

Lesson	1 Nouns and Articles	Time	45-50 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Students will be able to understand regular and irregular count nouns and non-count nouns.</li> <li>- Students will be able to use indefinite, definite or no articles.</li> </ul>	<b>Preparation</b>	SB 3, WB 3 Writing Worksheet 1 Lesson Test 1
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Warm-up]</b></p> <ul style="list-style-type: none"> <li>- Have students introduce themselves with their favorite class subject and their least favorite food.</li> </ul> <p><i>S1: I'm Sara. I like art, and I don't like pizza.</i></p> <p><i>S2: I'm Luke. I like English, and I don't like cherries.</i></p>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Introduction</b></p> <p><b>A. Singular and Plural Nouns</b></p> <ul style="list-style-type: none"> <li>- Most plural nouns are made by just adding <b>-s</b>. Add <b>-es</b> to nouns that end in <b>-s, -ch, -sh, or -x</b>.</li> <li>- Change <b>y</b> to <b>i</b> and add <b>-es</b> to nouns that end in consonant + <b>-y</b>.</li> <li>- Change <b>f</b> or <b>fe</b> to <b>v</b> and add <b>-es</b> to nouns that end in <b>-f</b> or <b>-fe</b>.</li> </ul> <p><b>B. Count and Non-Count Nouns</b></p> <ul style="list-style-type: none"> <li>- Count nouns can be counted with numbers and have singular and plural forms.</li> <li>- Non-count nouns cannot be counted and they have singular forms only.</li> <li>- Do not use <b>a</b> or <b>an</b> with non-count nouns.</li> </ul> <p><b>C. Articles: Indefinite, Definite, and No Articles</b></p> <ul style="list-style-type: none"> <li>- <b>A</b> and <b>an</b> mean 'one' and are placed before singular count nouns.</li> <li>- Use <b>the</b> before nouns that are 'specific' and 'one and only'.</li> <li>- Do not use articles before sports, school subjects, and languages.</li> </ul> <p><b>2. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>3. Grammar in Context</b></p> <p><b>A. Circle and write about yourself. Change the word from if necessary.</b></p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves by selecting the verbs and filling in the blanks with correct form of the count and non-count nouns in the Word Box.</li> </ul> <p><b>B. Choose and write. Change the word from if necessary.</b></p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words or symbols (Ø) in the word box.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 1, Lesson Test 1</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Give students a noun and have them use it in a full sentence. If it is a count noun, they may use the singular or the plural form. They cannot use the same article as the previous sentence.</li> </ul> <p><i>T: knife      S1: The knives are on the table.</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 3: pp.4-7</li> <li>- Online Practice: Lesson 1</li> </ul>		

Lesson	2 Pronouns and Possessives		Time
<b>Objectives</b>	- Students will be able to understand personal pronouns and possessives.	<b>Preparation</b>	45-50 minutes SB 3, WB 3 Writing Worksheet 2 Lesson Test 2
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <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 1 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p>1. Grammar Link and Review</p> <ul style="list-style-type: none"> <li>- Have students go to page 94 to complete the Grammar Review Quiz 1 and check their answers in pairs.</li> </ul> <p>2. Grammar Introduction</p> <p><b>A. Personal Pronouns</b></p> <ul style="list-style-type: none"> <li>- A Subject pronoun takes the place of a subject noun. (<b>I, you, she</b>)</li> <li>- An Object pronoun takes the place of an object noun. (<b>me, you, her</b>)</li> <li>- Use Reflexive pronouns when the subject and the object are the same person. (<b>myself, yourself, herself</b>)</li> </ul> <p><b>B. The Possessives with 's and of</b></p> <ul style="list-style-type: none"> <li>- Add an apostrophe (') and <b>-s</b> at the end of the noun to make possessives.</li> <li>- Possessives with <b>'s</b> are mostly used for people and animals.</li> <li>- Possessives with <b>of</b> are mostly used for things.</li> </ul> <p><b>C. Possessive Adjectives and Possessive Pronouns</b></p> <ul style="list-style-type: none"> <li>- A possessive adjective and a noun can be replaced by a possessive pronoun.</li> <li>- Possessive adjective (<b>my, your, her</b>) + noun = possessive pronoun (<b>mine, yours, hers</b>)</li> </ul> <p>3. Grammar Practice</p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p>4. Grammar in Context</p> <p>A. Write about two of your best friends.</p> <ul style="list-style-type: none"> <li>- Have students make sentences about their friends with possessives.</li> </ul> <p>B. Choose and write.</p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 2, Lesson Test 2</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Have each student make a sentence about their family with at least one possessive. They must also rephrase the previous student's sentence.</li> </ul> <p><i>T: My sister likes mint ice cream. S1: Mr. smith's sister likes mint ice cream. My mom is a baker.</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 3: pp.8-11</li> <li>- Online Practice: Lesson 2</li> </ul>		

