



WINNERS'

Speaking & Listening

**A Classroom
Teacher's Guide**

2

Lesson Aim	To introduce telling time.
Target Vocabulary	1 o'clock, 2 o'clock, 3 o'clock, 4 o'clock, 5 o'clock, 6 o'clock, 7 o'clock, 8 o'clock, 9 o'clock, 10 o'clock, 11 o'clock, 12 o'clock, half past, time
Target Sentences	What time is it? It's 11 o'clock. It's ten forty-five. It's half past eleven.
Potential Difficulties	Use of analogue clocks may be new to young students. Practice using easy-to-read analogue clock(Supplement 1-1a).
Teaching Aids	SB, WB, CD, tape, flashcards, Supplements 1-1a, 1-1b, 1-1c

Introduction

1. Greet your students.

- Ⓙ Good morning class!
- Ⓢ Good morning Mr./Ms. [Surname].
- Ⓙ What day is it today?
- Ⓢ Today is [Monday].

- Write the day, date on the board.

2. Ask your students some simple everyday questions.

- Ⓙ What did you have for breakfast today?
- Ⓢ I had cereal and milk.

3. Introduce the topic of today's lesson. Read the title aloud.

- Ⓙ Can you read the title?
- Ⓢ Yes, the title is "It's 11 o'clock."
- Ⓙ What time is it?
- Ⓢ It's 11 o'clock.

4. Drill the flashcards.

- Drill the flashcards quickly as listen and repeat.
- Keep drilling them quickly, but stop shouting out the words for your students to repeat.
- Split your class into teams. Have the teams take turns shouting words out as you hold up flashcards.
- Now ask comprehension questions about each flashcard.

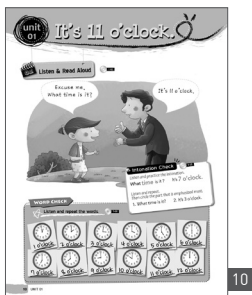
5. Play a flashcard game.

- Tape the flashcards to the walls around the room.
- Have your students stand up and walk around the room.
- For the first round, you should be 'it': turn around and count down from ten. When you get to zero every student should stand by a flashcard.
- Shout out one of the flashcard words.
- Now, turn around and look at the students.
- If there is a student standing by that flashcard, that student becomes 'it'.

- If there are several students standing at that flashcard, have them play rock-scissor-paper to determine who should be 'it'.
- If there are no students standing by that flashcard, you remain 'it'. Turn around and count down from ten again.

Warm-up

[Picture Talk]



1. Talk about the picture on page 10 before listening to the CD.

- Ⓓ Who's there in the picture?
- Ⓔ There is a girl and a man.
- Ⓓ What does he wear?
- Ⓔ He wears a suit.
- Ⓓ What does he have on his arm?
- Ⓔ He is wearing a watch.
- Ⓓ What color are her shoes?
- Ⓔ They are red.

[Listen & Read Aloud]

1. Play the CD, track1-02.

- Listen to the dialogue.
- Have your students repeat after the CD.
- Split your class into two groups. Have one group read the girl's part and one group read the man's part. Have them put on voices to indicate which part they are reading.
- As a class, choose some gestures and motions to go along with the dialogue.
- Have your students practice the dialogue in pairs, using the actions and special voices.
- Have pairs of students perform the role-play in front of their classmates.

[Intonation Check]

1. Play the CD, track1-03.

- Ask your students what the loudest word is.
- Answer the question as a class, referring to the dialogue written on the board.
- Have your students circle the correct answers in their books.
- Emphasize the word, so that your students hear it in the context of the exercise.

[Word Check]

1. Play the CD, track1-04.

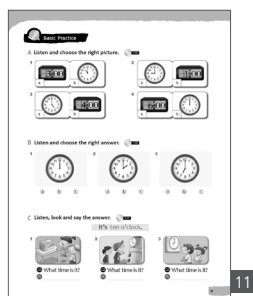
- Have your students listen and repeat after the CD.
- Check your students pronunciation, and correct it if necessary.
- Play a game to recognize the words correctly.
 - Ask one student what time it is. S1 may give any answer s/he likes.

- b. The next student should stand up, shout 1 o'clock, and sit down.
- c. The next student should stand up, shout 2 o'clock, and sit down.
- d. This continues until you reach the time that S1 said.
- e. Then every student should stand up and shout out that time.
- f. Point at the next student then ask again.

- ① What time is it?
- ⑤ It's five o'clock.
- ⑤ (stands up) It's one o'clock. (sits down)
- ⑤ (stands up) It's two o'clock. (sits down)
- ⑤ (stands up) It's three o'clock. (sits down)
- ⑤ (stands up) It's four o'clock. (sits down)
- ⑤ (stands up) It's five o'clock. (sits down)
- ⑤ (stand up) It's five o'clock. (sit down)

Presentation & Practice

[Basic Practice]



1. Complete Section A.

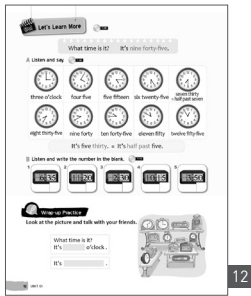
- Preview the exercise with a game.
- Tape clocks from Supplements 1-1b and 1-1c to the board in pairs – a digital clock and an analogue clock showing different times.
- Have your students line up and have the first two students come out to face the board.
- Tell the students which pair of clocks to look at.
- Call out the time on one of the two clocks. The students should race to touch the correct picture.
- Award a point to the student that touched the correct picture first. That student may sit down. The other student should remain by the board to challenge the next student.
- Continue until every student is sitting down.
- Play the CD, track1-05. Have your students answer the questions in their student books.

2. Complete Section B.

- Play the CD, track1-06.
- Have your students answer the questions in their student books.
- Review the correct answers as a class.

3. Complete Section C.

- Split your class into two groups. Have the groups take turns asking each other, "What time is it?" referring to the pictures in Section C.
- Write each answer on the board. Have your students practice reading the answers.
- Play the CD, track1-07. Pause the CD at the end of each question. Have your students say the answers together.
- Have your students write the answers in their books.

[Let's Learn More]**1. Introduce the language used in Let's Learn More.**

- Use Supplement 1-1a to practice telling the time with your students.

- ① Look at the small hand. What hour is it?
- ⑤ It's [5].
- ① Look at the large hand. How many minutes past the hour?
- ⑤ [45].
- ① What time is it?
- ⑤ It's [5:45].

- Play the CD, track1-08. Have your students repeat after the CD.

2. Complete Section A.

- Chorus the key sentence as a class, substituting the words from the pictures in Section A.
- Take a beanbag or a ball. Hold up a flashcard, and throw the beanbag to a student (S1).
- S1 must catch the beanbag, and make a sentence by substituting the flashcard word you are holding into the key sentence.
- The other students should repeat the sentence, and S1 should throw the beanbag back to you.
- Continue until every student has practiced.
- Play the CD, track1-09. Have your students listen and repeat after the sentences.

3. Complete Section B.

- Play the CD, track1-10.
- Have your students number the pictures correctly. Review their answers as a class.

4. Play a game using the key language.

- Prior to class, make enlarged photocopies of Supplements 1-1b and 1-1c. (Supplements 1-1b and 1-1c show the time in digital and analogue clocks.)
- Tape the pictures from Supplement 1-1b on the board.
- Have two teams line up, facing the board.
- Show the analogue time card to the two students at the back of the line.
- The students have to whisper the time up through the line to the student at the front.
- The students at the front of the line must race to hit the corresponding digital time card.
- Award a point to the student that hits the correct time card.
- Have the two students go to the back of their lines and repeat.

[Wrap-up Practice]**1. Complete the Wrap-up Practice.**

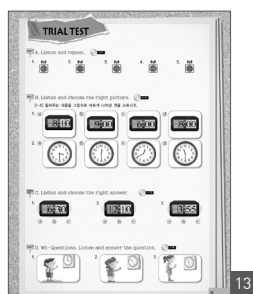
- Have the students look at the picture on page 12 and talk about it.
- ① What do you see?
- ⑤ I see many clocks.

- Ⓟ How many clocks are there?
- Ⓢ There are 13 clocks.

- Split your class into pairs. Have the pairs take turns asking each other the questions from the Wrap-up Practice, pointing to the pictures to indicate what they are asking about.
- Have your students fill in the blanks in the Wrap-up Practice as they please.
- Have them review the questions and answers once again.
- This time, go around and monitor to make sure that they are asking and answering according to what they wrote.

Wrap Up

1. Conduct the Trial Test.



- Play the CD, tracks 1-11~1-14.
- For the first and last sections, you may wish to play the track twice:
 - a. On the first time, have the students respond verbally as the instructions require.
 - b. On the second time, have the students write in their student books. For track 1-11, have the students take dictation. For track 1-14, have the students write out the answers in full sentences.

2. Review your students' tests, and make a list of common errors.

3. Have your students practice their weak points.

- For common spelling mistakes practice the spellings as a spelling chain.
- Write the common spellings on the board.
- Have the first student stand up, shout out the first letter, and sit down.
- Have the second student stand up and shout out the second letter, and so forth until they have spelt out the whole word.
- Once the whole word has been spelt out, have the whole class stand up and chant out the whole spelling.
- For common grammatical errors, chant out example sentences, with the common error areas repeated three times.
- Write out a correct sentence on the board.
- Underneath it, write a sentence with a common error in it. Write the erroneous part in red.
- Ask your students how the erroneous part should be changed.
- Underline the correct wording in the correct sentence. Chant out the sentence.
- Have your students shout out the corrected part three times, before shouting out the whole sentence.

- Ⓟ (Writes "It's twelve eight." on the board. Under it, writes "It's twelve forty.") What's wrong with this sentence?
- Ⓢ Eight!
- Ⓟ (underlines 'forty') What should you say?
- Ⓢ Forty!
- Ⓟ It's twelve forty!
- Ⓢ Forty, forty, forty. It's twelve forty.

4. Assign homework in the Workbook. (pages 1~3)

1. Conduct Exercise A.

- Have your students read the English words and say their meanings.
- Have your students write the meanings of the words on the solid lines.
- Have your students write the English words on the dotted lines.
- Go around and monitor as your students write.

2. Conduct Exercise B.

- Have your students read the words in the word box.
- Read the questions and answers, and say 'mmm' where there is a blank.
- Have your students use the appropriate words from the word box to fill in the blanks.

3. Conduct Exercise C.

- Look at the pictures in the boxes in Exercise C.
- Read the questions, and have your students answer.
- Read the questions together and draw a line connecting the questions to the answers.

4. Conduct Exercise D.

- Have your students look at Exercise D. First have them circle the punctuation.
- Have your students guess the correct sentences.
- Have them write out the full sentences in the spaces provided.

5. Conduct Exercise E.

- Have your students listen to the CD, track3-15, and write the words in the spaces provided.
- If your students struggle to spell the words, you can give them extra time by pausing the CD.
- Once the exercise has finished, review the spelling and have your students correct their own work.

6. Conduct Exercise F.

- Read the words together.
- Have your students guess what goes in the blanks.
- As they guess, write those words on the board in a random order.
- Listen to the CD, track3-16. As they listen to the sentences, have them fill in the blanks. Review the answers as a class.

7. Conduct Exercise G.

- Play the CD, track3-17, and have your students take dictation. (Challenging)
- Listen to the CD, track3-17, once. As you listen, write the sentences in a random order on the board. Have your students look at the board, and read the sentences together. Now play the CD again. Have your students identify the correct sentence and copy it into the appropriate space. (Less Challenging)

My favorite fruit is the grape.

Lesson Aim	To introduce fruit.
Target Vocabulary	apple, orange, grape, pineapple, strawberry, melon, kiwi, pear
Target Sentences	What's your favorite fruit? My favorite fruit is grapes. What fruit does your sister like? My sister likes apples.
Potential Difficulties	Pluralisation of 'strawberry' – teach this with other examples of 'y-ies' words.
Teaching Aids	SB, WB, CD, tape, flashcards

Introduction

1. Greet your students.

2. Ask your students some simple everyday questions.

3. Review what you learned last class.

- Ask your students the time.
- Draw a clock on the board. Draw in the hands, and ask your students what time it is.
- Let a volunteer answer the question.
- That volunteer may now come to the front, draw a time on the clock, and ask the class.
- Repeat as seems appropriate.

4. Introduce the topic of today's lesson. Read the title aloud.

- Ⓓ Can you read the title?
- Ⓔ Yes, the title is "My favorite fruit is the grape."
- Ⓓ Do you like grapes?
- Ⓔ Yes, I do. / No, I don't.

5. Drill the flashcards.

- Drill the flashcards quickly as listen and repeat.
- Keep drilling them quickly, but stop shouting out the words for your students to repeat.
- Split your class into teams. Have the teams take turns shouting out words as you hold up flashcards.
- Now ask comprehension questions about each flashcard.

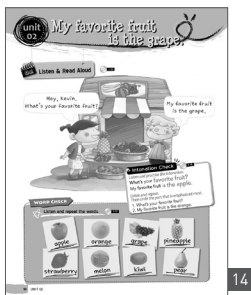
6. Play a flashcard game.

- Set the chairs in a large circle with space around the outside.
- Place a flashcard (or photocopy) in front of each chair.
- Select one student to be 'it'. Remove that student's chair and flashcard.
- That student should walk around the outside of the circle. S/he should tap each student s/he passes on the shoulder, and shout out the word on the flashcard in front of that student.
- The students sitting in the circle should repeat each word.
- Now, every student that has that flashcard must stand up, and run once around the circle before sitting down again in any vacant chair.

- The student that is 'it' should try to sit down in a vacant chair, and the student that cannot find a chair becomes 'it'.
- Before repeating, have each student pass their flashcard to the left, so that students have to think about different words.

Warm-up

[Picture Talk]



1. Talk about the picture on page 14 before listening.

- Ⓓ What are the children looking at?
- Ⓔ They are looking at fruit.
- Ⓓ Where are the boy and the girl in the picture?
- Ⓔ They are at the fruit store.
- Ⓓ What kind of fruit do you see?
- Ⓔ I see strawberries, a pineapple, grapes, and apples.
- Ⓓ What fruit do you think the boy likes?
- Ⓔ I think he likes grapes.

[Listen & Read Aloud]

1. Play the CD, track1-15.

- Have your students follow the writing on the page as they listen to the dialogue.
- Split your class into two groups. Have each group take one role from the dialogue. Practice the dialogue together.
- Switch roles, and practice it again.

2. Role-play the dialogue.

- Check your students' intonation. Suggest ways to make their intonation carry the meaning better.
- Have your students suggest gestures/actions to go with the dialogues.
- Practice the dialogue again with the gestures and improved intonation.
- Have your students role-play the dialogue in pairs.

[Intonation Check]

1. Play the CD, track1-16.

- Ask your students what the loudest word is.
- Answer the question as a class, referring to the dialogue written on the board.
- Have your students circle the correct answers in their books.
- Emphasize the word, so that your students hear it in the context of the exercise.

[Word Check]

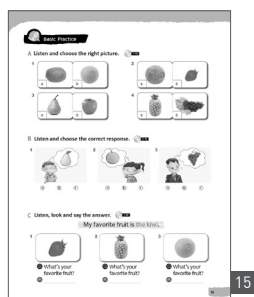
1. Play the CD, track1-17.

- Have your students listen and repeat after the CD.
- Check your students' pronunciation, and correct it if necessary.

