



| Lagran       | 1 Cinquian and Divisi Nova   | Time             | 4F FO minutes         |  |  |
|--------------|--|------------------|-----------------------|--|--|
| Lesson       | 1 Singular and Plural Nouns  | Time             | 45-50 minutes         |  |  |
| Objectives   | - Students will be able to understand regular and irregular  | Preparation      | SB 1, WB 1            |  |  |
|              | singular and plural nouns.   |                  | Writing Worksheet 1   |  |  |
|              | - Students will be able to use indefinite and definite articles.   |                  | Lesson Test 1         |  |  |
| Procedures   | Activity   |                  |                       |  |  |
| (Time)       |  |                  |                       |  |  |
| Warm-up      | [Greeting & Attendance Check]  |                  |                       |  |  |
| (5 min.)     |  |                  |                       |  |  |
|              | [Warm-up]  |                  |                       |  |  |
|              | - Walk around the classroom and point to various objects.  |                  |                       |  |  |
|              | - Ask students to name the objects demonstrating the target grammar points.  |                  |                       |  |  |
|              | T: (points to a book) What is it? S1: A book.  |                  |                       |  |  |
|              | T: (Points to desks) What are they? S2: Desks.   |                  |                       |  |  |
| Grammar      | 1. Grammar Introduction  |                  |                       |  |  |
| Points       | A. Singular and Plural Nouns   |                  |                       |  |  |
| (35-40 min.) | - Singular means 'one.' Plural means 'two or more.'  |                  |                       |  |  |
|              | - Most plural nouns are made by just adding -s. Add -es to nou   |                  | s, -ch, -sh, or -x.   |  |  |
|              | - Change <b>y</b> to <b>i</b> and add - <b>es</b> to nouns that end in consonant +   | -у.              |                       |  |  |
|              | D. A. ov. An   |                  |                       |  |  |
|              | B. A or An   |                  |                       |  |  |
|              | - A and an are used before singular nouns.   |                  |                       |  |  |
|              | - Put <b>a</b> before a consonant, put <b>an</b> before a vowel.   |                  |                       |  |  |
|              | C. A/An vs. The  |                  |                       |  |  |
|              | - <b>A</b> and <b>an</b> are used to refer to a general or non-specific noun.  |                  |                       |  |  |
|              | - <b>The</b> is used to refer to a specific noun.  |                  |                       |  |  |
|              | The is assa to refer to a specific floating  |                  |                       |  |  |
|              | 2. Grammar Practice  |                  |                       |  |  |
|              | - Have students practice the grammar points by doing the questions A and B.  |                  |                       |  |  |
|              | and the second of the second o |                  |                       |  |  |
|              | 3. Grammar in Context  |                  |                       |  |  |
|              | A. Circle and write about yourself.  |                  |                       |  |  |
|              | - Have students make sentences about themselves by selecting   | the verbs and t  | filling in the blanks |  |  |
|              | with singular and plural nouns.  |                  |                       |  |  |
|              | B. Choose and write.   |                  |                       |  |  |
|              | - Have students look at the picture before reading and make pr   | redictions about | the passage.          |  |  |
|              | - Students complete the passage with the words in the Word B   | ank.             |                       |  |  |
|              |  |                  |                       |  |  |
|              | [Extension Activity]   |                  |                       |  |  |
| 100          | Writing Worksheet 1, Lesson Test 1   |                  |                       |  |  |
| Wrap-up      | [Wrap-up Activity]   |                  | 1.1.1                 |  |  |
| (5 min.)     | - Have a student secretly select an object in the classroom. The   | _                |                       |  |  |
|              | - The student who correctly identifies the object should secretly  | y select a new o | bject, and so on.     |  |  |
|              | [Assign Homework]  |                  |                       |  |  |
|              | - Workbook 1: pp.5-7   |                  |                       |  |  |
|              | - Workbook 1. pp.3-7 - Online Practice: Lesson 1   |                  |                       |  |  |
|              | - Online Mactice, Lesson 1   |                  |                       |  |  |





| Lesson               | 2 Count and Non-count Nouns  | Time             | 45-50 minutes         |  |
|----------------------|--|------------------|-----------------------|--|
| Objectives           | - Students will be able to understand count and non-count                            | Preparation      | SB 1, WB 1            |  |
|                      | nouns.   |                  | Writing Worksheet 2   |  |
| _                    | - Students will be able to use simple quantifiers.                                   |                  | Lesson Test 2         |  |
| Procedures<br>(Time) | Activity   |                  |                       |  |
| Warm-up              | [Greeting & Attendance Check]  |                  |                       |  |
| (5 min.)             |  |                  |                       |  |
|                      | [Homework Check & Warm-up]   |                  |                       |  |
|                      | - Ask students to open their workbooks and check their homework together as a class. |                  |                       |  |
|                      | - Review grammar points as needed, or repeat the wrap-up act                         | ivity from Lesso | n 1 to review.        |  |
| Grammar              | 1. Grammar Link and Review   | 0:- 1            | a ale Marin a manuana |  |
| Points               | - Have students go to page 94 to complete the Grammar Revie                          | w Quiz 1 and ch  | eck their answers     |  |
| (35-40 min.)         | in pairs.  |                  |                       |  |
|                      | 2. Grammar Introduction  |                  |                       |  |
|                      | A. Count and Non-Count Nouns   |                  |                       |  |
|                      | - Count nouns have singular and plural forms.  |                  |                       |  |
|                      | - Non-count nouns cannot be counted and they have singular f                         | orms only.       |                       |  |
|                      | - Do not use <b>a</b> or <b>an</b> with non-count nouns.                             |                  |                       |  |
|                      |  |                  |                       |  |
|                      | B. A/An, Some, and Any   |                  |                       |  |
|                      | - Use <b>a</b> or <b>an</b> with singular count nouns.                               |                  |                       |  |
|                      | - Use <b>some</b> or <b>any</b> with plural count nouns and non-count nou            | ıns.             |                       |  |
|                      |  |                  |                       |  |
|                      | C. Some vs. Any  |                  |                       |  |
|                      | - Use <b>some</b> in affirmative sentences and <b>any</b> in negative sentences.     |                  |                       |  |
|                      | - Use <b>some</b> or <b>any</b> in questions.  |                  |                       |  |
|                      | 3. Grammar Practice  |                  |                       |  |
|                      | - Have students practice the grammar points by doing the questions A and B.          |                  |                       |  |
|                      | a to be a trained and a training and discovering and a                               |                  |                       |  |
|                      | 4. Grammar in Context  |                  |                       |  |
|                      | A. Circle and write about yourself. Change the words form if necessary.              |                  |                       |  |
|                      | - Have students make sentences about themselves by selecting                         | the words and    | filling in the blanks |  |
|                      | with count and non-count words.  |                  |                       |  |
|                      | B. Choose and write.   |                  |                       |  |
|                      | - Have students look at the picture before reading and make pr                       |                  | the passage.          |  |
|                      | - Students complete the passage with the words in the Word B                         | ank.             |                       |  |
|                      | [Extension Activity]   |                  |                       |  |
|                      | Writing Worksheet 2, Lesson Test 2   |                  |                       |  |
| Wrap-up              | [Wrap-up Activity]   |                  |                       |  |
| (5 min.)             | - Imagine that you and your class are going grocery shopping a                       | and make a shor  | oping list together.  |  |
| ( <b>,</b>           | T: I will buy some chicken. S1: I will buy some chicken an                           |                  | , 5 5                 |  |
|                      | - Continue adding items to the list and ensure students are using                    |                  | ifiers and nouns.     |  |
|                      | [Assign Homework]  |                  |                       |  |
|                      | - Workbook 1: pp.9-11  |                  |                       |  |
|                      | - Online Practice: Lesson 2  |                  |                       |  |
|                      |  |                  |                       |  |





| Lesson       | 3 Subject and Object Pronouns  | Time              | 45-50 minutes       |  |  |
|--------------|--|-------------------|---------------------|--|--|
| Objectives   |  | Preparation       | SB 1, WB 1          |  |  |
|              | - Students will be able to understand subject and object   | _                 | Writing Worksheet 3 |  |  |
|              | pronouns.  |                   | Lesson Test 3       |  |  |
| Procedures   | Activity   |                   |                     |  |  |
| (Time)       | •  |                   |                     |  |  |
| Warm-up      | [Greeting & Attendance Check]  |                   |                     |  |  |
| (5 min.)     | [Homework Check & Warm-up]   |                   |                     |  |  |
|              | - Ask students to open their workbooks and check their home  | work together as  | a class             |  |  |
|              | - Review grammar points as needed, or repeat the wrap-up activity from Lesson 2 to review.                   |                   |                     |  |  |
| Grammar      | Grammar Link and Review  |                   |                     |  |  |
| Points       | - Have students go to page 95 to complete the Grammar Revi   | ew Quiz 2 and ch  | neck their answers  |  |  |
| (35-40 min.) | in pairs.  |                   |                     |  |  |
|              |  |                   |                     |  |  |
|              | 2. Grammar Introduction  |                   |                     |  |  |
|              | <ul><li>A. Subjects and Objects</li><li>Subject is the noun or pronoun that comes at the beginning</li></ul> | of a contonco     |                     |  |  |
|              | - Object is the noun or pronoun that comes after the verb in a   |                   |                     |  |  |
|              | object is the hour of pronoun that comes after the verb in t   | i sericer         |                     |  |  |
|              | B. Subject Pronouns  |                   |                     |  |  |
|              | - Singular subject pronouns: <b>I</b> , <b>you</b> , <b>she</b> , <b>he</b> , <b>it</b>                      |                   |                     |  |  |
|              | - Plural subject pronouns: <b>we</b> , <b>you</b> , <b>they</b>  |                   |                     |  |  |
|              | C. Object Pronouns   |                   |                     |  |  |
|              | - Singular object Pronouns: <b>me</b> , <b>you</b> , <b>her</b> , <b>him</b> , <b>it</b>                     |                   |                     |  |  |
|              | - Singular object Pronouns: <b>me, you, her, him, it</b><br>- Plural object pronouns: <b>us, you, them</b>   |                   |                     |  |  |
|              |  |                   |                     |  |  |
|              | 3. Grammar Practice  |                   |                     |  |  |
|              | - Have students practice the grammar points by doing the que   | estions A and B.  |                     |  |  |
|              | 4. Grammar in Context  |                   |                     |  |  |
|              | A. Write about yourself, your family, and your friends.  |                   |                     |  |  |
|              | - Have students make sentences about themselves with the a   | opropriate nouns  | and subject and     |  |  |
|              | object pronouns.   |                   |                     |  |  |
|              | B. Choose and write.   |                   |                     |  |  |
|              | - Have students look at the picture before reading and make p  |                   | the passage.        |  |  |
|              | - Students complete the passage with the words in the Word   | Bank.             |                     |  |  |
|              | [Extension Activity]   |                   |                     |  |  |
|              | Writing Worksheet 3, Lesson Test 3   |                   |                     |  |  |
| Wrap-up      | [Wrap-up Activity]   |                   |                     |  |  |
| (5 min.)     | - Choose some subject pronouns and ask students to say the   | corresponding ob  | ject pronouns.      |  |  |
|              | T: he S1: him T: they S2: them   |                   |                     |  |  |
|              | - The student who answers correctly must then choose any su  | bject or object p | ronoun, and so on.  |  |  |
|              | [Assign Homework]  |                   |                     |  |  |
|              | - Workbook 1: pp.13-15   |                   |                     |  |  |
|              | - Online Practice: Lesson 3  |                   |                     |  |  |
|              | Offinite i fuction Ecoport 5   |                   |                     |  |  |





