



Unit 1

Me – I Am Nine

- This unit introduces students to the concept of making a self-introduction. Students also learn to write numbers.

Key Words

Pen-Pal age name avatar

Grammar

<Possessive Pronouns>

my, your, his, her

Key Sentences

My name is Bob.

I am 7.

Related Words

classmates friends

1. Warm Up

- Introduce yourself. Then help students learn the basic expressions for introducing themselves.



What's his name? How old is he?
His name is Simon. He is 6.

What's her name? How old is she?
Her name is Lucy. She is 8.

What's his name? How old is he?
His name is Dan. He is 7.


2. Application

Warm Up

A Make some notes. *Circle your answer!*

My name: _____

My age: _____



Tips

- Names start with CAPITAL letters.
- How old are you? Write your age.
- In English, we use numbers to count. For example, Min-Su-Kim.

B Ask a friend.

1. What is your name? _____
2. How old are you? _____

Answers will vary.

Have students circle the avatar that looks most like themselves.

<Pair Work>

Get students to exchange questions and answers with their partners. Encourage them to use full sentences if possible.

Spelling Builder Numbers Zero to Ten

A Listen. Trace. Write.

Listen	Trace	Write
zero	zero	_____
one	one	_____
two	two	_____
three	three	_____
four	four	_____
five	five	_____
six	six	_____
seven	seven	_____
eight	eight	_____
nine	nine	_____
ten	ten	_____

1. Show students how to write words on the lines. Then the students write words on the lines.

2. Help students learn words with the same endings. Students take turns saying a word he/she knows.


What ends with -ee? three, tree, bee...

-five, dive, hive

-six, mix, fix





-nine, pine, fine, line, mine, vine

B Spell the number words aloud.



F-I-V-E

C Count and write the number words.

1.  _____
2.  _____
3.  _____
4.  _____

When the teacher reads the numbers aloud, students spell the words.

"I say 'five,' you say f, i, v, e."

<Answers>

1. eight 2. three 3. six 4. two

-Building on Unit 1, this unit teaches students how to introduce their families.

Key Words

me mother/mom father/dad brother sister people

Grammar

How many?

There are ____.

Key Sentences

I have a sister.

I love my mom.

Related Words

only child grandfather/ grandpa grandmother/grandma younger older
aunt uncle cousin

1. Warm Up

- Look at the family picture on p. 20 (or other family pictures) and learn words such as *grandpa*, *grandma*, etc. for family members.



This is Dan's family. Can you find Dan? Now Dan introduces his family.

Get students to introduce their families using patterns like "This is me, Dan. This is my father..."

2. Application

Warm Up

Make some notes.

Number of people in my family:

Number of brothers/sisters:

Tip
• I have two brothers and one sister. • I am an only child.

1. How many people are in your family?

2. How many brothers or sisters do you have?

Answers will vary.

Make basic sentences about Dan and then ask a question. E.g. Dan says, "There are five people in my family. I have one brother and one sister." How about you?

<Pair Work>

Students exchange questions and answers with their partners or the teacher.

1. There are _____ people in my family.
2. I have _____ sister(s) and _____ brother(s).

When one does not have a brother or sister, just say, "I am an only child."

Spelling Builder Family

Listen. Trace. Write.

mom mom

mother mother

dad dad

father father

brother brother

sister sister

Tip
• Many family words end in -er.
Can you think of other words with the -er ending?
Teacher: ...

1. Have students read words by phonemic units when they write the words.

E.g. bad → /b/./a/./d/

2. Tell students that *mom*, *mommy*, and *mama* are used as synonyms for *mother* and *dad*, *daddy*, and *papa* for *father*.

Use the alphabet code. Circle the family word in each row.

1. 19 9 26 5 19 9 19 20 5 18 2 18 5 1 4

2. 4 1 25 11 15 13 13 15 15 14

3. 6 1 20 8 5 18 20 8 9 14 11 2 15 15 11

Alphabet Code

1=a 2=b 3=c 4=d 5=e 6=f 7=g 8=h
9=i 10=j 11=k 12=l 13=m 14=n 15=o 16=p
17=q 18=r 19=s 20=t 21=u 22=v 23=w 24=x
25=y 26=z

Find and circle the family words.

1. a. cedadkl b. pomomge
2. a. lisisteram b. oubrothern
3. a. semotherxz b. rdfatherqa

<Answers>

1. size **sister** bread
2. day **mom** moon
3. **father** think book

1. a. **cedadkl** b. **pomomge**
2. a. **lisisteram** b. **oubrothern**
3. a. **semotherxz** b. **rdfatherqa**

Put It Together

Write about Dan's family.

- Dan has a brother.
- Dan has a sister.
- She is Dan's mother.
- Her name is Kate.
- This is Emma's father.
- Emma loves her Dad (father).

<Answers>

- brother
- sister
- mother
- Kate
- father
- Dad (father)

key ant tea egg

Games and Puzzles

Complete the family words. Match each family word with a picture.

1. m__th__r 2. s__st__r

3. b__th__r

4. fa__e__

1. a 2. _____ 3. _____ 4. _____

It could be fun to have students compete with each other for the fastest answer. Be sure not to leave out the picture-word matching on the last line.