- Play a game to recognize the words correctly.
 - a. Have a student come to the front of the class.
 - b. The student should think of their favorite fruit and whisper it in the teacher's ear.
 - c. The other students should ask yes or no questions about the size or color and then guess what that fruit is.
 - d. The student that guesses it correctly should come to the front and take the next turn.

Presentation & Practice

[Basic Practice]



1. Complete Section A.

- Play the CD, track1-18.
- Have your students answer the questions in their student books.
- Review the correct answers as a class.

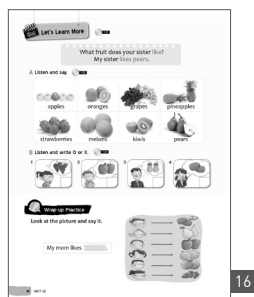
2. Complete Section B.

- Play the CD, track1-19.
- Have your students answer the questions in their books.
- Review the correct answers as a class.

3. Complete Section C.

- Split your class into two groups. Have the groups take turns asking each other, “What is your favorite fruit?” referring to the pictures in Section C.
- Write each answer on the board. Have your students practice reading the answers.
- Play the CD, track1-20.
- Pause the CD at the end of each question. Have your students say the answers together.
- Have your students write the answers in their books.

[Let's Learn More]



1. Introduce plural forms of the fruit names.

- Have your students help you write out all the plural forms of the fruit names on the board.
- Help your students identify the ‘odd one out’. (Strawberry → Strawberries)

- Review some other nouns ending in 'y' and how those nouns are pluralized. (examples: butterfly, lady)
- Play the CD, track1-21.
- Have your students follow the language in their books.

2. Introduce new language.

- Write the sentence "What fruit does your sister like?" on the board.
- Underline 'your sister' and let your students suggest substitutes (your brother, Mike, your teacher).
- Ask each student a question using this structure.

3. Complete Section A.

- Chorus the key sentence as a class, substituting the words from the pictures in Section A.
- Take a beanbag or a ball. Hold up a flashcard, and throw the beanbag to a student (S1).
- S1 must catch the beanbag, and make a sentence by substituting the flashcard word you are holding into the key sentence.
- The other students should repeat the sentence, and S1 should throw the beanbag back to you.
- Continue until every student has practiced.
- Play the CD, track1-22.
- Have your students listen and repeat after the sentences.

4. Complete Section B.

- Play the CD, track1-23.
- Have your students number the pictures correctly.
- Review their answers as a class.

5. Play a game using the key language.

- Have your students line up.
- Stand at the front of the line, facing the same way as your students.
- Shout out your favorite fruit, then turn around. Ask the next student what your favorite fruit is, and then turn around again.
- The next student should shout out your favorite fruit, their favorite fruit, turn around, ask the next student their favorite fruit, and then turn back around.
- Continue until you get to the end of the line.
- Repeat the exercise, but have your students try to do it more quickly.

① My favorite fruit is the apple. (turns to face S1) What's my favorite fruit?" (turns to face forward)

⑤ Mr. [Surname] likes apples. My favorite fruit is the banana. (turns to face S2) What's my favorite fruit? (turns to face forward)

[Wrap-up Practice]

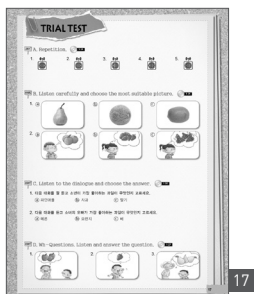
1. Complete Wrap-up Practice.

- Have the students look at the picture on page 16 and talk about it.
 - ① What kind of fruit do you see in the picture?
 - ⑤ I see strawberries, apples, pears, kiwis, melons, and oranges.
 - ① How many strawberries are there in the picture?
 - ⑤ There are three strawberries.
 - ① How many people are there?
 - ⑤ There are six people.
- Split your class into pairs.
- Have the pairs take turns asking each other the questions from the Wrap-up Practice, pointing to the pictures to indicate what they are asking about.

- Have your students fill in the blanks in the Wrap-up Practice as they please.
- Have them conduct the questions and answers once again.
- This time, go around and monitor to make sure that they are asking and answering according to what they wrote.

Wrap Up

1. Conduct the Trial Test.



- Play the CD, tracks 1-24~1-27.
- For the first and last sections, you may wish to play the track twice:
 - a. On the first time, have the students respond verbally as the instructions require.
 - b. On the second time, have the students write in their student books. For track 1-24, have the students take dictation. For track 1-27, have the students write out the answers in full sentences.

2. Review your students' tests, and make a list of common errors.

3. Have your students practice their weak points.

- For common spelling mistakes practice the spellings as a spelling chain.
 - Write the common spellings on the board.
 - Have the first student stand up, shout out the first letter, and sit down.
 - Have the second student stand up and shout out the second letter, and so forth until they have spelt out the whole word.
 - Once the whole word has been spelt out, have the whole class stand up and chant out the whole spelling.
 - For common grammatical errors, chant out example sentences, with the common error areas repeated three times.
 - Write out a correct sentence on the board.
 - Underneath it, write a sentence with a common error in it. Write the erroneous part in red.
 - Ask your students how the erroneous part should be changed.
 - Underline the correct wording in the correct sentence.
 - Chant out the sentence.
 - Have your students shout out the corrected part three times, before shouting out the whole sentence.
- ① (Writes "My favorite fruit is the pear." on the board. Under it, writes "My favorite fruit is the pears.") What's wrong with this sentence?
- ⑤ Pears!
- ① (underlines 'pear') What should you say?
- ⑤ Pear!
- ① What's your favorite fruit?
- ⑤ Pear, pear, pear. My favorite fruit is the pear!

4. Assign homework in the Workbook. (pages 4~6)

1. Conduct Exercise A.

- Have your students read the English words and say their meanings.
- Have your students write the meanings of the words on the solid lines.
- Have your students write the English words on the dotted lines.
- Go around and monitor as your students write.

2. Conduct Exercise B.

- Have your students read the words in the word box.
- Read the questions and answers, and say 'mmm' where there is a blank.
- Have your students use the appropriate words from the word box to fill in the blanks.

3. Conduct Exercise C.

- Look at the pictures in the boxes in Exercise C.
- Read the questions, and have your students answer.
- Read the questions together and draw a line connecting the questions to the answers.

4. Conduct Exercise D.

- Have your students look at Exercise D. First have them circle the punctuation.
- Have your students guess the correct sentences.
- Have them write out the full sentences in the spaces provided.

5. Conduct Exercise E.

- Have your students listen to the CD, track3-18, and write the words in the spaces provided.
- If your students struggle to spell the words, you can give them extra time by pausing the CD.
- Once the exercise has finished, review the spellings and have your students correct their own work.

6. Conduct Exercise F.

- Read the words together.
- Have your students guess what goes in the blanks.
- As they guess, write those words on the board in a random order.
- Listen to the CD, track3-19. As they listen to the sentences, have them fill in the blanks. Review the answers as a class.

7. Conduct Exercise G.

- Play the CD, track3-20, and have your students take dictation. (Challenging)
- Listen to the CD, track3-20, once. As you listen, write the sentences in a random order on the board. Have your students look at the board, and read the sentences together. Now play the CD again. Have your students identify the correct sentence and copy it into the appropriate space. (Less Challenging)

Lesson Aim	To introduce garden items and prepositions of place.
Target Vocabulary	worm, grass, fly, stone, bee, bush, tree, bird, rock, garden, butterfly, bug, flower, plant, in, on, under, next to, in front of, behind
Target Sentences	Where is the bird? It's on the tree. The grass is under the rock.
Potential Difficulties	Distinguishing different prepositions of space – teach them with a song and gestures.
Teaching Aids	SB, WB, CD, tape, flashcards, post-it notes, Supplements 3-2, 3-3a, 3-3b

Introduction

1. Greet your students.

2. Ask your students some simple everyday questions.

3. Review of the previous unit.

- Play a memory chain game with fruits.
- The first student should name a fruit they like.
- The second student should repeat that and add a fruit they like.
- Each consecutive student should repeat what was said before, and add a fruit that they like too.

4. Introduce the topic of today's lesson. Read the title aloud.

- Ⓓ Can you read the title?
- Ⓔ Yes, the title is "It's on the tree."
- Ⓓ Where is it? or Where is the bird?
- Ⓔ It's on the tree.

5. Drill the flashcards.

6. Play a flashcard game.

- Tape the flashcards to the board, and review some of the comprehension questions you asked about each flashcard. Write the questions under the flashcard.
- Give each student a post-it note. Have the students write a flashcard word on their post-it notes.
- Each student must put a post-it note on another student's head, without letting the other student see what was written.
- Now the students must go around and ask questions to try and work out what is written on their heads. They may use the questions on the board.
- After two minutes, tell the students to stop, and ask each student what s/he thinks s/he is.

[Picture Talk]



18

1. Talk about the picture on page 18 before listening.

- ① What are the girl and the boy looking at?
- ② They are looking at the bird.
- ③ Where is the bird?
- ④ It is on the tree.
- ⑤ What color is the bird?
- ⑥ It is pink.
- ⑦ Where are the children?
- ⑧ They are in the park(mountain).

[Listen & Read Aloud]

1. Play the CD, track1-28.

- Have your students follow the writing on the page as they listen to the dialogue.
- Split your class into two groups. Have each group take one role from the dialogue. Practice the dialogue together.
- Switch roles, and practice it again.

2. Role-play the dialogue.

- Check your students' intonation. Suggest ways to make their intonation carry the meaning better.
- Have your students suggest gestures/actions to go with the dialogues.
- Practice the dialogue again with the gestures and improved intonation.
- Have your students role-play the dialogue in pairs.

[Intonation Check]

1. Play the CD, track1-29.

- Ask your students what the loudest word is.
- Answer the question as a class, referring to the dialogue written on the board.
- Have your students circle the correct answers in their books.
- Emphasize the word, so that your students hear it in the context of the exercise.

[Word Check]

1. Play the CD, track1-30.

- Have your students repeat the words.
- Take this opportunity to double check their pronunciation.
- Introduce prepositions of place using a song: (To the tune of 'London Bridge is Falling Down.')

(To the tune of 'London Bridge is Falling Down.')

"On and under, next to, in

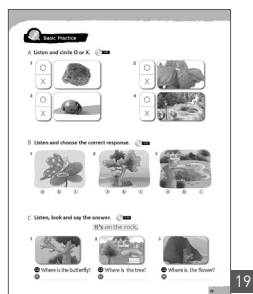
Next to, in, next to, in,

On and under, next to, in.
In front of, behind.”

- Use hand gestures to indicate the meaning of the prepositions as you sing the song.
- Have your students learn the song and the gestures.
- Practice using each of the prepositions in a sentence.

Presentation & Practice

[Basic Practice]



1. Complete Section A.

- Play the CD, track1-31.
- Have your students answer the questions in their student books.
- Review the correct answers as a class.

2. Complete Section B.

- Preview the activity with an exercise.
- Take three flashcards, and put them face down on the teacher's desk.
- Hold up one flashcard, introduce it, then put it back face-down.
- Repeat with the remaining cards.
- Now, slowly, rearrange them (i.e. put one on top of another, or move the middle one to one side).
- Now ask your students where one of the flashcards is. Let the student that answers correctly come out and take your place.
- You could make this a group activity if you photocopied the flashcards and handed out photocopied sets to the groups.
 - (shows 'bug', 'rock', and 'tree' flashcards, one by one. Without showing the picture, places the 'tree' flashcard on top of the 'bug' flashcard. Leaves the 'rock' flashcard to one side) Where is the bug?
 - The bug is under the tree!
 - Very good. Come here and you can have a go!

- Play the CD, track1-32.
- Have your students answer the questions in their books.
- Review the correct answers as a class.

3. Complete Section C.

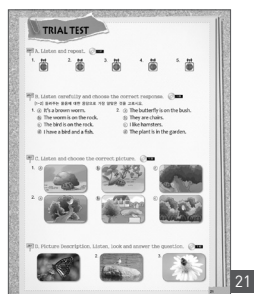
- Split your class into two groups. Have the groups take turns asking each other, “Where is the [butterfly]?” referring to the pictures in Section C.
- Write each answer on the board. Have your students practice reading the answers.
- Play the CD, track1-33. Pause the CD at the end of each question. Have your students say the answer together.
- Have your students write the answers in their books.

- Ⓟ How many flowers are there?
- Ⓢ There are five flowers.

- Split your class into pairs.
- Have the pairs take turns asking each other the questions from the Wrap-up Practice, pointing to the pictures to indicate what they are asking about.
- Have your students fill in the blanks in the Wrap-up Practice as they please.
- Have them conduct the questions and answers once again.
- This time, go around and monitor to make sure that they are asking and answering according to what they wrote.

Wrap Up

1. Conduct the Trial Test.



- Play the CD, tracks 1-37~1-40.
- For the first and last sections, you may wish to play the track twice:
 - a. On the first time, have the students respond verbally as the instructions require.
 - b. On the second time, have the students write in their student books. For track 1-37, have the students take dictation. For track 1-40, have the students write out the answers in full sentences.

2. Review your students' tests, and make a list of common errors.

3. Have your students practice their weak points.

- For common spelling mistakes practice the spellings as a spelling chain.
- Write the common spellings on the board.
- Have the first student stand up, shout out the first letter, and sit down.
- Have the second student stand up and shout out the second letter, and so forth until they have spelt out the whole word.
- Once the whole word has been spelt out, have the whole class stand up and chant out the whole spelling.
- For common grammatical errors, chant out example sentences with the common error areas repeated three times.
- Write out a correct sentence on the board.
- Underneath it, write a sentence with a common error in it. Write the erroneous part in red.
- Ask your students how the erroneous part should be changed.
- Underline the correct wording in the correct sentence.
- Chant out the sentence.
- Have your students shout out the corrected part three times, before shouting out the whole sentence.

- Ⓟ (Writes "The rock is under the tree." on the board. Under it, writes "The rock is under tree.") What's wrong with this sentence?
- Ⓢ Under tree!
- Ⓟ (underlines 'under the tree') What should you say?
- Ⓢ Under the tree!

① Where is the rock?

⑤ Under the tree, under the tree, under the tree. The rock is under the tree.

4. Assign homework in the Workbook. (pages 7~9)

Workbook

1. Conduct Exercise A.

- Have your students read the English words and say their meanings.
- Have your students write the meanings of the words on the solid lines.
- Have your students write the English words on the dotted lines.
- Go around and monitor as your students write.

2. Conduct Exercise B.

- Have your students read the words in the word box.
- Read the questions and answers, saying 'mmm' where there is a blank.
- Have your students use the appropriate words from the word box to fill in the blanks.

3. Conduct Exercise C.

- Look at the pictures in the boxes in Exercise C.
- Read the questions, and have your students answer.
- Read the questions together and draw a line connecting the questions to the answers.

4. Conduct Exercise D.

- Have your students look at Exercise D. First have them circle the punctuation.
- Have your students guess the correct sentences.
- Have them write out the full sentences in the spaces provided.

5. Conduct Exercise E.

- Have your students listen to the CD, track3-21, and write the words in the spaces provided.
- If your students struggle to spell the words, you can give them extra time by pausing the CD.
- Once the exercise has finished, review the spellings and have your students correct their own work.

