Unit 1 Lesson Plan

Unit Title	**Greetings**
Target Words & Expressions	Hello! / Hi! Nice to meet you! What is your name? (first name / last name) My name is Clare. Could you spell that, please?
Objectives	• Students will be able to introduce themselves and greet others. • Students will be able to ask and answer questions about names. • Students will be able to ask for and spell last names. • Students will be able to understand and use the target expressions in simple conversations.
Materials	Student Book pp.8-11

Introduction: Greeting

Greetings & Daily Routine

Welcome the students to class and take attendance.

Start the lesson with simple daily conversation.

T: Hello, everyone.
T: How are you today?
T: What day is it today?
T: What is your name?

Encourage students to answer in complete sentences.

Ss: My name is _____.

Warm-up

Introducing Ourselves

Introduce yourself first.

T: Hello. My name is Ms. Kim. Nice to meet you.

Write the expressions on the board.

- Hello.
- Hi.
- What is your name?
- My name is _____.
- Nice to meet you.

Students practice greeting a partner.

A: Hello. What is your name?
B: My name is _____. Nice to meet you.
A: Nice to meet you, too.

Presentation

Activities on *Getting Ready* (p. 6)

Listen and repeat.

Look at the picture on page 6.

1. Ask prediction questions.
   T: Who are the children?
   T: Are they meeting for the first time?
   T: What are they talking about?
2. Play File 01.
3. Students listen and repeat line by line.
4. Practice the dialogue together.
5. Introduce the expressions:
   - What is your name?
   - Nice to meet you.
   - What is your last name?
   - Could you spell that, please?

Main Lesson: Practice 01

Activities on *Listen In* (p.7)

A. Listen and number the pictures.

1. Play File 02.
2. Students listen and number the pictures.
3. Check answers together.
4. Practice saying the dialogue.
   T: What is your name?
   Ss: My name is Linda, and you?
   T: I'm Tom. Nice to meet you.
   Ss: Nice to meet you, too.

B. Talk in pairs. Introduce yourself to your partner.

1. Students practice the dialogue.
2. Invite several pairs to present their conversations.

Main Lesson: Practice 02

Activities on *Expand It* (p.8)

A. Listen and circle true (T) or false (F).

1. Play File 03.
2. Students listen carefully.
3. Students circle True or False.
4. Check answers together.

B. Listen and write the missing letters.

1. Play File 04.
2. Students write the missing letters.
3. Check spelling together.
4. Practice spelling aloud.

C. Talk in pairs. Ask for your partner's first name and last name.

1. Students practice the dialogues.
2. Walk around and check pronunciation.

Main Lesson: Practice 03

Activities on *Conversation* (p.9)

A. Listen and write the correct number.

1. Play File 05.
2. Students listen and complete the activity.
3. Check answers together.
4. Read the expressions aloud.

B. Talk in pairs. Ask for your partner to spell his(her) last name.

1. Students practice the dialogue.
2. Students switch partners and practice again.
3. Students ask for their partners to spell their last names.

Wrap-up

Review the Target Sentences

Review today's expressions together.

- What is your name?
- My name is Clare.
- Nice to meet you.
- What is your last name?
- Could you spell that, please?

Play a quick speaking game.

T: What is your name?
Ss: My name is _____.
T: Could you spell your last name?
Ss: _____.

Homework

- Review the target expressions.
- Practice introducing yourself at home.
- Practice spelling your first name and last name.
- Clean up and say goodbye.

Unit 2 Lesson Plan

Unit Title	**Colors and Shapes**
Target Words & Expressions	What is your favorite color? My favorite color is white. What comes next? A purple triangle comes next. What does it look like? It looks like a rectangle.
Objectives	• Students will be able to ask and answer questions about favorite colors. • Students will be able to identify and describe colors and shapes using the target vocabulary and expressions. • Students will be able to understand and use the target expressions in everyday conversations.
Materials	Student Book pp.10–13

Introduction: Colors and Shapes

Colors & Shapes Around Us

Introduce the topic of colors and shapes.

Start the lesson with simple daily conversation.

T: What colors can you see?
T: What shapes can you see?

Encourage students to answer in complete sentences.

Ss: I can see _____.

Warm-up

Introducing Colors and Shapes

Introduce colors and shapes first.

T: Look at the colors! It is red.

Write the expressions on the board.

- Look at the colors!
- It is red.
- Look at the shapes!
- It is a circle.

Students practice saying the colors and shapes with a partner.

A: Look at the colors!
B: It is blue.
A: Look at the shapes!
B: It is a circle.

Presentation

Activities on *Getting Ready* (p. 10)

Listen and repeat.

Look at the pictures on page 10.

1. Ask prediction questions.
   T: What colors can you see?
   T: What shapes can you see?
2. Play File 06.
3. Students listen, point and repeat line by line.
4. Practice the colors and shapes together.
5. Introduce the expressions:
   - Look at the colors!
   - It is red.
   - Look at the shapes!
   - It is a circle.

Main Lesson: Practice 01

Activities on *Listen In* (p. 11)

A. Listen and color the shapes.

1. Play File 07.
2. Students listen and color the shapes.
3. Check answers together.
4. Practice saying the colors and shapes.
   T: What color are the triangles?
   Ss: The triangles are red.
   T: What color are the squares?
   Ss: The squares are purple.

B. Talk in pairs. Ask and answer with your partner.

1. Students practice the dialogue.
2. Invite several pairs to present their conversations.

Main Lesson: Practice 02

Activities on *Expand It* (p. 12)

A. Listen and match.

1. Play File 08.
2. Students listen carefully.
3. Students match each person with his or her favorite color.
4. Check answers together.

B. Work in groups. Ask each classmate for their favorite colors, and check in the box.

1. Students practice the dialogue.
2. Walk around and check pronunciation.
3. Students ask their classmates about their favorite colors.

Main Lesson: Practice 03

Activities on *Conversation* (p. 13)

A. Listen and circle the correct picture.

1. Play File 09.
2. Students listen and complete the activity.

3. Check answers together.
4. Read the expressions aloud.

B. Talk in pairs. Look around and talk about shapes of things in your classroom.

1. Students practice the dialogue.
2. Students switch partners and practice again.
3. Students talk about the shapes of things in their classroom.

Wrap-up

Review the Target Sentences

Review today's expressions together.

- What is your favorite color?
- My favorite color is white.
- What comes next?
- A purple triangle comes next.
- What does it look like?
- It looks like a rectangle.

Play a quick speaking game.

T: What is your favorite color?
Ss: My favorite color is _____.
T: What does it look like?
Ss: It looks like a _____.

Homework

- Review the target expressions.
- Practice asking and answering about favorite colors.
- Practice talking about the shapes of things at home.
- Clean up and say goodbye.

