

<b>Lesson</b>	<b>1 Singular and Plural Nouns</b>	<b>Time</b>	45-50 minutes
<b>Objectives</b>	- Students will be able to understand regular and irregular singular and plural nouns. - Students will be able to use indefinite and definite articles.	<b>Preparation</b>	SB 1, WB 1 Writing Worksheet 1 Lesson Test 1
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Warm-up]</b></p> <p>- Walk around the classroom and point to various objects. - Ask students to name the objects demonstrating the target grammar points.</p> <p><i>T: (points to a book) What is it?    S1: A book.</i> <i>T: (Points to desks) What are they?     S2: Desks.</i></p>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Introduction</b></p> <p><b>A. Singular and Plural Nouns</b></p> <p>- Singular means 'one.' Plural means 'two or more.' - Most plural nouns are made by just adding <b>-s</b>. Add <b>-es</b> to nouns that end in <b>-s</b>, <b>-ch</b>, <b>-sh</b>, or <b>-x</b>. - Change <b>y</b> to <b>i</b> and add <b>-es</b> to nouns that end in consonant + <b>-y</b>.</p> <p><b>B. A or An</b></p> <p>- <b>A</b> and <b>an</b> are used before singular nouns. - Put <b>a</b> before a consonant, put <b>an</b> before a vowel.</p> <p><b>C. A/An vs. The</b></p> <p>- <b>A</b> and <b>an</b> are used to refer to a general or non-specific noun. - <b>The</b> is used to refer to a specific noun.</p> <p><b>2. Grammar Practice</b></p> <p>- Have students practice the grammar points by doing the questions A and B.</p> <p><b>3. Grammar in Context</b></p> <p>A. Circle and write about yourself. - Have students make sentences about themselves by selecting the verbs and filling in the blanks with singular and plural nouns.</p> <p>B. Choose and write. - Have students look at the picture before reading and make predictions about the passage. - Students complete the passage with the words in the Word Bank.</p> <p><b>[Extension Activity]</b> Writing Worksheet 1, Lesson Test 1</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <p>- Have a student secretly select an object in the classroom. The class must guess which object is. - The student who correctly identifies the object should secretly select a new object, and so on.</p> <p><b>[Assign Homework]</b></p> <p>- Workbook 1: pp.5-7 - Online Practice: Lesson 1</p>		

Lesson	2 Count and Non-count Nouns	Time	45-50 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Students will be able to understand count and non-count nouns.</li> <li>- Students will be able to use simple quantifiers.</li> </ul>	<b>Preparation</b>	SB 1, WB 1 Writing Worksheet 2 Lesson Test 2
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <li>- Ask students to open their workbooks and check their homework together as a class.</li> <li>- Review grammar points as needed, or repeat the wrap-up activity from Lesson 1 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 94 to complete the Grammar Review Quiz 1 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Count and Non-Count Nouns</b></p> <ul style="list-style-type: none"> <li>- Count nouns have singular and plural forms.</li> <li>- Non-count nouns cannot be counted and they have singular forms only.</li> <li>- Do not use <b>a</b> or <b>an</b> with non-count nouns.</li> </ul> <p><b>B. A/An, Some, and Any</b></p> <ul style="list-style-type: none"> <li>- Use <b>a</b> or <b>an</b> with singular count nouns.</li> <li>- Use <b>some</b> or <b>any</b> with plural count nouns and non-count nouns.</li> </ul> <p><b>C. Some vs. Any</b></p> <ul style="list-style-type: none"> <li>- Use <b>some</b> in affirmative sentences and <b>any</b> in negative sentences.</li> <li>- Use <b>some</b> or <b>any</b> in questions.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p><b>A. Circle and write about yourself. Change the words form if necessary.</b></p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves by selecting the words and filling in the blanks with count and non-count words.</li> </ul> <p><b>B. Choose and write.</b></p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 2, Lesson Test 2</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Imagine that you and your class are going grocery shopping and make a shopping list together. <i>T: I will buy some chicken. S1: I will buy some chicken and an apple.</i></li> <li>- Continue adding items to the list and ensure students are using correct quantifiers and nouns.</li> </ul> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 1: pp.9-11</li> <li>- Online Practice: Lesson 2</li> </ul>		

Lesson	3 Subject and Object Pronouns	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand subject and object pronouns.	<b>Preparation</b>	SB 1, WB 1 Writing Worksheet 3 Lesson Test 3
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <li>- Ask students to open their workbooks and check their homework together as a class.</li> <li>- Review grammar points as needed, or repeat the wrap-up activity from Lesson 2 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 95 to complete the Grammar Review Quiz 2 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Subjects and Objects</b></p> <ul style="list-style-type: none"> <li>- Subject is the noun or pronoun that comes at the beginning of a sentence.</li> <li>- Object is the noun or pronoun that comes after the verb in a sentence.</li> </ul> <p><b>B. Subject Pronouns</b></p> <ul style="list-style-type: none"> <li>- Singular subject pronouns: <b>I, you, she, he, it</b></li> <li>- Plural subject pronouns: <b>we, you, they</b></li> </ul> <p><b>C. Object Pronouns</b></p> <ul style="list-style-type: none"> <li>- Singular object Pronouns: <b>me, you, her, him, it</b></li> <li>- Plural object pronouns: <b>us, you, them</b></li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p><b>A. Write about yourself, your family, and your friends.</b></p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves with the appropriate nouns and subject and object pronouns.</li> </ul> <p><b>B. Choose and write.</b></p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 3, Lesson Test 3</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Choose some subject pronouns and ask students to say the corresponding object pronouns. <i>T: he      S1: him      T: they      S2: them</i></li> <li>- The student who answers correctly must then choose any subject or object pronoun, and so on.</li> </ul> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 1: pp.13-15</li> <li>- Online Practice: Lesson 3</li> </ul>		