6. Conduct Exercise F.

- Read the words together.
- Have your students guess what goes in the blanks.
- As they guess, write those words on the board in a random order.
- Listen to the CD, track3-22. As they listen to the sentences, have them fill in the blanks. Review the answers as a class.

7. Conduct Exercise G.

- Play the CD, track3-23, and have your students take dictation. (Challenging)
- Listen to the CD, track3-23, once. As you listen, write the sentences in a random order on the board. Have your students look at the board, and read the sentences together. Now play the CD again. Have your students identify the correct sentence and copy it into the appropriate space. (Less Challenging)

Lesson Aim	To introduce some simple verbs and sentences using 'can'.
Target Vocabulary	dance, read, write, walk, sing, swim, run, jump, cook, skate, ride a bike, ski
Target Sentences	What can you do? I can dance. Can you jump? Yes, I can. No, I can't.
Potential Difficulties	Tendency to include 'do' in the sentence "I can [ski]." Listen carefully and correct.
Teaching Aids	SB, WB, CD, tape, flashcards

Introduction

1. Greet your students.

2. Ask your students some simple everyday questions.

3. Review of the previous unit.

- Tape the flashcards from the previous unit to the board in a grid.
- Throw a ball/beanbag to a student, and ask them where a particular flashcard is.
- The student should answer, using a preposition of place and another flashcard.
- That student should then ask where the other flashcard is, and toss the ball/beanbag to another student.

4. Introduce the topic of today's lesson. Read the title aloud.

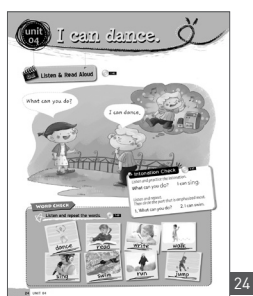
- Ⓓ Can you read the title?
- Ⓔ Yes, the title is "I can dance."
- Ⓓ Can you dance?
- Ⓔ Yes, I can. / No, I can't.

5. Drill the flashcards.

6. Play a flashcard game.

- Hand out all the flashcards.
- The students with flashcards should come to the front.
- The students without flashcards should remain seated, and start chanting the alphabet.
- Start timing the exercise.
- The students at the front should race to line up in alphabetical order (according to their flashcards).
- The students that are sitting down should stop chanting.
- The student at the start of the line should hold up his/her flashcard, then shout out today's key sentence using the word from the flashcard.
- The next student in the line should do the same.
- Once every student in the line has done this, stop timing the exercise.
- Give the flashcards to other students and repeat the exercise. See which team did the exercise in the shortest time.

[Picture Talk]



1. Talk about the picture on page 24 before listening.

- Ⓓ Where are the girl and the boy?
- Ⓔ They are on the grass.
- Ⓓ What is he thinking about?
- Ⓔ He is thinking about dancing.
- Ⓓ Can he dance?
- Ⓔ Yes, he can.

[Listen & Read Aloud]

1. Play the CD, track1-46.

- Have your students follow the writing on the page as they listen to the dialogue.
- Split your class into two groups. Have each group take one role from the dialogue. Practice the dialogue together.
- Switch roles, and practice it again.

2. Role-play the dialogue.

- Check your students' intonation. Suggest ways to make their intonation carry the meaning better.
- Have your students suggest gestures/actions to go with the dialogues.
- Practice the dialogue again with the gestures and improved intonation.
- Have your students role-play the dialogue in pairs.

[Intonation Check]

1. Play the CD, track1-47.

- Ask your students, what the loudest word is.
- Answer the question as a class, referring to the dialogue written on the board.
- Have your students circle the correct answers in their books.
- Emphasize the word, so that your students hear it in the context of the exercise.

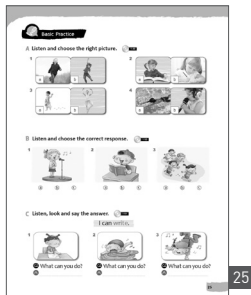
[Word Check]

1. Play the CD, track1-48.

- Have your students repeat the words.
- Take this opportunity to double check their pronunciation.
- Play a game to recognize the words correctly.
 - a. Split the class into groups. Give each group three points on a scoreboard.
 - b. Give each group an action to act out (i.e. dance, read, write, walk. etc.)
 - c. Ask one group what another group is doing. The students must continue doing their actions.
 - d. If a student becomes confused and changes his/her action while s/he answers the question, deduct a point from the group.
 - e. Change each group's action and repeat the exercise.

Presentation & Practice

[Basic Practice]



1. Complete Section A.

- Preview the exercise.
- Place pairs of flashcards on the board.
- Have two teams line up.
- Have the first two students come to the board.
- Show the students which pair of flashcards to look at.
- Call out a sentence that describes one of those flashcards.
- The two students should race to touch it.
- The winning student wins a point for his/her team. The two students go to the back of their lines.
- Play the CD, track1-49.
- Have your students answer the questions in their student books.

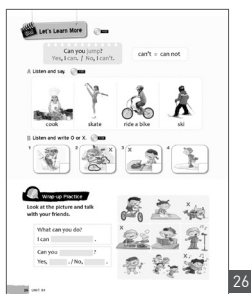
2. Complete Section B.

- Play the CD, track1-50.
- Have your students answer the questions in their books.
- Review the correct answers as a class.

3. Complete Section C.

- Split your class into two groups. Have the groups take turns asking each other, "What can you do?" referring to the pictures in Section C.
- Write each answer on the board. Have your students practice reading the answers.
- Play the CD, track1-51.
- Pause the CD at the end of each question. Have your students say the answer together.
- Have your students write the answers in their books.

[Let's Learn More]



1. Introduce the following words with gestures: cook, skate, ride a bike, ski.

- Tell your students that one wall is the 'yes' wall and another is the 'no' wall.
- Have your students stand up.
- Have students take turns to ask the class a yes/no question using the vocabulary you have learned so far.
- The students should line up at the appropriate wall.
- Those that line up at the 'yes' wall should do the gesture. They should shout out, "Yes, I can."
- Those that line up at the 'no' wall should cross their arms. They should shout out "No, I can't."
- Write "Can't." on the board. Under it write "Cannot." Show the relation between the word and the contraction.
- Play the CD, track1-52.
- Have your students follow the language in their books.

2. Complete Section A.

- Chorus the key sentence as a class, substituting the words from the pictures in Section A.
- Take a beanbag or a ball. Hold up a flashcard, and throw the beanbag to a student (S1). Make an 'x' with your arms to indicate a 'no', or a thumb up to indicate 'yes'.
- S1 must catch the beanbag, and make a sentence by substituting the flashcard word you are holding into the key sentence.
- The other students should repeat the sentence, and S1 should throw the beanbag back to you.
- Continue until every student has practiced.
- Play the CD, track1-53.
- Have your students listen and repeat after the sentences.

3. Complete Section B.

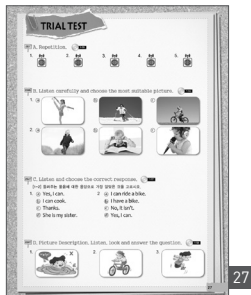
- Play the CD, track1-54.
- Play a game using the key language.
 - a. Have your students stand in a circle.
 - b. Tell the students what you can do, then clap your hands. They should all start acting out that activity, and they shouldn't stop until the next player claps his/her hands.
 - c. Point at a student (S1). S1 should tell you something else that s/he can do, but must continue doing the previous gesture until s/he claps his/her hands.
 - d. If a student mixes up the gestures, or repeats the previous sentence that the previous person used, then that student should stand with hands on head for one turn.

[Wrap-up Practice]

1. Complete Wrap-up Practice.

- Have the students look at the picture on page 26 and talk about the picture.
 - ① What is the boy doing in the first picture?
 - ⑤ He is riding a bike.
 - ① What is the boy doing in the fifth picture?
 - ⑤ He is reading a book.
 - ① What is the boy doing in the sixth picture?
 - ⑤ He is singing.
- Split your class into pairs.
- Have the pairs take turns asking each other the questions from the Wrap-up Practice, pointing to the pictures to indicate what they are asking about.
- Have your students fill in the blanks in the Wrap-up Practice as they please.
- Have them conduct the questions and answers once again.
- This time, go around and monitor to make sure that they are asking and answering according to what they wrote.

1. Conduct the Trial Test.



- Play the CD, tracks 1-55~1-58.
- For the first and last sections, you may wish to play the track twice:
 - a. On the first time, have the students respond verbally as the instructions require.
 - b. On the second time, have the students write in their student books. For track 1-55, have the students take dictation. For track 1-58, have the students write out the answers in full sentences.

2. Review your students' tests, and make a list of common errors.

3. Have your students practice their weak points.

- For common spelling mistakes practice the spellings as a spelling chain.
- Write the common spellings on the board.
- Have the first student stand up, shout out the first letter, and sit down.
- Have the second student stand up and shout out the second letter, and so forth until they have spelt out the whole word.
- Once the whole word has been spelt out, have the whole class stand up and chant out the whole spelling.
- For common grammatical errors, chant out example sentences, with the common error areas repeated three times.
- Write out a correct sentence on the board.
- Underneath it, write a sentence with a common error in it. Write the erroneous part in red.
- Ask your students how the erroneous part should be changed.
- Underline the correct wording in the correct sentence.
- Chant out the sentence.
- Have your students shout out the corrected part three times, before shouting out the whole sentence.

- ① (Writes "Can you ski?" on the board. Under it, writes "Can you play ski?") What's wrong with this sentence?
- ⑤ Play ski!
- ① (underlines 'ski') What should you say?
- ⑤ Ski!
- ① Tell me the question!
- ⑤ Ski, ski, ski. Can you ski?

4. Assign homework in the Workbook. (pages 10-12)

1. Conduct Exercise A.

- Have your students read the English words and say their meanings.
- Have your students write the meanings of the words on the solid lines.
- Have your students write the English words on the dotted lines.
- Go around and monitor as your students write.

2. Conduct Exercise B.

- Have your students read the words in the word box.
- Read the questions and answers, saying 'mmm' where there is a blank.
- Have your students use the appropriate words from the word box to fill in the blanks.

3. Conduct Exercise C.

- Look at the pictures in the boxes in Exercise C.
- Read the questions, and have your students answer.
- Read the questions together and draw a line connecting the questions to the answers.

4. Conduct Exercise D.

- Have your students look at Exercise D. First have them circle the punctuation.
- Have your students guess the correct sentences.
- Have them write out the full sentences in the spaces provided.

5. Conduct Exercise E.

- Have your students listen to the CD, track3-24, and write the words in the spaces provided.
- If your students struggle to spell the words, you can give them extra time by pausing the CD.
- Once the exercise has finished, review the spellings and have your students correct their own work.

6. Conduct Exercise F.

- Read the words together.
- Have your students guess what goes in the blanks.
- As they guess, write those words on the board in a random order.
- Listen to the CD, track3-25. As they listen to the sentences, have them fill in the blanks. Review the answers as a class.

7. Conduct Exercise G.

- Play the CD, track3-26, and have your students take dictation. (Challenging)
- Listen to the CD, track3-26, once. As you listen, write the sentences in a random order on the board. Have your students look at the board, and read the sentences together. Now play the CD again. Have your students identify the correct sentence and copy it into the appropriate space. (Less Challenging)

Lesson Aim	To introduce sports.
Target Vocabulary	soccer, baseball, basketball, tennis, badminton, volleyball, table tennis, ice hockey, handball, cycling, bowling, golf
Target Sentences	What sport do you like? I like tennis. Do you like volleyball? Yes, I do. No, I don't.
Potential Difficulties	Pronunciation – final consonant sounds – use careful observation and correction.
Teaching Aids	SB, WB, CD, tape, flashcards

Introduction

1. Greet your students.

2. Ask your students some simple everyday questions.

3. Review the subject of things you can and cannot do.

- Call out a list of "I can..." sentences.
- Students should stand up if they can do what they hear, and sit down if they can't.
- Ⓙ I can walk.
- Ⓢ (all stand up)
- Ⓙ I can fly.
- Ⓢ (all sit down)

4. Introduce the topic of today's lesson. Read the title aloud.

- Ⓙ Can you read the title?
- Ⓢ Yes, the title is "I like tennis."
- Ⓙ Do you like tennis?
- Ⓢ Yes, I do. / No, I don't.

5. Drill the flashcards.

- Drill the flashcards quickly as listen and repeat.
- Keep drilling them quickly, but stop shouting out the words for your students to repeat.
- Split your class into teams. Have the teams take turns to shout words out as you hold up flashcards.
- Now ask comprehension questions about each flashcard.

6. Play a flashcard game.

- Tape the flashcards to the walls around the room.
- Have your students stand up and walk around the room.
- For the first round, you should be 'it': turn around and count down from ten. When you get to zero, every student should stand by a flashcard.
- Before turning around and looking, shout out one of the flashcard words.
- Now, turn around.
- If there is a student standing by that flashcard, that student becomes 'it'.
- If there are several students standing at that flashcard, have them play rock scissor paper to determine who should be 'it'.

- If there are no students standing by that flashcard, you remain 'it'. Turn round and count down from ten again.

Warm-up

[Picture Talk]



1. Talk about the picture on page 28 before listening.

- Ⓟ Where are the boys in the picture?
- Ⓢ They are in the gym.
- Ⓟ How many balls are there in the picture?
- Ⓢ There are five balls.
- Ⓟ What kind of balls are there?
- Ⓢ There are basketballs and soccer balls.
- Ⓟ Who is playing tennis?
- Ⓢ The blonde boy is playing tennis.

[Listen & Read Aloud]

1. Open the student book, and look at the picture. Ask your students what they see. Draw their attention to the following points.

- Ask each of your students about their favorite sports.

2. Play the CD, track1-59.

- Have your students follow the writing on the page as they listen to the dialogue.
- Split your class into two groups. Have each group take one role from the dialogue. Practice the dialogue together.
- Switch roles, and practice it again.
- Role-play the dialogue.

[Intonation Check]

1. Play the CD, track1-60.

- Ask your students, what the loudest word is.
- Answer the question as a class, referring to the dialogue written on the board.
- Have your students circle the correct answers in their books.
- Emphasize the word, so that your students hear it in the context of the exercise.

[Word Check]

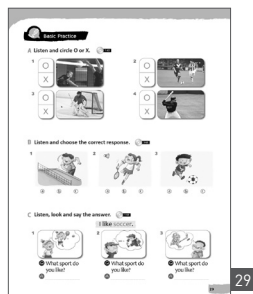
1. Play the CD, track1-61.

- Have your students listen and repeat after the CD.
- Check your students' pronunciation, and correct it if necessary.
- Play a game to recognize the words correctly.
 - a. Stick the flashcards around the room.
 - b. Ask each student to stand by the flashcard showing the sport they like.
 - c. The students shout out their favorite sports.

- d. Repeat until your students clearly recognize the sports.

Presentation & Practice

[Basic Practice]



1. Complete Section A.

- Preview the exercise.
- Place pairs of flashcards on the board.
- Have two teams line up.
- Have the first two students come to the board.
- Show the students which pair of flashcards to look at.
- Call out a sentence that describes one of those flashcards.
- The two students should race to touch it.
- The winning student wins a point for his/her team. The two students go to the back of their lines.
- Play the CD, track1-62.
- Have your students answer the questions in their student books.

2. Complete Section B.

- Play the CD, track1-63.
- Have your students answer the questions in their books.
- Review the correct answers as a class.