| Lesson       | 4 Demonstratives and Possessives 1  | Time              | 45-50 minutes        |  |
|--------------|---|-------------------|----------------------|--|
| Objectives   |   | Preparation       | SB 1, WB 1           |  |
| Objectives   | - Students will be able to understand demonstratives and                                  | . reparation      | Writing Worksheet 4  |  |
|              | possessive nouns.   |                   | Lesson Test 4        |  |
| Procedures   | 0.45.55.  |                   |                      |  |
| (Time)       | Activity  |                   |                      |  |
| Warm-up      | [Greeting & Attendance Check]   |                   |                      |  |
| (5 min.)     |   |                   |                      |  |
|              | [Homework Check & Warm-up]  |                   |                      |  |
|              | - Ask students to open their workbooks and check their homework together as a class.      |                   |                      |  |
|              | - Review grammar points as needed, or repeat the wrap-up ac                               | tivity from Lesso | n 3 to review.       |  |
| Grammar      | 1. Grammar Link and Review  |                   |                      |  |
| Points       | - Have students go to page 96 to complete the Grammar Revie                               | ew Quiz 3 and ch  | eck their answers    |  |
| (35-40 min.) | in pairs.   |                   |                      |  |
|              | 2. Grammar Introduction   |                   |                      |  |
|              | A. Demonstratives   |                   |                      |  |
|              | - <b>This</b> and <b>these</b> refer to singular and plural objects nearby.               |                   |                      |  |
|              | - <b>That</b> and <b>those</b> refer to singular and plural objects further a             | ıwav.             |                      |  |
|              |   | ,                 |                      |  |
|              | B. The Possessive with 's   |                   |                      |  |
|              | - The possessive with 's shows that someone has something.                                |                   |                      |  |
|              | - Possession for singular nouns is indicated with an apostrophe                           | ` '               |                      |  |
|              | - Possession for regular plural nouns, only an apostrophe (') is                          |                   |                      |  |
|              | - For irregular plural nouns, both the apostrophe (') and -s are                          | used.             |                      |  |
|              | 3. Grammar Practice   |                   |                      |  |
|              |   | stions A and B    |                      |  |
|              | - Have students practice the grammar points by doing the questions A and B.               |                   |                      |  |
|              | 4. Grammar in Context   |                   |                      |  |
|              | A. Choose and write about your family using the words in the box.                         |                   |                      |  |
|              | - Have students make sentences about their family members with the words in the box. They |                   |                      |  |
|              | must use the correct possessive form of the subject noun and                              |                   | the Be verb.         |  |
|              | B. Complete the sentence. Change the word form if necessary.                              |                   |                      |  |
|              | - Have students read the words and identify which nouns are s                             | -                 | ch are piurai.       |  |
|              | - Students complete the sentences with correct form of the no                             | uii.              |                      |  |
|              | [Extension Activity]  |                   |                      |  |
|              | Writing Worksheet 4, Lesson Test 4  |                   |                      |  |
| Wrap-up      | [Wrap-up Activity]  |                   |                      |  |
| (5 min.)     | - On the board, begin a sentence about an animal's body part                              | and ask students  | s to complete it.    |  |
|              | T: Giraffe's legs are S1: long. The butterfly's wings are                                 | S2: colorfu       | l. The dog's bark is |  |
|              | - The student who completes it must begin the next sentence,                              | and so on.        |                      |  |
|              | - Ensure students are using the possessive <b>'s</b> correctly.                           |                   |                      |  |
|              | [Assign Homowork]   |                   |                      |  |
|              | [Assign Homework]   |                   |                      |  |
|              | - Workbook 1: pp.17-19<br>- Online Practice: Lesson 4                                     |                   |                      |  |
|              | - Orinine Fractice, Lessoll 4   |                   |                      |  |





| Lossen        | 5 Possessives 2  | Time              | 45-50 minutes                  |  |
|---------------|--|-------------------|--------------------------------|--|
| Lesson        | 5 PUSSESSIVES 2  |                   |                                |  |
| Objectives    | - Students will be able to understand possessive adjectives                                      | Preparation       | SB 1, WB 1 Writing Worksheet 5 |  |
|               | and possessives pronouns.  |                   | Lesson Test 5                  |  |
| Procedures    |  |                   | Lesson lest 3                  |  |
| (Time)        | Activity   |                   |                                |  |
| Warm-up       | [Greeting & Attendance Check]  |                   |                                |  |
| (5 min.)      | [Greeting & Attendance Check]  |                   |                                |  |
| (3 11111.)    | [Homework Check & Warm-up]   |                   |                                |  |
|               | - Ask students to open their workbooks and check their homew                                     | ork together as   | a class                        |  |
|               | - Review grammar points as needed, or repeat the wrap-up activity from Lesson 4 to review.       |                   |                                |  |
| Grammar       | Grammar Link and Review  | divity from Lesso | TO TOTO TO TOTO                |  |
| Points        | - Have students go to page 97 to complete the Grammar Revie                                      | w Quiz 4 and ch   | eck their answers              |  |
| (35-40 min.)  | in pairs.  | gaiz i ana di     | .co. alon allottelo            |  |
| (33 13 11111) |  |                   |                                |  |
|               | 2. Grammar Introduction  |                   |                                |  |
|               | A. Possessive Adjectives   |                   |                                |  |
|               | - Singular possessive adjectives: <b>my</b> , <b>your</b> , <b>her</b> , <b>his</b> , <b>its</b> |                   |                                |  |
|               | - Plural possessive adjectives: our, your, their   |                   |                                |  |
|               | - Possessive adjectives are followed by a noun.  |                   |                                |  |
|               |  |                   |                                |  |
|               | B. Possessive Pronouns   |                   |                                |  |
|               | - Singular possessive pronouns: <b>mine</b> , <b>yours</b> , <b>his</b> , <b>hers</b>            |                   |                                |  |
|               | - Plural possessive pronouns: <b>ours</b> , <b>yours</b> , <b>theirs</b> (There is no            |                   | noun for <b>it</b> .)          |  |
|               | - Possessive pronoun is used alone and it isn't followed by a no                                 | oun.              |                                |  |
|               | 2 Cup was no pu Dun ation  |                   |                                |  |
|               | 3. Grammar Practice  |                   |                                |  |
|               | - Have students practice the grammar points by doing the questions A and B.                      |                   |                                |  |
|               | 4. Grammar in Context  |                   |                                |  |
|               | A. Write about yourself, your family, and your friends.  |                   |                                |  |
|               | - Have students make sentences about themselves, their family members, and their friends by      |                   |                                |  |
|               | filling in the blanks with possessive adjectives, nouns, and Be                                  |                   |                                |  |
|               | B. Choose and write.   |                   |                                |  |
|               | - Have students look at the picture before reading and make p                                    | redictions about  | the passage.                   |  |
|               | - Students complete the passage with the words in the Word B                                     | ank.              |                                |  |
|               |  |                   |                                |  |
|               | [Extension Activity]   |                   |                                |  |
| 14/2:22       | Writing Worksheet 5, Lesson Test 5   |                   |                                |  |
| Wrap-up       | [Wrap-up Activity]   | coloct a single : | tom from one student           |  |
| (5 min.)      | - Select a student to leave the classroom. Then the class must                                   | -                 |                                |  |
|               | When finished, invite the student back into the room to gue                                      | ss wild it beion  | igs to by pointing and         |  |
|               | making a sentence. S1: Is it her pencil/hers? Ss: No, it isn't. S2: Is it it                     | his pencil/his?   | Ss: Yes, it is.                |  |
|               | S1: Is it her pencil/hers? Ss: No, it isn't. S2: Is it i   | nis pencii/IIIS!  | 33. TES, IL 15.                |  |
|               | [Assign Homework]  |                   |                                |  |
|               | - Workbook 1: pp.21-23   |                   |                                |  |
|               | - Online Practice: Lesson 5  |                   |                                |  |
|               | Offinite Fractices Ecopolis  |                   |                                |  |





| Lesson       | 6 Present Simple: Be   | Time               | 45-50 minutes               |  |
|--------------|--|--------------------|-----------------------------|--|
| Objectives   |  | Preparation        | SB 1, WB 1                  |  |
| Objectives   | - Students will be able to understand the present simple   |                    | Writing Worksheet 6         |  |
|              | <b>Be</b> verb.  |                    | Lesson Test 6               |  |
| Procedures   | Activity   |                    |                             |  |
| (Time)       | Activity   |                    |                             |  |
| Warm-up      | [Greeting & Attendance Check]  |                    |                             |  |
| (5 min.)     | [Homework Check & Warm-up]   |                    |                             |  |
|              | - Ask students to open their workbooks and check their homework together as a class.   |                    |                             |  |
|              | - Review grammar points as needed, or repeat the wrap-up activity from Lesson 5 to review.   |                    |                             |  |
| Grammar      | 1. Grammar Link and Review   |                    |                             |  |
| Points       | - Have students go to page 98 to complete the Grammar Revie  | ew Quiz 5 and ch   | eck their answers           |  |
| (35-40 min.) | in pairs.  |                    |                             |  |
|              | 2. Common Laboratoria  |                    |                             |  |
|              | Grammar Introduction     A. Be: Affirmatives and Negatives   |                    |                             |  |
|              | - There are three forms of <b>Be</b> verbs: <b>am</b> , <b>is</b> , <b>are</b>   |                    |                             |  |
|              | - Forms depend on the subject ( <i>first, second,</i> or <i>third person</i> )   | or its number (s   | ingular or <i>plural</i> ). |  |
|              | - Not is placed after <b>Be</b> to make negatives: <b>am not</b> , <b>is not</b> , <b>a</b>  | •                  | nganar er praranj.          |  |
|              | , , ,  |                    |                             |  |
|              | B. Contractions  | ana far all aubica | to avecant T                |  |
|              | <ul> <li>In negative sentences, there are two ways to write contraction</li> <li>ex) You're not/ you aren't, she's not/she isn't, it's not/ it</li> </ul>  | -                  | ts except 1.                |  |
|              | ex) four enougy you aren't, she's noughle isn't, it's noughle  | 1511 C             |                             |  |
|              | C. Be: Yes/No Questions  |                    |                             |  |
|              | - <b>Be</b> comes before the subject in yes/no questions.  |                    |                             |  |
|              | - Contractions aren't used in affirmative answers.   |                    |                             |  |
|              | 3. Grammar Practice  |                    |                             |  |
|              | - Have students practice the grammar points by doing the que   | stions A and B.    |                             |  |
|              | The control of the co |                    |                             |  |
|              | 4. Grammar in Context  |                    |                             |  |
|              | A. Complete the question and answer about yourself and your family.  |                    |                             |  |
|              | - Have students make sentences about themselves, and their   | family members i   | using the correct           |  |
|              | forms of the Be verb.  |                    |                             |  |
|              | B. Choose and write.     Have students look at the picture before reading and make p   | rodictions about   | the passage                 |  |
|              | - Students complete the passage with the words in the Word E   |                    | tile passage.               |  |
|              | The state of the passage with the words in the word in   |                    |                             |  |
|              | [Extension Activity]   |                    |                             |  |
|              | Writing Worksheet 6, Lesson Test 6   |                    |                             |  |
| Wrap-up      | [Wrap-up Activity]   | _                  |                             |  |
| (5 min.)     | - Divide the board into two columns. Brainstorm a list of s  | -                  |                             |  |
|              | adjectives in the right. Be sure to include a variety of nouns a   | •                  | •                           |  |
|              | - Ask students to create accurate sentences with the Be verb a   | and words from e   | eacn column.                |  |
|              | [Assign Homework]  |                    |                             |  |
|              | - Workbook 1: pp.25-27   |                    |                             |  |
|              | - Online Practice: Lesson 6  |                    |                             |  |





