

Lesson	1 Be-Verbs: Affirmatives and Negatives	Time	45-50 minutes
Objectives	- Students will be able to understand how to make affirmatives and negatives using the verb to be in the present tense.	Preparation	SB 2, WB 2, Activity Sheet 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"> - Greet students and introduce yourself. - Ask students to introduce themselves by telling the class their names and their favorite colors. 		
Grammar Points (35-40 min.)	<p>A. Look and Learn: Be-Verbs: Affirmatives</p> <ul style="list-style-type: none"> - The verb to be has three forms: am, is, and are. - The form depends on the subject - I takes am. She, He, and It take is. We, You, and They, take are. <p>B. Look and Say</p> <ul style="list-style-type: none"> - Ask students to look and read aloud the sentences in the speech bubbles or under the pictures. <p>C. Look and Learn More: Be-Verbs: Negatives</p> <ul style="list-style-type: none"> - The word not is placed after the verb to be to make a negative sentence. - Contractions of the verb to be and not are often used in speaking and writing: aren't and isn't (am not cannot be shortened) <p>D. Look and Say More</p> <ul style="list-style-type: none"> - Tell students to look and read aloud the sentences in the speech bubbles or under the pictures. - Read the sentences together or allow students to read them individually. <p>E. Look and Practice</p> <ul style="list-style-type: none"> - Have students to practice the grammar points by doing the questions from 1 to 4. <ol style="list-style-type: none"> 1. Choose and complete the sentence. 2. Read and circle True or False. 3. Look, choose, and write. 4. Read and write. <p>[Extension Activity]</p> <p>Activity Sheet 1 (In the Bag), Lesson Test 1</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Ask students to take turns describing the people or objects in the classroom. <i>S1: (pointing to the teacher) He is a teacher.</i> - Have students make both negative and affirmative sentences. <i>S1: (pointing to the door) It isn't a window. It's a door.</i> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 1: pp.4-6 - Online Practice: Lesson 1 		

Lesson	2 Be-Verbs: Yes/No Questions	Time	45-50 minutes
Objectives	- Students will be able to understand how to make yes/no questions using the verb to be in the present tense.	Preparation	SB 2, WB 2, Activity Sheet2, Lesson Test 2
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Ask students to take turns making both negative and affirmative sentences about the objects or people in the classroom. <i>S1: (pointing to a student) She isn't a teacher. She's a student.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - The verb to be comes before the subject in a question. - Contractions cannot be used in affirmative short answers.</p> <p>B. Look and Say - Ask students to look and read aloud the sentences in the speech bubbles or under the pictures.</p> <p>C. Look and Practice - Have students to practice the grammar points by doing the questions from 1 to 4. 1. Look, write, and circle. 2. Read and write the answers about you. 3. Look and write 4. Write the question form.</p> <p>D. Link and Review - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding.</p> <p>[Extension Activity] Activity Sheet 2 (Cut Up Questions), Lesson Test 2</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Ask students to take turns asking and answering about the objects or people in the classroom. <i>S1: (pointing to a desk) Is it a desk? Ss: Yes, it is.</i> - Put students into two teams and choose one student from each team to come to the board to draw a picture of a noun. (each have a different noun) Then other students guess what the picture is. <i>S1: Is it a book? S2: Yes it is. or No, it isn't.</i></p> <p>[Assign Homework] - Workbook 1: pp.7-9 - Online Practice: Lesson 2</p>		