3. Complete Section C.

- Split your class into two groups. Have the groups take turns asking each other, "What sport do you like?" referring to the pictures in Section C.
- Write each answer on the board. Have your students practice reading the answers.
- Play the CD, track1-64.
- Pause the CD at the end of each question. Have your students say the answer together.
- Have your students write the answers in their books.

[Let's Learn More]



1. Introduce the language used in Let's Learn More.

- Prior to class, make photocopies of the flashcards so that there are several copies of each one.
- Review the yes/no questions that you practiced.
- Tell your students that when they say "No, I don't." it is good to add a sentence saying what you do like.
- Have your students each come to the front and choose one flashcard that they don't like and one that they do like.
- Your students should draw a large 'x' on the one they don't like, and circle the one they do like, and display the cards on their desk.
- Ask a student a yes/no question about the sport they don't like.
- The student should reply, saying, "No, I don't. I like [baseball]."
- The student should then ask a yes/no question to another student, about the sport which that student has drawn an 'x' on.
- Play the CD, track1-65.
- Have your students follow the language in their books.

2. Complete Section A.

- Chorus the key sentence as a class, substituting the words from the pictures in Section A.
- Take a beanbag or a ball. Hold up a flashcard, and throw the beanbag to a student (S1).
- S1 must catch the beanbag, and make a sentence by substituting the flashcard word you are holding into the key sentence.
- The other students should repeat the sentence, and S1 should throw the beanbag back to you.
- Continue until every student has practiced.
- Play the CD, track1-66.
- Have your students listen and repeat after the sentences.

3. Complete Section B.

- Play the CD, track1-67.
- Have your students number the pictures correctly.
- Review their answers as a class.

4. Play a game using the key language.

- Stick the flashcards around the room.
- Ask each student to stand by the flashcard showing the sport they like.
- The students should look around and try to remember who likes what.
- Have the students all come to the front.
- Pick one student and ask "What sport do you like?"
- The student should close his/her eyes, while the other students try to remember and line up by the appropriate flashcard.
- Have each group take a turn to ask a yes/no question about whether the s/he likes the sport they have chosen.
- The students that lined up at the right flashcard should play rock-scissor-paper to decide who gets to go next.

(S1 likes baseball)

① What sport do you like, Sally?

② (closes her eyes)

③ (stand by the 'soccer' flashcard) Do you like [soccer]?

③ No, I don't.

③ (stand by the 'golf' flashcard) Do you like [golf]?

③ No, I don't.

③ (stand by the 'baseball' flashcard) Do you like [baseball]?

③ Yes, I do.

[Wrap-up Practice]

1. Complete the Wrap-up Practice.

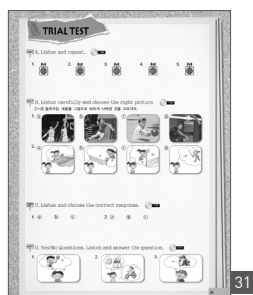
- Have the students look at the picture on page 30 and talk about the picture.

- Ⓟ What is he doing in the picture?
- Ⓢ He is playing sports.
- Ⓟ Can he ride a bike?
- Ⓢ Yes, he can.
- Ⓟ Can he play soccer?
- Ⓢ Yes, he can.
- Ⓟ Does he like swimming?
- Ⓢ No, he doesn't.

- Split your class into pairs.
- Have the pairs take turns asking each other the questions from the Wrap-up Practice, pointing to the pictures to indicate what they are asking about.
- Have your students fill in the blanks in the Wrap-up Practice as they please.
- Have them conduct the questions and answers once again.
- This time, go around and monitor to make sure that they are asking and answering according to what they wrote.

Wrap Up

1. Conduct the Trial Test.



- Play the CD, tracks 1-68~1-71.
- For the first and last sections, you may wish to play the track twice:
 - a. On the first time, have the students respond verbally as the instructions require.
 - b. On the second time, have the students write in their student books. For track 1-68, have the students take dictation. For track 1-71, have the students write out the answers in full sentences.

2. Review your students' tests, and make a list of common errors.

3. Have your students practice their weak points.

- For common spelling mistakes practice the spellings as a spelling chain.
- Write the common spellings on the board.
- Have the first student stand up, shout out the first letter, and sit down.
- Have the second student stand up and shout out the second letter, and so forth until they have spelt out the whole word.
- Once the whole word has been spelt out, have the whole class stand up and chant out the whole spelling.
- For common grammatical errors, chant out example sentences, with the common error areas repeated three times.
- Write out a correct sentence on the board.
- Underneath it, write a sentence with a common error in it. Write the erroneous part in red.
- Ask your students how the erroneous part should be changed.
- Underline the correct wording in the correct sentence.
- Chant out the sentence.
- Have your students shout out the corrected part three times, before shouting out the whole sentence.

- Ⓣ (Writes “What sport do you like?” on the board. Under it, writes “What sport do you like bowling?”) What’s wrong with this sentence?
- Ⓢ Like bowling!
- Ⓣ (underlines ‘like’) What should you say?
- Ⓢ Like!
- Ⓣ What is the question?
- Ⓢ Like, like, like. What sport do you like?

4. Assign homework in the Workbook. (pages 13~15)

Workbook

1. Conduct Exercise A.

- Have your students read the English words and say their meanings.
- Have your students write the meanings of the words on the solid lines.
- Have your students write the English words on the dotted lines.
- Go around and monitor as your students write.

2. Conduct Exercise B.

- Have your students read the words in the word box.
- Read the questions and answers, saying ‘mmm’ where there is a blank.
- Have your students use the appropriate words from the word box to fill in the blanks.

3. Conduct Exercise C.

- Look at the pictures in the boxes in Exercise C.
- Read the questions, and have your students answer.
- Read the questions together and draw a line connecting the questions to the answers.

4. Conduct Exercise D.

- Have your students look at Exercise D. First have them circle the punctuation.
- Have your students guess the correct sentences.
- Have them write out the full sentences in the spaces provided.

5. Conduct Exercise E.

- Have your students listen to the CD, track3-27, and write the words in the spaces provided.
- If your students struggle to spell the words, you can give them extra time by pausing the CD.
- Once the exercise has finished, review the spellings and have your students correct their own work.

6. Conduct Exercise F.

- Read the words together.
- Have your students guess what goes in the blanks.
- As they guess, write those words on the board in a random order.
- Listen to the CD, track3-28. As they listen to the sentences, have them fill in the blanks. Review the answers as a class.

7. Conduct Exercise G.

- Play the CD, track3-29, and have your students take dictation. (Challenging)
- Listen to the CD, track3-29, once. As you listen, write the sentences in a random order on the board. Have your students look at the board, and read the sentences together. Now play the CD again. Have your students identify the correct sentence and copy it into the appropriate space. (Less Challenging)

It's Kelly's watch.

Lesson Aim	To introduce some personal possessions, and the personal possessive.
Target Vocabulary	wallet, handbag, camera, comb, handkerchief, cell phone, key, watch, keys, gloves, glasses, earrings
Target Sentences	Whose watch is this? It's Kelly's watch. Whose keys are these? They're theirs.
Potential Difficulties	There-their confusion – supervise and correct.
Teaching Aids	SB, WB, CD, scrap paper, tape, flashcards

Introduction

1. Greet your students.

2. Ask your students some simple everyday questions.

3. Review the language from the previous unit.

- Play a memory chain game with sports.
- One student should start by saying what sport s/he likes.
- The next student should say that sport and another.
- Each next student should recall all the previous sports and add their own one.

4. Introduce the topic of today's lesson. Read the title aloud.

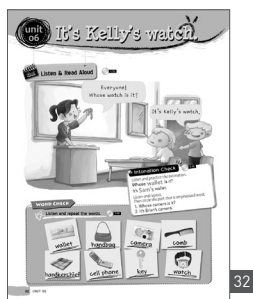
- Ⓙ Can you read the title?
- Ⓢ Yes, the title is "It's Kelly's watch."
- Ⓙ Whose watch is it?
- Ⓢ It is Kelly's watch.

5. Drill the flashcards.

6. Play a flashcard game.

- Set up the chairs into a large circle, with space around the outside.
- Place a flashcard (or photocopy or a flashcard) in front of each chair.
- Select one student to be 'it'. Remove that student's chair and flashcard.
- That student should walk around the outside of the circle. S/he should tap each student s/he passes on the shoulder, and shout out the word on the flashcard in front of that student.
- The students sitting in the circle should repeat each word.
- Now, every student that has that flashcard must stand up, and run once around the circle before sitting down again in any vacant chair.
- The student that is 'it' should try to sit down in a vacant chair, and the student that cannot find a chair becomes 'it'.
- Before repeating, have each student pass their flashcard to the left, so that students have to think about different words.

[Picture Talk]



1. Talk about the picture on page 32 before listening.

- Ⓓ How many people are there in the picture?
- Ⓔ There are three people.
- Ⓓ Where are they?
- Ⓔ They are in the classroom.
- Ⓓ What does the woman in front of the whiteboard do?
- Ⓔ She is a teacher.
- Ⓓ What does she have?
- Ⓔ She has a watch.
- Ⓓ What is the boy doing?
- Ⓔ He is standing and pointing at the girl.

[Listen & Read Aloud]

1. Play the CD, track1-72.

- Have your students follow the writing on the page as they listen to the dialogue.
- Split your class into two groups. Have each group take one role from the dialogue. Practice the dialogue together.
- Switch roles, and practice it again.
- Role-play the dialogue.

[Intonation Check]

1. Play the CD, track1-73.

- Ask your students, what the loudest word is.
- Answer the question as a class, referring to the dialogue written on the board.
- Have your students circle the correct answers in their books.
- Emphasize the word, so that your students hear it in the context of the exercise.

[Word Check]

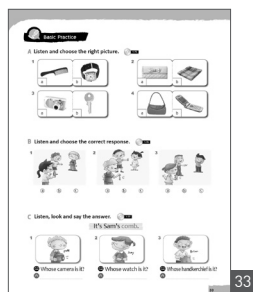
1. Play the CD, track1-74.

- Have your students repeat the words.
- Take this opportunity to double check their pronunciation.
- Play a game to recognize the words correctly.
 - a. Hand out a piece of scrap paper to each student.
 - b. Have your students draw an object from today's vocabulary on the paper. Give a 60 second time limit for the drawing.
 - c. Collect all the pictures and tape them to the board.
 - d. Give a student a ball/beanbag. That student should throw it at the pictures.
 - e. They should guess whose item it is, which the ball hits, then ask the question, "Whose [camera] is that?"
 - f. Award a point if their guess was correct.

- Ⓢ (throws ball, hits S2's picture of a camera) Hmm... Is it Sally's camera? Whose camera is it?
- Ⓢ It's my camera.
- Ⓣ Well done. (throws ball to another student)

Presentation & Practice

[Basic Practice]



1. Complete Section A.

- Preview the exercise.
- Place pairs of flashcards on the board.
- Have two teams line up.
- Have the first two students come to the board.
- Show the students what pair of flashcards to look at.
- Call out a sentence that describes one of those flashcards.
- The two students should race to touch it.
- The winning student wins a point for his/her team. The two students go to the back of their lines.
- Play the CD, track1-75 and have your students answer the questions in their student books.

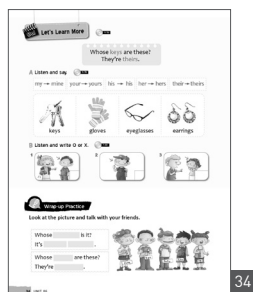
2. Complete Section B.

- Play the CD, track1-76.
- Have your students answer the questions in their books.
- Review the correct answers as a class.

3. Complete Section C.

- Split your class into two groups. Have the groups take turns asking each other, "Whose [camera] is it?" referring to the pictures in Section C.
- Write each answer on the board. Have your students practice reading the answers.
- Play the CD, track1-77.
- Pause the CD at the end of each question. Have your students say the answer together.
- Have your students write the answers in their books.

[Let's Learn More]



1. Introduce the language used in Let's Learn More.

- Have your students stand in four groups in the four corners of the classroom.
- Put each groups' book bags on tables near the groups.
- Stand with group 1 (G1), look at G2, point at G2's bags, and shout, "They are your bags."
- Have G2, then G3 then G4 do the same. If the groups struggle to do each thing (look at the next group, point at that group, then say the sentence), help, by standing with them and doing it together.
- Stand with G1, look at G2, point at G3's book bags and shout, "They are their book bags."
- Have the other groups do the same.
- Stand with G1, look at G2, point at G1's book bags and shout, "They are our bags."
- Have the other groups do the same.
- Drill these sentences repeatedly.
- Have one student come out of each group, set their bag out separately, and have them stand separately.
- Repeat the above procedure to practice the words, 'his', 'hers', 'yours', and 'mine'.
- Have your students sit down.
- Play the CD, track1-78.
- Have your students follow the language in their books.

2. Complete Section A.

- Chorus the key sentence as a class, substituting the words from the pictures in Section A.
- Take a beanbag or a ball. Hold up a flashcard, and throw the beanbag to a student (S1).
- S1 must catch the beanbag, and make a sentence by substituting the flashcard word you are holding into the key sentence.
- The other students should repeat the sentence, and S1 should throw the beanbag back to you.
- Continue until every student has practiced.
- Play the CD, track1-79. Have your students listen and repeat after the sentences.

3. Complete Section B.

- Play the CD, track1-80.
- Have your students number the pictures correctly. Review their answers as a class.

4. Play a game using the key language.

- Tell your students to look around and see who is sitting where. While they do this, note down who is sitting where.
- Tell your students to stand up, and sit down in different seats.
- Ask individuals or groups whose chairs they are sitting in.
- Award points to those students that answer correctly.
- Use the points to determine who you'll let line up first at the end of class.

[Wrap-up Practice]

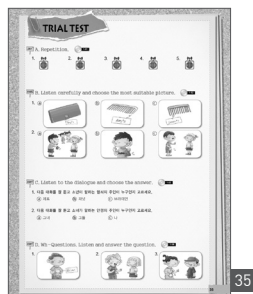
1. Complete Wrap-up Practice.

- Have the students look at the picture on page 34 and talk about the picture.
 - ① How many people are there in the picture?
 - ⑤ There are five people.
 - ① Who wears a hat?
 - ⑤ Jane wears it.
 - ① What does John have?
 - ⑤ He has gloves.
- Split your class into pairs.
- Have the pairs take turns asking each other the questions from the Wrap-up Practice, pointing to the pictures to indicate what they are asking about.

- Have your students fill in the blanks in the Wrap-up Practice as they please.
- Have them conduct the questions and answers once again.
- This time, go around and monitor to make sure that they are asking and answering according to what they wrote.

Wrap Up

1. Conduct the Trial Test.



- Play the CD, tracks 1-81~1-84.
- For the first and last sections, you may wish to play the track twice:
 - a. On the first time, have the students respond verbally as the instructions require.
 - b. On the second time, have the students write in their student books. For track 1-81, have the students take dictation. For track 1-84, have the students write out the answers in full sentences.

