



Lesson	1 Be-Verbs: Affirmatives and Negatives	Time	45-50 minutes		
Objectives		Preparation	SB 2, WB 2,		
Objectives	- Students will be able to understand how to make affirmatives	reparation	Activity Sheet 1,		
	and negatives using the verb to be in the present tense.		Lesson Test 1		
Procedures			2000011 1000 1		
(Time)	Activity				
Warm-up	[Greeting & Attendance Check]				
(5 min.)					
,					
	[Warm-up] Creat students and introduce vourself				
	- Greet students and introduce yourself.				
	- Ask students to introduce themselves by telling the class their n	iames and their i	avorite colors.		
Grammar	A. Look and Learn: Be-Verbs: Affirmatives				
Points	- The verb to be has three forms: am, is, and are.				
(35-40 min.)	- The form depends on the subject				
	- I takes am . She, He, and It take is . We, You, and They, take a ı	re.			
	B. Look and Say				
	- Ask students to look and read aloud the sentences in the speech bubbles or under the pictures.				
	The special state and the pictures.				
	C. Look and Learn More: Be-Verbs: Negatives				
	- 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)				
	D. Look and Say More				
	D. Look and Say More- 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.				
	Read the sentences together of allow stadents to read them me	iividualiy.			
	E. Look and Practice				
	- Have students to practice the grammar points by doing the que	stions from 1 to	4.		
	1. Choose and complete the sentence.				
	2. Read and circle True or False.				
	3. Look, choose, and write.				
	4. Read and write.				
	[Enternal on Activity]				
	[Extension Activity]				
Wran	Activity Sheet 1 (In the Bag), Lesson Test 1				
Wrap-up (5 min.)	[Wrap-up Activity] - Ask students to take turns describing the people or objects in the	ne classroom			
(5 111111.)	- Ask students to take turns describing the people or objects in the S1: (pointing to the teacher) He is a teacher.	ic Classi UUIII.			
	- Have students make both negative and affirmative sentences.				
	- Have students make both negative and aπirmative sentences. S1: (pointing to the door) It isn't a window. It's a door.				
	51. (pointing to the door) it isn't a willdow. It's a dool.				
	[Assign Homework]				
	- Workbook 1: pp.4-6				
	- Online Practice: Lesson 1				





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ects of				
B. Look and Say - Ask students to look and read aloud the sentences in the speech bubbles or under the pictures.				
and the pictures.				
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.				
Look and write Write the question form.				
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.				
[Extension Activity] Activity Sheet 2 (Cut Up Questions), Lesson Test 2				
١.				
draw				
- 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.				
S1: Is it a book? S2: Yes it is. or No, it isn't.				
[Assign Homework] - Workbook 1: pp.7-9				





Lesson	3 Possessives and This/That/These/Those	Time	45-50 minutes		
Objectives		Preparation	SB 2, WB 2,		
	- Students will be able to understand the usage of possessives	-	Activity Sheet 3,		
	and demonstrative pronouns.		Lesson Test 3		
Procedures	A attivite.				
(Time)	Activity				
Warm-up	[Greeting & Attendance Check]				
(5 min.)	[Homework Check]				
	[Warm-up]				
	- Ask students to take turns asking and answering about the peo	•			
		t. I'm a student.			
Grammar	A. Look and Learn				
Points (35-40 min.)	<possessives> - Possessive adjectives: my, your, her, his, its, our, and their</possessives>				
(33-40 111111.)	- Possessive adjectives. Iny, your, her, his, its, our, and their - Possessive nouns can be made by adding an apostrophe and the		nouns		
	Obemonstrative Pronouns	ic ictici s to the	Tiouris.		
	- 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.				
	go sarata analy				
	B. Look and Say				
	- Ask students to look and read aloud the sentences under the pictures.				
	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.				
	3. Write the question form.				
	D. Link and Review				
	- Let students finish the cumulative quiz to review the grammar	points and asses	ss 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' understar	nding.			
	[Extension Activity]				
Wron	Activity Sheet 3 (Win the Stars), Lesson Test 3	<u> </u>			
Wrap-up (5 min.)	[Wrap-up Activity] - Ask students to take turns describing the ownership of the objection.	acts in the class	oom		
(5 111111.)	- Ask students to take turns describing the ownership of the objects in the classroom. S1: (pointing to their own desk) This is my desk.				
	31. (pointing to their own deak) This is the deak.				
	[Assign Homework]				
	- Workbook 1: pp.10-12				
	- Online Practice: Lesson 3				





