

Unit 01 Lesson Plan

Unit	Unit 1 What Will You Do?
Target Sentences	I am going to be a cook. I will open a restaurant.
Target Words	nurse, firefighter, cook, fashion designer, actor, help people, put out fires, design clothes, open a restaurant, act in movies
Objectives	a. Students will be able to understand the target patterns: <i>be going to / will</i> b. Students will be able to write about their future dreams.
Materials	Student Book pp.8–13, Workbook pp.4–6, Job flashcards, Action flashcards

Activity/Time	Contents
Introduction: Greeting 5 mins	Greetings & Daily Routine: Welcome the students to the class and take attendance. Start the class by asking about 1) dates (calendar), 2) weather, 3) feelings.
Warm up: 5 mins	Talking about dream jobs Ask some simple questions to lead into the lesson focus. <i>T: What do you want to be?</i> <i>Ss: I want to be a doctor.</i> <i>T: What will you do?</i> <i>Ss: I will help people.</i>
Presentation: 5 mins	Meet the Words (p.8) Picture reading Look at page 8 and talk about the pictures. <i>T: What do you see?</i> <i>Ss: I see a nurse. I see a firefighter. I see a cook.</i> Listen, point, and repeat. 1. Play audio file 01 and have the students listen and point to the correct pictures. 2. As the students listen to the audio file, have them repeat the words.

Activity/Time	Contents
Main Lesson: Practice 01 5 mins	Activities on 'Write the Words' (p.9) A. Complete the pictures with the stickers, then trace. 1. Have the students look at the incomplete pictures. 2. Have them choose the correct stickers for each picture and stick. 3. Then have them trace the words on the line. B. Look and unscramble the letters. 1. Have the students look at the pictures. 2. Have them unscramble the letters. 3. Then have them write the correct words on the lines.
Main Lesson: Practice 02 10 mins	Activities on 'Write the Sentences' (p.10-11) A. Look, read, and match. 1. Have the students look at the pictures. 2. Have them match each picture with the correct sentence. B. Look, choose, and write. 1. Have the students look at the pictures. 2. Have them choose the correct word and write on the lines. C. Unscramble the words. 1. Have the students look at the pictures. 2. Have them unscramble the words and write the sentences. Find the Pattern!: <i>be going to</i> / <i>will</i> 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain that <i>be going to</i> is used to talk about future plans and <i>will</i> is used to talk about future actions.
Main Lesson: Practice 03 5-7 mins	Activities on 'Meet the Sample Writing' (p.12) Read the journal, then listen. 1. Have the students read the journal. 2. Play audio file 02 and have the students listen carefully. 3. Have them look at the picture and check the correct one. 4. Check the answer and read the story again together.

Activity/Time	Contents
Main Lesson: Practice 04 10 mins	Activities on 'Write My Story' (p.13) A. Read the sample writing, then fill in the blanks. 1. Have the students go back to the sample writing on page 12. 2. Have them write the answers in the blanks. B. Ask your friends what they are going to be. Write what they will do. 1. Have the students ask two classmates what they are going to be. 2. Have them write what each classmate will do in the writing template. 3. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: "Find Your Dream Job" Materials: Job flashcards (nurse, firefighter, cook, fashion designer, actor), Action flashcards (help people, put out fires, design clothes, open a restaurant, act in movies) 1. Give each student one job flashcard and one action flashcard that do not match. 2. Have the students stand up and walk around the classroom. 3. Have the students walk around the classroom, saying a sentence with their action flashcard aloud to find the student with the matching job flashcard. <i>Ss: I will put out fires.</i> 4. If a student has the matching job flashcard, have the student give the flashcard to the classmate who needs it. 5. After receiving the matching job flashcard, have the student make a sentence using the target pattern. <i>Ss: I am going to be a firefighter.</i> 6. Students continue walking until they have both matching flashcards. 7. Students who complete both matching flashcards return to their seats. 8. Continue until everyone has both matching flashcards.
Wrap up: 5 mins	1. Review the target pattern: <i>be going to / will</i> 2. Have the students answer questions about their dream jobs as pairs. <i>S1: What are you going to be?</i> <i>S2: I am going to be a nurse.</i> <i>S1: What will you do?</i> <i>S2: I will help people.</i> 3. Ask for volunteers or call on some students to share their answers with the class. Homework Assign the homework from Workbook pp.4–6. Clean up and say goodbye

Unit 02 Lesson Plan

Unit	Unit 2 We Love Sundaes
Target Sentences	I had a sundae with a little chocolate syrup.
Target Words	sundae, syrup, sprinkles, peanuts, cherries, strawberries, a couple of, a few, a lot of, a little
Objectives	a. Students will be able to understand the target patterns: <i>a little / a few / a lot of / a couple of</i> b. Students will be able to write about making their favorite sundae.
Materials	Student Book pp.14–19, Workbook pp.7–9, Sundae ingredient flashcards, Quantity flashcards

Activity/Time	Contents
Introduction: Greeting 5 mins	Greetings & Daily Routine: Welcome the students to the class and take attendance. Start the class by asking about 1) dates (calendar), 2) weather, 3) feelings.
Warm up: 5 mins	Talking about ice cream Ask some simple questions to lead into the lesson focus. <i>T: Do you like ice cream?</i> <i>Ss: Yes, I do.</i> <i>T: What toppings do you like?</i> <i>Ss: I like strawberries.</i> <i>T: What do you put on your sundae?</i> <i>Ss: I put sprinkles on my sundae.</i>
Presentation: 5 mins	Meet the Words (p.14) Picture reading Look at page 14 and talk about the pictures. <i>T: What do you see?</i> <i>Ss: I see syrup. I see sprinkles. I see cherries.</i> Listen, point, and repeat. 1. Play audio file 03 and have the students listen and point to the correct pictures. 2. As the students listen to the audio file, have them repeat the words.