Unit 3 Lesson Plan

Unit Title	**Classroom**
Target Words & Expressions	What do you have? I have a pencil. What do you do with a pencil? I write with a pencil. Do you cut things with scissors?
Objectives	• Students will be able to ask and answer questions about classroom objects using the target expressions. • Students will be able to describe classroom objects and classroom actions using the target vocabulary and expressions. • Students will be able to understand and use the target expressions in everyday conversations.
Materials	Student Book pp.14–17

Introduction: Classroom

Things in My Classroom

Introduce the topic of things in the classroom.

Start the lesson with simple daily conversation.

T: What do you have in your classroom?
T: What classroom objects can you see?

Encourage students to answer in complete sentences.

Ss: I have a _____.

Warm-up

Introducing Classroom Objects

Introduce classroom objects first.

T: I have a pencil and a book.

Write the expressions on the board.

- What do you have?
- I have a pencil.
- What does he have?
- He has a computer.
- What does she have?
- She has two rulers.

Students practice asking a partner what he or she has.

A: What do you have?
B: I have a pencil and a book.

Presentation

Activities on *Getting Ready* (p. 14)

Listen, point and repeat.

Look at the picture on page 14.

1. Ask prediction questions.
   T: Where are the students?
   T: What things can you see in the classroom?
   T: What are the students doing?
2. Play File 10.
3. Students listen, point and repeat line by line.
4. Practice the classroom objects and classroom language together.
5. Introduce the expressions:
   - There is one teacher and seven students.
   - There are desks, chairs, and computers.
   - Stand up.
   - Sit down.
   - Raise your hand.
   - Open your book.
   - Close your book.
   - Pass around paper.
   - Point to the map.

Main Lesson: Practice 01

Activities on *Listen In* (p. 15)

A. Listen and number the pictures. Then mark(X) the items that he(she) does not have.

1. Play File 11.
2. Students listen and number the pictures.
3. Students mark X the items that each person does not have.
4. Check answers together.
5. Practice saying the dialogue.
   T: What does Alex have?
   Ss: He has a computer.
   T: What does Shannon have?
   Ss: She has two rulers.

B. Talk in pairs. Ask your partner what he(she) has.

1. Students practice the dialogue.
   A: What do you have?
   B: I have a pencil and a book.
2. Invite several pairs to present their conversations.

Main Lesson: Practice 02

Activities on *Expand It* (p. 16)

A. Listen and match.

1. Play File 12.
2. Students listen carefully.
3. Students match the classroom objects with the correct actions.
4. Check answers together.
5. Practice saying the dialogue.

B. Look at the picture and check (√) your answer.

1. Play File 13.
2. Students listen to the questions.
3. Students look at the pictures and check “Yes, I do.” or “No, I don’t.”
4. Check answers together.
5. Practice asking and answering the questions.

Main Lesson: Practice 03

Activities on *Listen In* (p. 17)

A. Listen and match.

1. Play File 14.
2. Students listen and match each person with the correct classroom objects.
3. Check answers together.
4. Read the expressions aloud.

B. Work in pairs. Do as your partner tells you. Take turns.

1. Students practice the classroom language.
2. Students take turns giving and following instructions.
3. Students switch roles and practice again.

Wrap-up

Review the Target Sentences

Review today's expressions together.

- What do you have?
- I have a pencil and a book.
- What do you do with a pencil?
- I write with a pencil.
- Do you cut things with scissors?

Play a quick speaking game.

T: What do you have?
Ss: I have a _____.
T: What do you do with a pencil?
Ss: I write with a pencil.

Homework

- Review the target expressions.
- Practice asking and answering about classroom objects.
- Practice saying and following the classroom instructions.
- Clean up and say goodbye.

Unit 4 Lesson Plan

Unit Title	**Body Parts**
Target Words & Expressions	How many noses do you have? I have one nose. How many legs do you have? I have two legs. How many fingers do you have? I have ten fingers.
Objectives	• Students will be able to ask and answer questions about body parts using the target expressions. • Students will be able to identify and describe body parts using the target vocabulary and expressions. • Students will be able to understand and use the target expressions in everyday conversations
Materials	Student Book pp.18–21

Introduction: Body Parts

My Body

Introduce the topic of body parts.

Start the lesson with simple daily conversation.

T: What body parts do you know?
T: How many eyes do you have?

Encourage students to answer in complete sentences.

Ss: I have two eyes.

Warm-up

Introducing Body Parts

Introduce body parts first.

T: I have two eyes and one nose.

Write the expressions on the board.

- How many noses do you have?
- I have one nose.
- How many legs do you have?
- I have two legs.
- How many fingers do you have?
- I have ten fingers.

Students practice asking a partner about body parts.

A: How many eyes do you have?
B: I have two eyes.
A: How many fingers do you have?
B: I have ten fingers.

Presentation

Activities on *Getting Ready* (p. 18)

Listen, point and repeat.

Look at the picture on page 18.

1. Ask prediction questions.
   T: What is the girl doing?
   T: What body parts can you see?
   T: What body parts do you know?
2. Play File 15.
3. Students listen, point and repeat line by line.
4. Practice the body parts together.
5. Introduce the expressions:
   - My body
   - I have two eyes.
   - I have one nose.
   - I have two arms.
   - I have ten fingers.

Main Lesson: Practice 01

Activities on *Listen In* (p. 19)

A. Listen and circle true (T) if the picture matches the conversation. If it doesn't, circle false (F).

1. Play File 16.
2. Students listen carefully.
3. Students circle true (T) or false (F).
4. Check answers together.
5. Practice saying the dialogue.
   T: How many noses do you have?
   Ss: I have one nose.
   T: How many legs do you have?
   Ss: I have two legs.

B. Listen and circle the correct word.

1. Play File 17.
2. Students listen and circle the correct words.
3. Check answers together.
4. Read the expressions aloud.

C. Work in pairs. Ask your partner what these objects are.

1. Students practice combining the words.
2. Students ask and answer with their partners.
3. Invite several pairs to present their answers.

Main Lesson: Practice 02

Activities on *Expand It* (p. 20)

A. Listen and number the pictures.

1. Play File 18.
2. Students listen carefully.
3. Students number the pictures.
4. Check answers together.
5. Practice describing the people and monsters.

B. Talk in pairs. Describe your partner's appearance.

1. Students practice describing their partners.
2. Students use colors, sizes, lengths, and numbers.
3. Walk around and check pronunciation.

Main Lesson: Practice 03

Activities on *Conversation* (p. 21)

A. Listen and write the missing words.

1. Play File 19.
2. Students listen and write the missing words.
3. Check answers together.
4. Read the expressions aloud.