| Loggon         | 7 Drosont Simple   | Time              | 4F FO minutes               |  |  |
|----------------|--|-------------------|-----------------------------|--|--|
| Lesson         | 7 Present Simple   |                   | 45-50 minutes<br>SB 1, WB 1 |  |  |
| Objectives     | - Students will be able to understand the present simple tense.  | Preparation       | Writing Worksheet 7         |  |  |
|                | - Students will be able to understand the present simple tense.  |                   | Lesson Test 7               |  |  |
| Procedures     |  |                   | LC33011 TC3C 7              |  |  |
| (Time)         | Activity   |                   |                             |  |  |
| Warm-up        | [Greeting & Attendance Check]  |                   |                             |  |  |
| (5 min.)       |  |                   |                             |  |  |
|                | [Homework Check & Warm-up]   |                   |                             |  |  |
|                | - Ask students to open their workbooks and check their homework together as a class Review grammar points as needed, or repeat the wrap-up activity from Lesson 6 to review. |                   |                             |  |  |
| Grammar        | Review grammar points as needed, or repeat the wrap-up active     Grammar Link and Review  | ity from Lesson   | b to review.                |  |  |
| Points         | - Have students go to page 99 to complete the Grammar Review   | Ouiz 6 and cho    | ck their answers            |  |  |
| (35-40 min.)   | in pairs.  | Quiz 6 and the    | CK triell driswers          |  |  |
| (33-40 11111.) | iii paiis.   |                   |                             |  |  |
|                | 2. Grammar Introduction  |                   |                             |  |  |
|                | A. Present Simple: Affirmatives and Negatives  |                   |                             |  |  |
|                | - Add -s when the subject is in the third person singular (she, he   | e, it).           |                             |  |  |
|                | - <b>Don't (Do not</b> ) is placed in front of the verb to make negative   |                   |                             |  |  |
|                | - <b>Doesn't (Does not)</b> is used when the subject is in the third p   |                   |                             |  |  |
|                | P. Cnolling Dules of Final s   |                   |                             |  |  |
|                | B. Spelling Rules of Final -s  |                   |                             |  |  |
|                | - Final -s is added to most verbs. Add -es to verbs that end in -s   |                   | <b>(.</b>                   |  |  |
|                | - Change the <b>y</b> to an <b>i</b> and add - <b>es</b> to verbs that end in consonant + - <b>y</b> .   |                   |                             |  |  |
|                | - Irregular verbs: does, goes, has   |                   |                             |  |  |
|                | C. Present simple: Yes/No Questions  |                   |                             |  |  |
|                | - <b>Do/Does</b> is placed at the beginning of the sentence in yes/no questions.   |                   |                             |  |  |
|                | - Simple form of the verb is used.   |                   |                             |  |  |
|                | 2. Crammar Practice  |                   |                             |  |  |
|                | <ul><li>3. Grammar Practice</li><li>- Have students practice the grammar points by doing the questions A and B.</li></ul>  |                   |                             |  |  |
|                | - Have students practice the granimal points by doing the questions A and b.   |                   |                             |  |  |
|                | 4. Grammar in Context  |                   |                             |  |  |
|                | A. Choose and write about yourself.  |                   |                             |  |  |
|                | - Have students make sentences about their Sunday routines using the words in the Word Bank.   |                   |                             |  |  |
|                | B. Choose and write.   |                   |                             |  |  |
|                | - Have students look at the picture before reading and make pre  | dictions about t  | ne passage.                 |  |  |
|                | - Students complete the passage with the words in the Word Ba  | nk.               |                             |  |  |
|                | FFotoncian Askinikal   |                   |                             |  |  |
|                | [Extension Activity]   |                   |                             |  |  |
| W/405          | Writing Worksheet 7, Lesson Test 7   |                   |                             |  |  |
| Wrap-up        | [Wrap-up Activity]   | Sundave           |                             |  |  |
| (5 min.)       | - You and your class must make a list of the activities you do on Sundays.  T: On Sunday, I read books.  S1: On Sunday, he reads, and I sleep.                               |                   |                             |  |  |
|                | T: On Sunday, I read books. S1: On Sunday, he reads, and S2: On Sunday, he reads, she sleeps, and I do homework.   | ια 1 δισσμ.       |                             |  |  |
|                | - Continue adding items to the list and ensure students are using  | i correct verb fo | rms                         |  |  |
|                | contained adding items to the list and ensure students are using   | S COLLECT VELD IO | 111131                      |  |  |
|                | [Assign Homework]  |                   |                             |  |  |
|                | - Workbook 1: pp.29-31   |                   |                             |  |  |
|                | - Online Practice: Lesson 7  |                   |                             |  |  |





| Lesson          | 8 Present Simple and Frequency Adverbs  | Time              | 45-50 minutes        |  |
|-----------------|---|-------------------|----------------------|--|
| Objectives      | •   | Preparation       | SB 1, WB 1           |  |
| Objectives      | - Students will be able to understand the present simple  | · · · cparación   | Writing Worksheet 8  |  |
|                 | tense with frequency adverbs.   |                   | Lesson Test 8        |  |
| Procedures      |   |                   |                      |  |
| (Time)          | Activity  |                   |                      |  |
| Warm-up         | [Greeting & Attendance Check]   |                   |                      |  |
| (5 min.)        | [Hemowork Check 9, Morror un]   |                   |                      |  |
|                 | [Homework Check & Warm-up]  |                   |                      |  |
|                 | <ul><li>Ask students to open their workbooks and check their homework together as a class.</li><li>Review grammar points as needed, or repeat the wrap-up activity from Lesson 7 to review.</li></ul> |                   |                      |  |
| Grammar         | Review grammar points as needed, or repeat the wrap-up at the Grammar Link and Review   | divity from Lesso | 11 / to review.      |  |
| Points          | - Have students go to page 100 to complete the Grammar Rev  | view Ouiz 7 and o | shock their answers  |  |
| (35-40 min.)    | in pairs.   | iew Quiz 7 anu C  | THECK THEIR driswers |  |
| (55-40 111111.) | iii paiis.  |                   |                      |  |
|                 | 2. Grammar Introduction   |                   |                      |  |
|                 | A. Present Simple: Usage  |                   |                      |  |
|                 | - The present simple tense talks about present facts or states  | of being.         |                      |  |
|                 | - The present simple tense talks about habits or activities, and  | -                 |                      |  |
|                 |   |                   |                      |  |
|                 | B. Frequency Adverbs  |                   |                      |  |
|                 | - Frequency adverbs show how often something happens.   |                   |                      |  |
|                 | - Frequency adverbs usually come before a verb, but they always come after a <b>Be</b> verb.  |                   |                      |  |
|                 | 2. Crammar Bractico   |                   |                      |  |
|                 | 3. Grammar Practice  Have students practice the grammar points by doing the guestions A and B   |                   |                      |  |
|                 | - Have students practice the grammar points by doing the questions A and B.   |                   |                      |  |
|                 | 4. Grammar in Context   |                   |                      |  |
|                 | A. Choose and write about yourself.   |                   |                      |  |
|                 | - Have students make sentences about themselves using the adverbs in the Word Bank.   |                   |                      |  |
|                 | B. Choose and write.  |                   |                      |  |
|                 | - Have students look at the picture before reading and make p   |                   | the passage.         |  |
|                 | - Students complete the passage with the words in the Word I  | Bank.             |                      |  |
|                 | [Extension Activity]  |                   |                      |  |
|                 | Writing Worksheet 8, Lesson Test 8  |                   |                      |  |
| Wrap-up         | [Wrap-up Activity]  |                   |                      |  |
| (5 min.)        | - On the board, begin a sentence about your school's daily rou  | tine and ask stu  | dents to complete it |  |
| (3 11111.)      | T: We never S1: come to school  |                   |                      |  |
|                 | S2: do our homework. We are S3: always kind. We   |                   |                      |  |
|                 | - The student who completes it must begin another sentence,   |                   |                      |  |
|                 | ,   | •                 |                      |  |
|                 | [Assign Homework]   |                   |                      |  |
|                 | - Workbook 1: pp.33-35  |                   |                      |  |
|                 | - Online Practice: Lesson 8   |                   |                      |  |