Activity/Time	Contents
Main Lesson: Practice 01 5 mins	Activities on ‘Write the Words’ (p.15) A. Complete the pictures with the stickers, then trace. 1. Have the students look at the incomplete pictures. 2. Have them choose the correct stickers for each picture and stick. 3. Then have them trace the words on the line. B. Look and write the missing letters. 1. Have the students look at the pictures. 2. Have them write the missing letters for each picture.
Main Lesson: Practice 02 10 mins	Activities on ‘Write the Sentences’ (p.16-17) A. Look, read, and match. 1. Have the students look at the pictures. 2. Have them match each picture with the correct sentence. B. Look, choose, and write. 1. Have the students look at the pictures. 2. Have them choose the correct words and write on the lines. C. Unscramble the words. 1. Have the students look at the pictures. 2. Have them unscramble the words and write the sentences on the lines. Find the Pattern!: <i>a little / a few / a lot of / a couple of</i> 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain when to use <i>a little, a few, a lot of</i> , and <i>a couple of</i> .
Main Lesson: Practice 03 5-7 mins	Activities on ‘Meet the Sample Writing’ (p.18) Read the diary, then listen. 1. Have the students read the diary. 2. Play audio file 04 and have the students listen carefully. 3. Have them look at the picture and check the correct one. 4. Check the answer and read the diary again together.

Activity/Time	Contents
Main Lesson: Practice 04 10 mins	Activities on ‘Write My Story’ (p.19) A. What sundae do you want? What sundaes do your friends want? Draw and write about them. 1. Have the students look at the writing template. 2. Have them draw the sundaes they want and the sundaes their friends want. 3. Have them complete the writing using the target patterns. 4. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: “Build a Sundae” Materials: Ingredient flashcards (syrup, sprinkles, peanuts, cherries, strawberries), Quantity flashcards (a little, a few, a lot of, a couple of), drawing paper 1. Divide the class into groups of four. 2. Give each group a sheet of drawing paper. 3. Have one student from each group come to the front. 4. Have each student draw one ingredient flashcard and one quantity flashcard. 5. The students make a sentence using the two flashcards. <i>Ss: I want a few strawberries.</i> <i>Ss: I want a little chocolate syrup.</i> 6. The groups listen carefully and draw the ingredient with the correct quantity on their sundae. 7. Continue until all the ingredients have been announced. 8. Have the groups compare their sundaes with one another and check whether they drew the correct ingredients and quantities.
Wrap up: 5 mins	1. Review the target pattern: <i>a little / a few / a lot of / a couple of</i> 2. Have the students talk about ice cream as pairs. <i>S1: What do you need?</i> <i>S2: I need a few cherries.</i> <i>S1: What else do you need?</i> <i>S2: I need a little syrup.</i> 3. Ask for volunteers or call on some students to share their school days with the class. Homework Assign the homework from Workbook pp.7–9. Clean up and say goodbye

Unit 03 Lesson Plan

Unit	Unit 3 Earth Is the Best
Target Sentences	Earth is the best planet.
Target Words	Sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, planets, space, closest, hottest, coldest, brightest, lightest, biggest, smallest, best
Objectives	a. Students will be able to understand the target patterns: <i>the -est</i> b. Students will be able to write about planets using superlatives.
Materials	Student Book pp.20–25, Workbook pp.10–12, Planet word cards, Superlative word cards

Activity/Time	Contents
Introduction: Greeting 5 mins	Greetings & Daily Routine: Welcome the students to the class and take attendance. Start the class by asking about 1) dates (calendar), 2) weather, 3) feelings.
Warm up: 5 mins	Talking about space Ask some simple questions to lead into the lesson focus. <i>T: Do you like space?</i> <i>Ss: Yes, I do. / No, I don't.</i> <i>T: Do you know any planets?</i> <i>Ss: Earth. Mars. Jupiter.</i> <i>T: Which planet do we live on?</i> <i>Ss: Earth.</i>
Presentation: 5 mins	Meet the Words (p.20) Picture reading Look at page 20 and talk about the pictures. <i>T: What do you see?</i> <i>Ss: I see Earth. I see Mars. I see Jupiter.</i> Listen, point, and repeat. 1. Play audio file 05 and have the students listen and point to the correct pictures. 2. As the students listen to the audio file, have them repeat the words.

Activity/Time	Contents
Main Lesson: Practice 01 5 mins	Activities on 'Write the Words' (p.21) A. Put the stickers in the correct places, then trace. 1. Have the students look at the solar system picture. 2. Have them put the planet stickers in the correct places. 3. Then have them trace the words on the line. B. Look and unscramble the letters. 1. Have the students look at the pictures. 2. Have them unscramble the letters and write the words on the lines.
Main Lesson: Practice 02 10 mins	Activities on 'Write the Sentences' (p.22-23) A. Look, read, and match. 1. Have the students look at the pictures. 2. Have them match each picture with the correct sentence. B. Look, choose, and write. 1. Have the students look at the pictures. 2. Have them choose the correct words and write them on the lines. C. Unscramble the words. 1. Have the students look at the pictures. 2. Have them unscramble the words and write the sentences on the lines. Find the Pattern!: <i>the -est</i> 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain how superlative adjectives are used to compare three or more things.
Main Lesson: Practice 03 5-7 mins	Activities on 'Meet the Sample Writing' (p.24) Read the journal, then listen. 1. Have the students read the journal. 2. Play audio file 06 and have the students listen carefully. 3. Have them look at the picture and check the correct one. 4. Check the answer and read the story again together.

