

- This unit aims to teach students how to introduce themselves and others. It also teaches verb forms that change according to person, as well as proper nouns.

Key Words boy girl student from age

Grammar

- 1. The Verb *Be*
- 2. Proper Nouns (Countries)

Key Sentences I am a student. He is not a student.

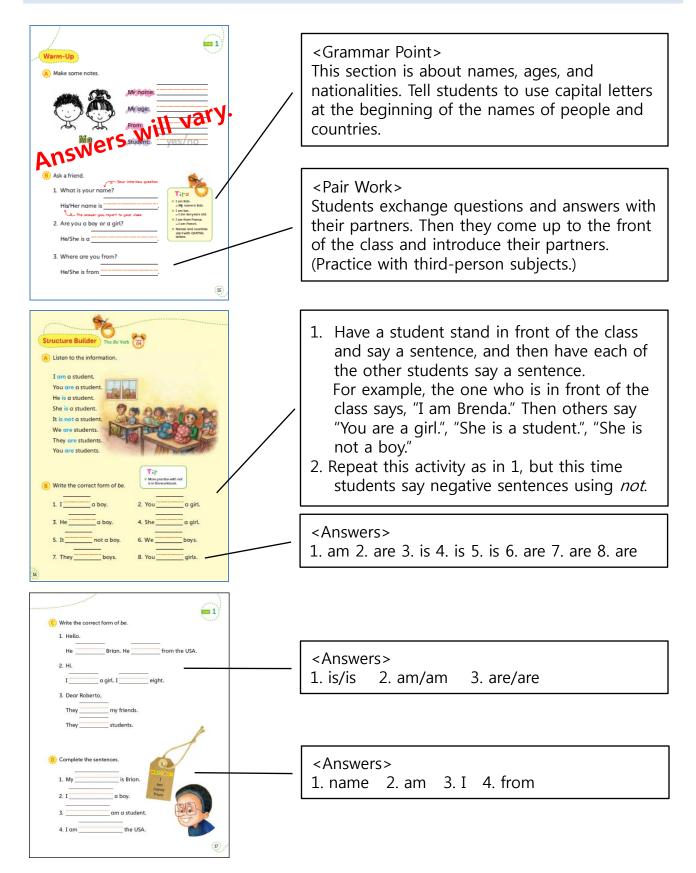
# Related Words

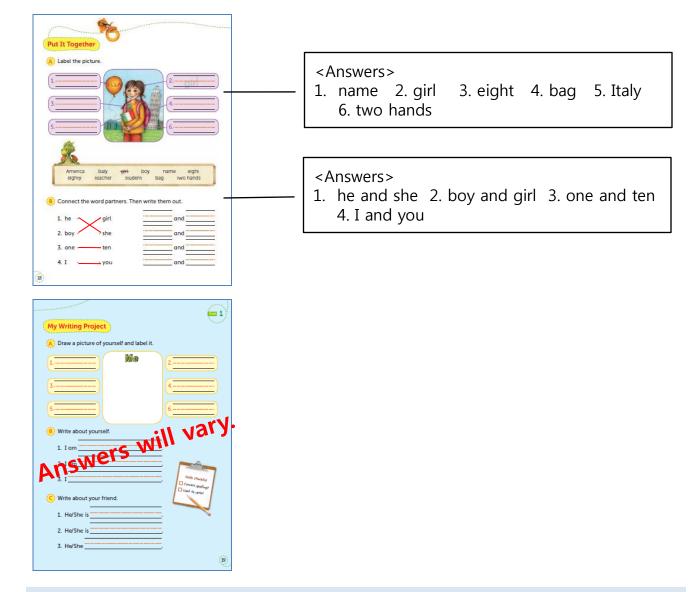
USA	American	France	French	Brazil	Brazilian	Italy	Italian	
Korea	Korean	First nar	ne Last	t name		2		

#### 1. Warm Up

- Prior to the lesson, show a map of the world and talk about the names of major countries.

Me Introducing Myself Log in and meet some new friends.	Introduce this boy according to the information given below. His name is Brian Lee. He is a boy. He is nine years old. He is from the USA. He is a student.
Prome the USA - information the USA - infor	Ask questions and encourage students to answer. What is her(his) name? How old is she(he)? Is (s)he a boy or a girl? Where is (s)he from? Is (s)he a student?





Materials - one sheet of A4-size paper per student

<How to Make a Mini-Book>

- 1. Fold the paper twice and make it as shown in the picture.
- Have students draw their own images on the folded paper and write the title as "I am ...." If one wants to write about his/her friend, he/she may well write "(S)he is ...."
- 3. Now have students spread out the folded paper and write sentences based on the content of sentences written on p. 9.
- 4. Have students present what they made.





- This unit aims to teach words for family members such as *grandmother* and *cousin*, as well as possessives.

Key Words father mother grandfather grandmother uncle aunt daughter son cousin parents child children

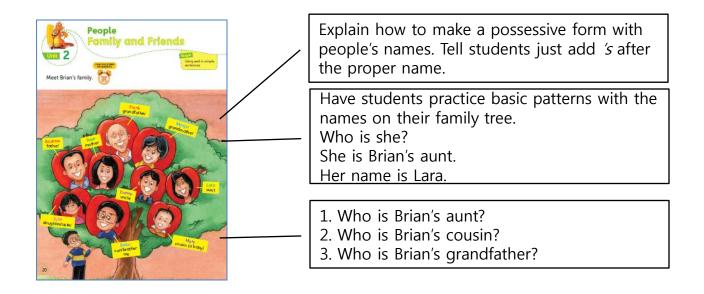
Grammar Possessives

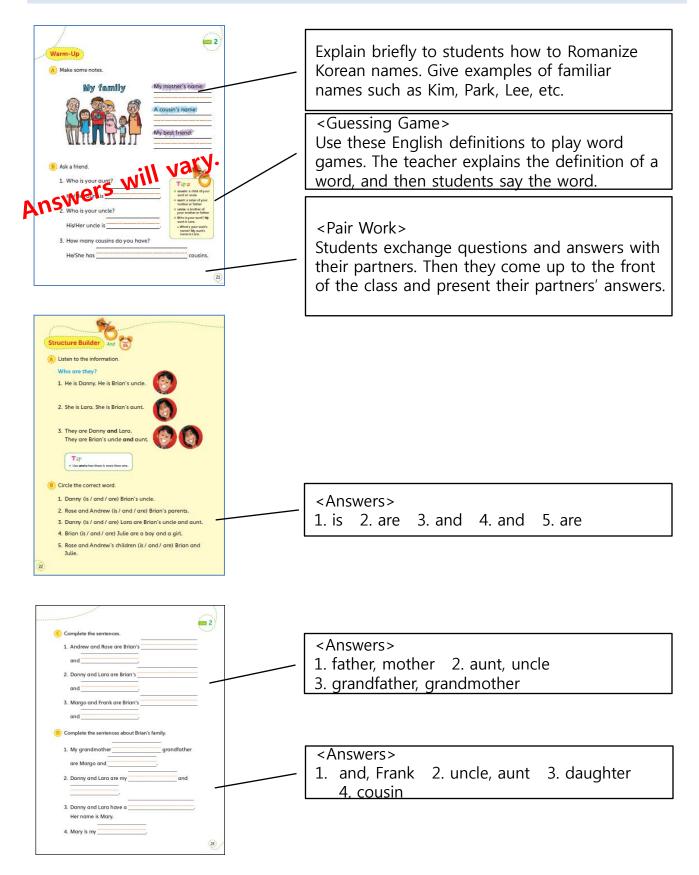
Key Sentences Andrew and Rose are Brian's parents.

