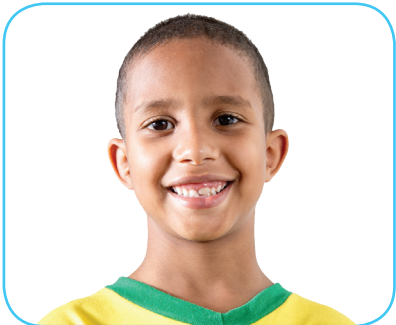


Name:

Date:

**1** Write, match, and speak.





How many ears do you have?

I have two ears.



**2** Talk about your friends. Check and speak.

What do you do well?			
Name	Run	Swim	Dance
<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 40px; height: 40px;" type="radio"/>	<input style="width: 40px; height: 40px;" type="radio"/>	<input style="width: 40px; height: 40px;" type="radio"/>
<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 40px; height: 40px;" type="radio"/>	<input style="width: 40px; height: 40px;" type="radio"/>	<input style="width: 40px; height: 40px;" type="radio"/>
<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 40px; height: 40px;" type="radio"/>	<input style="width: 40px; height: 40px;" type="radio"/>	<input style="width: 40px; height: 40px;" type="radio"/>



What does Minsu do well?

He swims well.



3 Look and talk about family members.



This is my father. This is my mother.  
This is my sister. I have no brothers.

I'm \_\_\_\_\_.  
It's me.



I'm \_\_\_\_\_.  
It's me.

## Instructions for Teachers

**1**

- ★ Materials: flashcards (B1-Unit 02)
- ★ Grouping: pairs
- ★ Instructions: ① Put the flashcards on the desk with the word side facing up.  
② Have students look at the cards and write the words in the blanks.  
③ Then have them draw lines to match the written words with the parts of the face.  
④ Put students into pairs and have them practice the expressions.  
S1: How many ears do you have? S2: I have two ears.

**2**

- ★ Grouping: groups of four
- ★ Instructions: ① Put students into groups of four.  
② Have a student of each group write the name of his/her group members in the chart and ask each of them 'What do you do well?'  
③ Have students put checkmarks on the chart according to the answers.  
④ After the students complete the chart, ask him/her about the chart.  
T: (Pointing to a name) What does Minsu do well?  
S1: He swims well.

**3**

- ★ Grouping: whole-class
- ★ Instructions: ① Have students choose one of the family pictures.  
② Have each student play the role of a boy or a girl in the picture and introduce their family members.

Name:

Date:

1 Drop an eraser on the circle and answer the question.

The spinner is divided into 8 segments with the following details:

- Top-left (pink): Snowman icon, +3 points.
- Top-right (red): Umbrella icon, +2 points.
- Middle-right (yellow): Sun icon, +1 point.
- Bottom-right (green): Clouds icon, -1 point.
- Bottom (teal): A white circle for drawing, +2 points. Text: "Draw today's weather." with an arrow pointing to the circle.
- Middle-left (blue): A starburst containing "Hurray!", +1 point.
- Left (purple): "Try again!" text, -1 point.
- Top-left (purple): "Try again!" text, -1 point.



How's the weather?

It's sunny.



Who is the winner?

Name	<input type="text"/>
Score	<input type="text"/>

2 Pick a card, place it on the correct picture, then answer the question.



What do you put on?

I put on my jacket.



What do you take?

I take my books.



## Instructions for Teachers

**1**

- ★ **Materials:** an eraser
- ★ **Grouping:** pairs
- ★ **Instructions:** ① Have students find the sentence 'How's the weather?' And draw today's weather under it.  
② Have each pair play rock-paper-scissors to decide who goes first.  
③ S1 drops an eraser onto the game board.  
④ S2 asks S1 'How's the weather?'  
⑤ S1 should answer using the weather that the eraser landed on.  
If the answer is right, S1 can get points written on the board.  
⑥ Have students take turns and continue to play the game.  
⑦ The first student to reach 4 points wins the game.

**2**

- ★ **Materials:** a box, flashcards (B1-Unit 07: ruler, pencil, book, Unit 08: jacket, shirt, pants)
- ★ **Grouping:** pairs
- ★ **Instructions:** ① Put six flashcards in the box.  
② Have each pair play rock-paper-scissors to decide who goes first.  
③ S1 picks a card from the box. If it is a clothing-related card, they should place the card on the picture of the closet. If it is a stationery-related card, they should place the card on the picture of the backpack.  
④ S2 asks 'What do you put on?' or 'What do you take?' S1 should answer the question accordingly.  
⑤ Have students take turns and continue the activity.

