

# Scope and Sequence

## English Land, Second Edition Level 2

UNIT	TARGET LANGUAGE	RECEPTIVE LANGUAGE	REVIEW
<b>Welcome Activities</b>	<i>Hello! Goodbye! Yes. No. I'm (Anna). teacher</i> Classroom objects: <i>crayon, pencil, eraser</i> Colors: <i>blue, green, red, yellow</i>	<i>Stand up. Sit down. Look. Listen. Quiet, please. Try again! Pick up (a pencil). What's this? What color is it? Point to (a yellow crayon). Touch something (red).</i>	
<b>Hello</b>	Classroom objects: <i>bag, book, pen, pencil, eraser, crayon, pencil case, ruler</i> Colors: <i>blue, green, red, yellow</i>	<i>Say hello. Hello everyone. What color is it? It's (red). What is it? Classroom language: Open your books. Look! This is... Listen. Point to a (pencil).</i>	<i>Hello! Goodbye! I'm (Anna).</i>
<b>1. My face</b>	Parts of the face: <i>ears, eyes, face, hair, mouth, nose</i> Colors: <i>brown, orange, pink, purple</i> <i>happy, sad, big, small, flower</i> <i>My (blue) (eyes). I'm (happy). Thank you! Yes! No!</i>	<i>What color is it? What's missing? Happy or sad? We're happy/sad. Everything's great/bad. Boo-hoo! Hooray! Classroom language: Cut out. Look at me! It's story time!</i>	Colors: <i>blue, green, red, yellow</i> Classroom objects
<b>2. Animals</b>	Animals: <i>elephant, giraffe, hippo, lion, rhino, zebra.</i> <i>It's a (lion). A bird? It's (gray).</i> Numbers 1–5. <i>(three) (giraffes)</i> Colors: <i>black, gray, white</i> <i>bird, baby, leopard, tiger</i>	<i>This is a (giraffe). What color is it? How many lions?. What is it? Is it (big)? Touch something (black). What's this? How many (gray) animals? Is the elephant happy? cat, body, with</i>	Colors <i>big, small</i>
<b>3. My toys</b>	Toys: <i>ball, car, cowboy, dinosaur, doll, spaceman, boat, kite, teddy bear, train, yo-yo</i> <i>What is it? It's a (blue) (ball). (ten) (balls)</i> Numbers 6–10 Shapes: <i>circle, rectangle, square, triangle</i>	<i>It isn't a (doll). It isn't (blue). What color is number (six)? Close your eyes. What's missing? How many (dolls)?. Is (the boy) happy? What's your toy? It isn't (a train). Jump (six) times. How many (circles)? Is it (big)? Point to a (doll). What number?</i>	Colors Numbers 1–5 <i>It's a (ball). It's (blue). big, small.</i>
<b>4. Food</b>	Food: <i>bread, cheese, chicken, pizza, spaghetti, water, apples, bananas, milk, pears, cake, eggs, meat, sandwiches</i> <i>I like (cheese). Yummy. I don't like (milk). Stop! Sorry! milkshake, seed, tree</i>	<i>Do you like (pizza)? What is it? What are they? Plant the seed. Now. Is it/are they big? Look! This is Scamp. Well done!</i>	Colors Numbers 1–10 <i>It's a (big tree). It's (brown). big, small, flower</i>
<b>5. My body</b>	Parts of the body: <i>arms, body, head, legs, belly, feet, fingers, hands, toes. long, short, stretch, mirrors</i> <i>I have (a big body). I have (five toes).</i> Sports: <i>soccer, gymnastics, tennis</i>	<i>How many (fingers)? Touch your (legs). How many fingers does he have? Does he have (long hair)? He/She has (a big head). (Nose). Up/down! Come on! Who has (a big head)? A circus! Who am I? Do you like (tennis)? What color is it? Is it big or small?</i> Classroom language	Colors Numbers 1–10 <i>I like (tennis). It's (yellow). big, small, hair, nose</i>

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<b>6. My house</b>	The house: <i>bathroom, bedroom, garden, house, kitchen, living room</i> Household items: <i>chair, door, table, window</i> <i>It's in the (bedroom). Is it in the (bathroom)? It isn't in the (bathroom). Oh (no)! boot, snail</i>	<i>Where's the (table)? Is it (big)? Where's the (ball)? What color is it? What's your favorite room? How many (doors)? Who's this? Make a (square). hat, monster</i>	Colors Numbers 1–10 Shapes <i>It's a (table). It's (blue)/(big). I like (this house). big, small, bag, boat, book, doll, teddy bear, pizza</i>
<b>7. My clothes</b>	Clothes: <i>boots, dress, hat, shirt, skirt, pants, coat, shoes, sweater, T-shirt, scarf, shorts</i> <i>I'm wearing (a dress). I'm wearing (a green sweater). Thank you. It's hot/cold.</i>	<i>What are you wearing? The (dress) is in the (kitchen). He's/She's wearing (brown) (boots). chameleon</i>	Colors Numbers 1–10 House words <i>It's (red). It's a (T-shirt).</i>
<b>8. My party</b>	Pets: <i>bird, cat, dog, duck, mouse, rabbit, fish, hamster, horse, tortoise, chicken, cow, pig, sheep.</i> <i>party, a mouse in a boat, a mouse with a (kite). Look out! Stop!</i>	<i>Look! What's this? Is it big/small? Do you have a (pet)? What color is it/are they? Point to the (kite). Does Mickey like hamsters? Is it a kitchen? Is Minnie happy? What are these? What color are they? Do you like (dogs)? What are you wearing? Put on your (shirt). Is it big or small? How many (birds)? mice, farm</i>	Colors Clothes Food Numbers 1–10 Toys <i>I have a (dog). I like (cheese). I don't like (water). Do you like (hamsters)? It's a (kite). It's (red). Jump, stamp, clap your hands, touch (your ears), touch the ground, stretch your (body), put on your (hat). Hooray! I'm wearing a (green) (dress).</i>
<b>Easter</b>	<i>chick, Easter, egg, flower, lamb, rabbit</i> <i>It's a chick. Happy Easter!</i>	<i>Easter time. What's this? How many (chicks)? What color is it/are the (flowers)? Easter basket.</i> Classroom language	Colors <i>baby</i> <i>Clap, jump, stamp, touch (your head).</i>
<b>Christmas</b>	<i>Christmas, lights, present, cake, stocking, turkey, Santa, tree.</i> <i>I like (presents). Merry Christmas!</i>	<i>Look! Hooray! Is it a (stocking)? It's (big and green). What is it? Look at my present!</i> Classroom language	Toys <i>It's (Santa).</i>