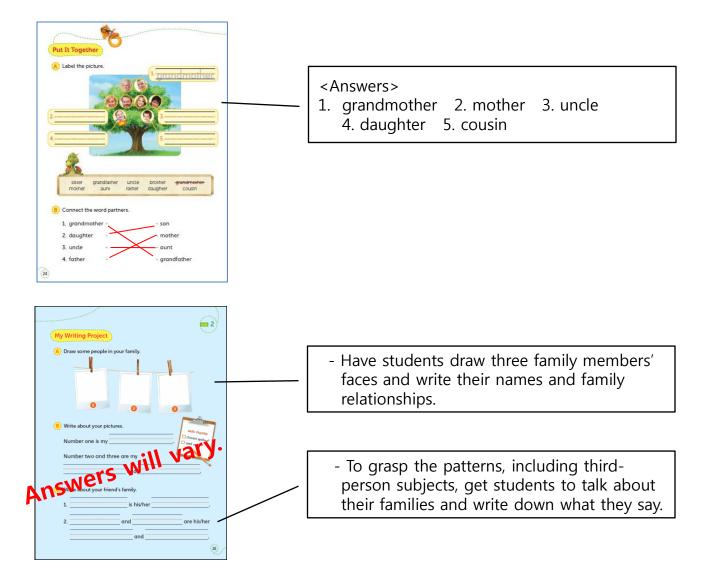
Related Words grandparents husband wife

1. Warm Up

- Look at the picture on p. 20 and talk about family relations.







Materials - the picture of a family on p. 20 and word cards

<How to play>

- 1. Copy the picture on p. 20 and cut out the faces. Then make word cards such as *He, She, They, is, are, am*, plus kinship names, articles, etc. to make sentences later.
- When the teacher chooses a person, students make a sentence that goes with the person.



- Students learn singular/plural number while counting objects in their houses and also learn words and expressions related to the house.

Key Words upstairs downstairs kitchen living room bathroom bedroom chair inside outside towel

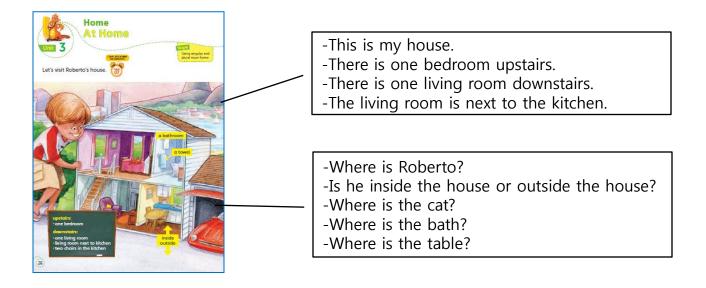
Grammar Plural Nouns

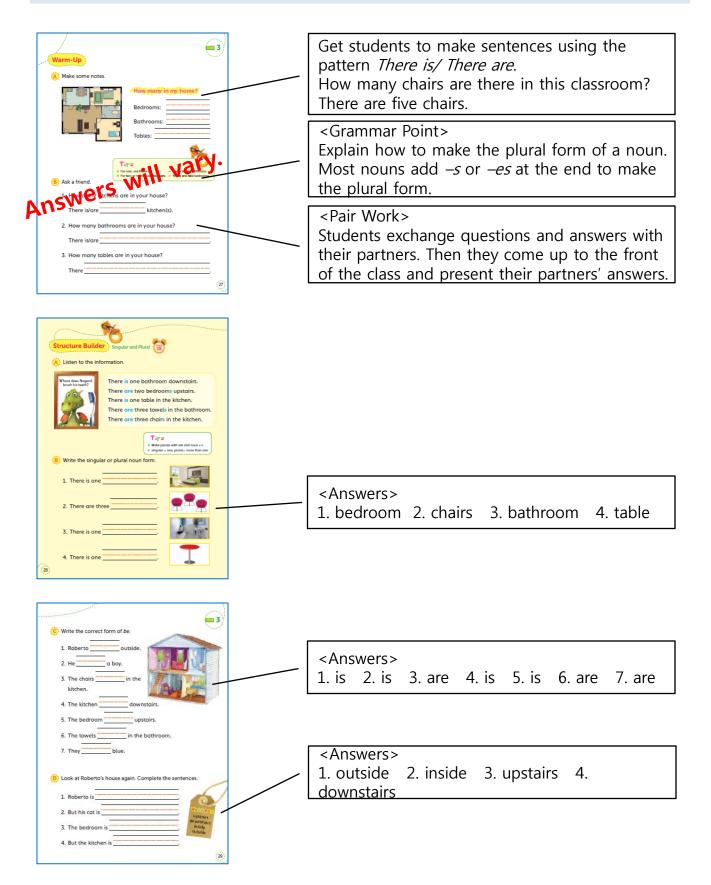
Key Sentences There is one towel. There are two bathrooms.

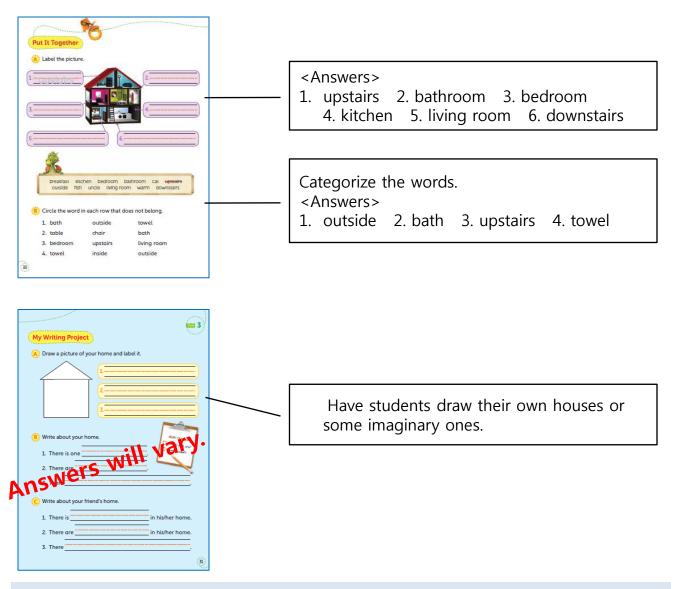
Related Words garage laundry garden

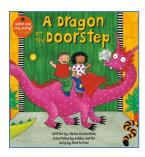
1. Warm Up

- Tell students the names of rooms in the picture on p. 26. Explain words of opposite meaning such as *upstairs* vs. *downstairs* and *inside* vs. *outside*.
- Remind students of prepositions of location such as *on, under, in, out,* etc.









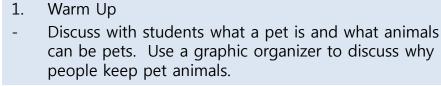
< A Dragon on the Doorstep, a fairy tale>

This fairy tale gives students an opportunity to practice the pattern of "*There is* (animal name) in the (places in the house)."

It is desirable to review the content of Unit 3 while reading the fairy tale or to watch animations from YouTube.

- This unit aims to teach expressions for describing pet animals, as well as irregular plural noun forms.

