk here and a honk honk  There, here a honk, there a honk,  Everywhere a honk honk  Old MacDonald had a farm E I E I O</p>
<p>Old Macdonald had a farm E I E I O  And on his farm he a cow E I E I O  When a Moo Moo here and  Moo Moo there , here a Moo, there a  Moo, everywhere a Moo Moo  Old MacDonald had a farm E I E I O</p>	<p>Old Macdonald had a farm E I E I O  And on his farm he had a horse E I E I O  When a neh neh here and a neh neh  There, here a neh, there a neh,  Everywhere a neh neh  Old MacDonald had a farm E I E I O</p>
<p>Old Macdonald had a farm E I E I O  And on his farm he had a pig E I E I O  When an Oink Oink here and  an Oink Oink there , here an Oink,  there an Oink, everywhere an Oink  Oink  Old MacDonald had a farm E I E I O</p>	<p>Old Macdonald had a farm E I E I O  And on his farm he had a mule E I E I O  When a hee haw here and a hee haw there  Here a hee, there a hee,  Everywhere a hee haw  Old MacDonald had a farm E I E I O</p> <p>Old Macdonald had a farm E I E I O  And on his farm he had a duck E I E I O  When a quack quack here and a quack quack  there  Here a quack, there a quack,  Everywhere a quack quack  Old MacDonald had a farm E I E I O,... E I E I  O.....</p>

## Unit12: How are you?

In this lesson students learn to greet each other

### 1. Vocabulary

Read and remember the meaning of the following words and expressions.

Hi (ສະບາຍດີ)	Good evening (ສະບາຍດີຕອນແລງ)
Hello (ສະບາຍດີ)	Nice to meet you (ຍິນດີທີ່ຮູ້ຈັກ)
Good morning (ສະບາຍດີຕອນເຊົ້າ)	Pleased to meet you (ຍິນດີທີ່ຮູ້ຈັກ)
Good afternoon (ສະບາຍດີຕອນໜ້າ)	how are you? ສະບາຍດີບໍ່
Fine ສະບາຍ	good ດີ

**Note:** Good morning/ Good afternoon/ Good evening ໃຊ້ເປັນທາງການ

### 2. Listen and repeat

Listen and repeat after the teacher.

Manotham: Good morning, Phoukeo. How are you?

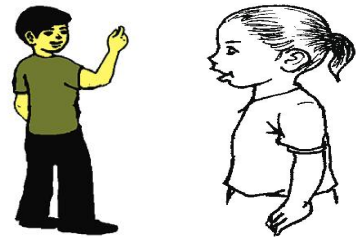
Phoukeo: I'm fine, thanks. And you?

Manotham: I'm good. What is your phone number?

Phoukeo: My phone number is 020 91632879

Manotham: Are you married?

Phoukeo: No, I am not. I am single



#### Exercise1:

A: Hello! My name is Linda.

What's your name?

B: My name is Nola. How are you today?

A: I am very good! And you?

B: I am fine!