B. Listen and draw a monster.

1. Play File 20.
2. Students listen carefully.
3. Students draw a monster according to the description.
4. Check the completed drawings together.

C. Listen and write your answers.

1. Play File 21.
2. Students listen to each question.
3. Students write their own answers.
4. Check answers together.
5. Practice asking and answering the questions.

Wrap-up

Review the Target Sentences

Review today's expressions together.

- How many noses do you have?
- I have one nose.
- I have two eyes.
- The monster has one eye.
- Do you have two hands?

Play a quick speaking game.

T: How many eyes do you have?
Ss: I have two eyes.
T: Do you have three feet?
Ss: No, I don't.

Homework

- Review the target expressions.
- Practice asking and answering about body parts.
- Practice describing your appearance at home.
- Clean up and say goodbye.

Unit 5 Lesson Plan

Unit Title	**Five Senses**
Target Words & Expressions	What do you do with your eyes? I see with my eyes. I smell with my nose. I hear with my ears. I taste with my tongue. I touch with my hands.
Objectives	• Students will be able to ask and answer questions about the five senses using the target expressions. • Students will be able to describe the five senses and simple qualities using the target vocabulary and expressions. • Students will be able to understand and use the target expressions in everyday conversations.
Materials	Student Book pp.22–25

Introduction: Five Senses

Using My Five Senses

Introduce the topic of the five senses.

Start the lesson with simple daily conversation.

T: What do you do with your eyes?
T: What do you do with your ears?

Encourage students to answer in complete sentences.

Ss: I see with my eyes.

Warm-up

Introducing the Five Senses

Introduce the five senses first.

T: I have two eyes. I see with my eyes.

Write the expressions on the board.

- I see with my eyes.
- I smell with my nose.
- I hear with my ears.
- I taste with my tongue.
- I touch with my hands.

Students practice talking about the five senses with a partner.

A: What do you do with your eyes?
B: I see with my eyes.
A: What do you do with your nose?
B: I smell with my nose.

Presentation

Activities on *Getting Ready* (p. 22)

Listen, point and repeat.

Look at the pictures on page 22.

1. Ask prediction questions.
   T: What can you see in the pictures?
   T: What do you do with your eyes?
   T: What do you do with your nose?
2. Play File 22.
3. Students listen, point and repeat line by line.
4. Practice the five senses together.
5. Introduce the expressions:
   - I see with my eyes.
   - I look at the picture with my eyes.
   - I smell with my nose.
   - I hear with my ears.
   - I taste with my tongue.
   - I touch with my hands.

Main Lesson: Practice 01

Activities on *Listen In* (p. 23)

A. Listen and number the pictures.

1. Play File 23.
2. Students listen and number the pictures.
3. Check answers together.
4. Practice saying the dialogue.
   T: What do you do with your eyes?
   Ss: I look at the picture with my eyes.
   T: What do you do with your nose?
5. *Ss: I smell a flower with my nose.*

B. Work in pairs. Ask your partner. Take turns.

1. Students practice the dialogue.
2. Students switch roles and practice again.
3. Invite several pairs to present their conversations.

Main Lesson: Practice 02

Activities on *Getting Ready* (p. 24)

A. Listen and repeat.

1. Play File 24.
2. Students listen carefully.
3. Students repeat the words line by line.
4. Practice saying the opposite words together.

Activities on *Listen In* (p. 24)

A. Listen and circle the correct picture.

1. Play File 25.
2. Students listen and circle the correct pictures.
3. Check answers together.
4. Practice describing the pictures.

Main Lesson: Practice 03

Activities on *Expand It* (p. 25)

A. Listen and circle the right word.

1. Play File 26.
2. Students listen carefully.
3. Students circle the correct words.
4. Check answers together.
5. Read the expressions aloud.

B. Listen and circle your answer.

1. Play File 27.
2. Students listen to each question.
3. Students circle “Yes, it is.” or “No, it isn’t.”
4. Check answers together.
5. Practice asking and answering the questions.

Wrap-up

Review the Target Sentences

Review today’s expressions together.

- What do you do with your eyes.
- I see with my eyes.
- I smell with my nose.
- I hear with my ears.
- Is it hard?

Play a quick speaking game.

T: What do you do with your eyes?
Ss: I see with my eyes.
T: Is the door hard?
Ss: Yes, it is.

Homework

- Review the target expressions.
- Practice talking about the five senses.
- Practice describing things using the expressions from the lesson.
- Clean up and say goodbye.

Unit 6 Lesson Plan

Unit Title	**Family**
Target Words & Expressions	I have a big family. This is my grandfather.
Objectives	• Students will be able to ask and answer questions about family members using the target expressions. • Students will be able to introduce their family members and describe family relationships using the target vocabulary and expressions. • Students will be able to understand and use the target expressions in everyday conversations.
Materials	Student Book pp.26–29

Introduction: Family

My Family

Introduce the topic of family members.

Start the lesson with simple daily conversation.

T: Do you have a big family?
T: How many people are there in your family?

Encourage students to answer in complete sentences.

Ss: There are _____ people in my family.

Warm-up

Introducing Family Members

Introduce family members first.

T: I have a father, a mother, and one brother in my family.

Write the expressions on the board.

- I have a big/small family.
- This is my grandfather.
- This is my grandmother.
- Jerry is my older brother.
- Joanne is my younger sister.

Students practice talking about their family members with a partner.

A: How many brothers and sisters do you have?
B: I have one sister and two brothers. / I don't have any siblings. / I'm an only child.

Presentation

Activities on *Getting Ready* (p. 26)

Listen, point and repeat.

Look at the family tree on page 26.

1. Ask prediction questions.
   T: Who are the people in the picture?
   T: How many people are there in Ann's family?
   T: Who is Ann's older brother?
2. Play File 28.
3. Students listen, point and repeat line by line.
4. Practice introducing the family members together.
5. Introduce the expressions:
   - I have a big family.
   - This is my grandfather.
   - This is my father and this is my mother.
   - Jerry is my older brother.
   - Joanne is my younger sister.

A. Look at the picture. Listen and circle the correct name.

1. Play File 29.
2. Students look at the family tree and listen carefully.
3. Students circle the correct names.
4. Check answers together.

5. Practice asking and answering about the family members.
   T: Who is Ann's grandfather?
   Ss: Frank.
   T: Who is Grace's husband?
   Ss: Frank.

Main Lesson: Practice 01

Activities on *Listen In* (p. 27)

A. Listen and match.

1. Play File 30.
2. Students listen carefully.
3. Students match each person with the correct family.
4. Check answers together.
5. Practice talking about family members.
   T: Who is in Hanee's family?
   Ss: She has a mother and two brothers in her family.

B. Talk in pairs. Ask your partner how many sisters and brothers he(she) has.

1. Students practice the dialogue.
   A: How many brothers and sisters do you have?
   B: I have two brothers and one sister.
2. Invite several pairs to present their conversations.