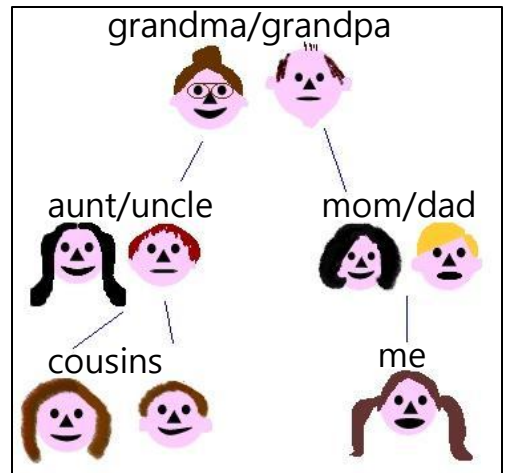
<Answers>

1. a 2. b 3. e 4. d

3. Activity

Materials – one sheet of A4-size paper per student

- Have students draw their own family tree. In the case of an only child, encourage him/her to include his/her uncles and cousins.
 - Each student has an opportunity to introduce himself/herself with a picture (s)he drew. Encourage students to draw on prior knowledge, especially from Unit 1 and Unit 2.
- E.g. Hello, My name is _____. I am _____.
There are four people in my family. I have a mom, a dad, and a brother. Thank you!



- In this unit, students learn to talk about their homes, including the size of each room in their homes. By doing so, they will learn the patterns for related expressions.

Key Words

house home room big large small bathroom bedroom
living room kitchen

Grammar

<Adjectives>

This room is big.

It is a big room.

Key Sentences

I live in a big house.

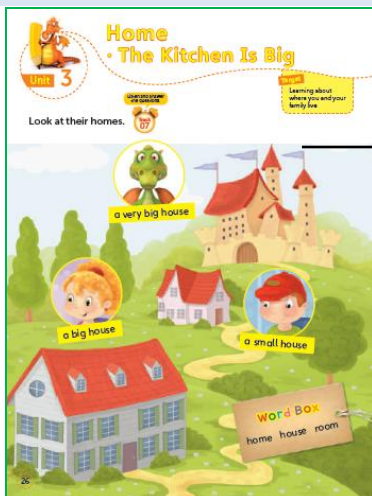
The living room is very small.

Related Words

garage garden laundry hall

1. Warm Up

- Tell students the name of each room in the house using a picture or by drawing the floor plan of a house on the board.



Tell students the names of Nogard the dragon, the teacher, Dan, and Lucy.

Give students patterns for them to describe which house is big and which one is small. E.g. There are three houses. Who lives in the small house? (Lucy) Who lives in the very big house? (Nogard) Who lives in the big house? (Dan)

2. Application

Warm Up

1. Make some notes.

Circle your house/home.

My home is: big/small

Number of people living in my home: _____

2. Ask a friend.

1. Do you like your home? yes/no

2. Is your bedroom big or small? _____

Answers will vary.

Big and large are synonyms: **BIG = LARGE**

Big and small are opposites: **BIG ↔ small**

Have students circle a home that looks similar to their home. Ask the number of their family members using the pattern learned in Unit 3.

E.g. Do you live in an apartment or a house?

Is it big or small? How many people are in your family?

<Pair Work>

Students exchange questions and answers with their partners or the teacher.

Spelling Builder Rooms in a Home

Listen. Trace. Write.

bathroom bathroom

bedroom bedroom

living room living room

kitchen kitchen

big big

large large

small small

Tips

- A house is a building for living in.
- A home is the place where you live with your family.
- Can you think of other places where people or animals live?

1. When reading a compound word, make a small pause between its member words.

E.g. bathroom → bath...room

2. Give students synonyms and antonyms such as big, large, small, etc.


Spell the room names aloud.

I can see a B-E-D-R-O-O-M.

What size is the house?

1.  big small very big

2.  _____

3.  _____

The teacher says the name of a room, and then students spell the word in unison.

<Answers>

1. small


2. big

3. very big


Put It Together

Write about the homes.


1. This is my _____.
I live here with my _____.



2. This is the _____.
Is this a _____ room?
No! It is _____.



3. What _____ is this?
Is this the kitchen?
No! This is the _____.



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Familiarize students with the position of an adjective in a sentence by repeating the patterns.
E.g. This room is big. It is a big room.

<Answers>

- house, family
- kitchen, small, big
- room, large, room

Games and Puzzles

Throw a die to select a picture. Write a word that describes the picture. Then connect the words to make fun phrases.

A big brother



big

large

small

brother







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<Answers>

a big brother
a large bathroom
a big dad
a large house
a large kitchen
a big mom

3. Activity

Materials – one sheet of A3-size paper per student

1. Fold the paper in half and draw a picture of a house.
2. Cut one side of the folded paper into the shape of □, then draw the inside of the house. Paste the folded paper together.
3. Write the name of each room.
4. If time permits, have students introduce their houses.



- This unit introduces plurals using familiar pet animals. It also reviews how to write numbers as learned in Unit 1.

Key Words

animal lizard hamster rat tub dog cat rabbit fish

Grammar

<Plural Nouns>

cat-cats dog-dogs fish-fish

Key Sentences

They are cats.

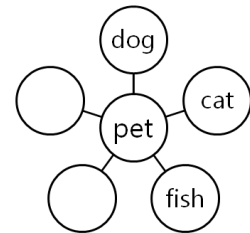
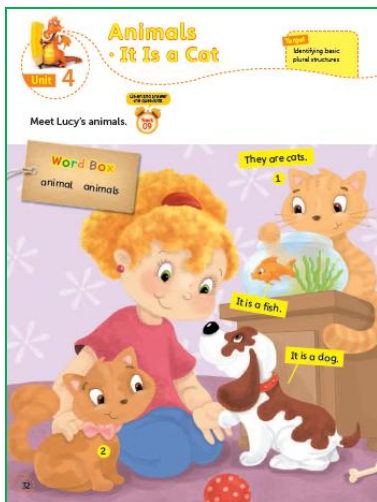
It is a dog.

