

# **Read & Do**

**A Classroom  
Teacher's Guide**

# **2**

<b>Topic</b>	Shopping
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about shopping</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	Can I buy this dress?
<b>Key Vocabulary</b>	pink, dress, sweater, purple, hat
<b>Teaching Materials</b>	flashcards

## Warm Up

a. Start the class by greeting the students.

① Hello, everyone! Good to see you again. Today is the first day of Read & Do Book 2.

b. Review the color words students learned in Read & Do Book 1 by asking the colors of the things in the classroom.

① Look at the clock on the wall. What color is it?

⑤ It's red.

① Good. What about the floor?

⑤ It's yellow.

## Presentation

### 1. Ready to Read

a. Describe the clothes you're wearing. Have students talk about the clothes they're wearing.

① Look at me. What am I wearing? I'm wearing a shirt and pants. What are you wearing?

⑤ A dress.

⑤ A T-shirt and jeans.

b. Have students look at the picture and circle the items they want.

① Look at the picture. Who do you see?

⑤ A woman and a girl.

① Right. Where are they?

⑤ Store.

① Yes. They're at the clothing store. You can see many items in the picture. Now, get your pencil and circle the things you want to buy.

c. Have students look at the picture and talk about the words they know.



## 2. New Words

a. Introduce the new words using the flashcards.

- ① What's this? It's pink. Repeat after me, "pink."
- ⑤ Pink.

b. Repeat the procedure with the other flashcards.

c. Play Track 02 and have students listen and trace the words.

d. Have students write the new words again in the given space or on a blank sheet of paper.

## 3. Look & Read

a. Have students look at the picture and talk about it.

- ① Look at the woman and the girl in the picture. They're at a store. What is there in the store?
- ⑤ A dress, a sweater.
- ⑤ Hats and bags.
- ① Right. Look at the girl. She's holding something in her hands. What is it?
- ⑤ It's a purple hat.
- ① Good. She's holding a purple hat and smiling. Maybe she likes it. Is she going to buy the hat?
- ⑤ Yes!
- ① Well, let's read the story and find out.

b. Play Track 03 and have students listen. While listening, have students point to the part they are listening to and read silently.

c. Play Track 03 again and have students listen and read. Remind students of the new words by asking what the new words are. Then have students circle the new words.

- ① Do you remember the five new words? What are they?
- ⑤ Pink, dress, sweater, purple, and hat.
- ① Good. Find the new words in the story and circle them.

d. Have students read the story aloud.

- ① Now, let's read aloud together.

e. Have students read the story individually at home and record their reading time.

- ① Read this story aloud at home and record your reading time on the page.

## 4. POP Quiz

a. Have students answer the quiz question and check the answer together.

- ① What color hat does Tammy want?
- ⑤ Purple.
- ① Right. She wants a purple hat.

(→ c)



## Practice

### 1. Read & Do

a. In A, have students talk about the story and fill in the boxes.

- ① Look at the boxes. Now, think about the story. What does Tammy want?
- ⑤ A pink dress.
- ⑤ A blue sweater.
- ⑤ A purple hat.
- ① Right. Write the three things in the yellow box. Can Tammy buy all three things?
- ⑤ No.
- ① She can't buy all of them. She can buy only one of them. What is it?
- ⑤ A purple hat.
- ① Good. Write it in the blue box. Now, let's read the sentences in the yellow and the blue box.
- ⑤ I want a pink dress, a blue sweater, and a purple hat. I can buy a purple hat.

b. In B, have students complete the sentences by using the given words.

- ① Look at the words on the train. Let's read them out loud.
- ⑤ Sweater, hat, dress, can, buy.
- ① Look at the first picture and complete the sentence with one of the words on the train. Let's read the sentence together.
- ⑤ Can I buy this dress?
- ① Great.

c. Repeat the procedure for No.2 and 3.

d. Check the answers together.

(→ B. 2. Can, sweater 3. buy, hat)

### 2. Do & Build

a. In A, play Track 04 and have students listen, circle, and repeat.

- ① I'll play the CD. Listen, circle, and repeat.
- ⑤ Can I buy this dress? Can I buy this hat?

b. In B, have students look at the picture and complete the sentence.

- ① Look at the picture. What is it?
- ⑤ It's a sweater.
- ① Excellent! Complete the sentence by writing the word.

c. Play Track 05 and have students listen and speak.

- ① I'll play the CD. Listen and speak.
- ⑤ Can I have this sweater?

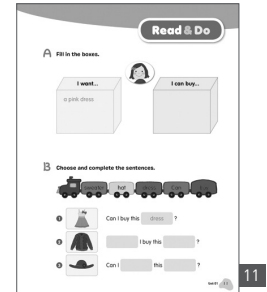
d. In C, have students look at each picture and match to complete the word. Then write the word.

- ① Look at the first picture. What's the right word for it?
- ⑤ Purple.
- ① Right. Match to complete the word and write it.

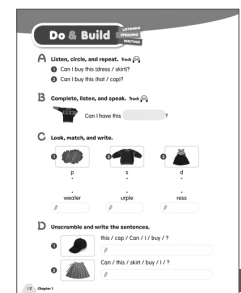
e. Repeat the procedure for the other pictures.

f. In D, have students look at the pictures and talk about them.

- ① Look at the picture in No.1. What is it?
- ⑤ It's a cap.
- ① Right. You want to buy this cap. Then, what would you say to your mom?



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- ⑤ Can I buy this cap?  
 ① Good job. Now, look at the picture in No.2. You want to buy this. Then, what would you say to your mom?  
 ⑤ Can I buy this skirt?
- g. Have students unscramble and write the sentences. Then have them read the sentences together.
- ① Unscramble and write the sentences. Now, let's read the sentences.  
 ⑤ Can I buy this cap? Can I buy this skirt?
- (→ A. 1. dress 2. hat / B. sweater / C. 1. purple 2. sweater 3. dress / D. 1. Can I buy this cap? 2. Can I buy this skirt?)

### 3. Pattern Practice

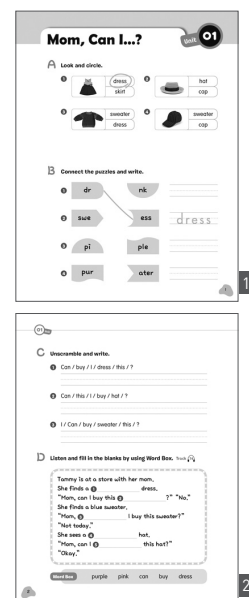
- Place the dress, sweater, and hat flashcards face down on the table.
- Have a student come up front. Have the student pick a card and guess what the card is. Then have the student say the key pattern sentence using the word he/she guessed — for example, "Can I buy this sweater?"
- Have the student turn the card he/she has picked over. If the card matches with the sentence, give the student the chance to pick the next student to play. If the card doesn't match with the sentence, have the student go back to his/her seat.
- Continue the game until every student has participated.
- Use the following sentences for more practice.

Can I buy this T-shirt?	Can I buy this shirt?	Can I buy this blouse?
Can I buy this coat?	Can I buy this jacket?	Can I buy this skirt?
Can I buy these pants?	Can I buy these shorts?	Can I buy these jeans?

## Wrap Up

- Ask some questions about the story students read today.
 

① Today, we read a story about Tammy. Where are Tammy and her mom?  
 ⑤ They are at a store.  
 ① Right. They are at the clothing store. What does Tammy want?  
 ⑤ A dress, a sweater, and a hat.  
 ① Can she buy all of them?  
 ⑤ No. She can buy a hat.  
 ① What color is the hat?  
 ⑤ It's purple.  
 ① Excellent!
- Assign workbook pages 1 and 2 as homework.



<b>Topic</b>	Shopping
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about shopping list</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	First, he gets eggs.
<b>Key Vocabulary</b>	shop, first, second, third, fourth
<b>Teaching Materials</b>	flashcards, clothing pictures, paper

## Warm Up

a. Start the class by greeting the students.

① Hi, everyone. Look outside. How's the weather today?

b. Prepare some clothing pictures. Have students review the key sentence from the last class by using the pictures.

① Look. I brought some clothing pictures. Come and pick one of the pictures and ask the question you learned in the last class using the picture — for example, “Can I buy this cap?”

## Presentation

### 1. Ready to Read

a. Talk about your grocery shopping habits and ask the students if they go grocery shopping.

① Every Saturday, I go shopping for food. I go to the supermarket near my house. I buy some eggs, vegetables, and fruits. I also buy some bread and milk. Do you go shopping for food?

⑤ (Answers will vary.)

b. Have students look at the picture and talk about it.

① Look at the picture. What is the boy doing?

⑤ He's shopping for food.

① Right. He's buying many things. What's he buying?

⑤ Milk, bread, butter, and eggs.

① What is the little note on the top of the picture?

⑤ A shopping list.

c. Have students answer the given questions.



## 2. New Words

a. Introduce the new words using the flashcards.

- ① What's this card showing? It's a shop. Repeat after me, "shop."
- ⑤ Shop.

b. Repeat the procedure with the other flashcards.

c. Play Track 06 and have students listen and trace the words.

d. Have students write the new words again in the given space or on a blank sheet of paper.

## 3. Look & Read

a. Have students look at the picture and talk about it.

- ① Look at the picture. On the top of the picture, you can see a shopping list. Tell me the four things on the list.
- ⑤ Eggs, butter, bread, and jam.
- ① Right. Now, look at the boy. What's he pushing?
- ⑤ A shopping cart.
- ① Great. Look at the things in the cart. What are they?
- ⑤ Butter, bread, and eggs.
- ① What is the boy holding in his hands?
- ⑤ Milk.
- ① He's holding milk, but I can't find milk on the shopping list. Is the boy doing the shopping okay? Let's read the story and find out.

b. Play Track 07 and have students listen. While listening, have students point to the part they are listening to and read silently.

c. Play Track 07 again and have students listen and read. Remind students of the new words by asking what the new words are. Then have students circle the new words.

- ① Do you remember the five new words? What are they?
- ⑤ Shop, first, second, third, and fourth.
- ① Great! Find the new words in the story and circle them.

d. Have students read the story aloud.

- ① Now, let's read aloud.

e. Have students read the story individually at home and record their reading time.

- ① Read this story aloud at home and record your reading time on the page.

## 4. POP Quiz

a. Have students answer the quiz question and check the answer together.

- ① What is the story about?
- ⑤ The story is about shopping.
- ① Yes. The story is about shopping.

(→ c)



## Practice

### 1. Read & Do

a. In A, have students talk about the story and complete the chart.

- ① Look at the chart and think about the story. What are the four things on Wilson's shopping list? The first thing is done for you — "eggs." What are the second, third, and fourth?
- ⑤ Second, butter.
- ⑤ Third, bread.
- ⑤ Fourth, jam.
- ① Good. Then what are the things Wilson actually gets? Answer using the words "first," "second," "third," and "fourth."
- ⑤ First, Wilson gets eggs. Second, he gets bread. Third, he gets butter. Fourth, he gets milk.
- ① Right. Complete the chart as you answered.

b. In B, have students complete the sentences using the given words.

- ① Look at the words on the worm. Let's read them out loud.
- ⑤ Second, first, third, fourth, milk.
- ① Now look at the picture in No.1. The picture has the number one. Which word does it mean?
- ⑤ First.
- ① Great. You should choose the word "First" and write it to complete the sentence. Let's read the sentence out loud.
- ⑤ First, he gets eggs.

c. Repeat the procedure for No.2 through 4.

d. Check the answers together.

(→ B. 2. Second 3. Third 4. Fourth, milk)

### 2. Do & Build

a. In A, play Track 08 and have students listen, circle, and repeat.

- ① I'll play the CD. Listen, circle, and repeat.
- ⑤ First, he gets eggs. Second, he gets butter.

b. In B, have students look at the picture and complete the sentence.

- ① Look at the list. What's the number for bread on the list?
- ⑤ Number three.
- ① Then what word should you use to show its order?
- ⑤ Third.
- ① Right. Write it and read the complete sentence.
- ⑤ Third, he gets bread.
- ① Excellent!

c. Play Track 09 and have students listen and speak.

- ① I'll play the CD. Listen and speak.
- ⑤ Third, he gets bread.

d. In C, have students look at each picture and match to complete the word. Then write the word.

- ① Look at the first picture. What's the right word for it?
- ⑤ Shop.
- ① Yes. Match to complete the word and write it.

**Read & Do**

A Complete the chart.

Wilson's Shopping List	Wilson gets
First	eggs
Second	
Third	
Fourth	

B Choose and complete the sentences.

① First, he gets eggs.

② Second, he gets bread.

③ Third, he gets butter.

④ Fourth, he gets milk.

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**Do & Build**

A Listen, circle, and repeat. Two (2)

① First, he gets eggs.

② Second, he gets butter.

B Complete, listen, and speak. Two (2)

① First, he gets bread.

C Look, match, and write.

① First, he gets bread.

② Second, he gets butter.

③ Third, he gets milk.

D Unscramble and write the sentences.

① First, he gets bread.

② Second, he gets butter.

③ Third, he gets milk.

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- e. Repeat the procedure for the other pictures.
- f. In D, have students look at the pictures and talk about them.
- Ⓓ Look at the shopping list. What number is for milk?
  - Ⓔ Two.
  - Ⓓ Right. That means it is the second item on the list. Look at the list in No.2. What's the number for the jam?
  - Ⓔ Four.
  - Ⓓ Yes. Number four shows that it is the fourth item on the list.
- g. Have students unscramble and write the sentences. Then have them read the sentences together.
- Ⓓ Unscramble and write the sentences. Now, let's read the sentences.
  - Ⓔ Second, he gets milk. Fourth, she gets jam.
- (→ A. 1. First 2. Second / B. Third / C. 1. shop 2. fourth 3. first / D. 1. Second, he gets milk. 2. Fourth, she gets jam.)

### 3. Pattern Practice

- a. Provide each student with a blank sheet of paper.
- b. Write some food items students know on the whiteboard, including eggs, butter, bread, and jam.
- c. Have students make their own shopping list using the food items on the whiteboard.
- d. Tell them that they can choose only four items. Have each student show his/her shopping list and read it using the words *first*, *second*, *third*, and *fourth*.
- e. By using the following items, have students practice the key patterns more.

I get cheese.	I get orange juice.	I get bananas.
I get apples.	I get sausages.	I get soda.

## Wrap Up

- a. Ask some questions about the story students read today.
- Ⓓ According to Wilson's shopping list, what is the fourth item to buy?
  - Ⓔ Jam.
  - Ⓓ Good. Does Wilson get some jam?
  - Ⓔ No.
  - Ⓓ What does he get instead?
  - Ⓔ Milk.
  - Ⓓ That's right.
- b. Assign workbook pages 3 and 4 as homework.

### Shopping List

Unit 02

A Look and match.

B Find the words below.

first	fourth	shop	second
G	O	H	I
T	E	X	M
C	A	N	D
H	E	N	A
N	C	B	T
E	O	Y	E
D	H	E	N
Z	E	T	A

C Unscramble and write.

① first / butter / I / get /

② she / fourth / gets / milk /

③ gets / third / he / bread /

D Listen and fill in the blanks by using Word Box.

Alison makes a shopping list.  
 Eggs, butter, \_\_\_\_\_, and jam.  
 He goes to the supermarket.  
 He forgets his list.  
 First, he gets \_\_\_\_\_.  
 \_\_\_\_\_, he gets bread.  
 \_\_\_\_\_, he gets butter.  
 Fourth, he gets milk.  
 Something is wrong. Can you \_\_\_\_\_ this?

Word Box: help eggs third second bread

<b>Topic</b>	Weather
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about weather</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	It's sunny.
<b>Key Vocabulary</b>	sunny, cloudy, rainy, cave, rainbow
<b>Teaching Materials</b>	flashcards

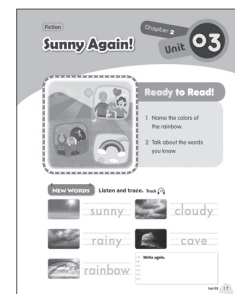
## Warm Up

- Start the class by greeting the students.
  - Ⓓ Good afternoon! How are you today?
- Make a shopping list of four food items on the whiteboard with students. Talk about the list using the ordinal numbers — first, second, third, and fourth.
  - Ⓓ Imagine that we're going to shop for food. Before we start shopping, we need to make a shopping list. What do you want to get first?
  - Ⓔ (Answers will vary.)

