UNIT 01 The truck is small.

Topic	Articles: a/an, the
Objectives	-To understand the use of the articles 'a/an' and 'the' -To learn when to use 'a/an' and when to use 'the'
Grammar Point	articles
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 truck. I see apples. I see the sun. 3. Read the story aloud all together. T & Ss: I see a truck. The truck is small. T & Ss: I see apples. The apples are red. T & Ss: I see the sun. The sun is bright. 4. Listen to the story. (Audio File 01) **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.7**

Main Lesson (35-45 min.)	**Grammar Point**	**SB p.8**
	Articles (a/an, the) 1. Explain that 'a/an' is used for one thing, and 'the' is used for one and only or specific thing(s). 2. Show when to use 'a/an' and 'the' using the chart.	
	Check Up! **Read and match.** 1. Have students read the words and match them with the correct categories.	
	Step Up!	**SB p.9**
	A. Look and circle. 1. Have students look at the pictures and read the sentences. 2. Have them circle the correct articles.	
	B. Circle, match, and write 1. Have students read the sentences and circle the correct articles. 2. Have them match each sentence with the correct one. 3. Have them write 'The' on the blanks.	
	I Can Use My Grammar!	**SB p.10**
	Look, number, and write. 1. Have students look at the picture and read the sentences. 2. Have them write the correct sentence numbers in the boxes. 3. Have them write the correct articles on the blanks.	
	Real-life Grammar **Write your own answer.** 1. Read the sentence aloud to the class. T: What do you see in a zoo? 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 do you see in a zoo? S2: I see a monkey in a zoo. The monkey is big. S2: What do you see in a zoo? S1: I see an elephant in a zoo. The elephant is big.	

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Articles! Divide the class into small groups of two or three students. 1. Give each group a set of Subject cards, Object cards, Articles cards, and Punctuation cards. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the target grammar pattern. (e.g., Article + Noun / Subject + Be Verb + Article + Noun) 3. Show or say a word. (e.g., apple / truck / sun / big / small) 4. Have students quickly choose the correct cards to make sentences using the target grammar. (e.g., A truck. / The truck is small. / The sun is bright.) 5. Have each group take turns saying their full sentence aloud. The teacher checks if the sentence is grammatically correct. 6. Play three or five rounds. Give one point to each group that makes a correct sentence. The group with the most points at the end 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. 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. Articles / Demonstratives / Punctuation Cards A / An / The / This / That / . / ? / ! **Homework** Have students do Workbook Unit 01 as homework.	**WB pp.3-5**

UNIT 02 We need dishes and knives.

Topic	Plural Nouns
Objectives	-To understand plural noun forms -To learn how plural nouns change with 's', 'es', 'ies', and 'ves' depending on the word ending
Grammar Point	plural 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 puppies. I see dishes. I see shoes. 3. Read the story aloud all together. T & Ss: Tomorrow is our twin puppies' birthday. T & Ss: We need dresses and shoes. T & Ss: We need candles and hats. T & Ss: We need dishes and knives. 4. Listen to the story. (Audio File 02) **Activity A** **Read and find the words. Then, circle the final 's' or 'es'.** 1. Have students read and find the words in the speech bubbles. 2. Have them circle the final 's' or 'es'. **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** **Plural Nouns** 1. Explain how plural nouns change by adding '-s', '-es', '-ies', and '-ves'. Explain how the special forms do not follow a specific change pattern. 2. Have students read the example words using the chart. **Check Up!** **Look, read, and match.** 1. Have students read the words and match them with the correct plural forms. **Step Up!** **A. Look and circle.** 1. Have students look at the pictures and read the words. 2. Have them circle the correct words. **B. Match, choose, and write using 's', 'es', or 'ies'.** 1. Have students look at the pictures and count the objects. 2. Have them match each picture with the correct sentence. 3. Have them write the correct plural forms on the blanks. **I Can Use My Grammar!** **Look, write, and number.** 1. Have students look at the picture and read the sentences. 2. Have them write the correct sentence numbers in the boxes. 3. Have them write the correct plural forms on the blanks. **Real-life Grammar** **Write your own answer.** 1. Read the sentence aloud to the class. T: What do you need for the party? 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 do you need for the party? S2: We need candles and hats. S2: What do you need for the party? S1: We need dishes and forks.	**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 the Plural Nouns! Divide the class into small groups of two or three students. 1. Give each group a set of Subject cards, Object cards, and Punctuation cards. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the target grammar pattern. (e.g., Subject + need + plural nouns) 3. Show or say a word. (e.g., dishes / shoes / candles / knives) 4. Have students quickly choose the correct cards to make sentences using the target grammar. (e.g., We need dishes. / We need shoes. / We need knives.) 5. Have each group take turns saying their full sentence aloud. The teacher checks if the sentence is grammatically correct. 6. Play three or five rounds. Give one point to each group that makes a correct sentence. The group with the most points at the end 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. Articles / Demonstratives / Punctuation Cards A / An / The / This / That / . / ? / ! **Homework** Have students do Workbook Unit 02 as homework.	**WB pp.6-8**

UNIT 03 This is a red tomato.

