UNIT 01 Let's bake bread!

Topic	Countable and Uncountable Nouns
Objectives	-To identify countable and uncountable nouns in simple sentences -To understand and use basic food vocabulary
Grammar Point	countable nouns, uncountable nouns
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. **First Step** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see a boy. I see a girl. I see a kitchen. 3. Read the story aloud all together. T & Ss: Let's bake bread! T & Ss: We need flour, sugar, butter, salt, and water. T & Ss: Let's enjoy them with milk and juice! T & Ss: We need cups, forks, and knives! 4. Listen to the story. (Audio File 01) **Activity A** **Read and circle the words. Then find the pictures.** 1. Have students read and find the words in the speech bubbles. 2. Have them circle the words and find the correct pictures. **Activity B** **Read and underline the words. Then find the pictures.** 1. Have students read and find the words in the speech bubbles. 2. Have them underline the words and find the correct pictures.	**SB p.7**

Main Lesson (35-45 min.)	**Grammar Point** **Countable and Uncountable Nouns** 1. Go through countable nouns and uncountable nouns with the students. 2. Explain that 'a/an' and '-s' are used with countable nouns only. **Check Up!** **Look and check.** 1. Have students look at the pictures and read the words. 2. Have them check the correct words. **Step Up!** **A. Read and match.** 1. Have students read the words and match them with the correct groups. **B. Look and circle.** 1. Have students look at the pictures and circle the correct articles. **C. Look, choose, and write.** 1. Have students look at the pictures and read the sentences. 2. Have them read the nouns and write the correct words on the blanks. **I Can Use My Grammar!** **Look, choose, and write.** 1. Have students look at the picture and read the sentences. 2. Have them choose and write the correct words on the blanks. **Real-life Grammar** **Write your own answer.** 1. Read the sentence aloud to the class. T: Let's bake bread! What do we need? 2. Have students write their own answers on the lines. 3. Have students share answers with their partners. 4. Then, ask for volunteers or call on a pair to share their answers with the whole class. S1: Let's bake bread! What do we need? S2: We need flour and sugar. S2: Let's bake bread! What do we need? S1: We need butter and salt.	**SB p.8** **SB p.9** **SB p.10**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Countable & Uncountable Nouns! Divide the class into small groups of two or three students. 1. Give each group Subject cards, Base Verb cards, Object cards, and Punctuation cards. Shuffle the cards. 2. The teacher presents the target sentence structure. (e.g., Subject + Base Verb + Object / We need + Uncountable Noun) 3. The teacher shows or says a word. (e.g., flour / sugar / cups / milk / bread) 4. Students choose cards and make sentences. (e.g., We need flour. / I see cups. / We need milk.) 5. Each group takes turns saying their sentences. 6. Play three or five rounds. Give one point to each group that makes correct sentences. The group with the most points wins. **Word Card Types** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / Tom / Amy 2. Base Verb Cards need / want / see / have / like 3. Object Cards bread / flour / sugar / butter / salt / water / milk / juice / cups / forks / knives / kitchen 4. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 01 as homework.	**WB pp.3-5**

UNIT 02 There is some cheese.

Topic	There + Be verb
Objectives	-To understand how 'there is/are' is used in simple sentences -To learn how to use 'a/an' and 'some' with countable and uncountable nouns
Grammar Point	*be* verbs, articles, countable nouns, uncountable nouns
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **First Step** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see a boy. I see a girl. I see apples. I see cheese. 3. Read the story aloud all together. T & Ss: I want some apples. T & Ss: There are some apples. T & Ss: I want some cheese. T & Ss: There is some cheese. T & Ss: I need a spoon and a plate. T & Ss: There are some spoons and some plates. 4. Listen to the story. (Audio File 02) **Activity A** **Read and draw.** 1. Have students read and find the words in the speech bubbles. 2. Have them draw the correct shapes on the words. **Activity B** **Find the pictures.** 1. Have students read the words. 2. Have them find the correct pictures for the words.	**SB p.11**

Main Lesson (35-45 min.)	**Grammar Point** **There + Be Verb** 1. Explain that 'There is' and 'There are' are used to make simple sentences. 2. Explain that 'a/an' is used with countable nouns only and 'some' is used with both countable and uncountable nouns. 3. Have students read the example sentences. **Check Up!** **Read and match.** 1. Have students look at the pictures and read the words. 2. Have them match 'There is' and 'There are' with the correct words. **Step Up!** **A. Look and circle.** 1. Have students look at the pictures and read the sentences. 2. Have them circle the correct *be* verbs. **B. Look, match, and write 'is' or 'are.** 1. Have students look at the pictures and read the sentences. 2. Have them match the pictures with the correct sentences. 3. Have them write the correct *be* verbs on the blanks. **I Can Use My Grammar!** **Look, choose, and write using 'is' or 'are'.** 1. Have students look at the picture and read the sentences. 2. Have them read the nouns and write the correct words on the blanks. **Real-life Grammar** **Write your own answer.** 1. Read the sentence aloud to the class. T: What is in your refrigerator? 2. Have students write their own answers on the lines. 3. Have students share answers with their partners. 4. Then, ask for volunteers or call on a pair to share their answers with the whole class. S1: What is in your refrigerator? S2: There are some apples. S2: What is in your refrigerator? S1: There is some cheese.	**SB p.12** **SB p.13** **SB p.14**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build There Is / There Are! Divide the class into small groups of two or three students. 1. Give each group Subject cards, Be Verb cards, Object cards, and Punctuation cards. Shuffle the cards. 2. The teacher presents the target sentence structure. (e.g., There + Be Verb + Object) 3. The teacher shows or says a word. (e.g., apples / cheese / spoons / plates) 4. Students choose cards and make sentences. (e.g., There are apples. / There is cheese. / There are spoons.) 5. Each group takes turns saying their sentences. 6. Play three or five rounds. Give one point to each group that makes correct sentences. The group with the most points wins. **Word Card Types** 1. Subject Cards There / I / You / He / She / It / We / They / The boy / The girl 2. Be Verb Cards am / are / is / was / were / not 3. Object Cards apples / cheese / spoons / plates / milk / bread / juice / cups / forks / knives / oranges / a plate / a spoon 4. Articles / Demonstratives / Punctuation Cards A / An / The / This / That / . / ? / ! **Homework** Have students do Workbook Unit 02 as homework.	**WB pp.6-8**

UNIT 03 The book is on the desk.