Activity/Time	Contents
Main Lesson: Practice 04 10 mins	Activities on ‘Write My Story’ (p.25) A. Draw the solar system and label the planets, then write about them. 1. Have the students look at the writing template. 2. Have them draw the solar system and label the planets. 3. Have them write about the planets on the lines using the target pattern. 4. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: “Super Planet Challenge” Materials: Planet word cards (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune), Superlative word cards (closest, hottest, biggest, smallest, brightest, lightest, coldest, best) 1. Divide the class into groups of four. 2. Give each group one set of planet word cards and one set of superlative word cards. 3. Place the planet word cards face up on the desk and the superlative word cards face down. 4. Have the students take turns drawing one superlative word card. 5. Have the student choose the matching planet word card and make a sentence using the target pattern. <i>Ss: Jupiter is the biggest planet.</i> 6. If the sentence is correct, the student keeps both word cards. 7. Continue until all the superlative word cards have been used. 8. The student with the most word card pairs wins the game.
Wrap up: 5 mins	1. Review the target pattern: <i>the -est</i> 2. Have the students answer questions about planets as pairs. <i>S1: Which planet is the biggest?</i> <i>S2: Jupiter is the biggest planet.</i> <i>S1: Which planet is the best?</i> <i>S2: Earth is the best planet.</i> 3. Ask for volunteers or call on some students to share answers with the class. Homework Assign the homework from Workbook pp.10–12. Clean up and say goodbye

Unit 04 Lesson Plan

Unit	Unit 4 Waiting for the Weekend
Target Sentences	I always sleep in on the weekend.
Target Words	go to the movies, go to the playground, sleep in, play sports, use my computer, never, sometimes, often, always
Objectives	a. Students will be able to understand the target patterns: <i>sometimes / often / always / never</i> b. Students will be able to write about what they do on the weekend.
Materials	Student Book pp.26–31, Workbook pp.13–15, Activity word cards, Frequency word cards

Activity/Time	Contents
Introduction: Greeting 5 mins	Greetings & Daily Routine: Welcome the students to the class and take attendance. Start the class by asking about 1) dates (calendar), 2) weather, 3) feelings.
Warm up: 5 mins	Talking about weekends Ask some simple questions to lead into the lesson focus. <i>T: What do you do on the weekend?</i> <i>Ss: I play sports.</i> <i>T: Do you go to the movies?</i> <i>Ss: Yes, I do. / No, I don't.</i> <i>T: How often do you use your computer?</i> <i>Ss: Sometimes. / Often.</i>
Presentation: 5 mins	Meet the Words (p.26) Picture reading Look at page 26 and talk about the pictures. <i>T: What do you see?</i> <i>Ss: I see children playing sports. I see a girl using her computer.</i> Listen, point, and repeat. 1. Play audio file 07 and have the students listen and point to the correct pictures. 2. As the students listen to the audio file, have them repeat the words.

Activity/Time	Contents
Main Lesson: Practice 01 5 mins	Activities on 'Write the Words' (p.27) A. Complete the pictures with the stickers, then trace. 1. Have the students look at the incomplete pictures. 2. Have them complete the pictures with the correct stickers. 3. Then have them trace the phrases on the line. B. Look and write the missing letters. 1. Have the students look at the calendars and the incomplete words. 2. Have them complete the frequency words by writing the missing letters.
Main Lesson: Practice 02 10 mins	Activities on 'Write the Sentences' (p.28-29) A. Look, circle, and write. 1. Have the students look at the pictures. 2. Have them circle the correct words. 3. Then have them write the answers on the lines. B. Look, choose, and write. 1. Have the students look at the pictures. 2. Have them choose the correct words and write on the lines. C. Unscramble the words. 1. Have the students look at the pictures. 2. Have them unscramble the words and write the sentences on the lines. Find the Pattern!: <i>sometimes / often / always / never</i> 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain how the frequency adverbs are used to describe how often people do something.
Main Lesson: Practice 03 5-7 mins	Activities on 'Meet the Sample Writing' (p.30) Read the diary, then listen. 1. Have the students read the diary. 2. Play audio file 08 and have the students listen carefully. 3. Have them look at the picture and check the correct one. 4. Check the answer and read the diary again together.

Activity/Time	Contents
Main Lesson: Practice 04 10 mins	Activities on 'Write My Story' (p.31) A. Read the sample writing, then fill in the blanks. 1. Have the students go back to the sample writing on page 30. 2. Have them write the answers in the blanks. B. What do you do on the weekend? Write about it. 1. Have the students look at the writing template. 2. Have them write about what they do on the weekend using the target pattern. 3. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: "Weekend Bingo" Materials: Activity word cards (go to the movies, go to the playground, sleep in, play sports, use my computer), Frequency word cards (always, often, sometimes, never), Bingo sheets 1. Give each student a 3 × 3 bingo sheet. 2. Have the students write all five activities and all four frequency words in the boxes. 3. Shuffle the activity word cards and frequency word cards separately and place them face down. 4. Have one student draw one activity word card and one frequency word card. 5. Have the student make a sentence using the two word cards. <i>Ss: I often sleep in.</i> 6. Students cross out both matching boxes on their bingo sheets. For example, if the sentence is "I often sleep in," they cross out "often" and "sleep in." 7. Continue until a student completes a row. The first student to complete a row says, "Bingo!" 8. Have the winner make three sentences using the words in the completed row.
Wrap up: 5 mins	1. Review the target pattern: <i>sometimes / often / always / never</i> 2. Have the students answer questions about their weekend activities as pairs. <i>S1: What do you do on the weekend?</i> <i>S2: I always sleep in.</i> <i>S1: How often do you go to the movies?</i> <i>S2: I sometimes go to the movies.</i> 3. Ask for volunteers or call on some students to share answers with the class. Homework Assign the homework from Workbook pp.13–15. Clean up and say goodbye