Nice to meet you! Nola

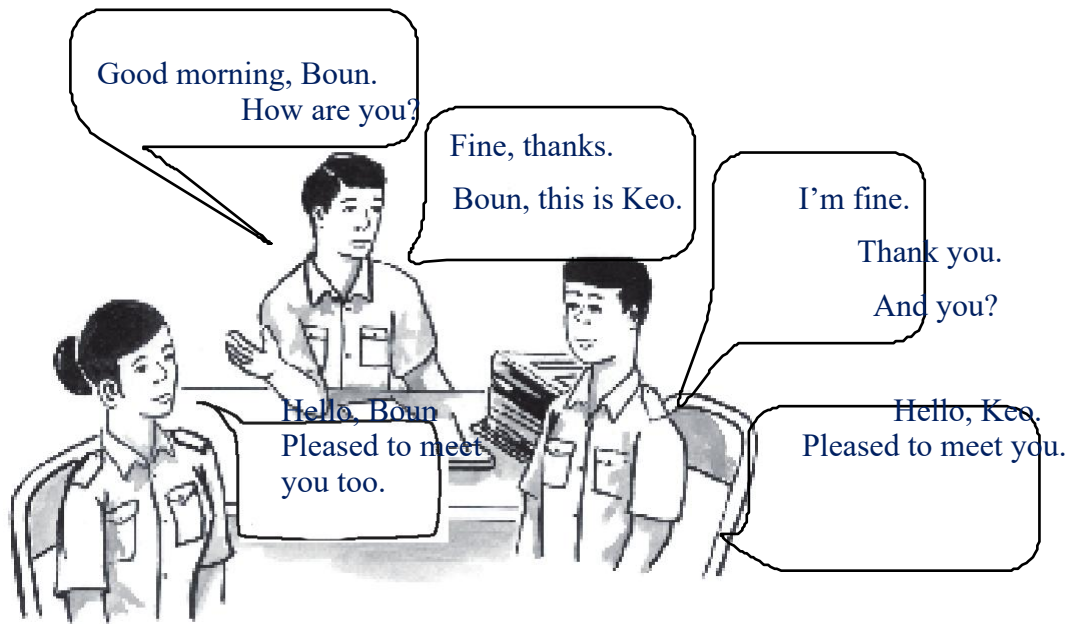
A: Nice to meet you, too. Linda





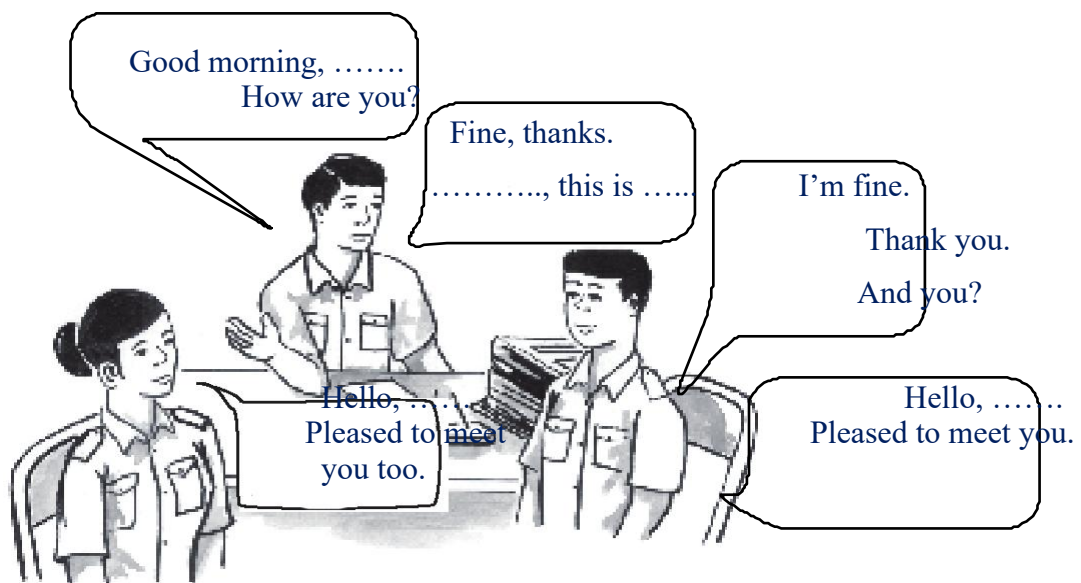
### 3. Listen and repeat

Listen and repeat the dialogue after the teacher.



### 4. Read and Say.

Work in a group of three. Practice the conversation by using your own names.



## 5. Read and write

Rewrite the following dialogue in the right order. The first one has been done for you.

A: Good morning, Silisack.

A: I'm fine, thank you. And you?

A: Hello, Khamhou. Nice to meet you.

B: Good morning, Bouapha. How are you?

B: I'm fine. Silisack, this is Khamhou.

C: Nice to meet you too, Silisack.

Re-order:

A: Good morning, Silisack.

B:.....

A:.....

B:.....

A:.....

C:.....

**Activity1: ask your peers and report back to the class.**

**Wh-question:**

- a) What is your name?
- b) What is ou phone number?
- c) What is your date of birth?
- d) Are you married?