Topic	Prepositions of Place
Objectives	-To understand how to describe locations using prepositions of place -To learn how to use 'on', 'in', 'under', 'next to', 'in front of', and 'behind'
Grammar Point	prepositions of place
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **First Step** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see a desk. I see a chair. I see a dog. I see a bed. 3. Read the story aloud all together. T & Ss: The book is on the desk. The ball is under the desk. The chair is in front of the desk. T & Ss: The lamp is next to the bed. The shirts are in the basket. The dog is behind the window! 4. Listen to the story. (Audio File 03) **Activity A** **Read and underline.** 1. Have students read and find the words in the speech bubbles. 2. Have them underline the words. **Activity B** **Find the pictures.** 1. Have students read the words. 2. Have them find the correct pictures for the words.	**SB p.15**

Main Lesson (35-45 min.)	**Grammar Point**	**SB p.16**
	Prepositions of Place 1. Go through the prepositions of place with the students. Explain how they are used looking at the pictures. 2. Have students read the example sentences.	
	Check Up! **Read and match.** 1. Have students read the phrases. 2. Have them match the phrases with the correct candies.	
	Step Up!	**SB p.17**
	A. Look and circle. 1. Have students look at the pictures and read the sentences. 2. Have them circle the correct prepositions.	
	B. Match, choose, and write. 1. Have students read the sentences and look at the pictures. 2. Have them match the sentences with the correct pictures. 3. Have them choose the correct prepositions and write them on the blanks.	
	I Can Use My Grammar!	
	Look, choose, and write. Then circle Sarah's pencil. 1. Have students look at the picture and read the sentences. 2. Have them read the prepositions and write the correct words on the blanks. 3. Have them find Sarah's pencil and circle it in the picture.	**SB p.18**
	Real-life Grammar **Write your own answer.** 1. Read the sentence aloud to the class. T: Where is your backpack? 2. Have students write their own answers on the lines. 3. Have students share answers with their partners. 4. Then, ask for volunteers or call on a pair to share their answers with the whole class. S1: Where is your backpack? S2: My backpack is on the desk. S2: Where is your backpack? S1: My backpack is next to the chair.	

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Prepositions of Place! Divide the class into small groups of two or three students. 1. Give each group Subject cards, Be Verb cards, Object cards, Preposition cards, and Punctuation cards. Shuffle the cards. 2. The teacher presents the target sentence structure. (e.g., Subject + Be Verb + Preposition + Object) 3. The teacher shows or says a situation. (e.g., book / desk / dog / chair) 4. Students choose cards and make sentences. (e.g., The book is on the desk. / The dog is under the chair.) 5. Each group takes turns saying their sentences. 6. Play three or five rounds. Give one point to each group that makes correct sentences. The group with the most points wins. **Word Card Types** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / The dog / Tom / Amy 2. Be Verb Cards am / are / is / was / were / not 3. Preposition Cards at / in / on / under / next to / in front of / behind / between / near 4. Object Cards a ball / the table / the park / my bag / a sandwich / a song / a game / a bike / a movie / a letter / a picture / him / her / them / it / me / you 5. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 03 as homework.	**WB pp.9-11**

UNIT 04 It's my axe!

Topic	Possessive Adjectives
Objectives	-To understand how to talk about possession using possessive adjectives -To learn how possessive adjectives change with different subjects
Grammar Point	possessive adjectives
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **First Step** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see an axe. I see a girl. I see an old man. 3. Read the story aloud all together. T & Ss: Is this your axe? T & Ss: No, it isn't. It is his axe. T & Ss: Is this your axe? T & Ss: No, it isn't. It is her axe. T & Ss: Is this your axe? T & Ss: Yes, it is. It is my axe! 4. Listen to the story. (Audio File 04) **Activity A** **Read and underline.** 1. Have students read and find the words in the speech bubbles. 2. Have them underline the words. **Activity B** **Find the pictures.** 1. Have students read the words. 2. Have them find the correct pictures for the words.	**SB p.19**

Main Lesson (35-45 min.)	**Grammar Point**	**SB p.20**
	Possessive Adjectives 1. Go through the subjects and their possessive adjectives with the students. 2. Have students read the example sentences.	
	Check Up! **Read and match.** 1. Have students read the subjects and match them with the correct possessive adjectives.	
	Step Up!	**SB p.21**
	A. Look and circle. 1. Have students look at the pictures and read the words. 2. Have them circle the correct possessive adjectives.	
	B. Read, follow, and write. 1. Have students read the subjects and follow the lines to the pictures. 2. Have them read the sentences and write the correct possessive adjectives on the blanks based on the subjects.	
	I Can Use My Grammar!	**SB p.22**
	Look, choose, and write. 1. Have students look at the pictures and read the sentences. 2. Have them choose the correct possessive adjectives and write them on the blanks.	
	Real-life Grammar **Write your own answer.** 1. Read the sentence aloud to the class. T: Is this your umbrella? 2. Have students write their own answers on the lines. 3. Have students share answers with their partners. 4. Then, ask for volunteers or call on a pair to share their answers with the whole class. S1: Is this your umbrella? S2: Yes, it is. It is my umbrella. S2: Is this your umbrella? S1: No, it isn't. It is his umbrella.	

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Possessive Adjectives! Divide the class into small groups of two or three students. 1. Give each group Subject cards, Be Verb cards, Possessive cards, Object cards, and Punctuation cards. Shuffle the cards. 2. The teacher presents the target sentence structure. (e.g., Subject + Be Verb + Possessive + Object) 3. The teacher shows or says a word. (e.g., axe / bag / bike / book) 4. Students choose cards and make sentences. (e.g., It is my axe. / It is his bag. / It is her bike.) 5. Each group takes turns saying their sentences. 6. Play three or five rounds. Give one point to each group that makes correct sentences. The group with the most points wins. **Word Card Types** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / Tom / Amy 2. Be Verb Cards am / are / is / was / were / not 3. Possessive Cards my / your / his / her / its / our / their 4. Object Cards a ball / the table / the park / my bag / a sandwich / a song / a game / a bike / a movie / a letter / a picture / him / her / them / it / me / you 5. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 04 as homework.	**WB pp.12-14**

UNIT 05 Sam loves me.