| Lesson         | 9 Present Continuous   | Time                                  | 45-50 minutes       |  |
|----------------|--|---------------------------------------|---------------------|--|
| Objectives     |  | Preparation                           | SB 1, WB 1          |  |
|                | - Students will be able to understand the present continuous.  |                                       | Writing Worksheet 9 |  |
|                |  |                                       | Lesson Test 9       |  |
| Procedures     | Activity   |                                       |                     |  |
| (Time)         |  |                                       |                     |  |
| Warm-up        | [Greeting & Attendance Check]  |                                       |                     |  |
| (5 min.)       | [Homework Check & Warm-up]   |                                       |                     |  |
|                | - Ask students to open their workbooks and check their homew   | ork together as                       | a class.            |  |
|                | - Review grammar points as needed, or repeat the wrap-up activity from Lesson 8 to review.                 |                                       |                     |  |
| Grammar        | Grammar Link and Review  |                                       |                     |  |
| Points         | - Have students go to page 101 to complete the Grammar Revi  | ew Ouiz 8 and o                       | heck their answers  |  |
| (35-40 min.)   | in pairs.  | ζ                                     |                     |  |
| (00 10 111111) |  |                                       |                     |  |
|                | 2. Grammar Introduction  |                                       |                     |  |
|                | A. Present Continuous: Affirmatives and Negatives  |                                       |                     |  |
|                | - The present continuous tense shows actions that are happeni  | ng right now.                         |                     |  |
|                | - Affirmative present continuous sentences: <b>Be</b> + <b>verb-ing</b>                                    |                                       |                     |  |
|                | - Negative present continuous sentences: <b>Be</b> + <b>not</b> + <b>verb-ing</b>                          |                                       |                     |  |
|                |  |                                       |                     |  |
|                | B. Spelling Rules of -ing  |                                       |                     |  |
|                | - Add -ing to most verbs.  |                                       |                     |  |
|                | - If a verb ends in a consonant + e, drop the e and add -ing.  | ha final cancana                      | nt and add !mm      |  |
|                | - If a verb ends in a consonant + vowel + consonant, double the final consonant and add -ing.              |                                       |                     |  |
|                | C. Present Continuous: Yes/No Questions  |                                       |                     |  |
|                | - <b>Be</b> verb is placed at the beginning of yes/no questions in the present continuous tense.           |                                       |                     |  |
|                | - Contractions forms of the <b>Be</b> verb may use, but they cannot be used in affirmative answers.        |                                       |                     |  |
|                |  |                                       |                     |  |
|                | 3. Grammar Practice  |                                       |                     |  |
|                | - Have students practice the grammar points by doing the questions A and B.                                |                                       |                     |  |
|                | 4. Crammar in Contact  |                                       |                     |  |
|                | 4. Grammar in Context  |                                       |                     |  |
|                | A. Write about yourself and your class.     Have students make sentences about themselves and their class. | 266                                   |                     |  |
|                | B. Choose and write.   | ass.                                  |                     |  |
|                | - Have students look at the picture before reading and make pr   | rodictions about                      | the passage         |  |
|                | - Students complete the passage with the words in the Word B   |                                       | the passage.        |  |
|                | Students complete the passage with the words in the word b   | arik.                                 |                     |  |
|                | [Extension Activity]   |                                       |                     |  |
|                | Writing Worksheet 9, Lesson Test 9   |                                       |                     |  |
| Wrap-up        | [Wrap-up Activity]   |                                       |                     |  |
| (5 min.)       | - Compile a list of present continuous verbs. Choose a verb and  | d act it out for th                   | ne class.           |  |
|                | - The student who guesses correctly must then choose a verb  |                                       |                     |  |
|                | T: (miming eating) what am I doing? S1: You're eating. (n  | · · · · · · · · · · · · · · · · · · · |                     |  |
|                | [Assign Homowork]  |                                       | -                   |  |
|                | [Assign Homework]  |                                       |                     |  |
|                | - Workbook 1: pp.37-39<br>- Online Practice: Lesson 9  |                                       |                     |  |
|                | - Offilial Fractice, Lesson 9  |                                       |                     |  |





| Lesson       | 10 Present Simple vs. Present Continuo   | IS                      | Time                | 45-50 minutes           |  |
|--------------|--|-------------------------|---------------------|-------------------------|--|
| Objectives   | •  |                         | Preparation         | SB 1, WB 1              |  |
| Objectives   | - Students will be able to understand the diffe  |                         | Порагасіон          | Writing Worksheet 10    |  |
|              | between the present simple and present cor   | itinuous.               |                     | Lesson Test 10          |  |
| Procedures   |  |                         |                     |                         |  |
| (Time)       |  | Activity                |                     |                         |  |
| Warm-up      | [Greeting & Attendance Check]  |                         |                     |                         |  |
| (5 min.)     | [Homework Check & Warm-up]   |                         |                     |                         |  |
|              | <del>-</del>   | hack thair home         | work together a     | ne a clace              |  |
|              | <ul> <li>- Ask students to open their workbooks and check their homework together as a class.</li> <li>- Review grammar points as needed, or repeat the wrap-up activity from Lesson 9 to review.</li> </ul> |                         |                     |                         |  |
| Grammar      | Grammar Link and Review  | it the Map ap a         | cavity from Less    | John S to review        |  |
| Points       | - Have students go to page 102 to complete   | he Grammar Re           | view Ouiz 9 and     | check their answers     |  |
| (35-40 min.) | in pairs.  |                         |                     |                         |  |
|              | '  |                         |                     |                         |  |
|              | 2. Grammar Introduction  |                         |                     |                         |  |
|              | A. Present Simple  |                         |                     |                         |  |
|              | - The present simple tense talks about habitu  | al activities or fa     | icts.               |                         |  |
|              | - Time words used with the present simple te   | nse: <i>every day</i> , | on Sundays, in      | the morning, and so on. |  |
|              | B. Present Continuous  |                         |                     |                         |  |
|              | - The present continuous tense talks about actions that are happening now.   |                         |                     |                         |  |
|              | - Time words used with the present continuous tense: ( <i>right</i> ) <i>now, at the moment</i>  |                         |                     | ment                    |  |
|              |  |                         |                     |                         |  |
|              | C. Present Simple vs. Present Continuous   |                         |                     |                         |  |
|              | - Habitual actions are expressed in the present simple tense.  |                         |                     |                         |  |
|              | - Current temporary actions are expressed in the present continuous tense.   |                         |                     |                         |  |
|              | 3. Grammar Practice  |                         |                     |                         |  |
|              | - Have students practice the grammar points by doing the questions A and B.  |                         |                     |                         |  |
|              |  |                         |                     |                         |  |
|              | 4. Grammar in Context  |                         |                     |                         |  |
|              | A. Write about yourself and your family.   |                         |                     |                         |  |
|              | - Have students make sentences about thems   | selves and their        | families, as well   | as fill in the blanks.  |  |
|              | B. Choose and write.   | ding and make           | nradictions abou    | ut the passage          |  |
|              | <ul><li>Have students look at the picture before rea</li><li>Students complete the passage with the wo</li></ul>   | -                       |                     | it the passage.         |  |
|              | Stadents complete the passage with the wo  | ida ili die Wold        | Dai IK.             |                         |  |
|              | [Extension Activity]   |                         |                     |                         |  |
|              | Writing Worksheet 10, Lesson Test 10   |                         |                     |                         |  |
| Wrap-up      | [Wrap-up Activity]   |                         |                     |                         |  |
| (5 min.)     | - Say a sentence in the present simple or pre  | sent continuous         | with the time ex    | rpression.              |  |
|              | - Ask students to remake the sentence in the   | other tense.            |                     |                         |  |
|              | T: He usually swims every week.  | S1: He is swi           | -                   |                         |  |
|              | T: They're studying at the library today.  | S2: They stud           | ly at the library o | on Sundays.             |  |
|              | [Assign Homograph]   |                         |                     |                         |  |
|              | [Assign Homework]  |                         |                     |                         |  |
|              | - Workbook 1: pp.41-43<br>- Online Practice: Lesson 10   |                         |                     |                         |  |
|              | - Online Fractice: Lesson 10   |                         |                     |                         |  |





| Lassan          | 11 Fulunca Mill   | Time                  | 4F FO minutes            |  |  |
|-----------------|---|-----------------------|--------------------------|--|--|
| Lesson          | 11 Future: Will   |                       | 45-50 minutes            |  |  |
| Objectives      | - Students will be able to understand the future tense with   | Preparation           | SB 1, WB 1               |  |  |
|                 | will.   |                       | Writing Worksheet 11     |  |  |
| _               |   |                       | Lesson Test 11           |  |  |
| Procedures      | Activity  |                       |                          |  |  |
| (Time)          |   |                       |                          |  |  |
| Warm-up         | [Greeting & Attendance Check]   |                       |                          |  |  |
| (5 min.)        | [Homework Check & Warm-up]  |                       |                          |  |  |
|                 | - Ask students to open their workbooks and check their hom  | ework together a      | is a class               |  |  |
|                 | - Review grammar points as needed, or repeat the wrap-up activity from Lesson 10 to review.                               |                       |                          |  |  |
| Grammar         | Grammar Link and Review   | 2001110, 110.111 2000 |                          |  |  |
| Points          | - Have students go to page 103 to complete the Grammar R  | eview Ouiz 10 an      | d check their answers    |  |  |
| (35-40 min.)    | in pairs.   | eview Quiz 10 un      | a check their answers    |  |  |
| (33 40 111111.) | in puns.  |                       |                          |  |  |
|                 | 2. Grammar Introduction   |                       |                          |  |  |
|                 | A. Future: Affirmatives and Negatives   |                       |                          |  |  |
|                 | - <b>Will</b> + <b>verb</b> (simple) is used for affirmative statements.  |                       |                          |  |  |
|                 | - Will + not + verb (simple) is used for negatives and wor  | 't is used instead    | d of will + not          |  |  |
|                 |   |                       |                          |  |  |
|                 | - Will is contracted with pronouns: I'll, You'll, She'll, He'll, It'll, We'll, They'll                                    |                       |                          |  |  |
|                 | B. Future: Vas/No Questions   |                       |                          |  |  |
|                 | <ul><li>B. Future: Yes/No Questions</li><li>- Will is placed at the beginning of yes/no future tense questions.</li></ul> |                       |                          |  |  |
|                 | - The contracted forms of will cannot fall at the end of the se   |                       | ative answers.           |  |  |
|                 | - The contracted forms of will carmot fall at the end of the sentence in annihilative answers.                            |                       |                          |  |  |
|                 | 3. Grammar Practice   |                       |                          |  |  |
|                 | - Have students practice the grammar points by doing the questions A and B.   |                       |                          |  |  |
|                 |   |                       |                          |  |  |
|                 | 4. Grammar in Context   |                       |                          |  |  |
|                 | A. Choose and write about yourself.   |                       |                          |  |  |
|                 | - Have students make sentences about their plans for next weekend using the phrases in the                                |                       |                          |  |  |
|                 | Word Bank.  |                       |                          |  |  |
|                 | B. Choose and write.  |                       |                          |  |  |
|                 | - Have students look at the picture before reading and make predictions about the passage.                                |                       |                          |  |  |
|                 | - Students complete the passage with the words in the Word  | l Bank.               |                          |  |  |
|                 |   |                       |                          |  |  |
|                 | [Extension Activity]  |                       |                          |  |  |
| 14/             | Writing Worksheet 11, Lesson Test 11  |                       |                          |  |  |
| Wrap-up         | [Wrap-up Activity]  |                       |                          |  |  |
| (5 min.)        | - Plan an imaginary trip with your class.   | v chould cay the      | ir cugaections sloud as  |  |  |
|                 | - Ask students to suggest activities in the future tense. The   | y snould say the      | ir suggestions aloud, as |  |  |
|                 | well as write them on the board.  |                       |                          |  |  |
|                 | T: Let's go to the beach. What will we do?  |                       |                          |  |  |
|                 | S1: We will swim. S2: We will build sandcastl   | es.                   |                          |  |  |
|                 | [Assign Homowork]   |                       |                          |  |  |
|                 | [Assign Homework]   |                       |                          |  |  |
|                 | - Workbook 1: pp.45-47<br>- Online Practice: Lesson 11  |                       |                          |  |  |
|                 | - Online Practice: Lesson 11  |                       |                          |  |  |