	Person 1	Person 2	Person 3
Full name	Ms....		
Date of birth			
Married/single			
Telephone			

**Activity2:** write the report

E.g: Her name is Ms Pansy Sanoubane. She .....

**Activity3:**

*Make groups of four. Take turns to read your writing to the group. When one person is reading, others in the group listen and complete the chart for each person.*

Remember, you can say, 'Sorry?' or 'Say it again, please'

You can also say (for example), 'Sorry. What's her date of birth again, please?'

**Song: Good morning**

**[https://www.youtube.com/watch?v=CuI\\_p7a9VGs](https://www.youtube.com/watch?v=CuI_p7a9VGs)**

**Good morning (good morning)  
Good morning (good morning)  
One two, one two three!  
Good morning! Good morning!  
Hello! and how are you?  
Early in the morning  
I say 'good morning'. Hello! and how  
are you?  
Good morning! Good morning!  
Hello! And how are you?  
Early in the morning  
I say 'good morning'. Hello! and how  
are you?  
In the morning I clap my hands  
In the morning I do my dance  
In the morning I shout 'hurray!'  
This is going to be a wonderful day  
Good morning! Good morning!  
Hello! And how are you?  
Early in the morning  
I say 'good morning'. Hello!  
And how are you?**

**Good morning! Good morning!  
Hello! And how are you?  
Early in the morning  
I say 'good morning'. Hello!  
And how are you?  
In the morning I clap my hands  
In the morning I do my dance  
In the morning I shout 'hurray'  
This is going to be a wonderful day  
Good morning! Good morning!  
Hello! And how are you?  
Early in the morning  
I say 'good morning'. Hello!  
And how are you?  
Good morning! Good morning!  
Hello! And how are you?  
Early in the morning  
I say 'good morning'. Hello!  
And how are you?  
Hello! And how are you?  
Hello! And how are you?**

## Unit13: what animal is this?

In this lesson you will learn about animals on the farm and Yes/No questions

### 1. Vocabulary

- Cat
- Dog
- Duck
- Buffalo
- Cow
- Pig

#### Sentences example:

- What animal is this?      It's a cat
- Do you like cat?          Yes, I do
- What animal is this?      It's a dog
- Do you like dog?          No, I don't
- What animal is this?      It's a duck
- Do you like duck?          Yes, I do
- What animal is this?      It's a buffalo
- Do you like a buffalo?      No, don't

## 2. Practice



What animal is this?

It is a cat



What



### 3. Exercise.

**Task1:** take turn asking with your partner about your partner's animal form

**Task2:** ordering these words

For example: bolfaf                      buffalo

- |         |       |
|---------|-------|
| 1) Tca  | ..... |
| 2) Ckdu | ..... |
| 3) God  | ..... |
| 4) Owc  | ..... |
| 5) Tca  | ..... |

## Unit14: what fruit is this?

In this lesson students learn about fruits, use Wh-questions and short answer form

### 1. Vocabulary

Apple ແອບເປັ້ນ	banana ໝາກກ້ວຍ	lemon ໝາກນາວ
Orange ໝາກກ້ຽງ	pineapple ໝາກນັດ	Peach ໝາກພິທ
avocado ໝາກອາໄວຄາໂດ	sweet ຫວານ	sour ສົ້ມ

### 2. Practice

- A: What fruit is this?
- B: This is an apple
- B: Yes, I do.
- A: How do you spell apple?
- B: A-p-p-l-e



### 3. Grammar

- Article: a/an

In English we use:

- 'a' before a noun beginning with a consonant, ('a' ໃຊ້ຕໍ່ໜ້າຄຳນາມທີ່ຂຶ້ນຕົ້ນດ້ວຍພະຍັນຊະນະ) e.g. **a** manager, **a** secretary, **a** director
- 'an' before a noun beginning with a vowel (a/e/i/o/u), 'an' ໃຊ້ຕໍ່ໜ້າຄຳນາມທີ່ຂຶ້ນຕົ້ນດ້ວຍສະຫຼະ. e.g. **an** engineer, **an** orange, **an** actor

Ex:

- This is **an** apple
- This is **a** banana
- She is **a** teacher
- He is **a** student



- Verb Do

We { You  
like a banana?  
They } I



Does { He  
She like } an apple?  
it }

Yes, I/you/we/they do  
No, I/we/they don't  
Yes, he/she/it does  
No, he/she/it doesn't

#### Activity1:

Interview your peers with these questions:

- Do you like an avocado? Why?
- Do you like a peach? Why?
- Do you like lemon? Why?
- Do you like pineapple? Why?
- Do you like apple? Why?
- Do you like orange? Why?
- Do you like banana? Why?