Lesson	3 Somebody/Anything/Nowhere		Time
<b>Objectives</b>	- Students will be able to understand indefinite pronouns.	<b>Preparation</b>	45-50 minutes SB 3, WB 3 Writing Worksheet 3 Lesson Test 3
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <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 2 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 95 to complete the Grammar Review Quiz 2 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Somebody, Something, and Somewhere</b></p> <ul style="list-style-type: none"> <li>- Somebody, something, and somewhere are used in affirmative sentences and questions.</li> <li>- Somebody, something, and somewhere refer to a person, thing, or place respectively.</li> </ul> <p><b>B. Anybody, Anything, and Anywhere</b></p> <ul style="list-style-type: none"> <li>- Anybody, anything, and anywhere are used in negative sentences and questions.</li> </ul> <p><b>C. Nobody, Nothing, and Nowhere</b></p> <ul style="list-style-type: none"> <li>- Nobody, nothing, and nowhere are used in negative sentences.</li> <li>- Nobody, nothing, and nowhere refer to the absence of a person, thing, or place respectively.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p><b>A. Write about yourself and your family.</b></p> <ul style="list-style-type: none"> <li>- Have students answer the questions with sentences about themselves and their families.</li> </ul> <p><b>B. Choose and write.</b></p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 3, Lesson Test 3</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Have students interview you by asking questions using indefinite pronouns.</li> </ul> <p><i>S1: Do you know anybody famous?      T: I know nobody famous.</i></p> <p><i>S2: Did you go anywhere last weekend?      T: I went to the beach last weekend.</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 3: pp.12-15</li> <li>- Online Practice: Lesson 3</li> </ul>		

Lesson	4 Present Simple	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand the present simple tense.	<b>Preparation</b>	SB 3, WB 3 Writing Worksheet 4 Lesson Test 4
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <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 3 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 96 to complete the Grammar Review Quiz 3 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Present Simple: Be</b></p> <ul style="list-style-type: none"> <li>- <b>Am, is, and are</b> are the forms of <b>Be</b> in the present tense.</li> <li>- <b>Not</b> is placed after the <b>Be</b> verb to form negative sentences.</li> <li>- <b>Be</b> is placed before the subject at the beginning of yes/no questions.</li> </ul> <p><b>B. Present Simple: Common Verbs</b></p> <ul style="list-style-type: none"> <li>- Add <b>-s</b> to the verb if the subject is a singular noun or she/he/it in an affirmative sentence.</li> <li>- <b>Don't/Doesn't</b> is added before the verb to make a negative sentence.</li> <li>- <b>Do/Does</b> is placed at the beginning of yes/no questions.</li> </ul> <p><b>C. Spelling Rules of Final -s</b></p> <ul style="list-style-type: none"> <li>- Final <b>-s</b> is added to most verbs. Add <b>-es</b> to verbs that end in <b>-s, -ch, -sh, or -x</b>.</li> <li>- Change the <b>y</b> to an <b>i</b> and add <b>-es</b> to verbs that end in consonant + <b>-y</b>.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p><b>A. Write about yourself.</b></p> <ul style="list-style-type: none"> <li>- Have students answer the questions with sentences about themselves in the present simple tense.</li> </ul> <p><b>B. Choose and write.</b></p> <ul style="list-style-type: none"> <li>- Have students read the words and identify which nouns are singular and which are plural.</li> <li>- Students complete the sentences with correct form of the noun.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 4, Lesson Test 4</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Have students make present simple tense sentences about their habit or hobby and repeat the sentence of the previous students after making their own.</li> </ul> <p style="text-align: center;"><i>T: I watch TV every weekend.      S1: I do homework and he watches TV every weekend.</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 3: pp.16-19</li> <li>- Online Practice: Lesson 4</li> </ul>		

Lesson	5 Present Continuous		Time
<b>Objectives</b>	- Students will be able to understand the present continuous tense.	<b>Preparation</b>	45-50 minutes SB 3, WB 3 Writing Worksheet 5 Lesson Test 5
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <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 4 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 97 to complete the Grammar Review Quiz 4 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Present Continuous: Form</b></p> <ul style="list-style-type: none"> <li>- Affirmative present continuous sentences: <b>Be + verb-ing</b></li> <li>- Negative present continuous sentences: <b>Be + not + verb-ing</b></li> <li>- <b>Be</b> verb is placed at the beginning in yes/no questions.</li> </ul> <p><b>B. Spelling Rules of -ing</b></p> <ul style="list-style-type: none"> <li>- Add <b>-ing</b> to most verbs. If a verb ends in a consonant + <b>e</b>, drop the <b>e</b> and add <b>-ing</b>.</li> <li>- If a verb ends in a consonant + vowel + consonant, double the final consonant and add <b>-ing</b>.</li> </ul> <p><b>C. Present Simple vs. Present Continuous</b></p> <ul style="list-style-type: none"> <li>- Present simple is often used with words like <i>every day, on Sundays, or in the morning</i>.</li> <li>- Present continuous is often used with words like (<i>right</i>) <i>now</i>, and <i>at the moment</i>.</li> </ul> <p><b>D. Non-Action Verbs</b></p> <ul style="list-style-type: none"> <li>- Non-action verbs cannot used in the present continuous tense.</li> <li>- Common non-action verbs: like, dislike, love, hate, need, want, see, believe, know, understand ...</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p><b>A. Write about yourself and your family.</b></p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves and their family by filling in the blanks and answering the yes/no present simple and present continuous questions.</li> </ul> <p><b>B. Choose and write.</b></p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b> Writing Worksheet 5, Lesson Test 5</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Have students write some brief present simple and present continuous sentences on paper. Collect the paper and have students take turns acting them out and guessing what they are.</li> </ul> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 3: pp.20-23</li> <li>- Online Practice: Lesson 5</li> </ul>		