Related Words

pet turtle bird

1. Warm Up

- Use graphic organizer to brainstorm different kinds of pets.



Have students answer the questions, "What is it?" and "What are they?" Have a question-answer session about the picture on p. 32. Then extend the activity using classroom objects such as pencils, erasers, etc. E.g. What is it? It's a dog (ruler). What are they? They are cats (pencils).

2. Application

Warm Up 4

A Make some notes. ◉ Circle your favorite animal.

I have: _____
I do not have: _____

Tip:
Adding s to the end of a naming word means more than one.
For one thing, use *a*. — It's *a* cat.
For more than one, use *one* and add *s*. — They are *cats*.

B Ask a friend.

- How many animals do you have? _____
- What animal do you like? _____

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Answers will vary.

Some students will not have pets. Give students without pets the option of circling an animal they like.
E.g. What's your favorite animal? Do you have an animal at your house?

<Pair Work>
Students exchange questions and answers with their partners or the teacher.

Spelling Builder Animals 10

Listen.	Trace.	Write.
cat	cat	_____
cats	cats	_____
dog	dog	_____
dogs	dogs	_____
fish	fish	_____
animal	animal	_____
animals	animals	_____

Tip:
We do not add s to fish when there is more than one fish.
Can you think of other words that do not add s when there is more than one?
sheep...

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-Explain the concept of plural (more than one). Also mention that most plural nouns have an *s* at the end.
- Tell students that some nouns do not change their forms. For example, *fish*, *sheep*, etc.

B Spell the animal words aloud. 4

ANIMALS

C How many animals are there?

- _____
- _____
- _____
- _____

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The teacher says the name of an animal, and then students spell the word in unison.

<Answers>
1. two fish
2. one dog
3. six dogs
4. four cats

Put It Together

Write about the animals.

- What is it?
It is a _____.
- What are they?
They are _____.
- How many dogs can you see?
I see _____ dogs.
- Where is the dog?
It is in the _____.

By repeating examples of plural forms, let students get the idea of singular/plural. Also review writing numbers.

<Answers>

- fish
- cats
- three
- tub

Games and Puzzles

Can you match a picture with the correct sentence and fill in the missing word?

1 	2 	3
4 	5 	6
a There are _____ dogs.	b Simon has a _____.	c I have a _____ dog.
d I see _____ cats.	e It is a _____.	f Lucy loves her _____.

Some students may find this difficult, so tell the names of children in 1 and 6.

E.g. Simon and Lucy

<Answers>

- a. three b. fish c. small d. two e. cat
f. dog

3. Activity

<Activity 1>

Materials – cards, each with the name of an animal

- Write the name of an animal from the book on each card, and then fold the card.
- Students come to the front one by one, open a card, and give hints about the animal by acting it out or making sounds. Other students guess the animal.
- Give an award card to the student who gets the right answer and/or who acts out the answer.

<Activity 2>

- Present information about an animal.

E.g. This animal lives in the water. It is small and pretty. It lays eggs and swims well.

→ fish!

- Give an award card to the student who gets the right answer.

Review 1 – Units 1-4

Review 1 · Units 1-4

Crossword Puzzle

Write the words of the pictures into the grid.

1. F o u r

2. k i t c h e n

3. m o t h e r

4. f i s h

Chat

- How many bedrooms are in your house?
- What animal do you like?
- Who do you love?

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Word Check

Correct the words.

1. k i t h e n → kitchen

2. t r e e → tree

3. m o d e r → mother



4. f i s h e s → fish

5. d e d → dad

6. s e s t e r → sister

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Letter Mix

Unscramble the words.

- e h e u o → house
- a d d → dad
- h e n i k c i → kitchen
- i a c → cat
- w t o → two
- o n e → one

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Brain Master

Mark the words in the cloud. Use these marks:

- people = animals =
- home = numbers =

brother (heart) nine (X) eight (X)

house (star) sister (heart) one (X) dog (circle)

three (X) rain (X) bathroom (star) six (X)

kitchen (star) seven (X) dad (heart) X (X)

non (heart) X (X) X (X)

living room (star) X (X) X (X)

fish (circle) cat (circle)

Which word doesn't belong?

Answer: rain



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Unit 5

Food – Let's Eat Dinner

- In this unit, students learn expressions for things to eat and drink. The third-person singular form is also introduced. Some students may find it a bit difficult.

Key Words

food eat drink hungry breakfast lunch dinner meal

Grammar

<Third-Person Simple Present>

I like sandwiches.

He likes sandwiches.

Key Sentences

I am hungry/thirsty.

I like sandwiches.

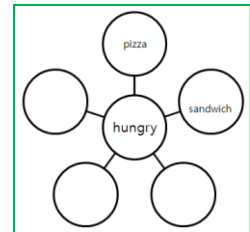
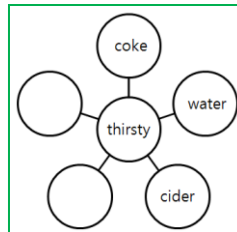
He likes sandwiches.

Related Words

delicious yummy bread soda tea cider coke kitchen

1. Warm Up

- Use the graphic organizer to get students to brainstorm food and drinks that they like.



Have students pretend to be Simon and talk about their favorite food.
E.g. When you are hungry/thirsty, what do you do? I eat/drink.
What's your favorite food/drink? I like ____.

2. Application

Warm Up

Make some notes.

