

Lesson	1 Nouns and Articles	Time	45-50 minutes
Objectives	<ul style="list-style-type: none"> - Students will be able to understand regular and irregular count nouns and non-count nouns. - Students will be able to use indefinite and definite articles. 	Preparation	SB 2, WB 2 Writing Worksheet 1 Lesson Test 1
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check]</p> <p>[Warm-up]</p> <ul style="list-style-type: none"> - Ask students to speak with neighbor. Have them learn what their names and favorite things are. - Have students introduce each other to the class. <p><i>S1: This is Sarah. She likes books. S2: This is Daniel. He likes soccer.</i></p>		
Grammar Points (35-40 min.)	<p>1. Grammar Introduction</p> <p>A. Singular and Plural Nouns</p> <ul style="list-style-type: none"> - Singular means 'one.' Plural means 'two or more.' - Most plural nouns are made by just adding -s. Add -es to nouns that end in -s, -ch, -sh, or -x. - Change y to i and add -es to nouns that end in consonant + -y. - Change f or fe to v and add -es to nouns that end in -f or -fe. <p>B. Count and Non-Count Nouns</p> <ul style="list-style-type: none"> - Count nouns can be counted with numbers and have singular and plural forms. - Non-count nouns cannot be counted and they have singular forms only. - Do not use a or an with non-count nouns. <p>C. Articles: A/An and The</p> <ul style="list-style-type: none"> - A and an mean 'one' and are placed before singular count nouns. - The means 'specific' and 'one and only' and are placed before both count and non-count nouns. <p>2. Grammar Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions A and B. <p>3. Grammar in Context</p> <p>A. Circle and write about yourself.</p> <ul style="list-style-type: none"> - Have students make sentences about themselves by selecting the verbs and filling in the blanks with correct form of the count and non-count nouns. <p>B. Choose and write.</p> <ul style="list-style-type: none"> - 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>[Extension Activity] Writing Worksheet 1, Lesson Test 1</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Have students write sentences with at least one article or noun mistake on slips of paper. Then collect the sentences. Randomly select a sentence and write the sentence on the board. - The student who identifies this mistake and corrects it should select the next sentence, and so on. <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 2: pp.4-7 - Online Practice: Lesson 1 		

Lesson	2 Quantity Words	Time	45-50 minutes
Objectives	- Students will be able to understand quantifiers and measurement words with count and non-count nouns.	Preparation	SB 2, WB 2 Writing Worksheet 2 Lesson Test 2
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check]</p> <p>[Homework Check & Warm-up]</p> <ul style="list-style-type: none"> - Ask students to open their workbooks and check their homework together as a class. - Review grammar points as needed, or repeat the wrap-up activity from Lesson 1 to review. 		
Grammar Points (35-40 min.)	<p>1. Grammar Link and Review</p> <ul style="list-style-type: none"> - Have students go to page 94 to complete the Grammar Review Quiz 1 and check their answers in pairs. <p>2. Grammar Introduction</p> <p>A. Some and Any</p> <ul style="list-style-type: none"> - Some and any are used with plural count nouns and non-count nouns. - Some is used in affirmative sentences and any is used in negative sentences. - Use some or any in questions. <p>B. A Few/A Little and Many/Much</p> <ul style="list-style-type: none"> - A few and many are used with plural count nouns. - A little and much are used with non-count nouns. - A lot of is used with both count and non-count nouns. <p>C. Measurement Words</p> <ul style="list-style-type: none"> - Measurement words show the exact amount. - Measurement words are used with both count and non-count nouns. <p>3. Grammar Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions A and B. <p>4. Grammar in Context</p> <p>A. Write about yourself.</p> <ul style="list-style-type: none"> - Have students make sentences about themselves by filling in the blanks with plural count nouns and non-count nouns. <p>B. Choose and write.</p> <ul style="list-style-type: none"> - 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>[Extension Activity]</p> <p>Writing Worksheet 2, Lesson Test 2</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Imagine that you and your class are ordering food and drinks at a restaurant. <i>T: We will have a few sandwiches. S1: We will have a few sandwiches and some juice.</i> - Continue adding items to the order and ensure students are using correct quantifiers and nouns. <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 2: pp.8-11 - Online Practice: Lesson 2 		

Lesson	3 Pronouns and Possessives	Time	45-50 minutes
Objectives	- Students will be able to understand pronouns and possessives.	Preparation	SB 2, WB 2 Writing Worksheet 3 Lesson Test 3
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check]</p> <p>[Homework Check & Warm-up]</p> <ul style="list-style-type: none"> - Ask students to open their workbooks and check their homework together as a class. - Review grammar points as needed, or repeat the wrap-up activity from Lesson 2 to review. 		
Grammar Points (35-40 min.)	<p>1. Grammar Link and Review</p> <ul style="list-style-type: none"> - Have students go to page 95 to complete the Grammar Review Quiz 2 and check their answers in pairs. <p>2. Grammar Introduction</p> <p>A. Subject and object Pronouns</p> <ul style="list-style-type: none"> - A subject pronoun takes the place of a subject noun: I, you, she/he/it, we, you, they - An object pronoun takes the place of an object noun: me, you, her/him/it, us, you, them <p>B. The Possessive with 's</p> <ul style="list-style-type: none"> - Singular possessive nouns are formed by adding an apostrophe and -s at the end. - Plural nouns only need an apostrophe, but irregular plural nouns need both an apostrophe and -s. <p>C. Possessive Adjectives and Possessive Pronouns</p> <ul style="list-style-type: none"> - Possessive adjectives are placed in front of nouns: my, your, her/his/its, our, your, their - A possessive adjective and a noun can be replaced by a possessive pronoun. - Possessive pronoun is used alone: mine, yours, her/his, ours, yours, theirs <p>3. Grammar Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions A and B. <p>4. Grammar in Context</p> <p>A. Write about your family.</p> <ul style="list-style-type: none"> - Have students make sentences about their families by filling in the blanks with nouns, possessives, and subject pronouns. <p>B. Choose and write.</p> <ul style="list-style-type: none"> - 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>[Extension Activity]</p> <p>Writing Worksheet 3, Lesson Test 3</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Create sentences where students must identify any subject pronouns, object pronouns, possessive adjectives, or possessive pronouns. <p><i>T: I love her necklace. Ss: 'I' is a subject pronoun. 'Her' is a possessive adjective.</i></p> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 2: pp.12-15 - Online Practice: Lesson 3 		