Lesson	3 Possessives and This/That/These/Those	Time	45-50 minutes
Objectives	- Students will be able to understand the usage of possessives and demonstrative pronouns.	Preparation	SB 2, WB 2, Activity Sheet 3, Lesson Test 3
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Ask students to take turns asking and answering about the people or objects in the classroom. <i>S1: (pointing to S2) Are you a dancer? S2: No, I'm not. I'm a student.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn <Possessives> - Possessive adjectives: my, your, her, his, its, our, and their - Possessive nouns can be made by adding an apostrophe and the letter s to the nouns.</p> <p><Demonstrative Pronouns> - Singular demonstrative pronouns: This, That - Plural demonstrative pronouns: These, Those - This and these are used to indicate specific people, animals, places, or things. - That and those are used to indicate specific people, animals, places, or things farther away.</p> <p>B. Look and Say - Ask students to look and read aloud the sentences under the pictures.</p> <p>C. Look and Practice - Have students to practice the grammar points by doing the questions from 1 to 3. 1. Look and write. 2. Look and write. 3. Write the question form.</p> <p>D. Link and Review - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding.</p> <p>[Extension Activity] Activity Sheet 3 (Win the Stars), Lesson Test 3</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Ask students to take turns describing the ownership of the objects in the classroom. <i>S1: (pointing to their own desk) This is my desk.</i></p> <p>[Assign Homework] - Workbook 1: pp.10-12 - Online Practice: Lesson 3</p>		

Lesson	4 What/Who/Whose + Be ...?	Time	45-50 minutes
Objectives	- Students will be able to understand how to make information questions using what , who , and whose .	Preparation	SB 2, WB 2, Activity Sheet 4, Lesson Test 4
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Pair up students and have them take turns asking and answering about the ownership of objects. <i>S1: (pointing to their own book) Is this the teacher's book? S2: No, it isn't. This is your book.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - What asks about animals, places, or things. - Who asks about people. - Whose asks about possession or ownership.</p> <p>B. Look and Say - Ask students to look and read aloud the questions and answers under the pictures.</p> <p>C. Look and Practice - Have students to practice the grammar points by doing the questions from 1 to 3. 1. This is Kate's family. Look and write. 2. Look, read, and write. 3. Look and write.</p> <p>D. Link and Review - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding.</p> <p>[Extension Activity] Activity Sheet 4 (Roll and Write), Lesson Test 4</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Pair up students and ask them to take turns asking and answering information questions about the objects or people in the classroom using what, who, or whose. <i>T: (pointing to the teacher) Who is he/she? Ss: He/She is our teacher.</i></p> <p>[Assign Homework] - Workbook 1: pp.13-15 - Online Practice: Lesson 4</p>		

Lesson	5 Singular and Plural Nouns	Time	45-50 minutes
Objectives	<ul style="list-style-type: none"> - Students will be able to understand the usage of singular and plural nouns. - Students will be able to understand how to make plural nouns. 	Preparation	SB 2, WB 2, Activity Sheet 5, Lesson Test 5
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Ask students to take turns asking information questions about the objects or people using what, who, and whose. <i>S1: (pointing to a student) Who is he? Ss: He is John.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn</p> <ul style="list-style-type: none"> - Singular nouns are used with the articles, a or an. - Most plural nouns are made by just adding s to the nouns. - Add es to nouns that end in s, ch, sh, or x. Change the y to an i and add es to nouns that end in consonant + y. Change the f or fe to a v and add es to nouns that end in f or fe. - There are some irregular plural nouns such as men, children, feet, and mice. <p>B. Look and Say</p> <ul style="list-style-type: none"> - Ask students to look and read aloud the sentences on the right. <p>C. Look and Practice</p> <ul style="list-style-type: none"> - Have students to practice the grammar points by doing the questions from 1 to 3. <ol style="list-style-type: none"> 1. Circle the pictures and write the words. 2. Write the plural form. 3. Look and write. <p>D. Link and Review</p> <ul style="list-style-type: none"> - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding. <p>[Extension Activity] Activity Sheet 5 (Bingo), Lesson Test 5</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Ask students to take turns saying how many objects or people they see in the classroom. (You can ask students to repeat what has been said before their turn.) <i>S1: (pointing to the teacher) I see one teacher. S2: I see one teacher. I see twelve desks.</i></p> <p>[Assign Homework] - Workbook 1: pp.16-18 - Online Practice: Lesson 5</p>		