Fruits	Yourself	 .....	 .....
Apple			
Banana			
Pineapple			
Lemon			
Orange			
Peach			
Avocado			

#### 4. Practice

• **Conversation1:**

A: What is it? That are 4 legs and it has black skin

B: it is a buffalo

A: yes, that right!

• **Conversation2:**

A: What is it? That are 2 legs and it has two wings

B: it is a duck

A: No, It is a chicken

• **Conversation3:**

A: What is it? That are 4 legs and it has white skin

B: it is a pig

A: yes, that right!

## 5. Grammar focus

Verb 'to do'		
Singular		Plural
I	do	
You	do	We
He	} does	You
She		do
It		They

**Answers:**

Yes, I do/No, I don't.

Yes, we do/No we don't

Yes, they do/No, they don't

Yes, he does/No, he doesn't

Yes, she does/No, she doesn't

Yes, it does/No, it doesn't

We use the verb **'to do'** to ask questions.

e.g. **Do** you like a dog?      Yes, I **do**.      No, I **don't**. (**do not**)

**Does** he like a buffalo?      Yes, he **does**.      No, he **doesn't**. (**does not**)



<p style="text-align: center;"><b>ໂຄງຮ່າງລາຍວິຊາ</b>  <b>ຊື່ວິຊາ: ພາສາອັງກິດສໍາລັບເດັກກ່ອນໄວຮຽນ</b>                      ຫຼັກສູດສ້າງຄູອະນຸບານ ລະດັບປະລິນຍາຕີ                      ລະຫັດລາຍວິຊາ: 0108402</p>	
ພາກຮຽນ ແລະ ປີຮຽນ Semester and Year	ພາກຮຽນທີ 2 ປີທີ 2
ຈຳນວນຊົ່ວໂມງ Time	48 ຊົ່ວໂມງ
ຈຳນວນໜ່ວຍກິດ Credit	2(1-2-2)
ອະທິບາຍຄ່າໜ່ວຍກິດ Credit Explanation	ວິຊານີ້ມີ 2 ໜ່ວຍກິດ, ຮຽນ 3 ຊົ່ວໂມງຕໍ່ອາທິດ, ໃນນັ້ນຮຽນພາກທິດສະດີ 1 ຊົ່ວໂມງ, ເຝິກປະຕິບັດຕົວຈິງ 2 ຊົ່ວໂມງ ແລະ ວຽກມອບໝາຍ 2 ຊົ່ວໂມງ
ຈຸດປະສົງ Objectives	ເພື່ອໃຫ້ນັກສຶກສາຄຸສາມາດ: 1. ສອນພາສາອັງກິດຂັ້ນພື້ນຖານໄດ້ 2. ສອນວິທີນຳໃຊ້ 4 ທັກສະຂັ້ນພື້ນຖານໄດ້ 3. ສື່ສານພາສາອັງກິດຂັ້ນພື້ນຖານໄດ້
ເນື້ອໃນຫຍໍ້ Course Description	ວິຊານີ້ຈະໄດ້ຮຽນກ່ຽວກັບຕົວອັກສອນ A–Z, ຕົວເລກ 1–100, Classroom Commands: Sit down/Stand up, What's this?, What's your name?, What color is this?, How are you?, What animal is this?, ແລະ What fruit is this?
ວິທີດໍາເນີນການສອນ Methodology	ວິຊານີ້ຮຽນຢູ່16ອາທິດ,ດໍາເນີນການຮຽນ-ການສອນໂດຍການຈັດກິດຈະກຳການຮຽນ-ການສອນໃຊ້ຮູບແບບດ້ວຍການອະທິບາຍ, ສົນທະນາ, ການຫຼິ້ນເກມ, ບົດບາດສົມມຸດ, ການປະຕິບັດເປັນກຸ່ມ, ບັນທຶກຄໍາຄິດເຫັນ, ທັດສະນະສຶກສາ, ຂຽນບົດລາຍງານ. (ວິຊານີ້ຕ້ອງໃຊ້ເທັກໂນໂລຢີເຂົ້າມາຊ່ວຍໃນການສອນເທົ່າທີ່ມີຄວາມສາມາດເຊັ່ນ: TV, video, internet...)