2. Review your students' tests, and make a list of common errors.

3. Have your students practice their weak points.

- For common spelling mistakes practice the spellings as a spelling chain.
 - Write the common spellings on the board.
 - Have the first student stand up, shout out the first letter, and sit down.
 - Have the second student stand up and shout out the second letter, and so forth until they have spelt out the whole word.
 - Once the whole word has been spelt out, have the whole class stand up and chant out the whole spelling.
 - For common grammatical errors, chant out example sentences, with the common error areas repeated three times.
 - Write out a correct sentence on the board.
 - Underneath it, write a sentence with a common error in it. Write the erroneous part in red.
 - Ask your students how the erroneous part should be changed.
 - Underline the correct wording in the correct sentence.
 - Chant out the sentence.
 - Have your students shout out the corrected part three times, before shouting out the whole sentence.
- (T) (Writes "They are theirs." on the board. Under it, writes "They are their.") What's wrong with this sentence?
 (S) Their!
 (T) (underlines 'theirs') What should you say?
 (S) Theirs!
 (T) Whose are they?
 (S) Theirs, theirs, theirs. They are theirs!

4. Assign homework in the Workbook. (pages 16~18)

1. Conduct Exercise A.

- Have your students read the English words and say their meanings.
- Have your students write the meanings of the words on the solid lines.
- Have your students write the English words on the dotted lines.
- Go around and monitor as your students write.

2. Conduct Exercise B.

- Have your students read the words in the word box.
- Read the questions and answers, saying 'mmm' where there is a blank.
- Have your students use the appropriate words from the word box to fill in the blanks.

3. Conduct Exercise C.

- Look at the pictures in the boxes in Exercise C.
- Read the questions, and have your students answer.
- Read the questions together and draw a line connecting the questions to the answers.

4. Conduct Exercise D.

- Have your students look at Exercise D. First have them circle the punctuation.
- Have your students guess the correct sentences.
- Have them write out the full sentences in the spaces provided.

5. Conduct Exercise E.

- Have your students listen to the CD, track3-30, and write the words in the spaces provided.
- If your students struggle to spell the words, you can give them extra time by pausing the CD.
- Once the exercise has finished, review the spellings and have your students correct their own work.

6. Conduct Exercise F.

- Read the words together.
- Have your students guess what goes in the blanks.
- As they guess, write those words on the board in a random order.
- Listen to the CD, track3-31. As they listen to the sentences, have them fill in the blanks. Review the answers as a class.

7. Conduct Exercise G.

- Play the CD, track3-32, and have your students take dictation. (Challenging)
- Listen to the CD, track3-32, once. As you listen, write the sentences in a random order on the board. Have your students look at the board, and read the sentences together. Now play the CD again. Have your students identify the correct sentence and copy it into the appropriate space. (Less Challenging)

Lesson Aim	To introduce some daily activities.
Target Vocabulary	wash my face, exercise, eat breakfast, go to school, eat lunch, get home, do my homework, eat dinner, watch TV, go to bed
Target Sentences	What do you do in the morning? I exercise. What does he do in the evening? He watches TV.
Potential Difficulties	Conjugation of verb 'to do' – drill repeatedly.
Teaching Aids	SB, WB, CD, tape, flashcards, post-it notes

Introduction

1. Greet your students.

2. Ask your students some simple everyday questions.

3. Review the language from the previous unit.

- Ask your students questions, and have them answer using the possessive pronouns you studied last unit.

Ⓙ (points at the bags belonging to students in the front row) Whose are these?

Ⓢ They are ours. / They are theirs.

4. Introduce the topic of today's lesson. Read the title aloud.

Ⓙ Can you read the title?

Ⓢ Yes, the title is "I exercise."

Ⓙ Do you exercise?

Ⓢ Yes, I do. / No I don't.

Ⓙ When do you exercise?

Ⓢ I exercise in the morning.

5. Drill the flashcards.

- Drill the flashcards quickly as listen and repeat.
- Keep drilling them quickly, but stop shouting out the words for your students to repeat.
- Split your class into teams. Have the teams take turns to shout words out as you hold up flashcards.
- Now ask comprehension questions about each flashcard.

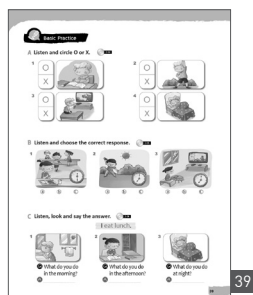
6. Play a flashcard game.

- Tape the flashcards to the board, and review some of the comprehension questions you asked about each flashcard. Write the questions under the flashcard.
- Give each student a post-it note. Have the students write a flashcard word on their post-its.
- Each student must put a post-it note on another student's head, without letting the other student see what was written.
- Now the students must go around and ask questions to try and work out what is written on their heads. They may use the questions on the board.
- After two minutes, tell the students to stop, and ask each student what s/he thinks s/he is.

- d. Have your students volunteer to stand up and tape the flashcards to the board in the appropriate sections.
- e. Have your class practice using the structure, "In the [morning], I [eat breakfast]." to describe each of the flashcards on the board.

Presentation & Practice

[Basic Practice]



1. Complete Section A.

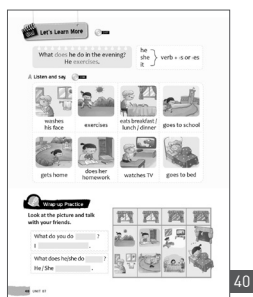
- Preview the exercise.
- Place pairs of flashcards on the board.
- Have two teams line up.
- Have the first two students come to the board.
- Show the students what pair of flashcards to look at.
- Call out a sentence that describes one of those flashcards.
- The two students should race to touch it.
- The winning student wins a point for his/her team. The two students go to the back of their lines.
- Play the CD, track2-04.
- Have your students answer the questions in their student books.

2. Complete Section B.

- Play the CD, track2-05.
- Have your students answer the questions in their books.
- Review the correct answers as a class.

3. Complete Section C.

- Split your class into two groups. Have the groups take turns asking each other, "What do you do in the [morning]?" referring to the pictures in Section C.
- Write each answer on the board. Have your students practice reading the answers.
- Play the CD, track2-06.
- Pause the CD at the end of each question. Have your students say the answer together.
- Have your students write the answers in their books.

[Let's Learn More]

40

1. Introduce the language used in Let's Learn More.

- Have your students line up in three parallel lines.
- Give one flashcard each to the students in the first line.
- The first student holding a flashcard should say what s/he does according to the flashcard.
- The first student in the second line should say the same thing using 'he', then go and stand with the first student.
- The first student in the third line should then make the same sentence, using 'they'.
- Repeat, all the way down the line.

(students line up as shown)

S1 S2 S3

S4 S5 S6

S7 S8 S9

⑤ (holds 'watch TV' flashcard) I watch TV.

⑤ He watches TV (goes and stands by S1)

⑤ They watch TV.

⑤ (holds 'go to bed' flashcard) I go to bed.

⑤ He goes to bed. (goes and stands by S4)

⑤ They go to bed.

- Play the CD, track2-07.
- Have your students follow the language in their books.

2. Complete Section A.

- Chorus the key sentence as a class, substituting the words from the pictures in Section A.
- Take a beanbag or a ball. Hold up a flashcard, and throw the beanbag to a student (S1).
- S1 must catch the beanbag, and make a sentence by substituting the flashcard word you are holding into the key sentence.
- The other students should repeat the sentence, and S1 should throw the beanbag back to you.
- Continue until every student has practiced.
- Play the CD, track2-08.
- Have your students listen and repeat after the sentences.

[Wrap-up Practice]**1. Complete Wrap-up Practice.**

- Have the students look at the picture on page 40 and talk about the picture.

⑦ What is a girl doing in the first picture?

⑤ She is exercising.

⑦ When does she exercise?

⑤ She exercises in the morning.

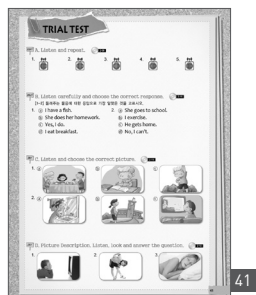
⑦ What is she doing in last picture?

⑤ She is sleeping.

- Split your class into pairs.
- Have the pairs take turns asking each other the questions from the Wrap-up Practice, pointing to the pictures to indicate what they are asking about.
- Have your students fill in the blanks in the Wrap-up Practice as they please.
- Have them conduct the questions and answers once again.
- This time, go around and monitor to make sure that they are asking and answering according to what they wrote.

Wrap Up

1. Conduct the Trial Test.



- Play the CD, tracks 2-09~2-12.
- For the first and last sections, you may wish to play the track twice:
 - a. On the first time, have the students respond verbally as the instructions require.
 - b. On the second time, have the students write in their student books. For track 2-09, have the students take dictation. For track 2-12, have the students write out the answers in full sentences.

2. Review your students' tests, and make a list of common errors.

- Have your students practice their weak points.
 - For common spelling mistakes practice the spellings as a spelling chain.
 - Write the common spellings on the board.
 - Have the first student stand up, shout out the first letter, and sit down.
 - Have the second student stand up and shout out the second letter, and so forth until they have spelt out the whole word.
 - Once the whole word has been spelt out, have the whole class stand up and chant out the whole spelling.
 - For common grammatical errors, chant out example sentences, with the common error areas repeated three times.
 - Write out a correct sentence on the board.
 - Underneath it, write a sentence with a common error in it. Write the erroneous part in red.
 - Ask your students how the erroneous part should be changed.
 - Underline the correct wording in the correct sentence.
 - Chant out the sentence.
 - Have your students shout out the corrected part three times, before shouting out the whole sentence.
- (T) (Writes "He watches TV." on the board. Under it, writes "He watch TV.") What's wrong with this sentence?
 (S) Watch!
 (T) (underlines 'watches') What should you say?
 (S) Watches!
 (T) What does he do?
 (S) Watches, watches, watches. He watches TV.

4. Assign homework in the Workbook. (pages 19~21)

1. Conduct Exercise A.

- Have your students read the English words and say their meanings.
- Have your students write the meanings of the words on the solid lines.
- Have your students write the English words on the dotted lines.
- Go around and monitor as your students write.

2. Conduct Exercise B.

- Have your students read the words in the word box.
- Read the questions and answers, saying 'mmm' where there is a blank.
- Have your students use the appropriate words from the word box to fill in the blanks.

3. Conduct Exercise C.

- Look at the pictures in the boxes in Exercise C.
- Read the questions, and have your students answer.
- Read the questions together and draw a line connecting the questions to the answers.

4. Conduct Exercise D.

- Have your students look at Exercise D. First have them circle the punctuation.
- Have your students guess the correct sentences.
- Have them write out the full sentences in the spaces provided.

5. Conduct Exercise E.

- Have your students listen to the CD, track3-33, and write the words in the spaces provided.
- If your students struggle to spell the words, you can give them extra time by pausing the CD.
- Once the exercise has finished, review the spellings and have your students correct their own work.

6. Conduct Exercise F.

- Read the words together.
- Have your students guess what goes in the blanks.
- As they guess, write those words on the board in a random order.
- Listen to the CD, track3-34. As they listen to the sentences, have them fill in the blanks. Review the answers as a class.

7. Conduct Exercise G.

- Play the CD, track3-35, and have your students take dictation. (Challenging)
- Listen to the CD, track3-35, once. As you listen, write the sentences in a random order on the board. Have your students look at the board, and read the sentences together. Now play the CD again. Have your students identify the correct sentence and copy it into the appropriate space. (Less Challenging)

I feel happy.

Lesson Aim	To introduce emotions.
Target Vocabulary	good, bad, excited, cold, happy, sad, angry, hungry, thirsty, bored, scared, sick
Target Sentences	How do you feel? I feel happy. How does he feel? He feels cold.
Potential Difficulties	Pronunciation – check and correct.
Teaching Aids	SB, WB, CD, tape, flashcards

Introduction

1. Greet your students.

2. Ask your students some simple everyday questions.

3. Review the language you studied last unit.

- Write out the sentence structures, "What do you do in the [morning]?" and "I exercise." on the board.
- As a class, change these sentences into the third person.
- Chorus the sentences in the third person.
- Have your students line up by the door. Stand at the front of the line.
- Your class should shout out, "What do you do in the morning?"
- Shout out what you do in the morning.
- The student behind should say what you do in the morning.
- Your class should shout out, "What do you do in the afternoon?"
- The next student should answer, then the third student should repeat that in the third person.
- Continue until the questions get to the end of the line.

4. Introduce the topic of today's lesson. Read the title aloud.

- Ⓓ Can you read the title?
- Ⓔ Yes, the title is "I feel happy."
- Ⓓ When do you feel happy?
- Ⓔ I feel happy when I eat chocolate.

5. Drill the flashcards.

- Drill the flashcards quickly as listen and repeat.
- Keep drilling them quickly, but stop shouting out the words for your students to repeat.
- Split your class into teams. Have the teams take turns to shout words out as you hold up flashcards.
- Now ask comprehension questions about each flashcard.

6. Play a flashcard game.

- Hand out all the flashcards.
- The students with flashcards should come to the front.
- The students without flashcards should remain seated, and start chanting the alphabet.
- Start timing the exercise.

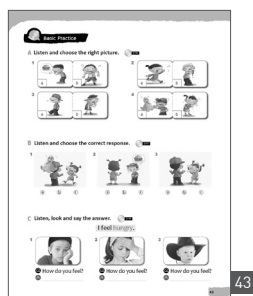
[Word Check]

1. Play the CD, track2-15.

- Have your students listen and repeat after the CD.
- Check your students' pronunciation, and correct it if necessary.
- Play a game to recognize the words correctly.
 - a. Drill the vocabulary without the flashcards, by acting out the feelings, 'happy', 'sad', 'angry', 'hungry', 'thirsty', 'bored', 'scared', and 'sick'.
 - b. Now have a volunteer come to the front to take your place.
 - c. Stand at the back of the classroom and use the flashcards to prompt the volunteer.
 - d. Choose an enthusiastic student to take his place after a few words.

Presentation & Practice

[Basic Practice]



1. Complete Section A.

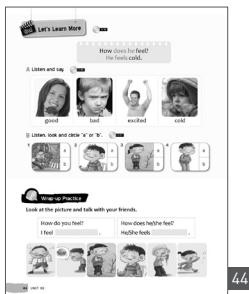
- Preview the exercise.
- Place pairs of flashcards on the board.
- Have two teams line up.
- Have the first two students come to the board.
- Show the students what pair of flashcards to look at.
- Call out a sentence that describes one of those flashcards.
- The two students should race to touch it.
- The winning student wins a point for his/her team. The two students go to the back of their lines.
- Play the CD, track2-16.
- Have your students answer the questions in their student books.

2. Complete Section B.

- Play the CD, track2-17.
- Have your students answer the questions in their books.
- Review the correct answers as a class.

3. Complete Section C.

- Split your class into two groups. Have the groups take turns asking each other, "How do you feel?" referring to the pictures in Section C.
- Write each answer on the board. Have your students practice reading the answers.
- Play the CD, track2-18.
- Pause the CD at the end of each question. Have your students say the answer together.
- Have your students write the answers in their books.

[Let's Learn More]**1. Introduce the language used in Let's Learn More.**

- Write out the sentences, "How do you feel?" and "I feel cold." on the board.
- As a class, change these sentences into the third person.
- Play the CD, track2-19.
- Have your students follow the language in their books.

2. Complete Section A.

- Chorus the key sentence as a class, substituting the words from the pictures in Section A.
- Take a beanbag or a ball. Hold up a flashcard, and throw the beanbag to a student (S1).
- S1 must catch the beanbag, and make a sentence by substituting the flashcard word you are holding into the key sentence.
- The other students should repeat the sentence, and S1 should throw the beanbag back to you.
- Continue until every student has practiced.
- Play the CD, track2-20.
- Have your students listen and repeat after the sentences.