Lesson	7 a/an/the + Noun	Time	45-50 minutes
Objectives	- Students will be able to understand the usage of the indefinite articles and the definite article.	Preparation	SB 2, WB 2, Activity Sheet7, Lesson Test 7
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Ask students to take turns saying whether the cue noun is a count noun or noncount noun. <i>T: Desk. S1: It's a count noun. T: Water. S2: It's a noncount noun.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - The indefinite articles, a and an, come before singular count nouns. - The definite article, the, is used when a noun is specific and identifiable to the listener. It is often used for a second mention of a noun. - The is also used for nouns that are one and only.</p> <p>B. Look and Say - Ask students to look and read aloud the sentences under the pictures.</p> <p>C. Look and Practice - Have students to practice the grammar points by doing the questions from 1 to 3. 1. Color, circle, and write. 2. Look and write a, an, or the. 3. Read and write a, an, or the.</p> <p>D. Link and Review - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding.</p> <p>[Extension Activity] Activity Sheet 7 (Read and Circle), Lesson Test 7</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Ask students to take turns talking about objects they see in the classroom. Encourage students to describe them or elaborate them. <i>S1: I see a board. The board is big and white.</i> - Tell students you see something in the classroom. Ask them to guess what it is. <i>T: I see a (mmm). The (mmm) is brown. S: Is it a desk?</i> <i>T: No, it isn't. The (mmm) is round. S: Is it a clock? T: Yes, it is.</i></p> <p>[Assign Homework] - Workbook 1: pp.22-24 - Online Practice: Lesson 7</p>		

Lesson	8 There + Be + Noun	Time	45-50 minutes
Objectives	- Students will be able to understand the usage of There + be + Noun sentence structure.	Preparation	SB 2, WB 2, Activity Sheet 8, Lesson Test 8
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Pair up students and have them take turns talking about objects they see in the classroom. Encourage students to describe them or elaborate on them. <i>S1: I see a book. The book is on your desk.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - There + be + noun expresses that something exists in a particular place. - There is used with singular count nouns and noncount nouns. There are is used with plural count nouns. - Some is used in affirmatives, and any is used in negatives and yes/no questions.</p> <p>B. Look and Say - Ask students to look and read aloud the sentences under the pictures.</p> <p>C. Look and Practice - Have students to practice the grammar points by doing the questions from 1 to 2. 1. Choose a picture and complete the sentence. 2. Compare and write.</p> <p>D. Link and Review - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding.</p> <p>[Extension Activity] Activity Sheet 8 (Match and Take), Lesson Test 8</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Ask students to take turns talking about what's in the classroom. <i>S1: There is a board. S2: There are desks.</i> - Ask students what their perfect birthday party would be like. Pair up students and have them take turns talking about. <i>S1: There is a big cake. S2: There are many gifts.</i></p> <p>[Assign Homework] - Workbook 1: pp.25-27 - Online Practice: Lesson 8</p>		

Lesson	9 Adjectives	Time	45-50 minutes
Objectives	<ul style="list-style-type: none"> - Students will be able to understand what an adjective is. - Students will be able to understand how to use adjectives. 	Preparation	SB 2, WB 2, Activity Sheet 9, Lesson Test 9
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Ask students to take turns asking and answering about what's in the classroom. <i>S1: Is there a board? S2: Yes, there is.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - An adjective describes or modifies a noun and it gives more information about the noun. - Adjectives often come before a noun and can also follow the verb to be and describe the subject.</p> <p>B. Look and Say - Ask students to look and read aloud the phrases under the photos.</p> <p>C. Look and Practice - Have students to practice the grammar points by doing the questions from 1 to 3. 1. Choose and write. 2. Look and write. 3. Read and write the answers about you.</p> <p>D. Link and Review - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding.</p> <p>[Extension Activity] Activity Sheet 9 (Match and Take), Lesson Test 9</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Ask students to take turns describing people or objects in the classroom using adjectives. <i>S1: Our teacher is tall. S2: Mike is funny.</i></p> <p>[Assign Homework] - Workbook 1: pp.28-30 - Online Practice: Lesson 9</p>		