Topic	Demonstrative Pronouns
Objectives	-To understand demonstrative pronouns (this, that, these, and those) -To learn how to use demonstrative pronouns to talk about things that are near or far
Grammar Point	demonstrative 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 tomatoes. I see a boy. I see a girl. 3. Read the story aloud all together. T & Ss: This is a red tomato. T & Ss: That isn't a red tomato. That is a green tomato. These are red tomatoes. 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** **Demonstrative Pronouns (this/these, that/those)** 1. Explain that 'this' and 'these' refer to things that are near, and 'that' and 'those' refer to things that are far. 2. Have students look at the chart and read the sentences. **Check Up!** **Read, look, and match.** 1. Have students read the words and match them with the correct pictures. **Step Up!** **A. Look and circle.** 1. Have students look at the pictures and read the sentences. 2. Have them circle the correct demonstrative pronouns. **B. Look and write 'This', 'That', 'These', or 'Those'.** 1. Have students look at the picture and read the sentences. 2. Have them write the correct words on the blanks based on the number of objects and their distance. **I Can Use My Grammar!** **Look and write.** 1. Have students look at the picture and read the sentences. 2. Have them write the correct demonstrative pronouns on the blanks. **Real-life Grammar** **Write your own answer.** 1. Read the sentence aloud to the class. T: That is your book, right? 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: That is your book, right? S2: Yes, that is my book. / No, that isn't my book. This is my book.	**SB p.16** **SB p.17** **SB p.18**
Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Demonstrative Pronouns! Divide the class into small groups of two or three students. 1. Give each group a set of Subject cards, Be verb cards, Object cards, and	

	Punctuation cards. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the target grammar pattern. (e.g., This/That/These/Those + Be Verb + Object) 3. Show or say a word. (e.g., this / that / these / those / tomatoes) 4. Have students quickly choose the correct cards to make sentences using the target grammar. (e.g., This is a tomato. / That is a green tomato. / These are red tomatoes.) 5. Have each group take turns saying their full sentence aloud. The teacher checks if the sentence is grammatically correct. 6. Play three or five rounds. Give one point to each group that makes a correct sentence. The group with the most points at the end 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. 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. Articles / Demonstratives / Punctuation Cards A / An / The / This / That / . / ? / ! **Homework** Have students do Workbook Unit 03 as homework.	**WB pp.9-11**

UNIT 04 Open the door.

Topic	Imperatives
Objectives	-To understand what imperatives are -To learn how to use imperatives to tell someone to do or not to do something
Grammar Point	imperatives
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 rabbit. I see turtles. I see a window. I see a door. 3. Read the story aloud all together. T & Ss: Open the door. T & Ss: Don't open the door. T & Ss: Don't close the window. T & Ss: Close the window. 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.21**

Main Lesson (35-45 min.)	**Grammar Point** **Imperatives** 1. Explain that imperatives are used to tell someone to do something or not to do something. 2. Explain how the statement form and the imperative form are related. 3. Have students read the example sentences. **Check Up!** **Read and match.** 1. Have students read the words and match them with 'the book' or 'the apple'. 2. Have them match the words with the correct pictures. **Step Up!** **A. Read and match.** 1. Have students read the verbs and match them with the correct words. 2. Have them match the words with the correct pictures. **B. Look, choose, and write using 'Don't'.** 1. Have students look at the pictures and read the phrases. 2. Have them choose the correct phrases and write them on the blank using 'Don't'. **I Can Use My Grammar!** **Read, choose, and write. Then look and number.** 1. Have students read the sentences and verbs. 2. Have them choose the correct verbs and write them on the blanks. 3. Have them look at the pictures and write the correct numbers in the boxes. **Real-life Grammar** **Make your own answer.** 1. Read the sentence aloud to the class. T: Close the window, please. 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: Close the window, please. S2: Okay, I will.	**SB p.22** **SB p.23** **SB p.24**

	S2: Close the window, please. S1: Sorry, I can't. I'm busy.	
Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Imperatives! Divide the class into small groups of two or three students. 1. Give each group Base verb cards, Object cards, and Punctuation cards. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the target grammar pattern. (e.g., Base Verb + Object / Don't + Base Verb + Object) 3. The teacher gives a situation or action. (e.g., door / window / open / close) 4. Have students quickly choose the correct cards to make imperative sentences. (e.g., Open the door. / Close the window. / Don't open the door. / Don't close the window.) 5. Have each group take turns saying their full sentence aloud. The teacher checks if the sentence is grammatically correct. 6. Play three or five rounds. Give one point to each group that makes a correct sentence. The group with the most points at the end wins. **Word Card Types** 1. Base Verb Cards open / close / read / write / draw / walk / run / sit / stand / listen / look 2. Object Cards the door / the window / the book / the picture / the desk / the chair / the board 3. Adverb Cards quickly / slowly / carefully / quietly 4. Punctuation Cards . / ! **Homework** Have students do Workbook Unit 04 as homework.	**WB pp.12-14**

UNIT 05 Frogs can jump high.