3. Complete Section B.

- Play the CD, track2-21.
- Have your students number the pictures correctly.
- Review their answers as a class.

4. Play a game using the key language.

- Drill the vocabulary without the flashcards by acting out the feelings, 'happy', 'sad', 'angry', 'hungry', 'thirsty', 'bored', 'scared', and 'sick'.
- Now have a volunteer come to the front to take your place.
- Stand at the back of the classroom and use the flashcards to prompt the volunteer.
- Choose an enthusiastic student to take his place after a few words.

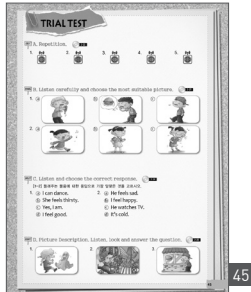
[Wrap-up Practice]**1. Complete the Wrap-up Practice.**

- Have your students look at the picture on page 44 and talk about it.
 - Ⓘ What is he thinking about in second picture?
 - Ⓙ He is thinking about a hamburger.
 - Ⓘ What is she doing in last picture?
 - Ⓙ She is running and singing.
- Split your class into pairs.
- Have the pairs take turns asking each other the questions from the Wrap-up Practice, pointing to the pictures to indicate what they are asking about.
- Have your students fill in the blanks in the Wrap-up Practice as they please.

- Have them conduct the questions and answers once again.
- This time, go around and monitor to make sure that they are asking and answering according to what they wrote.

Wrap Up

1. Conduct the Trial Test.



- Play the CD, tracks 2-22~2-25.
- For the first and last sections, you may wish to play the track twice:
 - a. On the first time, have the students respond verbally as the instructions require.
 - b. On the second time, have the students write in their student books. For track 2-22, have the students take dictation. For track 2-25, have the students write out the answers in full sentences.

2. Review your students' tests, and make a list of common errors.

3. Have your students practice their weak points.

- For common spelling mistakes practice the spellings as a spelling chain.
 - Write the common spellings on the board.
 - Have the first student stand up, shout out the first letter, and sit down.
 - Have the second student stand up and shout out the second letter, and so forth until they have spelt out the whole word.
 - Once the whole word has been spelt out, have the whole class stand up and chant out the whole spelling.
 - For common grammatical errors, chant out example sentences with the common error areas repeated three times.
 - Write out a correct sentence on the board.
 - Underneath it, write a sentence with a common error in it. Write the erroneous part in red.
 - Ask your students how the erroneous part should be changed.
 - Underline the correct wording in the correct sentence.
 - Chant out the sentence.
 - Have your students shout out the corrected part three times, before shouting out the whole sentence.
- (T) (Writes "He feels cold." on the board. Under it, writes "He feel cold.") What's wrong with this sentence?
 (S) Feel!
 (T) (underlines 'feels') What should you say?
 (S) Feels!
 (T) How does he feel?
 (S) Feels, feels, feels. He feels cold!

4. Assign homework in the Workbook. (pages 22~24)

1. Conduct Exercise A.

- Have your students read the English words and say their meanings.
- Have your students write the meanings of the words on the solid lines.
- Have your students write the English words on the dotted lines.
- Go around and monitor as your students write.

2. Conduct Exercise B.

- Have your students read the words in the word box.
- Read the questions and answers, saying 'mmm' where there is a blank.
- Have your students use the appropriate words from the word box to fill in the blanks.

3. Conduct Exercise C.

- Look at the pictures in the boxes in Exercise C.
- Read the questions, and have your students answer.
- Read the questions together and draw a line connecting the questions to the answers.

4. Conduct Exercise D.

- Have your students look at Exercise D. First have them circle the punctuation.
- Have your students guess the correct sentences.
- Have them write out the full sentences in the spaces provided.

5. Conduct Exercise E.

- Have your students listen to the CD, track3-36, and write the words in the spaces provided.
- If your students struggle to spell the words, you can give them extra time by pausing the CD.
- Once the exercise has finished, review the spellings and have your students correct their own work.

6. Conduct Exercise F.

- Read the words together.
- Have your students guess what goes in the blanks.
- As they guess, write those words on the board in a random order.
- Listen to the CD, track3-37. As they listen to the sentences, have them fill in the blanks. Review the answers as a class.

7. Conduct Exercise G.

- Play the CD, track3-38, and have your students take dictation. (Challenging)
- Listen to the CD, track3-38, once. As you listen, write the sentences in a random order on the board. Have your students look at the board, and read the sentences together. Now play the CD again. Have your students identify the correct sentence and copy it into the appropriate space. (Less Challenging)

Lesson Aim	To introduce physical descriptions.
Target Vocabulary	strong, weak, handsome, ugly, tall, short, fat, thin, pretty, young, old, beautiful
Target Sentences	Who is tall? Sam is tall. How does he look? He is strong and tall.
Potential Difficulties	Third person 's' – listen carefully for it, and ensure that your students use it.
Teaching Aids	SB, WB, CD, tape, flashcards

Introduction

1. Greet your students.

2. Ask your students some simple everyday questions.

3. Review the language you studied last unit.

- Have your students line up in two parallel lines.
 - Point to each student in the first line, and tell them how they feel.
 - The students should make a face according to what you said and hold it.
 - Now, have the students in line two try to remember/identify how the student next to them is supposed to feel.
- Ⓣ S1, you feel Angry. S2, you feel sad. S3, you feel happy.
- Ⓢ (makes an angry face)
- Ⓢ (makes a sad face)
- Ⓢ (makes a happy face)
- Ⓣ S4, how does S1 feel?

4. Introduce the topic of today's lesson. Read the title aloud.

- Ⓣ Can you read the title?
- Ⓢ Yes, the title is "Sam is tall."
- Ⓣ Who is tall?
- Ⓢ Sam is tall.
- Ⓣ Are you tall?
- Ⓢ Yes, I am. / No, I am not.
- Ⓣ How tall are you?
- Ⓢ I am 150cm.

5. Drill the flashcards.

- Drill the flashcards quickly as listen and repeat.
- Keep drilling them quickly, but stop shouting out the words for your students to repeat.
- Split your class into teams. Have the teams take turns to shout words out as you hold up flashcards.
- Now ask comprehension questions about each flashcard.

6. Play a flashcard game.

- Tape the flashcards to the walls around the room.

- Have your students stand up and walk around the room.
- For the first round, you should be 'it': turn around and count down from ten. When you get to zero, every student should stand by a flashcard.
- Before turning around and looking, shout out one of the flashcard words.
- Now, turn around.
- If there is a student standing by that flashcard, that student becomes 'it'.
- If there are several students standing at that flashcard, have them play rock scissor paper to determine who should be 'it'.
- If there are no students standing by that flashcard, you remain 'it'. Turn around and count down from ten again.

Warm-up

[Picture Talk]



1. Talk about the picture on page 46 before listening.

- Ⓓ Where are the children?
- Ⓔ They are in the classroom.
- Ⓓ Who is the teacher?
- Ⓔ The woman standing is the teacher.
- Ⓓ Who do you think is Sam?
- Ⓔ I think the boy wearing a green shirt is Sam.
- Ⓓ Is Sam tall?
- Ⓔ Yes, he is.

[Listen & Read Aloud]

1. Play the CD, track 2-26.

- Have your students follow the writing on the page as they listen to the dialogue.
- Split your class into two groups. Have each group take one role from the dialogue. Practice the dialogue together.
- Switch roles, and practice it again.
- Role-play the dialogue.

[Intonation Check]

1. Play the CD, track2-27.

- Ask your students, what the loudest word is.
- Answer the question as a class, referring to the dialogue written on the board.
- Have your students circle the correct answers in their books.
- Emphasize the word, so that your students hear it in the context of the exercise.

[Word Check]

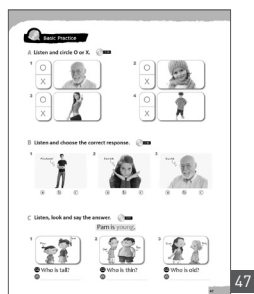
1. Play the CD, track2-28.

- Have your students listen and repeat after the CD.

- Check your students' pronunciation, and correct it if necessary.
- Play a game to recognize the words correctly.
 - a. Introduce the phrase "How does [s/he] look?"
 - b. Tape the flashcards to the walls around the room.
 - c. Write each student's name on the board.
 - d. Have your students stand up and walk around the room.
 - e. For the first round, you should be 'it': turn around, face the board and count down from ten. When you get to zero, every student should stand by a flashcard.
 - f. Before turning around and looking, shout out a sentence for each of the students (e.g. "S1 is old.") - The student may use the list of names you wrote on the board for reference.
 - g. If your sentence describes that student using the word from the flashcard by which they stood, that student should put his/her hands on his/her head.
 - h. If not, the student should say "No, I'm not." 'It' should then ask how s/he looks. The whole class should shout out the sentence that does describe that student using the word from the flashcard.
 - i. Now look around. Count the number of sentences that were correct.
 - j. Award yourself that number of points.
 - k. Now let each other student take a turn at being 'it'.
- Ⓣ 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0. Sally is tall.
- Ⓢ No. I'm not.
- Ⓣ How does she look?
- Ⓢ Sally is thin.

Presentation & Practice

[Basic Practice]



1. Complete Section A.

- Preview the exercise.
- Place pairs of flashcards on the board.
- Have two teams line up.
- Have the first two students come to the board.
- Show the students which pair of flashcards to look at.
- Call out a sentence that describes one of those flashcards.
- The two students should race to touch it.
- The winning student wins a point for his/her team. The two students go to the back of their lines.
- Play the CD, track2-29.
- Have your students answer the questions in their student books.

2. Complete Section B.

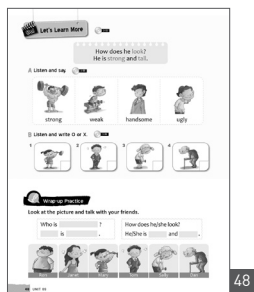
- Play the CD, track2-30.
- Have your students answer the questions in their books.

- Review the correct answers as a class.

3. Complete Section C.

- Split your class into two groups. Have the groups take turns asking each other, "Who is [thin]?" referring to the pictures in Section C.
- Write each answer on the board. Have your students practice reading the answers.
- Play the CD, track2-31. Pause the CD at the end of each question. Have your students say the answer together.
- Have your students write the answers in their books.

[Let's Learn More]



1. Introduce the language used in Let's Learn More.

- Play the CD, track2-32.
- Have your students follow the language in their student books.

2. Complete Section A.

- Chorus the key sentence as a class, substituting the words from the pictures in Section A.
- Take a beanbag or a ball. Hold up a flashcard, and throw the beanbag to a student (S1).
- S1 must catch the beanbag, and make a sentence by substituting the flashcard word you are holding into the key sentence.
- The other students should repeat the sentence, and S1 should throw the beanbag back to you.
- Continue until every student has practiced.
- Play the CD, track2-33.
- Have your students listen and repeat after the sentences.

3. Complete Section B.

- Play the CD, track2-34.
- Have your answer the questions in their books.
- Review their answers as a class.

4. Play a game using the key language.

- Tape the flashcards to the walls around the room.
- Write each student's name on the board.
- Have your students stand up and walk around the room.
- For the first round, you should be 'it': turn around, face the board and count down from ten. When you get to zero, every student should stand by a flashcard.
- Before turning around and looking, shout out a sentence for each of the students (e.g. "S1 is old.") The student may use the list of names you wrote on the board for reference.
- If your sentence describes that student using the word from the flashcard by which they stood, that student should put his/her hands on his/her head.
- If not, the student should say "No, I'm not." The whole class should shout out the sentence that does describe that student using the word from the flashcard.
- Now look around. Count the number of sentences that were correct.

- Award yourself that number of points.
- Now let each other student take a turn at being 'it'.
- Ⓟ 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0. Sally is tall.
- Ⓢ No. I'm not.
- Ⓟ How does she look?
- Ⓢ Sally is thin.

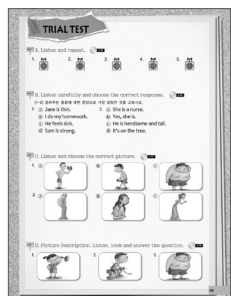
[Wrap-up Practice]

1. Complete the Wrap-up Practice.

- Have the students look at the picture on page 48 and talk about the picture.
- Ⓟ How many people are there in the picture?
- Ⓢ There are six people.
- Ⓟ What does Ron wear?
- Ⓢ He wears green T-shirt.
- Ⓟ What does Tom wear?
- Ⓢ He wears a blue suit.
- Ⓟ What does Dan have?
- Ⓢ He has a cane.
- Split your class into pairs.
- Have the pairs take turns asking each other the questions from the Wrap-up Practice, pointing to the pictures to indicate what they are asking about.
- Have your students fill in the blanks in the Wrap-up Practice as they please.
- Have them conduct the questions and answers once again.
- This time, go around and monitor to make sure that they are asking and answering according to what they wrote.

Wrap Up

1. Conduct the Trial Test.



- Play the CD, tracks 2-35~2-38.
- For the first and last sections, you may wish to play the track twice:
 - a. On the first time, have the students respond verbally as the instructions require.
 - b. On the second time, have the students write in their student books. For track 2-35, have the students take dictation. For track 2-38, have the students write out the answers in full sentences.

2. Review your students' tests, and make a list of common errors.

3. Have your students practice their weak points.

- For common spelling mistakes practice the spellings as a spelling chain.
- Ⓟ (Writes "He looks ugly." on the board. Under it, writes "He look ugly.") What's wrong with this sentence?

- Ⓢ Look!
- Ⓣ (underlines 'looks') What should you say?
- Ⓢ Looks!
- Ⓣ How does he look?
- Ⓢ Looks, looks, looks. He looks ugly!

4. Assign homework in the Workbook. (pages 25~27)

Workbook

1. Conduct Exercise A.

- Have your students read the English words and say their meanings.
- Have your students write the meanings of the words on the solid lines.
- Have your students write the English words on the dotted lines.
- Go around and monitor as your students write.

2. Conduct Exercise B.

- Have your students read the words in the word box.
- Read the questions and answers, saying 'mmm' where there is a blank.
- Have your students use the appropriate words from the word box to fill in the blanks.

3. Conduct Exercise C.

- Look at the pictures in the boxes in Exercise C.
- Read the questions, and have your students answer.
- Read the questions together and draw a line connecting the questions to the answers.

4. Conduct Exercise D.

- Have your students look at Exercise D. First have them circle the punctuation.
- Have your students guess the correct sentences.
- Have them write out the full sentences in the spaces provided.

5. Conduct Exercise E.

- Have your students listen to the CD, track3-39, and write the words in the spaces provided.
- If your students struggle to spell the words, you can give them extra time by pausing the CD.
- Once the exercise has finished, review the spellings and have your students correct their own work.

6. Conduct Exercise F.

- Read the words together.
- Have your students guess what goes in the blanks.
- As they guess, write those words on the board in a random order.
- Listen to the CD, track3-40. As they listen to the sentences, have them fill in the blanks. Review the answers as a class.

7. Conduct Exercise G.

- Play the CD, track3-41, and have your students take dictation. (Challenging)
- Listen to the CD, track3-41, once. As you listen, write the sentences in a random order on the board. Have your students look at the board, and read the sentences together. Now play the CD again. Have your students identify the correct sentence and copy it into the appropriate space. (Less Challenging)

There is a sofa.