Topic	Object Pronouns
Objectives	-To understand how to use object pronouns in simple sentences -To learn how object pronouns replace nouns in sentences
Grammar Point	object pronouns
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **First Step** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see a boy. I see a girl. I see a dog. I see a cat. 3. Read the story aloud all together. T & Ss: This is my dog Sam. I love him. He loves me too. T & Ss: This is my cat Pinky. I love her. She loves me too. T & Ss: They love us. T & Ss: We love them too! 4. Listen to the story. (Audio File 05) **Activity A** **Read and draw.** 1. Have students read and find the words in the speech bubbles. 2. Have them draw the correct shapes on the words. **Activity B** **Find the pictures.** 1. Have students read the words. 2. Have them find the correct pictures for the words.	**SB p.23**

Main Lesson (35-45 min.)	**Grammar Point** **Object Pronouns** 1. Go through the subjects and their object pronouns with the students. 2. Explain that object pronouns come after a verb in a sentence. 3. Have students read the example sentences. **Check Up!** **Read and match.** 1. Have students read the subjects and match them with the correct object pronouns. **Step Up!** **A. Read and circle.** 1. Have students look at the pictures and read the sentences. 2. Have them circle the correct object pronouns. **B. Look, choose, and write.** 1. Have students look at the pictures and read the sentences. 2. Have them choose the correct object pronouns and write them on the blanks. **I Can Use My Grammar!** **Look and write.** 1. Have students look at the pictures and read the sentences. 2. Have them write the correct object pronouns on the blanks based on the subjects. **Real-life Grammar** **Write your own answer.** 1. Read the sentence aloud to the class. T: Do you have a pet? Do you like it? 2. Have students write their own answers on the lines. 3. Have students share answers with their partners. 4. Then, ask for volunteers or call on a pair to share their answers with the whole class. S1: Do you have a pet? Do you like it? S2: Yes, I do. I like him. S2: Do you have a pet? Do you like it? S1: Yes, I do. I like her.	**SB p.24** **SB p.25** **SB p.26**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Object Pronouns! Divide the class into small groups of two or three students. 1. Give each group Subject cards, Base Verb cards, Object cards, and Punctuation cards. Shuffle the cards. 2. The teacher presents the target sentence structure. (e.g., Subject + Base Verb + Object Pronoun) 3. The teacher shows or says a situation. (e.g., Sam / dog / cat / friends) 4. Students choose cards and make sentences. (e.g., Sam loves me. / I love him. / We love them.) 5. Each group takes turns saying their sentences. 6. Play three or five rounds. Give one point to each group that makes correct sentences. The group with the most points wins. **Word Card Types** 1. Subject Cards I / You / He / She / It / We / They / Tom / Amy / Sam 2. Base Verb Cards love / like / see / help / call / meet 3. Object Cards me / you / him / her / it / us / them 4. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 05 as homework.	**WB pp.15-17**

UNIT 06 There are two rooms in my house.

Topic	Be Verb with Prepositional Phrases
Objectives	-To understand how to use *be* verbs with prepositional phrases -To learn how to describe locations using *be* verbs and prepositional phrases
Grammar Point	*be* verbs, prepositional phrases
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **First Step** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see books. I see candles. I see bottles. 3. Read the story aloud all together. T & Ss: There is a magic house in the woods. The witch isn't in the house. T & Ss: There are magic books on the table. The magic candles aren't on the table. They are in the air! 4. Listen to the story. (Audio File 06) **Activity A** **Read and underline.** 1. Have students read and find the words in the speech bubbles. 2. Have them underline the words. **Activity B** **Find the pictures.** 1. Have students read the words. 2. Have them find the correct pictures for the words.	**SB p.29**

Main Lesson (35-45 min.)	**Grammar Point**	**SB p.30**
	Be Verb with Prepositional Phrases 1. Have students read the sentences. Explain how *be* verbs are used with prepositional phrases. 2. Have students read the example sentences.	
	Check Up! **Read and match.** 1. Have students read the sentence parts and match them with the correct prepositional phrases.	
	Step Up!	**SB p.31**
	A. Look, read, and circle. 1. Have students look at the pictures and read the sentences. 2. Have them circle the correct *be* verbs.	
	B. Match, choose, and write. 1. Have students look at the pictures and read the sentences. 2. Have them match the pictures with the correct sentences. 3. Have them choose the correct *be* verbs and write them on the blanks.	
	I Can Use My Grammar!	**SB p.32**
	Look, choose, and write. 1. Have students look at the picture and read the sentences. 2. Have them choose the correct *be* verbs and write them on the blanks.	
	Real-life Grammar **Write your own answer.** 1. Read the sentence aloud to the class. T: Are there plants in your house? 2. Have students write their own answers on the lines. 3. Have students share answers with their partners. 4. Then, ask for volunteers or call on a pair to share their answers with the whole class. S1: Are there plants in your house? S2: Yes, there are plants in my house. S2: Are there plants in your house? S1: No, there aren't any plants in my house.	

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Prepositional Phrases! Divide the class into small groups of two or three students. 1. Give each group Subject cards, Be Verb cards, Preposition cards, Object cards, and Punctuation cards. Shuffle the cards. 2. The teacher presents the target sentence structure. (e.g., Subject + Be Verb + Preposition + Object) 3. The teacher shows or says a situation. (e.g., plants / house / books / table) 4. Students choose cards and make sentences. (e.g., The plants are in the house. / The books are on the table.) 5. Each group takes turns saying their sentences. 6. Play three or five rounds. Give one point to each group that makes correct sentences. The group with the most points wins. **Word Card Types** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / The dog / Tom / Amy 2. Be Verb Cards am / are / is / was / were / not 3. Preposition Cards at / in / on / under / next to / in front of / behind / between / near 4. Object Cards a ball / the table / the park / my bag / a sandwich / a song / a game / a bike / a movie / a letter / a picture / him / her / them / it / me / you 5. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 06 as homework.	**WB pp.18-20**

UNIT 07 I was small.