| Lesson       | 12 Past Simple: Regular Verbs  | Time               | 45-50 minutes              |  |  |
|--------------|--|--------------------|----------------------------|--|--|
|              | 12 Tust offipier Regular Verbs   | Preparation        | SB 1, WB 1                 |  |  |
| Objectives   | - Students will be able to understand past simple regular  | Preparation        | Writing Worksheet 12       |  |  |
|              | verbs.   |                    | Lesson Test 12             |  |  |
| Procedures   |  |                    | Lesson lest 12             |  |  |
| (Time)       | Activity   |                    |                            |  |  |
| Warm-up      | [Greeting & Attendance Check]  |                    |                            |  |  |
| (5 min.)     |  |                    |                            |  |  |
|              | [Homework Check & Warm-up]   |                    |                            |  |  |
|              | <ul><li>- Ask students to open their workbooks and check their homework together as a class.</li><li>- Review grammar points as needed, or repeat the wrap-up activity from Lesson 11 to review.</li></ul> |                    |                            |  |  |
|              |  | activity from Less | son 11 to review.          |  |  |
| Grammar      | 1. Grammar Link and Review   | i Oi. 11           | d also als the six amounts |  |  |
| Points       | - Have students go to page 104 to complete the Grammar R   | eview Quiz 11 an   | a check their answers      |  |  |
| (35-40 min.) | in pairs.  |                    |                            |  |  |
|              | 2. Grammar Introduction  |                    |                            |  |  |
|              | A. Past Simple: Affirmatives and Negatives   |                    |                            |  |  |
|              | - Add - <b>ed</b> to the verb to make affirmative sentences.   |                    |                            |  |  |
|              | - <b>Didn't</b> ( <b>did not</b> ) is put before the simple verb to make ne  | gative sentences.  |                            |  |  |
|              | D. Cuelling Bules of ad  |                    |                            |  |  |
|              | B. Spelling Rules of -ed   |                    |                            |  |  |
|              | - Add -ed to most verbs, and add -d to verbs that ends in -e   |                    |                            |  |  |
|              | - If a verb ends in a consonant + -y, change the y to i and a  |                    | and add <b>-ad</b>         |  |  |
|              | - If a verb ends in a consonant + vowel + consonant, double the consonant and add -ed.   |                    |                            |  |  |
|              | C. Past Simple: Yes/No Questions   |                    |                            |  |  |
|              | - <b>Did</b> is placed at the beginning of yes/no questions.   |                    |                            |  |  |
|              | - The simple form of the verb is used.   |                    |                            |  |  |
|              | 3. Grammar Practice  |                    |                            |  |  |
|              | - Have students practice the grammar points by doing the questions A and B.  |                    |                            |  |  |
|              | have stadents proceed the grammar points by doing the questions A and b.   |                    |                            |  |  |
|              | 4. Grammar in Context  |                    |                            |  |  |
|              | A. Choose and write about yourself.  |                    |                            |  |  |
|              | - Have students make sentences about what they did last weekend using the phrases in the   |                    |                            |  |  |
|              | Word Bank.   |                    |                            |  |  |
|              | B. Choose and write.   |                    |                            |  |  |
|              | - Have students look at the picture before reading and make  | •                  | it the passage.            |  |  |
|              | - Students complete the passage with the words in the Word   | l Bank.            |                            |  |  |
|              | [Extension Activity]   |                    |                            |  |  |
|              | Writing Worksheet 12, Lesson Test 12   |                    |                            |  |  |
| Wrap-up      | [Wrap-up Activity]   |                    |                            |  |  |
| (5 min.)     | - Choose a famous person or character and invent a diary er  | ntry for them toge | ether with your class.     |  |  |
| (3)          | - Brainstorm things they did or didn't do. For example, you d  |                    | •                          |  |  |
|              |  | leaned the house.  |                            |  |  |
|              | S2: I didn't call my friends.  |                    |                            |  |  |
|              | ,  |                    |                            |  |  |
|              | [Assign Homework] - Workbook 1: pp.49-51   |                    |                            |  |  |
|              | - Workbook 1: pp.49-51<br>- Online Practice: Lesson 12   |                    |                            |  |  |
|              | - Orinite Fractice, Lesson 12  |                    |                            |  |  |





|                     | 100 10 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1  |                   | <b>-</b>           | 45.50 : 1               |
|---------------------|---|-------------------|--------------------|-------------------------|
| Lesson              | 13 Past Simple: Irregular Verbs and Be  |                   | Time               | 45-50 minutes           |
| Objectives          | - Students will be able to understand past sir  | mple irregular    | Preparation        | SB 1, WB 1              |
|                     | verbs and <b>Be</b> .   |                   |                    | Writing Worksheet 13    |
|                     |   |                   |                    | Lesson Test 13          |
| Procedures          |   | Activity          |                    |                         |
| (Time) Warm-up      | [Greeting & Attendance Check]   |                   |                    |                         |
| (5 min.)            | [Greeting & Attendance Check]   |                   |                    |                         |
| (5 11111.)          | [Homework Check & Warm-up]  |                   |                    |                         |
|                     | - Ask students to open their workbooks and check their homework together as a class.                          |                   |                    |                         |
|                     | - Review grammar points as needed, or repeat the wrap-up activity from Lesson 12 to review.                   |                   |                    |                         |
| Grammar             | Grammar Link and Review   | at the Wap ap t   | activity from Less | on 12 to review.        |
| Points              | - Have students go to page 105 to complete  | the Grammar Re    | eview Ouiz 12 an   | d check their answers   |
| (35-40 min.)        | in pairs.   | are Grammar ra    | eview Quiz 12 un   | a check their answers   |
| (33 13 11111)       | in panoi  |                   |                    |                         |
|                     | 2. Grammar Introduction   |                   |                    |                         |
|                     | A. Past Simple: Irregular Verbs   |                   |                    |                         |
|                     | - Didn't (did not) is placed before the simple  | e form of the irr | egular verb to m   | ake negatives.          |
|                     | - Did is placed at the beginning of yes/no qu   | estions.          |                    |                         |
|                     | P. Common Transgular Voyle  |                   |                    |                         |
|                     | B. Common Irregular Verbs   | niquo forms and   | do not follow th   | oo ruloo                |
|                     | - Irregular past tense verbs have their own unique forms and do not follow the rules.                         |                   |                    |                         |
|                     | - Irregular past tense verbs must be memorized.   |                   |                    |                         |
|                     | C. Past Simple: Be  |                   |                    |                         |
|                     | - <b>Was</b> is the past tense of <i>am</i> and <i>is</i> , and <b>were</b> is the past tense of <i>are</i> . |                   |                    |                         |
|                     | - <b>Not</b> is placed after <b>Be</b> to make negatives, and the contracted forms may use.                   |                   |                    |                         |
|                     | - <b>Be</b> is placed at the beginning of yes/no questions.   |                   |                    |                         |
|                     | 3. Grammar Practice   |                   |                    |                         |
|                     | - Have students practice the grammar points by doing the questions A and B.                                   |                   |                    |                         |
|                     | Figure 2000 Prince 200 Gramman Pomos  | -,g q.            |                    |                         |
|                     | 4. Grammar in Context   |                   |                    |                         |
|                     | A. Write about yourself and your family.  |                   |                    |                         |
|                     | - Have students make sentences about them   | selves and their  | families in the p  | ast simple tense.       |
|                     | B. Choose and write.  |                   |                    |                         |
|                     | - Have students look at the picture before re-  | -                 | •                  | it the passage.         |
|                     | - Students complete the passage with the wo   | ords in the Word  | Bank.              |                         |
|                     | [Extension Activity]  |                   |                    |                         |
|                     | [Extension Activity] Writing Worksheet 13, Lesson Test 13   |                   |                    |                         |
| Wran-un             | [Wrap-up Activity]  |                   |                    |                         |
| Wrap-up<br>(5 min.) | - Go on a imaginary trip with your student  | s Choose a de     | stination and wr   | ite a nost card to your |
| (3)                 | school on the board that talks about what y   |                   |                    | ite a post cara to your |
|                     |   |                   | ream and drank .   | lemonade.               |
|                     | S2: We went to the Colosseum.  S3: We saw lots of art.  |                   |                    |                         |
|                     | [Assign Homework]   |                   |                    |                         |
|                     | - Workbook 1: pp.53-55  |                   |                    |                         |
|                     | - Online Practice: Lesson 13  |                   |                    |                         |
|                     | Omine Fractice, LC330H 13   |                   |                    |                         |