Lesson	6 Past Simple	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand the past simple tense.	<b>Preparation</b>	SB 3, WB 3 Writing Worksheet 6 Lesson Test 6
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <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 5 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 98 to complete the Grammar Review Quiz 5 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Past Simple: Be</b></p> <ul style="list-style-type: none"> <li>- <b>Was</b> is the past form of <i>am</i> and <i>is</i>, and <b>were</b> is the past form of <i>are</i>.</li> <li>- <b>Wasn't</b> and <b>weren't</b> are used in negative sentences and answers to yes/no questions.</li> </ul> <p><b>B. Past Simple: Regular and Irregular Verbs</b></p> <ul style="list-style-type: none"> <li>- Regular past simple forms end in <b>-ed</b>. Irregular forms do not follow any rules.</li> <li>- <b>Didn't</b> is placed before the main verb in negatives. <b>Did</b> is placed at the front of yes/no questions.</li> </ul> <p><b>C. Regular Verbs: Spelling Rules of -ed Form</b></p> <ul style="list-style-type: none"> <li>- Add <b>-ed</b> to most verbs, and add <b>-d</b> to verbs that ends in <b>e</b>.</li> <li>- If a verb ends in a consonant + <b>-y</b>, change the <b>y</b> to <b>i</b> and add <b>-ed</b>.</li> <li>- If a verb ends in a consonant + vowel + consonant, double the consonant and add <b>-ed</b>.</li> </ul> <p><b>D. Common Irregular Verbs</b></p> <ul style="list-style-type: none"> <li>- Irregular verbs do not follow the spelling rules and must be memorized.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p>A. Write about yourself.</p> <ul style="list-style-type: none"> <li>- Have students make sentences by answering the questions in the simple past tense.</li> </ul> <p>B. Choose and write.</p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b> Writing Worksheet 6, Lesson Test 6</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Imagine yesterday was the worst day or the best day ever. Have students make past simple sentences describing what happened.</li> </ul> <p style="text-align: center;"><i>T: Yesterday was the worst day ever! I woke up three hours late.                      S1: I broke my leg.</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 3: pp.24-27</li> <li>- Online Practice: Lesson 6</li> </ul>		

Lesson	7 Past Continuous	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand the past continuous tense.	<b>Preparation</b>	SB 3, WB 3 Writing Worksheet 7 Lesson Test 7
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <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 6 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 99 to complete the Grammar Review Quiz 6 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Past Continuous</b></p> <ul style="list-style-type: none"> <li>- The past continuous expresses action that was on-going at a specific time in the past.</li> <li>- Add <b>verb-ing</b> to the past tense form of <b>Be</b> (was, were).</li> </ul> <p><b>B. Past Simple vs. Past Continuous 1</b></p> <ul style="list-style-type: none"> <li>- The past simple talks about actions that began and ended at any time in the past.</li> <li>- The past continuous talks about an action that was on-going at a specific time in the past.</li> </ul> <p><b>C. Past Simple vs. Past Continuous 2</b></p> <ul style="list-style-type: none"> <li>- The past continuous talks about an action that was on-going on at the same time of another action in the past.</li> <li>- <b>When</b> clause is often in the past tense. <b>While</b> clause is often in the past continuous tense.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p><b>A. Write about yourself and your family.</b></p> <ul style="list-style-type: none"> <li>- Have students answer the questions with sentences about themselves and their families using the past continuous tense.</li> </ul> <p><b>B. Choose and write.</b></p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 7, Lesson Test 7</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Choose a picture or a very short video with a lot of activity and allow students to study it for a minute. Ask them questions about what was occurring: <i>What was man doing? How many people were sitting? What was the girl doing when mom walked into the room?</i></li> </ul> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 3: pp.28-31</li> <li>- Online Practice: Lesson 7</li> </ul>		