Topic	Be Verb: Past Tense
Objectives	-To understand how to use *be* verbs in the past tense -To learn how to describe past situations using 'was', 'were', 'wasn't', and 'weren't'
Grammar Point	*be* verbs past tense
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **First Step** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see a girl. I see dogs. I see books. 3. Read the story aloud all together. T & Ss: It was sunny yesterday. I was at the park. There were many dogs. I was happy. T & Ss: It is cloudy today. I am at the library. There are many books. I am happy. 4. Listen to the story. (Audio File 07) **Activity A** **Read and draw.** 1. Have students read and find the words in the speech bubbles. 2. Have them draw the correct shapes on the words. **Activity B** **Find the pictures.** 1. Have students read the words. 2. Have them find the correct pictures for the words.	**SB p.33**

Main Lesson (35-45 min.)	**Grammar Point** **Be Verb (Past Tense)** 1. Have students read the sentences. Explain how *be* verbs are used in the past tense. 2. Explain that 'was not' and 'were not' can also be used instead of 'wasn't' and 'weren't'. 3. Have students read the example sentences. **Check Up!** **Read and match.** 1. Have students read the subjects and match them with the correct *be* verbs. **Step Up!** **A. Read and circle.** 1. Have students look at the table and read the sentences. 2. Have them circle the correct *be* verbs. **B. Look, choose, and write.** 1. Have students look at the pictures and read the sentences. 2. Have them choose the correct *be* verbs and write them on the blanks. **I Can Use My Grammar!** **Look, choose, and write.** 1. Have students look at the pictures and read the sentences. 2. Have them choose the correct *be* verbs and write them on the blanks. **Real-life Grammar** **Write your own answer.** 1. Read the sentence aloud to the class. T: Was there a piano in your school? 2. Have students write their own answers on the lines. 3. Have students share answers with their partners. 4. Then, ask for volunteers or call on a pair to share their answers with the whole class. S1: Was there a piano in your school? S2: Yes, there was a piano in my school. S2: Was there a piano in your school? S1: No, there wasn't a piano in my school.	**SB p.34** **SB p.35** **SB p.36**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build Be Verb! Divide the class into small groups of two or three students. 1. Give each group Subject cards, Be Verb cards, Time cards, Adjective cards, and Punctuation cards. Shuffle the cards. 2. The teacher presents the target sentence structure. (e.g., Subject + was/were + Adjective / Place + Time) 3. The teacher shows or says a situation. (e.g., yesterday / park / happy / sunny) 4. Students choose cards and make sentences. (e.g., I was happy yesterday. / We were at the park yesterday.) 5. Each group takes turns saying their sentences. 6. Play three or five rounds. Give one point to each group that makes correct sentences. The group with the most points wins. **Word Card Types** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / The dog / Tom / Amy 2. Be Verb Cards am / are / is / was / were / not 3. Time Cards yesterday / today / now / tomorrow / every day / in the morning / in the evening 4. Adverb Cards quickly / slowly / carefully / happily / loudly / quietly 5. Preposition Cards at / in / on / under / next to / in front of / behind / between / near 6. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 07 as homework.	**WB pp.21-23**

UNIT 08 Were you in your room yesterday?

Topic	Be Verb: Past Tense – Yes/No Questions
Objectives	-To understand how to use *be* verbs in the past tense for yes/no questions -To learn how to answer yes/no questions using 'was' and 'were'
Grammar Point	*be* verbs past tense yes/no questions
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **First Step** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see a boy. I see a girl. I see a dog. I see a cake. 3. Read the story aloud all together. T & Ss: Were you in the kitchen last night? T & Ss: No, I wasn't. I was in my room. T & Ss: Was Puffy in the kitchen last night? T & Ss: Yes, he was. T & Ss: Puffy is the thief! 4. Listen to the story. (Audio File 08) **Activity A** **Read and underline.** 1. Have students read and find the expressions in the speech bubbles. 2. Have them underline the expressions. **Activity B** **Look and check.** 1. Have students read the sentence and check the correct character.	**SB p.37**

Main Lesson (35-45 min.)	**Grammar Point** **SB p.38** **Be Verb (Past Tense – Yes/No Questions)** 1. Have students look at the sentences. Explain how the yes/no question form and the statement form are related. 2. Explain how to answer *be* verb past tense questions using 'Yes' and 'No'. 3. Have students read the example sentences. **Check Up!** **Read and match.** 1. Have students read the *be* verbs and match them with the correct subjects and the sentence part. **Step Up!** **SB p.39** **A. Read and circle.** 1. Have students read the sentences and circle the correct *be* verbs. **B. Look, circle, and write 'was/were', or 'wasn't/weren't'.** 1. Have students look at the pictures and read the questions. 2. Have them circle the correct answers. (Yes/No) 3. Have them write the correct *be* verbs on the blanks. **I Can Use My Grammar!** **SB p.40** **Look, choose, and write.** 1. Have students look at the picture and read the sentences. 2. Have them choose the correct *be* verbs and write them on the blanks. **Real-life Grammar** **Write your own answer.** 1. Read the sentence aloud to the class. T: Were you at the theater last night? 2. Have students write their own answers on the lines. 3. Have students share answers with their partners. 4. Then, ask for volunteers or call on a pair to share their answers with the whole class. S1: Were you at the theater last night? S2: Yes, I was at the theater last night. S2: Were you at the theater last night? S1: No, I wasn't at the theater last night.	

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build Past Yes/No Questions! Divide the class into small groups of two or three students. 1. Give each group Subject cards, Be Verb cards, Time cards, Preposition cards, Object cards, and Punctuation cards. Shuffle the cards. 2. The teacher presents the target sentence structure. (e.g., Was/Were + Subject + Preposition + Place + Time ?) 3. The teacher shows or says a situation. (e.g., yesterday / room / kitchen) 4. Students choose cards and make questions and answers. (e.g., Were you in your room yesterday? / Yes, I was. / No, I wasn't.) 5. Each group takes turns saying their sentences. 6. Play three or five rounds. Give one point to each group that makes correct sentences. The group with the most points wins. **Word Card Types** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / The dog / Tom / Amy 2. Be Verb Cards am / are / is / was / were / not 3. Time Cards yesterday / today / now / tomorrow / every day 4. Preposition Cards at / in / on / under / next to / in front of / behind / between / near 5. Object Cards a ball / the table / the park / my bag / a sandwich / a song / a game / a bike / a movie / a letter / a picture / him / her / them / it / me / you 6. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 08 as homework.	**WB pp.24-26**

UNIT 09 I walked my dog.