| Loccen       | 14 Modal Verbs   | Time                | 45-50 minutes                          |  |
|--------------|--|---------------------|--|--|
| Lesson       | 14 PIOUAI VEIDS  |                     |  |  |
| Objectives   | - Students will be able to understand simple model years   | Preparation         | SB 1, WB 1                             |  |
|              | - Students will be able to understand simple modal verbs.  |                     | Writing Worksheet 14<br>Lesson Test 14 |  |
| Procedures   |  |                     | LC35011 ICSC 1T                        |  |
| (Time)       | Activity   |                     |  |  |
| Warm-up      | [Greeting & Attendance Check]  |                     |  |  |
| (5 min.)     | -  |                     |  |  |
|              | [Homework Check & Warm-up]   |                     |  |  |
|              | <ul><li>- Ask students to open their workbooks and check their homework together as a class.</li><li>- Review grammar points as needed, or repeat the wrap-up activity from Lesson 13 to review.</li></ul> |                     |  |  |
| Grammar      | Grammar Link and Review  | activity ITOTT Less | on 13 to review.                       |  |
| Points       | - Have students go to page 106 to complete the Grammar R   | eview Ouiz 13 an    | d check their answers                  |  |
| (35-40 min.) | in pairs.  | <del></del>         |  |  |
|              |  |                     |  |  |
|              | 2. Grammar Introduction  |                     |  |  |
|              | A. Ability: Can, Could   |                     | _                                      |  |
|              | - Can expresses ability in the present or future, and could i  | s the past form o   | t can.                                 |  |
|              | - Can and Can't (cannot) come before the simple verb.  |                     |  |  |
|              | - <b>Can</b> is placed at the beginning of yes/no questions.   |                     |  |  |
|              | B. Permission: Can, May  |                     |  |  |
|              | - Can and may are used to ask for and give permission.   |                     |  |  |
|              | - Can or May and can't or may not come before the simple   |                     |  |  |
|              | - Can or May is placed at the beginning of the sentence in yes/no questions.   |                     |  |  |
|              | C. Advice (A Good Idea): Should  |                     |  |  |
|              | - <b>Should</b> is used to ask for or give advice.   |                     |  |  |
|              | - Should and shouldn't come before the simple verb.  |                     |  |  |
|              | - <b>Should</b> is placed at the beginning of yes/no questions.  |                     |  |  |
|              | 3. Grammar Practice  |                     |  |  |
|              | - Have students practice the grammar points by doing the questions A and B.  |                     |  |  |
|              |  |                     |  |  |
|              | 4. Grammar in Context  |                     |  |  |
|              | A. Read and circle about yourself.   |                     |  |  |
|              | - Have students make sentences about themselves by circling the appropriate modal word.  |                     |  |  |
|              | B. Choose and write.   | prodictions above   | it the passage                         |  |
|              | <ul> <li>Have students look at the picture before reading and make</li> <li>Students complete the passage with the words in the Word</li> </ul>  | •                   | it tile passage.                       |  |
|              | Stadents complete the passage with the words in the work   | , Danki             |  |  |
|              | [Extension Activity]   |                     |  |  |
|              | Writing Worksheet 14, Lesson Test 14   |                     |  |  |
| Wrap-up      | [Wrap-up Activity]   | _                   |  |  |
| (5 min.)     | - Have students write down real or imaginary problems anor   |                     |  |  |
|              | - Collect the papers and have students randomly select. Then ask them to provide some advice.  |                     |  |  |
|              | T: I can't get a A in math class. S1: You should ask fo  | or neip.            |  |  |
|              | [Assign Homework]  |                     |  |  |
|              | - Workbook 1: pp.57-59   |                     |  |  |
|              | - Online Practice: Lesson 14   |                     |  |  |





| Lesson              | 15 Adjectives  | Time               | 45-50 minutes                  |  |
|---------------------|--|--------------------|--------------------------------|--|
| Objectives          |  | Preparation        | SB 1, WB 1                     |  |
| Objectives          | - Students will be able to understand common adjectives.                                 | . reparation       | Writing Worksheet 15           |  |
|                     |  |                    | Lesson Test 15                 |  |
| Procedures          | A  |                    |                                |  |
| (Time)              | Activity   |                    |                                |  |
| Warm-up             | [Greeting & Attendance Check]  |                    |                                |  |
| (5 min.)            |  |                    |                                |  |
|                     | [Homework Check & Warm-up]   |                    |                                |  |
|                     | - Ask students to open their workbooks and check their homework together as a class.     |                    |                                |  |
|                     | - Review grammar points as needed, or repeat the wrap-up                                 | activity from Less | son 14 to review.              |  |
| Grammar             | 1. Grammar Link and Review   | i Oi. 14           | d also als the airs are assume |  |
| Points (35-40 min.) | <ul> <li>Have students go to page 107 to complete the Grammar R<br/>in pairs.</li> </ul> | eview Quiz 14 an   | a check their answers          |  |
| (35-40 11111.)      | iii paiis.   |                    |                                |  |
|                     | 2. Grammar Introduction  |                    |                                |  |
|                     | A. Adjectives: Adjective + Noun  |                    |                                |  |
|                     | - Adjectives tell more about nouns.  |                    |                                |  |
|                     | - Adjectives usually come before the noun it describes.                                  |                    |                                |  |
|                     |  |                    |                                |  |
|                     | B. Adjectives: Be + Adjective  |                    |                                |  |
|                     | - Adjectives can follow a <b>Be</b> verb.  |                    |                                |  |
|                     | - Adjectives describe the subject of the sentence.                                       |                    |                                |  |
|                     | C. Common Adjectives   |                    |                                |  |
|                     | - Review the chart to help students familiarize with the adjectives listed.              |                    |                                |  |
|                     |  |                    |                                |  |
|                     | 3. Grammar Practice  |                    |                                |  |
|                     | - Have students practice the grammar points by doing the qu                              | uestions A and B.  |                                |  |
|                     | 4. Grammar in Context  |                    |                                |  |
|                     | A. Write about yourself and your family.   |                    |                                |  |
|                     | - Have students make sentences about themselves and their families using the appropriate |                    |                                |  |
|                     | adjectives.  |                    |                                |  |
|                     | B. Choose and write.   |                    |                                |  |
|                     | - Have students look at the picture before reading and make                              | predictions abou   | it the passage.                |  |
|                     | - Students complete the passage with the words in the Word                               | l Bank.            |                                |  |
|                     | [Extension Activity]   |                    |                                |  |
|                     | Writing Worksheet 15, Lesson Test 15   |                    |                                |  |
| Wrap-up             | [Wrap-up Activity]   |                    |                                |  |
| (5 min.)            | - Choose a famous person, character, landmark, or student                                | n the class and v  | vrite a brief riddle about     |  |
|                     | them on the board:   |                    |                                |  |
|                     | She is very old. She has a big crown. She stands tall in Nev                             | v York. (Answer:   | the Statue of Liberty)         |  |
|                     | - Once the class guesses the correct answer, have students                               | write their own ri | ddles.                         |  |
|                     |  |                    |                                |  |
|                     | [Assign Homework]  |                    |                                |  |
|                     | - Workbook 1: pp.61-63   |                    |                                |  |
|                     | - Online Practice: Lesson 15   |                    |                                |  |





|              |  |                       | T = 0                     |
|--------------|--|-----------------------|---------------------------|
| Lesson       | 16 Adverbs   | Time                  | 45-50 minutes             |
| Objectives   |  | Preparation           | SB 1, WB 1                |
|              | - Students will be able to understand common adverbs.  |                       | Writing Worksheet 16      |
|              |  |                       | Lesson Test 16            |
| Procedures   | Activity   |                       |                           |
| (Time)       | -  |                       |                           |
| Warm-up      | [Greeting & Attendance Check]  |                       |                           |
| (5 min.)     |  |                       |                           |
|              | [Homework Check & Warm-up]   |                       |                           |
|              | - Ask students to open their workbooks and check their homework together as a class.   |                       |                           |
| _            | - Review grammar points as needed, or repeat the wrap-u  | ip activity from Less | son 15 to review.         |
| Grammar      | 1. Grammar Link and Review   |                       |                           |
| Points       | - Have students go to page 108 to complete the Grammai   | Review Quiz 15 ar     | d check their answers     |
| (35-40 min.) | in pairs.  |                       |                           |
|              | 2 Crammar Introduction   |                       |                           |
|              | 2. Grammar Introduction A. <b>Adverbs</b>  |                       |                           |
|              | - Adverbs tell more about verbs and come after the verb.   |                       |                           |
|              |  | vioct                 |                           |
|              | - When the verb has an object, adverbs come after the ob   | iject.                |                           |
|              | R Spolling Bules of -ly  |                       |                           |
|              | B. Spelling Rules of -ly  Most adverte are formed by adding. In to adjectives  |                       |                           |
|              | <ul> <li>Most adverbs are formed by adding -ly to adjectives.</li> <li>If the adjective ends in -y, then change y to i and add -ly.</li> </ul> |                       |                           |
|              | - If the adjective ends in -y, then change y to raild add -iy.   |                       |                           |
|              | in the dajective ends in a consonant + -ie, drop the e and add -y.   |                       |                           |
|              | 3. Grammar Practice  |                       |                           |
|              | - Have students practice the grammar points by doing the   | questions A and B.    |                           |
|              |  |                       |                           |
|              | 4. Grammar in Context  |                       |                           |
|              | A. Read and circle about yourself.   |                       |                           |
|              | - Have students make sentences about themselves by circling the appropriate adverb.  |                       |                           |
|              | B. Choose and write.   |                       |                           |
|              | - Have students look at the picture before reading and make predictions about the passage.   |                       |                           |
|              | - Students complete the passage with the words in the Word Bank.   |                       |                           |
|              | [Extension Activity]   |                       |                           |
|              | Writing Worksheet 16, Lesson Test 16   |                       |                           |
| Wrap-up      | [Wrap-up Activity]   |                       |                           |
| (5 min.)     | - Together as a class, brainstorm as many adverbs and ve   | rhe as vou can        |                           |
| (3 111111.)  | - Give students a verb and an adverb and have them ma  | •                     | uous sentence that they   |
|              | have to act out.   | c a present contin    | adds scritcince that they |
|              |  | alkina slowly         |                           |
|              | T: walk slowly Ss: (walking slowly) I'm walking slowly. T: jump quickly Ss: (jumping quickly) I'm jumping quickly.                             |                       |                           |
|              | 1. Junip quickly 35. (Juniping quickly) 1111 J   | umping quickly.       |                           |
|              | [Assign Homework]  |                       |                           |
|              | - Workbook 1: pp.64-67   |                       |                           |
|              | - Workbook 1. pp.04-67  - Online Practice: Lesson 16   |                       |                           |
|              | Orinine Fractice, Lessori 10   |                       |                           |