Topic	Modal Verb: Can (Ability)
Objectives	-To understand the use of 'can' and 'can't' to talk about abilities -To learn how to use 'can' and 'can't' to describe what people and animals can or cannot do
Grammar Point	modal verb (can)
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 birds. I see frogs. I see trees. 3. Read the story aloud all together. T & Ss: Frogs can jump high. I can't jump high. T & Ss: You can't jump high. But you can fly high! 4. Listen to the story. (Audio File 05) **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.25**
Main Lesson (35-45 min.)	**Grammar Point** **Modal Verb (Can/Can't): Ability** 1. Explain that 'can' is used to talk about ability and 'can't' is used to talk	**SB p.26**

	about inability. 2. Show how ‘can’ and ‘can't’ are used in sentences using the chart. 3. Explain how adverbs can be used with the modal verb 'can’ or 'can't'. Also, show the students the opposite adjective pairs using the examples. **Check Up!** **Look and match.** 1. Have students look at the chart and read the words. 2. Have them match the animals with the correct 'can' or 'can't' expressions. 3. Have them connect the expressions to the correct verbs. **Step Up!** **A. Look and circle.** 1. Have students look at the pictures and read the sentences. 2. Have them circle the correct words. **B. Look and write 'can' or 'can't'.** 1. Have students look at the pictures and read the sentences. 2. Have them write 'can' or 'can't' on the blanks. **I Can Use My Grammar!** **Look and write.** 1. Have students look at the chart and read the words. 2. Have them write the correct 'can' or 'can't' on the blanks based on the information in the chart. **Real-life Grammar** **Write your own answer.** 1. Read the sentence aloud to the class. T: Can you jump high? 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: Can you jump high? S2: Yes, I can. S2: Can you jump high? S1: No, I can’t.	**SB p.27** **SB p.28**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Modal Verb 'Can'! Divide the class into small groups of two or three students. 1. Give each group subject cards, modal verb cards, base verb cards, and Punctuation cards. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the target grammar pattern. (e.g., Subject + can + Base Verb / Subject + can't + Base Verb) 3. The teacher shows a picture or gives an action word. (e.g., jump / fly / swim / run) 4. Have students quickly choose the correct cards to make sentences using the target grammar. (e.g., Frogs can jump. Birds can fly. Fish can swim. I can run.) 5. Have each group take turns saying their full sentence aloud. The teacher checks if the sentence is grammatically correct. 6. Play three or five rounds. Give one point to each group that makes a correct sentence. The group with the most points at the end wins. **Word Card Types** 1. Subject Cards I / You / He / She / It / We / They / The frog / The bird / The fish / Tom / Amy 2. Modal Verb Cards can / can't 3. Base Verb Cards jump / fly / swim / run / walk / climb / read / write 4. Adverb Cards high / fast / well 5. Punctuation Cards . / ! **Homework** Have students do Workbook Unit 05 as homework.	**WB pp.15-17**

UNIT 06 Can you dance?

Topic	Modal Verb: Can – Yes/No Questions
Objectives	-To understand the use of 'can' to ask about abilities -To learn how to answer using 'Yes, I can.' and 'No, I can't.'
Grammar Point	modal verb yes/no questions (can)
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 guitar. I see a dog. I see a bike. 3. Read the story aloud all together. T & Ss: Can you dance? T & Ss: Yes, I can. T & Ss: Can you sing? T & Ss: No, I can't. 4. Listen to the story. (Audio File 06) **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.29**

Main Lesson (35-45 min.)	**Grammar Point** **Modal Verb (Can – Question)** 1. Have students look at the sentences. Explain how the question form and the statement form are related. 2. Explain that 'can' is used to ask about abilities and that 'Yes' and 'No' are used in the answers. 3. Have students read the example sentences. **Check Up!** **Read and match.** 1. Have students read the expressions and match them with the correct question forms. **Step Up!** **A. Look and circle.** 1. Have students look at the pictures and read the questions. 2. Have them circle the correct answers. **B. Read, look, and write 'can' or 'can't'.** 1. Have students read the questions. 2. Have them find the correct pictures and answers for the questions. 3. Have them write 'can' or 'can't' on the blanks. **I Can Use My Grammar!** **Look, number, and write.** 1. Have students look at the picture and read the questions. 2. Have them write the correct question 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: Can you speak Spanish? 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: Can you speak Spanish? S2: Yes, I can. I can speak Spanish. S2: Can you speak Spanish? S1: No, I can't. I can't speak Spanish.	**SB p.30** **SB p.31** **SB p.32**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the 'Can' Questions! Divide the class into small groups of two or three students. 1. Give each group Subject cards, Modal Verb cards, Base Verb cards, and Punctuation cards. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the target grammar pattern. (e.g., Can + Subject + Base Verb ?) 3. The teacher gives an action word. (e.g., dance / sing / run / swim) 4. Have students quickly choose the correct cards to make yes/no questions. (e.g., Can you dance? Can he run? Can they sing?) 5. Have each group take turns asking the questions aloud. 6. Play three or five rounds. Give one point to each group that makes correct questions. 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 3. Base Verb Cards run / walk / eat / read / play / sleep / sing / dance / write / draw / open / close / watch / listen 4. Punctuation Cards ? / . / ! **Homework** Have students do Workbook Unit 06 as homework.	**WB pp.18-20**