Main Lesson: Practice 02

Activities on Expand It (p. 28)

A. Listen and number the pictures.

1. Play File 31.
2. Students listen carefully.
3. Students number the pictures.
4. Check answers together.
5. Practice describing what the family members are doing.

Main Lesson: Practice 03

Activities on *Listen In* (p. 29)

A. Listen and match.

1. Play File 32.
2. Students listen carefully.
3. Students match each person with the correct picture.
4. Check answers together.
5. Read the expressions aloud.

B. Talk in pairs. Interview your partner.

1. Students practice the dialogue.
2. Students switch partners and practice again.
3. Invite several pairs to present their conversations.

Wrap-up

Review the Target Sentences

Review today's expressions together.

- I have a big family.
- How many sisters and brothers do you have?
- I have one sister and two brothers.
- How many people are there in your family?
- Four people.

Play a quick speaking game.

T: How many sisters and brothers do you have?
Ss: I have _____. / I don't have any brothers or sisters.
T: How many people are there in your family?
Ss: _____ people.

Homework

- Review the target expressions.
- Practice introducing your family members.
- Practice asking and answering about your family.
- Clean up and say goodbye.

Unit 7 Lesson Plan

Unit Title	**Describing People**
Target Words & Expressions	She is tall. He is short and big. She has long curly hair. Are you thin? Is your hair long?
Objectives	• Students will be able to describe people's appearance using *be* and *have* expressions. • Students will be able to talk about age, height, body type, hair, and eye color using the target vocabulary and expressions. • Students will be able to understand and use the target expressions in everyday conversations.
Materials	Student Book pp.30–33

Introduction: Describing People

Describing My Friends

Introduce the topic of describing people.

Start the lesson with simple daily conversation.

T: What does your friend look like?
T: Is your friend tall or short?

Encourage students to answer in complete sentences.

Ss: My friend is _____.

Warm-up

Introducing People's Appearance

Introduce how to describe people first.

T: My friend is tall and thin. She has long hair.

Write the expressions on the board.

- She is tall.
- He is short.
- She has long hair.
- He has short hair.
- She has brown eyes.

Students practice describing people with a partner.

A: What does your friend look like?
B: My friend is tall and thin.
A: What does your friend's hair look like?
B: She has long hair.

Presentation

Activities on *Getting Ready* (p. 30)

Listen, point and repeat.

Look at the picture on page 30.

1. Ask prediction questions.
   T: Who are the people in the picture?
   T: Who is tall?
   T: What do their hair and eyes look like?
2. Play File 33.
3. Students listen, point and repeat line by line.
4. Practice describing the people together.
5. Introduce the expressions:
   - Grandmother and grandfather are old.
   - Mark is tall and thin.
   - David is short and big.
   - Jina has long and straight hair.
   - Ray has blue eyes and brown hair.

Main Lesson: Practice 01

Activities on *Listen In* (p. 31)

A. Listen and circle the correct picture.

1. Play File 34.
2. Students listen carefully.
3. Students circle the correct pictures.
4. Check answers together.
5. Practice describing the people.
   T: What does Sue look like?
   Ss: She is tall.
   T: What does Tommy look like?
   Ss: He has long hair.

B. Listen and circle the correct word.

1. Play File 35.
2. Students listen and circle the correct words.
3. Check answers together.
4. Practice describing friends.

Main Lesson: Practice 02

Activities on *Expand It* (p. 32)

A. Listen and number the pictures.

1. Play File 36.
2. Students listen carefully.
3. Students number the pictures.
4. Check answers together.
5. Practice describing the people.

B. Work in groups. Describe your classmates and fill in the chart.

1. Students describe their classmates using age, body type, and hair.
2. Students listen and fill in the chart.
3. Walk around and check pronunciation.

Main Lesson: Practice 03

Activities on Listen In (p. 33)

A. Listen and fill in the diagram.

1. Play File 37.
2. Students listen carefully.
3. Students write the correct descriptions in the diagram.

4. Check answers together.
5. Practice comparing the descriptions.

B. Think about your best friends. Draw their faces and write their names. Then fill in the diagram.

1. Students think about their best friends.
2. Students draw their friends' faces and write their names.
3. Students fill in the diagram with the correct descriptions.

C. Listen and circle your own answers.

1. Play File 38.
2. Students listen to each question.
3. Students circle their own answers.
4. Check the questions together.

D. Talk in pairs. Ask and answer with your partner.

1. Students practice the dialogue.
2. Students switch partners and practice again.
3. Invite several pairs to present their conversations.

Wrap-up

Review the Target Sentences

Review today's expressions together.

- She is tall.
- He is short and big.
- She has long curly hair.
- Are you thin?
- Is your hair long?

Play a quick speaking game.

T: Are you short?
Ss: Yes, I am. / No, I'm not.
T: Is your hair straight?
Ss: Yes, it is. / No, it isn't.

Homework

- Review the target expressions.
- Practice describing your family members or friends.
- Practice asking and answering about people's appearance.
- Clean up and say goodbye.

Unit 8 Lesson Plan

Unit Title	**Pets**
Target Words & Expressions	What animals do you like? I like cats and dogs. Do you like rabbits? Where is your pet? It is next to the chair.
Objectives	• Students will be able to ask and answer questions about pets and favorite animals using the target expressions. • Students will be able to describe pets and their locations using the target vocabulary and expressions. • Students will be able to understand and use the target expressions in everyday conversations.
Materials	Student Book pp.34–37

Introduction: Pets

Pets in a Shop

Introduce the topic of pets.

Start the lesson with simple daily conversation.

T: What animals do you like?
T: Do you have a pet?

Encourage students to answer in complete sentences.

Ss: I like _____.

Warm-up

Introducing Pets

Introduce different kinds of pets first.

T: There are two dogs and three puppies.

Write the expressions on the board.

- There are two dogs.
- They have a tail.
- They have two wings.
- They have shells.
- They have fins.

Students practice talking about pets with a partner.

A: What animals do you like?
B: I like cats and dogs.
A: Do you like rabbits?
B: Yes, I do.

Presentation

Getting Ready (p. 34)

Listen, point and repeat.

Look at the picture on page 34.

1. Ask prediction questions.
   T: Where are the animals?
   T: What animals can you see?
   T: What do the animals have?

2. Play File 39.
3. Students listen, point and repeat line by line.
4. Practice talking about the pets together.
5. Introduce the expressions:
   - There are two dogs and three puppies.
   - They have a tail.
   - They have two wings.
   - They have shells.
   - They have fins.