Key Words bird mice rabbit kitten fish snake turtle size puppy tail pet new Grammar -Using has/have -Irregular Plural Nouns **Key Sentences** I have two cats. **Related Words** spider pretty/cute long fangs lizard claws small





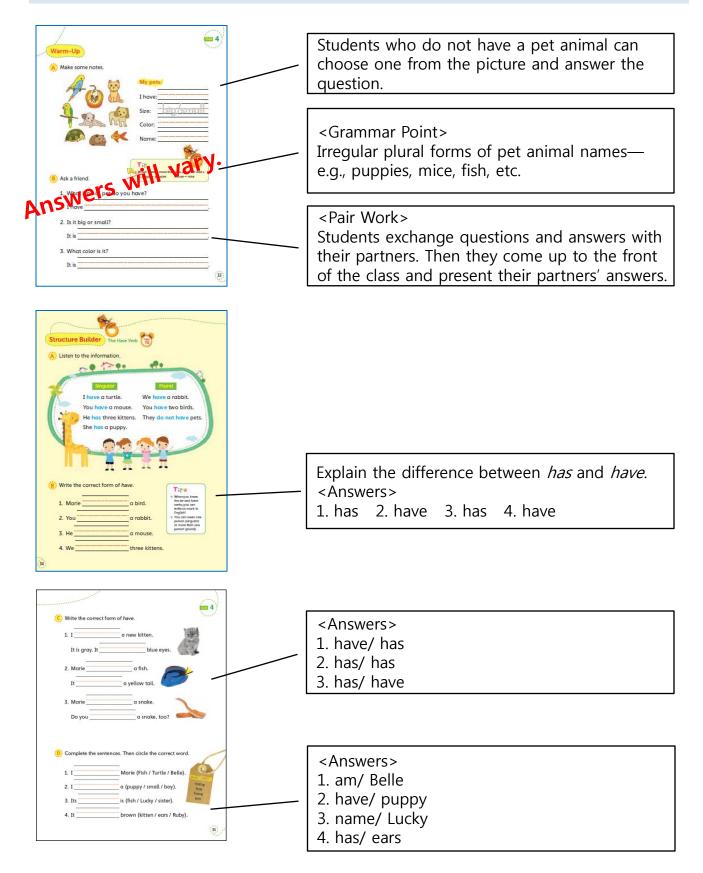


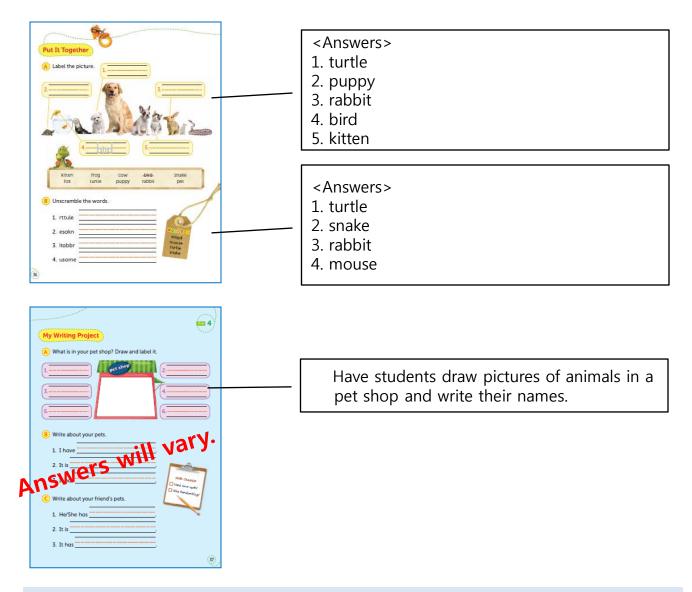
First, discuss the names of the animals that appear in the picture. Then give clues about an animal and have students guess the animal.

E.g. These animals like to eat cheese. They are gray and white.  $\rightarrow$  Answer: Mice

1. What is the orange and yellow animal?

- 2. What is the gray and brown animal?
- 3. What is the white and brown animal?

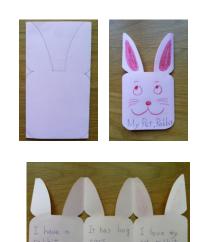


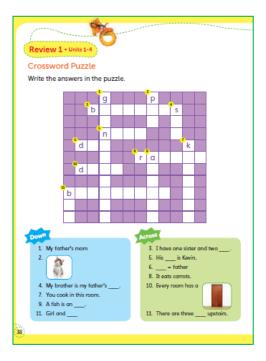


Materials - one sheet of A4-size paper per student

<How to Make a Mini-Book>

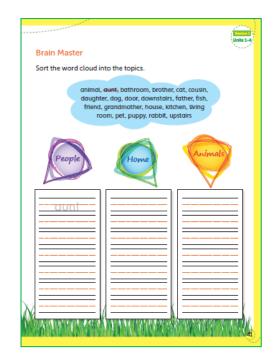
- 1. Fold the paper twice to divide it into three even parts as shown in the picture.
- Draw a pet on the folded paper and title it "My Pet, \_\_\_\_\_."
- 3. Unfold the paper and write sentences based on the sentences written on p. 37.
- 4. Each student presents his/her work.





DOWN: 1. grandmother 2. pet 4. son 7. kitchen 9. animal 11. boy ACROSS: 3. brothers 5. name 6. dad 8. rabbit 10. door 11. bathrooms

Dice Game			Second Press
Student A baby rolls a die.	*	er student	
Student B bath rolls a die.	bathroom		<b>*</b>
Combine your rolls nouns!	student A		o use plural
1. There are three	in	the	
	en	in the	
2. There are thirtee	X		
<ol> <li>There are thirtee</li> <li>There are thirty</li> </ol>	in	the	



People: aunt, brother, cousin, daug hter, father, friend, grandmother Home: bathroom, door, downstairs, house, kitchen, living room, upstairs Animals: animal, cat, dog, fish, pet, puppy, rabbit



- This unit aims to teach (1) expressions related to food, (2) the usage of definite and indefinite articles, and (3) how to say quantities.

Key Words lettuce candy breakfast fruit cookies sandwich grapes lunch sweet delicious Grammar - Articles a/an/the -a/an or some **Key Sentences** I have an apple. **Related Words** dinner pear 1. Warm Up Explain a and some with pears and juice. Tell students the difference between countable and uncountable nouns. For example, countable nouns = a pear, two pears, uncountable nouns = some juice, a glass of juice, a carton of juice. Explain the different usage of a and an. E.g., *a pear, an apple*, etc. Food My Lunch Box Choose some delicious food to eat. 🛜 Have students discuss the food in Alberto's lunchbox and say the names. 1. What does Roberto have for lunch? 2. What does he have to drink? 3. What fruit is there?

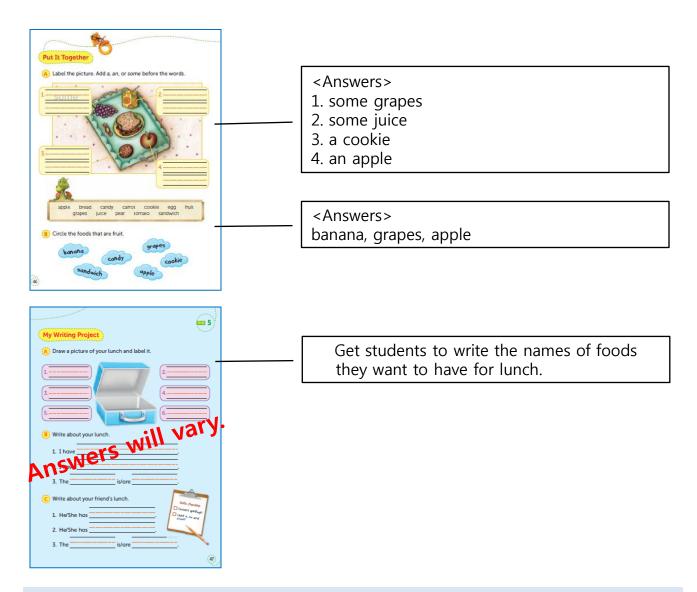
3. We have some

4.

grapes are sweet.