Unit 05 Lesson Plan

Unit	Unit 5 Surprise Party
Target Sentences	She will blow out the candles at one thirty.
Target Words	decorate, order, hide, yell, blow out, two o'clock, one fifteen, one thirty, twelve forty-five
Objectives	a. Students will be able to understand the target patterns: <i>one o'clock / one fifteen / one thirty / twelve forty-five</i> b. Students will be able to write an email about a surprise party.
Materials	Student Book pp.32–37, Workbook pp.16–18, Party action word cards, Time word cards

Activity/Time	Contents
Introduction: Greeting 5 mins	Greetings & Daily Routine: Welcome the students to the class and take attendance. Start the class by asking about 1) dates (calendar), 2) weather, 3) feelings.
Warm up: 5 mins	Talking about birthday parties Ask some simple questions to lead into the lesson focus. <i>T: What do you do at a birthday party?</i> <i>Ss: We eat cake.</i> <i>T: What time does your birthday party start?</i> <i>Ss: At two o'clock.</i>
Presentation: 5 mins	Meet the Words (p.32) Picture reading Look at page 32 and talk about the pictures. <i>T: What do you see?</i> <i>Ss: I see people decorating the room. I see a birthday cake. I see a girl blowing out the candles.</i> Listen, point, and repeat. 1. Play audio file 09 and have the students listen and point to the correct pictures. 2. As the students listen to the audio file, have them repeat the words.

Activity/Time	Contents
Main Lesson: Practice 01 5 mins	Activities on 'Write the Words' (p.33) A. Complete the pictures with the stickers, then trace. 1. Have the students look at the incomplete pictures. 2. Have them choose the correct stickers for each picture and stick. 3. Then have them trace the time expressions on the line. B. Look and write the missing letters. 1. Have the students look at the pictures. 2. Have them write the missing letters on the lines for each picture.
Main Lesson: Practice 02 10 mins	Activities on 'Write the Sentences' (p.34-35) A. Look, read, and match. 1. Have the students look at the pictures. 2. Have them match each picture with the correct sentence. B. Correct the mistakes and write the sentences. 1. Have the students look at the pictures and sentences. 2. Have them find the mistakes in the sentences. 3. Have them write the correct sentences on the lines. C. Unscramble the words. 1. Have the students look at the pictures. 2. Have them unscramble the words and write the sentences on the lines. Find the Pattern!: <i>one o'clock / one fifteen / one thirty / twelve forty-five</i> 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain how to tell the time using the target expressions.
Main Lesson: Practice 03 5-7 mins	Activities on 'Meet the Sample Writing' (p.36) Read the email, then listen. 1. Have the students read the email. 2. Play audio file 10 and have the students listen carefully. 3. Have them look at the picture and check the correct one. 4. Check the answer and read the email again together.

Activity/Time	Contents
Main Lesson: Practice 04 10 mins	Activities on 'Write My Story' (p.37) A. Read the sample writing, then fill in the blanks. 1. Have the students go back to the sample writing on page 36. 2. Have them write the answers in the blanks. B. A friend's birthday is coming soon. Plan a surprise party. Write an email to your friends about it. 1. Have the students look at the writing template. 2. Have them write an email about a surprise party using the target patterns. 3. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: "Plan a Surprise Party" Materials: Party action word cards (decorate, order a pizza, hide, yell, blow out the candles), Time word cards (twelve forty-five, one fifteen, one thirty, one forty-five, two o'clock), Party schedule 1. Divide the class into groups of four. 2. Give each group one party schedule worksheet. 3. Shuffle the party action word cards and time word cards separately and place them face down. 4. Have the students take turns drawing one party action word card and one time word card. 5. Have the student make a sentence using the two word cards. <i>Ss: We will order a pizza at one fifteen.</i> 6. The groups write the activity in the correct time on their party schedule. 7. Continue until all the time slots on the party schedule have been filled. 8. Have each group come to the front and introduce their party schedule to the class.
Wrap up: 5 mins	1. Review the target pattern: <i>one o'clock / one fifteen / one thirty / twelve forty-five</i> 2. Have the students answer questions about party schedule as pairs. <i>S1: What will you do at one fifteen?</i> <i>S2: We will order a pizza.</i> <i>S1: What will you do at two o'clock?</i> <i>S2: Amanda will come.</i> 3. Ask for volunteers or call on some students to share answers with the class. Homework Assign the homework from Workbook pp.16–18. Clean up and say goodbye