ສື່ການຮຽນ-ການສອນ Teaching Aids	<p>ຮູບຟາບກ່ຽວຂ້ອງແຕ່ລະບົດ ແລະ ບົດເພງ</p> <p>ໝາຍເຫດ: ນີ້ແມ່ນຊື່ເພງທີ່ປະກອບການສອນ</p> <ul style="list-style-type: none"> <li>▪ ABC Song</li> <li>▪ Are You Sleeping</li> <li>▪ If You're Happy and You Know It</li> <li>▪ Twinkle Twinkle Little Star</li> <li>▪ Old MacDonald</li> <li>▪ Incy Wincy Spider</li> <li>▪ Good morning</li> </ul>
ອາທິດທີ 1 Week 1	<p><b>ບົດທີ 1</b></p> <p><b>Alphabets A-Z and Numbers</b></p> <ol style="list-style-type: none"> <li>1. Alphabets A–D</li> <li>2. Numbers 1–15</li> </ol>
ອາທິດທີ 2 Week 2	<p><b>ບົດທີ 1 (ຕໍ່)</b></p> <p><b>Alphabets A-Z and Numbers</b></p> <ol style="list-style-type: none"> <li>1. Alphabets E–G</li> <li>2. Numbers 16–30</li> </ol>
ອາທິດທີ 3 Week 3	<p><b>ບົດທີ 1 (ຕໍ່)</b></p> <p><b>Alphabets A-Z and Numbers</b></p> <ol style="list-style-type: none"> <li>1. Alphabets H–K</li> <li>2. Numbers 31–45</li> </ol>
ອາທິດທີ 4 Week 4	<p><b>ບົດທີ 1 (ຕໍ່)</b></p> <p><b>Alphabets A-Z and Numbers</b></p> <ol style="list-style-type: none"> <li>1. Alphabets L–O</li> <li>2. Numbers 46–65</li> </ol>



ອາທິດທີ 5 Week 5	<p><b>ບົດທີ 1 (ຕໍ່)</b></p> <p><b>Alphabets A-Z and Numbers</b></p> <ol style="list-style-type: none"> <li>1. Alphabets P–R</li> <li>2. Numbers 66–75</li> </ol>
ອາທິດທີ 6 Week 6	<p><b>ບົດທີ 1 (ຕໍ່)</b></p> <p><b>Alphabets A-Z and Numbers</b></p> <ol style="list-style-type: none"> <li>1. Alphabets S–V</li> <li>2. Numbers 76–85</li> </ol>
ອາທິດທີ 7 Week 7	<p><b>ບົດທີ 1 (ຕໍ່)</b></p> <p><b>Alphabets A-Z and Numbers</b></p> <ol style="list-style-type: none"> <li>1. Alphabets W–Z</li> <li>2. Numbers 86–100</li> </ol>
ອາທິດທີ 8 Week 8	ທົບທວນຄືນບົດທີ 1 ແລະ ສອບເສັງກາງພາກ
ອາທິດທີ 9 Week 9	<p><b>ບົດທີ 2</b></p> <p><b>Classroom Commands: Sit down/Stand up</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> <i>commands - sit, stand, hands, clap, stamp, feet, up, down</i></li> <li>• <b>Sentence Structures:</b> <ul style="list-style-type: none"> <li>▪ Sit down.</li> <li>▪ Stand up.</li> <li>▪ Clap your hands.</li> <li>▪ Turn around.</li> </ul> </li> <li>• <b>Grammar:</b> Using imperative sentences for giving direct orders and requests. They can end in a full stop (period) or exclamation mark depending on the intensity of the command.</li> </ul>