Lesson	4 Present and Past: Be	Time	45-50 minutes
Objectives	- Students will be able to understand the present and past tense of Be .	Preparation	SB 2, WB 2 Writing Worksheet 4 Lesson Test 4
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check]</p> <p>[Homework Check & Warm-up]</p> <ul style="list-style-type: none"> - Ask students to open their workbooks and check their homework together as a class. - Review grammar points as needed, or repeat the wrap-up activity from Lesson 3 to review. 		
Grammar Points (35-40 min.)	<p>1. Grammar Link and Review</p> <ul style="list-style-type: none"> - Have students go to page 96 to complete the Grammar Review Quiz 3 and check their answers in pairs. <p>2. Grammar Introduction</p> <p>A. Present and Past of Be: Affirmatives</p> <ul style="list-style-type: none"> - Am, is, and are are the forms of Be in the present tense. - Was is the past tense form of am and is. Were is the past tense form of are. <p>B. Present and Past of Be: Negatives</p> <ul style="list-style-type: none"> - Not is placed after the Be verb to form negative sentences. <p>C. Present and Past of Be: Yes/No Questions</p> <ul style="list-style-type: none"> - Be is placed before the subject at the beginning of yes/no questions. <p>D. Present and Past: There + Be</p> <ul style="list-style-type: none"> - There is/was is followed by a singular noun or a non-count noun. - There are/were is followed by a plural noun. <p>3. Grammar Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions A and B. <p>4. Grammar in Context</p> <p>A. Write about yourself.</p> <ul style="list-style-type: none"> - Have students make sentences about themselves by filling in the blanks with the correct form of the Be verb. <p>B. Choose and write.</p> <ul style="list-style-type: none"> - 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>[Extension Activity]</p> <p>Writing Worksheet 4, Lesson Test 4</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Say or write some sentences on the board and have students write the opposite. They must change verb tense (present or past) and the sentence type (affirmative or negative). <p style="text-align: center;"><i>T: She is in the library. S1: She wasn't in the library.</i></p> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 2: pp.16-19 - Online Practice: Lesson 4 		

Lesson	5 Present Simple	Time	45-50 minutes
Objectives	- Students will be able to understand the present simple tense.	Preparation	SB 2, WB 2 Writing Worksheet 5 Lesson Test 5
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check]</p> <p>[Homework Check & Warm-up]</p> <ul style="list-style-type: none"> - Ask students to open their workbooks and check their homework together as a class. - Review grammar points as needed, or repeat the wrap-up activity from Lesson 4 to review. 		
Grammar Points (35-40 min.)	<p>1. Grammar Link and Review</p> <ul style="list-style-type: none"> - Have students go to page 97 to complete the Grammar Review Quiz 4 and check their answers in pairs. <p>2. Grammar Introduction</p> <p>A. Present Simple</p> <ul style="list-style-type: none"> - Add -s to the verb if the subject is a singular noun or she/he/it in an affirmative sentence. - Don't/Doesn't is added before the verb to make a negative sentence. - Do/Does is placed at the beginning of yes/no questions. <p>B. Spelling Rules of Final -s</p> <ul style="list-style-type: none"> - Final -s is added to most verbs. Add -es to verbs that end in -s, -ch, -sh, or -x. - Change the y to an i and add -es to verbs that end in consonant + -y. - Irregular verbs: does, goes, has <p>C. Frequency Adverbs</p> <ul style="list-style-type: none"> - Frequency adverbs usually come before a verb, but they always come after the Be verb. <p>3. Grammar Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions A and B. <p>4. Grammar in Context</p> <p>A. Choose and write about yourself.</p> <ul style="list-style-type: none"> - Have students make sentences about themselves by filling in the blanks with frequency adverbs. <p>B. Choose and write.</p> <ul style="list-style-type: none"> - 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>[Extension Activity]</p> <p>Writing Worksheet 5, Lesson Test 5</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Write some sentences on the board with various mistakes. Ask students to correct the mistakes. <i>T: She studies always for tests. Ss: She always studies for tests.</i> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 2: pp.20-23 - Online Practice: Lesson 5 		