Lesson	4 Demonstratives and Possessives 1	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand demonstratives and possessive nouns.	<b>Preparation</b>	SB 1, WB 1 Writing Worksheet 4 Lesson Test 4
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <li>- Ask students to open their workbooks and check their homework together as a class.</li> <li>- Review grammar points as needed, or repeat the wrap-up activity from Lesson 3 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 96 to complete the Grammar Review Quiz 3 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Demonstratives</b></p> <ul style="list-style-type: none"> <li>- <b>This</b> and <b>these</b> refer to singular and plural objects nearby.</li> <li>- <b>That</b> and <b>those</b> refer to singular and plural objects further away.</li> </ul> <p><b>B. The Possessive with 's</b></p> <ul style="list-style-type: none"> <li>- The possessive with <b>'s</b> shows that someone has something.</li> <li>- Possession for singular nouns is indicated with an apostrophe (') and an <b>-s</b>.</li> <li>- Possession for regular plural nouns, only an apostrophe (') is used.</li> <li>- For irregular plural nouns, both the apostrophe (') and <b>-s</b> are used.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p><b>A.</b> Choose and write about your family using the words in the box.</p> <ul style="list-style-type: none"> <li>- Have students make sentences about their family members with the words in the box. They must use the correct possessive form of the subject noun and correct form of the Be verb.</li> </ul> <p><b>B.</b> Complete the sentence. Change the word form if necessary.</p> <ul style="list-style-type: none"> <li>- Have students read the words and identify which nouns are singular and which are plural.</li> <li>- Students complete the sentences with correct form of the noun.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 4, Lesson Test 4</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- On the board, begin a sentence about an animal's body part and ask students to complete it. <i>T: Giraffe's legs are ... S1: long. The butterfly's wings are ... S2: colorful. The dog's bark is ...</i></li> <li>- The student who completes it must begin the next sentence, and so on.</li> <li>- Ensure students are using the possessive <b>'s</b> correctly.</li> </ul> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 1: pp.17-19</li> <li>- Online Practice: Lesson 4</li> </ul>		

Lesson	5 Possessives 2	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand possessive adjectives and possessives pronouns.	<b>Preparation</b>	SB 1, WB 1 Writing Worksheet 5 Lesson Test 5
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <li>- Ask students to open their workbooks and check their homework together as a class.</li> <li>- Review grammar points as needed, or repeat the wrap-up activity from Lesson 4 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 97 to complete the Grammar Review Quiz 4 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Possessive Adjectives</b></p> <ul style="list-style-type: none"> <li>- Singular possessive adjectives: <b>my, your, her, his, its</b></li> <li>- Plural possessive adjectives: <b>our, your, their</b></li> <li>- Possessive adjectives are followed by a noun.</li> </ul> <p><b>B. Possessive Pronouns</b></p> <ul style="list-style-type: none"> <li>- Singular possessive pronouns: <b>mine, yours, his, hers</b></li> <li>- Plural possessive pronouns: <b>ours, yours, theirs</b> (There is no possessive pronoun for <b>it</b>.)</li> <li>- Possessive pronoun is used alone and it isn't followed by a noun.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p><b>A. Write about yourself, your family, and your friends.</b></p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves, their family members, and their friends by filling in the blanks with possessive adjectives, nouns, and Be verb where necessary.</li> </ul> <p><b>B. Choose and write.</b></p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b> Writing Worksheet 5, Lesson Test 5</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Select a student to leave the classroom. Then the class must select a single item from one student. When finished, invite the student back into the room to guess who it belongs to by pointing and making a sentence.</li> </ul> <p style="text-align: center;"><i>S1: Is it her pencil/hers?      Ss: No, it isn't.      S2: Is it his pencil/his?      Ss: Yes, it is.</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 1: pp.21-23</li> <li>- Online Practice: Lesson 5</li> </ul>		