My favorite food: _____

My favorite drink: _____

Tip
We need to add *s* when we talk about *eat*, *drink*, *like* and *love*.

Ask a friend.

1. What do you like to eat? _____
2. What do you like to drink? _____

Answers will vary.

Have students write the name of their favorite food that they previously talked about.
E.g. What's your favorite food/drink?

<Pair Work>
Students exchange questions and answers with their partners or the teacher.

Spelling Builder Food

Listen.	Trace.	Write.
eat	eat	_____
drink	drink	_____
food	food	_____
hungry	hungry	_____
thirsty	thirsty	_____
breakfast	breakfast	_____
lunch	lunch	_____
dinner	dinner	_____

Tip
Break, breakfast, and eat are spelled with *ea*, but they each sound different. What other words use *ea*? meat, ...

It is beneficial to explain the sounds for *ea* and *y* in various words in advance.

<ea>

1. /i:/ sound – eat, tea
2. /e/ sound – breakfast, bread
3. /ei/ sound - great




<y>

1. /je/ sound – yes, yum, yo-yo
2. /i/ sound – hungry, thirsty, baby
3. /ai/ sound – dry, cry, why

B When do you eat or drink these foods?

BREAKFAST

C Trace and add *s* to the verbs.

1.  He eat _____
2.  She drink _____
3.  She like fruit _____
4.  He love apples _____

Explain that when a verb is in the third person singular present, you put an *s* at the end of the verb.

<Answers>

1. He eats.
2. She drinks.
3. She likes fruit.
4. He loves apples.

Put It Together

Write what they want to eat or drink.

1. I am _____, _____
I _____ fruit.
Who am I? Jim

2. She is _____.
She _____ coffee.
Who is she? _____

3. He is _____.
He _____ cakes.
Who is he? _____

Have students look at the pictures and say the names, and get them to write sentences.

Ex) This is _____. He/She is hungry/thirsty.
He/She eats/drinks _____.

<Answers>

- I am hungry. I eat fruit. Who am I? Jim.
- She is thirsty. She drinks coffee. Who is she? Jill.
- He is hungry. He eats cakes. Who is he? Tim.

Games and Puzzles

Spell the mealtime words.

1 h _____	2 t _____
3 R I K N D _____	4 _____
5 _____	6 _____

Use the highlighted letters from each word to answer the questions.

What is the first meal of the day? _____

Where do you cook your meals? _____

<Answers>

- hungry
- thirsty
- drink
- dinner
- breakfast
- eat

<Answers>

breakfast, kitchen

3. Activity

Have students write foods they like and foods they do not like. Then have them present what they wrote.

I like to eat

I like to drink

Unit 6

School – I Go to School on Monday Morning

- This unit introduces expressions for describing school life in terms of hours, days, and weeks.

Key Words

Sunday Monday Tuesday Wednesday Thursday Friday Saturday
week weekend morning afternoon evening feed play outside
best class at home

Grammar

<Proper Nouns>

Days of the week

Key Sentences

I go to school in the morning.

I have an English class on Monday afternoon.

Related Words

swimming class read a book play computer games

1. Warm Up

- Talk about the days of week.



Tell students that the picture is divided into morning and evening. Ask questions suitable for the time period.

E.g. Q: Look at the rising sun. When do people usually take the school bus?

A: In the morning.

Have students talk about the days they go to school.

Ex) Q: What days do you go to school?

A: Monday, Tuesday...

2. Application

Warm Up

A. Make some notes.

I like: _____

I like: morning

afternoon

evening

Circle your favorite day.

MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY
SUNDAY

Tips

- Days of the week start with a CAPITAL letter.
- We say in the morning, but on Monday morning.
- Saturday and Sunday is the weekend.

1. What is your favorite day?

2. What is your favorite time of day?

Answers will vary.

Ask students if they have any special day of the week, and also ask what time of the day they like. Then have them write their answers.

Ex) What's your favorite day of the week?
What's your favorite time of the day?

<Pair Work>

Students exchange questions and answers with their partners or the teacher.

Spelling Builder Times of the Day and Days of the Week

Listen. Trace. Write.

morning morning _____

afternoon afternoon _____

evening evening _____

Monday Monday _____

Tuesday Tuesday _____

Wednesday Wednesday _____

Thursday Thursday _____

Friday Friday _____

Saturday Saturday _____

Sunday Sunday _____

Give some examples of words ending in *-ing*.
E.g. *king, ring, sing, wing, ping pong, thing* – then ask students for more ideas.

B. When do these things happen?

the weekend _____

play with family _____

English class _____

eat a sandwich _____

MONDAY TUESDAY
WEDNESDAY THURSDAY
FRIDAY SATURDAY
SUNDAY

One word in each row is correct. Fill in the missing letter to complete the correct word.

1. a. We__nesday b. Wedniss__ay

2. a. eve__ning b. ev__ning

3. a. Satu__ay b. Sat__rday

4. a. aft__rnoon b. aft__noon

Ask questions starting with "On what day ...?"
Have students draw the matching lines.







In each pair of words, one word is incorrect.
Have students choose the correct word and fill in the blank.

<Answers>

1. a. d 2. b. e 3. b. u 4. b. e

Put It Together

Write what they do.

-  She goes to _____
Tuesday
-  She feeds the _____
in the morning
-  He plays with the _____
Friday
-  Dad washes the _____
in the afternoon
-  They _____ pizza.
Saturday
-  We clean the _____
in the evening

Have students write the answer first and then read, adding the day of the week or time.

For example, the first sentence is, "She goes to school on Tuesday."