UNIT 07 I have a cat.

Topic	Present Simple: Have/Has
Objectives	-To understand the use of 'have' and 'has' with different subjects -To learn the correct forms of 'have' and 'has' in sentences
Grammar Point	present simple (have/has)
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 cat. I see a dog. I see a boy. 3. Read the story aloud all together. T & Ss: I have a cat. It has a long tail. T & Ss: I have a brother. He has small feet. T & Ss: I have a dog. It has short ears. 4. Listen to the story. (Audio File 07) **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.35**

Main Lesson (35-45 min.)	**Grammar Point** **Present Simple (Have/Has)** 1. Have students look at the sentences. Explain how 'have' and 'has' are used with different subjects. 2. Have students read the example sentences. **Check Up!** **Read and match.** 1. Have students read the subjects and match them with the correct verbs. **Step Up!** **A. Look and circle.** 1. Have students look at the pictures and read the sentences. 2. Have them circle the correct answers. **B. Look, read, and match.** 1. Have students look at the pictures and match each subject with 'have' or 'has'. 2. Have them match 'have' or 'has' with the correct words. **I Can Use My Grammar!** **Look, number, and write.** 1. Have students look at the picture and read the sentences. 2. Have them write the correct question numbers in the boxes. 3. Have them write the correct verbs on the blanks. **Real-life Grammar** **Write your own answer.** 1. Read the sentence aloud to the class. T: Do you have a pencil case? 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 pencil case? S2: Yes, I have. It has pencils. S2: Do you have a pencil case? S1: Yes, I have. It has an eraser.	**SB p.36** **SB p.37** **SB p.38**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Present Simple! 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 places the sentence structure cards on the board to present the target grammar pattern. (e.g., Subject + have/has + Object) 3. The teacher shows a picture or gives a word. (e.g., cat / dog / brother / bag) 4. Have students quickly choose the correct cards to make sentences. (e.g., I have a cat. / She has a dog. / He has a brother.) 5. Have each group take turns saying their full sentence 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 / The boy / The girl / The dog / Tom / Amy 2. Base Verb Cards have 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. Articles / Demonstratives / Punctuation Cards A / An / The / This / That / . / ? / ! **Homework** Have students do Workbook Unit 07 as homework.	**WB pp.21-23**

UNIT 08 I do yoga on Tuesday.

Topic	Present Simple: Do, Go
Objectives	-To understand how 'do' and 'go' are used with different subjects -To learn the correct forms of 'do' and 'go' in sentences
Grammar Point	present simple (do, go)
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 letter. 3. Read the story aloud all together. T & Ss: Dear Grandma and Grandpa, I do taekwondo on Tuesday. My sister does ballet on Wednesday. I go hiking on Saturday. She goes swimming on Sunday. I miss you. 4. Listen to the story. (Audio File 08) **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 pictures.** 1. Have students read the words. 2. Have them find the correct pictures for the words.	**SB p.39**

Main Lesson (35-45 min.)	**Grammar Point**	**SB p.40**
	Present Simple (Do, Go) 1. Have students look at the sentences. Explain how 'do/go' and 'does/goes' are used with different subjects. 2. Have students read the example sentences.	
	Check Up! **Read and match.** 1. Have students read the subjects and match them with the correct verbs.	
	Step Up!	**SB p.41**
	A. Look and circle. 1. Have students look at the pictures and read the sentences. 2. Have them circle the correct answers.	
	B. Look, choose, and write. 1. Have students look at the pictures and read the sentences. 2. Have them choose the correct verbs and write them on the blanks.	
	I Can Use My Grammar!	**SB p.42**
	Look, number, and write. 1. Have students look at the pictures and read the sentences. 2. Have them write the correct question numbers in the boxes. 3. Have them write the correct verbs on the blanks.	
	Real-life Grammar **Write your own answer.** 1. Read the sentence aloud to the class. T: What do you do on Wednesday? 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 do you do on Wednesday? S2: I do homework on Wednesday. S2: What do you do on Wednesday? S1: I go to the library on Wednesday.	