Lesson	4 What/Who/Whose + Be?	Time	45-50 minutes	
Objectives	T What/ Who/ Whose + Be:	Preparation	SB 2, WB 2,	
Objectives	- Students will be able to understand how to make information	reparation	Activity Sheet 4,	
	questions using what, who, and whose .		Lesson Test 4	
Procedures				
(Time)	Activity			
Warm-up	[Greeting & Attendance Check]			
(5 min.)	[Homework Check]			
	[Warm-up]			
	- Pair up students and have them take turns asking and answerir	-		
	S1: (pointing to their own book) Is this the teacher's book?	s2: No, It Isn't. I	his is your book.	
Grammar	A. Look and Learn			
Points	- What asks about animals, places, or things.			
(35-40 min.)	- Who asks about people.			
	- Whose asks about possession or ownership.			
	B. Look and Say			
	- Ask students to look and read aloud the questions and answers under the pictures.			
	The second secon			
	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.			
	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	heneficial for	
	students to review.	Would be most	Deficilitial for	
	- Take time to revisit those lessons to ensure students' understar	ndina.		
		9.		
	[Extension Activity]			
	Activity Sheet 4 (Roll and Write), Lesson Test 4			
Wrap-up	[Wrap-up Activity]			
(5 min.)	- Pair up students and ask them to take turns asking and answe	ring information	questions about the	
	objects or people in the classroom using what, who, or whose.			
	T: (pointing to the teacher) Who is he/she? Ss: He/She	is our teacher.		
	[Assign Homowork]			
	[Assign Homework] - Workbook 1: pp.13-15			
	- Workbook 1: pp.13-15 - Online Practice: Lesson 4			
	Offinite i factice: Ecoout 1			





Lesson 5 Singular and Plural Nouns Time 45-50 minute Objectives - Students will be able to understand the usage of singular and plural nouns Students will be able to understand how to make plural nouns Students will be able to understand how to mak	, eet 5,				
plural nouns Students will be able to understand how to make plural nouns. Procedures (Time) Activity Activity Greeting & Attendance Check]	et 5,				
- Students will be able to understand how to make plural nouns. Lesson Test Activity Warm-up [Greeting & Attendance Check]	-				
Procedures (Time) Warm-up [Greeting & Attendance Check]	. 3				
(Time) Activity Warm-up [Greeting & Attendance Check]					
Warm-up [Greeting & Attendance Check]					
/F : > FII					
(5 min.) [Homework Check]					
	[Warm-up]				
	- Ask students to take turns asking information questions about the objects or people using what ,				
who, and whose. S1: (pointing to a student) Who is he? Ss: He is John.					
Grammar A. Look and Learn					
Points - Singular nouns are used with the articles, a or an .					
35-40 min.) - 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.					
B. Look and Say					
- Ask students to look and read aloud the sentences on the right.					
C. Look and Practice	C. Look and Practice				
- Have students to practice the grammar points by doing the questions from 1 to 3.	- Have students to practice the grammar points by doing the questions from 1 to 3.				
1. Circle the pictures and write the words.					
2. Write the plural form.	· ·				
3. Look and write.	3. Look and write.				
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.	- Take time to revisit those lessons to ensure students' understanding.				
[Extension Activity]					
Activity Sheet 5 (Bingo), Lesson Test 5					
Wrap-up [Wrap-up Activity]					
(5 min.) - 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.)					
S1: (pointing to the teacher) I see one teacher. S2: I see one teacher. I see twelve desks.					
[Assign Homework]					
- Workbook 1: pp.16-18					
- Online Practice: Lesson 5					