	<grammar point=""></grammar>
Warm-Up  Make some notes.  My tanch  I have  and and and  T:ps  Ask a friend.  Ask a friend. Ask a friend. Ask a friend. Ask a friend. Ask a friend. Ask a friend. Ask a friend. Ask a friend. Ask a friend. Ask a friend. Ask a friend. Ask a friend. Ask a friend. Ask a friend. Ask a friend. Ask a friend. As	Prepare cards with pictures of food. Use the cards to explain the usage of <i>a/an/some</i> . Then have students make sentences.
1. What do your gor lubble for lunch. 2. What do you drink? He/She drinks 3. Do you have any fruit for lunch? What kind? He/She has	<pair work=""> Students exchange questions and answers with their partners. Then they come up to the front of the class and present their partners' answers.</pair>
Structure Builder AMA/The/Some Structure Builder AMA/The/Some The information. I have a sandwich. He has an apple. They have some cookies and some juice. They have some fruit. We have some grapes. They have some some synce. They have some some synce.	Explain that when the speaker and the hearer both know what they are talking about, the speaker must use <i>the</i> instead of <i>a/an/some</i> .
Complete the sentences. <ul> <li>I have</li></ul>	<pre><answers> - 1. an 2. some 3. some 4. a 5. some 6. a 7. a</answers></pre>
Complete the sentences with a, an, the, or some.   I. I have a apple.  b apple is red.  I. I have a sondwich.  b sondwich is big.  I. I have a juice.  J. I have a juice.  J. Juice is sweet.	<pre><answers> 1. a. an b. The 2. a. a b. The 3. a. some b. The</answers></pre>
Complete the sentences.     For breakfast, I have a 2. I have an	<pre><answers> 1. banana 2 apple</answers></pre>

- 2. apple 3. grapes 4. The



Materials - two sheets of A4-size paper per student

<How to Make a Mini-Book>

- 1. Fold both the sheets in half together. Then cut them in the form of a lunchbox as shown in the picture.
- Make a cut in the middle of one sheet, and make cuts in the sides of other sheet. Put the two sheets into one.
- 3. Fold it and write "My Lunchbox" on it.
- 4. Unfold the paper again and write sentences based on what was written on p.47 with a focus on either food, drink, or fruit.
- 5. Students present their lunchboxes.

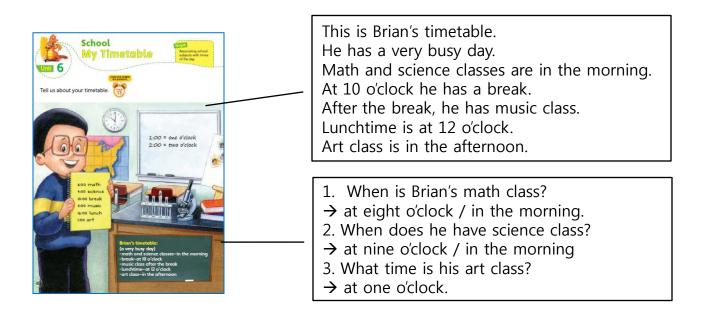


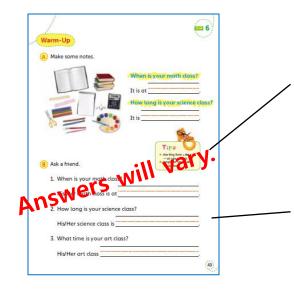
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- This unit aims to teach the names of school subjects and class hours.

	Key Words school subject math science music art class lunch break hour o'clock timetable	
	Grammar Times of the day	
	Key Sentences Art class is at one o'clock. Break is one hour.	
	Related Words library minute second	
Ø		

- 1. Warm Up
- Explain how to tell the time. Use an oversized model clock. Move the hour and minute hands and have students tell the time. For example, "What time is it? It's one o'clock. It's five-forty."
- Ask what subjects they are learning and tell them the subject names in English.





At...o'clock

Kructure Builder

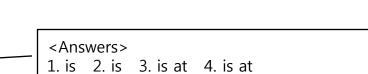
Circle the correct answer. 1. Math class (is / is at) one hour.

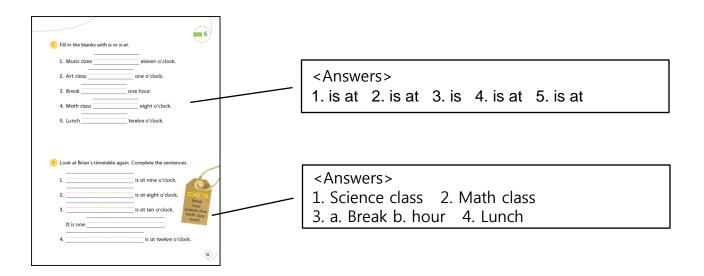
Art class (is / is at) one hour.
 Science (is / is at) nine o'clock.
 Break (is / is at) ten o'clock.

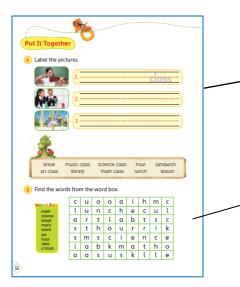
<Grammar Point> The preposition *at* is used to tell clock time. E.g. The class begins at ten o'clock. The class ends at ten-fifty (or ten to eleven).

#### <Pair Work>

Students exchange questions and answers with their partners. Then they come up to the front of the class and present their partners' answers.





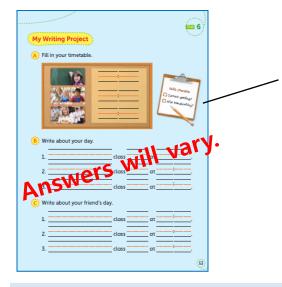


</th <th>Answers&gt;</th>	Answers>
1.	music class
2	science class

2. science class

3. break

	С			0				Μ	
	L	U	Ν	С	Н			U	
	А	R	Т	L		В		S	
-	S		Н	0	U	R		Ι	
	S		S	С	Ι	Е	Ν	С	Е
				Κ	Μ	Α	Т	Н	
						Κ			



This page goes with the "Activity" section. This picture shows "Math," "Art," and "Lunchtime."