<Answers>

- school
- fish
- dogs
- bathroom
- eat
- kitchen

Games and Puzzles

Follow the balloons and complete the sentences.

- I like _____ best.
- On Saturday _____ I watch television.
- We play outside in the _____.
- I eat dinner in the _____.



<Answers>

- I like Monday best.
- On Saturday afternoon I watch television.
- We play outside in the morning.
- I eat dinner in the evening.

3. Activity

<Activity 1>

Have students write their activities during the week and present them in front of the class.

E.g. I go swimming on Tuesday.

Days of the week	Monday	Tuesday	Wednesday	Thursday	Friday
What do I do	English class	go swimming

<Activity 2>

Have students write their activities during the day and present them in front of the class.

Time of the day	Morning	Afternoon	Evening
What do I do	go to school	read a book	watch TV

Unit 7

Hobbies – I Am Good at Tennis

- This unit is about sports. Students will talk about which sports they are good at or bad at and when they play the sports.

Key Words

ball hobby good bad play baseball basketball soccer tennis

Grammar

be good at ~

be bad at ~

Key Sentences

I am good at soccer.

I am not good at soccer.

I am bad at soccer.

Related Words

skiing skateboarding swimming badminton roller skating

1. Warm Up

- Before learning the materials in the textbook, have students learn not only key words but also related words using flashcards.



Is she good at soccer?
Are you good at soccer?

Is she good at baseball or not good at baseball?

What sport is she playing?

2. Application

Warm Up

A Make some notes.

I am good at (sport): _____

I am bad at: _____



B Ask a friend.

1. What sport do you like? _____

2. Are you good at tennis? yes/no

Answers will vary.

The teacher makes sample sentences about himself/herself and then has students write sentences about themselves.
E.g. I am good at swimming, but I am bad at soccer. What about you?

<Pair Work>
Students exchange questions and answers with their partners or the teacher.

Spelling Builder Sports 16

A Listen. Trace. Write.

good	<u>good</u>	_____
bad	<u>bad</u>	_____
play	<u>play</u>	_____
baseball	<u>baseball</u>	_____
basketball	<u>basketball</u>	_____
soccer	<u>soccer</u>	_____
tennis	<u>tennis</u>	_____

TIP
The first 'a' sound in baseball and basketball is different. What other words rhyme with base? Fan...

1. Have students read words by phonemic units when they write the words.

E.g. bad → /b/./a/./d/

2. Have students learn other words in the same word family. Have students list rhyming words.


E.g. What ends with '-ad'? bad, sad, dad, had, mad, pad...

✳ good-wood, food, hood, mood...

play- clay, say, may, day...

ball- call, fall, hall, mall...

B Say and spell what they are good or not good at.



He is good at T-E-N-N-I-S.

She is not good at T-E-N-N-I-S.

C Find and circle the words. Which word is different?

- all baseballes
- ce soccerba
- k basketballcias
- so bathrooment
- lsnn tennise

Write the different word. _____

Have students pronounce each letter in a word.

1. baseball 2. soccer 3. basketball 4. bathroom
5. tennis

answer: bathroom

Put It Together

Choose something from each bubble to complete the sentences. More than one answer is possible.

1. I play a. baseball on b. Friday.
I am c. g at a. b.

2. She plays a. _____ in the b. _____.
She is very c. _____ at a. _____.

3. They play a. _____ on b. _____.
They are c. _____ at a. _____.

Have students choose a suitable word from the groups of pictures a, b, and c and complete the sentences. Students may use words from group c more than once.

<Answers>

- I play baseball on Friday.
I am good at baseball.
- She plays soccer in the farm.
She is very good at soccer.
- They play basketball on Saturday.
They are good at basketball.

Games and Puzzles

Move around the baseball field. Spell the words and score points.

It is permissible to read a word by pronouncing letters one by one. For example, read "drink" as /d/, /r/, /i/, /n/, /k/.

<Answers>

drink → tennis → living room → seven → clock
→ food → Saturday → soccer

3. Activity

Materials – picture cards on sports (soccer, tennis, basketball...), good and bad cards, word cards for the days of the week, sight word cards

Have each student make a sentence and read it. According to the ability level of the student, the teacher may dictate the sentence or let the student write the sentence by himself/herself.

Ex. I am good at .

I play on Friday .

- This unit teaches students how to ask and answer where objects for daily use are.

Key Words

in on under calendar desk chair plant box toys window
wall floor

Grammar

<Preposition>

Key Sentences

The toys are on the bed.

The picture is under the box.

Related Words

shelf closet shoes baseball shelf closet clothes cap
cellular phone

1. Warm Up

- Bring a doll or a toy car which students would like. Use it to show the location and explain how to use prepositions such as *on*, *under*, *in*, *out*, etc.

E.g. This is a teddy bear. Now where is the teddy bear? Oh, It is on ...



Ask students some questions about the picture, getting students to use prepositions. It is also desirable to ask questions about objects in the classroom..

E.g. Q: Where is the calendar?

A: It is on the wall.

Q: What is under the desk?

A: A toy car, balls...

Q: Where is the basket?

A: It is on the floor.

Q: What is in the basket?

A: Apples.


2. Application

Warm Up 8

A. Make some notes.

On my floor: _____

On my wall: _____



B. Learn words in groups.
 on = the = wall = on the wall

1. What is on your bedroom wall?

2. What is under your bed?

Answers will vary.

Have students describe what things are on the floor and the walls of their rooms and write them down.
 E.g. What is on your bedroom wall?
 What is under your bed?