Unit 06 Lesson Plan

Unit	Unit 6 Vacation Plans
Target Sentences	Maybe we can go scuba diving. We can see a shark.
Target Words	relax, go fishing, go on a safari, go rock climbing, go scuba diving, mountains, cliff, animals, coral, shark
Objectives	a. Students will be able to understand the target patterns: <i>Maybe... can / can</i> b. Students will be able to write about their vacation plans.
Materials	Student Book pp.44–49, Workbook pp.22–24, Vacation word cards, Sight word cards

Activity/Time	Contents
Introduction: Greeting 5 mins	Greetings & Daily Routine: Welcome the students to the class and take attendance. Start the class by asking about 1) dates (calendar), 2) weather, 3) feelings.
Warm up: 5 mins	Talking about vacations Ask some simple questions to lead into the lesson focus. <i>T: Where do you want to go on your vacation?</i> <i>Ss: I want to go to the mountains.</i> <i>T: What can you do there?</i> <i>Ss: I can go fishing.</i>
Presentation: 5 mins	Meet the Words (p.44) Picture reading Look at page 44 and talk about the pictures. <i>T: What do you see?</i> <i>Ss: I see a cliff. I see a shark. I see people scuba diving.</i> Listen, point, and repeat. 1. Play audio file 11 and have the students listen and point to the correct pictures. 2. As the students listen to the audio file, have them repeat the words.

Activity/Time	Contents
Main Lesson: Practice 01 5 mins	Activities on 'Write the Words' (p.45) A. Complete the pictures with the stickers, then trace. 1. Have the students look at the incomplete pictures. 2. Have them complete the pictures with the correct stickers. 3. Then have them trace the words on the line. B. Look, choose, and write. 1. Have the students look at the pictures. 2. Have them choose the correct phrases and write on the lines.
Main Lesson: Practice 02 10 mins	Activities on 'Write the Sentences' (p.46-47) A. Look, read, and match. 1. Have the students look at the pictures. 2. Have them match each picture with the correct sentence. B. Look, choose, and write. 1. Have the students look at the pictures. 2. Have them choose the correct words and write on the lines. C. Unscramble the words. 1. Have the students look at the pictures. 2. Have them unscramble the words and write the sentences on the lines. Find the Pattern!: <i>Maybe... can / can</i> 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain that <i>Maybe</i> is used to talk about possible plans and <i>can</i> is used to talk about activities or things people can do.
Main Lesson: Practice 03 5-7 mins	Activities on 'Meet the Sample Writing' (p.48) Read the journal, then listen. 1. Have the students read the journal. 2. Play audio file 12 and have the students listen carefully. 3. Have them look at the picture and check the correct one. 4. Check the answer and read the story again together.

Activity/Time	Contents
Main Lesson: Practice 04 10 mins	Activities on 'Write My Story' (p.49) A. Read the sample writing, then fill in the blanks. 1. Have the students go back to the sample writing on page 48. 2. Have them write the answers in the blanks. B. Imagine your vacation. What can you do? What can you see? Write about it. 1. Have the students look at the writing template. 2. Have them write about their vacation using the target patterns. 3. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: "Vacation Memory Match" Materials: Vacation word cards (relax, go fishing, go on a safari, go rock climbing, go scuba diving), Sight word cards (mountains, cliff, animals, coral, shark) 1. Divide the class into groups of four. 2. Shuffle the vacation word cards and sight word cards separately, and place each set face down in a row. 3. Have the students take turns turning over one vacation word card and one sight word card. 4. If the two word cards match, have the student make two sentences using the target patterns. <i>Ss: Maybe I can go on a safari. I can see animals.</i> 5. If the sentences are correct, the student keeps both word cards. If the word cards do not match, turn them face down again. 6. Continue until all the matching pairs have been collected. The student with the most word cards wins.
Wrap up: 5 mins	1. Review the target pattern: <i>Maybe... can / can</i> 2. Have the students answer questions about vacations as pairs. <i>S1: Where do you want to go?</i> <i>S2: Maybe we can go on a safari.</i> <i>S1: What can we see there?</i> <i>S2: We can see animals.</i> 3. Ask for volunteers or call on some students to share answers with the class. Homework Assign the homework from Workbook pp.22–24. Clean up and say goodbye

Unit 07 Lesson Plan

Unit	Unit 7 Healthy Life
Target Sentences	Go to bed early. Don't watch too much TV.
Target Words	play sports, wash your hands, eat healthy food, go to bed early, eat fast food, eat too many sweets, go to bed late, watch too much TV
Objectives	a. Students will be able to understand the target patterns: <i>Do / Don't</i> b. Students will be able to write about healthy habits.
Materials	Student Book pp.50–55, Workbook pp.25–27, Habit word cards, Do/Don't word cards

Activity/Time	Contents
Introduction: Greeting 5 mins	Greetings & Daily Routine: Welcome the students to the class and take attendance. Start the class by asking about 1) dates (calendar), 2) weather, 3) feelings.
Warm up: 5 mins	Talking about healthy habits Ask some simple questions to lead into the lesson focus. <i>T: Do you play sports?</i> <i>Ss: Yes, I do. / No, I don't.</i> <i>T: Do you wash your hands before meals?</i> <i>Ss: Yes, I do.</i> <i>T: Do you eat healthy food?</i> <i>Ss: Yes, I do.</i>
Presentation: 5 mins	Meet the Words (p.50) Picture reading Look at page 50 and talk about the pictures. <i>T: What do you see?</i> <i>Ss: I see children playing sports. I see a girl washing her hands.</i> Listen, point, and repeat. 1. Play audio file 13 and have the students listen and point to the correct pictures. 2. As the students listen to the audio file, have them repeat the words.