| Lacar        | 17 Dropositions of Time  | Times                                   | 4E E0 minutos                          |  |
|--------------|--|---|--|--|
| Lesson       | 17 Prepositions of Time  | Time                                    | 45-50 minutes                          |  |
| Objectives   | Chudonto will be able to understand propositions of time   | Preparation                             | SB 1, WB 1                             |  |
|              | - Students will be able to understand prepositions of time.                                      |   | Writing Worksheet 17<br>Lesson Test 17 |  |
| Procedures   |  |   | Lesson lest 17                         |  |
| (Time)       | Activity   |   |  |  |
| Warm-up      | [Greeting & Attendance Check]  |   |  |  |
| (5 min.)     | [Oreeting & Attendance Check]  |   |  |  |
| (3)          | [Homework Check & Warm-up]   |   |  |  |
|              | - Ask students to open their workbooks and check their homework together as a class.             |   |  |  |
|              | - Review grammar points as needed, or repeat the wrap-up activity from Lesson 16 to review.      |   |  |  |
| Grammar      | 1. Grammar Link and Review   | <u> </u>                                |  |  |
| Points       | - Have students go to page 109 to complete the Grammar R   | eview Quiz 16 an                        | d check their answers                  |  |
| (35-40 min.) | in pairs.  | _                                       |  |  |
|              |  |   |  |  |
|              | 2. Grammar Introduction  |   |  |  |
|              | A. Prepositions of Time  |   |  |  |
|              | - Prepositions of time are always followed by a noun.  | <i>(</i> : 11 :                         |  |  |
|              | - <b>In</b> is used with months, years, and certain parts of the day                             | (in the morning,                        | /afternoon/evening).                   |  |
|              | - <b>On</b> is used with days and dates (on Monday/May 14 <sup>th</sup> ).                       |   |  |  |
|              | - <b>At</b> is used with clock time and other parts of the day (at 12:00/noon/ night/midnight).  |   |  |  |
|              | B. Useful Time Questions   |   |  |  |
|              | - Review the chart to help students know how to ask and answer useful time questions.            |   |  |  |
|              | (how to tell the time, the days of the week, the months, the years, and ordinal numbers)         |   |  |  |
|              |  |   |  |  |
|              | 3. Grammar Practice  |   |  |  |
|              | - Have students practice the grammar points by doing the questions A and B.                      |   |  |  |
|              | 4. Grammar in Context  |   |  |  |
|              | A. Circle and write about yourself and your family.  |   |  |  |
|              | - Have students circle the appropriate preposition and make sentences about themselves and their |   |  |  |
|              | families.  |   |  |  |
|              | B. Choose and write.   |   |  |  |
|              | - Have students look at the picture before reading and make predictions about the passage.       |   |  |  |
|              | - Students complete the passage with the words in the Word Bank.                                 |   |  |  |
|              | FP-stoneion Activity 1   |   |  |  |
|              | [Extension Activity] Writing Worksheet 17, Lesson Test 17  |   |  |  |
| Wrap-up      | [Wrap-up Activity]   |   |  |  |
| (5 min.)     | - Give each student three small slips of paper and ask them                                      | to write one of th                      | ne following on each                   |  |
| (3 11111.)   | slip: a year, a month, a date, a day, a time.  | to write one or tr                      | ic following off cach                  |  |
|              | - Collect the slips of paper and place them in a bowl. Then h                                    | ave students tak                        | e turns nicking un a slin              |  |
|              | of paper. They must tell the class what they were doing at                                       |   | c tarris picking up a slip             |  |
|              | S1: (Monday) I played soccer on Monday. S2: (Februa  |   | iland in February.                     |  |
|              | ( 65,44  | ,, ==================================== | ,-                                     |  |
|              | [Assign Homework]  |   |  |  |
|              | - Workbook 1: pp.68-71   |   |  |  |
|              | - Online Practice: Lesson 17   |   |  |  |
|              | - Online Practice: Lesson 17   |   |  |  |





| Lesson         | 18 Prepositions of Place  | Time               | 45-50 minutes           |  |
|----------------|---|--------------------|-------------------------|--|
| Objectives     | 10 Tropositions of Flace  | Preparation        | SB 1, WB 1              |  |
| Objectives     | - Students will be able to understand prepositions of place.                                  | Freparation        | Writing Worksheet 18    |  |
|                | Stadents will be able to anderstand prepositions of place.                                    |                    | Lesson Test 18          |  |
| Procedures     |   |                    | Lesson lest 10          |  |
| (Time)         | Activity  |                    |                         |  |
| Warm-up        | [Greeting & Attendance Check]   |                    |                         |  |
| (5 min.)       |   |                    |                         |  |
| (3)            | [Homework Check & Warm-up]  |                    |                         |  |
|                | - Ask students to open their workbooks and check their home                                   | ework together a   | is a class              |  |
|                | - Review grammar points as needed, or repeat the wrap-up activity from Lesson 17 to review.   |                    |                         |  |
| Grammar        | Grammar Link and Review   | activity morn aces | JOH 17 to review.       |  |
| Points         | - Have students go to page 110 to complete the Grammar Re                                     | eview Ouiz 17 an   | d check their answers   |  |
| (35-40 min.)   | in pairs.   | SVICW Quiz 17 un   | a creck treil answers   |  |
| (33 40 111111) | iii paiis.  |                    |                         |  |
|                | 2. Grammar Introduction   |                    |                         |  |
|                | A. Prepositions of Place 1  |                    |                         |  |
|                | - Prepositions of place express where something is or where                                   | something happe    | ens.                    |  |
|                | - A preposition usually comes before a noun: in the box, on                                   | the box, above     | the box,                |  |
|                | under the box, in front of the box, behind the box  |                    |                         |  |
|                |   |                    |                         |  |
|                | B. Prepositions of Place 2  |                    |                         |  |
|                | - There are more prepositions of place: at, near, between, across from, next to               |                    |                         |  |
|                | - When used with at, home, school, and work do not take articles: at home, at school, at work |                    |                         |  |
|                |   |                    |                         |  |
|                | 3. Grammar Practice   |                    |                         |  |
|                | - Have students practice the grammar points by doing the questions A and B.                   |                    |                         |  |
|                | 4. Grammar in Context   |                    |                         |  |
|                | A. Write about yourself and your classroom.   |                    |                         |  |
|                | - Have students make sentences about themselves and their classroom with prepositions.        |                    |                         |  |
|                | B. Choose and write.  |                    |                         |  |
|                | - Have students look at the picture before reading and make predictions about the passage.    |                    |                         |  |
|                | - Students complete the passage with the words in the Word Bank.                              |                    |                         |  |
|                | Stadents complete the passage with the words in the word bank.                                |                    |                         |  |
|                | [Extension Activity]  |                    |                         |  |
|                | Writing Worksheet 18, Lesson Test 18  |                    |                         |  |
| Wrap-up        | [Wrap-up Activity]  |                    |                         |  |
| (5 min.)       | - Together as a class, draw a picture of a house on the board                                 |                    |                         |  |
|                | - Start with the simple outline of a house, let students take t                               | -                  | d writing on the board. |  |
|                | T: (writing on the board) There is a tree next to the house                                   |                    |                         |  |
|                | S1: (drawing a tree next to the house) There is a cat in fro                                  |                    |                         |  |
|                | S2: (drawing a cat in front of the house) There is a bird above the tree.                     |                    |                         |  |
|                | FA  |                    |                         |  |
|                | [Assign Homework]   |                    |                         |  |
|                | - Workbook 1: pp.72-75  |                    |                         |  |
|                | - Online Practice: Lesson 18  |                    |                         |  |





|              |   |                    | 1                      |  |
|--------------|---|--------------------|------------------------|--|
| Lesson       | 19 There + Be   | Time               | 45-50 minutes          |  |
| Objectives   |   | Preparation        | SB 1, WB 1             |  |
|              | - Students will be able to understand the <b>There</b> + <b>Be</b> form   | •                  | Writing Worksheet 19   |  |
|              |   |                    | Lesson Test 19         |  |
| Procedures   | Activity  |                    |                        |  |
| (Time)       |   |                    |                        |  |
| Warm-up      | [Greeting & Attendance Check]   |                    |                        |  |
| (5 min.)     |   |                    |                        |  |
|              | [Homework Check & Warm-up]  |                    |                        |  |
|              | - Ask students to open their workbooks and check their homework together as a class.  |                    |                        |  |
|              | - Review grammar points as needed, or repeat the wrap-up  | activity from Les  | son 18 to review.      |  |
| Grammar      | 1. Grammar Link and Review  |                    |                        |  |
| Points       | - Have students go to page 111 to complete the Grammar  | Review Quiz 18 ar  | nd check their answers |  |
| (35-40 min.) | in pairs.   |                    |                        |  |
|              | 2. Grammar Introduction   |                    |                        |  |
|              | A. There + Be: Form   |                    |                        |  |
|              | - <b>There</b> + <b>Be</b> is used to say that something exists in a place  | 20                 |                        |  |
|              | - The subject comes after the <b>Be</b> verb.   | .e.                |                        |  |
|              | - The subject comes after the <b>be</b> verb.   |                    |                        |  |
|              | B. There + Be: Affirmatives and Negatives   |                    |                        |  |
|              | - There is/isn't is followed by a singular noun or a non-co   | unt noun.          |                        |  |
|              | - There are/aren't is followed by a plural noun.  |                    |                        |  |
|              |   |                    |                        |  |
|              | C. There + Be: Yes/No Questions   |                    |                        |  |
|              | - <b>Be</b> is placed at the beginning of the sentence in yes/no questions.  The contracted forms are often used in possitive answers. But affirmatives never use contractions. |                    |                        |  |
|              | - The contracted forms are often used in negative answers. But affirmatives never use contractions.   |                    |                        |  |
|              | 3. Grammar Practice   |                    |                        |  |
|              | - Have students practice the grammar points by doing the questions A and B.   |                    |                        |  |
|              | Thave students practice the grammar points by doing the   | questions / tuna b |                        |  |
|              | 4. Grammar in Context   |                    |                        |  |
|              | A. Write about yourself.  |                    |                        |  |
|              | - Have students make sentences about themselves by filling  | in the blanks wit  | h the correct          |  |
|              | There + be forms.   |                    |                        |  |
|              | B. Choose and write.  |                    |                        |  |
|              | - Have students look at the picture before reading and mak  | e predictions abou | ut the passage.        |  |
|              | - Students complete the passage with the words in the Wo  | d Bank.            |                        |  |
|              |   |                    |                        |  |
|              | [Extension Activity]  |                    |                        |  |
| 100          | Writing Worksheet 19, Lesson Test 19  |                    |                        |  |
| Wrap-up      | [Wrap-up Activity]  |                    | There are 1 1 1 11     |  |
| (5 min.)     | - Place some mystery items in a bag and have students gue   | ess wnat they are. | rney may shake the     |  |
|              | bag or touch the items without looking.   | //-                |                        |  |
|              | S1: Is there a banana in the bag? T: No, there isn't.   |                    |                        |  |
|              | S2: Is there some milk in the bag? T: (pulling out  | a milk carton) Yes | s, there is!           |  |
|              | 54 i 11 12  |                    |                        |  |
|              | [Assign Homework]   |                    |                        |  |
|              | - Workbook 1: pp.76-79  |                    |                        |  |
|              | - Online Practice: Lesson 19  |                    |                        |  |