<Pair Work>
 Students exchange questions and answers with their partners or the teacher.

Spelling Builder 16

A. Listen. Trace. Write.


Listen.	Trace.	Write.
window	window	_____
wall	wall	_____
floor	floor	_____
calendar	calendar	_____
box	box	_____
chair	chair	_____
desk	desk	_____
plant	plant	_____
toys	toys	_____

Explain word endings such as *-ar*, *-er*, *-ir*, *-or*, and *-ur*, all of which are pronounced /r/.


- door, floor
- chair, air conditioner
- calendar, bear


B. How many words can you spell that start with the same letter?


I can see B-O-O-K-S.
 I can see a B-O-X.
 I can see a




C. Where can you find these things in the picture?

1.  _____ the box

2.  _____ the chair

3.  _____ the bed

4.  _____ the wall

Have students look at the picture and then play a game of "I Spy" with the students.
 When the teacher says, "I spy *b!*" students spell a word that begins with *b*.


- /b/ words : ball, box, bag
- /c/ words : carpet, curtain, crayon, car
- /p/ words : plant, picture, pencil

<Answers>
 1. on 2. in 3. under 4. on

Put It Together

Look at the picture and complete the sentences.

Can you make some more questions and answers about the picture?



1. Where is the clock?
It is on the wall.

2. Where are the books?
They are on the shelf.

3. Where is the plant?
It is in the pot.

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Review what students learned in the previous units through questions and answers.

<Answers>

1. It is on the wall.
2. Where are the books? They are on the shelf.
3. Where is the plant? It is in the pot.

Games and Puzzles

Can you match the picture with a correct sentence and fill in the missing words?



1. The shoe is under the table.

2. The cat is on the chair.

3. The baseball is on the bed.

4. The dogs are in the basket.

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<Answers>

1. The shoe is under the table.
2. The cat is on the chair.
3. The baseball is on the bed.
4. The dogs are in the basket.

3. Activity



Have students use prepositions to tell the location of an object in the classroom. To make the class more interesting, put some colored balloons or candy in the classroom before the class begins. Ask questions, and when a student gives a correct answer, give him/her a balloon or candy. E.g., Where is the green balloon? Where is the red lollipop?

Review 2 – Units 5-8

Review 2 - Units 5-8

Word Search
Find five words.

R	Z	E	A	T
T	F	V	D	P
H	O	B	B	Y
M	O	Y	O	K
U	D	A	S	X

Chat

1. What is your favorite meal?
2. Where do you go on Monday?
3. What is your hobby? Are you good at it?

Word Check
Correct the words.

1 wal → wall
2 morening → morning
3 skool → school
4 basseball → baseball
5 thristy → thirsty
6 brakefast → breakfast

Letter Mix
Write the complete words.

- soccer
- bedroom
- eat
- box
- hungry
- morning

Brain Master
Mark the words in the cloud. Use these marks:

foods = hobbies =
 days = rooms =

eat, bedroom, Sunday, afternoon, window, bed, toys, hungry, lunch, play, morning, dinner, thirsty, Wednesday, basketball, button, tennis, Thursday, drink, desk, chair, evening, Tuesday

Which word doesn't belong?
 Answer: button

- In this unit, students learn words for different items of clothing, as well as the names of colors.

Key Words

clothes shoes pants dress cap blue brown gray purple
yellow white

Grammar

Singular: dress, T-shirt, blouse, cap, skirt...

Ex) Dan wears **a** cap.

Plural: pants, socks, shoes, shorts...

Ex) Simon wears **some** shoes.

Key Sentences

The hat is red.

The shoes are blue.

Related Words

skirt blouse shorts socks shirt T-shirt hat

1. Warm Up

- Have students answer questions about their clothes. For example, "Who wears blue jeans? Jim does!"



These children are Simon, Lucy, and Dan. Explain the clothes each one is wearing, along with the color of the clothes. E.g. This is Simon. His shirt is orange. What about his shoes? They are brown.

2. Application

Warm Up

A Make some notes.

My shoe color: _____

My favorite color: _____



Colors can also be light or dark.
Light blue, dark blue

1. What is your favorite color?

2. What color are your socks?

Answers will vary.

Explain: Some clothes have both singular and plural forms, whereas some clothes only have a plural form. However, some plural words like "shoes" and "socks" may assume a singular form.

<Pair Work>

Students exchange questions and answers with their partners or the teacher.

Spelling Builder Clothes and Colors

A Listen. Trace. Write.

clothes	clothes	_____
shoes	shoes	_____
pants	pants	_____
dress	dress	_____
blue	blue	_____
brown	brown	_____
gray	gray	_____
purple	purple	_____
yellow	yellow	_____
white	white	_____

-Have students circle plural names of clothes.
- The letters *ow* may vary in sound as /ou/ or /au/, depending on the word.
E.g. /ou/ - yellow, low, rainbow
/au/- owl, cow, brown

B What colors can you see? Use the first letter of a color word to make a new word.



I can see brown. brown → breakfast

C Circle the clothes words.

- shop shoes show
- draw dress dog
- soccer socks sound
- passant pepper

This is an alliteration activity. When students say a color, the teacher says a word which begins with the same sound as the students' color. When students say all the colors in the picture, the teacher changes roles with students.

E.g. brown → baby, purple → pants, yellow → yes, blue → ball, brown → bed...

<Answers>

1. shoes 2. dress 3. socks 4. pants

Put It Together

Color the pictures and complete the sentences.