Lesson	6 Present Continuous	Time	45-50 minutes
Objectives	<ul style="list-style-type: none"> - Students will be able to understand the present continuous. - Students will be able to distinguish between the present simple and present continuous tenses. 	Preparation	SB 2, WB 2 Writing Worksheet 6 Lesson Test 6
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check]</p> <p>[Homework Check & Warm-up]</p> <ul style="list-style-type: none"> - Ask students to open their workbooks and check their homework together as a class. - Review grammar points as needed, or repeat the wrap-up activity from Lesson 5 to review. 		
Grammar Points (35-40 min.)	<p>1. Grammar Link and Review</p> <ul style="list-style-type: none"> - Have students go to page 98 to complete the Grammar Review Quiz 5 and check their answers in pairs. <p>2. Grammar Introduction</p> <p>A. Present Continuous</p> <ul style="list-style-type: none"> - Affirmative present continuous sentences: Be + verb-ing - Negative present continuous sentences: Be + not + verb-ing - Be verb is placed at the beginning in yes/no questions. <p>B. Spelling Rules of -ing</p> <ul style="list-style-type: none"> - Add -ing to most verbs. If a verb ends in a consonant + e, drop the e and add -ing. - If a verb ends in a consonant + vowel + consonant, double the final consonant and add -ing. <p>C. Present Simple vs. Present Continuous</p> <ul style="list-style-type: none"> - Present simple expresses habits and is often used with time words like <i>every day</i>, <i>on Sundays</i>, or <i>in the morning</i>. - Present continuous expresses events or actions occurring now and is often used with <i>(right) now</i>, and <i>at the moment</i>. <p>3. Grammar Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions A and B. <p>4. Grammar in Context</p> <p>A. Write about yourself.</p> <ul style="list-style-type: none"> - Have students make sentences by answering the questions in the present simple or the present continuous tense. <p>B. Choose and write.</p> <ul style="list-style-type: none"> - 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>[Extension Activity] Writing Worksheet 6, Lesson Test 6</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Make some sentences in the present simple or present continuous and have students change them to the other form. <p style="text-align: center;"><i>T: Mom is cooking dinner now. Ss: Mom cooks dinner every night.</i></p> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 2: pp.24-27 - Online Practice: Lesson 6 		

Lesson	7 Past Simple: Regular Verbs	Time	45-50 minutes
Objectives	- Students will be able to understand regular past simple verbs.	Preparation	SB 2, WB 2 Writing Worksheet 7 Lesson Test 7
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check]</p> <p>[Homework Check & Warm-up]</p> <ul style="list-style-type: none"> - Ask students to open their workbooks and check their homework together as a class. - Review grammar points as needed, or repeat the wrap-up activity from Lesson 6 to review. 		
Grammar Points (35-40 min.)	<p>1. Grammar Link and Review</p> <ul style="list-style-type: none"> - Have students go to page 99 to complete the Grammar Review Quiz 6 and check their answers in pairs. <p>2. Grammar Introduction</p> <p>A. Past Simple: Regular Verbs</p> <ul style="list-style-type: none"> - Add -ed to regular past tense in affirmative sentences. - Didn't is placed before the simple verb in negative sentences. - Did is placed at the beginning in yes/no questions. <p>B. Spelling Rules of -ed</p> <ul style="list-style-type: none"> - Add -ed to most verbs, and add -d to verbs that ends in e. - If a verb ends in a consonant + -y, change the y to i and add -ed. - If a verb ends in a consonant + vowel + consonant, double the consonant and add -ed. <p>C. Pronunciation of -ed</p> <ul style="list-style-type: none"> - Final -ed is pronounced /d/ after voiced sounds: /b/, /g/, /l/, /m/, /n/, /r/, /v/, /w/, /y/ - Final -ed is pronounced /t/ after voiceless sounds: /f/, /h/, /k/, /p/, /s/, /x/, /ch/, /sh/ - Final -ed is pronounced /id/ after /d/ and /t/ sounds. <p>3. Grammar Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions A and B. <p>4. Grammar in Context</p> <p>A. Read and circle about yourself and your family.</p> <ul style="list-style-type: none"> - Have students make sentences by circling the correct form of the regular past simple verbs. <p>B. Choose and write.</p> <ul style="list-style-type: none"> - 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>[Extension Activity]</p> <p>Writing Worksheet 7, Lesson Test 7</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Choose a classic fairytale and do a simple retelling together as a class. Provide support for regular and irregular past tense verbs if necessary. <p><i>T: Once upon a time, there was a girl named Goldilocks. She was very hungry.</i></p> <p><i>S1: She walked and saw a house. S2: She smelled some food.</i></p> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 2: pp.28-31 - Online Practice: Lesson 7 		

Lesson	8 Past Simple: Irregular Verbs	Time	45-50 minutes
Objectives	- Students will be able to understand irregular past simple verbs.	Preparation	SB 2, WB 2 Writing Worksheet 8 Lesson Test 8
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check]</p> <p>[Homework Check & Warm-up]</p> <ul style="list-style-type: none"> - Ask students to open their workbooks and check their homework together as a class. - Review grammar points as needed, or repeat the wrap-up activity from Lesson 7 to review. 		
Grammar Points (35-40 min.)	<p>1. Grammar Link and Review</p> <ul style="list-style-type: none"> - Have students go to page 100 to complete the Grammar Review Quiz 7 and check their answers in pairs. <p>2. Grammar Introduction</p> <p>A. Past Simple: Irregular Verbs</p> <ul style="list-style-type: none"> - Irregular verbs have their own forms. - Didn't is placed before the simple verb in negative sentences. - Did is placed at the beginning in yes/no Question. <p>B. Common Irregular Verbs</p> <ul style="list-style-type: none"> - Irregular verbs do not follow the spelling rules learned in Lesson 7. - Irregular past tense verbs must be memorized. <p>3. Grammar Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions A and B. <p>4. Grammar in Context</p> <p>A. Choose and write. What did your mom and dad do last weekend?</p> <ul style="list-style-type: none"> - Have students make sentences about what their parents did last weekend using the phrases in the Word Bank. <p>B. Choose and write.</p> <ul style="list-style-type: none"> - 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>[Extension Activity]</p> <p>Writing Worksheet 8, Lesson Test 8</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Go on an 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. <p style="text-align: center;"><i>T: Dear school, we took the train to the beach. S1: We built sandcastles and swam.</i> <i>S2: We ate lots of ice cream. S3: We saw lots of ice cream.</i></p> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 2: pp.32-35 - Online Practice: Lesson 8 		