## Presentation

### 1. Ready to Read

- Have students talk about the weather.
  - Ⓓ Look out of the window. How's the weather today?
  - Ⓔ It's sunny.
  - Ⓓ Right. Do you like sunny weather?
  - Ⓔ Yes/No.
- Have students look at the picture and answer the given questions.
  - Ⓓ Look at the picture. Who do you see?
  - Ⓔ Mom, Dad, and a girl.
  - Ⓓ Good, how's the weather in each picture? You can see the three types of weather. What do you see in the last picture?
  - Ⓔ Rainbow.
  - Ⓓ Right. What are the seven colors of the rainbow? Name the colors of it.
  - Ⓔ Red, orange, yellow, green, blue, indigo, and violet.



## 2. New Words

a. Introduce the new words using the flashcards.

- Ⓙ What kind of weather is this? Sunny. Repeat after me, “sunny.”
- Ⓢ Sunny.

b. Repeat the procedure with the other flashcards.

c. Play Track 10 and have students listen and trace the words.

d. Have students write the new words again in the given space or on a blank sheet of paper.

## 3. Look & Read

a. Have students look at the picture and talk about it.

- Ⓙ Look, there are three pictures. Look at the first one. How's the weather?
- Ⓢ It's sunny.
- Ⓙ Right. The people in the picture look happy. What about the second picture? Is it sunny?
- Ⓢ No, it's rainy.
- Ⓙ Do the people have umbrellas?
- Ⓢ No, they don't.
- Ⓙ Now, look at the third picture. What is it?
- Ⓢ It's a rainbow.
- Ⓙ Yes. The rain stops and there's a rainbow in the sky. Now, let's read the story together.

b. Play Track 11 and have students listen. While listening, have students point to the part they are listening to and read silently.

c. Play Track 11 again and have students listen and read. Remind students of the new words by asking what the new words are. Then have students circle the new words.

- Ⓙ Do you remember the five new words? What are they?
- Ⓢ Sunny, cloudy, rainy, cave, and rainbow.
- Ⓙ Good job! Find the new words in the story and circle them.

d. Have students read the story aloud.

- Ⓙ Now, let's read aloud together.

e. Have students read the story individually at home and record their reading time.

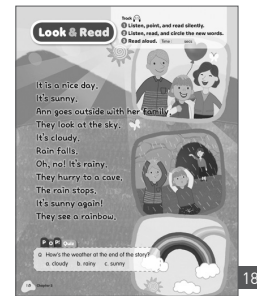
- Ⓙ Read this story aloud at home and record your reading time on the page.

## 4. POP Quiz

a. Have students answer the quiz question and check the answer together.

- Ⓙ How's the weather at the end of the story?
- Ⓢ Sunny.
- Ⓙ Right. It's sunny and the people see a rainbow.

(→ c)



## Practice

### 1. Read & Do

a. In A, have students put the weather pictures in order.

- ① Look at the first picture. How's the weather?
- ② It's cloudy.
- ③ Right. Write "cloudy." Write the weather words for the other pictures too.
- ④ Think about the story. At the beginning of the story, it says "It's sunny." So, write number one under the sunny picture. Then, which weather picture is for number two?
- ⑤ Cloudy.
- ⑥ Correct! What's next then?
- ⑦ Rainy.
- ⑧ Good. Then, what's the last?
- ⑨ Rainbow.
- ⑩ Right. At the end of the story, it's sunny again and there's a rainbow in the sky.

b. In B, have students complete the sentences using the given words.

- ① Look at the words on the candies. Let's read them out loud.
- ② Sunny, cloudy, rainy, sunny, it's.
- ③ Look at the first picture. How's the weather?
- ④ It's sunny.
- ⑤ Great. Write the word "sunny" to complete the sentence.

c. Repeat the procedure for No.2 through 4.

d. Check the answers together.

(→ B. 2. cloudy 3. rainy 4. It's, sunny)

### 2. Do & Build

a. In A, play Track 12 and have students listen, circle, and repeat.

- ① I'll play the CD. Listen, circle, and repeat.
- ② It's sunny. It's cloudy.

b. In B, have students look at the picture and complete the sentence.

- ① Look at the picture. How's the weather?
- ② It's rainy.
- ③ Correct. Complete the sentence as you answered.

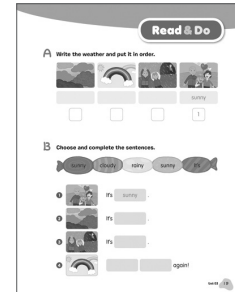
c. Play Track 13 and have students listen and speak.

- ① I'll play the CD. Listen and speak.
- ② It's rainy.

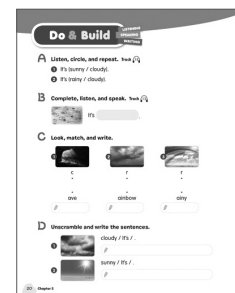
d. In C, have students look at each picture and match to complete the word. Then write the word.

- ① Look at the first picture. What's the right word for it?
- ② Cave.
- ③ Right. Match to complete the word and write it.

e. Repeat the procedure for the other pictures.



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f. In D, have students look at the pictures and talk about them.

- ① Look at the picture in No.1. How's the weather?
- ⑤ It's cloudy.
- ① Right. Now, look at the picture in No.2. How's the weather?
- ⑤ It's sunny.

g. Have students unscramble and write the sentences. Then have them read the sentences together.

- ① Unscramble and write the sentences. Now, let's read the sentences.
- ⑤ It's cloudy. It's sunny.

(→ A. 1. sunny 2. cloudy / B. rainy / C. 1. cave 2. rainy 3. rainbow / D. 1. It's cloudy. 2. It's sunny.)

### 3. Pattern Practice

- a. Divide the class into two teams. Have each team stand in a line.
- b. Think of a sentence with the key pattern — for example, "It's cloudy."
- c. Whisper the sentence to the last student in each line.
- d. Have students whisper the sentence to the student standing in front of him/her. When the student at the front of the line hears the sentence, he/she must write down the sentence on the whiteboard.
- e. Use the following weather expressions and do the same activity.

It's windy.	It's snowy.	It's cold.
It's hot.	It's warm.	It's stormy.

## Wrap Up

a. Ask some questions about the story students read today.

- ① Today, we read a story about Ann's family. The story says it's a nice day so Ann and her family go out. How's the weather at first?
- ⑤ It's sunny.
- ① Right. But the weather changes. How does it change?
- ⑤ Cloudy and then rainy.
- ① Yes. But the end of the story it's sunny again. What do the people see?
- ⑤ They see a rainbow.

b. Assign workbook pages 5 and 6 as homework.

### Sunny Again!

Unit 03

A Look and circle.

① cloudy ② rainy

③ cave ④ rainbow

B Connect the puzzles and write.

① clo bow \_\_\_\_\_

② sun ve \_\_\_\_\_

③ rain my \_\_\_\_\_

④ ca udy \_\_\_\_\_

C Unscramble and write.

① It's sunny / \_\_\_\_\_

② rainy / It's / \_\_\_\_\_

③ cloudy / It's / \_\_\_\_\_

D Listen and fill in the blanks by using Word Box.

It is a nice day.  
It's ① .  
Ann goes outside with her family.  
They look at the sky. It's ② .  
③ , but it's rainy.  
They hurry to a cave.  
The rain stops. ④ sunny again!  
They see a ⑤ .

Word Box: cloudy, sunny, rainbow, rain, it's

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<b>Topic</b>	Seasons
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about seasons</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	In spring, he can go on a picnic.
<b>Key Vocabulary</b>	spring, summer, fall, winter, snowman
<b>Teaching Materials</b>	flashcards, paper

## Warm Up

- Start the class by greeting the students.
  - ① Hi, class! Good to see you again. What day is it today?
- Talk about today's weather and the weather students like.
  - ① How's the weather today?
  - ⑤ It's rainy.
  - ① Yes. It's rainy and windy. Do you like rainy weather?
  - ⑤ (Answers will vary.)

## Presentation

### 1. Ready to Read

- Have students talk about the four seasons.
  - ① There are four seasons in a year. They are spring, summer, fall, and winter. It's warm and sunny in spring. How's the weather in summer?
  - ⑤ Hot and sunny.
  - ① Right. It's hot and sunny in summer. In fall, it's windy and cool. What about winter?
  - ⑤ It's cold and snowy.
- Have students look at the picture.
  - ① Look at the first picture. Where are the people, inside or outside?
  - ⑤ Outside.
  - ① Yes. They are outside. They are on a picnic. What season is it?
  - ⑤ Spring.
  - ① Look at the next picture. The boy is swimming. I think it's summer. What about the next picture? What season is it?
  - ⑤ Fall.
  - ① Right. You can see the hay in fall. Look, the boy made something in the last picture. What is it?



- Ⓢ Snowman.
- Ⓣ Right. It's winter. The boy can make a snowman.

c. Have students answer the given questions.

## 2. New Words

a. Introduce the new words using the flashcards.

- Ⓣ What season is this? It's spring. Repeat after me, "spring."
- Ⓢ Spring.

b. Repeat the procedure with the other flashcards.

c. Play Track 14 and have students listen and trace the words.

d. Have students write the new words again in the given space or on a blank sheet of paper.

## 3. Look & Read

a. Have students look at the picture and talk about it.

- Ⓣ Look at the four pictures. What are they showing?
- Ⓢ Four seasons.
- Ⓣ Great. They are showing the four seasons. Look at the picture of spring. What do the people do in spring?
- Ⓢ They go on a picnic.
- Ⓣ Look at the picture of summer. What does the boy do in summer?
- Ⓢ He swims.
- Ⓣ What does the boy do in fall?
- Ⓢ He goes to the farm.
- Ⓣ Right. He goes to the farm and enjoys the hayride. What about winter?
- Ⓢ He makes a snowman.

b. Play Track 15 and have students listen. While listening, have students point to the part they are listening to and read silently.

c. Play Track 15 again and have students listen and read. Remind students of the new words by asking what the new words are. Then have students circle the new words.

- Ⓣ Do you remember the five new words? What are they?
- Ⓢ Spring, summer, fall, winter, and snowman.
- Ⓣ Great! Find the new words in the story and circle them.

d. Have students read the story aloud.

- Ⓣ Now, let's read aloud together.

e. Have students read the story individually at home and record their reading time.

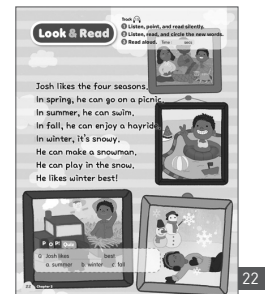
- Ⓣ Read this story aloud at home and record your reading time on the page.

## 4. POP Quiz

a. Have students answer the quiz question and check the answer together.

- Ⓣ Which season does Josh like best?
- Ⓢ Winter.
- Ⓣ Right. He likes winter best.

(→ b)



## Practice

### 1. Read & Do

a. In A, have students talk about the story and complete the chart.

- ① Look at the chart and think about the story. What can Josh do in spring?
- ⑤ He can go on a picnic.
- ① Right. Josh can go on a picnic. To complete the chart as you answered, you have to write "picnic" as it is already done in gray letters. What can Josh do in summer?
- ⑤ He can swim.
- ① So, what do you have to write in the chart?
- ⑤ Swim.
- ① Great. What can Josh do in fall?
- ⑤ He can enjoy a hayride.
- ① Write "hayride" in the chart. What can Josh do in winter?
- ⑤ He can make a snowman. He can play in the snow.
- ① Write "snowman" and "snow."

b. In B, have students complete the sentences using the given words.

- ① Look at the words on the train. Let's read them out loud.
- ⑤ Summer, spring, in, fall, winter.
- ① Now look at the picture in No.1. In what season can Josh go on a picnic?
- ⑤ Spring.
- ① Good. Write it to complete the sentence. Let's read the sentence out loud.
- ⑤ In spring, he can go on a picnic.

c. Repeat the procedure for No.2 through 4.

d. Check the answers together.

(→ B. 2. summer 3. fall 4. In, winter)

### 2. Do & Build

a. In A, play Track 16 and have students listen, circle, and repeat.

- ① I'll play the CD. Listen, circle, and repeat.
- ⑤ In spring, he can go on a picnic. In fall, he can enjoy a hayride.

b. In B, have students look at the picture and complete the sentence.

- ① Look at the picture. It's snowy. When is it snowy?
- ⑤ In winter.
- ① Right. Complete the sentence as you said.

c. Play Track 17 and have students listen and speak.

- ① I'll play the CD. Listen and speak.
- ⑤ In winter, it's snowy.

d. In C, have students look at each picture and match to complete the word. Then write the word.

- ① Look at the first picture. What's the right word for it?
- ⑤ Snowman.
- ① Yes. Match to complete the word and write it.

e. Repeat the procedure for the other pictures.

**Read & Do**

**A Complete the chart.**

Season	Josh can...
Spring	go on a picnic
Summer	
Fall	enjoy a hayride
Winter	make a snowman / play in the snow

**B Choose and complete the sentences.**

1. In \_\_\_\_\_, he can go on a picnic.

2. In \_\_\_\_\_, he can swim.

3. In \_\_\_\_\_, he can enjoy a hayride.

4. It's snowy. \_\_\_\_\_ it's snowy.

23

**Do & Build**

**A Listen, circle, and repeat.**

1. In spring / summer, he can go on a picnic.  
2. In fall / winter, he can enjoy a hayride.

**B Complete, listen, and speak.** It's snowy.

**C Look, match, and write.**

picnic	swim	enjoy a hayride

**D Unscramble and write the sentences.**

1. In spring / summer / he / can / go / on / a / picnic / .

2. In fall / winter / he / can / enjoy / a / hayride / .

3. It's snowy. / it's / snowy / .

24

f. In D, have students look at the pictures and talk about them.

① Look at the picture in No.1. What season is it?

⑤ Summer.

① Yes. What can the boy do in summer?

⑤ He can swim.

① Great. Look at the picture in No.2. It's winter. What can the girl do?

⑤ She can make a snowman.

g. Have students unscramble and write the sentences. Then have them read the sentences together.

① Unscramble and write the sentences. Now, let's read the sentences.

⑤ In summer, he can swim. In winter, she can make a snowman.

(→ A. 1. spring 2. In / B. In, winter / C. 1. snowman 2. fall 3. summer / D. 1. In summer, he can swim. 2. In winter, she can make a snowman.)

### 3. Pattern Practice

a. Divide the whiteboard into four sections by drawing three vertical lines.

b. Write the four seasons, with a word in each section.

c. Crumple a piece of a paper into a ball. Have a student stand up and throw the paper ball at the whiteboard.

d. Have the student make a sentence with the key pattern using the season he/she hit — for example, "In spring, I can go on a picnic."

e. Continue the activity until every student has participated.

f. Encourage students to use the following sentences.

In spring, I can plant trees.	In summer, I can go to the beach.
In winter, I can fly a kite.	In spring, I can see many flowers.
In fall, I can see yellow and red leaves.	In winter, I can go sledding.
In fall, I can ride a bike.	In summer, I can eat watermelons.

## Wrap Up

a. Ask some questions about the story students read today.


- ① What can Josh do in spring?
- ⑤ In spring, he can go on a picnic.
- ① Right. What can Josh do in summer?
- ⑤ In summer, he can swim.
- ① What can Josh do in fall?
- ⑤ In fall, he can enjoy a hayride.
- ① What can Josh do in winter?
- ⑤ He can make a snowman. He can play in the snow.

b. Assign workbook pages 7 and 8 as homework.

c. Assign Review & Do on pages 25 and 26 as homework.