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Present Simple! Divide the class into small groups of two or three students. 1. Give each group Subject cards, Base Verb cards, Object cards, Time cards, Preposition cards, and Punctuation cards. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the target grammar pattern. (e.g., Subject + Base Verb + Object + Time) 3. The teacher gives a word or situation. (e.g., yoga / Tuesday / swim / Sunday) 4. Have students quickly choose the correct cards to make sentences. (e.g., I do yoga on Tuesday. / She swims on Sunday. / He plays soccer every day.) 5. Have each group take turns saying their full sentence 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 / 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. Preposition Cards at / in / on / under / next to / in front of / behind / between / near 6. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 08 as homework.	**WB pp.24-26**

UNIT 09 He gets up early.

Topic	Present Simple: Positive
Objectives	-To learn how verbs change with different subjects in the present simple sentences -To understand how present simple verbs are formed with '-s', '-es', or '-ies'
Grammar Point	present simple positive
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 man. I see a family. 3. Read the story aloud all together. T & Ss: I get up late. Dad gets up early. T & Ss: I eat sandwich. He eats an egg. T & Ss: I go to school. He goes to work. T & Ss: I read a book. He reads a book too! 4. Listen to the story. (Audio File 09) **Activity A** **Read and find the words. Then circle the final 's' or 'es'.** 1. Have students read and find the words in the speech bubbles. 2. Have them circle the final letter 's', 'es', or 'ies'. **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** **SB p.44** **Present Simple (Positive)** 1. Have students read the sentences. Explain how verbs change with different subjects. 2. Show them how the verbs are formed by adding '-s', '-es', or '-ies', using the chart. 3. Have students read the example sentences. **Check Up!** **Read and match.** 1. Have students read the subjects and match them with the correct verbs. **Step Up!** **SB p.45** **A. Look and circle.** 1. Have students look at the pictures and read the sentences. 2. Have them circle the correct answers. **B. Look, choose, and write using 's', 'es', or 'ies' if needed.** 1. Have students look at the pictures and read the sentences. 2. Have them choose the correct verbs and write them in the correct forms on the blanks. **I Can Use My Grammar!** **SB p.46** **Look and write.** 1. Have students look at the pictures and read the sentences. 2. Have them write the correct verb forms on the blanks. **Real-life Grammar** **Write your own answer.** 1. Read the sentence aloud to the class. T: In the morning, what does your father do? 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: In the morning, what does your father do? S2: He reads the newspaper. S2: In the morning, what does your father do? S1: He makes breakfast.	

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Present Simple! Divide the class into small groups of two or three students. 1. Give each group Subject Cards, Base Verb Cards, Adverb Cards, Time Cards, and Punctuation Cards. Shuffle the cards. 2. The teacher places the sentence structure cards on the board to present the target grammar pattern. (e.g., Subject + Base Verb(s/es) + Adverb + Time) 3. The teacher gives a word or situation. (e.g., get up / early / every day) 4. Have students quickly choose the correct cards to make sentences. (e.g., He gets up early. / She reads a book every day. / Tom goes to school early.) 5. Have each group take turns saying their full sentence 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 / 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 / go / get 3. Adverb Cards quickly / slowly / carefully / happily / loudly / quietly / early 4. Time Cards yesterday / today / now / tomorrow / every day 5. Articles / Demonstratives / Punctuation Cards A / An / The / This / That / . / ? / ! **Homework** Have students do Workbook Unit 09 as homework.	**WB pp.27-29**

UNIT 10 He doesn’t have brown eyes.

Topic	Present Simple: Negative
Objectives	-To learn how verbs change with different subjects in the present simple negative sentences -To understand how present simple negative forms are made using ‘don’t’ and ‘doesn’t’
Grammar Point	present simple 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 carrot. I see an onion. 3. Read the story aloud all together. T & Ss: We are twins. I have brown eyes. My brother doesn't have brown eyes. He has blue eyes. My brother doesn't like carrots. I like carrots. I don't like onions. 4. Listen to the story. (Audio File 10) **Activity A** **Read and underline.** 1. Have students read and find the words in the speech bubble. 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** **Present Simple (Negative)** 1. Have students read the sentences. Explain how 'don't' and 'doesn't' are used with different subjects. 2. Have them read the example sentences. **Check Up!** **Read and match.** 1. Have students read the subjects and match them with 'don't need toys' or 'doesn't need toys'. **Step Up!** **A. Look and circle.** 1. Have students look at the pictures and read the sentences. 2. Have them circle the correct answers. **B. Look and write using 'don't' or 'doesn't'.** 1. Have students look at the pictures and read the subjects. 2. Have them match the subjects with the correct sentences. 3. Have them write the correct subjects and negative forms on the blanks. **I Can Use My Grammar!** **Look, number, and write.** 1. Have students look at the picture and read the sentences. 2. Have them write the correct sentence numbers in the boxes. 3. Have them write the correct verbs on the blanks. **Real-life Grammar** **Write your own answer.** 1. Read the sentence aloud to the class. T: Do you have a tail? 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 tail? S2: No, I don't have a tail. I have hands. S2: Do you have a tail? S1: No, I don't have a tail. I have legs.	**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 the Present Simple Negative! 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 places the sentence structure cards on the board to present the target grammar pattern. (e.g., Subject + don't / doesn't + Base Verb + Object) 3. The teacher gives a word or situation. (e.g., like / carrots / onions) 4. Have students quickly choose the correct cards to make sentences. (e.g., He doesn't like carrots. / I don't like onions. / She doesn't have brown eyes.) 5. Have each group take turns saying their full sentence 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 / 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 / like / have 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 / carrots / onions / brown eyes 4. Adverb Cards quickly / slowly / carefully / happily / loudly / quietly 5. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 10 as homework.	**WB pp.30-32**