Lesson	10 Comparatives	Time	45-50 minutes
Objectives	<ul style="list-style-type: none"> - Students will be able to understand how to make comparative adjectives. - Students will be able to understand how to make comparative sentences. 	Preparation	SB 2, WB 2, Activity Sheet 10, Lesson Test 10
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up]</p> <ul style="list-style-type: none"> - Pair up students and ask them to take turns describing the people or objects using adjectives. <i>S1: Our school is big. S2: This pen is red.</i> 		
Grammar Points (35-40 min.)	<p>A. Look and Learn</p> <ul style="list-style-type: none"> - Comparative adjectives are made by just adding er to adjectives. - Double the consonant and add er to adjectives that end in single vowel + single consonant. Change the y to an i and add er to adjectives that end in y. - Use more before adjectives for two-or-more-syllable adjectives. - Comparative sentence structure: A is ~er than B. <p>B. Look and Say</p> <ul style="list-style-type: none"> - Ask students to look and read aloud the sentences under the pictures. <p>C. Look and Practice</p> <ul style="list-style-type: none"> - Have students to practice the grammar points by doing the questions from 1 to 4. 1. Look and write. 2. Read and circle about you or your family. 3. Look, read, and write. 4. Write the sentence in the correct order. <p>D. Link and Review</p> <ul style="list-style-type: none"> - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding. <p>[Extension Activity] Activity Sheet 10 (Roll, Circle, and Say), Lesson Test 10</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Ask students to take turns making comparisons of the people or object in the classroom. <i>S1: Mike is shorter than Tim.</i> - Put students into two teams and say a sentence without a comparative adjective. Then, the students think and write the appropriate comparative adjective. <i>T: An elephant is (mmm) than a lion.</i> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 1: pp.31-33 - Online Practice: Lesson 10 		

Lesson	11 Present Simple: Affirmatives	Time	45-50 minutes
Objectives	<ul style="list-style-type: none"> - Students will be able to understand what a verb is. - Students will be able to understand how to make affirmatives in the present simple tense. 	Preparation	SB 2, WB 2, Activity Sheet 11, Lesson Test 11
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up]</p> <ul style="list-style-type: none"> - Pair up students and have them take turns making comparisons about people or objects. <p><i>S1: I'm younger than my brother.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn</p> <ul style="list-style-type: none"> - Verbs in the present simple tense express facts, habits, or every day actions. - Verbs in the present simple tense inflect or change their forms for the third person singular subjects. <p>a) Regular verbs: Add s to most verbs. If the verbs end in s, sh, ch, or, x, add es. If the verbs end in consonant + y, change the y to an i and add es.</p> <p>b) Irregular Verbs: Irregular verbs have their own forms for the third person singular subjects.</p> <p>B. Look and Say</p> <ul style="list-style-type: none"> - Ask students to look and read aloud the sentences under the pictures. <p>C. Look and Practice</p> <ul style="list-style-type: none"> - Have students to practice the grammar points by doing the questions from 1 to 3. <ol style="list-style-type: none"> 1. Look and write the correct form of the verb. 2. Read and write the correct form of the verb. 3. Choose and write. <p>D. Link and Review</p> <ul style="list-style-type: none"> - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding. <p>[Extension Activity] Activity Sheet 11 (Roll and Write), Lesson Test 11</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity]</p> <ul style="list-style-type: none"> - Divide students into groups of four or five and have them talk about what they do every day. - Ask one student from each group to make a presentation about what their members do every day. <p><i>S1: Mike takes a shower every day. Ken surfs the internet every day.</i></p> <p>[Assign Homework]</p> <ul style="list-style-type: none"> - Workbook 1: pp.34-36 - Online Practice: Lesson 11 		