**I Like Winter Best!** Unit 04

**A Look and match.**

	spring	
	fall	

**B Circle the correct words and write.**

① winter winter winter winter

② summer summer summer summer

③ fall fall fall fall

④ spring spring spring spring

**C Unscramble and write.**

① spring / he / I / go / a / on / picnic / can / .

② make / winter / I / can / a snowman / he / .

③ he / can / he / summer / swim / .

**D Listen and fill in the blanks by using Word Box.**

Josh likes the four seasons.

In ① , he can go on a picnic.

In summer, he can ② .

In fall, he can enjoy a hayride.

③ , it's snowy.

He can make a ④ .

He can play in the snow.

He likes ⑤ best!

Word Box: in snowman swim winter spring

**Review & Do**

**A Listen and circle.**

① sweater dress second third cloudy rainbows

② rainy sunny snow windy

**B Listen, choose, and write.**

① Can I buy this?

② It's

③ It's  snowy.

④ she gets jam.

**C Read and put in order.**

Wilson makes a shopping list.

Eggs, butter, bread, and jam.

He goes to the supermarket.

①

Second, he gets bread.

②

Third, he gets butter.

③

He forgets his list.

④

What he gets eggs.

⑤

Fourth, he gets milk.

⑥

Something is wrong. Can you help him?

**D Look, write, and speak.**

① Can I buy this?

② I summer, I can swim.

③ It's

<b>Topic</b>	Holidays
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about Christmas</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	In December, there are many holidays.
<b>Key Vocabulary</b>	December, get up, open, hug, Santa
<b>Teaching Materials</b>	flashcards, a calendar, paper

### Warm Up

- Start the class by greeting the students.
  - ① Hi, everyone! How are you? Are you ready to read a new story?
- Talk about the things students can do in each season.
  - ① Last class, we learned about four seasons and the things we can do in each season. What can you do in spring?
  - ⑤ We can go on a picnic.
  - ⑤ We can plant trees.
  - ⑤ We can see flowers.

### Presentation

#### 1. Ready to Read

- Bring a calendar to class. Find the holidays together and talk about them.
  - ① This is a calendar. Do you see the numbers in red? They are holidays. There are many holidays in a year. Can you find them? Which holiday do you like best? Why?
- Have students look at the picture and talk about it.
  - ① Look at the picture. There's a calendar on the wall. What month is it?
  - ⑤ December.
  - ① Right. Look at the boy. What does he have?
  - ⑤ He has a teddy bear.
  - ① Good. What's behind the boy?
  - ⑤ A tree.
  - ① Yes. The tree is decorated beautifully. Can you guess what holiday it is?
- Have students follow the given directions.



## 2. New Words

a. Introduce the new words by using the flashcards.

- ① What month is this? It's December. Repeat after me, "December."
- ⑤ December.

b. Repeat the procedure with the other flashcards.

c. Play Track 20 and have students listen and trace the words.

d. Have students write the new words again in the given space or on a blank sheet of paper.

## 3. Look & Read

a. Have students look at the picture and talk about it.

- ① Look at the calendar in the picture. It's December. The 25th is circled. It's a holiday. Do you know what holiday it is?
- ⑤ It's Christmas.
- ① Right. What do you do on Christmas?
- ⑤ I make a Christmas tree.
- ⑤ I get some presents.
- ① Great. Let's read the story and find out what happens to the boy on Christmas.

b. Play Track 21 and have students listen. While listening, have students point to the part they are listening to and read silently.

c. Play Track 21 again and have students listen and read. Remind students of the new words by asking what the new words are. Then have students circle the new words.

- ① Do you remember the five new words? What are they?
- ⑤ December, get up, open, hug, and Santa.
- ① Great. Find the new words in the story and circle them.

d. Have students the story aloud.

- ① Now, let's read aloud together.

e. Have students read the story individually at home and record their reading time.

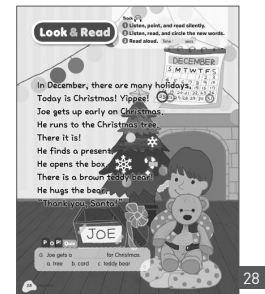
- ① Read this story aloud at home and record your reading time on the page.

## 4. POP Quiz

a. Have students answer the quiz question and check the answer together.

- ① What does Joe get for Christmas?
- ⑤ A teddy bear.
- ① Right. He gets a teddy bear for Christmas.

(→ c)





## Practice

### 1. Read & Do

a. In A, have students talk about the story and complete the chart.

- ① In the story, what month is it?
- ② December.
- ③ Write "December." What holiday is it?
- ④ Christmas.
- ⑤ Good. Write it in the chart. What does Joe do on Christmas?
- ⑥ Gets up early, runs to the Christmas tree, finds a present, and hugs the teddy bear.
- ⑦ Great. Complete the chart as you answered the questions.

b. In B, have students complete the sentences using the given words.

- ① Look at the words on the worm. Let's read them out loud.
- ② On, in, December, Christmas.
- ③ Look at the picture in No.1. There are many holidays in this month. What is it?
- ④ December.
- ⑤ Great. In December, there are many holidays. So you should write "In December."

c. Repeat the procedure for No.2 and 3.

d. Check the answers together.

(→ B. 2. December 3. Christmas 4. on)

### 2. Do & Build

a. In A, play Track 22 and have students listen, circle, and repeat.

- ① I'll play the CD. Listen, circle, and repeat.
- ② Today is Christmas! Tom gets up early on Christmas.

b. In B, have students look at the picture and complete the sentence.

- ① Look at the picture. What month is it?
- ② December.
- ③ Excellent! Write "December" to complete the sentence.

c. Play Track 23 and have students listen and speak.

- ① I'll play the CD. Listen and speak.
- ② In December, there are many holidays.

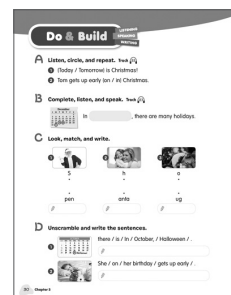
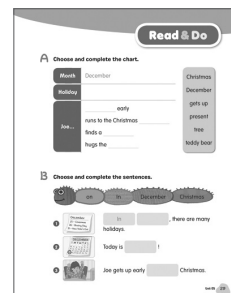
d. In C, have students look at each picture and match to complete the word. Then write the word.

- ① Look at the first picture. What's the right word for it?
- ② Santa.
- ③ Right. Match to complete the word and write it.

e. Repeat the procedure for the other pictures.

f. In D, have students look at the pictures and talk about them.

- ① Look at the calendar in No.1. What month is it?
- ② It's October.
- ③ Right. What holiday is in October?
- ④ Halloween.
- ⑤ Great. Look at the picture in No.2. What does she do?
- ⑥ She gets up.
- ⑦ Yes. There is a present on her bed so the girl gets up early. It's her birthday.



g. Have students unscramble and write the sentences. Then have them read the sentences together.

① Unscramble and write the sentences. Now, let's read the sentences.

⑤ In October, there is Halloween. She gets up early on her birthday.

(→ A. 1. Today 2. on / B. December / C. 1. Santa 2. hug 3. open / D. 1. In December, there is Halloween. 2. She gets up early on her birthday.)

### 3. Pattern Practice

a. Provide each student with a blank sheet of paper.

b. Have them write about their Christmas day and draw the picture of it.

c. Have each student present their work — for example, “In December, there is Christmas. I get up early on Christmas. I run to the Christmas tree. I find a present. I open the box. There is a robot. I hug the robot.”

d. If you want to practice more, have students say what they do on Christmas — for example, sentences like the ones below.

I eat some cake on Christmas.	I decorate the tree on Christmas.
I write cards on Christmas.	I have a party on Christmas.
I hug my parents on Christmas.	I go to church on Christmas.

## Wrap Up

a. Ask some questions about the story students read today.

① Today, we read a story about Christmas. What month is Christmas in?

⑤ It's in December.

① Right. What's the first thing Joe does on Christmas?

⑤ He gets up early on Christmas.

① What does Joe get as a present?

⑤ He gets a teddy bear.

① Who does Joe thank for the teddy bear?

⑤ Santa.

b. Assign workbook pages 9 and 10 as homework.

**What's in the Box?** Unit 05

A Look and circle.

① get up / hug  
② open / get up  
③ Santa / December  
④ hug / open

B Connect the pictures and write.

① op / en  
② Dece / e  
③ San / ta  
④ hu / mbar

C Unscramble and write.

① In / Christmas / December / there / is / .  
② my birthday / early / I / get up / on / .  
③ Halloween / in / October / there / is / .

D Listen and fill in the blanks by using Word Box.

In ① , there are many holiday.  
Today is ② . I Yippee!  
Joe gets up early ③ .  
He runs to the Christmas tree.  
There is ④ he finds a present.  
He ⑤ .  
There is a brown teddy bear!  
He hugs the bear. "Thank you, ⑥ !"

Word Box on Christmas Santa opens December

<b>Topic</b>	Holidays
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about Christmas</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	It was Christmas yesterday.
<b>Key Vocabulary</b>	happy, cook, turkey, delicious, perfect
<b>Teaching Materials</b>	flashcards, Unit 06 Pattern Practice Supplement

## Warm Up

- Start the class by greeting the students.
  - Ⓐ Good afternoon, everyone! How do you feel today?
- Have students talk about the things they do on Christmas.
  - Ⓐ In December, there's Christmas. What do you do on Christmas?
  - Ⓑ I open presents on Christmas.
  - Ⓒ I read many cards on Christmas.

## Presentation

### 1. Ready to Read

- Have students talk about various holidays.
  - Ⓐ There are many holidays in a year. Do you know what they are?
  - Ⓑ New Year's Day.
  - Ⓒ Thanksgiving Day.
  - Ⓓ Halloween.
  - Ⓔ Christmas.
- Have students look at the picture and talk about it.
  - Ⓐ Look at the picture. It's a holiday. The family is at the table. What are they going to do?
  - Ⓑ Eat some food.
  - Ⓒ Right. I think they're going to have dinner together. What's on the table?
  - Ⓓ Meat.
  - Ⓔ Salad.
  - Ⓕ Cookies.
- Have students answer the given questions.



## 2. New Words

a. Introduce the new words using the flashcards.

- ① How does this girl feel? Happy. Repeat after me, "happy."
- ⑤ Happy.

b. Repeat the procedure with the other flashcards.

c. Play Track 24 and have students listen and trace the words.

d. Have students write the new words again in the given space or on a blank sheet of paper.

## 3. Look & Read

a. Have students look at the picture and talk about it.

- ① Look at the picture. It shows what Joe's family did yesterday. What holiday was yesterday?
- ⑤ Christmas.
- ① Right. How did the people feel?
- ⑤ Happy.
- ① Great. They were happy. The room was beautiful and the food was good. Let's read and find out more about the family's Christmas.

b. Play Track 25 and have students listen. While listening, have students point to the part they are listening to and read silently.

c. Play Track 25 again and have students listen and read. Remind students of the new words by asking what the new words are. Then have students circle the new words.

- ① Do you remember the five new words? What are they?
- ⑤ Happy, cook, turkey, delicious, and perfect.
- ① Excellent! Find the new words in the story and circle them.

d. Have students read the story aloud.

- ① Now, let's read aloud together.

e. Have students read the story individually at home and record their reading time.

- ① Read this story aloud at home and record your reading time on the page.

## 4. POP Quiz

a. Have students answer the quiz question and check the answer together.

- ① What is the story about?
- ⑤ Joe's Christmas.
- ① Right. The story is about Joe's Christmas.

(→ b)



## Practice

### 1. Read & Do

a. In A, have students talk about the story and fill in the blanks.

- ① Look. Joe is talking about what he did yesterday. Think about the story and let's fill in the blanks. It was Christmas yesterday. So what did Joe get?
- ⑤ A teddy bear.
- ① Good. Joe says "I got a teddy bear." Write "teddy bear" in the first blank. Now, fill the rest of the blanks. Let's read all the sentences together.
- ⑤ It was Christmas yesterday. I got a teddy bear. I was so happy. Mom and Dad cooked a big turkey. It was delicious. It was the best Christmas.

b. In B, have students complete the sentences using the given words.

- ① Look at the words on the candies. Let's read them out loud.
- ⑤ Was, were, happy, was, delicious.
- ① Now look at the picture in No.1. Which word should you choose and write?
- ⑤ Was.
- ① Great. You should choose the word "was" and write it because the subject is "It." Let's read the sentence out loud.
- ⑤ It was Christmas yesterday.

c. Repeat the procedure for No.2 through 4.

d. Check the answers together.

(→ B. 2. were 3. was, happy 4. delicious)

### 2. Do & Build

a. In A, play Track 26 and have students listen, circle, and repeat.

- ① I'll play the CD. Listen, circle, and repeat.
- ⑤ It was Christmas yesterday. Joe's family was together.

b. In B, have students look at the picture and complete the sentence.

- ① Look at the picture. There are two children so the subject of the sentence is "They." Then, what should you write to complete the sentence, "was" or "were"?
- ⑤ Were.
- ① Excellent! Complete the sentence as you said.

c. Play Track 27 and have students listen and speak.

- ① I'll play the CD. Listen and speak.
- ⑤ They were so happy.

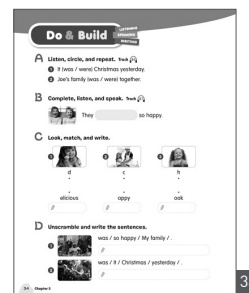
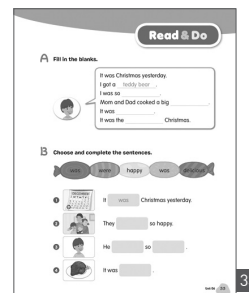
d. In C, have students look at each picture and match to complete the word. Then write the word.

- ① Look at the first picture. What's the right word for it?
- ⑤ Delicious.
- ① Yes. Match to complete the word and write it.

e. Repeat the procedure for the other pictures.

f. In D, have students look at the pictures and talk about them.

- ① Look at the picture in No.1. It was Christmas. How was the family?
- ⑤ The family was so happy.
- ① Right. Look at the picture in No.2. What day was it yesterday?
- ⑤ It was Christmas.



g. Have students unscramble and write the sentences. Then have them read the sentences together.

① Unscramble and write the sentences. Now, let's read the sentences.

⑤ My family was so happy. It was Christmas yesterday.

(→ A. 1. was 2. was / B. were / C. 1. delicious 2. cook 3. happy / D. 1. My family was so happy. 2. It was Christmas yesterday.)

### 3. Pattern Practice

a. Make copies of Unit 06 Pattern Practice Supplement and provide each student with a copy.

b. Have students read the story and find and correct the mistakes.

## Wrap Up

a. Ask some questions about the story students read today.

① Today, we read a story about Joe's Christmas. When was Christmas?

⑤ It was yesterday.

① Correct. Was Joe with his family?

⑤ Yes, he was.

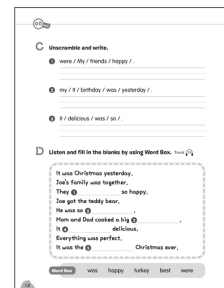
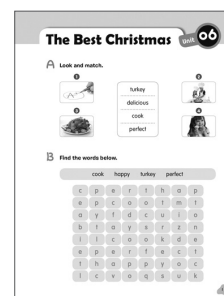
① Right. Joe's family was together. How were they?

⑤ They were happy.

① How was the big turkey Joe's mom and dad cooked?

⑤ It was delicious.

b. Assign workbook pages 11 and 12 as homework.



<b>Topic</b>	Places
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about having fun at an amusement park</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	Bob's sister is riding the roller coaster.
<b>Key Vocabulary</b>	ride, bench, phone, touch, angry
<b>Teaching Materials</b>	flashcards

## Warm Up

- Start the class by greeting the students.
  - Ⓘ Hello, everyone! How are you today? I'm happy to see you all again.
- Have students talk about yesterday using "was" and "were."
  - Ⓘ Let's talk about yesterday. What day was yesterday?
  - Ⓢ It was Sunday.
  - Ⓘ Where were you yesterday?
  - Ⓢ I was at home with my family.