Name:

Date:

page 1/3

1 Cut out fruit pictures and place on the plate. Then speak.



How many apples are there?



There are two apples.



Cut number cards.

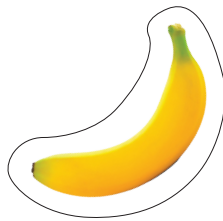
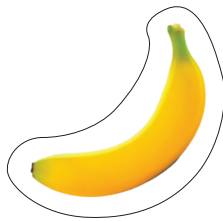
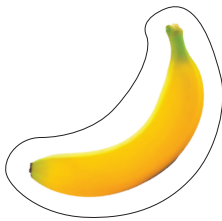
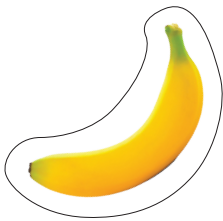
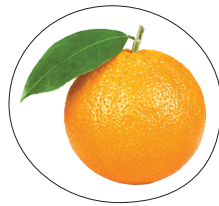
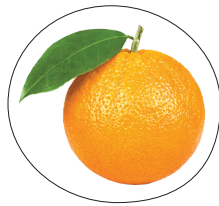
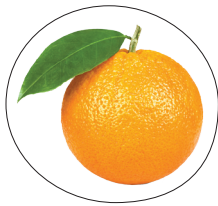
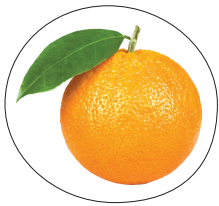
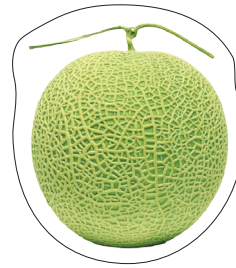
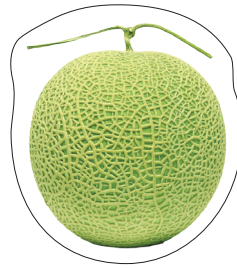
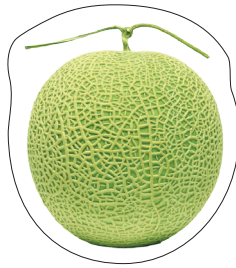
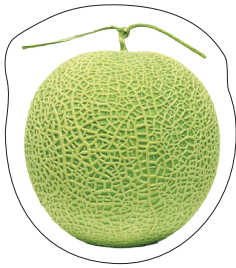
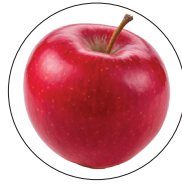
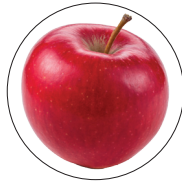
1

2

3

4

1-3





2 Pick a card. Find and ask.



How many horses are there?



How does Sena feel?



How does Lisa go to school?



How does Tom feel?



How does Frank go to school?




How many hens are there?



How many goats are there?



How does Jim feel?



How does Harry go to school?



How many horses are there?



How does Sena feel?



How does Lisa go to school?



There are two horses.



She is sad.



She goes by subway.



<p><b>A</b></p> <p>Score</p>	<p><b>B</b></p> <p>Score</p>
------------------------------	------------------------------

## Instructions for Teachers

### 1

- ★ **Materials:** a bag, scissors, glue, material 1-3 (pictures of fruits)
- ★ **Grouping:** pairs
- ★ **Instructions:** ① Have students cut out the number cards and put them in the bag.  
② Have students cut out the fruit pictures on material 1-3.  
③ Have each pair play rock-paper-scissors to decide who goes first.  
④ S1 picks up a number card from the bag and chooses one of the four kinds of fruits (apples, melons, oranges, bananas).  
⑤ S2 finds the correct amount of fruit pictures (e.g. *two apples*) and pastes them on the plate.  
⑥ When finished pasting the fruit pictures, S1 asks S2 the question.  
S1: How many apples are there? S2: There are two apples.  
⑦ Have students take turns and continue the activity until all the numbers are chosen.