Lesson	6 Present Simple: Be	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand the present simple <b>Be</b> verb.	<b>Preparation</b>	SB 1, WB 1 Writing Worksheet 6 Lesson Test 6
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <li>- Ask students to open their workbooks and check their homework together as a class.</li> <li>- Review grammar points as needed, or repeat the wrap-up activity from Lesson 5 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 98 to complete the Grammar Review Quiz 5 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Be: Affirmatives and Negatives</b></p> <ul style="list-style-type: none"> <li>- There are three forms of <b>Be</b> verbs: <b>am, is, are</b></li> <li>- Forms depend on the subject (<i>first, second, or third person</i>) or its number (<i>singular or plural</i>).</li> <li>- Not is placed after <b>Be</b> to make negatives: <b>am not, is not, are not</b></li> </ul> <p><b>B. Contractions</b></p> <ul style="list-style-type: none"> <li>- In negative sentences, there are two ways to write contractions for all subjects except <b>I</b>.</li> <li>ex) You're <b>not</b>/ you <b>aren't</b>, she's <b>not</b>/she <b>isn't</b>, it's <b>not</b>/ it <b>isn't</b></li> </ul> <p><b>C. Be: Yes/No Questions</b></p> <ul style="list-style-type: none"> <li>- <b>Be</b> comes before the subject in yes/no questions.</li> <li>- Contractions aren't used in affirmative answers.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p>A. Complete the question and answer about yourself and your family.</p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves, and their family members using the correct forms of the Be verb.</li> </ul> <p>B. Choose and write.</p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 6, Lesson Test 6</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Divide the board into two columns. Brainstorm a list of subject nouns in the left and a list of adjectives in the right. Be sure to include a variety of nouns and a variety of adjectives.</li> <li>- Ask students to create accurate sentences with the Be verb and words from each column.</li> </ul> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 1: pp.25-27</li> <li>- Online Practice: Lesson 6</li> </ul>		

Lesson	7 Present Simple	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand the present simple tense.	<b>Preparation</b>	SB 1, WB 1 Writing Worksheet 7 Lesson Test 7
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <li>- Ask students to open their workbooks and check their homework together as a class.</li> <li>- Review grammar points as needed, or repeat the wrap-up activity from Lesson 6 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 99 to complete the Grammar Review Quiz 6 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Present Simple: Affirmatives and Negatives</b></p> <ul style="list-style-type: none"> <li>- Add <b>-s</b> when the subject is in the third person singular (she, he, it).</li> <li>- <b>Don't (Do not)</b> is placed in front of the verb to make negatives.</li> <li>- <b>Doesn't (Does not)</b> is used when the subject is in the third person singular.</li> </ul> <p><b>B. Spelling Rules of Final -s</b></p> <ul style="list-style-type: none"> <li>- Final <b>-s</b> is added to most verbs. Add <b>-es</b> to verbs that end in <b>-s, -ch, -sh, or -x</b>.</li> <li>- Change the <b>y</b> to an <b>i</b> and add <b>-es</b> to verbs that end in consonant + <b>-y</b>.</li> <li>- Irregular verbs: does, goes, has</li> </ul> <p><b>C. Present simple: Yes/No Questions</b></p> <ul style="list-style-type: none"> <li>- <b>Do/Does</b> is placed at the beginning of the sentence in yes/no questions.</li> <li>- Simple form of the verb is used.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p>A. Choose and write about yourself.</p> <ul style="list-style-type: none"> <li>- Have students make sentences about their Sunday routines using the words in the Word Bank.</li> </ul> <p>B. Choose and write.</p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 7, Lesson Test 7</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- You and your class must make a list of the activities you do on Sundays.  <i>T: On Sunday, I read books. S1: On Sunday, he reads, and I sleep.</i>  <i>S2: On Sunday, he reads, she sleeps, and I do homework.</i></li> <li>- Continue adding items to the list and ensure students are using correct verb forms.</li> </ul> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 1: pp.29-31</li> <li>- Online Practice: Lesson 7</li> </ul>		

Lesson	8 Present Simple and Frequency Adverbs	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand the present simple tense with frequency adverbs.	<b>Preparation</b>	SB 1, WB 1 Writing Worksheet 8 Lesson Test 8
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <li>- Ask students to open their workbooks and check their homework together as a class.</li> <li>- Review grammar points as needed, or repeat the wrap-up activity from Lesson 7 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 100 to complete the Grammar Review Quiz 7 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Present Simple: Usage</b></p> <ul style="list-style-type: none"> <li>- The present simple tense talks about present facts or states of being.</li> <li>- The present simple tense talks about habits or activities, and general facts.</li> </ul> <p><b>B. Frequency Adverbs</b></p> <ul style="list-style-type: none"> <li>- Frequency adverbs show how often something happens.</li> <li>- Frequency adverbs usually come before a verb, but they always come after a <b>Be</b> verb.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p>A. Choose and write about yourself.</p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves using the adverbs in the Word Bank.</li> </ul> <p>B. Choose and write.</p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 8, Lesson Test 8</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- On the board, begin a sentence about your school's daily routine and ask students to complete it.</li> </ul> <p><i>T: We never ...    S1: come to school late. We usually ...</i>  <i>S2: do our homework. We are ...                          S3: always kind. We often ...</i></p> <ul style="list-style-type: none"> <li>- The student who completes it must begin another sentence, and so on.</li> </ul> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 1: pp.33-35</li> <li>- Online Practice: Lesson 8</li> </ul>		