## Presentation

### 1. Ready to Read

- Have students describe actions using the present progressive form.
  - Ⓘ Look at me. (Clapping) What am I doing?
  - Ⓢ Clapping.
  - Ⓘ Yes. I am clapping. (Running) What am I doing?
  - Ⓢ Running.
  - Ⓘ I am running.
- Have students look at the picture and talk about it.
  - Ⓘ Look at the picture. What are the people doing?
  - Ⓢ (Answers will vary.)
- Have students look at the picture and talk about the words they know.

### 2. New Words

- Introduce the new words using the flashcards.
  - Ⓘ Look. What action does it show? Ride a horse. Repeat after me, "ride."
  - Ⓢ Ride.
- Repeat the procedure with the other flashcards.



- c. Play Track 28 and have students listen and trace the words.
- d. Have students write the new words again in the given space or on a blank sheet of paper.

### 3. Look & Read

- a. Have students look at the picture and talk about it.

- ① Look at the four pictures. The people are doing something. What are they doing? What's the girl in the first picture doing?
- ⑤ Riding.
- ① She is riding the roller coaster. What about the man?
- ⑤ He is sitting.
- ① He's sitting on the bench. What's the boy doing?
- ⑤ He is touching a flower.
- ① What is the woman doing?
- ⑤ She is talking on the phone.
- ① Good job. Now, let's read the story and find out what it is about.

- b. Play Track 29 and have students listen. While they are listening, have students point to the part they are listening to and read silently.

- c. Play Track 29 again and have students listen and read. Remind students of the new words by asking what the new words are. Then have students circle the new words.

- ① Do you remember the five new words? What are they?
- ⑤ Ride, bench, phone, touch, and angry.
- ① Good. Find the new words in the story and circle them.

- d. Have students read the story aloud.

- ① Now, let's read aloud together.

- e. Have students read the story individually at home and record their reading time.

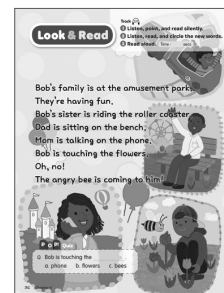
- ① Read this story aloud at home and record your reading time on the page.

### 4. POP Quiz

- a. Have students answer the quiz question and check the answer together.

- ① What is Bob doing in the story?
- ⑤ He is touching the flowers.
- ① Right. Bob is touching the flowers.

(→ b)



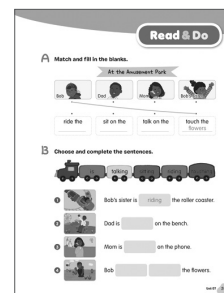
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## Practice

### 1. Read & Do

- a. In A, have students match and fill in the blanks.

- ① Look. The title is "At the Amusement Park." Think about the characters in the story and their actions. What does Bob do?
- ⑤ Touch the flowers.
- ① Good. Match and fill in the blanks. What about Dad?
- ⑤ Sit on the bench.
- ① Right. What about Mom?



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- Ⓢ Talk on the phone.
- Ⓣ What about Bob's sister?
- Ⓢ Ride the roller coaster.
- Ⓣ Great. Now, match and fill in the blanks as you answered.

b. In B, have students complete the sentences by using the given words.

- Ⓣ Look at the words on the train. Let's read them out loud.
- Ⓢ Is, talking, sitting, riding, touching.
- Ⓣ Look at the first picture. What is Bob's sister doing?
- Ⓢ Bob's sister is riding the roller coaster.
- Ⓣ Great. Write "riding" to complete the sentence.

c. Repeat the procedure for No.2 through 4.

d. Check the answers together.

(→ B. 2. sitting 3. talking 4. is, touching)

## 2. Do & Build

a. In A, play Track 30 and have students listen, circle, and repeat.

- Ⓣ I'll play the CD. Listen, circle, and repeat.
- Ⓢ Bob's sister is riding the roller coaster. Dad is sitting on the bench.

b. In B, have students look at the picture and complete the sentence.

- Ⓣ Look at the picture. What is Mom doing?
- Ⓢ Mom is talking on the phone.
- Ⓣ Good. Complete the sentence as you answered the question.

c. Play Track 31 and have students listen and speak.

- Ⓣ I'll play the CD. Listen and speak.
- Ⓢ Mom is talking on the phone.

d. In C, have students look at each picture and match to complete the word. Then write the word.

- Ⓣ Look at the first picture. What's the right word for it?
- Ⓢ Angry.
- Ⓣ Right. Match to complete the word and write it.

e. Repeat the procedure for the other pictures.

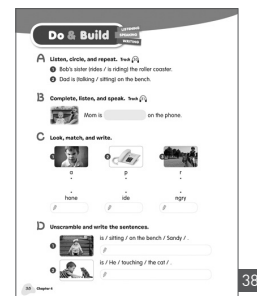
f. In D, have students look at the pictures and talk about them.

- Ⓣ Look at the picture in No.1. What is the girl doing?
- Ⓢ She is sitting on the bench.
- Ⓣ Right. Now, look at the picture in No.2. What is the boy doing?
- Ⓢ He is touching the cat.

g. Have students unscramble and write the sentences. Then have them read the sentences together.

- Ⓣ Unscramble and write the sentences. Now, let's read the sentences.
- Ⓢ Sandy is sitting on the bench. He is touching the cat.

(→ A. 1. is riding 2. sitting / B. talking / C. 1. angry 2. phone 3. ride / D. 1. Sandy is sitting on the bench. 2. He is touching the cat.)



### 3. Pattern Practice

- Have a student come up front.
- Assign one of the present progressive sentences students learned — for example, “Dad is sitting on the bench.”
- Have the student draw pictures on the whiteboard to show the sentence.
- Have the other students guess the sentence. The student who says the sentence correctly first gets the chance to draw.
- Continue the activity until every student has participated.
- By using the following sentences, have students who are at a high level practice more.

The boy is riding a horse.	The man is driving a car.
The woman is watching TV.	The girl is reading a book.
The dog is touching the ball.	The cat is eating some food.
The baby is sleeping on the bed.	The teacher is talking to the students.

## Wrap Up

- Ask some questions about the story students read today.
  - Today, we read a story about Bob's family. What's Bob's sister doing at the amusement park?
  - She is riding the roller coaster.
  - What is Dad doing?
  - He is sitting on the bench.
  - What is Mom doing?
  - She is talking on the phone.
  - What is Bob doing at the amusement park?
  - He is touching the flowers.
  - At the end of the story, what is coming to Bob?
  - The angry bee is coming to him.
- Assign workbook pages 13 and 14 as homework.

**Have Fun!** Unit 07

**A Look and circle.**

1.  ride / bench

2.  angry / bench

3.  ride / phone

4.  touch / bench

**B Circle the correct words and write.**

1. ride / sits / sat \_\_\_\_\_

2. phone / phones / phone \_\_\_\_\_

3. touch / bench / touch \_\_\_\_\_

4. angry / angry / angry \_\_\_\_\_

**Unscramble and write.**

1. She / is / on / phone / the / talking / . \_\_\_\_\_

2. is / Mom / on / sitting / the / bench / . \_\_\_\_\_

3. touching / Tom / is / the / flowers / . \_\_\_\_\_

**D Listen and fill in the blanks by using Word Box.**

Bob's family is at the amusement park.  
They're having fun.  
Bob's sister is  the roller coaster.  
Dad  sitting on the bench.  
Mom is talking on the  .  
Bob is  the flowers.  
Oh, no! The  bee is coming to him!

touching angry is phone touching riding

<b>Topic</b>	Places
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about a mall</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	There is a toy store on the fifth floor.
<b>Key Vocabulary</b>	mall, floor, candy store, lollipop, bookstore
<b>Teaching Materials</b>	flashcards, paper

## Warm Up

- Start the class by greeting the students.
  - Hi, class! How's the weather today? It's (cloudy). Do you like (cloudy) weather?
- Have a student come up front. Assign an action to the student and have him/her show the action.
- Have the other students guess using the present progressive form — for example, "He/She is talking on the phone."
- Repeat the activity several times.

## Presentation

### 1. Ready to Read

- Introduce the concept of a shopping mall. Have students talk about their experiences visiting a mall.
  - A shopping mall is a big building with many stores. You can buy different things in a mall. Have you ever been to a mall?
  - Yes.
  - Who do you go with to a mall?
  - With my mom.
  - With my family.
  - With my friends.
- Have students look at the picture and talk about it.
  - Look at the picture. What is the building?
  - A mall.
  - Right. There are many different stores in the mall. What are they?
  - A toy store, a candy store, and a bookstore.
- Have students answer the given questions.



## 2. New Words

a. Introduce the new words using the flashcards.

- Ⓘ What is this? It's a mall. Repeat after me, "mall."
- Ⓢ Mall.

b. Repeat the procedure with the other flashcards.

c. Play Track 32 and have students listen and trace the words.

d. Have students write the new words again in the given space or on a blank sheet of paper.

## 3. Look & Read

a. Have students look at the picture and talk about it.

- Ⓘ Look at the picture. The girl is visiting the mall. What store is on the fifth floor?
- Ⓢ There is a toy store.
- Ⓘ Right. What store is on the sixth floor?
- Ⓢ There is a candy store.
- Ⓘ Great. What about the seventh floor? What store is on that floor?
- Ⓢ There is a bookstore.
- Ⓘ Good. What is the girl doing at the stores? Let's read the story and find out.

b. Play Track 33 and have students listen. While listening, have students point to the part they are listening to and read silently.

c. Play Track 33 again and have students listen and read. Remind students of the new words by asking what the new words are. Then have students circle the new words.

- Ⓘ Do you remember the five new words? What are they?
- Ⓢ Mall, floor, candy store, lollipop, and bookstore.
- Ⓘ Right. Find the new words in the story and circle them.

d. Have students read the story aloud.

- Ⓘ Now, let's read aloud together.

e. Have students read the story individually at home and record their reading time.

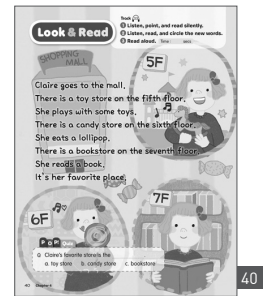
- Ⓘ Read this story aloud at home and record your reading time on the page.

## 4. POP Quiz

a. Have students answer the quiz question and check the answer together.

- Ⓘ Which store is Claire's favorite?
- Ⓢ The bookstore.
- Ⓘ Right. Claire's favorite store is the bookstore.

(→ c)



## Practice

### 1. Read & Do

a. In A, have students talk about the story and complete the chart.

- ① Think about the story. Claire goes to the mall. What store is on the fifth floor?
- ② A toy store.
- ③ What does she do there?
- ④ Plays with some toys.
- ⑤ Good. What store is on the sixth floor?
- ⑥ A candy store.
- ⑦ What does she do at the candy store?
- ⑧ Eats a lollipop.
- ⑨ Right. What store is on the seventh floor?
- ⑩ A bookstore.
- ⑪ What does Claire do there?
- ⑫ Reads a book.
- ⑬ Excellent! Complete the chart as you answered.

b. In B, have students complete the sentences using the given words.

- ① Look at the words on the worm. Let's read them out loud.
- ② Floor, sixth, seventh, fifth, floor.
- ③ Now look at the picture in No.1. Which floor is the toy store on?
- ④ The fifth floor.
- ⑤ Great. Choose the word "fifth" and write it to complete the sentence. Let's read the sentence out loud.
- ⑥ There is a toy store on the fifth floor.

c. Repeat the procedure for No.2 and 3.

d. Check the answers together.

(→ B. 2. sixth, floor 3. seventh, floor)

### 2. Do & Build

a. In A, play Track 34 and have students listen, circle, and repeat.

- ① I'll play the CD. Listen, circle, and repeat.
- ② There is a toy store on the fifth floor. There is a candy store on the sixth floor.

b. In B, have students look at the picture and complete the sentence.

- ① Look at the picture. Which floor is the bookstore on?
- ② The seventh floor.
- ③ Right. Complete the sentence as you said.

c. Play Track 35 and have students listen and speak.

- ① I'll play the CD. Listen and speak.
- ② There is a bookstore on the seventh floor.

d. In C, have students look at each picture and match to complete the word. Then write the word.

- ① Look at the first picture. What's the right word for it?
- ② Lollipop.
- ③ Yes. Match to complete the word and write it.

e. Repeat the procedure for the other pictures.

**Read & Do**

A Complete the chart.

Floor	Store	What Claire Does
5th floor	Toy store	plays with some
6th floor		eats a
7th floor		reads a

B Choose and complete the sentences.

1 There is a toy store on the 5th floor.

2 There is a candy store on the 6th floor.

3 There is a bookstore on the 7th floor.

**Do & Build**

A Listen, circle, and repeat. (34)


1 There is a toy store on the 5th / sixth floor.


2 There is a candy store on the 6th / seventh floor.


B Complete, listen, and speak. (35)

1 There is a bookstore on the 7th floor.


C Look, match, and write.


1  lollipop


2  book

3  toy

D Unscramble and write the sentences.

1  is / a candy store / There / on / the 6th floor / .

2  is / a toy store / There / on / the 5th floor / .

3  is / a bookstore / There / on / the 7th floor / .

f. In D, have students look at the pictures and talk about them.

① Look at the picture in No.1. What store is it?

⑤ A candy store.

① Which floor is the candy store on?

⑤ It's on the fifth floor.

① Right. Look at the picture in No.2. Which floor is the restaurant on?

⑤ It's on the seventh floor.

g. Have students unscramble and write the sentences. Then have them read the sentences together.

① Unscramble and write the sentences. Now, let's read the sentences.

⑤ There is a candy store on the fifth floor. There is a restaurant on the seventh floor.

(→ A. 1. fifth 2. sixth / B. seventh / C. 1. lollipop 2. floor 3. mall / D. 1. There is a candy store on the fifth floor. 2. There is a restaurant on the seventh floor.)

### 3. Pattern Practice

a. Provide each student with a blank sheet of paper.

b. Have them draw their own shopping mall with seven stories.

c. Have students draw a store on each floor.

d. Have each student present his/her work using the key pattern sentence — for example, "There is a bookstore on the fifth floor."

e. Teach different kinds of stores and do the same activity.

There is a clothing store on the first floor.
There is a restaurant on the second floor.
There is a shoe store on the third floor.
There is a flower shop on the fourth floor.
There is a supermarket on the fifth floor.
There is a bakery on the sixth floor.

## Wrap Up

a. Ask some questions about the story students read today.


- Ⓓ Today's story, Claire goes to the mall. What is on the fifth floor?
- Ⓔ There is a toy store on the fifth floor.
- Ⓕ Right. What does she do there?
- Ⓖ She plays with some toys.
- Ⓗ Is the toy store her favorite?
- Ⓜ No. The bookstore is her favorite.
- Ⓟ Which floor is the bookstore on?
- Ⓢ It's on the seventh floor.
- Ⓣ Good job!

b. Assign workbook pages 15 and 16 as homework.


c. Assign Review & Do on pages 43 and 44 as homework.

## At the Mall


**A** Look and match.




1



2



3



4

four  
tollpup  
bookstore  
candy store

**B** Connect the pictures and write.

a	ma	pop	
o	fia	store	
o	telli	or	
o	book	ti	

**C Unscramble and write.**

- floor / there / isn't / it / a bookshelf / the / each / \_\_\_\_\_
- there / is / the / the / seventh / floor / a bookshelf / \_\_\_\_\_
- is / there / it / top floor / the / on / 10th / floor / \_\_\_\_\_

**D Listen and fill in the blanks by using Word Bank.**  $\rightarrow$  24


Close your eyes to the map.


There is a toy store on the **Ⓐ** floor.  
 She plays with some toys.  
 There is a candy store on the sixth **Ⓒ**.  
 She wants to \_\_\_\_\_  
 There is a bookstore on the **Ⓐ** floor.  
 She reads a book.  
 It's her **Ⓓ** place.