### 2

- ★ **Materials:** a box, flashcards (B1–Unit 10: scared, angry, sad, Unit 11: horse, goat, hen, Unit 12: bike, subway, bus)
- ★ **Grouping:** two teams
- ★ **Instructions:** ① Put the flashcards in the box.  
② Divide students into two teams and decide which team will start by playing rock-paper-scissors.  
③ Have a student from Team A pick up a card out of the box and find the matching picture on the worksheet.  
④ The student should ask their team the question below the picture. And team members should answer correctly.  
⑤ If they answer correctly, the team gets one point.  
⑥ Have each team take turns playing rock-paper-scissors and asking questions.  
⑦ The team with the most points wins the game.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## 1 Flip a coin. Complete the sentence, ask, and answer.

**START!** →

It isn't in the \_\_\_\_\_.

+1

Tiger plays the \_\_\_\_\_.

+2

It isn't in the \_\_\_\_\_.

-3

Bear plays the \_\_\_\_\_.

+3

Front side: Move forward 1 space.

Back side: Move forward 2 spaces.

Rabbit plays the \_\_\_\_\_.

+1

It isn't in the \_\_\_\_\_.

+2

BOOM!

-1

**FINISH!** ←

Where is it?

What does Tiger play?

It isn't in the kitchen.

Tiger plays the piano.

<p><b>A</b></p> <p>Score</p>	<p><b>B</b></p> <p>Score</p>
------------------------------	------------------------------

## 2 Roll the dice and speak.



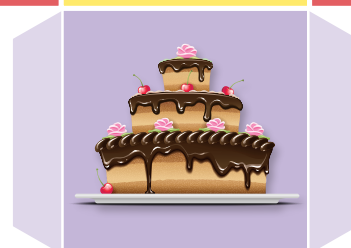
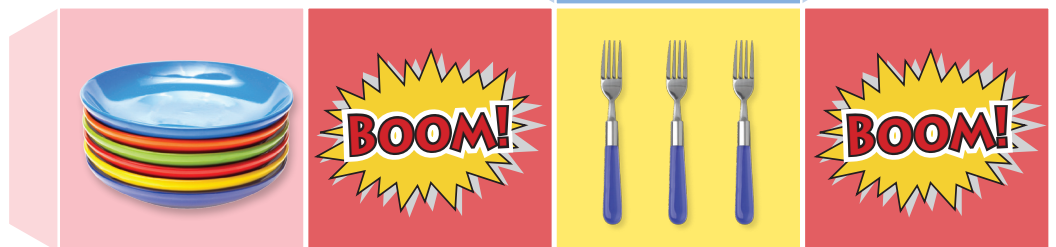
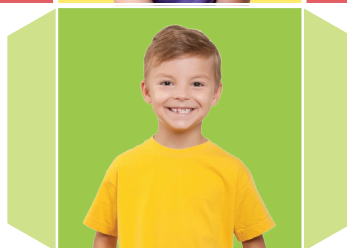
Dad puts down the napkins.



A Score	B Score
------------	------------



Cut out dice.



## Instructions for Teachers

**1**

- ★ **Materials:** a coin, two game pieces
- ★ **Grouping:** two teams
- ★ **Instructions:** ① Divide the class into two teams.  
② Have one student from each team play rock-paper-scissors to decide which team starts first.  
③ S1 flips the coin and moves the game piece to the corresponding space.  
④ One of S1's teammates asks S1 the question 'Where is it?' or 'What does Tiger play?'  
⑤ If S1 answers correctly, the team gets the allotted points for that space.  
    If S1 answers incorrectly, they go back to where they were before their turn.  
⑥ Have each team take turns flipping the coin and asking questions.  
⑦ The team with the most points at the end wins.

**2**

- ★ **Materials:** scissors, glue or tape
- ★ **Grouping:** two teams
- ★ **Instructions:** ① Make two dice using the patterns for the dice.  
② Divide the students into two teams.  
③ Have a student from each team play rock-paper-scissors to decide which team goes first.  
④ The student who wins rolls two dice at a time.  
⑤ The student should make one sentence using the two pictures from the two dice. If he/she says the correct sentence, the team gets one point.  
⑥ If a student rolls a 'Boom!', the team loses their turn.  
⑦ Have students take turns and continue to play the game.  
⑧ The team to reach 4 points wins the game.