Activity/Time	Contents
Main Lesson: Practice 01 5 mins	Activities on 'Write the Words' (p.51) A. Complete the pictures with the stickers, then trace. 1. Have the students look at the incomplete pictures. 2. Have them choose the correct stickers for each picture and stick. 3. Then have them trace the words on the line. B. Look and write the missing letters. 1. Have the students look at the pictures. 2. Have them complete the words by writing the missing letters.
Main Lesson: Practice 02 10 mins	Activities on 'Write the Sentences' (p.52-53) A. Look, read, and match. 1. Have the students look at the pictures. 2. Have them match each picture with the correct sentence. B. Correct the mistakes and write the sentences. 1. Have the students look at the pictures. 2. Have them read the sentences and find the mistakes. 3. Have them write the correct sentences on the lines. C. Unscramble the words. 1. Have the students look at the pictures. 2. Have them unscramble the words and write the sentences on the lines. Find the Pattern!: <i>Do</i> / <i>Don't</i> 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain that <i>Do</i> gives positive advice and <i>Don't</i> gives negative advice.
Main Lesson: Practice 03 5-7 mins	Activities on 'Meet the Sample Writing' (p.54) Read the diary, then listen. 1. Have the students read the diary. 2. Play audio file 14 and have the students listen carefully. 3. Have them look at the picture and check the correct one. 4. Check the answer and read the diary again together.

Activity/Time	Contents
Main Lesson: Practice 04 10 mins	Activities on 'Write My Story' (p.55) A. Read the sample writing, then fill in the blanks. 1. Have the students go back to the sample writing on page 54. 2. Have them write the answers in the blanks. B. What are your good and bad habits for a healthy life? Write about them. 1. Have the students look at the writing template. 2. Have them write about their good and bad habits for a healthy life using the target patterns. 3. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: "Do or Don't?" Materials: Habit word cards (play sports, wash your hands, eat healthy food, go to bed early, eat fast food, eat too many sweets, go to bed late, watch too much TV), Do/Don't word cards 1. Divide each group into two teams. 2. Place the habit word cards face down on the desk. 3. Give one team a <i>Do</i> word card and the other team a <i>Don't</i> word card. 4. Have the teams take turns turning over one habit word card. 5. If the habit matches their <i>Do</i> or <i>Don't</i> word card, have the student make a sentence using the target pattern. <i>Ss: Do play sports.</i> <i>Ss: Don't eat fast food.</i> 6. If the sentence is correct, the team keeps the word card. If not, return the word card face down. 7. Continue until one team collects all four matching habit word cards. The first team to collect all four word cards wins.
Wrap up: 5 mins	1. Review the target pattern: <i>Do / Don't</i> 2. Have the students answer questions about healthy habits as pairs. <i>S1: What should we do to be healthy?</i> <i>S2: Play sports.</i> <i>S1: What shouldn't we do?</i> <i>S2: Don't watch too much TV.</i> 3. Ask for volunteers or call on some students to share answers with the class. Homework Assign the homework from Workbook pp.25–27. Clean up and say goodbye

Unit 08 Lesson Plan

Unit	Unit 8 I Lost My Things
Target Sentences	I lost my wallet. I was walking the dog.
Target Words	wallet, beanie, gloves, scarf, playing in the park, walking the dog, using the restroom, looking around a shop
Objectives	a. Students will be able to understand the target patterns: <i>was/were + -ing</i> b. Students will be able to write about losing things.
Materials	Student Book pp.56–61, Workbook pp.28–30, Thing word cards, Activity word cards

Activity/Time	Contents
Introduction: Greeting 5 mins	Greetings & Daily Routine: Welcome the students to the class and take attendance. Start the class by asking about 1) dates (calendar), 2) weather, 3) feelings.
Warm up: 5 mins	Talking about lost things Ask some simple questions to lead into the lesson focus. <i>T: Have you ever lost something?</i> <i>Ss: Yes, I have. / No, I haven't.</i> <i>T: What did you lose?</i> <i>Ss: I lost my wallet.</i> <i>T: What were you doing?</i> <i>Ss: I was playing in the park.</i>
Presentation: 5 mins	Meet the Words (p.56) Picture reading Look at page 56 and talk about the pictures. <i>T: What do you see?</i> <i>Ss: I see a wallet. I see a beanie. I see a boy walking the dog.</i> Listen, point, and repeat. 1. Play audio file 15 and have the students listen and point to the correct pictures. 2. As the students listen to the audio file, have them repeat the words.

Activity/Time	Contents
Main Lesson: Practice 01 5 mins	Activities on 'Write the Words' (p.57) A. Complete the pictures with the stickers, then trace. 1. Have the students look at the incomplete pictures. 2. Have them choose the correct stickers for each picture and stick. 3. Then have them trace the words on the line. B. Look and unscramble the letters. 1. Have the students look at the pictures. 2. Have them unscramble the letters and write the words on the lines.
Main Lesson: Practice 02 10 mins	Activities on 'Write the Sentences' (p.58-59) A. Look, read, and match. 1. Have the students look at the pictures. 2. Have them match each picture with the correct sentence. B. Correct the mistakes and write the sentences. 1. Have the students look at the pictures. 2. Have them read the sentences and find the mistakes. 3. Have them write the correct sentences on the lines. C. Unscramble the words. 1. Have the students look at the pictures. 2. Have them unscramble the words and write the sentences on the lines. Find the Pattern!: <i>was/were + -ing</i> 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain that <i>was/were + -ing</i> describes an action that was happening in the past.
Main Lesson: Practice 03 5-7 mins	Activities on 'Meet the Sample Writing' (p.60) Read the journal, then listen. 1. Have the students read the journal. 2. Play audio file 16 and have the students listen carefully. 3. Have them look at the picture and check the correct one. 4. Check the answer and read the story again together.