**Word Bank** floor 10th library books seventh


**Review & Do**


**A** Listen and number, then ⚡


















**B** Listen and write, then ⚡

1  
 2  
 3  
 4  
 5  
 6  
 7  
 8  
 9  
 10

a  
 b  
 c  
 d  
 e  
 f  
 g  
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 i  
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<b>Topic</b>	Sports
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about playing soccer</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	John likes kicking the ball.
<b>Key Vocabulary</b>	kick, blow, block, idea, referee
<b>Teaching Materials</b>	flashcards, pictures of people playing soccer

## Warm Up

- Start the class by greeting the students.
  - Hi, everyone! How are you today?
- Draw a big mall with seven stories on the whiteboard.
- Draw a store on each floor and ask students what store is on each floor.
- Have students talk freely about what they want to do at each store.

## Presentation

### 1. Ready to Read

- Bring some pictures of people playing soccer. Have students talk about the pictures.
  - Look. The people are playing. What are they playing with?
  - They are playing with a ball.
  - What's the color of the ball?
  - It's black and white.
  - Right. The people are playing soccer.
- Have students talk about the picture.
  - Look at the picture. What are the boys playing?
  - Soccer.
  - Yes. Who's kicking the ball? Point to the boy kicking the ball. Now, point to the boy standing in front of the net. He wants to block the ball. Look at the other boy. He's blowing the whistle. Point to the whistle.
- Have students follow the given directions.

### 2. New Words

- Introduce the new words by using the flashcards.
  - What action is this? Kick. Repeat after me, "kick."
  - Kick.
- Repeat the procedure with the other flashcards.
- Play Track 38 and have students listen and trace the words.





- d. Have students write the new words again in the given space or on a blank sheet of paper.

### 3. Look & Read

- a. Have students look at the picture and talk about it.

- Ⓓ Look at the picture. The boys are playing with a ball. Where are they playing?
- Ⓔ At school.
- Ⓓ Right. They are playing at school. What action does the boy with the ball like?
- Ⓔ Kicking.
- Ⓓ Yes, he likes kicking. What about the boy with blond hair?
- Ⓔ He likes blocking.
- Ⓓ What about the boy with black hair. What action does he like?
- Ⓔ He likes blowing the whistle.
- Ⓓ Great. Now, let's read the story.

- b. Play Track 39 and have students listen. While listening, have students point to the part they are listening to and read silently.

- c. Play Track 39 again and have students listen and read. Remind students of the new words by asking what the new words are. Then have students circle the new words.

- Ⓓ Do you remember the five new words? What are they?
- Ⓔ Kick, blow, block, idea, and referee.
- Ⓓ Good! Find the new words in the story and circle them.

- d. Have students read the story aloud.

- Ⓓ Now, let's read aloud together.

- e. Have students read the story individually at home and record their reading time.

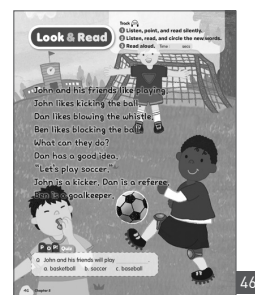
- Ⓓ Read this story aloud at home and record your reading time on the page.

### 4. POP Quiz

- a. Have students answer the quiz question and check the answer together.

- Ⓓ Which sport will John and his friends play?
- Ⓔ Soccer.
- Ⓓ Right. John and his friends will play soccer.

(→ b)

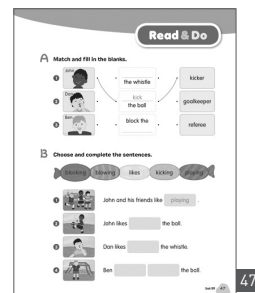


## Practice

### 1. Read & Do

- a. In A, have students match and fill in the blanks.

- Ⓓ In this story, there are three characters. Who are they?
- Ⓔ John, Dan, and Ben.
- Ⓓ What is John's favorite action?
- Ⓔ Kicking the ball.
- Ⓓ Right. So he is a kicker. Match and fill in the blanks. What about Dan? What are the things that match Dan?
- Ⓔ Blowing the whistle. Referee.
- Ⓓ Good. What about Ben?
- Ⓔ Blocking the ball. Goalkeeper.
- Ⓓ Correct!



b. In B, have students complete the sentences by using the given words.

- ① Look at the words on the candies. Let's read them out loud.
- ⑤ Blocking, blowing, likes, kicking, playing.
- ① Look at the first picture. What do John and his friends like?
- ⑤ John and his friends like playing.
- ① Great. Write the word "playing" to complete the sentence.

c. Repeat the procedure for No.2 through 4.

d. Check the answers together.

(→ B. 2. kicking 3. blowing 4. likes, blocking)

## 2. Do & Build

a. In A, play Track 40 and have students listen, circle, and repeat.

- ① I'll play the CD. Listen, circle, and repeat.
- ⑤ John and his friends like playing. John likes kicking the ball.

b. In B, have students look at the picture and complete the sentence.

- ① Look at the picture. What action does the man like?
- ⑤ He likes blowing the whistle.
- ① Correct. Complete the sentence as you answered.

c. Play Track 41 and have students listen and speak.

- ① I'll play the CD. Listen and speak.
- ⑤ He likes blowing the whistle.

d. In C, have students look at each picture and match to complete the word. Then write the word.

- ① Look at the first picture. What's the right word for it?
- ⑤ Referee.
- ① Right. Match to complete the word and write it.

e. Repeat the procedure for the other pictures.

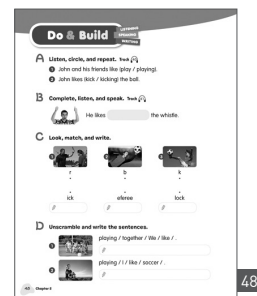
f. In D, have students look at the pictures and talk about them.

- ① Look at the picture in No.1. What are they doing?
- ⑤ They are playing together.
- ① Right. They like playing together. Now, look at the picture in No.2. What would the boy say?
- ⑤ I like playing soccer.

g. Have students unscramble and write the sentences. Then have them read the sentences together.

- ① Unscramble and write the sentences. Now, let's read the sentences.
- ⑤ We like playing together. I like playing soccer.

(→ A. 1. playing 2. kicking / B. blowing / C. 1. referee 2. block 3. kick / D. 1. We like playing together. 2. I like playing soccer.)



### 3. Pattern Practice

- Place the kick, blow, and block flashcards face down on the table.
- Have a student choose one of the cards and guess what the card is by saying a sentence with the key pattern — for example, “I like kicking the ball.”
- Have the student turn over the card and check if his/her guessing is correct.
- Continue the activity until every student has participated.
- Have students who are at a high level use the following sentences with different verbs.

I like throwing the ball.	I like catching the ball.
I like cheering.	I like playing soccer.
I like watching soccer games.	I like passing the ball.

### Wrap Up

- Ask some questions about the story students read today.
  - Today, we read a story about John and his friends. What action does John like?
  - He likes kicking the ball.
  - Right. What action does Dan like?
  - He likes blowing the whistle.
  - Yes. What action does Ben like?
  - He likes blocking the ball.
  - What can they do?
  - They can play soccer.
  - Excellent!

- Assign workbook pages 17 and 18 as homework.

#### A Good Idea

**A Look and circle.**

☐ kick   ☐ blow   ☐ block  
☐ cheer   ☐ throw   ☐ pass

**B Connect the puzzle pieces and write.**

☐ blow   ☐ ck   \_\_\_\_\_  
☐ refe   ☐ ur   \_\_\_\_\_  
☐ id   ☐ res   \_\_\_\_\_  
☐ bl   ☐ es   \_\_\_\_\_

**C Unscramble and write.**

☐ We / like / soccer / playing /  
☐ David / kicking / the / ball /  
☐ I / the / whistle / blowing / the /

**D Listen and fill in the blanks by using Word Box.**

John and his friends like .

John likes kicking the ball.

Ben likes  the whistle.

Ben  blowing the ball.

What can they do? Ben has a great .

"Let's play soccer."

John is a kicker. Ben is a .

Ben is a goalkeeper.

Word Box: blowing, Ben, referee, playing, kick

<b>Topic</b>	Sports
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about playing sports</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	Let's play soccer.
<b>Key Vocabulary</b>	baseball, basketball, sports, healthy, outside
<b>Teaching Materials</b>	flashcards, Unit 10 Pattern Practice Supplement

## Warm Up

a. Start the class by greeting the students.

① Hello, class! Glad to see you again. What day is it today?

b. Have students talk about playing soccer.

① Do you like playing soccer? Do you like kicking the ball? Or do you like blocking the ball? Which of you likes blowing the whistle?

## Presentation

### 1. Ready to Read

a. Have students talk about various sports.

① Last class, we read a story about playing soccer. There are many other sports using a ball. Do you know any of them?

⑤ Baseball.

⑤ Basketball.

⑤ Tennis.

① Right. We need a ball to play those sports. What about the sports without a ball?

⑤ Skating.

⑤ Swimming.

b. Have students look at the picture and answer the given questions.

① Look at the pictures. The children are playing sports. Are they having fun?

⑤ Yes.

① Do you play sports?

⑤ Yes.

① What's your favorite sport? Why do you like it?

⑤ (Answers will vary.)



## 2. New Words

a. Introduce the new words using the flashcards.

- Ⓓ What sport is this? It's baseball. Repeat after me, "baseball."
- Ⓔ Baseball.

b. Repeat the procedure with the other flashcards.

c. Play Track 42 and have students listen and trace the words.

d. Have students write the new words again in the given space or on a blank sheet of paper.

## 3. Look & Read

a. Have students look at the picture and talk about it.

- Ⓓ Look at the three pictures. What sports are they showing?
- Ⓔ Soccer, baseball, and basketball.
- Ⓓ Great. Where are the children playing, inside or outside?
- Ⓔ Outside.
- Ⓓ Do you like playing outside?
- Ⓔ Yes/No.
- Ⓓ Playing sports outside is very fun. It is also very good for your health. Let's read today's story.

b. Play Track 43 and have students listen. While listening, have students point to the part they are listening to and read silently.

c. Play Track 43 again and have students listen and read. Remind students of the new words by asking what the new words are. Then have students circle the new words.

- Ⓓ Do you remember the five new words? What are they?
- Ⓔ Baseball, basketball, sports, healthy, and outside.
- Ⓓ Great! Find the new words in the story and circle them.

d. Have students read the story aloud.

- Ⓓ Now, let's read aloud together.

e. Have students read the story individually at home and record their reading time.

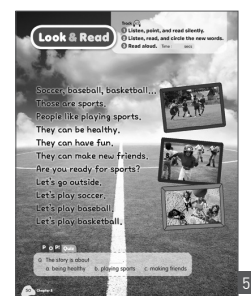
- Ⓓ Read this story aloud at home and record your reading time on the page.

## 4. POP Quiz

a. Have students answer the quiz question and check the answer together.

- Ⓓ What is the story about?
- Ⓔ Playing sports.
- Ⓓ Right. The story is about playing sports.

(→ b)



## Practice

### 1. Read & Do

a. In A, have students talk about the story and complete the chart.

- ① Look at the chart and think about the story. There are three sports in the story. What are they?
- ③ Soccer, baseball, and basketball.
- ① Right. What can people do by playing those sports?
- ③ Be healthy, have fun, and make new friends.
- ① Great. Complete the chart as you answered.

b. In B, have students complete the sentences by using the given words.

- ① Look at the words on the train. Let's read them out loud.
- ③ Baseball, go, play, basketball, let's.
- ① Now look at the picture in No.1. What is the correct word for No.1?
- ③ Go.
- ① Good. Write it to complete the sentence. Let's read the sentence out loud.
- ③ Let's go outside.

c. Repeat the procedure for No.2 through 4.

d. Check the answers together.

(→ B. 2. play 3. baseball 4. Let's, basketball)

### 2. Do & Build

a. In A, play Track 44 and have students listen, circle, and repeat.

- ① I'll play the CD. Listen, circle, and repeat.
- ③ Let's go outside. Let's play soccer.

b. In B, have students look at the picture and complete the sentence.

- ① Look at the picture. What would the boy say?
- ③ Let's play basketball.
- ① Right. Complete the sentence as you said.

c. Play Track 45 and have students listen and speak.

- ① I'll play the CD. Listen and speak.
- ③ Let's play basketball.

d. In C, have students look at each picture and match to complete the word. Then write the word.

- ① Look at the first picture. What's the right word for it?
- ③ Outside.
- ① Yes. Match to complete the word and write it.

e. Repeat the procedure for the other pictures.

f. In D, have students look at the pictures and talk about them.

- ① Look at the picture in No.1. What sport is it?
- ③ Baseball.
- ① Yes. What would the boy say?
- ③ Let's play baseball.
- ① Great. Look at the picture in No.2. What would the children say?
- ③ Let's play sports.

Read & Do

**A Choose and complete the chart.**

Sports	People say...
baseball	baseball
soccer	soccer
basketball	basketball

**B Choose and complete the sentences.**

1. Let's go outside.

2. Let's play soccer.

3. Let's play basketball.

4. Let's play basketball.

Do & Build

**A Listen, circle, and repeat. Read 2/3.**

1. Let's go / play outside.

2. Let's play basketball / soccer.

**B Complete, listen, and speak. Read 2/3.**

1. Let's play basketball.

**C Look, match, and write.**

1. outside

2. soccer

3. basketball

**D Unscramble and write the sentences.**

1. basketball / play / Let's /

2. play / sports / Let's /

3. Let's play sports.

g. Have students unscramble and write the sentences. Then have them read the sentences together.

- ① Unscramble and write the sentences. Now, let's read the sentences.
- ⑤ Let's play baseball. Let's play sports.

(→ A. 1. go 2. soccer / B. play / C. 1. outside 2. basketball 3. healthy / D. 1. Let's play baseball. 2. Let's play sports.)

### 3. Pattern Practice

- a. Cut out the die from Unit 10 Pattern Practice Supplement and assemble it.
- b. Place the soccer, baseball, and basketball flashcards face down on the table.
- c. Pair up the students and have a pair come up front.
- d. Have a student from the pair (S1) roll the die and speak using the word he/she has rolled — for example, "Let's play soccer."
- e. Have S2 choose one of the flashcards and turn it over. If the card matches with what S1 said, the pair gets a point.
- f. Have the pair switch roles and repeat the procedure.
- g. Continue the activity until every pair has played at least twice. The pair with the most points wins the game.

## Wrap Up

a. Ask some questions about the story students read today.

- ① What kinds of sports are in the story?
- ⑤ Soccer, baseball, and basketball.
- ① Right. What can people do by playing those sports?
- ⑤ They can be healthy, have fun, and make new friends.
- ① That's great. Let's go outside and play sports often.

b. Assign workbook pages 19 and 20 as homework.

### Let's Play Sports!

Unit 10

**A Look and match.**

healthy
 outside
 basketball

**B Find the words below.**

sports	outside	healthy	baseball
S	P	N	S
O	V	T	S
U	N	S	P
T	A	N	S
S	K	R	S
I	V	O	H
D	T	S	S
H	A	S	T

**C Unscramble and write.**

① play / let's / baseball /

② go / let's / outside /

③ let's / sports / play /

**D Listen and fill in the blanks by using Word Box.**

Soccer, baseball, basketball.

These are ① .

People like playing sports.

They can be ② .

They can have fun. They can make new friends.

Are you ready for sports?

③ go outside.

Let's ④ soccer.

Let's play basketball.

Word Box: sports play let's baseball healthy

<b>Topic</b>	Travel
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about animals at the zoo</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	The elephants walked around.
<b>Key Vocabulary</b>	elephant, climb, roar, dolphin, dance
<b>Teaching Materials</b>	flashcards, sports pictures

## Warm Up

- Start the class by greeting the students.
  - Hello, class! Nice to see you again. Are you ready to read a new story?
- Bring some pictures of the sports students learned to class. Show each picture to students and have them make a key pattern sentence using it — for example, “Let’s play baseball.”
  - Look at this picture. You want to play this sport with your friends. Then what would you say?
  - Let’s play baseball.
  - Very good.