Lesson Aim	To introduce some household furniture.
Target Vocabulary	closet, tea table, sink, oven, dresser, drawer, tub, dining table, living room, sofa, bedroom, bed, kitchen, stove, bathroom, toilet, dining room, cupboard
Target Sentences	What is in the living room? There is a sofa. There is a cupboard and a dining table.
Potential Difficulties	Kitchen-chicken confusion – drill this word repeatedly.
Teaching Aids	SB, WB, CD, tape, flashcards, post-it notes, Supplements 10-3a, 10-3b

Introduction

1. Greet your students.

2. Ask your students some simple everyday questions.

3. Review the language you learned last unit.

- Collect all of the flashcards into a pile.
- Hand the pile to the first student, and ask "How does [s/he] look?"
- The student should look at the top flashcard and answer the question.
- Then that student should put that flashcard to the back of the pile and pass it on to the next student and repeat the procedure.
- Continue until every student has asked and answered a question.

4. Introduce the topic of today's lesson. Read the title aloud.

- Ⓟ Can you read the title?
- Ⓢ Yes, the title is "There is a sofa."
- Ⓟ Do you have a sofa?
- Ⓢ Yes, I do. / No, I don't.
- Ⓟ Where is it?
- Ⓢ It is in the living room.

5. Drill the flashcards.

- Drill the flashcards quickly as listen and repeat.
- Keep drilling them quickly, but stop shouting out the words for your students to repeat.
- Split your class into teams. Have the teams take turns to shout words out as you hold up flashcards.
- Now ask comprehension questions about each flashcard.

6. Play a flashcard game.

- Set the chairs into a large circle, with space around the outside.
- Place a flashcard (or photocopy or a flashcard) in front of each chair.
- Select one student to be 'it'. Remove that student's chair and flashcard.
- That student should walk around the outside of the circle. S/he should tap each student s/he passes on the shoulder, and shout out the word on the flashcard in front of that student.
- The students sitting in the circle should repeat each word.

- Now, every student that has that flashcard must stand up, and run once around the circle before sitting down again in any vacant chair.
- The student that is 'it' should try to sit down in a vacant chair, and the student that cannot find a chair becomes 'it'.
- Before repeating, have each student pass their flashcard to the left, so that students have to think about different words.

Warm-up

[Picture Talk]



1. Talk about the picture on page 52 before listening.

- Ⓓ Where are the boy and the girl?
- Ⓔ They are in the classroom.
- Ⓓ What room is the girl thinking about?
- Ⓔ She is thinking about the living room.
- Ⓓ What is there in that room?
- Ⓔ There is a sofa.
- Ⓓ What color is it?
- Ⓔ It is pink.
- Ⓓ Is there a sofa in the classroom?
- Ⓔ No, there isn't.
- Ⓓ What is there in the classroom in the picture?
- Ⓔ There is a desk and a chair.

[Listen & Read Aloud]

1. Play the CD, track2-44.

- Have your students follow the writing on the page as they listen to the dialogue.
- Split your class into two groups. Have each group take one role from the dialogue. Practice the dialogue together.
- Switch roles, and practice it again.

2. Role-play the dialogue.

- Check your students' intonation. Suggest ways to make their intonation carry the meaning better.
- Have your students suggest gestures/actions to go with the dialogues.
- Practice the dialogue again with the gestures and improved intonation.

[Intonation Check]

1. Play the CD, track2-45.

- Ask your students, what the loudest word is.
- Answer the question as a class, referring to the dialogue written on the board.
- Have your students circle the correct answers in their books.
- Emphasize the word, so that your students hear it in the context of the exercise.

[Word Check]

1. Play the CD, track2-46.

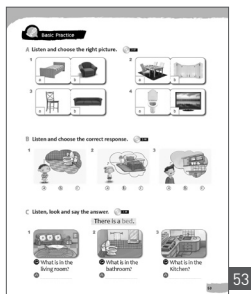
- Have your students listen and repeat after the CD.
- Check your students' pronunciation, and correct it if necessary.

2. Practice the language using a game.

- Write the question, "What room am I in?" on the board, and have your students practice it.
- Have each student write the name of an item of furniture on a post-it note.
- Collect in the post-it notes, and stick one to each student's head, such that s/he can't see what was written.
- The students should stand up and talk to each other. They may use the question from the board.
- After one minute, let each student guess what s/he is.

Presentation & Practice

[Basic Practice]



1. Complete Section A.

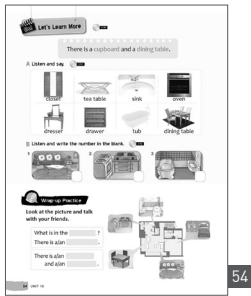
- Preview the exercise.
- Place pairs of flashcards on the board.
- Have two teams line up.
- Have the first two students come to the board.
- Show the students which pair of flashcards to look at.
- Call out a sentence that describes one of those flashcards.
- The two students should race to touch it.
- The winning student wins a point for his/her team. The two students go to the back of their lines.
- Play the CD, track2-47.
- Have your students answer the questions in their student books.

2. Complete Section B.

- Play the CD, track2-48.
- Have your students answer the questions in their books.
- Review the correct answers as a class.

3. Complete Section C.

- Split your class into two groups. Have the groups take turns asking each other, "What is in the [living room]?" referring to the pictures in Section C.
- Write each answer on the board. Have your students practice reading the answers.
- Play the CD, track2-49.
- Pause the CD at the end of each question. Have your students say the answer together.
- Have your students write the answers in their books.

[Let's Learn More]

54

1. Introduce the language used in Let's Learn More.

- Drill the flashcards, and have your students add the indefinite article (a/an) before each word.
- Tape one of the flashcards to the board. Ask your students what there is.
- Tape one more flashcard to the board. Ask again, and make sure that your students use the word, 'and'.
- Tape one more flashcard, ask the question again, and make sure that your students use the word 'and', only once, between the last two items in the list.
- Continue until all of the flashcards are taped to the board.
- Play the CD, track2-50.
- Have your students follow the language in their books.

2. Complete Section A.

- Chorus the key sentence as a class, substituting the words from the pictures in Section A.
- Take a beanbag or a ball. Hold up a flashcard, and throw the beanbag to a student (S1).
- S1 must catch the beanbag, and make a sentence by substituting the flashcard word you are holding into the key sentence.
- The other students should repeat the sentence, and S1 should throw the beanbag back to you.
- Continue until every student has practiced.
- Play the CD, track2-51.
- Have your students listen and repeat after the sentences.

3. Complete Section B.

- Play the CD, track2-52.
- Have your students number the pictures correctly.
- Review their answers as a class.

4. Practice the language with an information gap activity.

- Quickly review prepositions of place (in, on, next to, between etc.) with your students.
- Prior to class, make photocopies of Supplements 10-3a and 10-3b (Supplements 10-3a and 10-3b are maps of an identical house, with different pieces of furniture drawn in).
- Split your class into pairs. Have them sit back to back, so that they cannot look at each others' work.
- In each pair, give one student a copy of Supplement 10-3a, and give the other student a supplement 10-3b.
- The students must ask each other yes/no questions using prepositions of space (e.g. "Is it next to the [tub]?") to work out where to draw the objects that are missing from their map.

[Wrap-up Practice]**1. Complete the Wrap-up Practice.**

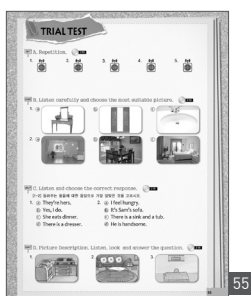
- Have your students look at the picture on page 54 and talk about it.
 - ① What rooms can you see in the pictures?
 - ② I can see a bathroom, a kitchen, a living room and a room.
 - ③ What can you see in the living room?

- Ⓢ I can see a sofa, a mirror, a carpet, a table, etc.
- Ⓣ What can you see in the room?
- Ⓢ I can see a bed and a closet.

- Split your class into pairs.
- Have the pairs take turns asking each other the questions from the Wrap-up Practice, pointing to the pictures to indicate what they are asking about.
- Have your students fill in the blanks in the Wrap-up Practice as they please.
- Have them conduct the questions and answers once again.
- This time, go around and monitor to make sure that they are asking and answering according to what they wrote.

Wrap Up

1. Conduct the Trial Test.



- Play the CD, tracks 2-53~2-56.
- For the first and last sections, you may wish to play the track twice:
 - a. On the first time, have the students respond verbally as the instructions require.
 - b. On the second time, have the students write in their student books. For track 2-53, have the students take dictation. For track 2-56, have the students write out the answers in full sentences.

2. Review your students' tests, and make a list of common errors.

3. Have your students practice their weak points.

- For common spelling mistakes practice the spellings as a spelling chain.
 - Write the common spellings on the board.
 - Have the first student stand up, shout out the first letter, and sit down.
 - Have the second student stand up and shout out the second letter, and so forth until they have spelt out the whole word.
 - Once the whole word has been spelt out, have the whole class stand up and chant out the whole spelling.
 - For common grammatical errors, chant out example sentences, with the common error areas repeated three times.
 - Write out a correct sentence on the board.
 - Underneath it, write a sentence with a common error in it. Write the erroneous part in red.
 - Ask your students how the erroneous part should be changed.
 - Underline the correct wording in the correct sentence.
 - Chant out the sentence.
 - Have your students shout out the corrected part three times, before shouting out the whole sentence.
- Ⓣ (Writes "The toilet is next to the tub." on the board. Under it, writes "The toilet is under the tub.") What's wrong with this sentence?
- Ⓢ Under!
- Ⓣ (underlines 'next to') What should you say?

- ⑤ Next to!
- ⑦ Where is the chair?
- ⑤ Next to, next to, next to. The toilet is next to the tub.

4. Assign homework in the Workbook. (pages 28~30)

Workbook

1. Conduct Exercise A.

- Have your students read the English words and say their meanings.
- Have your students write the meanings of the words on the solid lines.
- Have your students write the English words on the dotted lines.
- Go around and monitor as your students write.

2. Conduct Exercise B.

- Have your students read the words in the word box.
- Read the questions and answers, saying 'mmm' where there is a blank.
- Have your students use the appropriate words from the word box to fill in the blanks.

3. Conduct Exercise C.

- Look at the pictures in the boxes in Exercise C.
- Read the questions, and have your students answer.
- Read the questions together and draw a line connecting the questions to the answers.

4. Conduct Exercise D.

- Have your students look at Exercise D. First have them circle the punctuation.
- Have your students guess the correct sentences.
- Have them write out the full sentences in the spaces provided.

5. Conduct Exercise E.

- Have your students listen to the CD, track3-42, and write the words in the spaces provided.
- If your students struggle to spell the words, you can give them extra time by pausing the CD.
- Once the exercise has finished, review the spellings and have your students correct their own work.

6. Conduct Exercise F.

- Read the words together.
- Have your students guess what goes in the blanks.
- As they guess, write those words on the board in a random order.
- Listen to the CD, track3-43. As they listen to the sentences, have them fill in the blanks. Review the answers as a class.

7. Conduct Exercise G.

- Play the CD, track3-44, and have your students take dictation. (Challenging)
- Listen to the CD, track3-44, once. As you listen, write the sentences in a random order on the board. Have your students look at the board, and read the sentences together. Now play the CD again. Have your students identify the correct sentence and copy it into the appropriate space. (Less Challenging)

Lesson Aim	To introduce some simple verbs and the present continuous.
Target Vocabulary	writing, playing a game, fishing, painting, drawing, shopping, running, eating, math, science, English, history, social studies
Target Sentences	What are you doing? I'm writing. What are you studying? I'm studying science.
Potential Difficulties	Conveying the meanings of the subject names.
Teaching Aids	SB, WB, CD, tape, flashcards, post-it notes

Introduction

1. Greet your students.

2. Ask your students some simple everyday questions.

3. Review the language from the previous unit.

- A student should come to the front and act out some of the things one does in a particular room in the house with a particular piece of furniture.
- The other students must try to guess the word.
- The student that guesses first may have the next go. If that student has already had a go, s/he should nominate another student.

4. Introduce the topic of today's lesson. Read the title aloud.

- Ⓓ Can you read the title?
- Ⓔ Yes, the title is "I'm writing."
- Ⓓ Do you write(keep) a diary?
- Ⓔ Yes, I do. / No, I don't.

5. Drill the flashcards.

- Drill the flashcards quickly as listen and repeat.
- Keep drilling them quickly, but stop shouting out the words for your students to repeat.
- Split your class into teams. Have the teams take turns to shout words out as you hold up flashcards.
- Now ask comprehension questions about each flashcard.

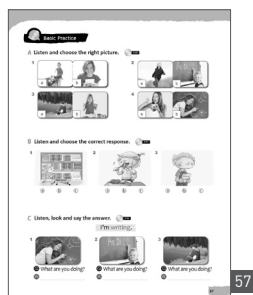
6. Play a flashcard game.

- Tape the flashcards to the board, and review some of the comprehension questions you asked about each flashcard. Write the questions under the flashcard.
- Give each student a post-it note. Have the students write a flashcard word on their post-its.
- Each student must put a post-it note on another student's head, without letting the other student see what was written.
- Now the students must go around and ask questions to try and work out what is written on their heads. They may use the questions on the board.
- After two minutes, tell the students to stop, and ask each student what s/he thinks s/he is.

- d. If a student becomes confused and changes his/her action while s/he answers the question deduct a point from the group.
- e. Change each group's action and repeat the exercise.

Presentation & Practice

[Basic Practice]



1. Complete Section A.

- Preview the exercise.
- Place pairs of flashcards on the board.
- Have two teams line up.
- Have the first two students come to the board.
- Show the students what pair of flashcards to look at.
- Call out a sentence that describes one of those flashcards.
- The two students should race to touch it.
- The winning student wins a point for his/her team. The two students go to the back of their lines.
- Play the CD, track2-60.
- Have your students answer the questions in their student books.

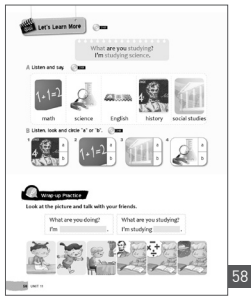
2. Complete Section B.

- Play the CD, track2-61.
- Have your students answer the questions in their books.
- Review the correct answers as a class.

3. Complete Section C.

- Split your class into two groups. Have the groups take turns asking each other, "What are you doing?" referring to the pictures in Section C.
- Write each answer on the board. Have your students practice reading the answers.
- Play the CD, track2-62.
- Pause the CD at the end of each question. Have your students say the answer together.
- Have your students write the answers in their books.

[Let's Learn More]



1. Introduce the language used in Let's Learn More.

- Write the sentence "I'm studying math." on the board. Have your students make similar sentences with the other subject names.
- Play the CD, track2-63.
- Have your students follow the language in their books.

2. Complete Section A.

- Chorus the key sentence as a class, substituting the words from the pictures in Section A.
- Take a beanbag or a ball. Hold up a flashcard, and throw the beanbag to a student (S1).
- S1 must catch the beanbag, and make a sentence by substituting the flashcard word you are holding into the key sentence.
- The other students should repeat the sentence, and S1 should throw the beanbag back to you.
- Continue until every student has practiced.
- Play the CD, track2-64.
- Have your students listen and repeat after the sentences.

3. Complete Section B.

- Play the CD, track2-65.
- Have your students answer the questions in their books.
- Review their answers as a class.