Activity/Time	Contents
Main Lesson: Practice 04 10 mins	Activities on ‘Write My Story’ (p.61) A. Read the sample writing, then fill in the blanks. 1. Have the students go back to the sample writing on page 54. 2. Have them write the answers in the blanks. B. Imagine you lost some things. Write about it. 1. Have the students look at the writing template. 2. Have write about the things they lost and what they were doing using the target patterns. 3. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: “Drawing Relay” Materials: Thing word cards (wallet, beanie, gloves, scarf), Activity word cards (playing in the park, walking the dog, using the restroom, looking around a shop), whiteboard 1. Divide the class into groups of four. 2. Shuffle the thing word cards and activity word cards separately, and place each set face down. 3. Have one student from a group draw one thing word card and one activity word card. 4. Have the group take turns drawing on the board for 10 seconds each. The students may not write any words. 5. The other groups guess by making two sentences. <i>Ss: I lost my wallet.</i> <i>Ss: I was walking the dog.</i> 6. The first group to say both sentences correctly earns one point. 7. Continue until every group has had a turn. The group with the most points wins.
Wrap up: 5 mins	1. Review the target pattern: <i>was/were + -ing</i> 2. Have the students answer questions about lost things as pairs. <i>S1: What did you lose?</i> <i>S2: I lost my gloves.</i> <i>S1: What were you doing?</i> <i>S2: I was using the restroom.</i> 3. Ask for volunteers or call on some students to share answers with the class. Homework Assign the homework from Workbook pp.28–30. Clean up and say goodbye

Unit 09 Lesson Plan

Unit	Unit 9 Scary Dinosaurs
Target Sentences	What a scary dinosaur! What sharp claws!
Target Words	dinosaur, claws, tail, horn, skeleton, teeth, sharp, huge, long, shiny
Objectives	a. Students will be able to understand the target patterns: <i>What a...! / How...!</i> b. Students will be able to write about dinosaurs.
Materials	Student Book pp.62–67, Workbook pp.31–33, Dinosaur word cards, Adjective word cards

Activity/Time	Contents
Introduction: Greeting 5 mins	Greetings & Daily Routine: Welcome the students to the class and take attendance. Start the class by asking about 1) dates (calendar), 2) weather, 3) feelings.
Warm up: 5 mins	Talking about dinosaurs Ask some simple questions to lead into the lesson focus. <i>T: Do you like dinosaurs?</i> <i>Ss: Yes, I do. / No, I don't.</i> <i>T: What is your favorite dinosaur?</i> <i>Ss: I like Tyrannosaurus Rex.</i> <i>T: What does it look like?</i> <i>Ss: It has sharp teeth.</i>
Presentation: 5 mins	Meet the Words (p.62) Picture reading Look at page 62 and talk about the pictures. <i>T: What do you see?</i> <i>Ss: I see a dinosaur. I see a skeleton. I see sharp teeth.</i> Listen, point, and repeat. 1. Play audio file 17 and have the students listen and point to the correct pictures. 2. As the students listen to the audio file, have them repeat the words.

Activity/Time	Contents
Main Lesson: Practice 01 5 mins	Activities on 'Write the Words' (p.63) A. Complete the pictures with the stickers, then trace. 1. Have the students look at the dinosaur picture. 2. Have them complete the picture with the correct stickers. 3. Then have them trace the words on the line. B. Look and write the missing letters. 1. Have the students look at the pictures. 2. Have them write the missing letters on the lines.
Main Lesson: Practice 02 10 mins	Activities on 'Write the Sentences' (p.64-65) A. Look, read, and match. 1. Have the students look at the pictures. 2. Have them match each picture with the correct sentence. B. Look, choose, and write. 1. Have the students look at the pictures. 2. Have them choose the correct word and write on the lines. C. Unscramble the words. 1. Have the students look at the pictures. 2. Have them unscramble the words and write the sentences on the lines. Find the Pattern!: <i>What a...!</i> / <i>How...!</i> 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain how <i>What</i> and <i>How</i> are used to express surprise or strong feelings.
Main Lesson: Practice 03 5-7 mins	Activities on 'Meet the Sample Writing' (p.66) Read the journal, then listen. 1. Have the students read the journal. 2. Play audio file 18 and have the students listen carefully. 3. Have them look at the picture and check the correct one. 4. Check the answer and read the story again together.

Activity/Time	Contents
Main Lesson: Practice 04 10 mins	Activities on 'Write My Story' (p.67) Choose two dinosaur stickers, then put them in the box and write about them. 1. Have the students choose two dinosaur stickers. 2. Have them put the stickers in the box. 3. Have them complete the writing using the writing template and the target patterns. 4. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: "Complete the Dinosaur!" Materials: Dinosaur word cards (tail, horn, claws, teeth), Adjective word cards (long, huge, sharp, shiny), whiteboard 1. Divide the class into two teams. 2. Draw one dinosaur body without body parts on each side of the whiteboard. 3. Shuffle the dinosaur word cards and adjective word cards separately, and place each set face down. 4. Have one student from each team draw one dinosaur word card and one adjective word card. 5. Have the students say a sentence using the two word cards. <i>Ss: What huge horns!</i> 6. If the sentence is correct, have the students draw the matching body part on their team's dinosaur. 7. The students return to their teams, and the next students take turns. 8. Continue until one team completes its dinosaur. The first team to complete its dinosaur wins.
Wrap up: 5 mins	1. Review the target pattern: <i>What a...! / How...!</i> 2. Have the students answer questions about dinosaurs as pairs. <i>S1: What is your favorite dinosaur?</i> <i>S2: My favorite is Tyrannosaurus Rex.</i> <i>S1: What does it look like?</i> <i>S2: It has sharp teeth.</i> <i>S1: What do you think of it?</i> <i>S2: What a scary dinosaur! / How interesting!</i> 3. Ask for volunteers or call on some students to share answers with the class. Homework Assign the homework from Workbook pp.31–33. Clean up and say goodbye