Lesson	9 Present Continuous	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand the present continuous.	<b>Preparation</b>	SB 1, WB 1 Writing Worksheet 9 Lesson Test 9
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <li>- Ask students to open their workbooks and check their homework together as a class.</li> <li>- Review grammar points as needed, or repeat the wrap-up activity from Lesson 8 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 101 to complete the Grammar Review Quiz 8 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Present Continuous: Affirmatives and Negatives</b></p> <ul style="list-style-type: none"> <li>- The present continuous tense shows actions that are happening right now.</li> <li>- Affirmative present continuous sentences: <b>Be + verb-ing</b></li> <li>- Negative present continuous sentences: <b>Be + not + verb-ing</b></li> </ul> <p><b>B. Spelling Rules of -ing</b></p> <ul style="list-style-type: none"> <li>- Add <b>-ing</b> to most verbs.</li> <li>- If a verb ends in a consonant + <b>e</b>, drop the <b>e</b> and add <b>-ing</b>.</li> <li>- If a verb ends in a consonant + vowel + consonant, double the final consonant and add <b>-ing</b>.</li> </ul> <p><b>C. Present Continuous: Yes/No Questions</b></p> <ul style="list-style-type: none"> <li>- <b>Be</b> verb is placed at the beginning of yes/no questions in the present continuous tense.</li> <li>- Contractions forms of the <b>Be</b> verb may use, but they cannot be used in affirmative answers.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p>A. Write about yourself and your class.</p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves and their class.</li> </ul> <p>B. Choose and write.</p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b> Writing Worksheet 9, Lesson Test 9</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Compile a list of present continuous verbs. Choose a verb and act it out for the class.</li> <li>- The student who guesses correctly must then choose a verb and act it out, and so on.</li> </ul> <p><i>T: (miming eating) what am I doing? S1: You're eating. (miming sleeping) What am I doing?</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 1: pp.37-39</li> <li>- Online Practice: Lesson 9</li> </ul>		

Lesson	10 Present Simple vs. Present Continuous	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand the differences between the present simple and present continuous.	<b>Preparation</b>	SB 1, WB 1 Writing Worksheet 10 Lesson Test 10
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <li>- Ask students to open their workbooks and check their homework together as a class.</li> <li>- Review grammar points as needed, or repeat the wrap-up activity from Lesson 9 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 102 to complete the Grammar Review Quiz 9 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Present Simple</b></p> <ul style="list-style-type: none"> <li>- The present simple tense talks about habitual activities or facts.</li> <li>- Time words used with the present simple tense: <i>every day, on Sundays, in the morning</i>, and so on.</li> </ul> <p><b>B. Present Continuous</b></p> <ul style="list-style-type: none"> <li>- The present continuous tense talks about actions that are happening now.</li> <li>- Time words used with the present continuous tense: (<i>right now, at the moment</i>)</li> </ul> <p><b>C. Present Simple vs. Present Continuous</b></p> <ul style="list-style-type: none"> <li>- Habitual actions are expressed in the present simple tense.</li> <li>- Current temporary actions are expressed in the present continuous tense.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p>A. Write about yourself and your family.</p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves and their families, as well as fill in the blanks.</li> </ul> <p>B. Choose and write.</p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 10, Lesson Test 10</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Say a sentence in the present simple or present continuous with the time expression.</li> <li>- Ask students to remake the sentence in the other tense.</li> </ul> <p><i>T: He usually swims every week.                      S1: He is swimming now.</i>  <i>T: They're studying at the library today.            S2: They study at the library on Sundays.</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 1: pp.41-43</li> <li>- Online Practice: Lesson 10</li> </ul>		

Lesson	11 Future: Will	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand the future tense with <b>will</b> .	<b>Preparation</b>	SB 1, WB 1 Writing Worksheet 11 Lesson Test 11
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <li>- Ask students to open their workbooks and check their homework together as a class.</li> <li>- Review grammar points as needed, or repeat the wrap-up activity from Lesson 10 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 103 to complete the Grammar Review Quiz 10 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Future: Affirmatives and Negatives</b></p> <ul style="list-style-type: none"> <li>- <b>Will + verb</b> (simple) is used for affirmative statements.</li> <li>- <b>Will + not + verb</b> (simple) is used for negatives and <b>won't</b> is used instead of <b>will + not</b>.</li> <li>- <b>Will</b> is contracted with pronouns: <b>I'll, You'll, She'll, He'll, It'll, We'll, They'll</b></li> </ul> <p><b>B. Future: Yes/No Questions</b></p> <ul style="list-style-type: none"> <li>- <b>Will</b> is placed at the beginning of yes/no future tense questions.</li> <li>- The contracted forms of will cannot fall at the end of the sentence in affirmative answers.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p><b>A. Choose and write about yourself.</b></p> <ul style="list-style-type: none"> <li>- Have students make sentences about their plans for next weekend using the phrases in the Word Bank.</li> </ul> <p><b>B. Choose and write.</b></p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 11, Lesson Test 11</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Plan an imaginary trip with your class.</li> <li>- Ask students to suggest activities in the future tense. They should say their suggestions aloud, as well as write them on the board.</li> </ul> <p><i>T: Let's go to the beach. What will we do?</i></p> <p><i>S1: We will swim.                      S2: We will build sandcastles.</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 1: pp.45-47</li> <li>- Online Practice: Lesson 11</li> </ul>		