Topic	Past Tense: Regular Verbs
Objectives	-To understand how to talk about the past using regular verbs -To learn how to form regular verbs in the past tense using 'd', 'ed', and 'ied'
Grammar Point	regular verbs past tense
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **First Step** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see a boy. I see a dog. I see snow. 3. Read the story aloud all together. T & Ss: It was cold today. I walked my dog. My sister and my brother played badminton. Mom and Dad danced together. It was an interesting day. 4. Listen to the story. (Audio File 09) **Activity A** **Read and find the words. Then circle the final 'ed' or 'd'.** 1. Have students read and find the words in the diary. 2. Have them circle the final 'ed' or 'd'. **Activity B** **Find the pictures.** 1. Have students read the words. 2. Have them find the correct pictures for the words.	**SB p.43**

Main Lesson (35-45 min.)	**Grammar Point** **Past Tense (Regular Verbs)** 1. Explain how regular verbs change in the past tense by adding '-d', '-ed', and '-ied'. 2. Have students read the example words using the chart. 3. Have them read the example sentences. **Check Up!** **Read and match.** 1. Have students read the verbs and match them with the correct endings. **Step Up!** **A. Read and circle.** 1. Have students read the sentences and circle the correct verb forms. **B. Look, choose, and write using 'd', 'ed', or 'ied'.** 1. Have students look at the pictures and read the sentences. 2. Have them choose the correct verbs and write them in the past tense on the blanks. **I Can Use My Grammar!** **Look and write in the past tense.** 1. Have students look at the pictures and read the verbs. 2. Have them write the correct verbs in the past tense on the blanks. **Real-life Grammar** **Write your own answer.** 1. Read the sentence aloud to the class. T: What did you do yesterday? 2. Have students write their own answers on the lines. 3. Have students share answers with their partners. 4. Then, ask for volunteers or call on a pair to share their answers with the whole class. S1: What did you do yesterday? S2: I read a book yesterday. S2: What did you do yesterday? S1: I played piano yesterday.	**SB p.44** **SB p.45** **SB p.46**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build Past Verb! Divide the class into small groups of two or three students. 1. Give each group Subject cards, Base Verb cards, Object cards, Time cards, and Punctuation cards. Shuffle the cards. 2. The teacher presents the target sentence structure. (e.g., Subject + Past Verb + Object + Time) 3. The teacher shows or says a situation. (e.g., yesterday / play / walk / dance) 4. Students choose cards and make sentences. (e.g., I walked my dog yesterday. / We played a game yesterday.) 5. Each group takes turns saying their sentences. 6. Play three or five rounds. Give one point to each group that makes correct sentences. The group with the most points wins. **Word Card Types** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / The dog / Tom / Amy 2. Base Verb Cards run / walk / eat / read / play / sleep / sing / dance / write / draw / open / close / watch / listen 3. Object Cards a ball / the table / the park / my bag / a sandwich / a song / a game / a bike / a movie / a letter / a picture / him / her / them / it / me / you 4. Time Cards yesterday / today / now / tomorrow / every day 5. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 09 as homework.	**WB pp.27-29**

UNIT 10 We did our homework.

Topic	Past Tense: Irregular Verbs
Objectives	-To understand how to talk about the past using irregular verbs -To learn how to form irregular verbs in the past tense without using 'd', 'ed', or 'ied'
Grammar Point	irregular verbs past tense
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **First Step** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see a boy. I see a girl. I see orange juice. I see books. 3. Read the story aloud all together. T & Ss: After school, I went to my friend Sam's house. We ate hamburgers and drank orange juice. T & Ss: We did our homework and read some books. I was happy. 4. Listen to the story. (Audio File 10) **Activity A** **Read and underline.** 1. Have students read and find the words in the speech bubbles. 2. Have them underline the words. **Activity B** **Find the pictures.** 1. Have students read the words. 2. Have them find the correct pictures for the words.	**SB p.47**

Main Lesson (35-45 min.)	**Grammar Point** **Past Tense (Irregular Verbs)** 1. Explain the difference between present and past forms (do/did). 2. Go through the irregular verbs in the past tense with the students. **Check Up!** **Read and match.** 1. Have students read the verbs and match them with their correct past forms. **Step Up!** **A. Read and circle.** 1. Have students read the sentences and circle the correct verbs. **B. Look, choose, and write in the past tense.** 1. Have students look at the pictures and read the sentences. 2. Have them choose the correct verbs and write them in the past tense on the blanks. **I Can Use My Grammar!** **Look, choose, and write in the past tense.** 1. Have students look at the pictures and read the sentences. 2. Have them choose the correct verbs and write them in the past tense on the blanks. **Real-life Grammar** **Write your own answer.** 1. Read the sentence aloud to the class. T: Did you eat breakfast yesterday? 2. Have students write their own answers on the lines. 3. Have students share answers with their partners. 4. Then, ask for volunteers or call on a pair to share their answers with the whole class. S1: Did you eat breakfast yesterday? S2: Yes, I ate breakfast yesterday.	**SB p.48** **SB p.49** **SB p.50**
Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build Past Irregular Verb! Divide the class into small groups of two or three students. 1. Give each group Subject cards, Base Verb cards, Object cards, Time	

	cards, and Punctuation cards. Shuffle the cards. 2. The teacher presents the target sentence structure. (e.g., Subject + Irregular Past Verb + Object + Time) 3. The teacher shows or says a situation. (e.g., yesterday / eat / go / read / drink) 4. Students choose cards and make sentences. (e.g., We ate hamburgers yesterday. / I went to Sam's house.) 5. Each group takes turns saying their sentences. 6. Play three or five rounds. Give one point to each group that makes correct sentences. The group with the most points wins. **Word Card Types** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / The dog / Tom / Amy 2. Base Verb Cards run / walk / eat / read / play / sleep / sing / dance / write / draw / open / close / watch / listen 3. Object Cards a ball / the table / the park / my bag / a sandwich / a song / a game / a bike / a movie / a letter / a picture / him / her / them / it / me / you 4. Time Cards yesterday / today / now / tomorrow / every day 5. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 10 as homework.	**WB pp.30-32**

UNIT 11 I didn't go to school.