4. Play a game using the key language.

- As a class, review the actions you created to show 'studying math', 'studying science', etc.
- Have a student come to the front and act out studying a particular subject.
- The other students must try to guess which subject it is.
- The student that guesses correctly may take the next turn.

[Wrap-up Practice]

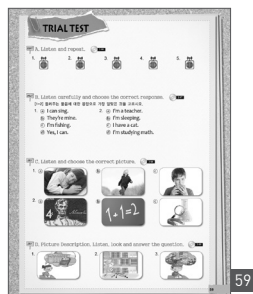
1. Complete the Wrap-up Practice.

- Have your students look at the picture on page 58 and talk about it.
 - ① What is she doing in the first picture?
 - ⑤ She is writing.
 - ① What is he doing in the third picture?
 - ⑤ He is eating.
 - ① What is he doing in the fifth picture?
 - ⑤ He is studying math.
- Split your class into pairs.
- Have the pairs take turns asking each other the questions from the Wrap-up Practice, pointing to the pictures to indicate what they are asking about.

- Have your students fill in the blanks in the Wrap-up Practice as they please.
- Have them conduct the questions and answers once again.
- This time, go around and monitor to make sure that they are asking and answering according to what they wrote.

Wrap Up

1. Conduct the Trial Test.



- Play the CD, tracks 2-66~2-69.
- For the first and last sections, you may wish to play the track twice:
 - a. On the first time, have the students respond verbally as the instructions require.
 - b. On the second time, have the students write in their student books. For track 2-66, have the students take dictation. For track 2-69, have the students write out the answers in full sentences.

2. Review your students' tests, and make a list of common errors.

3. Have your students practice their weak points.

- For common spelling mistakes practice the spellings as a spelling chain.
 - Write the common spellings on the board.
 - Have the first student stand up, shout out the first letter, and sit down.
 - Have the second student stand up and shout out the second letter, and so forth until they have spelt out the whole word.
 - Once the whole word has been spelt out, have the whole class stand up and chant out the whole spelling.
 - For common grammatical errors, chant out example sentences, with the common error areas repeated three times.
 - Write out a correct sentence on the board.
 - Underneath it, write a sentence with a common error in it. Write the erroneous part in red.
 - Ask your students how the erroneous part should be changed.
 - Underline the correct wording in the correct sentence.
 - Chant out the sentence.
 - Have your students shout out the corrected part three times, before shouting out the whole sentence.
- ① (Writes "I am studying English." on the board. Under it, writes "I am studying the English.") What's wrong with this sentence?
- ⑤ The English!
- ① (underlines 'English') What should you say?
- ⑤ English!
- ① What are you studying?
- ⑤ English, English, English. I am studying English!

4. Assign homework in the Workbook. (pages 31~33)

1. Conduct Exercise A.

- Have your students read the English words and say their meanings.
- Have your students write the meanings of the words on the solid lines.
- Have your students write the English words on the dotted lines.
- Go around and monitor as your students write.

2. Conduct Exercise B.

- Have your students read the words in the word box.
- Read the questions and answers, saying 'mmm' where there is a blank.
- Have your students use the appropriate words from the word box to fill in the blanks.

3. Conduct Exercise C.

- Look at the pictures in the boxes in Exercise C.
- Read the questions, and have your students answer.
- Read the questions together and draw a line connecting the questions to the answers.

4. Conduct Exercise D.

- Have your students look at Exercise D. First have them circle the punctuation.
- Have your students guess the correct sentences.
- Have them write out the full sentences in the spaces provided.

5. Conduct Exercise E.

- Have your students listen to the CD, track3-45, and write the words in the spaces provided.
- If your students struggle to spell the words, you can give them extra time by pausing the CD.
- Once the exercise has finished, review the spellings and have your students correct their own work.

6. Conduct Exercise F.

- Read the words together.
- Have your students guess what goes in the blanks.
- As they guess, write those words on the board in a random order.
- Listen to the CD, track3-46. As they listen to the sentences, have them fill in the blanks. Review the answers as a class.

7. Conduct Exercise G.

- Play the CD, track3-47, and have your students take dictation. (Challenging)
- Listen to the CD, track3-47, once. As you listen, write the sentences in a random order on the board. Have your students look at the board, and read the sentences together. Now play the CD again. Have your students identify the correct sentence and copy it into the appropriate space. (Less Challenging)

She's washing the dishes.

Lesson Aim	To introduce household chores.
Target Vocabulary	washing the dishes, cleaning the room, cooking dinner, watering the plants, sweeping the floor, doing the laundry, washing the car, making the bed, kicking a ball, going to the park, taking a walk, watching a movie
Target Sentences	What's she doing? She's washing the dishes. What are they doing? They're taking a walk.
Potential Difficulties	Spelling changes as 'ing' is added – draw attention to the 'disappearing'.
Teaching Aids	SB, WB, CD, tape, flashcards, blindfold

Introduction

1. Greet your students.

2. Ask your students some simple everyday questions.

3. Review the language you studied last unit.

- Give each student a piece of paper. Tell them to write their name.
 - Ask individual students "What are you writing?" Help them answer, "I'm writing my name."
 - Tell your students to draw a picture. Help them choose simple objects (camera/friend) to draw.
 - Ask individual students what they are drawing. Help them answer "I'm drawing [a camera]."
- Ⓟ What are you writing?
 Ⓢ I'm writing my name.
 Ⓟ What are you drawing?
 Ⓢ I'm drawing a cat.

4. Introduce the topic of today's lesson. Read the title aloud.

- Ⓟ Can you read the title?
 Ⓢ Yes, the title is "She's washing the dishes."
 Ⓟ Do you wash the dishes?
 Ⓢ Yes, I do. / No, I don't.
 Ⓟ Who washes the dishes at home?
 Ⓢ Mom washes the dishes.

5. Drill the flashcards.

- Drill the flashcards quickly as listen and repeat.
- Keep drilling them quickly, but stop shouting out the words for your students to repeat.
- Split your class into teams. Have the teams take turns to shout words out as you hold up flashcards.
- Now ask comprehension questions about each flashcard.

6. Play a flashcard game.

- Hand out all the flashcards.
- The students with flashcards should come to the front.
- The students without flashcards should remain seated, and start chanting the alphabet.

- Start timing the exercise.
- The students at the front should race to line up in alphabetical order (according to their flashcards).
- The students that are sitting down should stop chanting.
- The student at the start of the line should hold up his/her flashcard, then shout out today's key sentence using the word from the flashcard.
- The next student in the line should do the same.
- Once every student in the line has done this, stop timing the exercise.
- Give the flashcards to other students and repeat the exercise. See which team did the exercise in the shortest time.

Warm-up

[Picture Talk]



1. Talk about the picture on page 60 before listening.

- Ⓓ Who do you see in the picture?
- Ⓔ I see a girl, her dad, and her mom.
- Ⓓ Where is her mom?
- Ⓔ She is in the kitchen.
- Ⓓ What is she doing there?
- Ⓔ She is washing the dishes.
- Ⓓ Where are the girl and her dad?
- Ⓔ They are on the sofa.
- Ⓓ What does he have?
- Ⓔ He has newspaper.
- Ⓓ What does the girl have?
- Ⓔ She has a cuddly rabbit.
- Ⓓ What are they doing?
- Ⓔ They are looking at her mom.

[Listen & Read Aloud]

1. Play the CD, track2-70.

- Have your students follow the writing on the page as they listen to the dialogue.
- Split your class into two groups. Have each group take one role from the dialogue. Practice the dialogue together.
- Switch roles, and practice it again.
- Role-play the dialogue.

[Intonation Check]

1. Play the CD, track2-71.

- Ask your students, what the loudest word is.
- Answer the question as a class, referring to the dialogue written on the board.
- Have your students circle the correct answers in their books.
- Emphasize the word, so that your students hear it in the context of the exercise.

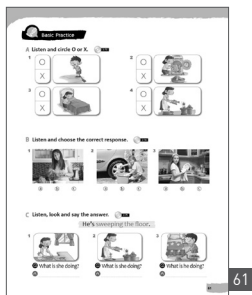
[Word Check]

1. Play the CD, track2-72.

- Have your students listen and repeat after the CD.
- Check your students' pronunciation, and correct it if necessary.
- Play a game to recognize the words correctly.
 - a. Tape flashcards to the walls around the room.
 - b. Have students stand by each of the flashcards. The students should act out the actions from the flashcards they are standing next to.
 - c. Have one student come to the middle. The student should look around and try to remember who is doing what.
 - d. Blindfold the student. Gently turn the student around several times then stop. Tell the student to point.
 - e. Tell the student whether to say he, she, or either. The student should ask the question, "What is s/he doing?"
 - f. The rest of the class should answer.
 - g. The student should now try to remember who that person is.
 - h. Let everyone have a turn being blindfolded.

Presentation & Practice

[Basic Practice]



1. Complete Section A.

- Preview the exercise.
- Place pairs of flashcards on the board.
- Have two teams line up.
- Have the first two students come to the board.
- Show the students what pair of flashcards to look at.
- Call out a sentence that describes one of those flashcards.
- The two students should race to touch it.
- The winning student wins a point for his/her team. The two students go to the back of their lines.
- Play the CD, track2-73.
- Have your students answer the questions in their student books.

2. Complete Section B.

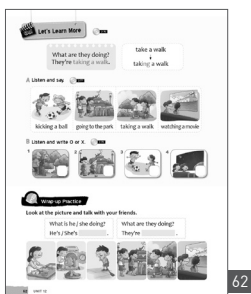
- Play the CD, track2-74.
- Have your students answer the questions in their books.
- Review the correct answers as a class.

3. Complete Section C.

- Split your class into two groups. Have the groups take turns asking each other, "What is [she/he] doing?" referring to the pictures in Section C.
- Write each answer on the board. Have your students practice reading the answers.
- Play the CD, track2-75.

- Pause the CD at the end of each question. Have your students say the answer together.
- Have your students write the answers in their books.

[Let's Learn More]



1. Introduce the language used in Let's Learn More.

- Play the CD, track2-76.
- Have your students follow the language in their books.

2. Complete Section A.

- Chorus the key sentence as a class, substituting the words from the pictures in Section A.
- Take a beanbag or a ball. Hold up a flashcard, and throw the beanbag to a student (S1).
- S1 must catch the beanbag, and make a sentence by substituting the flashcard word you are holding into the key sentence.
- The other students should repeat the sentence, and S1 should throw the beanbag back to you.
- Continue until every student has practiced.
- Play the CD, track2-77.
- Have your students listen and repeat after the sentences.

3. Complete Section B.

- Play the CD, track2-78.
- Have your students number the pictures correctly.
- Review their answers as a class.

4. Play a game using the key language.

- Tape flashcards to the walls around the room.
- Have students stand by each of the flashcards. The students should act out the actions from the flashcards they are standing next to.
- Have one student come to the middle. The student should look around and try to remember who is doing what.
- Blindfold the student. Gently turn the student around several times then stop. Tell the student to point.
- Tell the student whether to say he, she, or they. The student should ask the question, "What is [she/he/they] doing?"
- The rest of the class should answer.
- The student should now try to remember who it is.
- Let everyone have a turn being blindfolded.

[Wrap-up Practice]

1. Complete the Wrap-up Practice.

- Have your student look at the picture on page 62 and talk about it.

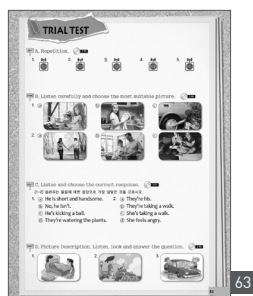
- ① Where is she in the first picture?
- ⑤ She is in the kitchen.
- ① What is she doing?
- ⑤ She is washing the dishes.

- Ⓓ What is he doing in third picture?
- Ⓔ He is sweeping the floor.
- Ⓓ Where are the girls in fifth picture?
- Ⓔ They are in the park.
- Ⓓ What are they doing there?
- Ⓔ They are walking together.

- Split your class into pairs.
- Have the pairs take turns asking each other the questions from the Wrap-up Practice, pointing to the pictures to indicate what they are asking about.
- Have your students fill in the blanks in the Wrap-up Practice as they please.
- Have them conduct the questions and answers once again.
- This time, go around and monitor to make sure that they are asking and answering according to what they wrote.

Wrap Up

1. Conduct the Trial Test.



- Play the CD, tracks 2-79~2-82.
- For the first and last sections, you may wish to play the track twice:
 - a. On the first time, have the students respond verbally as the instructions require.
 - b. On the second time, have the students write in their student books. For track 2-79, have the students take dictation. For track 2-82, have the students write out the answers in full sentences.

2. Review your students' tests, and make a list of common errors.

3. Have your students practice their weak points.

- For common spelling mistakes practice the spellings as a spelling chain.
- Write the common spellings on the board.
- Have the first student stand up, shout out the first letter, and sit down.
- Have the second student stand up and shout out the second letter, and so forth until they have spelt out the whole word.
- Once the whole word has been spelt out, have the whole class stand up and chant out the whole spelling.
- For common grammatical errors, chant out example sentences, with the common error areas repeated three times.
- Write out a correct sentence on the board.
- Underneath it, write a sentence with a common error in it. Write the erroneous part in red.
- Ask your students how the erroneous part should be changed.
- Underline the correct wording in the correct sentence.
- Chant out the sentence.
- Have your students shout out the corrected part three times, before shouting out the whole sentence.

- Ⓓ (Writes "They're taking a walk." on the board. Under it, writes "They's taking a walk.") What's wrong with this sentence?

- Ⓔ They's!
- Ⓕ (underlines 'They're') What should you say?
- Ⓔ They're!
- Ⓕ What are they doing?
- Ⓔ They're, they're, they're. They're taking a walk.

4. Assign homework in the Workbook. (pages 34~36)

Workbook

1. Conduct Exercise A.

- Have your students read the English words and say their meanings.
- Have your students write the meanings of the words on the solid lines.
- Have your students write the English words on the dotted lines.
- Go around and monitor as your students write.

2. Conduct Exercise B.

- Have your students read the words in the word box.
- Read the questions and answers, saying 'mmm' where there is a blank.
- Have your students use the appropriate words from the word box to fill in the blanks.

3. Conduct Exercise C.

- Look at the pictures in the boxes in Exercise C.
- Read the questions, and have your students answer.
- Read the questions together and draw a line connecting the questions to the answers.

4. Conduct Exercise D.

- Have your students look at Exercise D. First have them circle the punctuation.
- Have your students guess the correct sentences.
- Have them write out the full sentences in the spaces provided.

5. Conduct Exercise E.

- Have your students listen to the CD, track3-48, and write the words in the spaces provided.
- If your students struggle to spell the words, you can give them extra time by pausing the CD.
- Once the exercise has finished, review the spellings and have your students correct their own work.

6. Conduct Exercise F.

- Read the words together.
- Have your students guess what goes in the blanks.
- As they guess, write those words on the board in a random order.
- Listen to the CD, track3-49. As they listen to the sentences, have them fill in the blanks. Review the answers as a class.

7. Conduct Exercise G.

- Play the CD, track3-50, and have your students take dictation. (Challenging)
- Listen to the CD, track3-50, once. As you listen, write the sentences in a random order on the board. Have your students look at the board, and read the sentences together. Now play the CD again. Have your students identify the correct sentence and copy it into the appropriate space. (Less Challenging)