Lesson	12 Past Simple: Regular Verbs	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand past simple regular verbs.	<b>Preparation</b>	SB 1, WB 1 Writing Worksheet 12 Lesson Test 12
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <li>- Ask students to open their workbooks and check their homework together as a class.</li> <li>- Review grammar points as needed, or repeat the wrap-up activity from Lesson 11 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 104 to complete the Grammar Review Quiz 11 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Past Simple: Affirmatives and Negatives</b></p> <ul style="list-style-type: none"> <li>- Add <b>-ed</b> to the verb to make affirmative sentences.</li> <li>- <b>Didn't (did not)</b> is put before the simple verb to make negative sentences.</li> </ul> <p><b>B. Spelling Rules of -ed</b></p> <ul style="list-style-type: none"> <li>- Add <b>-ed</b> to most verbs, and add <b>-d</b> to verbs that ends in <b>-e</b>.</li> <li>- If a verb ends in a consonant + <b>-y</b>, change the <b>y</b> to <b>i</b> and add <b>-ed</b>.</li> <li>- If a verb ends in a consonant + vowel + consonant, double the consonant and add <b>-ed</b>.</li> </ul> <p><b>C. Past Simple: Yes/No Questions</b></p> <ul style="list-style-type: none"> <li>- <b>Did</b> is placed at the beginning of yes/no questions.</li> <li>- The simple form of the verb is used.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p><b>A. Choose and write about yourself.</b></p> <ul style="list-style-type: none"> <li>- Have students make sentences about what they did last weekend using the phrases in the Word Bank.</li> </ul> <p><b>B. Choose and write.</b></p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 12, Lesson Test 12</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Choose a famous person or character and invent a diary entry for them together with your class.</li> <li>- Brainstorm things they did or didn't do. For example, you could choose Cinderella:  <i>T: Dear diary, yesterday I washed the dishes.      S1: I cleaned the house.</i>  <i>S2: I didn't call my friends.</i></li> </ul> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 1: pp.49-51</li> <li>- Online Practice: Lesson 12</li> </ul>		

Lesson	13 Past Simple: Irregular Verbs and Be	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand past simple irregular verbs and <b>Be</b> .	<b>Preparation</b>	SB 1, WB 1 Writing Worksheet 13 Lesson Test 13
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <li>- Ask students to open their workbooks and check their homework together as a class.</li> <li>- Review grammar points as needed, or repeat the wrap-up activity from Lesson 12 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 105 to complete the Grammar Review Quiz 12 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Past Simple: Irregular Verbs</b></p> <ul style="list-style-type: none"> <li>- <b>Didn't (did not)</b> is placed before the simple form of the irregular verb to make negatives.</li> <li>- <b>Did</b> is placed at the beginning of yes/no questions.</li> </ul> <p><b>B. Common Irregular Verbs</b></p> <ul style="list-style-type: none"> <li>- Irregular past tense verbs have their own unique forms and do not follow the rules.</li> <li>- Irregular past tense verbs must be memorized.</li> </ul> <p><b>C. Past Simple: Be</b></p> <ul style="list-style-type: none"> <li>- <b>Was</b> is the past tense of <i>am</i> and <i>is</i>, and <b>were</b> is the past tense of <i>are</i>.</li> <li>- <b>Not</b> is placed after <b>Be</b> to make negatives, and the contracted forms may use.</li> <li>- <b>Be</b> is placed at the beginning of yes/no questions.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p><b>A. Write about yourself and your family.</b></p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves and their families in the past simple tense.</li> </ul> <p><b>B. Choose and write.</b></p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b> Writing Worksheet 13, Lesson Test 13</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Go on a imaginary trip with your students. Choose a destination and write a post card to your school on the board that talks about what you did on the trip.</li> </ul> <p style="text-align: center;"><i>T: Dear school, we had fun in Italy.                      S1: We ate ice cream and drank lemonade.</i> <i>S2: We went to the Colosseum.                              S3: We saw lots of art.</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 1: pp.53-55</li> <li>- Online Practice: Lesson 13</li> </ul>		