## 3. Activity

Materials - one blank timetable per student

<How to play>

- 1. Have students fill in the blank timetable with the typical schedule of the day.
- 2. Have them complete the sentences on p. 53 with the timetable they made.
- 3. Have each student present his/her timetable, or the teacher may ask questions about the timetables.
- E.g. When is your math class? How long is her/his math class? (to other students)

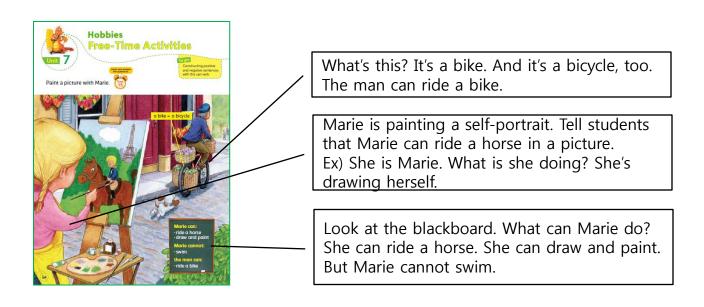
	Time	Today
1	9:00-	
2		
3		
4		
5		
6		

- This unit is about leisure activities. It aims to teach how to make positive and negative sentences with *can* and *can't*, as well as verb complements. **Key Words** hobby free time draw ride paint read sing swim throw kick speak picture English bicycle/bike song ball horse baseball Grammar can cannot/can't Key Sentences I can ride a bike. I cannot ride a bike. I can't ride a bike. **Related Words** soccer basketball jump run fly play

1. Warm Up

Have students practice making sentences about animals with can, can't, cannot. E.g. 1) Kangaroos can jump but they can't swim. Then how about whales? Whales can \_\_\_\_\_ but they can't \_

E.g. 2) Dogs can catch a ball but they cannot climb a tree. How about cats?



D Complete the sentences.

4. She can't read a

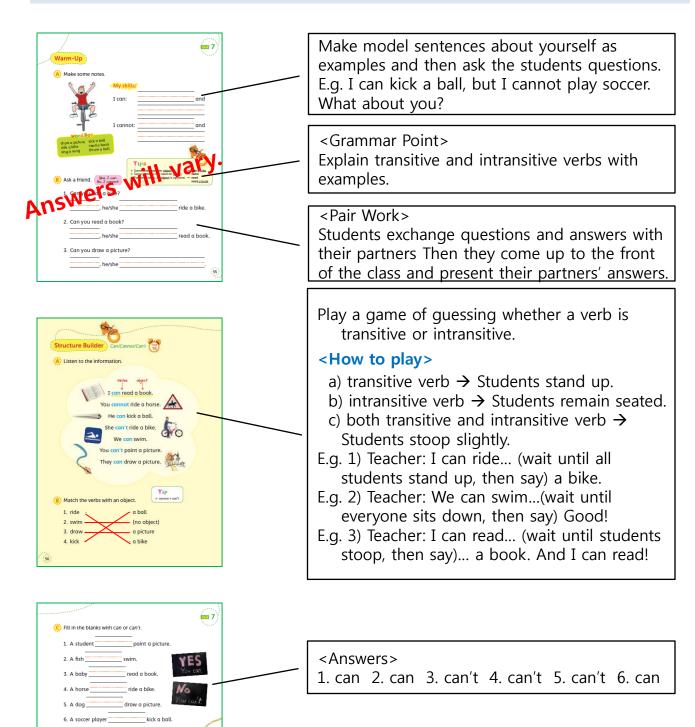
fast

a picture

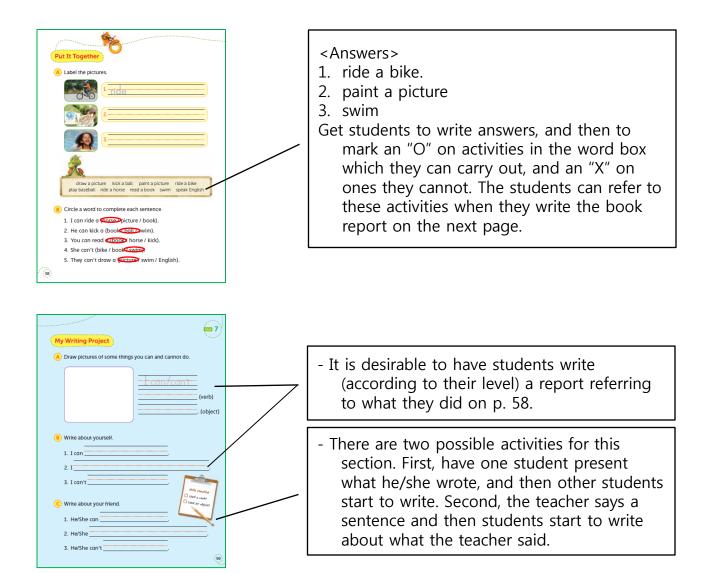
1. I can ride a

2. You can't

3. He can "



<Answers> 1. horse 2. swim 3. draw 4. book



Materials - two sets of phrase cards





<How to play>

- 1. For large classes: (1) Prepare two identical sets of phrase cards with expressions learned in the class. (2) Select two students and give each a set of phrase cards. Have them go around the class and show the cards. (3) When they meet a student who says "Yes, I can." they give the card to him/her. (4) The first one to run out of cards wins the game.
- 2. Solitaire: Have students spread out the cards, select one of celebrities or animals as a subject, and make a sentence.

E.g. swim  $\rightarrow$  Whales can swim. play soccer  $\rightarrow$  Beckham can play soccer.

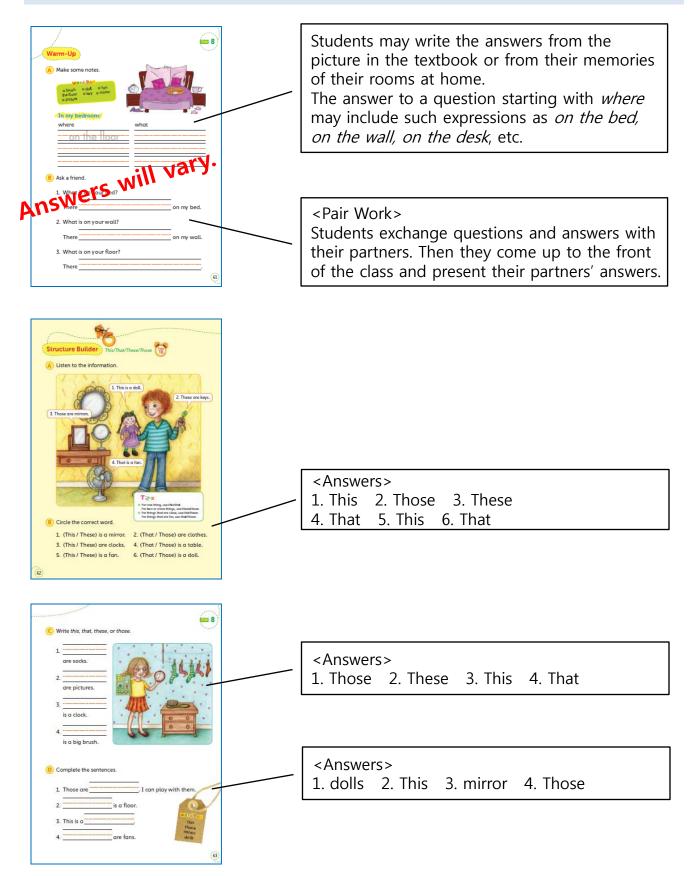
					-	
Ur	nit 8		: aims to teach ho daily use by using 1.			
		er mirror	· key socks ock table bi		floor pict	ure
	Gramma Usage o		these/those			
	Key Sen <sup>-</sup> This is a Those ai	doll.				
	Related slippers animal		cellular phone	calendar	teddy bear	stuffed

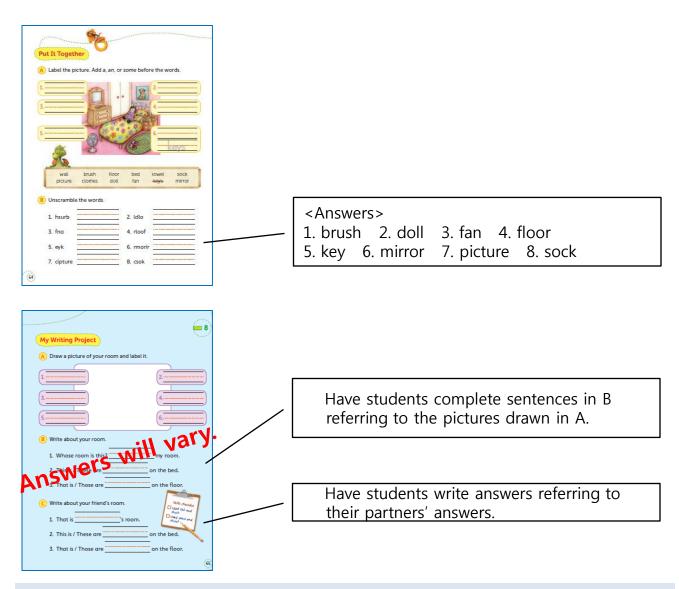
- 1. Warm Up
- Get students to ask questions about items in the classroom using *this, that, these,* and *those.* E.g. What is this? What is that? What are these? What are those?