Lesson	8 Future	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand the future tense.	<b>Preparation</b>	SB 3, WB 3 Writing Worksheet 8 Lesson Test 8
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <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>		
<b>Grammar Points (35-40 min.)</b>	<p>1. Grammar Link and Review</p> <ul style="list-style-type: none"> <li>- Have students go to page 100 to complete the Grammar Review Quiz 7 and check their answers in pairs.</li> </ul> <p>2. Grammar Introduction</p> <p><b>A. Future: Will</b></p> <ul style="list-style-type: none"> <li>- <b>Will</b> is placed before the simple verb in future tense sentences.</li> <li>- <b>Will not</b> or <b>won't</b> is used before the simple verb to make a negative sentence.</li> <li>- <b>Will</b> is placed at the beginning of yes/no questions.</li> </ul> <p><b>B. Future: Be Going To</b></p> <ul style="list-style-type: none"> <li>- <b>Be going to</b> is placed before the simple verb in future tense sentences.</li> <li>- <b>Not</b> is added after <b>Be</b> verb to make negative sentences.</li> <li>- <b>Be</b> verb comes before the subject in yes/no questions.</li> </ul> <p><b>C. Future: Be + -ing</b></p> <ul style="list-style-type: none"> <li>- <b>Be + -ing</b> is sometimes used to express definite future plans.</li> <li>- Future time words are usually present in the sentence.</li> </ul> <p>3. Grammar Practice</p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p>4. Grammar in Context</p> <p>A. Write about yourself.</p> <ul style="list-style-type: none"> <li>- Have students make sentences about their future plans in the future tense.</li> </ul> <p>B. Choose and write.</p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 8, Lesson Test 8</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Fill a box or basket with future tense time words written on slips of paper. Have students randomly select a slip and make a future tense sentence with the time word(s) they selected.</li> </ul> <p><i>S1: I will go to the beach with my family this weekend. S2: I am having a party next Friday.</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 3: pp.32-35</li> <li>- Online Practice: Lesson 8</li> </ul>		



Lesson	9 Present Perfect	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand the present perfect tense.	<b>Preparation</b>	SB 3, WB 3 Writing Worksheet 9 Lesson Test 9
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <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 8 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 101 to complete the Grammar Review Quiz 8 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Present Perfect: Affirmatives and Negatives</b></p> <ul style="list-style-type: none"> <li>- The present perfect tense expresses a link between the past and the present.</li> <li>- The present perfect tense: <b>Subject + have/has + past participle</b></li> <li>- Add <b>not</b> after <b>have/has</b> in a negative sentence.</li> </ul> <p><b>B. Present Perfect: Yes/No Questions</b></p> <ul style="list-style-type: none"> <li>- <b>Have/Has</b> is placed at the beginning of the sentence in yes/no questions.</li> <li>- Use <b>have</b> or <b>haven't</b> if the subject is I, you, we, or they.</li> <li>- Use <b>has</b> or <b>hasn't</b> if the subject is he, she, or it.</li> </ul> <p><b>C. Present Perfect: Usage</b></p> <ul style="list-style-type: none"> <li>- The present perfect describes an action that has started in the past and continues into the present.</li> <li>- The present perfect describes an action that has been completed at an unspecified time in the past.</li> <li>- The present perfect describes experiences that happened at an unspecified time in the past.</li> </ul> <p><b>D. Past Participles of Irregular Verbs</b></p> <ul style="list-style-type: none"> <li>- Regular past participles are often the same as the simple past form of the verb.</li> <li>- Irregular verbs have unique past participles and must be memorized.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p><b>A. Write about yourself and your family.</b></p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves and their families in the present perfect tense.</li> </ul> <p><b>B. Choose and write.</b></p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b> Writing Worksheet 9, Lesson Test 9</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Have students take turns asking each other have you ever questions. <i>T: Have you ever seen a horror movie, S1? S1: Yes. I have. Have you ever done taekwondo, S2?</i></li> </ul> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 3: pp.36-39</li> <li>- Online Practice: Lesson 9</li> </ul>		