1. The _____ are _____.

2. The _____ are _____.

3. The _____ is _____.

4. The _____ is _____.

5. The _____ is _____.

6. The _____ is _____.

<Answers>

1. The socks are purple.
2. The pants are brown.
3. The shoes are gray.
4. The calendar is blue.
5. The ball is red.
6. The dress is yellow.

Games and Puzzles

Dress the children. Draw some clothes and color them. Label the clothes.

Have students color the picture. If time permits, draw some more pictures and color them.

<Answers>
cap, dress, pants, shoes

3. Activity



Materials – cards with pictures of clothes
 Show one card at a time and have students say the name of the clothes. Have students practice both singular and plural forms.
 E.g. It is a dress.
 They are pants.
 They are shoes.
 It is a cap.

- This unit aims to teach the four seasons and their characteristics and weather.

Key Words

spring summer fall winter rain rainy wind windy snow
snowy cold hot seasons weather

Grammar

The strong wind blows.

It is windy today.

Key Sentences

It is rainy.

Fall is windy.

Related Words

snowman snowball fight flower fallen leaves/dead leaves strong
stormy

1. Warm Up

- Have a brief talk about today's weather and the current season.



Explain the four seasons and how weather differs according to the season.
E.g. There are four seasons in a year: spring, summer, fall, and winter.
- What season is it?
- How's the weather in spring?


2. Application

Warm Up 10

A. Make some notes.

I like: (weather)

I do not like: (season)



Answers will vary.

1. What weather do you like?

2. What season do you like?

© Pearson Education, Inc. All rights reserved. Fall is autumn.

Have students talk about their favorite weather and season. Then have them write what they said.

- What weather do you like?
- What season do you like?

<Pair Work>
Students exchange questions and answers with their partners or the teacher.

Spelling Builder 77

Seasons and Weather

A. Listen. Trace. Write.

spring	spring	
summer	summer	
fall	fall	
winter	winter	
rain	rain	
rainy	rainy	
snow	snow	
snowy	snowy	
wind	wind	
windy	windy	

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Give some examples of words ending in *-all*.

<-all>
ball, call, fall, wall, hall, mall, tall

Find and spell the weather words aloud. 10

r a i n y s n o w w i n d y h o t



C. What season might it be?

- 
- 
- 
- 

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<Answers>
rainy, snow, windy, hot

<Answers>

- fall
- summer
- winter
- spring

Put It Together

Choose something from each bubble to complete the sentences.
More than one answer is possible.



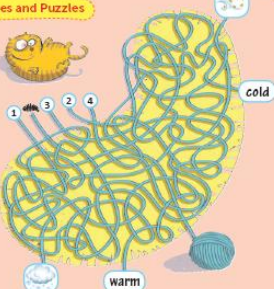
1. In the morning, it is .
She wears (d/some) .

2. In the afternoon, it is .
He plays .

3. In the evening, it is .
The boy eats .

Have students complete each sentence using the already learned patterns for clothes.

Games and Puzzles



Follow the strings to complete the sentences.

1. Spring is .

2. Fall is .

3. It is in winter.

4. falls in winter.

<Answers>
1. warm 2. windy 3. cold 4. snow

3. Activity



Materials – pictures showing weather. Talk about weather and the seasons. Use pictures that show interesting happenings such as storms, etc.

I think it is (season).
Because she/he wears (clothes).
It is (windy).

- This unit aims to teach tenses (past, present, and future) and antonyms.

Key Words

today tomorrow yesterday happy sad before after

Grammar

<Tense>

I was... / I am... / I will...

Key Sentences

Today I am happy.

Yesterday I was sad.

Related Words

past future present feel felt

1. Warm Up

- Explain tenses. Use patterns for weather. How was the weather yesterday? How is the weather today? How will the weather be tomorrow?



Yesterday
rainy
It was...

Today
sunny
It is...

Tomorrow
sunny
It will be...

Have students look at the calendar and talk how Lucy was yesterday, how she is today, and how she will be tomorrow, which happens to be her birthday.

E.g. This is Lucy.

Today is Tuesday. How does she feel today? Yesterday was Monday. How did she feel yesterday?

Tomorrow will be her birthday. How will she feel tomorrow?

2. Application

Warm Up 11

A. Make some notes.

Check the faces!

My feeling today: _____

My feeling yesterday: _____

Answers will vary.

When something happens,
yesterday = the past → today = the present (now) → tomorrow = the future

B. Ask a friend.

- How do you feel today? _____
- How did you feel yesterday? _____

Have students talk how they were yesterday and how they are today. Then have them write down what they said.
How do you feel today?
How did you feel yesterday?

<Pair Work>
Students exchange questions and answers with their partners or the teacher.

Spelling Builder Times and Opposites 12

A. Listen. Trace. Write.

today	today	_____
tomorrow	tomorrow	_____
yesterday	yesterday	_____
happy	happy	_____
sad	sad	_____
before	before	_____
after	after	_____

Tip: Can you think of some opposites?
sad = happy
clean = dirty
brother = sister

Give some examples of words ending in *-ay*.
<-ay>
pay, clay, day, hay, jay, lay, may...

B. What words describe the pictures? Spell the words aloud.

	FRIDAY	Today
a.m.		
p.m.		

C. Use the pictures from B to complete the story.

- Yesterday, it was _____.
- I felt _____.
- Today, it is _____.
- I feel very _____.

Explain the past tense of verbs. Explain both regular and irregular forms of the past tense.
<Answers>
1. rainy 2. sad 3. sunny 4. happy

Put It Together

Fill in your diary.

1. Yesterday: _____
Day of the week
 I washed my _____

2. Today: _____
 I play _____ with my _____

3. Tomorrow: _____

 The weather will be _____

My feeling (Draw a face.)