Losson	6 Count and Noncount Nouns	Time	4F F0 minutes		
Lesson	6 Count and Noncount Nouns		45-50 minutes		
Objectives	- Students will be able to understand the count and noncount	Preparation	SB 2, WB 2,		
	nouns.		Activity Sheet 6,		
D			Lesson Test 6		
Procedures	Activity				
(Time)	Constinue O Attornation of Charles				
Warm-up	[Greeting & Attendance Check]				
(5 min.)	[Homework Check]				
	[Warm-up]				
	- Ask students how many objects or people they see in the classroom.				
	T: How many chairs do you see? Ss: I see fourteen cl				
Grammar	A. Look and Learn	iaii 5.			
Points	- Count nouns can be counted and they have singular and plur	al forms			
(35-40 min.)	- Noncount nouns cannot be counted and they don't have sing		orms		
(33 40 111111)	- Some expresses an indefinite amount of something. It can be				
	and noncount nouns.	c acca man soc	in planar count mound		
	B. Look and Say				
	- Ask students to look and read aloud the words or sentences under the pictures.				
	1. Count and Noncount Nouns				
	2. a/an/some + Noun				
	C. Look and Practice				
	- Have students to practice the grammar points by doing the questions from 1 to 3.				
	1. Play and write.				
	2. Look and write a, an, or some .				
	3. Look, circle, and write.				
	D. Link and Review		an Albaria		
	- Let students finish the cumulative quiz to review the grammar	points and asses	ss their		
	understanding.Use the chart at the bottom to quickly determine which lessons	would be most	hanoficial for		
	students to review.	s would be most	Deficilciai foi		
	- Take time to revisit those lessons to ensure students' understal	ndina			
	Take time to revisit those ressons to ensure stadents understall	ianig.			
	[Extension Activity]				
	Activity Sheet 6 (Compare and Take the Cards), Lesson Test 6				
Wrap-up	[Wrap-up Activity]				
(5 min.)	- Choose an object students are familiar with and slowly draw if	on the board. I	Have students take a		
	guess at what the object is by saying I know. It's ~.				
	T: (drawing cheese slowly) What is it? S1: I know. It's a dish.				
	T: No, it's not a dish. (keep drawing cheese slowly.) S2: I know. It's cheese.				
	[Assign Homework]				
	- Workbook 1: pp.19-21				
	- Online Practice: Lesson 6				





Lesson	7 a/an/the + Noun	Time	45-50 minutes		
Objectives		Preparation	SB 2, WB 2,		
Objectives	- Students will be able to understand the usage of the indefinite	reparation	Activity Sheet7,		
	articles and the definite article.		Lesson Test 7		
Procedures					
(Time)	Activity				
Warm-up	[Greeting & Attendance Check]				
(5 min.)	[Homework Check]				
	[Warm-up] Ask students to take turns saving whether the sue neur is a sount neur or persount neur				
	- Ask students to take turns saying whether the cue noun is a count in				
		: It's a noncount	noun.		
Grammar	A. Look and Learn				
Points	- The indefinite articles, a and an , come before singular count nouns		Th.: Ch		
(35-40 min.)	- The definite article, the , is used when a noun is specific and identif	lable to the liste	ner. It is often		
	used for a second mention of a noun. - The is also used for nouns that are one and only.				
	- The is also used for flouris triat are one and only.				
	B. Look and Say				
	- Ask students to look and read aloud the sentences under the pictures.				
	The state of the s				
	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 .				
	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.	and be most ben			
	- Take time to revisit those lessons to ensure students' understanding	1.			
		•			
	[Extension Activity]				
	Activity Sheet 7 (Read and Circle), Lesson Test 7				
Wrap-up	[Wrap-up Activity]				
(5 min.)	- Ask students to take turns talking about objects they see in the cl	assroom. Encou	rage students to		
	describe them or elaborate them.				
	S1: I see a board. The board is big and white.				
	- Tell students you see something in the classroom. Ask them to gues	ss what it is.			
	T: I see a (mmm). The (mmm) is brown. S: Is it a desk?	T V "			
	T: No, it isn't. The (mmm) is round. S: Is it a clock?	T: Yes, it	IS.		
	[Assign Homework]				
	- Workbook 1: pp.22-24				
	- Online Practice: Lesson 7				
	J 7 (40000) 10000 11 /				