Main Lesson: Practice 01

Activities on Listen In (p. 35)

A. Look at the pictures. Listen and write the type of pet.

1. Play File 40.
2. Students look at the pictures and listen carefully.
3. Students write the correct type of pet.
4. Check answers together.
5. Practice describing the pets.
   T: It has two legs. It is blue. It has wings. What is it?
   Ss: It is a bird.
   T: It has long ears and red eyes. It hops. What is it?
   Ss: It is a rabbit.

B. Listen and mark O for like and X for don't like.

1. Play File 41.
2. Students listen carefully.
3. Students mark O for the animals each person likes and X for the animals each person does not like.
4. Check answers together.
5. Practice asking and answering about favorite animals.

C. Work in pairs. Interview your classmates.

1. Students practice the dialogue.
   A: Do you like rabbits and birds?
   B: Yes, I do.
   A: Do you like cats and crickets?
   B: I like crickets, but I don't like cats.
2. Students switch partners and practice again.
3. Invite several pairs to present their conversations.

Main Lesson: Practice 02

Activities on Expand It (p. 36)

A. Listen and write the correct word.

1. Play File 42.
2. Students listen carefully.
3. Students write the correct location words.
4. Check answers together.
5. Practice asking and answering about the location of the bird.

B. Work in pairs. Draw your favorite animal around the box. Ask your partner where it is.

1. Students draw their favorite animals around the box.
2. Students practice asking and answering about the locations of their animals.
3. Students switch roles and practice again.

Main Lesson: Practice 03

Activities on Conversation (p. 37)

A. Listen and number the pictures. Listen again and write the words in the blanks using the word bank.

1. Play File 43.
2. Students listen and number the pictures.
3. Students listen again and write the correct words in the blanks.
4. Check answers together.
5. Practice asking and answering about the locations of pets.

Wrap-up

Review the Target Sentences

Review today's expressions together.

- What animals do you like?
- I like cats and dogs.
- Do you like rabbits?
- Where is your pet?
- It is next to the chair.

Play a quick speaking game.

T: What animals do you like?
Ss: I like _____.
T: Where is your pet?
Ss: It is _____ the _____.

Homework

- Review the target expressions.
- Practice asking and answering about animals you like.
- Practice describing the locations of pets.
- Clean up and say goodbye.

Unit 9 Lesson Plan

Unit Title	**House**
Target Words & Expressions	Where do you live? I live in an apartment. What kind of rooms does it have? How many bedrooms does it have? Where is the bathtub? It's in the bathroom.
Objectives	• Students will be able to ask and answer questions about houses and rooms using the target expressions. • Students will be able to identify rooms, furniture, and household equipment using the target vocabulary and expressions. • Students will be able to understand and use the target expressions in everyday conversations.
Materials	Student Book pp.38–41

Introduction: House

Rooms in My House

Introduce the topic of rooms in the house.

Start the lesson with simple daily conversation.

T: Where do you live?
T: What rooms are there in your house?

Encourage students to answer in complete sentences.

Ss: I live in a(n) _____.

Warm-up

Introducing Rooms and Furniture

Introduce rooms and furniture first.

T: There is a bed in the bedroom.

Write the expressions on the board.

- Where do you live?
- I live in an apartment.
- What kind of rooms does it have?
- It has a living room and a kitchen.
- How many bedrooms does it have?

Students practice talking about their houses with a partner.

A: Where do you live?
B: I live in an apartment.
A: What kind of rooms does it have?
B: It has a living room, a kitchen, bedrooms, and a bathroom.

Presentation

Getting Ready (p. 38)

Listen, point and repeat.

Look at the picture on page 38.

1. Ask prediction questions.
   T: What rooms can you see in the house?
   T: What furniture can you see?
   T: What is in the bedroom?
2. Play File 44.
3. Students listen, point and repeat line by line.
4. Practice talking about rooms, furniture, and equipment together.
5. Introduce the expressions:

- In the bedroom, there is a bed.
- In the bathroom, there is a bathtub.
- In the living room, there is a sofa.
- In the dining room, there is a dining table.
- In the kitchen, there is a refrigerator.

Main Lesson: Practice 01

Activities on Listen In (p. 39)

A. Listen and match.

1. Play File 45.
2. Students listen carefully.
3. Students match each person with the correct type of house and rooms.
4. Check answers together.
5. Practice talking about houses and rooms.
   T: Where does Harry live?
   Ss: He lives in an apartment.
   T: How many bedrooms does it have?
   Ss: It has two bedrooms.

B. Talk in pairs. Interview your partners.

1. Students practice the dialogue.
   A: Where do you live?
   B: I live in an apartment.
   A: What kind of rooms does it have?
   B: It has a living room, a kitchen, bedrooms, and a bathroom.
   A: How many bedrooms does it have?
   B: It has two bedrooms.
2. Students switch partners and practice again.
3. Invite several pairs to present their conversation.

Main Lesson: Practice 02

Activities on Expand It (p. 40)

A. Listen and check (√) the correct rooms.

1. Play File 46.
2. Students listen carefully.
3. Students check the correct rooms for each piece of furniture or equipment.
4. Check answers together.
5. Practice asking and answering about the locations of furniture and equipment.

B. Work in pairs. Draw your bedroom and tell your partner what furniture is in your room.

1. Students draw their bedrooms.
2. Students describe the furniture in their rooms.
3. Students listen to their partners' descriptions.
4. Walk around and check pronunciation.

Main Lesson: Practice 03

Activities on Conversation (p. 41)

A. Look at the pictures. Listen and circle the right word.

1. Play File 47.
2. Students look at the pictures and listen carefully.
3. Students circle the correct words.
4. Check answers together.
5. Practice asking and answering about the locations of furniture.

B. Listen and write the numbers in the correct places.

1. Play File 48.
2. Students listen carefully.
3. Students write the numbers in the correct rooms and places.
4. Check answers together.
5. Practice talking about where the furniture goes.

Wrap-up

Review the Target Sentences

Review today's expressions together.

- Where do you live?
- I live in an apartment.
- What kind of rooms does it have?
- Where is the bathtub?
- It is in the bathroom.

Play a quick speaking game.

T: Where do you live?
Ss: I live in a(n) _____.
T: Where is the stove?
Ss: It is in the kitchen.

Homework

- Review the target expressions.
- Practice talking about the rooms in your house.
- Practice describing where furniture and equipment are.
- Clean up and say goodbye.

Unit 10 Lesson Plan

Unit Title	**Clothes**
Target Words & Expressions	What are you wearing? I am wearing a T-shirt. What is she wearing? She is wearing a dress. What is he wearing? He is wearing a suit.
Objectives	• Students will be able to ask and answer questions about what people are wearing using the target expressions. • Students will be able to describe clothing using the target vocabulary and expressions. • Students will be able to understand and use the target expressions in everyday conversations.
Materials	Student Book pp.42–45

Introduction: Clothes

What Are You Wearing?