Lesson	12 Present Simple: Negatives	Time	45-50 minutes
Objectives	- Students will be able to understand how to make negatives in the present simple tense.	Preparation	SB 2, WB 2, Activity Sheet 12, Lesson Test 12
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Ask students to take turns talking about what their family members do every day. <i>S1: My dad drives to work every day. S2: My brother drinks milk every day.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - The negative form of the present simple tense: don't + verb and doesn't + verb - Doesn't + verb is used for the third=person singular subjects.</p> <p>B. Look and Say - Ask students to look and read aloud the sentences under the pictures.</p> <p>C. Look and Practice - Have students to practice the grammar points by doing the questions from 1 to 3. 1. Look and write the correct form of the verb. 2. Read and circle about you or your family. 3. Choose and write about you and your family.</p> <p>D. Link and Review - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding.</p> <p>[Extension Activity] Activity Sheet 12 (Win the Stars), Lesson Test 12</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Pair up students and have them talk about what they do and don't do every day. - Ask one student from each pair to make a presentation about what they do and don't do every day. <i>S1: Mike takes a shower every day. He doesn't surf the internet every day.</i></p> <p>[Assign Homework] - Workbook 1: pp.37-39 - Online Practice: Lesson 12</p>		

Lesson	13 Present Simple: Yes/No Questions	Time	45-50 minutes
Objectives	- Students will be able to understand how to make yes/no questions in the present simple tense.	Preparation	SB 2, WB 2, Activity Sheet 13, Lesson Test 13
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Ask students to take turns guessing your daily activities. <i>S1: You take a shower every day. T: True. I take a shower every day.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - The yes/no question form: Do + subject + verb ...? and Does + subject + verb ...? - The short answers: Yes, pronoun + do/does. and No, pronoun + don't /doesn't.</p> <p>B. Look and Say - Ask students to look and read aloud the sentences under the pictures.</p> <p>C. Look and Practice - Have students to practice the grammar points by doing the questions from 1 to 3. 1. Look, read, and write. 2. Look and write the question or answer. 3. Read and write the answers about you or your family.</p> <p>D. Link and Review - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding.</p> <p>[Extension Activity] Activity Sheet 13 (Ask Your Partner), Lesson Test 13</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Pair up students and have them take turns asking and answering about their everyday activities. <i>S1: Do you get up early? S2: Yes, I do.</i></p> <p>[Assign Homework] - Workbook 1: pp.40-42 - Online Practice: Lesson 13</p>		

Lesson	14 Present Continuous: Affirmatives	Time	45-50 minutes
Objectives	- Students will be able to understand how to make affirmatives in the present continuous tense.	Preparation	SB 2, WB 2, Activity Sheet 14, Lesson Test 14
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Have students take turns asking about your everyday activities. <i>S1: Do you drink coffee every day? T: Yes, I do.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - The present continuous tense shows actions that are happening right now. - The affirmative form of the present continuous tense: be (present) + verb ~ing - Add ing to most verbs. If the verbs have one syllable and end in single vowel + single consonant, double the consonant and add ing. If the verb end in e, drop the e and add ing.</p> <p>B. Look and Say - Ask students to look and read aloud the sentences under the pictures.</p> <p>C. Look and Practice - Have students to practice the grammar points by doing the questions from 1 to 4. 1. Write the ~ing form of the verb. 2. Look and write. 3. Look and write. 4. Read and write about you or your family.</p> <p>D. Link and Review - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding.</p> <p>[Extension Activity] Activity Sheet 14 (Look, Circle, and Say), Lesson Test 14</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Pair up students and have them take turns asking and answering about what the people are doing in the picture on page 58 of their books. <i>S1: (pointing to number 1) What's she doing? S2: She's sitting in the rocking chair.</i></p> <p>[Assign Homework] - Workbook 1: pp.43-45 - Online Practice: Lesson 14</p>		