Topic	Past Tense: Negative
Objectives	-To understand how past tense negative forms are made using 'didn't' -To learn how to change past tense sentences into negative forms
Grammar Point	past tense negative
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **First Step** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see a boy. I see a bed. I see a bus. I see a pizza. 3. Read the story aloud all together. T & Ss: Dear Grandma, I had a cold today. I was sick. I didn't go to school today. I didn't meet my friends. Take care. Love, Tom. 4. Listen to the story. (Audio File 11) **Activity A** **Read and underline.** 1. Have students read and find the words in the letter. 2. Have them underline the words. **Activity B** **Find the hidden items.** 1. Have students read the words. 2. Have them find the hidden items in the picture.	**SB p.51**

Main Lesson (35-45 min.)	**Grammar Point** **Past Tense (Negative)** 1. Explain that negative past tense forms are made using 'didn't'. 2. Explain that the verb after 'didn't' stays in the base form. 3. Have students read the example sentences. **Check Up!** **Read and match.** 1. Have students read the verbs and match them with their correct past tense negative forms. **Step Up!** **A. Look and circle.** 1. Have students look at the pictures and read the sentences. 2. Have them circle the correct verb forms. **B. Look and write using 'didn't'.** 1. Have students look at the pictures and read the sentences. 2. Have them write the verbs in the past tense negative on the blanks. **I Can Use My Grammar!** **Look and write in the past tense.** 1. Have students look at the picture and read the sentences. 2. Have them write the correct past verbs on the blanks. **Real-life Grammar** **Write your own answer.** 1. Read the sentence aloud to the class. T: Did you read a book last night? 2. Have students write their own answers on the lines. 3. Have students share answers with their partners. 4. Then, ask for volunteers or call on a pair to share their answers with the whole class. S1: Did you read a book last night? S2: No, I didn't. I watched a movie last night.	**SB p.52** **SB p.53** **SB p.54**
Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Past Negative! Divide the class into small groups of two or three students. 1. Give each group Subject cards, Base Verb cards, Time cards, Object	

	cards, and Punctuation cards. Shuffle the cards. 2. The teacher presents the target sentence structure. (e.g., Subject + did not + Base Verb + Object + Time) 3. The teacher shows or says a situation. (e.g., yesterday / go / school / meet friends) 4. Students choose cards and make sentences. (e.g., I didn't go to school yesterday. / We didn't meet our friends.) 5. Each group takes turns saying their sentences. 6. Play three or five rounds. Give one point to each group that makes correct sentences. The group with the most points wins. **Word Card Types** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / The dog / Tom / Amy 2. Base Verb Cards run / walk / eat / read / play / sleep / sing / dance / write / draw / open / close / watch / listen 3. Object Cards a ball / the table / the park / my bag / a sandwich / a song / a game / a bike / a movie / a letter / a picture / him / her / them / it / me / you 4. Time Cards yesterday / today / now / tomorrow / every day 5. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 11 as homework.	**WB pp.33-35**

UNIT 12 Did you play outside?

Topic	Past Tense: Yes/No Questions
Objectives	-To understand how to form yes/no questions in the past tense using 'Did' -To learn how to answer yes/no questions in the past tense using 'did' and 'didn't'
Grammar Point	past tense yes/no questions
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **First Step** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see a girl. I see a boy. I see trees. I see flowers. 3. Read the story aloud all together. T & Ss: Did you play outside last weekend? T & Ss: No, I didn't. I stayed home. Did you play outside? T & Ss: Yes, I did. I played badminton. It was very exciting. 4. Listen to the story. (Audio File 12) **Activity A** **Read and underline.** 1. Have students read and find the expressions in the speech bubbles. 2. Have them underline the expressions. **Activity B** **Find the pictures.** 1. Have students read the words. 2. Have them find the correct pictures for the words.	**SB p.55**

Main Lesson (35-45 min.)	**Grammar Point** **Past Tense (Yes/No Questions)** 1. Explain that 'Did' is used to form yes/no questions in the past tense. 2. Explain that answers use 'Yes' or 'No' with 'did' or 'didn't'. 3. Have students read the example sentences. **Check Up!** **Read, match, and write.** 1. Have students read the words and match them with the correct sentence parts. 2. Have them write the correct words on the line. **Step Up!** **A. Read, look, and check.** 1. Have students read the questions and look at the pictures. 2. Have them check the correct answers. **B. Look and write 'Did/did' or 'didn't'.** 1. Have students look at the pictures and read the sentences. 2. Have them write the correct words on the blanks. **I Can Use My Grammar!** **Look and write in the past tense.** 1. Have students look at the pictures and read the sentences. 2. Have them write the correct words on the blanks. **Real-life Grammar** **Write your own answer.** 1. Read the sentence aloud to the class. T: Did you sleep well yesterday? 2. Have students write their own answers on the lines. 3. Have students share answers with their partners. 4. Then, ask for volunteers or call on a pair to share their answers with the whole class. S1: Did you sleep well yesterday? S2: Yes, I did. S1: Did you sleep well yesterday? S2: No, I didn't.	**SB p.56** **SB p.57** **SB p.58**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Past Yes/No Questions! Divide the class into small groups of two or three students. 1. Give each group Subject cards, Base Verb cards, Object cards, Time cards, and Punctuation cards. Shuffle the cards. 2. The teacher presents the target sentence structure. (e.g., Did + Subject + Base Verb + Object + Time ?) 3. The teacher shows or says a situation. (e.g., yesterday / play / outside / watch TV) 4. Students choose cards and make questions and answers. (e.g., Did you play outside yesterday? / Yes, I did. / No, I didn't.) 5. Each group takes turns saying their sentences. 6. Play three or five rounds. Give one point to each group that makes correct sentences. The group with the most points wins. **Word Card Types** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / The dog / Tom / Amy 2. Base Verb Cards run / walk / eat / read / play / sleep / sing / dance / write / draw / open / close / watch / listen 3. Object Cards a ball / the table / the park / my bag / a sandwich / a song / a game / a bike / a movie / a letter / a picture / him / her / them / it / me / you 4. Time Cards yesterday / today / now / tomorrow / every day 5. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 12 as homework.	**WB pp.36-38**

UNIT 13 What did you do?