Introduce the topic of clothes.

Start the lesson with simple daily conversation.

T: What are you wearing?
T: Are you wearing a T-shirt?

Encourage students to answer in complete sentences.

Ss: I am wearing a _____.

Warm-up

Introducing Clothes

Introduce different kinds of clothes first.

T: I am wearing a shirt and pants.

Write the expressions on the board.

- What are you wearing?
- I am wearing a T-shirt.
- What is she wearing?
- She is wearing a dress.
- What is he wearing?
- He is wearing a suit.

Students practice asking a partner what he or she is wearing.

A: What are you wearing?
B: I am wearing a T-shirt and jeans.

Presentation

Activities on *Getting Ready* (p. 42)

Listen, point and repeat.

Look at the picture on page 42.

1. Ask prediction questions.
   T: Who are the people in the picture?
   T: What clothes can you see?
   T: What is Kate wearing?
2. Play File 49.
3. Students listen, point and repeat line by line.
4. Practice describing what the people are wearing together.
5. Introduce the expressions:
   - What is Kate wearing?
   - She is wearing a dress, a coat, and boots.
   - Linda is wearing a jacket, a skirt, a cap, socks, and shoes.
   - Mr. Brown is wearing a suit, a necktie, and a belt.
   - Julie is wearing a sweater, jeans, and a scarf.

Main Lesson: Practice 01

Activities on *Listen In* (p. 43)

A. Listen and match.

1. Play File 50.
2. Students listen carefully.
3. Students match each person with the correct clothes.
4. Check answers together.
5. Practice asking and answering about what the people are wearing.
   T: What is Linda wearing?
   Ss: She is wearing a T-shirt, a skirt, and boots.
   T: What is Brian wearing?
   Ss: He is wearing jeans, a shirt, and a cap.

B. Work in pairs. Ask your classmates what he(she) is wearing. Take turns.

1. Students practice the dialogue.
   A: What are you wearing?
   B: I am wearing a vest.
2. Students ask their classmates what they are wearing.
3. Students write their classmates' names and clothes in the chart.
4. Invite several pairs to present their conversations.

Main Lesson: Practice 02

Activities on *Expand It* (p. 44)

A. Listen and circle the clothes you hear. Then listen again and draw clothes on the girl below.

1. Play File 51.
2. Students listen carefully.
3. Students circle the clothes they hear.
4. Students listen again and draw the clothes on the girl.
5. Check answers together.
6. Practice describing Clare's clothes.

B. Look at the above picture. Listen and answer the questions.

1. Play File 52.
2. Students look at the completed picture and listen carefully.
3. Students write their answers.
4. Check answers together.
5. Practice asking and answering the questions.

Main Lesson: Practice 03

Activities on *Conversation* (p. 45)

A. Listen and write the correct names.

1. Play File 53.
2. Students listen carefully.
3. Students write the correct names under the pictures.
4. Check answers together.
5. Practice asking and answering about what the people are wearing.

B. Talk in groups. Make a sentence by adding the names of the clothes.

1. Students make a sentence by adding one item of clothing at a time.
2. Students take turns repeating the previous clothes and adding another item.
3. Continue the activity until each student has added an item of clothing.

Wrap-up

Review the Target Sentences

Review today's expressions together.

- What are you wearing?
- I am wearing a T-shirt.
- What is she wearing?
- She is wearing a dress.
- Is she wearing a T-shirt?

Play a quick speaking game.

T: What are you wearing?
Ss: I am wearing _____.
T: Is she wearing a dress?
Ss: Yes, she is. / No, she isn't.

Homework

- Review the target expressions.
- Practice asking and answering about clothes.
- Practice describing what you and your family members are wearing.
- Clean up and say goodbye.

Unit 11 Lesson Plan

Unit Title	**Weather and Seasons**
Target Words & Expressions	What's the weather like today? It's sunny. What is your favorite season? My favorite season is summer. How's the weather in summer?
Objectives	• Students will be able to ask and answer questions about the weather and seasons using the target expressions. • Students will be able to describe different types of weather and seasons using the target vocabulary and expressions. • Students will be able to understand and use the target expressions in everyday conversations.
Materials	Student Book pp.46–49

Introduction: Weather and Seasons

Weather and Seasons

Introduce the topic of weather and seasons.

Start the lesson with simple daily conversation.

T: What's the weather like today?
T: What is your favorite season?

Encourage students to answer in complete sentences.

Ss: It's _____.

Warm-up

Introducing Weather and Seasons

Introduce different types of weather and seasons first.

T: It's sunny and warm today.

Write the expressions on the board.

- What's the weather like today?
- It's sunny.
- What is your favorite season?
- My favorite season is summer.
- How's the weather in summer?

Students practice talking about weather and seasons with a partner.

A: What's the weather like today?
B: It's sunny.
A: What is your favorite season?
B: My favorite season is summer.

Presentation

Activities on *Getting Ready* (p. 46)

Listen, point and repeat.

Look at the pictures on page 46.

1. Ask prediction questions.
   T: What kinds of weather can you see?
   T: What's the weather like today?
   T: What are the four seasons?
2. Play File 54.
3. Students listen, point and repeat line by line.
4. Practice talking about weather and seasons together.
5. Introduce the expressions:
   - It's sunny.
   - It's rainy.
   - It's snowy.
   - It's warm.
   - It's cold.

Main Lesson: Practice 01

Activities on *Listen In* (p. 47)

A. Listen and number the pictures.

1. Play File 55.
2. Students listen carefully.
3. Students number the pictures.
4. Check answers together.
5. Practice asking and answering about the weather.
   T: What's the weather like today? *Ss: It's snowy.*
   T: What's the weather like today? *Ss: It's sunny.*

B. Work in groups. Ask your classmates if they like each type of weather written in the box and, if they do, write their names in the blanks.

1. Students ask their classmates about the types of weather they like.
2. Students write their classmates' names in the correct blanks.
3. Students take turns asking and answering the question.
   A: Do you like sunny days? *B: Yes, I do.*
4. Invite several groups to share their answers.

Main Lesson: Practice 02

Activities on *Expand It* (p. 48)

A. Listen and match.

1. Play File 56.
2. Students listen carefully.
3. Students match each activity with the correct type of weather.
4. Check answers together.
5. Practice talking about activities for different types of weather.

B. Listen and write the correct words.

1. Play File 57.
2. Students listen carefully.
3. Students write the correct weather words in the chart.
4. Check answers together.
5. Practice asking and answering about favorite seasons and weather.

C. Work in pairs. Ask your classmates what their favorite seasons are and check (√) in each column.

1. Students ask their classmates about their favorite seasons.
2. Students check (√) the correct seasons in the chart.
3. Students switch partners and practice again.