Lesson	15 Present Continuous: Negatives	Time	45-50 minutes
Objectives	- Students will be able to understand how to make negatives in the present continuous tense.	Preparation	SB 2, WB 2, Activity Sheet 15, Lesson Test 15
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Begin by acting out an action using gestures. Have students take a guess at what the action is. <i>T: (acting out swimming) What am I doing? S1: I know. You are dancing.</i> <i>T: No. (keep acting out swimming) S2: I know. You are swimming.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - The negative form of the present continuous tense: be (present) + not + verb ~ing - Contracted forms are made by replacing the first vowel of the second word with an apostrophe: aren't and isn't (am not cannot be shortened)</p> <p>B. Look and Say - Ask students to look and read aloud the sentences under the pictures or in the speech bubbles.</p> <p>C. Look and Practice - Have students to practice the grammar points by doing the questions from 1 to 3. 1. Look and write the correct form of the verb. 2. Use the verbs on the left and write. 3. Look and compare.</p> <p>D. Link and Review - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding.</p> <p>[Extension Activity] Activity Sheet 15 (Sleeping or Not Sleeping?), Lesson Test 15</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Ask students to take turns acting out an action as they say what they are doing. Have them say what they are not doing first. <i>S1: (acting out eating pizza) I'm not drinking water. I'm eating pizza.</i></p> <p>[Assign Homework] - Workbook 1: pp.46-48 - Online Practice: Lesson 15</p>		

Lesson	16 Present Continuous: Yes/No Questions	Time	45-50 minutes
Objectives	- Students will be able to understand how to make yes/no questions in the present continuous tense.	Preparation	SB 2, WB 2, Activity Sheet 16, Lesson Test 16
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Begin by acting out an action using gestures. Have students take a guess at what the action is. <i>T: (acting out reading a book) What am I doing? S1: I know. You are doing homework.</i> <i>T: No, I'm not doing homework. (keep acting out) S2: I know. You are reading a book.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - The yes/no question form of the present continuous tense: Be (present) + subject + verb ~ing ...? - Contractions are not used in affirmative short answers.</p> <p>B. Look and Say - Ask students to look and read aloud the sentences under the pictures or in the speech bubbles.</p> <p>C. Look and Practice - Have students to practice the grammar points by doing the questions from 1 to 4. 1. Look, write, and circle. 2. Use the words on the left and write the question. 3. Look and write the answer. 4. Look, choose and write the question.</p> <p>D. Link and Review - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding.</p> <p>[Extension Activity] Activity Sheet 16 (Yes or No), Lesson Test 16</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Ask students to take turns acting out actions while other students try to take a guess at what the actions are. Have students ask yes/no questions. <i>S1: (acting out playing baseball) What I am doing? S2: Are you playing badminton?</i> <i>S1: No, I'm not. (keeps acting out playing baseball) S3: Are you playing baseball?</i> <i>S1: Yes, I am.</i></p> <p>[Assign Homework] - Workbook 1: pp.49-51 - Online Practice: Lesson 16</p>		

Lesson	17 What/Who in Present Continuous	Time	45-50 minutes
Objectives	- Students will be able to understand how to make information questions using what and who in the present continuous tense.	Preparation	SB 2, WB 2, Activity Sheet 17, Lesson Test 17
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Ask students to take turns taking a guess at what you are doing while you act out the action. Have students ask yes/no questions. <i>T: (acting out talking on the phone) What I am doing?</i> <i>S1: Are you talking on the phone? T: Yes, I am.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - Question words are used to make information questions. - What asks about actions. - Who asks about people doing the actions.</p> <p>B. Look and Say - Ask students to look and read aloud the sentences in the lower right corner of the picture.</p> <p>C. Look and Practice - Have students to practice the grammar points by doing the questions from 1 to 4. 1. Look and write Who or What. 2. Read and write Who or What. 3. Look and write. 4. Write the sentence in the correct order.</p> <p>D. Link and Review - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding.</p> <p>[Extension Activity] Activity Sheet 17 (Who or What?), Lesson Test 17</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Ask students to act out different actions all together at the same time. - Have students take turns answering questions while acting them out. <i>T: What is (Tim) doing? S2: He's eating. T: Who is playing soccer? S2: (Ben) is playing soccer.</i></p> <p>[Assign Homework] - Workbook 1: pp.52-54 - Online Practice: Lesson 17</p>		