This is Roberto's room. Have students describe Roberto's room. Students may use *this/these* for items between the bed and the chair and *that/those* for things on the wall.

- 1. What is this?
- 2. What is that?
- 3. What are these?
- 4. What are those?



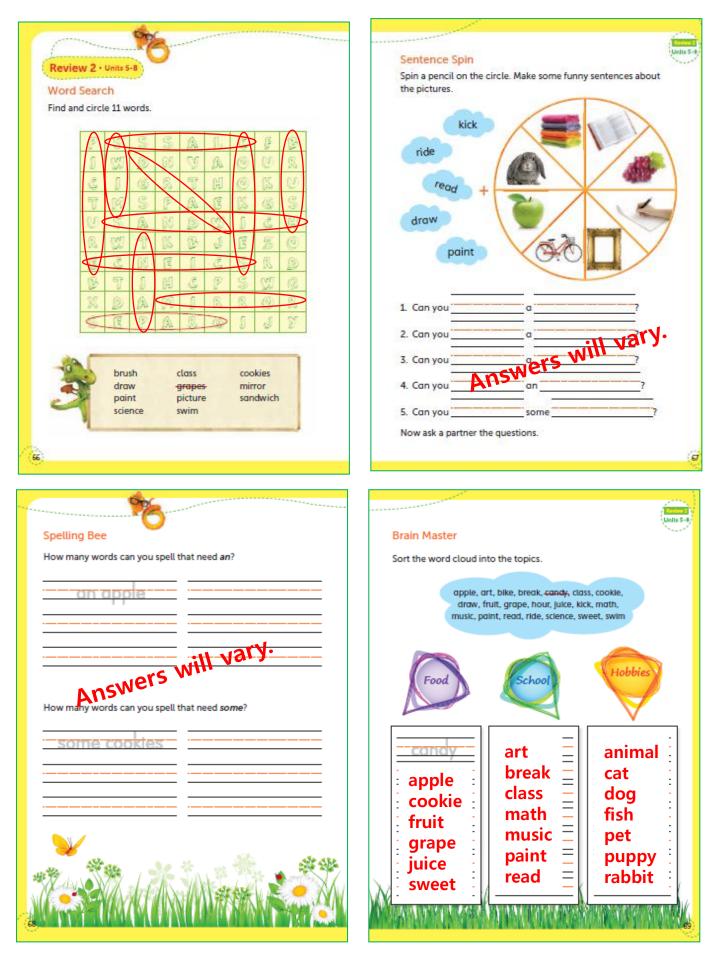


Materials - several Post-it notes per student

<How to play>

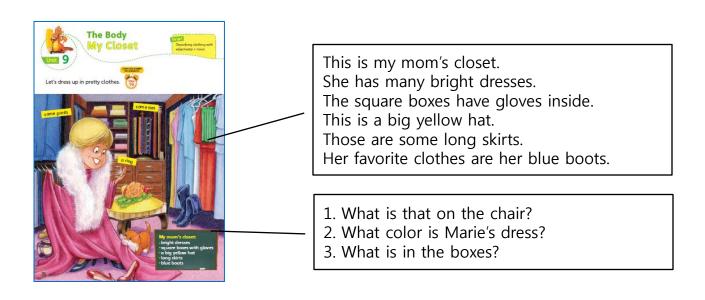
- Write the names of items in the room on the front of Post-it notes and write their locations on the back.
   E.g., front - some books
  - back on the desk
- 2. Stick the notes on the wall in a random order.
- 3. Discuss the locations of the articles.

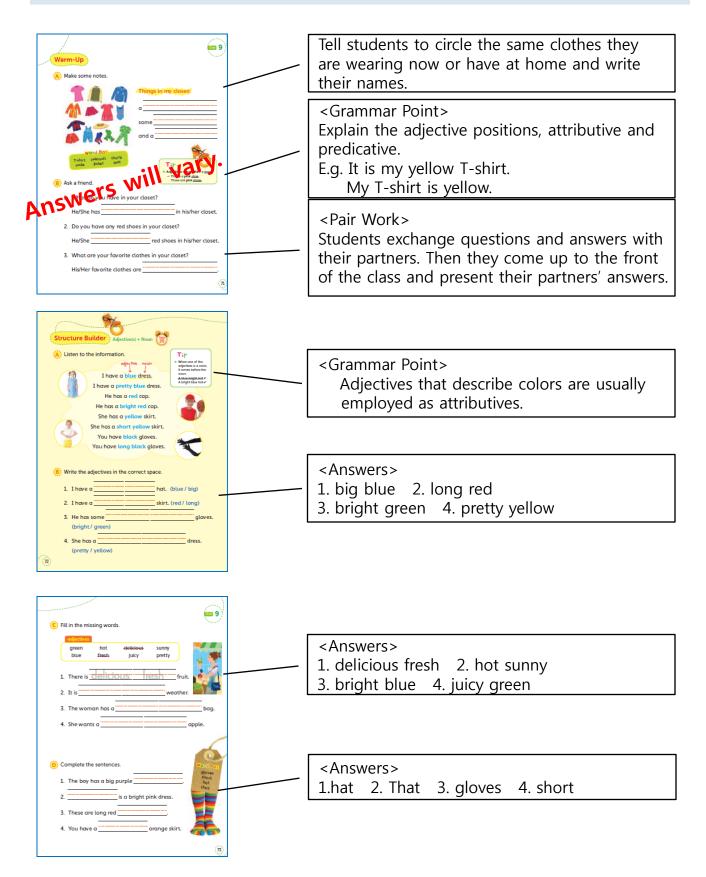


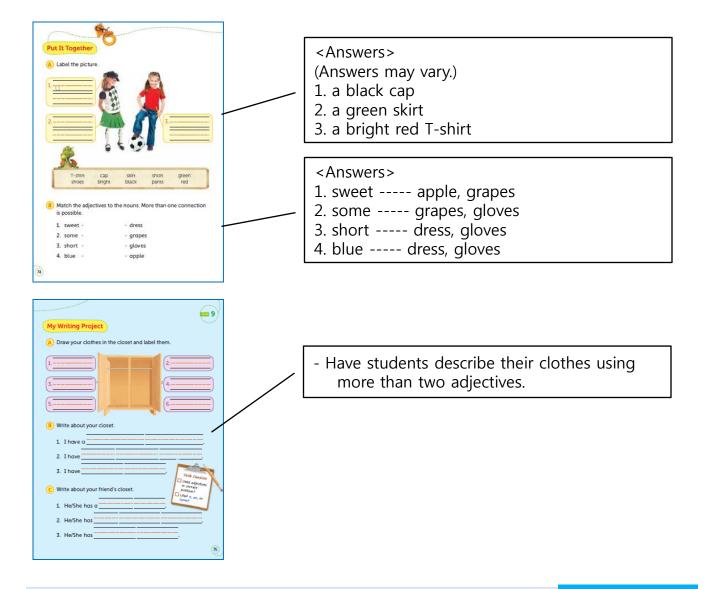


	the names of clothes and adjectives related Idents learn the positions of adjectives e).
	oves hat skirt boots shoes t T-shirt clothes closet sweet
Grammar Adjectives	
Key Sentences I have bright red gloves.	
Related Words dark striped dotted neckl	ace earrings

- 1. Warm Up
- The teacher introduces his/her clothes. For example, "I have a dark T-shirt and blue jeans. And my favorite shoes are black leather boots."
- Then have students introduce their clothes.