Topic	Past Tense: Wh- Questions
Objectives	-To learn how to form Wh- questions in the past tense using 'did' -To practice answering Wh- questions using verbs in the past tense
Grammar Point	past tense Wh- questions
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **First Step** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see a girl. I see a boy. I see parents. I see grandparents. 3. Read the story aloud all together. T & Ss: What did you do during the vacation? T & Ss: I visited my grandparents in Busan. What did you do? T & Ss: My parents and I went to an amusement park. T & Ss: Nice! 4. Listen to the story. (Audio File 13) **Activity A** **Read and underline.** 1. Have students read and find the expressions in the speech bubbles. 2. Have them underline the expressions. **Activity B** **Find the pictures.** 1. Have students read the words. 2. Have them find the correct pictures for the words.	**SB p.59**

Main Lesson (35-45 min.)	**Grammar Point**	**SB p.60**
	Past Tense (Wh- Questions) 1. Explain that 'What did' is used to ask about actions in the past. 2. Explain that answers use verbs in the past tense. 3. Have students read the example sentences.	
	Check Up! **Read and match.** 1. Have students read the questions and match them with the correct answers.	
	Step Up!	**SB p.61**
	A. Look and check. 1. Have students look at the pictures and read the questions. 2. Have them check the correct answers.	
	B. Read, match, and write. 1. Have students read the questions and match them with the correct answers. 2. Have them write 'What' and the correct verb forms on the blanks.	
	I Can Use My Grammar!	**SB p.62**
	Look and write in the past tense. 1. Have students look at the pictures and read the sentences. 2. Have them write the correct words on the blanks.	
	Real-life Grammar **Write your own answer.** 1. Read the sentence aloud to the class. T: What did you do last weekend? 2. Have students write their own answers on the lines. 3. Have students share answers with their partners. 4. Then, ask for volunteers or call on a pair to share their answers with the whole class. S1: What did you do last weekend? S2: I went to a swimming pool. S1: What did you do last weekend? S2: I did my homework.	

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Past Wh-Questions! Divide the class into small groups of two or three students. 1. Give each group Subject cards, Base Verb cards, Object cards, Time cards, and Punctuation cards. Shuffle the cards. 2. The teacher presents the target sentence structure. (e.g., Wh-word + did + Subject + Base Verb + Object + Time ?) 3. The teacher shows or says a situation. (e.g., vacation / visit / grandparents / go park) 4. Students choose cards and make questions and answers. (e.g., What did you do during the vacation? / I visited my grandparents.) 5. Each group takes turns saying their sentences. 6. Play three or five rounds. Give one point to each group that makes correct sentences. The group with the most points wins. **Word Card Types** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / The dog / Tom / Amy 2. Base Verb Cards run / walk / eat / read / play / sleep / sing / dance / write / draw / open / close / watch / listen 3. Object Cards a ball / the table / the park / my bag / a sandwich / a song / a game / a bike / a movie / a letter / a picture / him / her / them / it / me / you 4. Time Cards yesterday / today / now / tomorrow / every day 5. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 13 as homework.	**WB pp.39-41**

UNIT 14 I will help my parents.

Topic	Modal Verb: Will (Future)
Objectives	-To learn how to talk about future actions or plans using 'will' and 'won't' -To understand the concept of past, present, and future using time expressions
Grammar Point	modal verb (will/won't)
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **First Step** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see a piano. I see a family. I see a salad. I see a bed. 3. Read the story aloud all together. T & Ss: I will practice the piano. T & Ss: I will help my parents. T & Ss: I won't eat junk food. T & Ss: I won't go to bed late. 4. Listen to the story. (Audio File 14) **Activity A** **Read and underline.** 1. Have students read and find the expressions in the speech bubbles. 2. Have them underline the expressions. **Activity B** **Find the pictures.** 1. Have students read the words. 2. Have them find the correct pictures for the words.	**SB p.65**

Main Lesson (35-45 min.)	**Grammar Point** **Modal Verb (Will/Won't: Future)** 1. Explain the concept of past, present, and future using time expressions. 2. Explain that 'will' and 'won't' are used to talk about future actions or plans. 3. Have students read the example sentences. **Check Up!** **Read, match, and trace.** 1. Have students read the verbs in the present and future forms. 2. Have them match the present verbs with the correct 'will' and 'won't' forms. 3. Have students trace the words. **Step Up!** **A. Look and circle.** 1. Have students look at the pictures and read the sentences. 2. Have them circle the correct modal verbs. **B. Look and write using 'will' or 'won't'.** 1. Have students look at the pictures and read the verbs. 2. Have them read the sentences and write the correct verb forms on the blanks. **I Can Use My Grammar!** **Look, choose, and write using 'will' or 'won't'.** 1. Have students look at the pictures and read the sentences. 2. Have them choose the correct verbs and write them in the future tense on the blanks. **Real-life Grammar** **Write your own answer.** 1. Read the sentence aloud to the class. T: What will you do this year? 2. Have students write their own answers on the lines. 3. Have students share answers with their partners. 4. Then, ask for volunteers or call on a pair to share their answers with the whole class. S1: What will you do this year? S2: I will visit my cousin this year.	**SB p.66** **SB p.67** **SB p.68**

	S1: What will you do this year? S2: I won't sleep late at night this year.	
Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Modal Verb! Divide the class into small groups of two or three students. 1. Give each group Subject cards, Base Verb cards, Object cards, Time cards, and Punctuation cards. Shuffle the cards. 2. The teacher presents the target sentence structure. (e.g., Subject + will/won't + Base Verb + Object) 3. The teacher shows or says a situation. (e.g., help parents / practice piano / eat junk food) 4. Students choose cards and make sentences. (e.g., I will help my parents. / I won't eat junk food.) 5. Each group takes turns saying their sentences. 6. Play three or five rounds. Give one point to each group that makes correct sentences. The group with the most points wins. **Word Card Types** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / The dog / Tom / Amy 2. Modal Verb Cards can / may / will 3. Base Verb Cards run / walk / eat / read / play / sleep / sing / dance / write / draw / open / close / watch / listen 4. Object Cards a ball / the table / the park / my bag / a sandwich / a song / a game / a bike / a movie / a letter / a picture / him / her / them / it / me / you 5. Time Cards yesterday / today / now / tomorrow / every day 6. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 14 as homework.	**WB pp.42-44**

UNIT 15 Will you play soccer?