## Presentation

### 1. Ready to Read

- Have students talk about the zoo and the zoo animals.
  - You can see many different animals here. The animals are in cages. Where is this place?
  - A zoo.
  - Yes. What animals can you see at the zoo?
  - Tigers.
  - Giraffes.
- Have students look at the picture and talk about it.
  - Look at the picture. Where is it?
  - It’s a zoo.
  - Right. You can see the sign in the picture. What animals are there in the zoo?
  - There are lions.
  - There are elephants too.
  - Good. There are monkeys and dolphins too.
- Have students follow the given directions.





## 2. New Words

a. Introduce the new words using the flashcards.

- Ⓙ What's this? It's an elephant. Repeat after me, "elephant."
- Ⓢ Elephant.

b. Repeat the procedure with the other flashcards.

c. Play Track 46 and have students listen and trace the words.

d. Have students write the new words again in the given space or on a blank sheet of paper.

## 3. Look & Read

a. Have students look at the picture and talk about it.

- Ⓙ Look at the picture. It's a zoo. What animals do you see?
- Ⓢ Elephants and monkeys.
- Ⓢ Lions and dolphins.
- Ⓢ A panda, a zebra, and a deer.
- Ⓙ Right. What are the elephants doing?
- Ⓢ Walking.
- Ⓙ They are walking around. What are the monkeys doing?
- Ⓢ They are climbing the tree.
- Ⓙ Great. What are the lions doing?
- Ⓢ They are roaring.
- Ⓙ Look at the girl. She's watching the dolphins. What's she doing?
- Ⓢ She's laughing.
- Ⓙ Good. Let's read the story and find out why the girl is laughing.

b. Play Track 47 and have students listen. While listening, have students point to the part they are listening to and read silently.

c. Play Track 47 again and have students listen and read. Remind students of the new words by asking what the new words are. Then have students circle the new words.

- Ⓙ Do you remember the five new words? What are they?
- Ⓢ Elephant, climb, roar, dolphin, and dance.
- Ⓙ Good. Find the new words in the story and circle them.

d. Have students read the story aloud.

- Ⓙ Now, let's read aloud together.

e. Have students read the story individually at home and record their reading time.

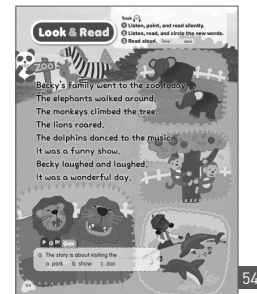
- Ⓙ Read this story aloud at home and record your reading time on the page.

## 4. POP Quiz

a. Have students answer the quiz question and check the answer together.

- Ⓙ What is the story about?
- Ⓢ Visiting the zoo.
- Ⓙ Right. The story is about visiting the zoo.

(→ c)



## Practice

### 1. Read & Do

a. In A, have students talk about the story and complete the chart.

- ① Look at the chart. Now, think about the story. Becky and her family went to the zoo and saw the animals. What did the elephants do?
- ⑤ They walked around.
- ① Right. Write "walked" in the chart. What did the monkeys do?
- ⑤ They climbed the tree.
- ① Yes. Write "climbed." What did the lions do?
- ⑤ They roared.
- ① Good. Write "roared" in the chart. What did the dolphins do?
- ⑤ They danced to the music.
- ① Great. Write "danced" in the last blank in the chart.

b. In A, have students complete the sentences using the given words.

- ① Look at the words on the worm. Let's read them out loud.
- ⑤ Climbed, walked, roared, danced.
- ① Look at the first picture. Which word is right for the first sentence?
- ⑤ Walked.
- ① Great. Write the word and read the sentence aloud.
- ⑤ The elephants walked around.

c. Repeat the procedure for No.2 through 4.

d. Check the answers together.

(→ B. 2. climbed 3. roared 4. danced)

### 2. Do & Build

a. In A, play Track 48 and have students listen, circle, and repeat.

- ① I'll play the CD. Listen, circle, and repeat.
- ⑤ The monkeys climbed the tree. The lions roared.

b. In B, have students look at the picture and complete the sentence.

- ① Look at the picture. What did the dolphins do?
- ⑤ The dolphins danced to the music.
- ① Excellent! Complete the sentence as you answered.

c. Play Track 49 and have students listen and speak.

- ① I'll play the CD. Listen and speak.
- ⑤ The dolphins danced to the music.

d. In C, have students look at each picture and match to complete the word. Then write the word.

- ① Look at the first picture. What's the right word for it?
- ⑤ Climb.
- ① Right. Match to complete the word and write it.

e. Repeat the procedure for the other pictures.

f. In D, have students look at the pictures and talk about them.

- ① Look at the picture in No.1. What did the elephants do?
- ⑤ The elephants walked around.
- ① Good. Now, look at the picture in No.2. What did Dad do?
- ⑤ Dad laughed.

**Read & Do**

A Complete the chart.

Animals	What They Did
The elephants	walked around
The monkeys	climbed the tree
The lions	roared
The dolphins	danced to the music

B Choose and complete the sentences.

① The elephants walked around.

② The monkeys climbed the tree.

③ The lions roared.

④ The dolphins danced to the music.

**Do & Build**

A Listen, circle, and repeat. (Track 48)

① The elephants / monkeys climbed the tree.  
② The lions danced / roared.

B Complete, listen, and speak. (Track 49)

① The dolphins danced to the music.

C Look, match, and write.

① climb around

② roared to the music

③ climbed the tree

④ walked around

D Unscramble and write the sentences.

① The elephants / around / walked / walked around

② laughed / Dad / Dad laughed

g. Have students unscramble and write the sentences. Then have them read the sentences together.

① Unscramble and write the sentences. Now, let's read the sentences.

⑤ The elephants walked around. Dad laughed.

(→ A. 1. monkeys 2. roared / B. danced / C. 1. climb 2. roar 3. dance / D. 1. The elephants walked around. 2. Dad laughed.)

### 3. Pattern Practice

- Divide the class into two teams and have each team stand in a line.
- Whisper one of the sentences in the story to the last student in each line.
- Have students whisper the sentence to the student standing in front of him/her.
- When the student at the front of the line hears the message, he/she must write down the relayed message on the whiteboard.
- Continue the activity until all the sentences in the story have been practiced.
- By using the following sentences, have students practice more.

The koalas moved slowly.	The rabbits jumped.
The birds flapped their wings.	The dogs wagged their tails.
The gorillas clapped their hands.	The kangaroos hopped.

## Wrap Up

a. Ask some questions about the story students read today.

① In today's story, where did Becky's family go?

⑤ They went to the zoo.

① The animals at the zoo did many different things. What did the monkeys do?

⑤ They climbed the tree.

① What did the dolphins do?

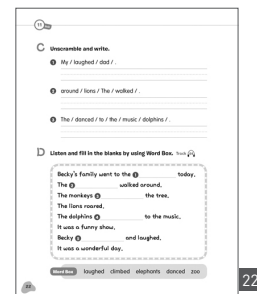
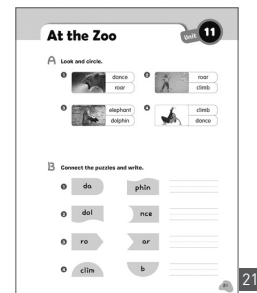
⑤ They danced to the music.

① What did Becky do?

⑤ She laughed.

① Excellent! Becky laughed and laughed. It was a wonderful day for her.

b. Assign workbook pages 21 and 22 as homework.



<b>Topic</b>	Travel
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about beaches and mountains</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	You can see trees and flowers.
<b>Key Vocabulary</b>	mountain, beach, feel, hear, wave
<b>Teaching Materials</b>	flashcards, paper

## Warm Up

a. Start the class by greeting the students.

① Hi, everyone! How do you feel today?

b. Have students describe what they did yesterday using the past forms of verbs they learned last class.

① Last time, we learned the words “went, walked, climbed, danced, and laughed.” Please tell me what you did yesterday using these words.

② I went to the park.

③ I walked around my house.

④ I danced to the music.

## Presentation

### 1. Ready to Read

a. Have students talk about the places they go for vacation.

① I often go to the beach for vacation. It's my favorite place for vacation. I enjoy swimming or sunbathing. Where do you go for vacation?

b. Have students look at the pictures and talk about them.

① There are two pictures. Look at the first picture. Where is it?

② Mountain.

① Right. The people are climbing the mountain. Look at the second picture. Where are the people?

② They are at the beach.

① Yes. They are walking on the beach.

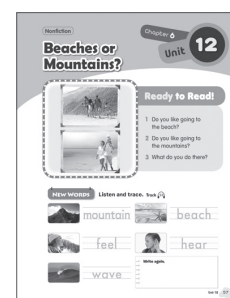
c. Have students answer the given questions.

### 2. New Words

a. Introduce the new words using the flashcards.

① What's this? It's a mountain. Repeat after me, “mountain.”

② Mountain.



- b. Repeat the procedure with the other flashcards.
- c. Play Track 50 and have students listen and trace the words.
- d. Have students write the new words again in the given space or on a blank sheet of paper.

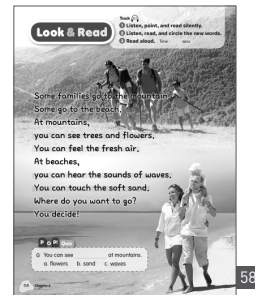
### 3. Look & Read

- a. Have students look at the picture and talk about it.
  - Ⓓ Look at the pictures. There's a family in each picture. Look at the picture on top. Where is the family?
  - Ⓔ They are on the mountain.
  - Ⓓ Right. The family goes to the mountain and climbs the mountain together. Look at the picture at the bottom. Where is the family?
  - Ⓔ They are on the beach.
  - Ⓓ Great. They are walking on the beach. How do they look?
  - Ⓔ They look happy.
  - Ⓓ Which place do you like better, the mountains or the beaches?
  - Ⓔ (Answers will vary.)
  - Ⓓ Let's read the story and learn more about those two places.
- b. Play Track 51 and have students listen. While listening, have students point to the part they are listening to and read silently.
- c. Play Track 51 again and have students listen and read. Remind students of the new words by asking what the new words are. Then have students circle the new words.
  - Ⓓ Do you remember the five new words? What are they?
  - Ⓔ Mountain, beach, feel, hear, and wave.
  - Ⓓ Great! Find the new words in the story and circle them.
- d. Have students read the story aloud.
  - Ⓓ Now, let's read aloud.
- e. Have students read the story individually at home and record their reading time.
  - Ⓓ Read this story aloud at home and record your reading time on the page.

### 4. POP Quiz

- a. Have students answer the quiz question and check the answer together.
  - Ⓓ What can you see at the mountains?
  - Ⓔ Flowers.
  - Ⓓ Yes. You can see flowers at the mountains.

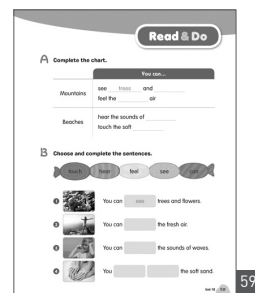
(→ a)



## Practice

### 1. Read & Do

- a. In A, have students talk about the story and complete the chart.
  - Ⓓ Look at the chart and think about the story. What can you see at the mountains?
  - Ⓔ I can see trees and flowers.
  - Ⓓ What can you feel at the mountains?
  - Ⓔ I can feel the fresh air.
  - Ⓓ Good. Then what can you hear at the beaches?
  - Ⓔ I can hear the sounds of waves.



- ① Yes! What can you touch there?
- ⑤ I can touch the soft sand.
- ① Right. Complete the chart as you answered the questions.

b. In B, have students complete the sentences using the given words.

- ① Look at the words on the candies. Let's read them out loud.
- ⑤ Touch, hear, feel, see, can.
- ① Now look at the picture in No.1. What is the correct word for the sentence?
- ⑤ See.
- ① Great. Write it in the blank to complete the sentence. Let's read the sentence out loud.
- ⑤ You can see trees and flowers.

c. Repeat the procedure for No.2 through 4.

d. Check the answers together.  
(→ B. 2. feel 3. hear 4. can, touch)

## 2. Do & Build

a. In A, play Track 52 and have students listen, circle, and repeat.

- ① I'll play the CD. Listen, circle, and repeat.
- ⑤ You can feel the fresh air. You can see trees and flowers.

b. In B, have students look at the picture and complete the sentence.

- ① Look at the picture. What action is the girl showing?
- ⑤ Hear.
- ① Right. Write it and read the complete sentence.
- ⑤ You can hear the sounds of waves.
- ① Excellent!

c. Play Track 53 and have students listen and speak.

- ① I'll play the CD. Listen and speak.
- ⑤ You can hear the sounds of waves.

d. In C, have students look at each picture and match to complete the word. Then write the word.

- ① Look at the first picture. What's the right word for it?
- ⑤ Mountain.
- ① Yes. Match to complete the word and write it.

e. Repeat the procedure for the other pictures.

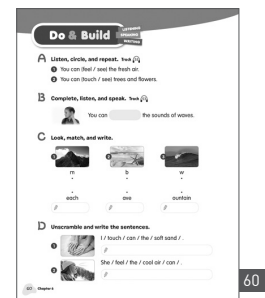
f. In D, have students look at the pictures and talk about them.

- ① Look at the picture in No.1. What do they do with their hands?
- ⑤ Touch the sand.
- ① Right. Look at the list in No.2. What does the girl feel?
- ⑤ She feels the air.
- ① Great.

g. Have students unscramble and write the sentences. Then have them read the sentences together.

- ① Unscramble and write the sentences. Now, let's read the sentences.
- ⑤ I can touch the soft sand. She can feel the cool air.

(→ A. 1. feel 2. see / B. hear / C. 1. mountain 2. beach 3. wave / D. 1. I can touch the soft sand. 2. She can feel the cool air.)



### 3. Pattern Practice

- Divide the whiteboard into four sections by drawing three vertical lines.
- Write *see, feel, hear, touch*, with a word in each section.
- Crumple a piece of a paper into a ball.
- Have a student stand up and throw the paper ball at the whiteboard.
- Have the student make a sentence using the verb he/she hit — for example, “You can see trees and flowers.”
- Continue the activity until every student has participated.
- Use the following sentences to do more practice.



You can see large rocks.	You can touch the grass.
You can see fish.	You can feel the cool wind.

## Wrap Up

- a. Ask some questions about the story students read today.
- Ⓓ In today's story, there are two places families like to go. What are they?
  - Ⓔ Mountains and beaches.
  - Ⓓ Good. What can you do at the mountains?
  - Ⓔ I can see trees and flowers.
  - Ⓔ I can feel the fresh air.
  - Ⓓ What can you do at the beaches?
  - Ⓔ I can hear the sounds of waves.
  - Ⓔ I can touch the soft sand.
  - Ⓓ That's right.
- b. Assign workbook pages 23 and 24 as homework.
- c. Assign Review & Do on pages 61 and 62 as homework.

## Beaches or Mountains?

**A** Look and match.






mountain

beach

hill

river

**B** Circle the correct words and write.

① file    leaf    rice

---



---



---

② beach    beach    beach

---



---



---

③ mountain    mountain    mountain

---



---



---

④ water    water    water

---



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[illegible]

**Unit 10 Review & Do**

**A Listen and circle.**

<p>①  <input type="radio"/> <u>bird</u>    <input type="radio"/> <u>fish</u></p> <p>③  <input type="radio"/> <u>bird</u>    <input type="radio"/> <u>mountain</u></p>	<p>②  <input type="radio"/> <u>fish</u>    <input type="radio"/> <u>mountain</u></p> <p>④  <input type="radio"/> <u>bird</u>    <input type="radio"/> <u>mountain</u></p>
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**B Listen, choose, and write.**

<p>① </p> <p>② </p> <p>③ </p> <p>④ </p>	<p>No fish <input type="text"/> the birds <input type="text"/></p> <p>Let's play <input type="text"/></p> <p>The elephants <input type="text"/> around <input type="text"/></p> <p>We can't <input type="text"/> the fish <input type="text"/></p>
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Unit 10 Review & Do

Unit 10

**C Read and choose the correct picture.**

Besky's family went to the zoo today.  
 The elephants walked around,  
 the monkeys climbed the trees,  
 the lions roared.  
 The dolphins danced to the music.  
 It was a funny show.  
 Besky laughed and laughed.  
 It was a wonderful day.