UNIT 11 Do you sleep late?

Topic	Present Simple: Yes/No Questions
Objectives	-To learn how questions are formed with different subjects in the present simple -To understand how to make and answer yes/no questions using 'do' and 'does'
Grammar Point	present simple 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 doctor. I see a boy. I see a man. 3. Read the story aloud all together. T & Ss: Do you sleep late? T & Ss: Yes, I do. T & Ss: Does he play games at night? T & Ss: Yes, he does. T & Ss: Do you play games with him? T & Ss: No, I don't! 4. Listen to the story. (Audio File 11) **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.51**

Main Lesson (35-45 min.)	**Grammar Point**	**SB p.52**
	Present Simple (Yes/No Questions) 1. Have students read the sentences. Explain how 'do' and 'does' are used with different subjects. 2. Explain how to answer 'yes/no' questions using 'Yes, ~ do/does' and 'No, ~ don't/doesn't'. 3. Have them read the example sentences.	
	Check Up! **Read, match, and write.** 1. Have students read the questions and match 'do' or 'does' with each of the questions. 2. Have them write the correct words on the blanks.	
	Step Up!	**SB p.53**
	A. Read and circle. 1. Have students read the sentences. 2. Have them circle the correct answers.	
	B. 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 answers on the blanks.	
	I Can Use My Grammar!	**SB p.54**
	Look and write. 1. Have students look at the picture 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: Do you play games at 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: Do you play games at night? S2: Yes, I do. S2: Do you play games at night? S1: No, I don't.	

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the 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. Have students shuffle the cards. 2. The teacher presents the target sentence structure. (e.g., Do + Subject + Base Verb + Time ?) 3. The teacher gives a word or situation. (e.g., sleep late / play games / at night) 4. Students choose cards and make questions and answers. (e.g., Do you sleep late? / Yes, I do. / Does he play games at night? / Yes, he does.) 5. Each group takes turns saying their sentences. 6. Play three or five rounds. Give one point to the group that makes correct sentences. The group with the highest score 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 / at night 5. Preposition Cards at / in / on / under / next to / in front of / behind / between / near 6. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 11 as homework.	**WB pp.33-35**

UNIT 12 What do you do in the evening?

Topic	Present Simple: Wh- Questions
Objectives	-To learn how Wh- questions are formed with different subjects in the present simple -To practice answering Wh- questions using verbs
Grammar Point	present simple 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 woman. I see a man. I see a talk show. 3. Read the story aloud all together. T & Ss: What do you do in the evening? T & Ss: I read books and listen to music in the evening. T & Ss: What does Jin do in the evening? T & Ss: He practices the guitar and watches TV in the evening. 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** **SB p.56** **Present Simple (Wh- Questions)** 1. Have students read the sentences. Explain how 'What do' and 'What does' are used with different subjects. 2. Explain how to answer Wh- questions using full sentences. 3. Have them read the example sentences. **Check Up!** **Read and match.** 1. Have students read the subjects and match them with the correct questions forms. **Step Up!** **SB p.57** **A. Look, circle, and check.** 1. Have students read the questions and circle 'do' or 'does'. 2. Have them check the correct responses to the questions. **B. Look and write using 'What do' or 'What does'.** 1. Have students look at the pictures and read the verbs. 2. Have them write the correct words on the blanks. **I Can Use My Grammar!** **SB p.58** **Look, choose, and write.** 1. Have students look at the picture 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 do you usually do in the evening? 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 do you usually do in the evening? S2: I usually read books. S2: What do you usually do in the evening? S1: I usually watch movies.	

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the 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, Preposition cards, and Punctuation cards. Have students shuffle the cards. 2. The teacher presents the target sentence structure. (e.g., What + do + Subject + Base Verb + Time ?) 3. The teacher gives a word or situation. (e.g., read books / watch TV / in the evening) 4. Students choose cards and make questions and answers. (e.g., What do you do in the evening? / I read books. / He watches TV in the evening.) 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 highest score 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 / in the evening 5. Preposition Cards at / in / on / under / next to / in front of / behind / between / near 6. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 12 as homework.	**WB pp.36-38**

UNIT 13 The penguin is swimming.