Unit 10 Lesson Plan

Unit	Unit 10 Fun with Movies
Target Sentences	I have seen the new sci- movie. It was great.
Target Words	action movie, sci-fi movie, comedy, video game, comic book, fantastic, great, okay, not good, terrible
Objectives	a. Students will be able to understand the target patterns: <i>Have you seen...? / I have seen...</i> b. Students will be able to write about movies and other entertainment.
Materials	Student Book pp.68–73, Workbook pp.34–36, Movie word cards, Rating word cards

Activity/Time	Contents
Introduction: Greeting 5 mins	Greetings & Daily Routine: Welcome the students to the class and take attendance. Start the class by asking about 1) dates (calendar), 2) weather, 3) feelings.
Warm up: 5 mins	Talking about movies Ask some simple questions to lead into the lesson focus. <i>T: Do you like movies?</i> <i>Ss: Yes, I do. / No, I don't.</i> <i>T: What kind of movies do you like?</i> <i>Ss: I like action movies.</i>
Presentation: 5 mins	Meet the Words (p.68) Picture reading Look at page 68 and talk about the pictures. <i>T: What do you see?</i> <i>Ss: I see an action movie. I see a comic book. I see a video game.</i> Listen, point, and repeat. 1. Play audio file 19 and have the students listen and point to the correct pictures. 2. As the students listen to the audio file, have them repeat the words.

Activity/Time	Contents
Main Lesson: Practice 01 5 mins	Activities on 'Write the Words' (p.69) A. Complete the pictures with the stickers, then trace. 1. Have the students look at the incomplete pictures. 2. Have them choose the correct stickers for each picture and stick. 3. Then have them trace the words on the line. B. Look, choose, and write. 1. Have the students look at the pictures. 2. Have them choose the correct words and write on the lines.
Main Lesson: Practice 02 10 mins	Activities on 'Write the Sentences' (p.70-71) A. Look, read, and match. 1. Have the students look at the pictures. 2. Have them match each picture with the correct sentence. B. Look, choose, and write. 1. Have the students look at the pictures. 2. Have them choose the correct words and write on the lines. C. Unscramble the words. 1. Have the students look at the pictures and read the sentences. 2. Have them unscramble the words and write the sentences on the lines. Find the Pattern!: <i>Have you seen...? / I have seen...</i> 1. Have the students look at the target patterns. 2. Have them read the sentences with the target patterns. 3. Explain that the present perfect is used to talk about experiences.
Main Lesson: Practice 03 5-7 mins	Activities on 'Meet the Sample Writing' (p.72) Read the email, then listen. 1. Have the students read the email. 2. Play audio file 20 and have the students listen carefully. 3. Have them look at the picture and check the correct one. 4. Check the answer and read the email again together.

Activity/Time	Contents
Main Lesson: Practice 04 10 mins	Activities on 'Write My Story' (p.73) A. Read the sample writing, then fill in the blanks. 1. Have the students go back to the sample writing on page 72. 2. Have them write the answers in the blanks. B. What movies have you seen? Write about them. 1. Have the students look at the writing template. 2. Have them think about movies they have seen and one movie they have not seen yet. 3. Have them complete the email using the target patterns. 4. Share the answers as a class.
Main Lesson: Practice 05 7-10 mins	Class Activity: "Movie Review Board" Materials: Movie word cards (action movie, sci-fi movie, comedy, video game, comic book), Rating word cards (fantastic, great, okay, not good, terrible) 1. Divide the class into groups of four. 2. Draw a movie review chart on the whiteboard with the five movie categories and a five-star rating scale (★★★★★). 3. Shuffle the movie word cards and rating word cards separately, and place each set face down. 4. Have one student from each group draw one movie word card and one rating word card. 5. Have the student make a sentence using the two word cards. <i>Ss: The action movie was fantastic.</i> 6. If the sentence is correct, have the student come to the board and mark the matching number of stars for that movie. Fantastic = ★★★★★ Great = ★★★★☆ Okay = ★★★☆☆ Not good = ★★☆☆☆ Terrible = ★☆☆☆☆ 7. Continue until all five movie categories have been rated. Have each group present their movie reviews to the class. 8. The class votes for the best movie review.

Activity/Time	Contents
Wrap up: 5 mins	1. Review the target pattern: <i>Have you seen...? / I have seen...</i> 2. Have the students answer questions about movies as pairs. <i>S1: Have you seen the action movie?</i> <i>S2: Yes, I have. It was fantastic.</i> <i>S1: Have you seen the sci-fi movie?</i> <i>S2: No, I haven't.</i> 3. Ask for volunteers or call on some students to share answers with the class. Homework Assign the homework from Workbook pp.34–36. Clean up and say goodbye