Lesson	14 Modal Verbs	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand simple modal verbs.	<b>Preparation</b>	SB 1, WB 1 Writing Worksheet 14 Lesson Test 14
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <li>- Ask students to open their workbooks and check their homework together as a class.</li> <li>- Review grammar points as needed, or repeat the wrap-up activity from Lesson 13 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 106 to complete the Grammar Review Quiz 13 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Ability: Can, Could</b></p> <ul style="list-style-type: none"> <li>- <b>Can</b> expresses ability in the present or future, and <b>could</b> is the past form of can.</li> <li>- <b>Can</b> and <b>Can't (cannot)</b> come before the simple verb.</li> <li>- <b>Can</b> is placed at the beginning of yes/no questions.</li> </ul> <p><b>B. Permission: Can, May</b></p> <ul style="list-style-type: none"> <li>- <b>Can</b> and <b>may</b> are used to ask for and give permission.</li> <li>- <b>Can</b> or <b>May</b> and <b>can't</b> or <b>may not</b> come before the simple verb.</li> <li>- <b>Can</b> or <b>May</b> is placed at the beginning of the sentence in yes/no questions.</li> </ul> <p><b>C. Advice (A Good Idea): Should</b></p> <ul style="list-style-type: none"> <li>- <b>Should</b> is used to ask for or give advice.</li> <li>- <b>Should</b> and <b>shouldn't</b> come before the simple verb.</li> <li>- <b>Should</b> is placed at the beginning of yes/no questions.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p>A. Read and circle about yourself.</p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves by circling the appropriate modal word.</li> </ul> <p>B. Choose and write.</p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 14, Lesson Test 14</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Have students write down real or imaginary problems anonymously: <i>I can't _____.</i></li> <li>- Collect the papers and have students randomly select. Then ask them to provide some advice.</li> </ul> <p><i>T: I can't get a A in math class.      S1: You should ask for help.</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 1: pp.57-59</li> <li>- Online Practice: Lesson 14</li> </ul>		

Lesson	15 Adjectives	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand common adjectives.	<b>Preparation</b>	SB 1, WB 1 Writing Worksheet 15 Lesson Test 15
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <li>- Ask students to open their workbooks and check their homework together as a class.</li> <li>- Review grammar points as needed, or repeat the wrap-up activity from Lesson 14 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 107 to complete the Grammar Review Quiz 14 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Adjectives: Adjective + Noun</b></p> <ul style="list-style-type: none"> <li>- Adjectives tell more about nouns.</li> <li>- Adjectives usually come before the noun it describes.</li> </ul> <p><b>B. Adjectives: Be + Adjective</b></p> <ul style="list-style-type: none"> <li>- Adjectives can follow a <b>Be</b> verb.</li> <li>- Adjectives describe the subject of the sentence.</li> </ul> <p><b>C. Common Adjectives</b></p> <ul style="list-style-type: none"> <li>- Review the chart to help students familiarize with the adjectives listed.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p><b>A. Write about yourself and your family.</b></p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves and their families using the appropriate adjectives.</li> </ul> <p><b>B. Choose and write.</b></p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 15, Lesson Test 15</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Choose a famous person, character, landmark, or student in the class and write a brief riddle about them on the board: <i>She is very old. She has a big crown. She stands tall in New York. (Answer: the Statue of Liberty)</i></li> <li>- Once the class guesses the correct answer, have students write their own riddles.</li> </ul> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 1: pp.61-63</li> <li>- Online Practice: Lesson 15</li> </ul>		

<b>Lesson</b>	<b>16 Adverbs</b>		<b>Time</b>
<b>Objectives</b>	- Students will be able to understand common adverbs.	<b>Preparation</b>	45-50 minutes SB 1, WB 1 Writing Worksheet 16 Lesson Test 16
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <li>- Ask students to open their workbooks and check their homework together as a class.</li> <li>- Review grammar points as needed, or repeat the wrap-up activity from Lesson 15 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 108 to complete the Grammar Review Quiz 15 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Adverbs</b></p> <ul style="list-style-type: none"> <li>- Adverbs tell more about verbs and come after the verb.</li> <li>- When the verb has an object, adverbs come after the object.</li> </ul> <p><b>B. Spelling Rules of -ly</b></p> <ul style="list-style-type: none"> <li>- Most adverbs are formed by adding <b>-ly</b> to adjectives.</li> <li>- If the adjective ends in <b>-y</b>, then change <b>y</b> to <b>i</b> and add <b>-ly</b>.</li> <li>- If the adjective ends in a consonant + <b>-le</b>, drop the <b>e</b> and add <b>-y</b>.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p><b>A. Read and circle about yourself.</b></p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves by circling the appropriate adverb.</li> </ul> <p><b>B. Choose and write.</b></p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 16, Lesson Test 16</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Together as a class, brainstorm as many adverbs and verbs as you can.</li> <li>- Give students a verb and an adverb and have them make a present continuous sentence that they have to act out.</li> </ul> <p><i>T: walk slowly                                      Ss: (walking slowly) I'm walking slowly.</i></p> <p><i>T: jump quickly                                      Ss: (jumping quickly) I'm jumping quickly.</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 1: pp.64-67</li> <li>- Online Practice: Lesson 16</li> </ul>		