Lesson	19 Helping Verbs	Time	45-50 minutes
Objectives	- Students will be able to understand how to use the helping verb, can and may .	Preparation	SB 2, WB 2, Activity Sheet 19, Lesson Test 19
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Ask students to take turns saying the location of objects or people in the classroom. <i>S1: The clock is on the wall. S2: My bag is under my desk.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - A helping verb helps the main verb by extending its meaning. - Can gives the meaning of ability or permission. The negative form is cannot (can't). - May gives only the meaning of permission. The negative form is may not.</p> <p>B. Look and Say - Ask students to look and read aloud the sentences under the photos or in the speech bubbles.</p> <p>C. Look and Practice - Have students to practice the grammar points by doing the questions from 1 to 4. 1. Read and circle True or False. 2. Read and circle about you. 3. Look, read, and match. 4. Read and circle about you and your family.</p> <p>D. Link and Review - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding.</p> <p>[Extension Activity] Activity Sheet 19 (Helping Verb Bingo), Lesson Test 19</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - Pair up students and have them take turns asking and answering about their abilities. <i>S1: Can you swim? S2: Yes, I can.</i></p> <p>[Assign Homework] - Workbook 1: pp.58-60 - Online Practice: Lesson 19</p>		

Lesson	20 Imperatives	Time	45-50 minutes
Objectives	- Students will be able to understand how to make affirmative and negative imperatives.	Preparation	SB 2, WB 2, Activity Sheet 20, Lesson Test 20
Procedures (Time)	Activity		
Warm-up (5 min.)	<p>[Greeting & Attendance Check] [Homework Check]</p> <p>[Warm-up] - Ask students to take turns asking you about your abilities. <i>S1: Can you speak Spanish? T: No, I can't.</i></p>		
Grammar Points (35-40 min.)	<p>A. Look and Learn - An imperative makes a request or gives a command. The subject of imperatives is usually not spoken or written. - Negative imperatives start with don't placed before the verb.</p> <p>B. Look and Say - Ask students to look and read aloud the sentences under the pictures or in the speech bubbles.</p> <p>C. Look and Practice - Have students to practice the grammar points by doing the questions from 1 to 4. 1. Look, choose, and write. 2. Look, choose, and write. 3. Choose a picture and complete the sentences. 4. Read and match.</p> <p>D. Link and Review - Let students finish the cumulative quiz to review the grammar points and assess their understanding. - Use the chart at the bottom to quickly determine which lessons would be most beneficial for students to review. - Take time to revisit those lessons to ensure students' understanding.</p> <p>[Extension Activity] Activity Sheet 20 (Roll, Circle, and Say), Lesson Test 20</p>		
Wrap-up (5 min.)	<p>[Wrap-up Activity] - In this game, the commands are obeyed only when they begin with "Simon says." If someone follows an order that does not begin with "Simon says," they are out of the game. <i>T: Simon says "Jump." Ss: (Students keep jumping)</i> <i>T: Stop. Ss: (The students who stopped jumping are out of the game.)</i></p> <p>- Tell students to make new rules for the classroom and write them down. They should make five affirmative rules and five negative rules and share their rules with the class.</p> <p>[Assign Homework] - Workbook 1: pp.61-63 - Online Practice: Lesson 20</p>		