Lesson	10 Modal Verbs 1	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand common modal verbs.	<b>Preparation</b>	SB 3, WB 3 Writing Worksheet 10 Lesson Test 10
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <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>		
<b>Grammar Points (35-40 min.)</b>	<p>1. Grammar Link and Review</p> <ul style="list-style-type: none"> <li>- Have students go to page 102 to complete the Grammar Review Quiz 9 and check their answers in pairs.</li> </ul> <p>2. Grammar Introduction</p> <p><b>A. Possibility: May, Might</b></p> <ul style="list-style-type: none"> <li>- <b>May</b> and <b>might</b> express possibility and show something is likely to happen.</li> <li>- <b>May not</b> and <b>might not</b> are used to express something that is unlikely to happen.</li> </ul> <p><b>B. Polite Questions: May/ Could ...?</b></p> <ul style="list-style-type: none"> <li>- <b>May/ Could I</b> is used to ask for permission politely.</li> </ul> <p><b>C. Polite Questions: Would/ Could you ...?</b></p> <ul style="list-style-type: none"> <li>- <b>Would/ Could you</b> is used to make requests politely.</li> </ul> <p>3. Grammar Practice</p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p>4. Grammar in Context</p> <p>A. Write about yourself.</p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves using modals.</li> </ul> <p>B. Choose and write.</p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 10, Lesson Test 10</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Have students randomly select a modal from box and make sentences with their chosen verb. Be sure to indicate the usage for each verb to avoid confusion.</li> <li><i>S1: (selects couldn't – past ability) I couldn't go to the movies yesterday.</i></li> <li><i>S2: (selects shall – suggestion) Shall we play soccer after school?</i></li> </ul> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 3: pp.40-43</li> <li>- Online Practice: Lesson 10</li> </ul>		

Lesson	11 Modal Verbs 2	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand a variety of modal verbs.	<b>Preparation</b>	SB 3, WB 3 Writing Worksheet 11 Lesson Test 11
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <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 10 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p>1. Grammar Link and Review</p> <ul style="list-style-type: none"> <li>- Have students go to page 103 to complete the Grammar Review Quiz 10 and check their answers in pairs.</li> </ul> <p>2. Grammar Introduction</p> <p><b>A. Modal Verbs: Can, Could, May, Might, Will, Would</b></p> <ul style="list-style-type: none"> <li>- <b>Can</b> is used to express present ability and permission. <b>Could</b> expresses past ability.</li> <li>- <b>Could</b> and <b>would</b> are also used to express requests.</li> <li>- <b>May</b> is used to express permission and possibility. <b>Might</b> is also used to express possibility.</li> </ul> <p><b>B. Modal Verbs: Shall, Should, Must, Have to</b></p> <ul style="list-style-type: none"> <li>- <b>Shall</b> is used to express suggestions. <b>Should</b> is used for advice or say something is a good idea.</li> <li>- <b>Must</b> is used to express necessities, rules, and prohibitions. <b>Have to</b> is also used to express necessities.</li> </ul> <p>3. Grammar Practice</p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p>4. Grammar in Context</p> <p>A. Write about yourself.</p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves using ability and rule modals.</li> </ul> <p>B. Choose and write.</p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 11, Lesson Test 11</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Imagine that a friend is coming to visit you in your country for the first time. Brainstorm advice that might be useful to them, things they can do there, what they might be like, and rules they must know.</li> </ul> <p><i>S1: It might rain. You should bring an umbrella.</i></p> <p><i>S2: You should visit the zoo. You can see many animals there.</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 3: pp.44-47</li> <li>- Online Practice: Lesson 11</li> </ul>		

Lesson	12 Sense Verbs	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand sense verbs.	<b>Preparation</b>	SB 3, WB 3 Writing Worksheet 12 Lesson Test 12
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <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>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 104 to complete the Grammar Review Quiz 11 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Sense Verb + Adjective</b></p> <ul style="list-style-type: none"> <li>- Sense verbs are related to our five senses: <b>look, smell, sound, taste, and feel.</b></li> <li>- Adjectives come after a sense verb.</li> </ul> <p><b>B. Sense Verb + Like + Noun</b></p> <ul style="list-style-type: none"> <li>- <b>Sense Verb + like + noun</b> shows the subject looks, smells, sounds, tastes, or feels similar to someone or something.</li> </ul> <p><b>C. Seem</b></p> <ul style="list-style-type: none"> <li>- Seem can be followed by adjectives, infinitives and like noun.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p><b>A. Write about yourself and your family.</b></p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves and their families with sense verbs.</li> </ul> <p><b>B. Choose and write.</b></p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 12, Lesson Test 12</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Walk around the classroom while selecting various items, sounds, or individuals and have students describe them using sense verbs. Encourage students to use various verbs and sentence patterns.</li> </ul> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 3: pp.49-51</li> <li>- Online Practice: Lesson 12</li> </ul>		