Lesson	17 Prepositions of Time	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand prepositions of time.	<b>Preparation</b>	SB 1, WB 1 Writing Worksheet 17 Lesson Test 17
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <li>- Ask students to open their workbooks and check their homework together as a class.</li> <li>- Review grammar points as needed, or repeat the wrap-up activity from Lesson 16 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 109 to complete the Grammar Review Quiz 16 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Prepositions of Time</b></p> <ul style="list-style-type: none"> <li>- Prepositions of time are always followed by a noun.</li> <li>- <b>In</b> is used with months, years, and certain parts of the day (in the morning/afternoon/evening).</li> <li>- <b>On</b> is used with days and dates (on Monday/May 14<sup>th</sup>).</li> <li>- <b>At</b> is used with clock time and other parts of the day (at 12:00/noon/ night/midnight).</li> </ul> <p><b>B. Useful Time Questions</b></p> <ul style="list-style-type: none"> <li>- Review the chart to help students know how to ask and answer useful time questions. (how to tell the time, the days of the week, the months, the years, and ordinal numbers)</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p><b>A. Circle and write about yourself and your family.</b></p> <ul style="list-style-type: none"> <li>- Have students circle the appropriate preposition and make sentences about themselves and their families.</li> </ul> <p><b>B. Choose and write.</b></p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 17, Lesson Test 17</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Give each student three small slips of paper and ask them to write one of the following on each slip: a year, a month, a date, a day, a time.</li> <li>- Collect the slips of paper and place them in a bowl. Then have students take turns picking up a slip of paper. They must tell the class what they were doing at that time.</li> </ul> <p style="text-align: center;"><i>S1: (Monday) I played soccer on Monday.      S2: (February) I went to Thailand in February.</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 1: pp.68-71</li> <li>- Online Practice: Lesson 17</li> </ul>		

Lesson	18 Prepositions of Place	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand prepositions of place.	<b>Preparation</b>	SB 1, WB 1 Writing Worksheet 18 Lesson Test 18
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <li>- Ask students to open their workbooks and check their homework together as a class.</li> <li>- Review grammar points as needed, or repeat the wrap-up activity from Lesson 17 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 110 to complete the Grammar Review Quiz 17 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Prepositions of Place 1</b></p> <ul style="list-style-type: none"> <li>- Prepositions of place express where something is or where something happens.</li> <li>- A preposition usually comes before a noun: <b>in</b> <i>the box</i>, <b>on</b> <i>the box</i>, <b>above</b> <i>the box</i>, <b>under</b> <i>the box</i>, <b>in front of</b> <i>the box</i>, <b>behind</b> <i>the box</i></li> </ul> <p><b>B. Prepositions of Place 2</b></p> <ul style="list-style-type: none"> <li>- There are more prepositions of place: <b>at</b>, <b>near</b>, <b>between</b>, <b>across from</b>, <b>next to</b></li> <li>- When used with <b>at</b>, home, school, and work do not take articles: <b>at</b> <i>home</i>, <b>at</b> <i>school</i>, <b>at</b> <i>work</i></li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p><b>A. Write about yourself and your classroom.</b></p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves and their classroom with prepositions.</li> </ul> <p><b>B. Choose and write.</b></p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 18, Lesson Test 18</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Together as a class, draw a picture of a house on the board.</li> <li>- Start with the simple outline of a house, let students take turns drawing and writing on the board.</li> </ul> <p><i>T: (writing on the board) There is a tree next to the house.</i></p> <p><i>S1: (drawing a tree next to the house) There is a cat in front of the house.</i></p> <p><i>S2: (drawing a cat in front of the house) There is a bird above the tree.</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 1: pp.72-75</li> <li>- Online Practice: Lesson 18</li> </ul>		

Lesson	19 There + Be	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand the <b>There + Be</b> form.	<b>Preparation</b>	SB 1, WB 1 Writing Worksheet 19 Lesson Test 19
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <li>- Ask students to open their workbooks and check their homework together as a class.</li> <li>- Review grammar points as needed, or repeat the wrap-up activity from Lesson 18 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 111 to complete the Grammar Review Quiz 18 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. There + Be: Form</b></p> <ul style="list-style-type: none"> <li>- <b>There + Be</b> is used to say that something exists in a place.</li> <li>- The subject comes after the <b>Be</b> verb.</li> </ul> <p><b>B. There + Be: Affirmatives and Negatives</b></p> <ul style="list-style-type: none"> <li>- <b>There is/isn't</b> is followed by a singular noun or a non-count noun.</li> <li>- <b>There are/aren't</b> is followed by a plural noun.</li> </ul> <p><b>C. There + Be: Yes/No Questions</b></p> <ul style="list-style-type: none"> <li>- <b>Be</b> is placed at the beginning of the sentence in yes/no questions.</li> <li>- The contracted forms are often used in negative answers. But affirmatives never use contractions.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p>A. Write about yourself.</p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves by filling in the blanks with the correct <b>There + be</b> forms.</li> </ul> <p>B. Choose and write.</p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 19, Lesson Test 19</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Place some mystery items in a bag and have students guess what they are. They may shake the bag or touch the items without looking.</li> </ul> <p style="margin-left: 40px;"><i>S1: Is there a banana in the bag?                      T: No, there isn't.</i></p> <p style="margin-left: 40px;"><i>S2: Is there some milk in the bag?                      T: (pulling out a milk carton) Yes, there is!</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 1: pp.76-79</li> <li>- Online Practice: Lesson 19</li> </ul>		