Lesson	9 Future: Will/Be Going To	Time	45-50 minutes
Objectives	- Students will be able to understand the future tense with will and be going to .	Preparation	SB 2, WB 2 Writing Worksheet 9 Lesson Test 9
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check]</p> <p>[Homework Check & Warm-up]</p> <ul style="list-style-type: none"> - Ask students to open their workbooks and check their homework together as a class. - Review grammar points as needed, or repeat the wrap-up activity from Lesson 8 to review. 		
Grammar Points (35-40 min.)	<p>1. Grammar Link and Review</p> <ul style="list-style-type: none"> - Have students go to page 101 to complete the Grammar Review Quiz 8 and check their answers in pairs. <p>2. Grammar Introduction</p> <p>A. Future: Affirmatives</p> <ul style="list-style-type: none"> - Will and be going to are used to express future actions or events. - Will is often contracted with subject pronouns: I'll, you'll, she'll, he'll, it'll, we'll, they'll <p>B. Future: Negatives</p> <ul style="list-style-type: none"> - Not is added after will or Be verb to make negative sentences. - Contractions are commonly used in negative future sentences. <p>C. Future: Yes/No Questions</p> <ul style="list-style-type: none"> - Will and Be verb come before the subject in yes/no questions. - Contractions cannot fall at the end of affirmative sentences. <p>3. Grammar Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions A and B. <p>4. Grammar in Context</p> <p>A. Write about yourself and your family.</p> <ul style="list-style-type: none"> - Have students make sentences about their families and their own future plans. <p>B. Choose and write.</p> <ul style="list-style-type: none"> - 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>[Extension Activity] Writing Worksheet 9, Lesson Test 9</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Discuss your future goals or plans with your students. Provide vocabulary support if necessary. <p><i>T: In the future, I will learn how to fly airplanes. I'm going to be a pilot.</i> <i>S1: I will be a police officer. S2: I'm going to visit New York.</i></p> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 2: pp.36-39 - Online Practice: Lesson 9 		

Lesson	10 Modal Verbs	Time	45-50 minutes
Objectives	- Students will be able to understand common modal verbs.	Preparation	SB 2, WB 2 Writing Worksheet 10 Lesson Test 10
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check]</p> <p>[Homework Check & Warm-up]</p> <ul style="list-style-type: none"> - Ask students to open their workbooks and check their homework together as a class. - Review grammar points as needed, or repeat the wrap-up activity from Lesson 9 to review. 		
Grammar Points (35-40 min.)	<p>1. Grammar Link and Review</p> <ul style="list-style-type: none"> - Have students go to page 102 to complete the Grammar Review Quiz 9 and check their answers in pairs. <p>2. Grammar Introduction</p> <p>A. Modal Verbs: Can, Could, May, Should</p> <ul style="list-style-type: none"> - Modal verbs come before the main verb. - Can (could) express ability and permission along with may. - Should is used to express advice or a good idea. <p>B. Modal Verbs: Have to, Must</p> <ul style="list-style-type: none"> - Have to and must are both used to express necessity. - Must is also used to express rules and prohibitions. - Had to is past tense form for both have to and must, and have to is used in questions for both. <p>3. Grammar Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions A and B. <p>4. Grammar in Context</p> <p>A. Write about yourself.</p> <ul style="list-style-type: none"> - Have students make sentences about their daily obligations. <p>B. Choose and write.</p> <ul style="list-style-type: none"> - 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>[Extension Activity]</p> <p>Writing Worksheet 10, Lesson Test 10</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Give your class a chance to make a list of rules and obligations that they'd like you to adhere to. <p><i>S1: You should be kind to your students. S2: You must give everyone 100% on the test.</i></p> <p><i>S3: You have to end class early. S4: You mustn't give us homework.</i></p> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 2: pp.40-43 - Online Practice: Lesson 10 		

Lesson	11 Adjectives	Time	45-50 minutes
Objectives	- Students will be able to understand adjectives with nouns and common verbs.	Preparation	SB 2, WB 2 Writing Worksheet 11 Lesson Test 11
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check]</p> <p>[Homework Check & Warm-up]</p> <ul style="list-style-type: none"> - Ask students to open their workbooks and check their homework together as a class. - Review grammar points as needed, or repeat the wrap-up activity from Lesson 10 to review. 		
Grammar Points (35-40 min.)	<p>1. Grammar Link and Review</p> <ul style="list-style-type: none"> - Have students go to page 103 to complete the Grammar Review Quiz 10 and check their answers in pairs. <p>2. Grammar Introduction</p> <p>A. Adjectives: Adjective + Noun</p> <ul style="list-style-type: none"> - Adjectives come before nouns they describe. - Adjectives tell more information about the nouns. <p>B. Adjectives: Be/Get + Adjective</p> <ul style="list-style-type: none"> - Adjectives can follow a Be verb or get. They describe the subject of the sentence. - Be shows a noun's state and get shows change in a noun. <p>3. Grammar Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions A and B. <p>4. Grammar in Context</p> <p>A. Write about yourself or your family using the adjective.</p> <ul style="list-style-type: none"> - Have students make sentences about themselves or their families with the given adjectives. <p>B. Choose and write.</p> <ul style="list-style-type: none"> - 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>[Extension Activity]</p> <p>Writing Worksheet 11, Lesson Test 11</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Say an adjective and have students say the first noun that comes to mind. Then, they must choose classmate to make a sentence with the adjective and the noun. <p><i>T: delicious S1: pizza (pointing to S2) S2: Pizza is delicious.</i></p> <p><i>T: exciting S3: soccer game (pointing to S4) S4: Soccer game is exciting.</i></p> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 2: pp.44-47 - Online Practice: Lesson 11 		