Have students write the day of the week, their mood of the day, their work for the day, and the weather of the day.

Games and Puzzles

Complete the pairs of opposite words.

- Words that describe place
- Words that describe time
- Words that describe feeling
- Words that describe size

3. Activity



<How to Make a Mini-Book>
 Materials – one sheet of A4-size paper per student
 Fold the paper in half. Divide the upper half into three compartments. Write "Yesterday," "Today," and "Tomorrow" on the compartments. Then write sentences based on the sentences written on p. 86. That completes a mini-book. The last step is to have students present what they made.

- This unit aims to teach the name of months and patterns to describe annual events.

Key Words

January February March April May June July August
September October November December date month week
year Christmas Valentine's Day Halloween Summer Vacation
Teacher's Day

Grammar

<Proper Nouns>

Days, Months, and Holidays

Key Sentences

Christmas is in December.

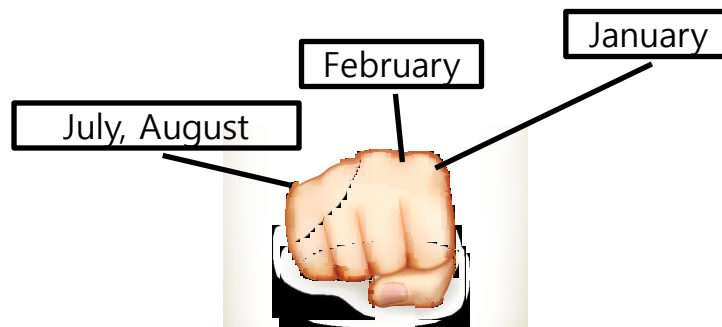
December has 31 days.

Related Words

Holidays Mother's Day Easter New Year's Day

1. Warm Up

Count the months with your knuckles and the grooves between your knuckles. Start with your index and count toward your baby finger. Count July and August on your baby finger. Knuckles have 31 days. Grooves have 30 or 28.



Show the calendar and ask about the most famous day.
How many days are there in December?
When is the most special day in December?


2. Application

Warm Up 12

A. Make some notes.

My birthday month: _____

My favorite month: _____



Tip:
 1 day = Monday - Sunday = December 25
 1 month starts with a capital letter.
 1 day = 1 week = 4 weeks = 1 month = 12 months = 1 year

Pair and friend.

- When is your birthday?

- What is your favorite month?

Answers will vary.

- Explain the concepts of day, week, month, and year.

- Names of months start with a capital letter and the day is an Arabic number.

E.g. July 7

- Put a comma between the day and year.

E.g. July 7, 2012

<Pair Work>

Students exchange questions and answers with their partners or the teacher.

Spelling Builder 26

The Calendar

Listen.	Trace.	Write.
January	January	_____
February	February	_____
March	March	_____
April	April	_____
May	May	_____
June	June	_____
July	July	_____
August	August	_____
September	September	_____
October	October	_____
November	November	_____
December	December	_____

The letter *c* has two different sounds. In most cases, it is pronounced as /k/, but before *e*, *i*, and *y* it is pronounced as /s/.

E.g.

1. c + e

cell, December

2. c + i

cider, city

3. c + y

cycle, cyber

Season 12

B. Spell words that start with the letters from September.

SEASON

September



C. What months are these events in?

- Halloween

- Valentine's Day

- Summer Vacation

- Teacher's Day

Have students find out all the important events of the year from the calendar.

1. December

2. February

3. July or August

4. May

Put It Together

Fill in your calendar.

special days:
clothes:
food:
like to do:

special days:
clothes:
food:
like to do:

Answers will vary.

Divide a year into quarters and find out the important days in each quarter. Then have students write about those days.

Games and Puzzles

Unscramble the months. Match each month with a season.

1 ynauJar	2 yulJ	3 lArpi
4 nJeu	5 yMa	6 chMra
7 eDmeercb	8 mbeStpere	9 guAtus

a b c d

<Answers>
1. hungry 2. thirsty 3. drink 4. dinner
5. breakfast 6. eat

<Answers>
breakfast / kitchen

3. Activity

My Special Day
by _____

My birthday is July 16, 2005. I wear my best dress. My mom makes cookies...

Materials - one sheet of A4-size paper per student
- Have student pick up one topic from p. 92 and write a report titled "My Special Day."

Review 3 – Units 9-12

Review 3 • Units 9-12

Tic-Tac-Toe
Take turns to write a word. The first person to get three in a row wins.

purple	happy	sad
green	big	snow
dirty	yellow	shoes

Chat

1. What is your favorite month?
2. What is your favorite color?
3. Do you like summer? What do you like to do in summer?

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Word Check
Correct the words.

1 winndy → windy

2 rane → lane

3 small

4 wite → white

5 dirtee → dirt

6 pantz → pants

95

Letter Mix
Put the words in alphabetical order.

1. calendar
2. happy
3. month
4. November
5. outside
6. today

November happy outside today month calendar

two one

96

Brain Master
Mark the words in the cloud. Use these marks:

colors or clothes = ○ calendar = ☆

seasons or weather = △ opposites = □

February (☆) black (○) shoes (○) May (☆)

month (△) week (△) rainy (△) pink (○)

bottle (□) pants (○) lock (○) June (☆)

not (△) August (☆) big (□) outside (□)

summer (△) snowy (△) small (□) October (☆)

inside (□) white (○) year (△) happy (△)

sad (△)

Which word doesn't belong?
Answer: bottle

97