Lesson	20 Infinitives as Objects	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand infinitives as objects.	<b>Preparation</b>	SB 1, WB 1 Writing Worksheet 20 Lesson Test 20
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <li>- Ask students to open their workbooks and check their homework together as a class.</li> <li>- Review grammar points as needed, or repeat the wrap-up activity from Lesson 19 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 112 to complete the Grammar Review Quiz 19 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Infinitives: Form</b></p> <ul style="list-style-type: none"> <li>- An infinitive is formed by placing <b>to</b> in front of a simple verb (<b>to + verb</b>).</li> <li>- Infinitives do not end in <b>-s</b>, <b>-ed</b>, or <b>-ing</b>.</li> </ul> <p><b>B. Infinitives as Objects</b></p> <ul style="list-style-type: none"> <li>- Need and want can take both nouns and infinitives as objects.</li> <li>- There are certain verbs take infinitives as objects: need, want, expect, hope, and learn</li> </ul> <p><b>C. Would Like</b></p> <ul style="list-style-type: none"> <li>- <b>Would like</b> is a polite form of want.</li> <li>- <b>Would like</b> takes both nouns and infinitives as objects.</li> <li>- When forming a request, the subject falls between would and like: Would you like ...?</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p>A. Write about yourself.</p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves using infinitives as objects.</li> </ul> <p>B. Choose and write.</p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 20, Lesson Test 20</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Have students secretly choose a job they would to be in the future. Then take turns guessing what they would like to do.</li> </ul> <p style="margin-left: 40px;"><i>T: Would you like to be a soccer player, S1?                      S1: No.</i></p> <p style="margin-left: 40px;"><i>S2: Would you like to be a lawyer?                                      S1: Yes! I would like to be a lawyer.</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 1: pp.80-83</li> <li>- Online Practice: Lesson 20</li> </ul>		

Lesson	21 Gerunds as Objects	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand gerunds as objects.	<b>Preparation</b>	SB 1, WB 1 Writing Worksheet 21 Lesson Test 21
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <li>- Ask students to open their workbooks and check their homework together as a class.</li> <li>- Review grammar points as needed, or repeat the wrap-up activity from Lesson 20 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 113 to complete the Grammar Review Quiz 20 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Gerunds: Form</b></p> <ul style="list-style-type: none"> <li>- A gerund is formed by adding <b>-ing</b> to the end of a simple verb (<b>verb + -ing</b>).</li> <li>- A gerund is the noun form of a verb.</li> </ul> <p><b>B. Gerunds as Objects</b></p> <ul style="list-style-type: none"> <li>- Enjoy and dislike can take both nouns and gerunds as objects.</li> <li>- There are certain verbs take gerunds as objects: enjoy, dislike, finish, and quit</li> </ul> <p><b>C. Go + Gerund</b></p> <ul style="list-style-type: none"> <li>- <b>Go</b> often comes before a gerund.</li> <li>- <b>Go + gerund</b> talks about activities: go camping, go shopping, and go swimming.</li> <li>- More examples: go bowling, go fishing, go hiking, go jogging, go running, go skiing</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p><b>A. Write about yourself.</b></p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves using gerunds as objects.</li> </ul> <p><b>B. Choose and write.</b></p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 21, Lesson Test 21</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Challenge students to a memory game. Make a list of the activities you dislike doing. Everyone must contribute on activity.</li> </ul> <p><i>T: I dislike cooking.                      S1: She dislikes cooking, and I dislike swimming.</i></p> <p><i>S2: She dislikes cooking, he dislikes swimming, and I dislike studying.</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 1: pp.84-87</li> <li>- Online Practice: Lesson 21</li> </ul>		

Lesson	22 Information Questions	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand information questions.	<b>Preparation</b>	SB 1, WB 1 Writing Worksheet 22 Lesson Test 22
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <li>- Ask students to open their workbooks and check their homework together as a class.</li> <li>- Review grammar points as needed, or repeat the wrap-up activity from Lesson 21 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 114 to complete the Grammar Review Quiz 21 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Question Words: What, Who, Where</b></p> <ul style="list-style-type: none"> <li>- Information questions use question words to ask for information.</li> <li>- <b>What</b> asks about objects and animals, <b>Who</b> asks about people, and <b>Where</b> asks about locations.</li> </ul> <p><b>B. Question Words: When, How, Whose</b></p> <ul style="list-style-type: none"> <li>- <b>When</b> asks about time, <b>How</b> asks about manner or state of being, and <b>Whose</b> asks about possession.</li> </ul> <p><b>C. Questions Words: How Many, How Much</b></p> <ul style="list-style-type: none"> <li>- <b>How many</b> and <b>How much</b> are used to obtain information about quantities.</li> <li>- <b>How many</b> asks about count nouns, and <b>How much</b> asks about non-count nouns.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p><b>A. Write about yourself.</b></p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves.</li> </ul> <p><b>B. Choose and write.</b></p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 22, Lesson Test 22</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Provide students with a sentence and ask them to create the corresponding questions.</li> </ul> <p><i>T: I live near the school.                      Ss: Where do you live?</i></p> <p><i>T: His birthday is on May 5<sup>th</sup>.                Ss: When is his birthday?</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 1: pp.88-91</li> <li>- Online Practice: Lesson 22</li> </ul>		