Objectives - Students will be able to understand the usage of There + be + Noun sentence structure. Procedures (Time) Warm-up (5 min.) [Greeting & Attendance Check] [Homework Check] [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. S1: I see a book. The book is on your desk. Grammar Points (35-40 min.) - 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. B. Look and Say - Ask students to look and read aloud the sentences under the pictures. 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. 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. [Extension Activity] - Ask students to take turns talking about what's in the classroom. S1: There is a board. - S2: There are desks. - Ask students and have them take turns talking about what's in the classroom. S1: There is a board. - S2: There are desks. - Ask students and have them take turns talking about.		O There I Do I Nove	T:	4F F0 minutes	
Procedures (Time) Warm-up (S min.) [Greeting & Attendance Check] [Homework Check] [Homework Check] [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. S1: I see a book. The book is on your desk. A. Look and Learn - There is used with singular count nouns and noncount nouns. There are is used with plural count nouns. - 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. B. Look and Say - Ask students to look and read aloud the sentences under the pictures. 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. 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. [Extension Activity] - Ask students to take turns talking about what's in the classroom. S1: There is a board. S2: There are desks. - Ask students what their perfect birthday party would be like. Pair up students and have them take turns talking about.	Lesson	8 There + Be + Noun	Time	45-50 minutes	
Procedures (Time) Warm-up (5 min.) [Greeting & Attendance Check] [Homework Check] [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. S1: I see a book. The book is on your desk. A. Look and Learn - 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. B. Look and Say - Ask students to look and read aloud the sentences under the pictures. 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. 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. [Extension Activity] - Activity Sheet 8 (Match and Take), Lesson Test 8 Wrap-up (5 min.) Wrap-up (5 min.) Wrap-up Activity] - Ask students to take turns talking about what's in the classroom. S1: There is a board. S2: There are desks. - Ask students what their perfect birthday party would be like. Pair up students and have them take turns talking about.	Objectives	- Students will be able to understand the usage of	Preparation		
Procedures (Time) Greeting & Attendance Check] Greeting & Attendance Check] Homework Check Grammar 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. S1: I see a book. The book is on your desk.		There + be + Noun sentence structure.			
Commons Comm	Procedures			Lesson lest o	
Greeting & Attendance Check [Homework Check] [Homework Check] [Warm-up]		Activity			
[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. S1: I see a book. The book is on your desk. 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. B. Look and Say - Ask students to look and read aloud the sentences under the pictures. 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. 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. [Extension Activity] Activity Sheet 8 (Match and Take), Lesson Test 8 Wrap-up (5 min.) Kill There is a board. S2: There are desks Ask students to take turns talking about what's in the classroom. S1: There is a board. S2: There are desks Ask students and have them take turns talking about.		[Greeting & Attendance Check]			
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- Ask students what their perfect birthday party would be like. Pair up students and have them take turns talking about.	(5 min.)				
turns talking about.		S1: There is a board. S2: There are desks.			
		, , , ,	ir up students a	nd have them take	
\$1 · There is a hig cake \$2 · There are many gifts		3			
51. There is a big care. 52. There are many gires.		S1: There is a big cake. S2: There are many gifts.			
[Assign Homework]		[Assian Homework]			
- Workbook 1: pp.25-27					
- Online Practice: Lesson 8					





Lesson	9 Adjectives	Time	45-50 minutes	
Objectives		Preparation	SB 2, WB 2,	
	- Students will be able to understand what an adjective is.	-	Activity Sheet 9,	
	- Students will be able to understand how to use adjectives.		Lesson Test 9	
Procedures	Activity			
(Time)	Activity			
Warm-up	[Greeting & Attendance Check]			
(5 min.)	[Homework Check]			
	[Warm-up]			
	- Ask students to take turns asking and answering about what's in	the classroom.		
	S1: Is there a board? S2: Yes, there is.			
Grammar	A. Look and Learn			
Points	- An adjective describes or modifies a noun and it gives more info	rmation about th	e noun.	
(35-40 min.)	- Adjectives often come before a noun and can also follow the ver	b to be and desc	cribe the subject.	
	B. Look and Say			
	- Ask students to look and read aloud the phrases under the photo	05.		
	C. Look and Practice			
	- Have students to practice the grammar points by doing the ques	tions from 1 to 3	3.	
	1. Choose and write.			
	2. Look and write.			
	3. Read and write the answers about you.			
	D. Link and Review			
	- Let students finish the cumulative quiz to review the grammar points and assess their			
	understanding.	J. 110 G. 10 G		
	- Use the chart at the bottom to quickly determine which lessons	would be most b	eneficial for	
	students to review.			
	- Take time to revisit those lessons to ensure students' understand	ling.		
	[Extension Activity]			
	Activity Sheet 9 (Match and Take), Lesson Test 9			
Wrap-up	[Wrap-up Activity]	-		
(5 min.)	- Ask students to take turns describing people or objects in the cla	assroom usina ad	ljectives.	
	S1: Our teacher is tall. S2: Mike is funny.		•	
	[Assign Homework]			
	- Workbook 1: pp.28-30			
	- Online Practice: Lesson 9			