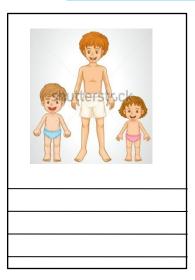


Materials – one sheet of A4-size paper or picture of children in underwear per student

<How to play>

- 1. Allow students to draw the clothes they want to wear.
- 2. Have them describe the picture using the pattern: *He/She has* \_\_\_\_\_.
- 3. Have each student come up to the front of the class and present what they wrote.

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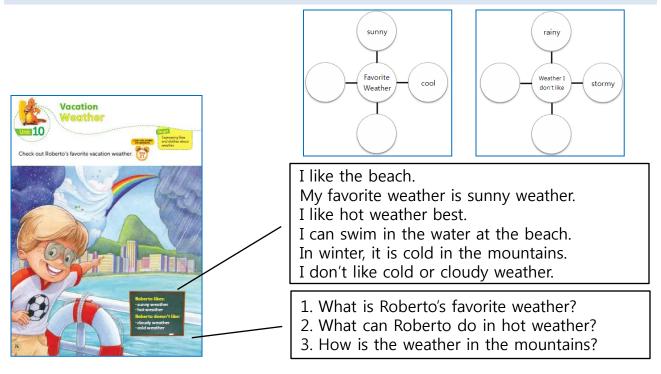


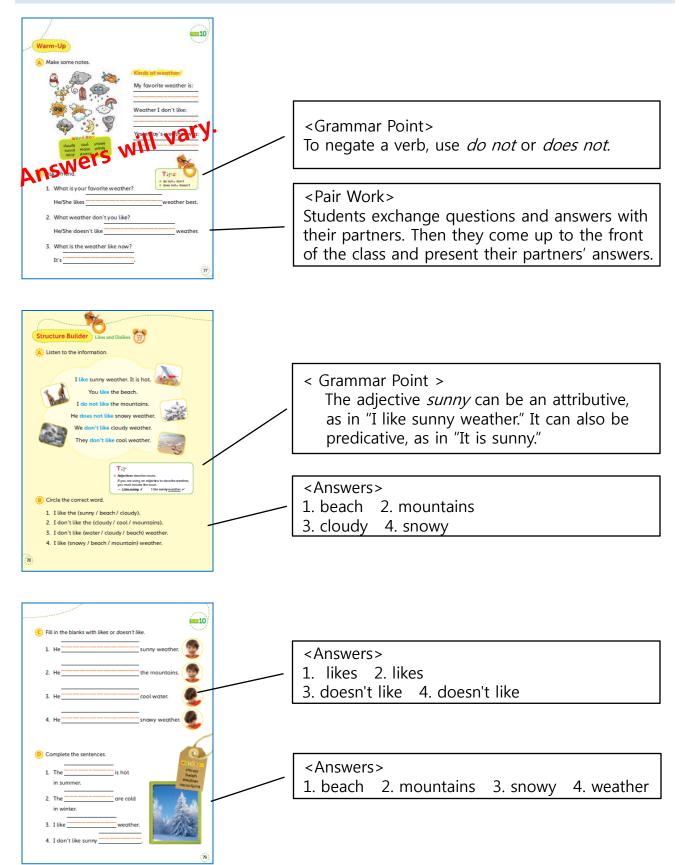
- This unit aims to learn the basic patterns for describing the weather and to discuss likes and dislikes about weather.

**Key Words** vacation weather cloudy cold rainy cool snowy warm stormy windy beach mountains Grammar **Negative Sentences Key Sentences** I like snowy weather. My sister does not like the beach. She doesn't like the beach. **Related Words** rainbow thunder lightening snowman

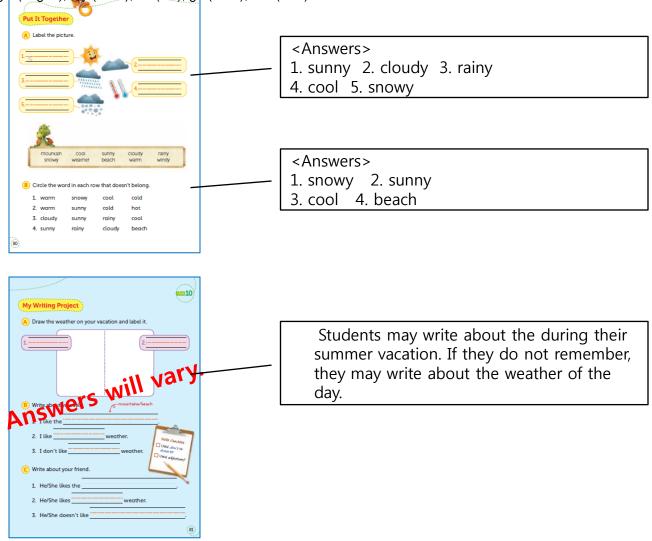
1. Warm Up

- Discuss likes and dislikes about weather.





begin (began), cry (cried), do (did), go (went), win (won)



<How to Make a Mini-Book>

Materials - one sheet of A4-size paper per student

- 1. Fold the paper in half and divide the top part into four even compartments.
- 2. Write four different types of weather, one in each compartment.
- On the lower part, write sentences referring to what they wrote on p. 81.
   Help students use such expressions as *I like* and *I don't like*.
- 3. Students present their mini-books.





- In this unit, students discuss memories of early childhood. They also learn past verb forms and related expressions.