**D Look and write.**

You can't \_\_\_\_\_ the soft sand.

My class \_\_\_\_\_ the ball.

Let's play \_\_\_\_\_

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<b>Topic</b>	Dream
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about being a hero</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	Ian wanted to be a hero.
<b>Key Vocabulary</b>	watch, hero, save, drown, dive
<b>Teaching Materials</b>	flashcards, hero pictures, Unit 13 Pattern Practice Supplement, envelopes

## Warm Up

- Start the class by greeting the students.
  - Good afternoon, class! How are you today?
- Have students talk about the things they can do at the various places such as a mountain, a beach, a park, or a zoo.
- Encourage students to use the verbs they learned last class: see, feel, hear, and touch.

## Presentation

### 1. Ready to Read

- Bring some pictures of heroes to class. Introduce the concept of a hero by using the pictures.
  - Look at these pictures. The people are in trouble or in danger. Then a man shows up and help them. Do you think he is brave?
  - Yes. He's very brave.
  - We call this man a hero. A hero is a person who is very brave and does good things for other people. Do you want to be a hero?
  - Yes.
  - What do you want to do?
  - I'll help other people.
  - I'll fight for the good people.
- Have students talk about the picture.
  - Look at the picture. Where is the woman?
  - She's in the water.
  - Right. What's the boy doing?
  - He's jumping into the water.
  - Why is he jumping into the water?
  - (Answers will vary.)
- Have students look at the picture and answer the given questions.





## 2. New Words

a. Introduce the new words by using the flashcards.

- Ⓙ What is this? Watch. Repeat after me, "watch."
- Ⓢ Watch.

b. Repeat the procedure with the other flashcards.

c. Play Track 56 and have students listen and trace the words.

d. Have students write the new words again in the given space or on a blank sheet of paper.

## 3. Look & Read

a. Have students look at the picture and talk about it.

- Ⓙ Look at the picture. The woman is in the pool. What's she doing?
- Ⓢ She's swimming.
- Ⓙ Do you think she's in danger?
- Ⓢ No, she looks happy.
- Ⓙ What about the boy? Is he happy too?
- Ⓢ No.
- Ⓙ The boy doesn't look happy and he's jumping into the water quickly. What is he going to do? Let's read the story and find out.

b. Play Track 57 and have students listen. While listening, have students point to the part they are listening to and read silently.

c. Play Track 57 again and have students listen and read. Remind students of the new words by asking what the new words are. Then have students circle the new words.

- Ⓙ Do you remember the five new words? What are they?
- Ⓢ Watch, hero, save, drown, and dive.
- Ⓙ Good job! Find the new words in the story and circle them.

d. Have students read the story aloud.

- Ⓙ Now, let's read aloud together.

e. Have students read the story individually at home and record their reading time.

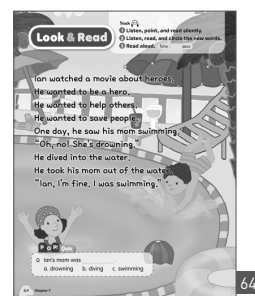
- Ⓙ Read this story aloud at home and record your reading time on the page.

## 4. POP Quiz

a. Have students answer the quiz question and check the answer together.

- Ⓙ What was Ian's mom doing?
- Ⓢ Swimming.
- Ⓙ Right. She was swimming.

(→ c)



## Practice

### 1. Read & Do

a. In A, have students think about the story and fill in the blanks.

- ① Think about the story. Ian watched a movie about heroes. So what did he want to be?
- ⑤ He wanted to be a hero.
- ① Right. What did Ian want to do as a hero?
- ⑤ He wanted to help others.
- ⑤ He wanted to save people.
- ① Correct! So what did he do?
- ⑤ He dived into the water. He took his mom out of the water.
- ① Yes. He dived and saved his mom. Was his mom drowning?
- ⑤ No. She was swimming.
- ① Right. Now, fill in the blanks in the chart as you answered.

b. In B, have students complete the sentences using the given words.

- ① Look at the words on the train. Let's read them out loud.
- ⑤ Help, be, save, wanted, to.
- ① Look at the first picture and read the sentence. What's the correct word for the sentence?
- ⑤ Be.
- ① Great. Write the word "be" to complete the sentence.

c. Repeat the procedure for No.2 and 3.

d. Check the answers together.

(→ B. 2. to, help 3. wanted, save)

### 2. Do & Build

a. In A, play Track 58 and have students listen, circle, and repeat.

- ① I'll play the CD. Listen, circle, and repeat.
- ⑤ Ian wanted to be a hero. He wanted to help others.

b. In B, have students look at the picture and complete the sentence.

- ① Look at the picture and read the sentence. What word is right for the blank?
- ⑤ Save.
- ① Correct. Complete the sentence as you answered.

c. Play Track 13 and have students listen and speak.

- ① I'll play the CD. Listen and speak.
- ⑤ He wanted to save people.

d. In C, have students look at each picture and match to complete the word. Then write the word.

- ① Look at the first picture. What's the right word for it?
- ⑤ Dive.
- ① Right. Match to complete the word and write it.

e. Repeat the procedure for the other pictures.

f. In D, have students look at the pictures and talk about them.

- ① Look at the picture in No.1. Who is this man?
- ⑤ He's Superman.

**Read & Do**

**A Fill in the blanks.**

Ian wanted...	One day...
He <u>be</u> a hero.	He <u>died</u> and saved his mom.
He <u>wanted</u> to help others.	But his mom was <u>swimming</u> .
He <u>save</u> people.	

**B Choose and complete the sentences.**

1. Ian wanted to be a hero.

2. He wanted to help others.

3. He save people.

**Do & Build**

**A Listen, circle, and repeat.**




1. Ian wanted to be a hero.

2. He wanted to help others.

**B Complete, listen, and speak.**

1. He wanted to save people.

**C Look, match, and write.**

Picture	Word
	dive
	help
	save

**D Unscramble and write the sentences.**

1. He / Superman / He / wanted / to / be a hero.

2. He / help / others / He / wanted / to / help others.

3. He / save / people / He / wanted / to / save people.

Ⓣ Right. Now, look at the picture in No.2. What is the woman doing?

Ⓢ She's helping the old lady.

g. Have students unscramble and write the sentences. Then have them read the sentences together.

Ⓣ Unscramble and write the sentences. Now, let's read the sentences.

Ⓢ He wanted to be Superman. She wanted to help others.

(→ A. 1. to be 2. to help / B. save / C. 1. dive 2. hero 3. watch / D. 1. He wanted to be Superman. 2. She wanted to help others.)

### 3. Pattern Practice

a. Make copies of Unit 13 Pattern Practice Supplement and cut out the cards.

b. Put a set of cards in each envelope.

c. Have students pair up. Provide each pair with an envelope.

d. Have each pair open the envelope and unscramble the sentences.

e. The pair that finishes unscrambling correctly first wins the game. Have all the students read the sentences together.

f. Have students practice more using the following sentences.

He wanted to work for the poor.

She wanted to serve the others.

Steve wanted to make the world better.

## Wrap Up

a. Ask some questions about the story students read today.

Ⓣ Today, we read a story about Ian. What did he want to be after watching the movie about heroes?

Ⓢ He wanted to be a hero.

Ⓣ Right. He wanted to help others and to save people. So what did he do?

Ⓢ He dived into the water and took his mom out of the water.

Ⓣ Yes. But she was not drowning. She was just swimming.

b. Assign workbook pages 25 and 26 as homework.

**Being a Hero** Unit 13

**A Look and match.**

Ⓣ watch Ⓢ draw Ⓣ hero

**B Find the words below.**

hero draw save watch

h e r o d r a w s a v e w a t c h

25

**C Unscramble and write.**

Ⓣ I / Superman / wanted / to / be / .  
Ⓢ Ann / people / wanted / to / help / .  
Ⓣ watched / Sam / save / to / people / .

**D Listen and fill in the blanks by using Word Box.**

Ⓣ Ian Ⓢ a movie about heroes.  
He wanted to be a Ⓣ .  
He wanted Ⓢ help others.  
He wanted to Ⓣ people.  
One day, he saw his mom swimming.  
"Oh, no! She's Ⓣ ."  
He dived into the water.  
He took his mom out of the water.  
"Ian, I'm fine. I was swimming."

Word Box: hero draw save watch drawing to

26

<b>Topic</b>	Dream
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about wishes</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	They wished for happy families.
<b>Key Vocabulary</b>	well, wish, throw, coin, fountain
<b>Teaching Materials</b>	flashcards, paper

## Warm Up

- Start the class by greeting the students.
  - ① Hi, everyone! Good to see you again. What day is it today?
- Have students talk about what they want to be when they grow up.
  - ① What do you want to be?
  - ② I want to be a teacher.
  - ③ I want to be a doctor.
  - ① What do you want to do?
  - ② I want to teach English.
  - ③ I want to help the sick people.

## Presentation

### 1. Ready to Read

- Ask students if they have ever wished something.
  - ① If I want something, I wish for it. I wish for the health. I wish for happiness. Have you ever wished for anything?
  - ② Yes.
  - ① What have you wished for?
  - ② (Answers will vary.)
- Have students look at the picture and talk about it.
  - ① Look at the picture. The water is coming out of the thing. It's a fountain. Have you ever seen a fountain?
  - ② Yes.
  - ① What is the thing in the small picture? It's a well. A long time ago, people got water from the well. Also, people made wishes there.
- Have students answer the given questions.



## 2. New Words

a. Introduce the new words by using the flashcards.

Ⓓ What is this? It's a well. Repeat after me, "well."

Ⓔ Well.

b. Repeat the procedure with the other flashcards.

c. Play Track 60 and have students listen and trace the words.

d. Have students write the new words again in the given space or on a blank sheet of paper.

## 3. Look & Read

a. Have students look at the picture and talk about it.

Ⓓ Look at the picture. There's a fountain. What's coming out of it?

Ⓔ Water.

Ⓓ Yes. What can people do at the fountain?

Ⓔ They can drink water.

Ⓓ Right. People can also make a wish at the fountain. Sounds interesting?

Ⓔ Yes.

Ⓓ Let's read the story and find out what people wish for.

b. Play Track 61 and have students listen. While listening, have students point to the part they are listening to and read silently.

c. Play Track 61 again and have students listen and read. Remind students of the new words by asking what the new words are. Then have students circle the new words.

Ⓓ Do you remember the five new words? What are they?

Ⓔ Well, with, throw, coin, and fountain.

Ⓓ Great! Find the new words in the story and circle.

d. Have students read the story aloud.

Ⓓ Now, let's read aloud together.

e. Have students read the story individually at home and record their reading time.

Ⓓ Read this story aloud at home and record your reading time on the page.

## 4. POP Quiz

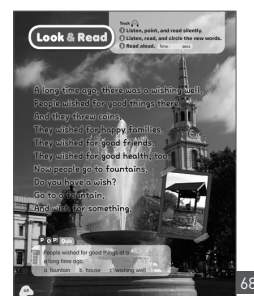
a. Have students answer the quiz question and check the answer together.

Ⓓ Where did people wish for good things a long time ago?

Ⓔ At a wishing well.

Ⓓ Right. People wished for good things at a wishing well a long time ago.

(→ c)



## Practice

### 1. Read & Do

a. In A, have students think about the story and complete the chart.

- ① Look at the chart and think about the story. What did people wish for at the wishing well?
- ⑤ Happy families.
- ⑤ Good friends.
- ⑤ Good health.
- ① Right. Where do people go for a wish now?
- ⑤ Fountains.
- ① Great. Complete the chart as you answered.

b. In B, have students complete the sentences using the given words.

- ① Look at the words on the worm. Let's read them out loud.
- ⑤ Wished, friends, families, good, health.
- ① Now look at the first picture and read the sentence. Which is the correct word for the sentence?
- ⑤ Families.
- ① Good. Write it to complete the sentence. Let's read the sentence out loud.
- ⑤ They wished for happy families.

c. Repeat the procedure for No.2 and 3.

d. Check the answers together.

(→ B. 2. good, friends 3. wished, health)

### 2. Do & Build

a. In A, play Track 62 and have students listen, circle, and repeat.

- ① I'll play the CD. Listen, circle, and repeat.
- ⑤ People wished for good things. People wished for good health.

b. In B, have students look at the picture and complete the sentence.

- ① Look at the picture and read the sentence. What is the correct word for the blank?
- ⑤ Friends.
- ① Right. Complete the sentence as you said.

c. Play Track 63 and have students listen and speak.

- ① I'll play the CD. Listen and speak.
- ⑤ People wished for good friends.

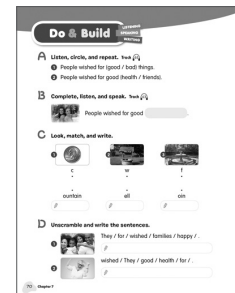
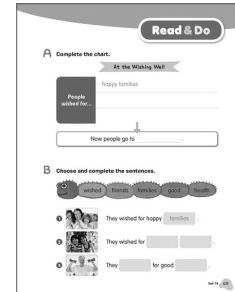
d. In C, have students look at each picture and match to complete the word. Then write the word.

- ① Look at the first picture. What's the right word for it?
- ⑤ Coin.
- ① Yes. Match to complete the word and write it.

e. Repeat the procedure for the other pictures.

f. In D, have students look at the pictures and talk about them.

- ① Look at the picture in No.1. What a happy family! What did they wish for?
- ⑤ They wished for happy families.
- ① Great. Look at the picture in No.2. The old lady looks very healthy. What did she wish for?
- ⑤ She wished for good health.



g. Have students unscramble and write the sentences. Then have them read the sentences together.

- ① Unscramble and write the sentences. Now, let's read the sentences.  
 ⑤ They wished for happy families. They wished for good health.

(→ A. 1. good 2. health / B. friends / C. 1. coin 2. well 3. fountain / D. 1. They wished for happy families. 2. They wished for good health.)

### 3. Pattern Practice

- a. Provide each student with a blank sheet of paper.  
 b. Have students draw a fountain and write their wishes.  
 c. Have each student present his/her work in front of class.  
 d. Have students do more practice using other wishes as follows.

I wished for good luck.	I wished for a pet.
I wished for many friends.	I wished for good test results.
I wished for good health for my parents.	I wished for a bicycle.

## Wrap Up

a. Ask some questions about the story students read today.

- ① A long time ago, people go to a wishing well. What did they wish for?  
 ⑤ They wished for happy families.  
 ⑤ They wished for good friends.  
 ⑤ They wished for good health.  
 ① Right. After wishing, what did they do?  
 ⑤ They threw coins.  
 ① Where do people go for wishes now?  
 ⑤ They go to fountains.

b. Assign workbook pages 27 and 28 as homework.

### Wishing Well

Unit 14

A Look and circle.

① well with ② coin with

③ throw with ④ coin with

B Connect the puzzle and write.

① well I \_\_\_\_\_

② well she \_\_\_\_\_

③ throw coin \_\_\_\_\_

④ throw sh \_\_\_\_\_

27

C Unscramble and write.

① People / for / wished / good / health /

② They / wished / happy / for / families /

③ wished / good / for / they / friends /

D Listen and fill in the blanks by using Word Box.

A long time ago, there was a wishing well.  
 People ① \_\_\_\_\_ for good things there.  
 And they threw ② \_\_\_\_\_  
 They wished for happy families.  
 They wished for good friends.  
 They wished for good ③ \_\_\_\_\_ too.  
 Now people go to ④ \_\_\_\_\_  
 Do you have a ⑤ \_\_\_\_\_?  
 Go to a fountain. And wish for something.

Word Box: fountains, coins, wish, wished, health

28

<b>Topic</b>	Future Plan
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about new year's plans</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	I will be a good boy.
<b>Key Vocabulary</b>	eat, carrot, hit, brother, much
<b>Teaching Materials</b>	flashcards, a calendar, paper

## Warm Up

- Start the class by greeting the students.
  - Hi! How are you, everyone? Are you ready for a new story?
- Ask what people wished for at the wishing well long time ago to review the last story.