Lesson	10 Comparatives	Time	45-50 minutes	
Objectives	- Students will be able to understand how to make comparative	Preparation	SB 2, WB 2,	
	adjectives.		Activity Sheet 10,	
	- Students will be able to understand how to make comparative		Lesson Test 10	
	sentences.			
Procedures	Activity			
(Time)	•			
Warm-up	[Greeting & Attendance Check]			
(5 min.)	[Homework Check]			
	[Warm-up]			
	- Pair up students and ask them to take turns describing the peop	le or obiects usi	ng adjectives.	
	S1: Our school is big. S2: This pen is red.	,	3 ,	
Grammar	A. Look and Learn			
Points	- Comparative adjectives are made by just adding er to adjectives	S.		
(35-40 min.)	- Double the consonant and add er to adjectives that end in sing		gle 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.			
	B. Look and Say			
	- Ask students to look and read aloud the sentences under the pictures.			
	C. Look and Practice			
	- 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.			
	D. Link and Review			
	- Let students finish the cumulative quiz to review the grammar p	oints and assess	their	
	understanding.			
	- Use the chart at the bottom to quickly determine which lessons	would be most b	eneficial for	
	students to review.			
	- Take time to revisit those lessons to ensure students' understand	ding.		
	[Extension Activity]			
	Activity Sheet 10 (Roll, Circle, and Say), Lesson Test 10			
Wrap-up	[Wrap-up Activity]			
(5 min.)	- Ask students to take turns making comparisons of the people or	object in the cla	essroom	
(5)	S1: Mike is shorter than Tim.	object in the ele		
	- Put students into two teams and say a sentence without a	comparative a	diective. Then, the	
	students think and write the appropriate comparative adjective.		2,000.701 77.01., 6.70	
	T: An elephant is (mmm) than a lion.			
	[Assign Homework]			
	- Workbook 1: pp.31-33			
	- Online Practice: Lesson 10			
	Offinite Fractices Ecoport 10			





•	44 0 10' 1 46" 1'	Г — -	45 50 : 1		
Lesson	11 Present Simple: Affirmatives	Time	45-50 minutes		
Objectives	- Students will be able to understand what a verb is.	Preparation	SB 2, WB 2,		
	- Students will be able to understand how to make affirmatives		Activity Sheet 11,		
Procedures	in the present simple tense.		Lesson Test 11		
(Time)	Activity				
Warm-up	[Greeting & Attendance Check]				
(5 min.)	[Homework Check]				
(3)	[Homework check]				
	[Warm-up]				
	- Pair up students and have them take turns making comparisons about people or objects.				
	S1: I'm younger than my brother.				
Grammar	A. Look and Learn				
Points	- Verbs in the present simple tense express facts, habits, or every	•			
(35-40 min.)	- Verbs in the present simple tense inflect or change their forms for	or the third person	on singular		
	subjects.	ah au v add a			
	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 . b) Irregular Verbs: Irregular verbs have their own forms for the third person singular subjects.				
	by integral versa, integral versa have their own forms for the tillia person singular subjects.				
	B. Look and Say				
	- Ask students to look and read aloud the sentences under the pictures.				
	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 write the correct form of the verb.				
	3. Choose and write.				
	D. Link and Review				
	- Let students finish the cumulative quiz to review the grammar p	oints and assess	their		
	understanding.				
	- Use the chart at the bottom to quickly determine which lessons	would be most b	eneficial for		
	students to review.				
	- Take time to revisit those lessons to ensure students' understanding.				
	[Extension Activity]				
	Activity Sheet 11 (Roll and Write), Lesson Test 11				
Wrap-up	[Wrap-up Activity]				
(5 min.)	- Divide students into groups of four or five and have them talk al	•			
	- Ask one student from each group to make a presentation about what their members do every day.				
	S1: Mike takes a shower every day. Ken surfs the internet every day.				
	[Assign Homework]				
	- Workbook 1: pp.34-36				
	- Online Practice: Lesson 11				





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Lesson	12 Present Simple: Negatives	Time	45-50 minutes		
Objectives	- Students will be able to understand how to make negatives in	Preparation	SB 2, WB 2,		
	the present simple tense.		Activity Sheet 12,		
	the present simple tense.		Lesson Test 12		
Procedures	Activity				
(Time)	Activity				
Warm-up	[Greeting & Attendance Check]				
(5 min.)	[Homework Check]				
	[Warm-up]				
	- Ask students to take turns talking about what their family memb	ers do every day	,		
	S1: My dad drives to work every day. S2: My brother drinks		/•		
Grammar	A. Look and Learn	Time every day.			
Points	- The negative form of the present simple tense: don't + verb a	nd doesn't + v	erh		
(35-40 min.)	- Doesn't + verb is used for the third=person singular subjects.	in docsii t i Ve	J. 10		
(55 46 111111)	- Duesn L + Verb is used for the third=person singular subjects.				
	B. Look and Say				
	- Ask students to look and read aloud the sentences under the pictures.				
	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.				
	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 b	eneficial for		
	students to review.	ı•			
	- Take time to revisit those lessons to ensure students' understand	ing.			
	[Extension Activity]				
	Activity Sheet 12 (Win the Stars), Lesson Test 12				
Wrap-up	[Wrap-up Activity]				
(5 min.)	- Pair up students and have them talk about what they do and do	n't do every day.			
	- Ask one student from each pair to make a presentation about w	•	don't do every day.		
	S1: Mike takes a shower every day. He doesn't surf the internet	every day.			
	[Assign Homework]				
	- Workbook 1: pp.37-39				
	- Online Practice: Lesson 12				