Topic	Present Continuous: Positive
Objectives	-To learn how the present continuous is used to describe actions happening now -To understand how the present continuous is formed with different subjects
Grammar Point	present continuous positive
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 penguins. I see seals. I see fish. 3. Read the story aloud all together. T & Ss: The small penguin is diving. T & Ss: The large penguin is swimming. T & Ss: Look! The seals are eating fish. T & Ss: It's lunch time! 4. Listen to the story. (Audio File 13) **Activity A** **Read and find the words. Then circle the final 'ing'.** 1. Have students read and find the words in the speech bubbles. 2. Have them circle the final 'ing'. **Activity B** **Find the pictures.** 1. Have students read the words. 2. Have them find the correct pictures for the words.	**SB p.61**

Main Lesson (35-45 min.)	**Grammar Point** **Present Continuous (Positive)** 1. Have students read the sentences. Explain how 'am', 'is', and 'are' are used with different subjects. 2. Explain how to form the positive present continuous using '*be* + verb-ing'. 3. Have them read the example sentences. **Check Up!** **Read and circle.** 1. Have students read the words and circle the correct 'verb-ing' forms. **Step Up!** **A. Read and match.** 1. Have students read the subjects and match them with the correct '*be*' and 'verb-ing' forms. **B. Read, write, and match.** 1. Have students read the sentences and write the correct 'verb-ing' forms on the blanks. 2. Have them match the sentences with the correct pictures. **I Can Use My Grammar!** **Look, choose, and write. Then number.** 1. Have students look at the picture and read the sentences. 2. Have them write the correct sentence numbers in the boxes. 3. Have them read the verbs 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 are you doing? 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 are you doing? S2: I am reading a book. S2: What are you doing? S1: I am writing sentences.	**SB p.62** **SB p.63** **SB p.64**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Present Continuous! Divide the class into small groups of two or three students. 1. Give each group Subject cards, Be Verb cards, Base Verb cards, Object cards, and Punctuation cards. Have students shuffle the cards. 2. The teacher presents the target sentence structure. (e.g., Subject + Be Verb + Base Verb + ing) 3. The teacher gives a word or situation. (e.g., swim / eat / run) 4. Students choose cards and make sentences. (e.g., The penguin is swimming. / The seals are eating fish. / The boy is running.) 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 highest score 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. Base Verb Cards run / walk / eat / read / play / sleep / sing / dance / write / draw / open / close / watch / listen / swim / dive 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 / fish 5. Adverb Cards quickly / slowly / carefully / happily / loudly / quietly 6. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 13 as homework.	**WB pp.39-41**

UNIT 14 They aren't looking at the picture.

Topic	Present Continuous: Negative
Objectives	-To learn how the present continuous negative is used to describe actions that are not happening now -To understand how the negative forms are made with different subjects
Grammar Point	present continuous 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 picture. I see a boy. I see a girl. 3. Read the story aloud all together. T & Ss: Look at the picture. The girl is running. T & Ss: She isn't running. She's dancing. T & Ss: People are looking at the pictures. T & Ss: They aren't looking at the pictures. They're taking pictures. 4. Listen to the story. (Audio File 14) **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.65**

Main Lesson (35-45 min.)	**Grammar Point** **Present Continuous (Negative)** 1. Have students read the sentences. Explain how 'am', 'is', and 'are' are used with different subjects. 2. Explain how to form the negative present continuous using '*be* + not + verb-ing'. 3. Have them read the example sentences. **Check Up!** **Read and match.** 1. Have students read the subjects and match them with the correct 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 words. **B. Look, read, and write.** 1. Have students look at the pictures and read the verbs. 2. Have them write the correct words on the blanks. **I Can Use My Grammar!** **Look and write.** 1. Have students look at the picture 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: Are you studying Spanish now? 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 you studying Spanish now? S2: I am not studying Spanish. I am studying English. S2: Are you studying Spanish now? S1: I am not studying Spanish. I am talking to my friend.	**SB p.66** **SB p.67** **SB p.68**

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Present Continuous Negative! Divide the class into small groups of two or three students. 1. Give each group Subject cards, Be Verb cards, Base Verb cards, Object cards, Preposition cards, and Punctuation cards. Have students shuffle the cards. 2. The teacher presents the target sentence structure. (e.g., Subject + Be Verb + not + Base Verb + ing) 3. The teacher gives a word or situation. (e.g., run / look at / take pictures) 4. Students choose cards and make sentences. (e.g., She isn't running. / They aren't looking at the picture. / They are taking pictures.) 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 highest score 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. Base Verb Cards run / walk / eat / read / play / sleep / sing / dance / write / draw / open / close / watch / listen / look / take 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 / pictures 5. Preposition Cards at / in / on / under / next to / in front of / behind / between / near 6. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 14 as homework.	**WB pp.42-44**

UNIT 15 Are you playing baseball?