Lesson	13 Comparisons	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand comparative and superlative adjectives and adverbs.	<b>Preparation</b>	SB 3, WB 3 Writing Worksheet 13 Lesson Test 13
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <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 12 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 105 to complete the Grammar Review Quiz 12 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Comparative and Superlative Adjectives: Usage</b></p> <ul style="list-style-type: none"> <li>- Comparative adjectives compare two things and are followed by <b>than</b>.</li> <li>- Superlatives adjectives compare three or more things and are preceded by <b>the</b>.</li> </ul> <p><b>B. Comparative and superlative Adjectives: Form</b></p> <ul style="list-style-type: none"> <li>- Add <b>-er</b> and <b>-est</b> to most one syllable adjectives.</li> <li>- If the adjectives ends in a vowel + consonant, double the consonant and add <b>-er</b> and <b>-est</b>.</li> <li>- Use <b>more</b> and <b>most</b> for adjectives with two or more syllables.</li> <li>- If two syllable adjectives ends in <b>-y</b>, change the <b>y</b> to <b>i</b> before adding <b>-er</b> or <b>-est</b>.</li> </ul> <p><b>C. Comparative and Superlative Adverbs: Usage</b></p> <ul style="list-style-type: none"> <li>- Comparative and Superlative adverbs and adjectives are formed similarly.</li> <li>- <b>The</b> before superlative adverbs is optional.</li> </ul> <p><b>D. Comparative and Superlative Adverbs: Form</b></p> <ul style="list-style-type: none"> <li>- <b>More</b> and <b>most</b> are placed before adverbs ending in <b>-ly</b>.</li> <li>- Add <b>-er</b> and <b>-est</b> to single syllable adverbs.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p>A. Write about yourself and your family.</p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves and their families by filling in the blanks.</li> </ul> <p>B. Choose and write.</p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 13, Lesson Test 13</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Have students make comparative and superlative sentences about each others' weekend plans. <i>T: S1's weekend will be more tiring than S2's. G2: S3's weekend will be the most exciting.</i></li> </ul> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 3: pp.52-55</li> <li>- Online Practice: Lesson 13</li> </ul>		

Lesson	14 Conjunctions	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand conjunctions.	<b>Preparation</b>	SB 3, WB 3 Writing Worksheet 14 Lesson Test 14
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <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>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 106 to complete the Grammar Review Quiz 13 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Conjunctions: And, But, Or, So</b></p> <ul style="list-style-type: none"> <li>- <b>And, but, or,</b> and <b>so</b> are coordinating conjunctions and join two sentences.</li> <li>- <b>And, but,</b> and <b>or</b> can also join words and phrases.</li> <li>- A comma is used when two sentences are joined.</li> </ul> <p><b>B. Conjunctions: Because, If, Before, After</b></p> <ul style="list-style-type: none"> <li>- <b>Because, if, before,</b> and <b>after</b> are subordinating conjunctions.</li> <li>- Subordinating conjunctions come at the beginning of the subordinate clause.</li> <li>- A comma is used when a subordinating clause comes before a main clause.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p><b>A. Write about yourself.</b></p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves with subordinating conjunctions.</li> </ul> <p><b>B. Choose and write.</b></p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 14, Lesson Test 14</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Say or write some sentences on the board and have students combine them using conjunctions and, if necessary, commas.</li> </ul> <p style="padding-left: 20px;"><i>T: I don't eat bananas. I hate them.</i></p> <p style="padding-left: 20px;"><i>Ss: I don't eat bananas because I hate them.</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 3: pp.56-59</li> <li>- Online Practice: Lesson 14</li> </ul>		

Lesson	15 The Passive	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand the passive voice.	<b>Preparation</b>	SB 3, WB 3 Writing Worksheet 15 Lesson Test 15
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <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 14 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 107 to complete the Grammar Review Quiz 14 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Active and Passive Sentences</b></p> <ul style="list-style-type: none"> <li>- In the active sentence, the subject does the action.</li> <li>- In the passive sentence, the action is done to the subject.</li> <li>- The action doer becomes the object and is expressed in a <b>by-phrase</b>.</li> <li>- Form of the passive verbs: <b>Be + past participle</b></li> </ul> <p><b>B. Passive Sentences without By-phrases</b></p> <ul style="list-style-type: none"> <li>- Passive sentences usually do not have a by-phrase when the action doer is not important.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p><b>A. Write about yourself and your family.</b></p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves or their families in the passive voice.</li> </ul> <p><b>B. Choose and write.</b></p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 15, Lesson Test 15</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Have students take turns stepping outside while the rest of the class makes some changes to the classroom. Then invite the students back in and have them guess what was changed.</li> <li>- Ensure students are using the passive voice correctly.</li> </ul> <p><i>T: Look! S1 was moved to a new desk.      S1: The books were put on the floor.</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 3: pp.60-63</li> <li>- Online Practice: Lesson 15</li> </ul>		