Lesson	13 Present Simple: Yes/No Questions	Time	45-50 minutes	
Objectives		Preparation	SB 2, WB 2,	
	- Students will be able to understand how to make yes/no		Activity Sheet 13,	
	questions in the present simple tense.		Lesson Test 13	
Procedures	Activity			
(Time)				
Warm-up	[Greeting & Attendance Check]			
(5 min.)	[Homework Check]			
	[Warm-up]			
	- Ask students to take turns guessing your daily activities.			
	S1: You take a shower every day. T: True. I take a shower ev	ery day.		
Grammar	A. Look and Learn			
Points	- The yes/no question form: Do + subject + verb? and Does + subject + verb?			
(35-40 min.)	- The short answers: Yes, pronoun + do/does. and No, pronoun + don't /doesn't.			
	B. Look and Say			
	- Ask students to look and read aloud the sentences under the pictures.			
	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.			
	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.			
	[Extension Activity]			
	Activity Sheet 13 (Ask Your Partner), Lesson Test 13			
Wrap-up	[Wrap-up Activity]			
(5 min.)	- Pair up students and have them take turns asking and answering	g about their eve	eryday activities.	
	S1: Do you get up early? S2: Yes, I do.			
	[Assign Homework]			
	- Workbook 1: pp.40-42			
	- Online Practice: Lesson 13			





Lassan	14 Present Continuous: Affirmatives	Time	4F FO minutos		
Lesson Objectives	14 Present Continuous: Affirmatives	Time Preparation	45-50 minutes SB 2, WB 2,		
Objectives	- Students will be able to understand how to make affirmatives	Preparation	Activity Sheet 14,		
	in the present continuous tense.		Lesson Test 14		
Procedures			LC33011 TC3C 14		
(Time)	Activity				
Warm-up	[Greeting & Attendance Check]				
(5 min.)	[Homework Check]				
	[Warm-up]				
	- Have students take turns asking about your everyday activities.				
Cuamman	S1: Do you drink coffee every day? T: Yes, I do. A. Look and Learn				
Grammar Points		right now			
(35-40 min.)	- The present continuous tense shows actions that are happening	-	na		
(35-40 11111.)	,				
	- 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 .				
	consonant, double the consonant and dad mg. If the verb cha	in c , drop the c	ana ada mg .		
	B. Look and Say				
	- Ask students to look and read aloud the sentences under the pic	ctures.			
	,				
	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.				
	 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.				
	[Extension Activity]				
	Activity Sheet 14 (Look, Circle, and Say), Lesson Test 14				
Wrap-up	[Wrap-up Activity]				
(5 min.)	- Pair up students and have them take turns asking and answerir	ng about what th	ne people are doing		
	in the picture on page 58 of their books.	-	. , 3		
		ing in the rocking	g chair.		
	[Assign Homework]				
	- Workbook 1: pp.43-45				
	- Online Practice: Lesson 14				
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Lesson	15 Present Continuous: Negatives	Time	45-50 minutes	
Objectives	•	Preparation	SB 2, WB 2,	
	 Students will be able to understand how to make negatives in the present continuous tense. 		Activity Sheet 15,	
	the present continuous tense.		Lesson Test 15	
Procedures	Activity			
(Time)	-			
Warm-up	[Greeting & Attendance Check]			
(5 min.)	[Homework Check]			
	[Warm-up]			
	- Begin by acting out an action using gestures. Have students take a guess at what the action is.			
		You are dancing		
	, , , , , , , , , , , , , , , , , , , ,	You are swimmi	ng.	
Grammar	A. Look and Learn			
Points	- The negative form of the present continuous tense: be (presen	-	_	
(35-40 min.)	· · · -			
	aren't and isn't (am not cannot be shortened)			
	B. Look and Say			
	- Ask students to look and read aloud the sentences under the pic	tures or in the s	peech bubbles.	
	7 or students to rook and read aloud the sentences under the pictures of in the speech bubbles.			
	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.			
	D. Link and Povious			
	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.			
	[Extension Activity]			
	Activity Sheet 15 (Sleeping or Not Sleeping?), Lesson Test 15			
Wrap-up	[Wrap-up Activity]			
(5 min.)	- Ask students to take turns acting out an action as they say wl	nat they are doi	ng. Have them say	
	what they are not doing first.	-	-	
	S1: (acting out eating pizza) I'm not drinking water. I'm eating pizza.			
	[Assign Homework]			
	- Workbook 1: pp.46-48			
	- Online Practice: Lesson 15			