## Presentation

### 1. Ready to Read

- Bring a calendar to class. Introduce the concept of a year.
  - Do you know what year it is? You can find the answer on this calendar. Right. It's 2016. There are 12 months in a year. There are 365 days in a year.
- Have students look at the picture and talk about it.
  - Look at the pictures. Look at the first picture. What's the woman doing?
  - Hugging the boy.
  - Right. She's hugging the boy and patting him on the head. The boy must have done something good. Look at the next picture. What's the boy holding?
  - He's holding a carrot.
  - Good. Maybe the boy likes to eat carrots. Do you like carrots?
  - Yes/No.
  - In the next picture, the boys are putting their arms around each other's shoulders. They don't fight or hit each other.
- Have students follow the given directions.

### 2. New Words

- Introduce the new words by using the flashcards.
  - What's this? Eat. Repeat after me, "eat."
  - Eat.
- Repeat the procedure with the other flashcards.
- Play Track 64 and have students listen and trace the words.





- d. Have students write the new words again in the given space or on a blank sheet of paper.

### 3. Look & Read

- a. Have students look at the pictures and talk about it.

- Ⓐ Look at the pictures. They are showing what Matt will do in the new year. Will he be a good boy?
- Ⓑ Yes, he will.
- Ⓒ Will he eat carrots?
- Ⓓ Yes. He will eat carrots.
- Ⓔ What else will he do?
- Ⓕ He will study.
- Ⓖ Great. Let's read the story and find out what Matt will do in the new year.

- b. Play Track 65 and have students listen. While listening, have students point to the part they are listening to and read silently.

- c. Play Track 65 again and have students listen and read. Remind students of the new words by asking what the new words are. Then have students circle the new words.

- Ⓐ Do you remember the five new words? What are they?
- Ⓑ Eat, carrot, hit, bother, and much.
- Ⓒ Great. Find the new words in the story and circle them.

- d. Have students read the story aloud.

- Ⓐ Now, let's read aloud together.

- e. Have students read the story individually at home and record their reading time.

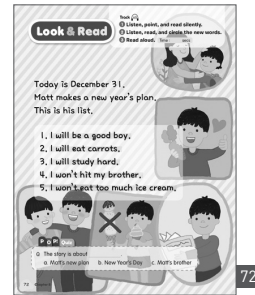
- Ⓐ Read this story aloud at home and record your reading time on the page.

### 4. POP Quiz

- a. Have students answer the quiz question and check the answer together.

- Ⓐ What is this story about?
- Ⓑ Matt's new plan.
- Ⓒ Right. The story is about Matt's new plan.

(→ a)

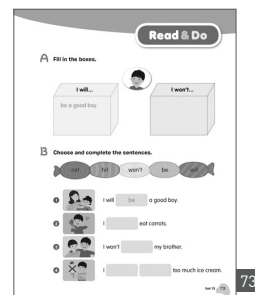


## Practice

### 1. Read & Do

- a. In A, have students think about the story and fill in the boxes.

- Ⓐ In the story, Matt makes a new year's plan. There are five things on his list. What will he do?
- Ⓑ Be a good boy.
- Ⓒ Eat carrots.
- Ⓓ Study hard.
- Ⓔ What are the things he won't do?
- Ⓕ Hit his brother.
- Ⓖ Eat too much ice cream.
- Ⓖ Great. Fill in the boxes as you answered.



b. In B, have students complete the sentences using the given words.

- ① Look at the words on the candies. Let's read them out loud.
- ⑤ Eat, hit, won't, be, will.
- ① Look at the picture in No.1 and read the sentence. Which word is correct for the blank in the sentence?
- ⑤ Be.
- ① Great. Write "be" to complete the sentence.

c. Repeat the procedure for No.2 through 4.

d. Check the answers together.

(→ B. 2. will 3. hit 4. won't, eat)

## 2. Do & Build

a. In A, play Track 66 and have students listen, circle, and repeat.

- ① I'll play the CD. Listen, circle, and repeat.
- ⑤ I will eat carrots. I won't hit my brother.

b. In B, have students look at the picture and complete the sentence.

- ① Look at the picture. What will the boy say?
- ⑤ I will study hard.
- ① Excellent! Write "will" to complete the sentence.

c. Play Track 67 and have students listen and speak.

- ① I'll play the CD. Listen and speak.
- ⑤ I will study hard.

d. In C, have students look at each picture and match to complete the word. Then write the word.

- ① Look at the first picture. What's the right word for it?
- ⑤ Brother.
- ① Right. Match to complete the word and write it.

e. Repeat the procedure for the other pictures.

f. In D, have students look at the pictures and talk about them.

- ① Look at the picture in No.1. What will the boy say?
- ⑤ I will be a good boy.
- ① Right. Look at the picture in No.2. What will the boy say?
- ⑤ I won't eat too much ice cream.

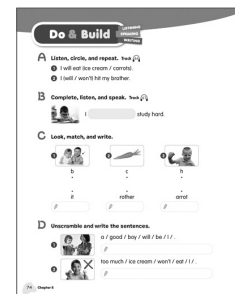
g. Have students unscramble and write the sentences. Then have them read the sentences together.

- ① Unscramble and write the sentences. Now, let's read the sentences.
- ⑤ I will be a good boy. I won't eat too much ice cream.

(→ A. 1. carrots 2. won't / B. will / C. 1. brother 2. carrot 3. hit / D. 1. I will be a good boy. 2. I won't eat too much ice cream.)

## 3. Pattern Practice

- a. Provide each student with a blank sheet of paper.
- b. Have them make a list of their new year's plan.
- c. Have each student present his/her plan.
- d. Encourage students to use the following sentences for more practice.



I will help my mom.
I will clean my room.
I will do my homework every day.
I won't be late for school.
I won't fight with friends.
I won't speak Korean in English class.

## Wrap Up


a. Ask some questions about the story students read today.


- Ⓓ Today we read a story about Matt's new year's plan. What are the things he will do?
- Ⓔ Be a good boy, eat carrots, and study hard.
- Ⓙ Right. What are the things he won't do?
- Ⓢ Hit his brother and eat too much ice cream.
- Ⓣ Do you think he can keep his plan?
- Ⓢ Yes/No.
- Ⓣ I think he will do his best to keep his plan.


b. Assign workbook pages 29 and 30 as homework.


**New Year's Plan** Unit 15

**A Look and match.**

  
☐

  
☐

  
☐

  
☐

**B Circle the correct words and write.**

1. carrot / carrot / carrot \_\_\_\_\_

2. hit / hit / hit \_\_\_\_\_

3. brother / brother / brother \_\_\_\_\_

**C Unscramble and write.**

1. / h / e / a / t / s / u / d / y / . \_\_\_\_\_

2. / e / a / t / c / a / r / o / t / s / . \_\_\_\_\_

3. / h / i / t / s / . \_\_\_\_\_

**D Listen and fill in the blanks by using Word Box.**

Today is  11.  
 Matt makes a new year's plan.  
 This is his list.  
 1. I will be a good boy.  
 2. I will  carrots.  
 3. I will study hard.  
 4. I won't  my brother.  
 5. I  eat too  ice cream.

**Word Box** eat hit won't December much

<b>Topic</b>	Future Plan
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to read and understand the main story about jobs in town</li> <li>- to learn new words and sentence patterns through the main story</li> <li>- to develop other language skills with fun activities</li> </ul>
<b>Key Sentence</b>	Teachers work to teach students.
<b>Key Vocabulary</b>	town, teacher, firefighter, police officer, sick
<b>Teaching Materials</b>	flashcards

## Warm Up

a. Start the class by greeting the students.

① Good afternoon! How do you feel today?

b. Have students talk about their new year's plans.

① Imagine that today is the last day of this year and you want to make a new year's plan. What are the things you will do next year? What are the things you won't do?

## Presentation

### 1. Ready to Read

a. Have students talk about various jobs.

① I am an English teacher. My job is teaching you English. What's your father's job? What does he do?

⑤① He's a doctor.

⑤② He's a police officer.

① What does your mother do?

⑤③ She's a nurse.

⑤④ She's an office worker.

b. Have students look at the picture and talk about it.

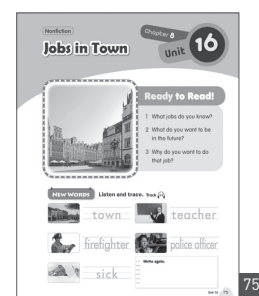
① Look at the picture. What do you see?

⑤ Many buildings.

① Right. There are many buildings. There are many people living in these buildings. It's a town. What do the people do living here in this town?

⑤ (Answers will vary.)

c. Have students answer the given questions.



## 2. New Words

a. Introduce the new words using the flashcards.

- Ⓘ What's this? It's a town. Repeat after me, "town."
- Ⓢ Town.

b. Repeat the procedure with the other flashcards.

c. Play Track 68 and have students listen and trace the words.

d. Have students write the new words again in the given space or on a blank sheet of paper.

## 3. Look & Read

a. Have students look at the picture and talk about it.

- Ⓘ Look at the picture. What is it?
- Ⓢ Town.
- Ⓘ Right. We all live in the town. What do people do in the town?
- Ⓢ They work.
- Ⓘ Great. They work in the town. What kind of work do people do? Let's read and find out.

b. Play Track 69 and have students listen. While listening, have students point to the part they are listening to and read silently.

c. Play Track 69 again and have students listen and read. Remind students of the new words by asking what the new words are. Then have students circle the new words.

- Ⓘ Do you remember the five new words? What are they?
- Ⓢ Town, teacher, firefighter, police officer, and sick.
- Ⓘ Excellent! Find the new words in the story and circle them.

d. Have students read the story aloud.

- Ⓘ Now, let's read aloud together.

e. Have students read the story individually at home and record their reading time.

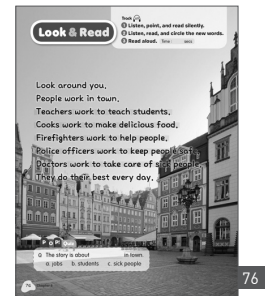
- Ⓘ Read this story aloud at home and record your reading time on the page.

## 4. POP Quiz

a. Have students answer the quiz question and check the answer together.

- Ⓘ What is the story about?
- Ⓢ Jobs.
- Ⓘ Right. The story is about jobs in town.

(→ a)



## Practice

### 1. Read & Do

a. In A, have students think about the story and complete the chart.

- ① Think about the story. It tells you about the people work in town. What do teachers work to do?
- ⑤ To teach students.
- ① Good. What do cooks work to do?
- ⑤ To make delicious food.
- ① Who works to help people?
- ⑤ Firefighters.
- ① What do police officers work to do?
- ⑤ To keep people safe.
- ① Who works to take care of sick people?
- ⑤ Doctors.

b. In B, have students complete the sentences using the given words.

- ① Look at the words on the train. Let's read them out loud.
- ⑤ Teach, make, to, help, keep.
- ① Now look at the picture in No.1 and read the sentence. Which word should you choose and write?
- ⑤ Teach.
- ① Great. You should choose the word "teach" and write it. Let's read the sentence out loud.
- ⑤ Teachers work to teach students.

c. Repeat the procedure for No.2 through 4.

d. Check the answers together.

(→ B. 2. make 3. help 4. to, keep)

### 2. Do & Build

a. In A, play Track 70 and have students listen, circle, and repeat.

- ① I'll play the CD. Listen, circle, and repeat.
- ⑤ Teachers work to teach students. Firefighters work to help people.

b. In B, have students look at the picture and complete the sentence.

- ① Look at the picture and read the sentence. What word is correct for the blank?
- ⑤ To.
- ① Excellent! Complete the sentence as you said.

c. Play Track 71 and have students listen and speak.

- ① I'll play the CD. Listen and speak.
- ⑤ Doctors work to take care of sick people.

d. Have students look at each picture and match to complete the word. Then write the word.

- ① Look at the first picture. What's the right word for it?
- ⑤ Teacher.
- ① Yes. Match to complete the word and write it.

e. Repeat the procedure for the other pictures.

Read & Do

**A Complete the chart.**

Job	They work to...
teachers	to teach students
cooks	to make delicious food
firefighters	to help people
police officers	to keep people safe
doctors	to take care of sick people

**B Choose and complete the sentences.**

① Teachers work to \_\_\_\_\_ students.

⑤ Cooks work to \_\_\_\_\_ delicious food.

① Firefighters work to \_\_\_\_\_ people.

⑤ Police officers work \_\_\_\_\_ people safe.

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Do & Build

**A Listen, circle, and repeat.** Two times.

- ① Teachers work (teach) to teach students.
- ⑤ Firefighters work (help) to help people.

**B Complete, listen, and speak.** Two times.

Doctors work \_\_\_\_\_ take care of sick people.

**C Look, match, and write.**

to

teach

to

even

**D Unscramble and write the sentences.**

① work / Police officers / to help / people safe /

\_\_\_\_\_

⑤ to make / Cooks / work / delicious food /

\_\_\_\_\_

78

f. In D, have students look at the pictures and talk about them.

- ① Look at the picture in No.1. Who are they?
- ⑤ They are police officers.
- ① Right. What do they work to do?
- ⑤ They work to keep people safe.
- ① Good job! Look at the picture in No.2. He's a cook. What do cooks work to do?
- ⑤ They work to make delicious food.

g. Have students unscramble and write the sentences. Then have them read the sentences together.

- ① Unscramble and write the sentences. Now, let's read the sentences.
- ⑤ Police officers work to keep people safe. Cooks work to make delicious food.

(→ A. 1. to teach 2. to help / B. to / C. 1. teacher 2. town 3. sick / D. 1. Police officers work to keep people safe. 2. Cooks work to make delicious food.)

### 3. Pattern Practice

- a. Have a student come up front.
- b. Assign the student one of the key pattern sentences and have him/her draw to show the sentence.
- c. Have the other students guess the sentence. The student who guesses the sentence correctly first gets a chance to draw next sentence.
- d. Introduce other jobs and do the same activity to give students more practice.

Farmers work to grow good crops.
Writers work to write good books.
Painters work to paint nice pictures.
Soldiers work to keep the country safe.
Engineers work to fix things.

## Wrap Up

a. Ask some questions about the story students read today.

- ① Today we read a story about people who work in town. Who are they?
- ⑤ Teachers and cooks.
- ② Firefighters, police officers, and doctors.
- ① Good. Who works to teach students?
- ⑤ Teachers.
- ① Right. What do doctors work to?
- ⑤ They work to take care of sick people.
- ① Think about what you want to work to in the future.

b. Assign workbook pages 31 and 32 as homework.

c. Assign Review & Do on pages 79 and 80 as homework.

**Jobs in Town** Unit 16

**A Look and circle.**

① Look at the pictures and circle the correct word.

② Look at the pictures and circle the correct word.

**B Connect the pictures and write.**

① to lighter

② first officer

③ police char

④ tea with

31

**Unscramble and write.**

① Teachers / teach / work / to / students /

② work / they / people / safe / to / keep /

③ My / work / parents / help / people / to /

**D Listen and fill in the blanks by using Word Box.**

Look around you. In town,  
People work to teach students.  
Firefighters work to make delicious food.  
Police officers work to keep people safe.  
Doctors work to take care of sick people.  
They do their best every day.

Word Box: Doctors work people to Cooks

32

**Review & Do** Unit 16

**A Listen and number.**

① Listen to the audio and number the pictures 1 to 5.

**B Listen and write.**

① Listen to the audio and write the words in the crossword puzzle.

79

**Read and choose Matt's plan.**

Today is December 31.  
Matt makes a new year's plan.  
This is his list.

- I will be a good boy.
- I will eat carrots.
- I will study hard.
- I won't hit my brother.
- I won't eat too much ice cream.

**D Look, write, and speak.**

① One wanted to be a teacher.

② People wished for happy new year.

③ Firefighters work to keep people safe.

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