Lesson	16 Gerunds	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand gerunds.	<b>Preparation</b>	SB 3, WB 3 Writing Worksheet 16 Lesson Test 16
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <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 15 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 108 to complete the Grammar Review Quiz 15 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Gerunds: Verb + -ing</b></p> <ul style="list-style-type: none"> <li>- Gerunds can be the subject of a sentence, the subject complement, and the object of verbs.</li> <li>- Enjoy, keep, stop, discuss, mind, and postpone take gerunds as objects.</li> </ul> <p><b>B. Go + Gerund</b></p> <ul style="list-style-type: none"> <li>- <b>Go + gerund</b> talks about activities: go camping, go shopping, and go swimming.</li> <li>- More examples: go bowling, go fishing, go hiking, go jogging, go running, go skiing</li> </ul> <p><b>C. Adjective + Preposition + Gerund</b></p> <ul style="list-style-type: none"> <li>- Gerunds can be the object of prepositions: good at, excited about, and interested in.</li> <li>- Mores examples: afraid of, nervous about, tired of, worried about</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p><b>A. Write about yourself using gerunds.</b></p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves using gerunds as objects of prepositions.</li> </ul> <p><b>B. Choose and write.</b></p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b> Writing Worksheet 16, Lesson Test 16</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Think about the qualities in an ideal friend. Then have students describe their ideal friend using gerund. They may not repeat the same quality stated by another student.</li> </ul> <p style="text-align: center;"><i>T: My ideal friend is not afraid of horror movies.      S1: My ideal friend is interested in fishing.</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 3: pp.64-67</li> <li>- Online Practice: Lesson 16</li> </ul>		



Lesson	17 Infinities 1	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand infinitives.	<b>Preparation</b>	SB 3, WB 3 Writing Worksheet 17 Lesson Test 17
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <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 16 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 109 to complete the Grammar Review Quiz 16 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Verb + Infinitive (Object)</b></p> <ul style="list-style-type: none"> <li>- Infinitives can be the object of verbs.</li> <li>- Want, learn, plan, and hope take infinitives as objects.</li> <li>- Like, start, begin, continue, hate, and love take infinitives or gerunds as objects.</li> </ul> <p><b>B. It is + Adjective + Infinitive</b></p> <ul style="list-style-type: none"> <li>- The subject <b>it</b> has the same meaning as the infinitive phrase at the end of the sentence.</li> <li>- Infinitives can be used as the subject of a sentence.</li> </ul> <p><b>C. Noun + Infinitive</b></p> <ul style="list-style-type: none"> <li>- Infinitives can be used as adjectives.</li> <li>- Infinitives come after a noun they describe.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p>A. Write about yourself.</p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves using infinitives.</li> </ul> <p>B. Choose and write.</p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 17, Lesson Test 17</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Say a verb, an adjective, or a noun and have student use it to form a sentence with an infinitive or gerund. Remind students that certain verbs can take either as an object.</li> </ul> <p style="padding-left: 20px;"><i>T: not difficult      S1: It's not difficult to read. / Reading is not difficult.</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 3: pp.68-71</li> <li>- Online Practice: Lesson 17</li> </ul>		

Lesson	18 Infinitives 2	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand infinitives of purpose and with <b>too</b> and <b>enough</b> .	<b>Preparation</b>	SB 3, WB 3 Writing Worksheet 18 Lesson Test 18
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <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 17 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 110 to complete the Grammar Review Quiz 17 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Infinitives of Purpose</b></p> <ul style="list-style-type: none"> <li>- <b>In order to</b> is used to express purpose in a sentence.</li> <li>- <b>In order</b> is often dropped.</li> </ul> <p><b>B. Infinitives with Too and Enough</b></p> <ul style="list-style-type: none"> <li>- <b>Too</b> + adjective + infinitive expresses the inadequate or excessive quality or quantity.</li> <li>- Adjective + <b>enough</b> + infinitive expresses how sufficient something is, within what is desirable.</li> <li>- <b>Enough</b> + noun + infinitive expresses sufficiency.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p><b>A. Write about yourself and your family.</b></p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves and their families using infinitive, adjectives and nouns.</li> </ul> <p><b>B. Choose and write.</b></p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 18, Lesson Test 18</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Make a sentence chain with your students. Start a sentence that the next student must complete using an infinitive. That student must begin a new sentence for the next to complete, and so on.</li> </ul> <p><i>T: I eat lots of vegetables ...                      S1: to be healthy. We study hard ...</i></p> <p><i>S2: ... to get good grades. The dog is too heavy ...</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 3: pp.72-75</li> <li>- Online Practice: Lesson 18</li> </ul>		

Lesson	19 Causative Verbs	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand causative verbs.	<b>Preparation</b>	SB 3, WB 3 Writing Worksheet 19 Lesson Test 19
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <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 18 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 111 to complete the Grammar Review Quiz 18 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Causative Verbs</b></p> <ul style="list-style-type: none"> <li>- A causative verb causes the object of a sentence to do something.</li> <li>- Causative verbs: get, have, help, let, make</li> </ul> <p><b>B. Let/Make/Have + Object + Verb (Simple Form)</b></p> <ul style="list-style-type: none"> <li>- Let, make, and have take the simple form of a verb as object complements.</li> </ul> <p><b>C. Get + Object + Infinitive</b></p> <ul style="list-style-type: none"> <li>- Get takes infinitives as object complements.</li> </ul> <p><b>D. Help + Object + Verb (Simple Form) / Infinitive</b></p> <ul style="list-style-type: none"> <li>- Help takes the simple form of a verb or the infinitive as object complements.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p><b>A. Write about yourself.</b></p> <ul style="list-style-type: none"> <li>- Have students make sentences about themselves using causative verbs, and simple and infinitive forms of verbs.</li> </ul> <p><b>B. Choose and write.</b></p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 19, Lesson Test 19</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Say some simple sentences without any causative verbs. Then have students change the sentence to include a causative verb, an object, and an object complement of their choice.</li> </ul> <p style="padding-left: 40px;"><i>T: Mom cleaned the house.      S1: She helped Mom to clean the house.</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 3: pp.76-79</li> <li>- Online Practice: Lesson 19</li> </ul>		