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Lesson	16 Present Continuous: Yes/No Questions	Time	45-50 minutes	
Objectives	- Students will be able to understand how to make yes/no	Preparation	SB 2, WB 2,	
	questions in the present continuous tense.		Activity Sheet 16,	
	4		Lesson Test 16	
Procedures	Activity			
(Time)	-			
Warm-up	[Greeting & Attendance Check]			
(5 min.)	[Homework Check]			
	[Warm-up]			
	- Begin by acting out an action using gestures. Have students take a guess at what the action is.			
	T: (acting out reading a book) What am I doing? S1: I kno	w. You are doing	g homework.	
	T: No, I'm not doing homework. (keep acting out) S2: I kno	w. You are read	ing a book.	
Grammar	A. Look and Learn			
Points	- The yes/no question form of the present continuous tense: Be (present) + sub	ject + verb ∼ing	
(35-40 min.)	?			
	- Contractions are not used in affirmative short answers.			
	B. Look and Say			
	- Ask students to look and read aloud the sentences under the pictures or in the speech bubbles.			
	C. Look and Practice			
	- Have students to practice the grammar points by doing the ques	tions from 1 to 4	1.	
	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.			
	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.			
		_		
	[Extension Activity]			
	Activity Sheet 16 (Yes or No), Lesson Test 16			
Wrap-up	[Wrap-up Activity]			
(5 min.)	- Ask students to take turns acting out actions while other stude	nts try to take a	guess at what the	
	actions are. Have students ask yes/no questions.			
	S1: (acting out playing baseball) What I am doing? S2: Are	e you playing bad	dminton?	
	S1: No, I'm not. (keeps acting out playing baseball) S3: Ar	e you playing ba	seball?	
	S1: Yes, I am.			
	[Assign Homework]			
	- Workbook 1: pp.49-51			
	- Online Practice: Lesson 16			





Laccon	17 What /Wha in Duccont Continuous	Time a	4F FO minutes
Lesson	17 What/Who in Present Continuous	Time	45-50 minutes
Objectives	- Students will be able to understand how to make information	Preparation	SB 2, WB 2,
	questions using what and who in the present continuous		Activity Sheet 17, Lesson Test 17
Procedures	tense.		Lesson lest 17
(Time)	Activity		
Warm-up	[Greeting & Attendance Check]		
(5 min.)	[Homework Check]		
	[Mayne .m]		
	[Warm-up]	uwhila way act a	ut the action Have
	- Ask students to take turns taking a guess at what you are doing	wrille you act o	ut the action. Have
	students ask yes/no questions.		
	T: (acting out talking on the phone) What I am doing? S1: Are you talking on the phone? T: Yes, I am.		
Grammar	A. Look and Learn		
Points	- Question words are used to make information questions.		
(35-40 min.)	- What asks about actions.		
	- Who asks about people doing the actions.		
	, , -		
	B. Look and Say		
	- Ask students to look and read aloud the sentences in the lower I	ight corner of th	ne picture.
	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.		
	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.		
	[Extension Activity]		
	Activity Sheet 17 (Who or What?), Lesson Test 17		
Wrap-up	[Wrap-up Activity]		
(5 min.)	- Ask students to act out different actions all together at the same	time.	
	- Have students take turns answering questions while acting them		
	T: What is (Tim) doing? S2: He's eating. T: Who is playing so		n) is playing soccer.
	[Assign Homework]		
	- Workbook 1: pp.52-54		
	- Online Practice: Lesson 17		