| Lesson       | 20 Infinitives as Objects   | Time                             | 45-50 minutes          |
|--------------|---|----------------------------------|------------------------|
| Objectives   | 20 Infilitives as Objects   | Preparation                      | SB 1, WB 1             |
| Objectives   | - Students will be able to understand infinitives as objects.                               | Pieparation                      | Writing Worksheet 20   |
|              | Students will be able to understand militates as objects.                                   |                                  | Lesson Test 20         |
| Procedures   |   |                                  | LC33011 1C3C ZU        |
| (Time)       | Activity  |                                  |                        |
| Warm-up      | [Greeting & Attendance Check]   |                                  |                        |
| (5 min.)     | [orecting a Attendance check]   |                                  |                        |
| (5)          | [Homework Check & Warm-up]  |                                  |                        |
|              | - Ask students to open their workbooks and check their homework together as a class.        |                                  |                        |
|              | - Review grammar points as needed, or repeat the wrap-up activity from Lesson 19 to review. |                                  |                        |
| Grammar      | Grammar Link and Review   | ,                                |                        |
| Points       | - Have students go to page 112 to complete the Grammar                                      | Review Quiz 19 an                | d check their answers  |
| (35-40 min.) | in pairs.   |                                  |                        |
|              |   |                                  |                        |
|              | 2. Grammar Introduction   |                                  |                        |
|              | A. Infinitives: Form  |                                  |                        |
|              | - An infinitive is formed by placing <b>to</b> in front of a simple ve                      | erb ( <b>to</b> + <b>verb</b> ). |                        |
|              | - Infinitives do not end in - <b>s</b> , - <b>ed</b> , or - <b>ing</b> .                    |                                  |                        |
|              | B. Infinitives as Objects   |                                  |                        |
|              | - Need and want can take both nouns and infinitives as obj                                  | ects.                            |                        |
|              | - There are certain verbs take infinitives as objects: need, want, expect, hope, and learn  |                                  |                        |
|              | C. Would Like   |                                  |                        |
|              | - Would like is a polite form of want.  |                                  |                        |
|              | - <b>Would like</b> takes both nouns and infinitives as objects.                            |                                  |                        |
|              | - When forming a request, the subject falls between would and like: Would you like?         |                                  |                        |
|              | ,   |                                  |                        |
|              | 3. Grammar Practice   |                                  |                        |
|              | - Have students practice the grammar points by doing the questions A and B.                 |                                  |                        |
|              |   |                                  |                        |
|              | 4. Grammar in Context   |                                  |                        |
|              | A. Write about yourself.  |                                  |                        |
|              | - Have students make sentences about themselves using in                                    | finitives as objects             | 5.                     |
|              | B. Choose and write.  |                                  | .t. t.h                |
|              | - Have students look at the picture before reading and mak                                  | •                                | it the passage.        |
|              | - Students complete the passage with the words in the Wor                                   | u bank.                          |                        |
|              | [Extension Activity]  |                                  |                        |
|              | Writing Worksheet 20, Lesson Test 20  |                                  |                        |
| Wrap-up      | [Wrap-up Activity]  |                                  |                        |
| (5 min.)     | - Have students secretly choose a job they would to be in t                                 | he future. Then ta               | ke turns guessing what |
|              | they would like to do.  |                                  |                        |
|              | T: Would you like to be a soccer player, S1? S1: No.  |                                  |                        |
|              | S2: Would you like to be a lawyer? S1: Y  | es! I would like to              | be a lawyer.           |
|              | 54 i  |                                  |                        |
|              | [Assign Homework]   |                                  |                        |
|              | - Workbook 1: pp.80-83  |                                  |                        |
|              | - Online Practice: Lesson 20  |                                  |                        |





| Lossen               | 21 Gerunds as Objects   | Time                      | 45-50 minutes           |  |
|----------------------|---|---------------------------|-------------------------|--|
| Lesson<br>Objectives | 21 Gerunus as Objects   |                           | SB 1, WB 1              |  |
| Objectives           | - Students will be able to understand gerunds as objects.                                     | Preparation               | Writing Worksheet 21    |  |
|                      | - Students will be able to understand gerunds as objects.                                     |                           | Lesson Test 21          |  |
| Procedures           |   |                           | LC35UII ICSUZI          |  |
| (Time)               | Activity  |                           |                         |  |
| Warm-up              | [Greeting & Attendance Check]   |                           |                         |  |
| (5 min.)             | Lo. com a Accomanico oncori   |                           |                         |  |
| (3 33333)            | [Homework Check & Warm-up]  |                           |                         |  |
|                      | - Ask students to open their workbooks and check their homework together as a class.          |                           |                         |  |
|                      | - Review grammar points as needed, or repeat the wrap-up                                      | activity from Less        | son 20 to review.       |  |
| Grammar              | 1. Grammar Link and Review  |                           |                         |  |
| Points               | - Have students go to page 113 to complete the Grammar R                                      | leview Quiz 20 an         | d check their answers   |  |
| (35-40 min.)         | in pairs.   |                           |                         |  |
|                      | 2. Curamana Indus di sebiana  |                           |                         |  |
|                      | Grammar Introduction     A. Gerunds: Form   |                           |                         |  |
|                      | - A gerund is formed by adding - <b>ing</b> to the end of a simple                            | verb ( <b>verb</b> + -in  | m)                      |  |
|                      | - A gerund is the noun form of a verb.  | veib ( <b>veib</b> i -ili | 9)•                     |  |
|                      |   |                           |                         |  |
|                      | B. Gerunds as Objects   |                           |                         |  |
|                      | - Enjoy and dislike can take both nouns and gerunds as objects.                               |                           |                         |  |
|                      | - There are certain verbs take gerunds as objects: enjoy, dislike, finish, and quit           |                           |                         |  |
|                      | C. Go + Gerund  |                           |                         |  |
|                      | - <b>Go</b> often comes before a gerund.  |                           |                         |  |
|                      | - <b>Go</b> + <b>gerund</b> talks about activities: go camping, go shopping, and go swimming. |                           |                         |  |
|                      | - More examples: go bowling, go fishing, go hiking, go jogging, go running, go skiing         |                           |                         |  |
|                      | 3. Grammar Practice   |                           |                         |  |
|                      | - Have students practice the grammar points by doing the questions A and B.                   |                           |                         |  |
|                      | Thave stadents practice the grammar points by doing the questions A and b.                    |                           |                         |  |
|                      | 4. Grammar in Context   |                           |                         |  |
|                      | A. Write about yourself.  |                           |                         |  |
|                      | - Have students make sentences about themselves using ge                                      | runds as objects.         |                         |  |
|                      | B. Choose and write.  |                           |                         |  |
|                      | - Have students look at the picture before reading and make                                   | •                         | it the passage.         |  |
|                      | - Students complete the passage with the words in the Word                                    | d Bank.                   |                         |  |
|                      | [Extension Activity]  |                           |                         |  |
|                      | Writing Worksheet 21, Lesson Test 21  |                           |                         |  |
| Wrap-up              | [Wrap-up Activity]  |                           |                         |  |
| (5 min.)             | - Challenge students to a memory game. Make a list of t                                       | he activities you         | dislike doing. Everyone |  |
|                      | must contribute on activity.  |                           |                         |  |
|                      | T: I dislike cooking. S1: She dislikes cooking, and   | d I dislike swimm         | ing.                    |  |
|                      | S2: She dislikes cooking, he dislikes swimming, and I disli                                   | ike studying.             |                         |  |
|                      | [Assign Homework]   |                           |                         |  |
|                      | - Workbook 1: pp.84-87  |                           |                         |  |
|                      | - Online Practice: Lesson 21  |                           |                         |  |
|                      | Offinite Fractices Ecoport 21   |                           |                         |  |





| Lannan       | 22 Information Operations  | T:                    | 4F F0 minutes                  |  |
|--------------|--|-----------------------|--------------------------------|--|
| Lesson       | 22 Information Questions   | Time                  | 45-50 minutes                  |  |
| Objectives   | Chalanta will be able to an denote adding an artists and an artists  | Preparation           | SB 1, WB 1                     |  |
|              | - Students will be able to understand information questions.   |                       | Writing Worksheet 22           |  |
|              |  |                       | Lesson Test 22                 |  |
| Procedures   | Activity   |                       |                                |  |
| (Time)       | -  |                       |                                |  |
| Warm-up      | [Greeting & Attendance Check]  |                       |                                |  |
| (5 min.)     |  |                       |                                |  |
|              | [Homework Check & Warm-up]   |                       |                                |  |
|              | - Ask students to open their workbooks and check their homework together as a class.                       |                       |                                |  |
|              | - Review grammar points as needed, or repeat the wrap-up a   | activity from Less    | son 21 to review.              |  |
| Grammar      | 1. Grammar Link and Review   |                       |                                |  |
| Points       | - Have students go to page 114 to complete the Grammar Re  | eview Quiz 21 an      | d check their answers          |  |
| (35-40 min.) | in pairs.  |                       |                                |  |
|              |  |                       |                                |  |
|              | 2. Grammar Introduction  |                       |                                |  |
|              | A. Question Words: What, Who, Where  |                       |                                |  |
|              | - Information questions use question words to ask for inform   |                       |                                |  |
|              | - What asks about objects and animals, Who asks about pe   | ople, and <b>Wher</b> | <b>e</b> asks about locations. |  |
|              | P. Ougstion Words, Whon How Whose  |                       |                                |  |
|              | B. Question Words: When, How, Whose  | of baing and Wh       | ann poleo phout                |  |
|              | - <b>When</b> asks about time, <b>How</b> asks about manner or state of being, and <b>Whose</b> asks about |                       |                                |  |
|              | possession.  |                       |                                |  |
|              | C. Questions Words: How Many, How Much   |                       |                                |  |
|              | - <b>How many</b> and <b>How much</b> are used to obtain information about quantities.                     |                       |                                |  |
|              | - <b>How many</b> asks about count nouns, and <b>How much</b> asks about non-count nouns.                  |                       |                                |  |
|              | ,  |                       |                                |  |
|              | 3. Grammar Practice  |                       |                                |  |
|              | - Have students practice the grammar points by doing the questions A and B.                                |                       |                                |  |
|              | State the product and grammar points by doing the questions it think by                                    |                       |                                |  |
|              | 4. Grammar in Context  |                       |                                |  |
|              | A. Write about yourself.   |                       |                                |  |
|              | - Have students make sentences about themselves.   |                       |                                |  |
|              | B. Choose and write.   |                       |                                |  |
|              | - Have students look at the picture before reading and make  | predictions abou      | it the passage.                |  |
|              | - Students complete the passage with the words in the Word   | Bank.                 |                                |  |
|              |  |                       |                                |  |
|              | [Extension Activity]   |                       |                                |  |
|              | Writing Worksheet 22, Lesson Test 22   |                       |                                |  |
| Wrap-up      | [Wrap-up Activity]   |                       |                                |  |
| (5 min.)     | - Provide students with a sentence and ask them to create the  | e corresponding       | questions.                     |  |
|              | T: I live near the school. Ss: Where do you live?  |                       |                                |  |
|              | T: His birthday is on May 5 <sup>th</sup> . Ss: When is his birthday?                                      |                       |                                |  |
|              |  |                       |                                |  |
|              | [Assign Homework]  |                       |                                |  |
|              | - Workbook 1: pp.88-91<br>- Online Practice: Lesson 22   |                       |                                |  |
|              |  |                       |                                |  |