Lesson	12 Adverbs	Time	45-50 minutes
Objectives	- Students will be able to understand adverbs with verbs, adjectives, and other adverbs.	Preparation	SB 2, WB 2 Writing Worksheet 12 Lesson Test 12
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check]</p> <p>[Homework Check & Warm-up]</p> <ul style="list-style-type: none"> - Ask students to open their workbooks and check their homework together as a class. - Review grammar points as needed, or repeat the wrap-up activity from Lesson 11 to review. 		
Grammar Points (35-40 min.)	<p>1. Grammar Link and Review</p> <ul style="list-style-type: none"> - Have students go to page 104 to complete the Grammar Review Quiz 11 and check their answers in pairs. <p>2. Grammar Introduction</p> <p>A. Adverbs</p> <ul style="list-style-type: none"> - Adverbs describe or modify verbs and come after the verbs. - Adverbs describe or modify adjectives and come before the adjectives they modify. - Adverbs describe or modify adverbs and come before the adverbs they modify. <p>B. Spelling Rules of -ly</p> <ul style="list-style-type: none"> - Most adverbs are formed by adding -ly to adjectives. - If the adjective ends in -y, then change y to i and add -ly. - If the adjective ends in a consonant + -le, drop the e and add -ly. <p>3. Grammar Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions A and B. <p>4. Grammar in Context</p> <p>A. Read and circle about yourself and your family.</p> <ul style="list-style-type: none"> - Have students make sentences about themselves and their families by circling the appropriate adverbs and filling in the blanks. <p>B. Choose and write.</p> <ul style="list-style-type: none"> - 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>[Extension Activity]</p> <p>Writing Worksheet 12, Lesson Test 12</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Say or write some incorrect sentences on the board and have students correct the errors. <p style="text-align: center;"><i>T: This is a well movie S1: This is a good movie.</i></p> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 2: pp.48-51 - Online Practice: Lesson 12 		

Lesson	13 Comparisons	Time	45-50 minutes
Objectives	- Students will be able to understand comparative and superlative adjectives.	Preparation	SB 2, WB 2 Writing Worksheet 13 Lesson Test 13
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check]</p> <p>[Homework Check & Warm-up]</p> <ul style="list-style-type: none"> - Ask students to open their workbooks and check their homework together as a class. - Review grammar points as needed, or repeat the wrap-up activity from Lesson 12 to review. 		
Grammar Points (35-40 min.)	<p>1. Grammar Link and Review</p> <ul style="list-style-type: none"> - Have students go to page 105 to complete the Grammar Review Quiz 12 and check their answers in pairs. <p>2. Grammar Introduction</p> <p>A. Comparative and Superlative Adjectives: Usage</p> <ul style="list-style-type: none"> - Comparative adjectives compare two things. - Comparatives are formed by using -er or more and are followed by than. - Superlative adjectives compare three or more things. - Superlatives are formed by using -est or most and are preceded by the. <p>B. Comparative and superlative Adjectives: Form</p> <ul style="list-style-type: none"> - Add -er and -est to most one syllable adjectives. - If the adjectives ends in a vowel + consonant, double the consonant and add -er and -est. - Use more and most for adjectives with two or more syllables. - If two syllable adjectives ends in -y, change the y to i before adding -er or -est. <p>3. Grammar Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions A and B. <p>4. Grammar in Context</p> <p>A. Read and write your opinion.</p> <ul style="list-style-type: none"> - Have students make sentences about their opinions by filling in the blanks with nouns and the correct form of the Be verb. <p>B. Choose and write.</p> <ul style="list-style-type: none"> - 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>[Extension Activity]</p> <p>Writing Worksheet 13, Lesson Test 13</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Place students in groups of three or more. Then challenge them to short questions. Groups must quickly decide on their answers and report them to the class using comparatives and superlatives. <p><i>T: Who is the tallest in your group? G1: Anne is the tallest.</i></p> <p><i>T: Who is faster? G2: Tom is faster than David.</i></p> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 2: pp.52-55 - Online Practice: Lesson 13 		

Lesson	14 Conjunctions	Time	45-50 minutes
Objectives	- Students will be able to understand simple conjunctions.	Preparation	SB 2, WB 2 Writing Worksheet 14 Lesson Test 14
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check]</p> <p>[Homework Check & Warm-up]</p> <ul style="list-style-type: none"> - Ask students to open their workbooks and check their homework together as a class. - Review grammar points as needed, or repeat the wrap-up activity from Lesson 13 to review. 		
Grammar Points (35-40 min.)	<p>1. Grammar Link and Review</p> <ul style="list-style-type: none"> - Have students go to page 106 to complete the Grammar Review Quiz 13 and check their answers in pairs. <p>2. Grammar Introduction</p> <p>A. Conjunctions</p> <ul style="list-style-type: none"> - Conjunctions are words that join two parts in a sentence: words, phrases, or sentences. - A comma is necessary when sentences are joined. <p>B. Conjunctions: And (Similar Ideas)</p> <ul style="list-style-type: none"> - And joins similar ideas together. - The comma before and is optional. (<i>I ate an apple, an orange, and a banana.</i>) <p>C. Conjunctions: But, Or</p> <ul style="list-style-type: none"> - But joins contrasting ideas together. Or joins choices together. <p>3. Grammar Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions A and B. <p>4. Grammar in Context</p> <p>A. Write about yourself.</p> <ul style="list-style-type: none"> - Have students make sentences about themselves by filling in the blanks. <p>B. Choose and write.</p> <ul style="list-style-type: none"> - 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>[Extension Activity]</p> <p>Writing Worksheet 14, Lesson Test 14</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Say or write some incomplete sentences and have students correct them with the correct conjunction and commas. <p><i>T: Wendy takes piano lessons she hates the piano.</i></p> <p><i>Ss: Wendy takes piano lessons, but she hates the piano.</i></p> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 2: pp.56-59 - Online Practice: Lesson 14 		