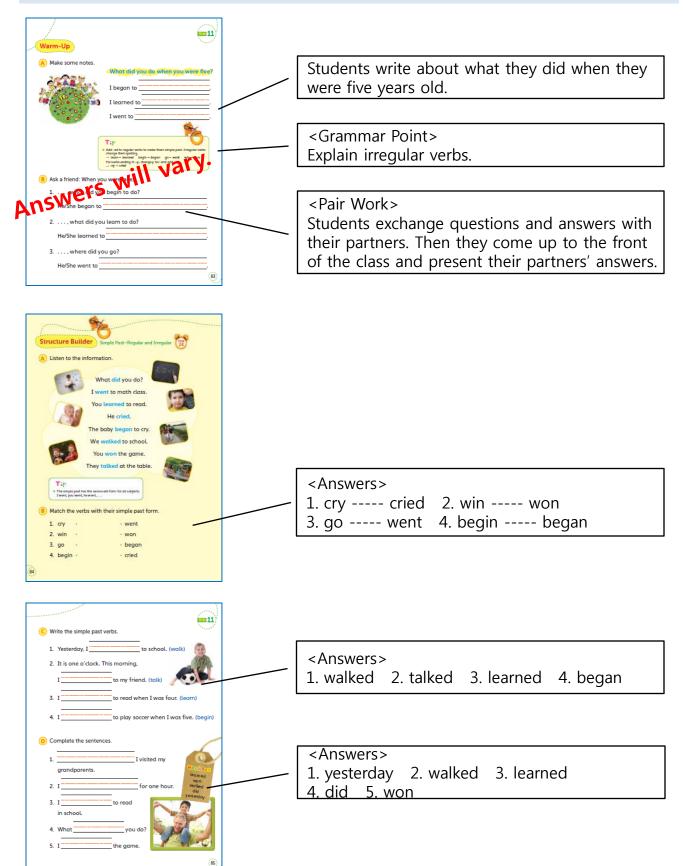
Key Words begin cry do go learn live talk wal live a lot	lk v	win visit
Grammar Past Tense – Regular, Irregular		
Key Sentences I talked. I won. I cried.		
Related Words begin –began cry-cried do-did go-went learn-learned talked walk-walked win-won visit-visited live-lived	live-	ived talk-
Warm Lin	age	I began to
	age 2	I began to walk
Draw the table shown on the right and have students talk about when they began to walk, eat by	-	
Draw the table shown on the right and have students	-	walk
<ul> <li>Draw the table shown on the right and have students talk about when they began to walk, eat by themselves, ride a bike, etc. Have students use past</li> </ul>	-	walk eat by myself

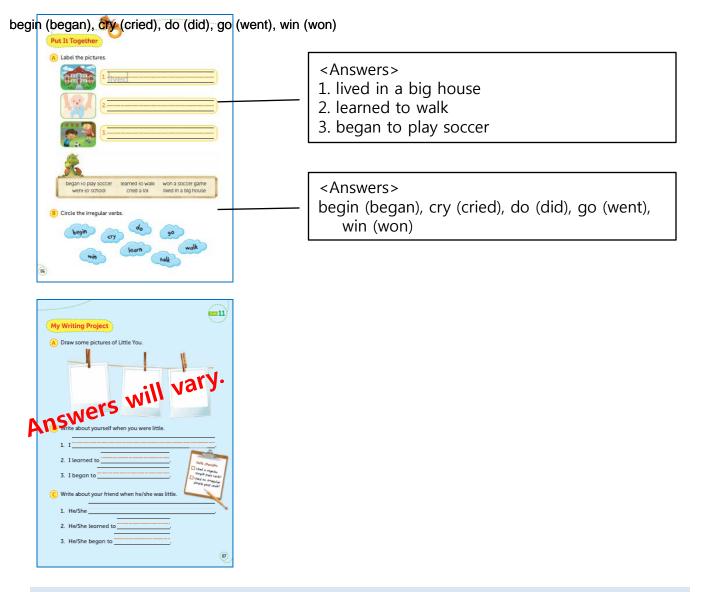
Brian is looking at his childhood pictures. Get students to talk about what Brian is doing while looking at the pictures.

1. What did Little Brian begin to do?

2. What did Little Brian learn to do?

3. Where did Little Brian go?

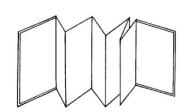




Materials – Some pictures from the childhood photo album; one long slip of paper and box per student

#### <"All About Me" Box>

- 1. Fold the paper in a shape of a bellows, as shown.
- 2. Write sentences which describe pictures using past, present, and future tenses.
- 3. Paste on the bottom of the box the side which represents the future and then fold the paper to have the past come on top; close the lid.

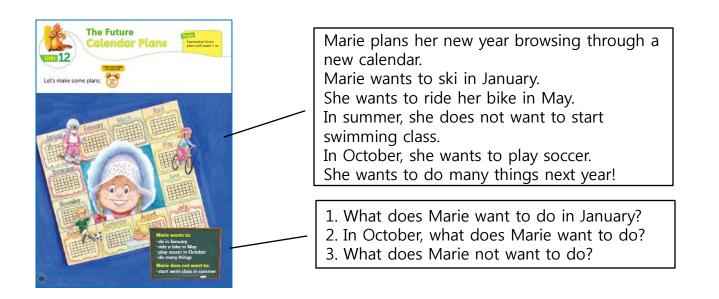


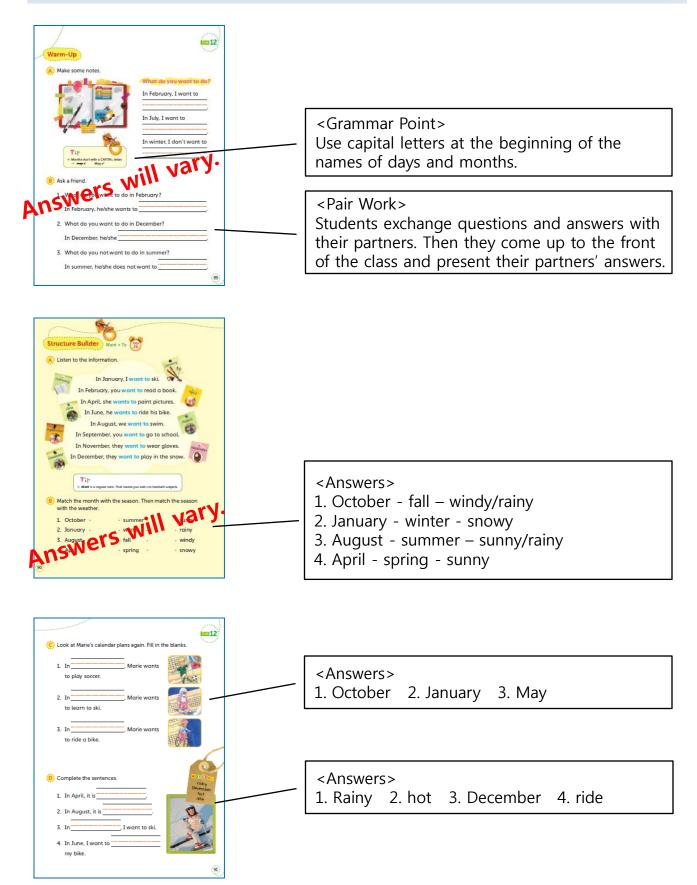


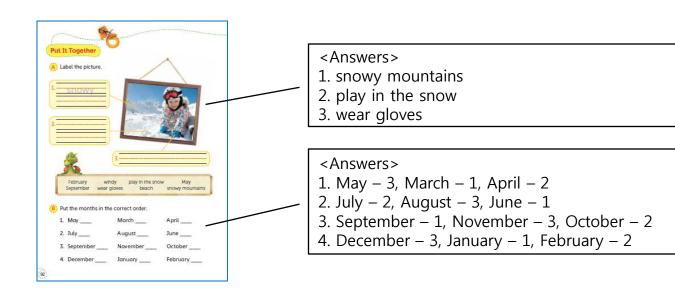
- In this unit, students plan what to learn and where to go. They also learn the future tense and related expressions.

**Key Words** play soccer ride a bike swim gloves ski wear learn fall spring summer winter Grammar want to **Key Sentences** In January, I want to ski. **Related Words** January February March April May June July August September October November December

Warm Up
 Review the months of the year.









<How to Make a Mini-Book>

Materials - one sheet of A4-size paper per student

- 1. Fold the paper in half and divide the top part into four even compartments.
- 2. Write four seasons, one in each compartment. Then write sentences based on what was written on p. 39.
- 3. Each student presents his/her mini-book.