<p><b>ອາທິດທີ 10</b> <b>Week 10</b></p>	<p><b>ບົດທີ 3</b></p> <p><b>What's this?</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> <i>stationery and school supplies - pencil, pen, ruler, eraser, paper, book</i></li> <li>• <b>Sentence Structures:</b> <ul style="list-style-type: none"> <li>▪ <i>What's this?</i></li> <li>▪ <i>It's a book.</i></li> <li>▪ <i>What's that?</i></li> <li>▪ <i>It's an eraser.</i></li> </ul> </li> <li>• <b>Grammar:</b> <ul style="list-style-type: none"> <li>▪ <i>this/that</i> - use demonstrative pronouns in singular form to point and ask about things.</li> <li>▪ <i>Contractions:</i> Contractions are shortened phrases usually with the use of an apostrophe sign. - What's / What is, It's / It is.</li> </ul> </li> </ul>
<p><b>ອາທິດທີ 11</b> <b>Week 11</b></p>	<p><b>ບົດທີ 4</b></p> <p><b>What's your name?</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> <p><i>Possessive adjectives - my, your.</i></p> <p><i>Proper nouns - Bob, Freddie, Lisa and Sally.</i></p> <p>A noun is the name of a person, place or thing.</p> <p>A proper noun is the name of a specific individual or place and usually starts with a capital letter.</p> </li> <li>• <b>Sentence Structures:</b> <ul style="list-style-type: none"> <li>▪ <i>What's your name?</i></li> <li>▪ <i>My name is Bob.</i></li> </ul> </li> <li>• <b>Grammar:</b> Using the possessive adjectives '<i>my</i>' and '<i>your</i>'. A possessive adjective shows who owns something. <ul style="list-style-type: none"> <li>▪ <i>My name is Bob.</i> (Means Bob owns this name)</li> <li>▪ <i>What's your name?</i> (I want to know what name you own)</li> </ul> </li> </ul>