Main Lesson: Practice 03

Activities on Conversation (p. 49)

A. Listen and circle the correct temperature.

1. Play File 58.
2. Students listen carefully.
3. Students circle the correct temperatures.
4. Check answers together.
5. Practice asking and answering about the temperature.

B. Listen and write the correct weather and temperature.

1. Play File 59.
2. Students listen carefully.
3. Students write the correct weather and temperature for each city.
4. Check answers together.
5. Practice talking about the weather and temperature in different cities.

Wrap-up

Review the Target Sentences

Review today's expressions together.

- What's the weather like today?
- It's sunny.
- What is your favorite season?
- My favorite season is summer.
- What's the temperature?

Play a quick speaking game.

T: What's the weather like today?
Ss: It's _____.
T: What is your favorite season?
Ss: My favorite season is _____.

Homework

- Review the target expressions.
- Practice talking about today's weather.
- Practice asking and answering about favorite seasons.
- Clean up and say goodbye.

Unit 12 Lesson Plan

Unit Title	**Calendar**
Target Words & Expressions	What is the seventh month of the year? July is the seventh month of the year. What's the date today? What day is it today? When is your birthday?
Objectives	• Students will be able to ask and answer questions about months, days, dates, and birthdays using the target expressions. • Students will be able to identify and use the names of the months, days of the week, and ordinal dates correctly. • Students will be able to understand and use the target expressions in everyday conversations.
Materials	Student Book pp.50–53

Introduction: Calendar

Months, Days, and Dates

Introduce the topic of months, days, and dates.

Start the lesson with simple daily conversation.

T: What day is it today?

T: What's the date today?

Encourage students to answer in complete sentences.

Ss: Today is _____.

Warm-up

Introducing Months and Dates

Introduce months and dates first.

T: We have 12 months in a year.

Write the expressions on the board.

- What is the first month of the year?
- January is the first month of the year.
- What is the seventh month of the year?
- July is the seventh month of the year.
- What is your favorite month of the year?

Students practice talking about months with a partner.

A: What is your favorite month of the year?
B: My favorite month of the year is December.

Presentation

Activities on *Getting Ready* (p. 50)

Listen, point and repeat.

Look at the calendar on page 50.

1. Ask prediction questions.
   T: How many months are there in a year?
   T: What is the first month of the year?
   T: What month comes after June?
2. Play File 60.
3. Students listen, point and repeat line by line.
4. Practice saying the months, days of the week, and dates together.
5. Introduce the expressions:
   - We have 12 months in a year.
   - We have seven days in a week.
   - January is the first month of the year.
   - July is the seventh month of the year.
   - December is the twelfth month of the year.

Main Lesson: Practice 01

Activities on *Listen In* (p. 51)

A. Listen, say and draw a shape on the card.

1. Play File 61.
2. Students listen carefully.
3. Students find the correct cards using the ordinal numbers.
4. Students draw the correct shapes on the cards.
5. Check answers together.
6. Practice asking and answering about the order of the cards.

B. Listen and write the correct word.

1. Play File 62.
2. Students listen carefully.
3. Students write the correct months.
4. Check answers together.
5. Practice asking and answering about the months of the year.
   T: What is the seventh month of the year? *Ss: July.*
   T: What is the twelfth month of the year? *Ss: December.*

C. Talk in pairs. Ask your partner.

1. Students practice the dialogue.
   A: What is your favorite month of the year?
   B: My favorite month of the year is December.
2. Students switch partners and practice again.
3. Invite several pairs to present their conversations.

Main Lesson: Practice 02

Activities on Getting Ready (p. 52)

A. Listen and repeat.

1. Play File 63.
2. Students listen carefully.
3. Students repeat the days of the week.
4. Practice saying the days of the week in order.

Activities on Expand It (p. 52)

A. Listen and write the correct dates.

1. Play File 64.
2. Students look at the calendar and listen carefully.
3. Students write the correct dates.
4. Check answers together.
5. Practice asking and answering about dates.

B. Listen and write the correct days in the chart.

1. Play File 65.
2. Students listen carefully.
3. Students write the correct days in the chart.
4. Check answers together.
5. Practice talking about activities and days of the week.

C. Talk in pairs.

1. Students practice asking and answering about the date and day.
2. Students switch partners and practice again.

Main Lesson: Practice 03

Activities on Conversation (p. 53)

A. Listen and match. Listen again and fill in the blanks.

1. Play File 66.
2. Students listen and match each person with the correct birthday.
3. Students listen again and fill in the blanks.
4. Check answers together.
5. Practice asking and answering about birthdays.

B. Listen and write the missing words.

1. Play File 67.
2. Students listen carefully.
3. Students write the missing words.
4. Check answers together.
5. Read the completed sentences aloud.

C. Talk in pairs.

1. Students practice the dialogue.
2. Students switch partners and practice again.
3. Invite several pairs to present their conversations.

Wrap-up

Review the Target Sentences

Review today's expressions together.

- What is the seventh month of the year?
- July is the seventh month of the year.
- What's the date today?
- What day is it today?
- When is your birthday?

Play a quick speaking game.

T: What day is it today?
Ss: Today is _____.
T: When is your birthday?
Ss: My birthday is on _____.

Homework

- Review the target expressions.
- Practice saying the months and days of the week.
- Practice asking and answering about dates and birthdays.
- Clean up and say goodbye.

Unit 13 Lesson Plan

Unit Title	**Playing Outside**
Target Words & Expressions	Let's ride a bike. What is your favorite ride? My favorite ride is the swing. Can you catch a ball? Yes, I can. / No, I can't.
Objectives	• Students will be able to ask and answer questions about outdoor activities and playground equipment using the target expressions. • Students will be able to talk about activities they can and cannot do using the target vocabulary and expressions. • Students will be able to understand and use the target expressions in everyday conversations.
Materials	Student Book pp.54–57

Introduction: Playing Outside

At the Park

Introduce the topic of playing outside.

Start the lesson with simple daily conversation.

T: What do you like to do at the park?

T: Can you ride a bike?

Encourage students to answer in complete sentences.

Ss: I like to _____.

Warm-up

Introducing Activities at the Park

Introduce different activities at the park first.

T: Let's ride a bike.

Write the expressions on the board.

- Let's jump rope.
- Let's bounce a ball.
- Let's climb a tree.
- Let's fly a kite.
- Let's ride a bike.

Students practice talking about activities at the park with a partner.

A: What do you like to do at the park?
B: I like to ride a bike.
A: Can you fly a kite?
B: Yes, I can.

Presentation

Activities on *Getting Ready* (p. 54)

Listen, point and repeat.

Look at the picture on page 54.