Lesson	15 Prepositions of Time		Time
Objectives	- Students will be able to understand prepositions of time.	Preparation	45-50 minutes SB 2, WB 2 Writing Worksheet 15 Lesson Test 15
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check]</p> <p>[Homework Check & Warm-up]</p> <ul style="list-style-type: none"> - Ask students to open their workbooks and check their homework together as a class. - Review grammar points as needed, or repeat the wrap-up activity from Lesson 14 to review. 		
Grammar Points (35-40 min.)	<p>1. Grammar Link and Review</p> <ul style="list-style-type: none"> - Have students go to page 107 to complete the Grammar Review Quiz 14 and check their answers in pairs. <p>2. Grammar Introduction</p> <p>A. Prepositional Phrase: Preposition + Noun</p> <ul style="list-style-type: none"> - Prepositions are always followed by a noun. - The noun is called the object of the preposition. <p>B. Prepositions of Time: In, On, At</p> <ul style="list-style-type: none"> - In is used with year, months, the seasons, and the morning/afternoon/evening. - On is used with dates, days of the week, and the weekend. - At is used with clock times and noon/night/midnight. <p>C. Prepositions of Time: Before, After, During, For</p> <ul style="list-style-type: none"> - Before means earlier than, and after means later than. - During shows when something happens, and for shows how long it lasts. <p>3. Grammar Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions A and B. <p>4. Grammar in Context</p> <p>A. Write about yourself.</p> <ul style="list-style-type: none"> - Have students make sentences about themselves using prepositions of time. <p>B. Choose and write.</p> <ul style="list-style-type: none"> - 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>[Extension Activity]</p> <p>Writing Worksheet 15, Lesson Test 15</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Have students each make a sentence with a preposition of time that describes what they will do during their summer vacation. Allow students to share real or imaginary plans. <p><i>T: During summer vacation, I will eat ice cream in the morning.</i></p> <p><i>S1: I will go to bed at midnight. S2: I will go to Hawaii in July.</i></p> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 2: pp.60-63 - Online Practice: Lesson 15 		

Lesson	16 Prepositions of Place and Movement	Time	45-50 minutes
Objectives	- Students will be able to understand prepositions of place and movement.	Preparation	SB 2, WB 2 Writing Worksheet 16 Lesson Test 16
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check]</p> <p>[Homework Check & Warm-up]</p> <ul style="list-style-type: none"> - Ask students to open their workbooks and check their homework together as a class. - Review grammar points as needed, or repeat the wrap-up activity from Lesson 15 to review. 		
Grammar Points (35-40 min.)	<p>1. Grammar Link and Review</p> <ul style="list-style-type: none"> - Have students go to page 108 to complete the Grammar Review Quiz 15 and check their answers in pairs. <p>2. Grammar Introduction</p> <p>A. Prepositions of Place</p> <ul style="list-style-type: none"> - Prepositions of place can be a single word: at, in, on, under, above, behind, between, near - Prepositions of place can also be phrasal: across from, in front of, next to <p>B. Prepositions of Movement</p> <ul style="list-style-type: none"> - Prepositions of movement show the direction of movement. - To and from, up and down, into and out of have opposite meanings. <p>3. Grammar Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions A and B. <p>4. Grammar in Context</p> <p>A. Write about yourself.</p> <ul style="list-style-type: none"> - Have students make sentences about themselves using prepositions of place and movement. <p>B. Write between, across from, behind, or near.</p> <ul style="list-style-type: none"> - Have students look at the picture before reading and make predictions about the passage. - Students complete the passage with the prepositions. <p>[Extension Activity]</p> <p>Writing Worksheet 16, Lesson Test 16</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Begin a sentence and have students complete it using a prepositional phrase. Be sure to require both prepositions of place and prepositions of movement. <p style="margin-left: 40px;"><i>T: The book is ... S1: ...on the shelf.</i></p> <p style="margin-left: 40px;"><i>T: The planes flew ... S2: ...over the mountain.</i></p> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 2: pp.64-67 - Online Practice: Lesson 16 		