<p>ອາທິດທີ 12 Week 12</p>	<p style="text-align: center;"><b>ບົດທີ 5</b></p> <p style="text-align: center;"><b>What color is this?</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> <i>Colors - red, yellow, blue, black, orange, brown, green, purple, pink.</i> <i>Common nouns - apple, pear, dog, car, banana, carrot, peach, pen,...</i></li> <li>• <b>Sentence Structures:</b> <ul style="list-style-type: none"> <li>▪ What color is this?</li> <li>▪ It's red.</li> <li>▪ What color is the apple?</li> <li>▪ It's a red apple.</li> </ul> </li> <li>• <b>Grammar:</b> Using the question word 'What' to ask about things. Reinforce the use of contractions. <ul style="list-style-type: none"> <li>▪ <i>What...? (question word)</i></li> <li>▪ <i>It's... (contracted form of 'It is').</i></li> </ul> </li> </ul>
<p>ອາທິດທີ 13 Week 13</p>	<p style="text-align: center;"><b>ບົດທີ 6</b></p> <p style="text-align: center;"><b>How are you?</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> <i>good, morning, how, you, today, fine</i></li> <li>• <b>Sentence Structures:</b> <ul style="list-style-type: none"> <li>▪ Good morning.</li> <li>▪ How are you?</li> <li>▪ I'm fine, thanks.</li> </ul> </li> <li>• <b>Grammar:</b> Using the question word 'How' to ask about a person's well-being. Reinforce the use of contractions. <ul style="list-style-type: none"> <li>▪ <i>How...? (question word)</i></li> <li>▪ <i>I'm... (contracted form of 'I am')</i></li> </ul> </li> </ul>
<p>ອາທິດທີ 14 Week 14</p>	<p style="text-align: center;"><b>ບົດທີ 7</b></p> <p style="text-align: center;"><b>What animal is this?</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> <i>farm animals - dog, cat, pig, cow, duck</i></li> <li>• <b>Sentence Structures:</b> <ul style="list-style-type: none"> <li>▪ What animal is this?</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ It's a dog.</li> <li>▪ Do you like dogs?</li> <li>▪ Yes, I do.</li> <li>▪ No, I don't.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Grammar:</b> Using yes-no questions '<i>Do you like...?</i>' to ask about a person's preference. Also, reinforce the use of contractions.                     <ul style="list-style-type: none"> <li>▪ <i>Do you like...?</i> (yes or no question)</li> <li>▪ <i>Don't...</i> (contracted form of 'do not')</li> </ul> </li> </ul>
ອາທິດທີ 15 Week 15	<p style="text-align: center;"><b>ບົດທີ 8</b></p> <p style="text-align: center;"><b>What fruit is this?</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> <i>fruits – apple, lemon, orange, banana, pineapple, peach, avocado</i></li> <li>• <b>Sentence Structures:</b> <ul style="list-style-type: none"> <li>▪ What fruit is this?</li> <li>▪ It's an apple.</li> <li>▪ Do you like apples?</li> <li>▪ Yes, I do.</li> <li>▪ No, I don't.</li> </ul> </li> <li>• <b>Grammar:</b> <ul style="list-style-type: none"> <li>- Using yes-no questions '<i>Do you like...?</i>' to ask about a person's preference. Also reinforce the use of contractions.                             <ul style="list-style-type: none"> <li>▪ <i>Do you like...?</i> (yes or no question)</li> <li>▪ <i>Don't...</i> (contracted form of 'do not')</li> </ul> </li> <li>- Using 'a/an' in front of singular nouns. We use 'a' in front of singular nouns that begin with consonant sounds and 'an' in front of singular nouns that begin with a vowel.                             <ul style="list-style-type: none"> <li>- a lemon            - an orange</li> <li>- a banana        - an apple</li> <li>- a peach           - an avocado</li> </ul> </li> </ul> </li> </ul>
ອາທິດທີ 16 Week 16	ທົບທວນຄືນບົດທີ 2–8 ແລະ ສອບເສັງທ້າຍພາກ

ການປະເມີນຜົນການຮຽນ Evaluation	1. ການເຂົ້າຮ່ວມຮຽນ 10% 2. ກິດຈະກຳບຸກຄົນ 20% 3. ກິດຈະກຳກຸ່ມ 15% 4. ສອບເສັ້ງກາງພາກ 25% 5. ສອບເສັ້ງທ້າຍພາກ 30% <b>ລວມ 100%</b>
ເອກະສານອ້າງອີງ References	1. ເວັບໄຊ: <a href="http://www.learningplanet.com/act/abcorder.asp">www.learningplanet.com/act/abcorder.asp</a> 2. ເວັບໄຊ: <a href="http://www.learningplanet.com/act/fl/aact/index.asp">www.learningplanet.com/act/fl/aact/index.asp</a> 3. ເວັບໄຊ: <a href="http://www.lil-fingers.com/abc/intro.html">www.lil-fingers.com/abc/intro.html</a> 4. ເວັບໄຊ: <a href="http://www.literacycenter.net/lessonview_en.htm">www.literacycenter.net/lessonview_en.htm</a> 5. ເວັບໄຊ: <a href="http://www.primarygames.com/theabcgame/start.htm">www.primarygames.com/theabcgame/start.htm</a>
ຜູ້ຮຽບຮຽງ Prepared by	ປທ. ທ່ານ ແສງແກ້ວ ພັນທະລັດ ກົມສ້າງຄູ ກະຊວງສຶກສາທິການ ແລະ ກິລາ ໂທ: 020 55117357

## Reference:

1. <https://www.youtube.com/watch?v=QjGPMnuAalY>
2. [https://www.youtube.com/watch?v=CuI\\_p7a9VGs](https://www.youtube.com/watch?v=CuI_p7a9VGs)
3. (<https://www.youtube.com/watch?v=dpnUYVezBVw>)
4. [WWW.learningplanet.com/act/abcorder.asp](http://WWW.learningplanet.com/act/abcorder.asp)
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