1. Ask prediction questions.
   T: Where are the children?
   T: What are they doing?
   T: What things can you see in the park?
2. Play File 68.
3. Students listen, point and repeat line by line.
4. Practice talking about activities and things in the park together.
5. Introduce the expressions:
   - Let's jump rope.
   - Let's bounce a ball.
   - Let's climb a tree.
   - Let's fly a kite.
   - Let's ride a bike.

Main Lesson: Practice 01

Activities on *Listen In* (p. 55)

A. Listen and number the pictures.

1. Play File 69.
2. Students listen carefully.
3. Students number the pictures.
4. Check answers together.
5. Practice describing what the people are doing.
   T: Where is the boy?
   Ss: He is on the monkey bars.
   T: What are they doing?
   Ss: They are riding a bike.

B. Talk in pairs. Ask your partner what his(her) favorite ride is.

1. Students practice the dialogue.
   A: What is your favorite ride?
   B: My favorite ride is the swing.
2. Students switch partners and practice again.
3. Invite several pairs to present their conversations.

Main Lesson: Practice 02

Activities on Expand It (p. 56)

A. Listen and number the pictures.

1. Play File 70.
2. Students listen carefully.
3. Students number the pictures.
4. Check answers together.
5. Practice asking and answering about the locations of people.

B. Listen and match.

1. Play File 71.
2. Students listen carefully.
3. Students match each person with the correct playground equipment.
4. Check answers together.
5. Practice talking about favorite playground equipment.

Main Lesson: Practice 03

Activities on Conversation (p. 57)

A. Listen and fill in the chart. Mark O for can and X for can't.

1. Play File 72.
2. Students listen carefully.
3. Students mark O for the activities each person can do and X for the activities each person cannot do.
4. Check answers together.
5. Practice talking about what people can and cannot do.

B. Listen and write in the right column.

1. Play File 73.
2. Students listen carefully.
3. Students write each activity in the correct "can" or "can't" column.
4. Check answers together.
5. Practice asking and answering about abilities.

C. Work in pairs. Ask your partner and fill in the blanks.

1. Students ask their partners about the activities in the chart.
2. Students write their partners' answers in the blanks.
3. Students switch roles and practice again.
4. Invite several pairs to present their conversations.

Wrap-up

Review the Target Sentences

Review today's expressions together.

- Let's ride a bike.
- What is your favorite ride?
- My favorite ride is the swing.
- Can you catch a ball?
- Yes, I can. / No, I can't.

Play a quick speaking game.

T: What is your favorite ride?
Ss: My favorite ride is the _____.
T: Can you fly a kite?
Ss: Yes, I can. / No, I can't.

Homework

- Review the target expressions.
- Practice talking about activities at the park.
- Practice asking and answering about what you can and cannot do.
- Clean up and say goodbye.

Unit 14 Lesson Plan

Unit Title	**Time**
Target Words & Expressions	What time is it? It's two o'clock. What day? On Friday. What time? At 4:30.
Objectives	• Students will be able to ask and answer questions about the time and schedules using the target expressions. • Students will be able to tell the time and talk about daily activities and appointments using the target vocabulary and expressions. • Students will be able to understand and use the target expressions in everyday conversations.
Materials	Student Book pp.58–61

Introduction: Time

Telling Time

Introduce the topic of time and schedules.

Start the lesson with simple daily conversation.

T: What time is it?
T: What time do you have lunch?

Encourage students to answer in complete sentences.

Ss: It's _____.

Warm-up

Introducing Time

Introduce how to ask for and tell the time first.

T: It's six o'clock.

Write the expressions on the board.

- What time is it?
- It's two o'clock.
- It's six ten.
- It's one fifteen.
- It's eight thirty.

Students practice asking and answering about the time with a partner.

A: What time is it?
B: It's six o'clock.
A: What time is it?
B: It's eight thirty.

Presentation

Activities on *Getting Ready* (p. 58)

Listen, point and repeat.

Look at the clocks and schedule on page 58.

1. Ask prediction questions.
   T: What time is it?
   T: What times can you see on the clocks?
   T: What activities can you see in the schedule?
2. Play File 74.
3. Students listen, point and repeat line by line.
4. Practice telling the time and reading the schedule together.
5. Introduce the expressions:
   - What time is it?
   - It's two o'clock.
   - It's six ten.
   - Have lunch with Julie at 12:30.
   - Play soccer at 11:15.

Main Lesson: Practice 01

Activities on *Listen In* (p. 59)

A. Listen and draw hands on the clocks.

1. Play File 75.
2. Students listen carefully.
3. Students draw the hour and minute hands on the clocks.
4. Check answers together.
5. Practice asking and answering about the time.
   T: What time is it?
   Ss: It's six o'clock.
   T: What time is it?
   Ss: It's two thirty.

B. Listen and number the pictures.

1. Play File 76.
2. Students listen carefully.
3. Students number the pictures.
4. Check answers together.
5. Practice talking about Danny's daily activities.
   T: What does Danny do at 7:45?
   Ss: Danny watches TV.
   T: What does Danny do at 8:30?
   Ss: Danny goes to school.

C. Talk in pairs.

1. Students practice the dialogue.
   A: What time is it?
   B: It's six o'clock.
2. Students switch roles and practice again.
3. Invite several pairs to present their conversations.

Main Lesson: Practice 02

Activities on *Expand It* (p. 60)

A. Listen and write the time. Then match the time and the picture.

1. Play File 77.
2. Students listen carefully.
3. Students write the correct times.
4. Students match each time with the correct picture.
5. Check answers together.
6. Practice talking about activities and times.

B. Work in pairs. Draw hands of the clock and write what you are doing now.

1. Students draw the hands on the clock.
2. Students write the current time.
3. Students write what they are doing now.
4. Students share their answers with their partners.

Main Lesson: Practice 03

Activities on *Conversation* (p. 61)

A. Listen and circle. Then match and write the time.

1. Play File 78.
2. Students listen carefully.
3. Students circle the correct activities.
4. Students match each activity with the correct day.
5. Students write the correct times.
6. Check answers together.
7. Practice making plans with a partner.

B. Listen and complete the appointment card.

1. Play File 79.
2. Students listen carefully.
3. Students write the correct dates and times on the appointment cards.
4. Students mark the correct days.
5. Check answers together.
6. Practice asking and answering about appointments.

Wrap-up

Review the Target Sentences

Review today's expressions together.

- What time is it?
- It's six o'clock.
- What day?
- On Friday.
- What time? At 4:30.

Play a quick speaking game.

T: What time is it?
Ss: It's _____.
T: Let's go to the library! What day?
Ss: On _____.

Homework

- Review the target expressions.
- Practice asking for and telling the time.
- Practice talking about activities and schedules.
- Clean up and say goodbye.