Lesson	17 Infinitives and Gerunds	Time	45-50 minutes
Objectives	- Students will be able to understand infinitives and gerunds.	Preparation	SB 2, WB 2 Writing Worksheet 17 Lesson Test 17
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check]</p> <p>[Homework Check & Warm-up]</p> <ul style="list-style-type: none"> - Ask students to open their workbooks and check their homework together as a class. - Review grammar points as needed, or repeat the wrap-up activity from Lesson 16 to review. 		
Grammar Points (35-40 min.)	<p>1. Grammar Link and Review</p> <ul style="list-style-type: none"> - Have students go to page 109 to complete the Grammar Review Quiz 16 and check their answers in pairs. <p>2. Grammar Introduction</p> <p>A. Verb + Infinitive</p> <ul style="list-style-type: none"> - An infinitive is formed by placing to in front of a simple verb (to + verb). - Infinitives do not end in -s, -ed, or -ing. - Want, learn, plan, and hope take infinitives as objects. <p>B. Verb + Gerund</p> <ul style="list-style-type: none"> - A gerund is formed by adding -ing to the end of a simple verb (verb + -ing). - Enjoy, finish, dislike, and stop take gerunds as objects. <p>C. Verb + Infinitive or Gerund</p> <ul style="list-style-type: none"> - Like, start, begin, continue, hate, and love take infinitives or gerunds as objects. <p>3. Grammar Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions A and B. <p>4. Grammar in Context</p> <p>A. Write about yourself.</p> <ul style="list-style-type: none"> - Have students make sentences about themselves using infinitives and gerunds. <p>B. Choose and write.</p> <ul style="list-style-type: none"> - 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>[Extension Activity]</p> <p>Writing Worksheet 17, Lesson Test 17</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Take turns beginning sentence and having students complete it using an infinitive or gerund object. Be sure to require one or the other, or either. <p style="padding-left: 40px;"><i>T: Birds like ... S1: ...to eat worms. My dad enjoys...</i></p> <p style="padding-left: 40px;"><i>S2: ...fishing at the lake. Amy promised ...</i></p> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 2: pp.68-71 - Online Practice: Lesson 17 		

Lesson	18 Direct and Indirect Objects		Time
Objectives	- Students will be able to understand direct and indirect objects.	Preparation	45-50 minutes SB 2, WB 2 Writing Worksheet 18 Lesson Test 18
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check]</p> <p>[Homework Check & Warm-up]</p> <ul style="list-style-type: none"> - Ask students to open their workbooks and check their homework together as a class. - Review grammar points as needed, or repeat the wrap-up activity from Lesson 17 to review. 		
Grammar Points (35-40 min.)	<p>1. Grammar Link and Review</p> <ul style="list-style-type: none"> - Have students go to page 110 to complete the Grammar Review Quiz 17 and check their answers in pairs. <p>2. Grammar Introduction</p> <p>A. Direct Objects</p> <ul style="list-style-type: none"> - Many verbs need direct objects to complete the idea. - Direct objects are often called objects and come after a verb. <p>B. Indirect Objects</p> <ul style="list-style-type: none"> - Indirect objects come before a direct object. - Indirect objects are usually a person who receives the direct object. <p>C. Indirect Objects with To or For</p> <ul style="list-style-type: none"> - Indirect objects come after the direct object when expressed with to or for. - Verbs with to: give, read, send, show, tell, write - Verbs with for: bring, build, buy, find, get, make <p>3. Grammar Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions A and B. <p>4. Grammar in Context</p> <p>A. Write about yourself.</p> <ul style="list-style-type: none"> - Have students make sentences about themselves with direct and indirect objects. <p>B. Choose and write.</p> <ul style="list-style-type: none"> - 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>[Extension Activity]</p> <p>Writing Worksheet 18, Lesson Test 18</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Say or write some jumbled sentences and have students say or rewrite the correct order. <p style="text-align: center;"><i>T: I built for them a tree house. S1: I built a tree house for them.</i></p> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 2: pp.72-75 - Online Practice: Lesson 18 		

Lesson	19 Relative Clauses		Time
Objectives	- Students will be able to understand relative clauses.	Preparation	45-50 minutes SB 2, WB 2 Writing Worksheet 19 Lesson Test 19
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check]</p> <p>[Homework Check & Warm-up]</p> <ul style="list-style-type: none"> - Ask students to open their workbooks and check their homework together as a class. - Review grammar points as needed, or repeat the wrap-up activity from Lesson 18 to review. 		
Grammar Points (35-40 min.)	<p>1. Grammar Link and Review</p> <ul style="list-style-type: none"> - Have students go to page 111 to complete the Grammar Review Quiz 18 and check their answers in pairs. <p>2. Grammar Introduction</p> <p>A. Adjectives and Relative Clauses</p> <ul style="list-style-type: none"> - Both adjectives and relative clauses modify or describe nouns. - Adjectives usually come before a noun. Relative clauses come after a noun. <p>B. Relative Pronouns: Who, Which</p> <ul style="list-style-type: none"> - Relative clauses usually start with a relative pronoun who or which. - Who refers to people. Which refers to animals or things. <p>3. Grammar Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions A and B. <p>4. Grammar in Context</p> <p>A. Write about your friends. What is special about them?</p> <ul style="list-style-type: none"> - Have students make sentences about their friends using relative clauses. <p>B. Choose and write.</p> <ul style="list-style-type: none"> - 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>[Extension Activity]</p> <p>Writing Worksheet 19, Lesson Test 19</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Prepare a list of many animals and secretly choose one and describe it with a relative clause. - Have students guess the correct animal. The student who corrects the answer must choose another and make a sentence. <p><i>T: This is an animal which is very heavy.</i></p> <p><i>S1: An elephant! This is an animal which has white feathers.</i></p> <p><i>S2: A Seagull! This is an animal which ...</i></p> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 2: pp.76-79 - Online Practice: Lesson 19 		