Topic	Modal Verb: Will (Future) – Yes/No Questions
Objectives	-To understand how to form yes/no questions in the future tense using 'Will' -To learn how to answer yes/no questions in the future tense using 'will' and 'won't'
Grammar Point	modal verb yes/no questions (will)
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **First Step** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see a girl. I see a boy. I see houses. I see ice cream. 3. Read the story aloud all together. T & Ss: Will you play soccer after school? T & Ss: No, I won't. T & Ss: Will you eat ice cream with me after school? T & Ss: Yes, I will! 4. Listen to the story. (Audio File 15) **Activity A** **Read and underline.** 1. Have students read and find the expressions in the speech bubbles. 2. Have them underline the expressions. **Activity B** **Find the hidden items.** 1. Have students read the words. 2. Have them find the hidden items in the picture.	**SB p.69**

Main Lesson (35-45 min.)	**Grammar Point** **Modal Verb (Will: Future – Yes/No Questions)** 1. Explain that 'Will' is used to form yes/no questions in the future tense. 2. Explain that answers use 'Yes' or 'No' with 'will' or 'won't'. 3. Have students read the example sentences. **Check Up!** **Look, read, and match.** 1. Have students look at the pictures and read the questions. 2. Have them match the questions with the correct answers. **Step Up!** **A. Look, circle, and write.** 1. Have students look at the pictures and read the questions. 2. Have them circle the correct answers. (Yes/No) 3. Have them write the correct words on the blanks. **B. Look and write.** 1. Have students look at the pictures and read the verbs. 2. Have them read the sentences and write the correct words on the blanks. **I Can Use My Grammar!** **Look, number, and write using 'Will/will' or 'won't'.** 1. Have students look at the pictures and read the sentences. 2. Have them write the correct sentence numbers in the boxes. 3. Have them write the correct words on the blanks. **Real-life Grammar** **Write your own answer.** 1. Read the sentence aloud to the class. T: Will you eat lunch with me? 2. Have students write their own answers on the lines. 3. Have students share answers with their partners. 4. Then, ask for volunteers or call on a pair to share their answers with the whole class. S1: Will you eat lunch with me? S2: Yes, I will. S1: Will you eat lunch with me? S2: No, I won't. I will eat lunch with my brother.	**SB p.70** **SB p.71** **SB p.72**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build Future Yes/No Questions! Divide the class into small groups of two or three students. 1. Give each group Subject cards, Modal Verb cards, Base Verb cards, Object cards, Time cards, and Punctuation cards. Shuffle the cards. 2. The teacher presents the target sentence structure. (e.g., Will + Subject + Base Verb + Object + Time ?) 3. The teacher shows or says a situation. (e.g., after school / play soccer / eat ice cream) 4. Students choose cards and make questions and answers. (e.g., Will you play soccer after school? / Yes, I will. / No, I won't.) 5. Each group takes turns saying their sentences. 6. Play three or five rounds. Give one point to each group that makes correct sentences. The group with the most points wins. **Word Card Types** 1. Subject Cards I / You / He / She / It / We / They / The boy / The girl / The dog / Tom / Amy 2. Modal Verb Cards can / may / will 3. Base Verb Cards run / walk / eat / read / play / sleep / sing / dance / write / draw / open / close / watch / listen 4. Object Cards a ball / the table / the park / my bag / a sandwich / a song / a game / a bike / a movie / a letter / a picture / him / her / them / it / me / you 5. Time Cards yesterday / today / now / tomorrow / every day 6. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 15 as homework.	**WB pp.45-47**

UNIT 16 May I come in?

Topic	Modal Verb: May (Permission)
Objectives	-To learn how to ask for permission using 'May' -To learn how to respond to permission questions using 'may' and 'may not'
Grammar Point	modal verb (may)
Materials	Student Book, Workbook, Word Cards

LESSON PLAN		
Procedure (Time: **45 - 60** min.)	**Contents**	**Materials**
Greeting & Warm-up (5 min.)	1. Welcome the students to the class and take attendance. 2. Review the previous lesson. 3. Check homework. **First Step** 1. Have students look at the picture. 2. Talk with students about what they see. T: What do you see in the picture? S: I see a pig. I see a wolf. I see a door. I see a window. 3. Read the story aloud all together. T & Ss: Excuse me. May I come in? T & Ss: Yes, you may. T & Ss: May I have some lunch with you? T & Ss: No, you may not! 4. Listen to the story. (Audio File 16) **Activity A** **Read and underline.** 1. Have students read and find the expressions in the speech bubbles. 2. Have them underline the expressions. **Activity B** **Find the hidden items.** 1. Have students read the words. 2. Have them find the hidden items in the picture.	**SB p.73**

Main Lesson (35-45 min.)	**Grammar Point** **Modal Verb (May/May not)** 1. Explain that 'May' is used to form permission questions. 2. Explain that answers use 'Yes' or 'No' with 'may' or 'may not'. 3. Have students read the example sentences. **Check Up!** **Look, match, and trace.** 1. Have students look at the pictures and match them with the correct sentences. 2. Have them trace the words. **Step Up!** **A. Look and check.** 1. Have students look at the pictures and read the questions. 2. Have them check the correct answers. **B. Look and write using 'May'.** 1. Have students look at the pictures and read the verbs. 2. Have them read the sentences and write the correct verbs on the blanks. **I Can Use My Grammar!** **Look and write.** 1. Have students look at the pictures and read the sentences. 2. Have them write the correct words on the blanks. **Real-life Grammar** **Write your own answer.** 1. Read the sentence aloud to the class. T: May I use your phone? 2. Have students write their own answers on the lines. 3. Have students share answers with their partners. 4. Then, ask for volunteers or call on a pair to share their answers with the whole class. S1: May I use your phone? S2: Yes, you may. S1: May I use your phone? S2: No, you may not.	**SB p.74** **SB p.75** **SB p.76**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build Permission Questions! Divide the class into small groups of two or three students. 1. Give each group Subject cards, Modal Verb cards, Base Verb cards, Object cards, and Punctuation cards. Shuffle the cards. 2. The teacher presents the target sentence structure. (e.g., May + Subject + Base Verb + Object ?) 3. The teacher gives a situation. (e.g., borrow a pencil / open the door / go outside) 4. Students choose cards and make permission questions and answers. (e.g., May I open the door? / Yes, you may. / No, you may not.) 5. Each group takes turns reading their sentences aloud. 6. Play three or five rounds. Give one point to each group that makes correct sentences. The group with the most points wins. **Word Card Types** 1. Subject Cards I / You / He / She / It / We / They / Tom / Amy / The boy / The girl / The teacher 2. Modal Verb Cards may / can / will 3. Base Verb Cards open / close / borrow / take / eat / drink / read / write / use / play / go / sit / stand / look 4. Object Cards the door / the window / a pencil / a book / the ball / my bag / your desk / the chair / lunch / the classroom / the computer / the board / the paper 5. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 16 as homework.	**WB pp.48-50**