Lesson	21 Tag Questions	Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand tag questions.	<b>Preparation</b>	SB 3, WB 3 Writing Worksheet 21 Lesson Test 21
<b>Procedures (Time)</b>	<b>Activity</b>		
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <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 20 to review.</li> </ul>		
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 113 to complete the Grammar Review Quiz 20 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Tag Questions: Form</b></p> <ul style="list-style-type: none"> <li>- A tag question is a question that is added to a sentence to ask for confirmation.</li> <li>- Negative tag questions are added to affirmative statements.</li> <li>- Affirmative tag questions are added to negative statements.</li> </ul> <p><b>B. Tag Questions and Answers</b></p> <ul style="list-style-type: none"> <li>- Tag questions are used to make sure the information is correct or to seek agreement.</li> <li>- Expected answers agree with the main verb.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p>A. Write tag questions to ask people around you.</p> <ul style="list-style-type: none"> <li>- Have students complete the tag questions so that the people around agree with them.</li> </ul> <p>B. Choose and write.</p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 21, Lesson Test 21</p>		
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Provide students with a statement, tag question, or the answer and have them create the rest to match the part you provided.</li> </ul> <p><i>T: ... wasn't there?</i></p> <p><i>S1: There was a lot of homework yesterday, wasn't there? Yes, there was.</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 3: pp.84-87</li> <li>- Online Practice: Lesson 21</li> </ul>		

Lesson	22 Direct and Indirect Speech		Time	45-50 minutes
<b>Objectives</b>	- Students will be able to understand direct and indirect speech.	<b>Preparation</b>	SB 3, WB 3 Writing Worksheet 22 Lesson Test 22	
<b>Procedures (Time)</b>	<b>Activity</b>			
<b>Warm-up (5 min.)</b>	<p><b>[Greeting &amp; Attendance Check]</b></p> <p><b>[Homework Check &amp; Warm-up]</b></p> <ul style="list-style-type: none"> <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 21 to review.</li> </ul>			
<b>Grammar Points (35-40 min.)</b>	<p><b>1. Grammar Link and Review</b></p> <ul style="list-style-type: none"> <li>- Have students go to page 114 to complete the Grammar Review Quiz 21 and check their answers in pairs.</li> </ul> <p><b>2. Grammar Introduction</b></p> <p><b>A. Direct Speech</b></p> <ul style="list-style-type: none"> <li>- Direct speech is commonly used in stories.</li> <li>- Direct speech repeats the exact words spoken by a person using quotation marks (" ").</li> </ul> <p><b>B. Indirect Speech</b></p> <ul style="list-style-type: none"> <li>- Indirect speech is used to report what a person said.</li> <li>- In direct speech, pronouns and verb forms change from the speaker's exact words.</li> <li>- The verb usually changes to the past tense.</li> </ul> <p><b>3. Grammar Practice</b></p> <ul style="list-style-type: none"> <li>- Have students practice the grammar points by doing the questions A and B.</li> </ul> <p><b>4. Grammar in Context</b></p> <p>A. Write what your family and friends said to you today.</p> <ul style="list-style-type: none"> <li>- Have students report what their family or friends said to them today in direct or indirect speech.</li> </ul> <p>B. Choose and write.</p> <ul style="list-style-type: none"> <li>- Have students look at the picture before reading and make predictions about the passage.</li> <li>- Students complete the passage with the words in the Word Bank.</li> </ul> <p><b>[Extension Activity]</b></p> <p>Writing Worksheet 22, Lesson Test 22</p>			
<b>Wrap-up (5 min.)</b>	<p><b>[Wrap-up Activity]</b></p> <ul style="list-style-type: none"> <li>- Challenge students' memories by asking them to quote or report what their classmates said during the previous class.</li> <li>- If students use direct speech, have them say the punctuation aloud or write their sentence on the board.</li> </ul> <p><i>S1: Jane said that she was tired.                      S2: Miss Smith said that we didn't have any homework.</i></p> <p><i>S3: Tommy said, "I love English class."</i></p> <p><b>[Assign Homework]</b></p> <ul style="list-style-type: none"> <li>- Workbook 3: pp.88-91</li> <li>- Online Practice: Lesson 22</li> </ul>			