Lesson	20 Conditionals: If	Time	45-50 minutes
Objectives	- Students will be able to understand simple conditionals.	Preparation	SB 2, WB 2 Writing Worksheet 20 Lesson Test 20
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check]</p> <p>[Homework Check & Warm-up]</p> <ul style="list-style-type: none"> - Ask students to open their workbooks and check their homework together as a class. - Review grammar points as needed, or repeat the wrap-up activity from Lesson 19 to review. 		
Grammar Points (35-40 min.)	<p>1. Grammar Link and Review</p> <ul style="list-style-type: none"> - Have students go to page 112 to complete the Grammar Review Quiz 19 and check their answers in pairs. <p>2. Grammar Introduction</p> <p>A. Conditionals</p> <ul style="list-style-type: none"> - Conditional sentences consist of two clauses: if-clause + main clause - If-clauses express a condition, and main clauses express an outcome. <p>B. Zero Conditional</p> <ul style="list-style-type: none"> - The zero conditional talks about what happens in general. (general truths and possible situation) - If-clause (present simple) + Main clause (present simple) <p>C. First Conditional</p> <ul style="list-style-type: none"> - The first conditional talks about what will happen in the future. (certain circumstances) - If-clause (present simple) + Main clause (future) <p>3. Grammar Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions A and B. <p>4. Grammar in Context</p> <p>A. Write about yourself.</p> <ul style="list-style-type: none"> - Have students make sentences about themselves using first conditionals. <p>B. Choose and write.</p> <ul style="list-style-type: none"> - 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>[Extension Activity]</p> <p>Writing Worksheet 20, Lesson Test 20</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Provide students with a main clause and have them complete the sentence with an if-clause. Then have students identify the kind of conditional each sentence is. <p><i>T: I will stay up late tonight ... S1: I will stay up late tonight if mom lets me. First conditional.</i></p> <p><i>T: I get good grades ... S2: I get good grades if I study hard. Zero conditional.</i></p> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 2: pp.80-83 - Online Practice: Lesson 20 		

Lesson	21 Information Questions		Time
Objectives	- Students will be able to understand simple information questions.	Preparation	45-50 minutes SB 2, WB 2 Writing Worksheet 21 Lesson Test 21
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check]</p> <p>[Homework Check & Warm-up]</p> <ul style="list-style-type: none"> - Ask students to open their workbooks and check their homework together as a class. - Review grammar points as needed, or repeat the wrap-up activity from Lesson 20 to review. 		
Grammar Points (35-40 min.)	<p>1. Grammar Link and Review</p> <ul style="list-style-type: none"> - Have students go to page 113 to complete the Grammar Review Quiz 20 and check their answers in pairs. <p>2. Grammar Introduction</p> <p>A. Question Words: What, Who, Where, When, Why, How, Whose, Which</p> <ul style="list-style-type: none"> - Information questions use question words to ask for information. - What, who, where, and when are used to ask about things, people, place, and time. - Why, how, whose, and which are used to ask about reason, manner, possession, and choice. <p>B. Question Words: How Often, How Far, How Long</p> <ul style="list-style-type: none"> - How often, how far, and how long are used to ask about frequency, distance, and length of time. <p>3. Grammar Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions A and B. <p>4. Grammar in Context</p> <p>A. Write about yourself.</p> <ul style="list-style-type: none"> - Have students answer the information questions about themselves. <p>B. Choose and write.</p> <ul style="list-style-type: none"> - 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>[Extension Activity] Writing Worksheet 21, Lesson Test 21</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Write a simple sentence on the board. Then have students think of as many information questions they can in relation to the sentence. <p><i>T: (writing) This is my favorite TV show.</i> <i>S1: What's your favorite TV show called? S2: Who is in it? S3: How often do you watch it?</i></p> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 2: pp.84-87 - Online Practice: Lesson 21 		

Lesson	22 Types of Sentences		Time
Objectives	- Students will be able to understand the four sentence types in the English language.	Preparation	45-50 minutes SB 2, WB 2 Writing Worksheet 22 Lesson Test 22
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check]</p> <p>[Homework Check & Warm-up]</p> <ul style="list-style-type: none"> - Ask students to open their workbooks and check their homework together as a class. - Review grammar points as needed, or repeat the wrap-up activity from Lesson 21 to review. 		
Grammar Points (35-40 min.)	<p>1. Grammar Link and Review</p> <ul style="list-style-type: none"> - Have students go to page 114 to complete the Grammar Review Quiz 21 and check their answers in pairs. <p>2. Grammar Introduction</p> <p>A. Declarative Sentences</p> <ul style="list-style-type: none"> - A declarative sentence makes a statement and ends with a period. <p>B. Interrogative Sentences</p> <ul style="list-style-type: none"> - An interrogative sentence asks a question and ends with a question mark. <p>C. Exclamatory Sentences</p> <ul style="list-style-type: none"> - An exclamatory sentence expresses strong emotion and ends with an exclamation mark. <p>D. Imperative Sentences</p> <ul style="list-style-type: none"> - An imperative sentence gives a command or request and ends with a period or exclamation mark. - 'Please' can come at the beginning or end of a request. <p>3. Grammar Practice</p> <ul style="list-style-type: none"> - Have students practice the grammar points by doing the questions A and B. <p>4. Grammar in Context</p> <p>A. Write about yourself.</p> <ul style="list-style-type: none"> - Have students answer the information questions about themselves. <p>B. Choose and write.</p> <ul style="list-style-type: none"> - 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>[Extension Activity]</p> <p>Writing Worksheet 22, Lesson Test 22</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Fill a basket with many pieces of paper labeled with the four sentence types and prepare a list of nouns on the board. - Have students choose a sentence type and a noun to make a sentence. Provide an example. <i>T: (interrogative, book) Is this your book? S1: (exclamatory, class) I'm late for class!</i> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 2: pp.88-91 - Online Practice: Lesson 22 		