Objectives Procedures (Time)	18 Prepositions of Place Students will be able to understand how to make information questions using where. Students will be able to understand how to use prepositions of place. Activity [Greeting & Attendance Check] [Homework Check]	Time Preparation	SB 2, WB 2, Activity Sheet 18, Lesson Test 18	
Procedures (Time)	Students will be able to understand how to use prepositions of place. Activity [Greeting & Attendance Check]	•		
Procedures (Time)	place. Activity [Greeting & Attendance Check]		Lesson Test 18	
(Time)	Activity [Greeting & Attendance Check]			
(Time)	[Greeting & Attendance Check]			
	[Greeting & Attendance Check]			
warm-up				
(5 min.)				
	- -			
	[Warm-up]			
-	- Ask students to open their books to page 70 and have them take turns answering your question			
	T: What is the rabbit doing? S1: It is eating. T: Who is standing on the slide? S2: The mouse is standing on the slide.			
Grammar	A. Look and Learn	anding on the sil	uc.	
	• Where asks about a specific location.			
	Prepositions of place: in, on, under, in front of, and behind			
-	Prepositions come before noun.			
	2. Lands and Case			
	B. Look and Say- Ask students to look and read aloud the sentences in the lower right corner of the picture.			
	Ask students to look and read aloud the sentences in the lower r	ignit comer or tr	ie picture.	
	C. Look and Practice			
-	· Have students to practice the grammar points by doing the ques	tions from 1 to 3	3.	
	1. Look, write, and draw.			
	2. Look and write.			
	3. Read and write the answers about you.			
	D. Link and Review			
	Let students finish the cumulative quiz to review the grammar po	oints 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' understand	ling.		
	[Extension Activity]			
T	Activity Sheet 18 (Preposition Board Game), Lesson Test 18			
Wrap-up	[Wrap-up Activity]			
(5 min.)	- Pair up students and have them take turns asking and answeri	ng about the lo	cation of objects in	
	the class room.			
	S1: Where is the board? S2: It is behind the teacher		nho and base Harr	
.	 Tell the students to make a list of five objects in the classroon exchange lists. Ask students to find the five items and write five 	•		
	S1: (computer) The computer is on the desk.	seniences about	. u icii iocauolis.	
	[Assign Homework]			
	· Workbook 1: pp.55-57			
	Online Practice: Lesson 18			





	40 Halaina Washa	-:	45 50:	
Lesson	19 Helping Verbs	Time	45-50 minutes	
Objectives	- Students will be able to understand how to use the helping	Preparation	SB 2, WB 2,	
	verb, can and may.		Activity Sheet 19,	
Duanadous	_		Lesson Test 19	
Procedures	Activity			
(Time) Warm-up	[Granting & Attendance Check]			
(5 min.)	[Greeting & Attendance Check]			
(5 11111.)	[Homework Check]			
	[Warm-up]			
	- Ask students to take turns saying the location of objects or peop	le in the classro	om.	
	S1: The clock is on the wall. S2: My bag is under my des	5k.		
Grammar	A. Look and Learn			
Points	- A helping verb helps the main verb by extending its meaning.			
(35-40 min.)	- Can gives the meaning of ability or permission. The negative for	•	an't).	
	- May gives only the meaning of permission. The negative form is	may not.		
	B. Look and Say			
	- Ask students to look and read aloud the sentences under the ph	otos or in the sp	eech bubbles.	
	 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.			
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. 			
	[Extension Activity]			
	Activity Sheet 19 (Helping Verb Bingo), Lesson Test 19			
Wrap-up	[Wrap-up Activity]			
(5 min.)	- Pair up students and have them take turns asking and answering	g about their abi	lities.	
	S1: Can you swim? S2: Yes, I can.			
	[Assign Homework]			
	- Workbook 1: pp.58-60			
	- Online Practice: Lesson 19			





Losson	20 Impossitives	Time	4F FO minutos	
Lesson	20 Imperatives		45-50 minutes	
Objectives	- Students will be able to understand how to make affirmative	Preparation	SB 2, WB 2,	
	and negative imperatives.		Activity Sheet 20, Lesson Test 20	
Procedures			Lesson lest 20	
(Time)	Activity			
Warm-up	[Greeting & Attendance Check]			
(5 min.)	[Homework Check]			
	FMa			
	[Warm-up]			
	- Ask students to take turns asking you about your abilities. S1: Can you speak Spanish? T: No, I can't.			
Grammar	A. Look and Learn			
Points	- An imperative makes a request or gives a command. The su	hiect of impera	tives is usually not	
(35-40 min.)	spoken or written.	ibject of impera	tives is usually flot	
(33 40)	- Negative imperatives start with don't placed before the verb.			
	The state of the s			
	B. Look and Say			
	- Ask students to look and read aloud the sentences under the pic	ctures or in the s	peech bubbles.	
	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.			
	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.			
	[Extension Activity]			
	Activity Sheet 20 (Roll, Circle, and Say), Lesson Test 20			
Wrap-up	[Wrap-up Activity]	"C:	// TC	
(5 min.)	- In this game, the commands are obeyed only when they be	-	•	
	follows an order that does not begin with "Simon says," they are T: Simon says "Jump." Ss:(Students keep jumping)	out or the game	2.	
	T: Stop. Ss: (The students who stopped jun	nnina are out of	the game)	
	, , , , , , , , , , , , , , , , , , , ,		- ,	
	- 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.			
	2dare raise and five regalite raise and share their raise wit			
	[Assign Homework]			
	- Workbook 1: pp.61-63			
	- Online Practice: Lesson 20			