Topic	Present Continuous: Yes/No Questions
Objectives	-To learn how the present continuous is used to ask Yes/No questions about actions happening now -To practice answering present continuous questions using short answers.
Grammar Point	present continuous 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 baseball game. 3. Read the story aloud all together. T & Ss: Are Leo and Mike playing baseball? T & Ss: Yes, they are. T & Ss: Is Leo hitting the ball? T & Ss: No, he isn't. He's throwing the ball. T & Ss: Is Mike running? T & Ss: Yes, he is. 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 pictures.** 1. Have students read the words. 2. Have them find the correct pictures for the words.	**SB p.69**

Main Lesson (35-45 min.)	**Grammar Point**	**SB p.70**
	Present Continuous (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 present continuous 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 sentence parts.	
	Step Up!	**SB p.71**
	A. Look and circle. 1. Have students look at the pictures and read the questions. 2. Have them circle the correct answers.	
	B. 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 answers on the blanks.	
	I Can Use My Grammar!	**SB p.72**
	Look, choose, and write. 1. Have students look at the picture and read the sentences. 2. Have them read the verbs and write the correct words on the blanks.	
	Real-life Grammar **Write your own answer.** 1. Read the sentence aloud to the class. T: Are you playing games? 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 you playing games? S2: Yes, I am. I am playing games. S2: Are you playing games? S1: No, I'm not. I'm not playing games.	

Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Present Continuous Questions! Divide the class into small groups of two or three students. 1. Give each group Subject cards, Be Verb cards, Base Verb cards, Object cards, and Punctuation cards. Have students shuffle the cards. 2. The teacher presents the target sentence structure. (e.g., Be Verb + Subject + Base Verb + ing ?) 3. The teacher gives a word or situation. (e.g., play baseball / throw the ball / run) 4. Students choose cards and make questions and answers. (e.g., Are you playing baseball? / Yes, I am. / Is he throwing the ball? / No, he isn'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 highest score 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. Base Verb Cards run / walk / eat / read / play / sleep / sing / dance / write / draw / open / close / watch / listen / throw / hit 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 / baseball / the ball 6. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 15 as homework.	**WB pp.45-47**

UNIT 16 What are you doing?

Topic	Present Continuous: Wh- Questions
Objectives	-To learn how the present continuous is used to ask Wh- questions about actions and people -To practice asking and answering present continuous Wh- questions
Grammar Point	present continuous 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 grandma. I see a boy. I see a baby. 3. Read the story aloud all together. T & Ss: We miss you. What are you doing? T & Ss: I'm cleaning my room. T & Ss: What is your dad doing? T & Ss: He's watching TV. T & Ss: Who is crying? T & Ss: Little Tom is crying. 4. Listen to the story. (Audio File 16) **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.73**

Main Lesson (35-45 min.)	**Grammar Point** **Present Continuous (Wh- Questions)** 1. Have students look at the questions. Explain how Wh- questions are formed. 2. Explain how to answer Wh- questions in the present continuous. 4. Explain that contracted forms (I'm, They're, She's) are the same as their full forms (I am, They are, She is). 3. Have students read the example sentences. **Check Up!** **Read and match.** 1. Have students read the Wh- words and match them with the correct *be* verbs. 2. Have them match the *be* verbs with the correct sentence parts. **Step Up!** **A. Look and circle.** 1. Have students look at the pictures and read the sentences. 2. Have them circle the correct Wh- words. **B. Follow and write using 'What' or 'Who'.** 1. Have students do the ladder game and follow the lines. 2. Have them write the correct Wh- words and complete the answers based on the ladder game. **I Can Use My Grammar!** **Look, number, and write.** 1. Have students look at the picture and read the sentences. 2. Have them write the correct sentence numbers in the boxes. 3. Have them write the correct Wh- words and verbs on the blanks. **Real-life Grammar** **Write your own answer.** 1. Read the sentence aloud to the class. T: What is the teacher doing now? 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 the teacher doing now?	**SB p.74** **SB p.75** **SB p.76**

	S2: She is teaching English. S2: What is the teacher doing now? S1: She is writing on the board.	
Wrap-up (5-10 min.)	**Check what the students have learned** **Wrap-up game activity:** Build the Present Continuous Wh-Questions! Divide the class into small groups of two or three students. 1. Give each group Subject cards, Be Verb cards, Base Verb cards, Object cards, and Punctuation cards. Have students shuffle the cards. 2. The teacher presents the target sentence structure. (e.g., Wh + Be Verb + Subject + Base Verb + ing ?) 3. The teacher gives a word or situation. (e.g., clean / watch TV / cry) 4. Students choose cards and make questions and answers. (e.g., What are you doing? / I'm cleaning my room. / Who is crying? / Tom is crying.) 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 highest score 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. Base Verb Cards run / walk / eat / read / play / sleep / sing / dance / write / draw / open / close / watch / listen / clean / cry 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 / TV / my room 5. Punctuation Cards . / ? / ! **Homework** Have students do Workbook Unit 16 as homework.	**WB pp.48-50**