

PART

2

Teaching Plan

3rd Grade

1. Hello, I'm Minsu
2. What's This?
3. Happy Birthday!
4. Wash Your Hands
5. I Like Apples
6. How Many Cows?
7. I Can Swim
8. It's Snowing





NOTES

Lesson
1

Hello, I'm Minsu

Aims	The students will be able to introduce themselves to other people when they meet them for the first time. They will be able to say goodbye.			
Objectives	Listening	To listen to and understand the expressions about greetings To listen and understand the introductive expressions		
	Speaking	To greet each other at the first meeting and say good-bye To introduce themselves to other people		
Communicative Functions and Structures	Communicative functions	1. Greetings 2. Introduction	Hi. Hello. Bye I'm Minsu. My name is Mina.	
	Language structures	I'm _____. My name is _____.		
Vocabulary	be, bye, hello, hi, I, name			
Teaching Plan	Period	Page	Procedure	Activities
	1	8~9	○ Look and Listen ○ Listen and Repeat(1) ○ Let's Play(1)	○ Listen and watch CD-ROM title ○ Listen and repeat ○ Throwing a ball game
	2	10~12	○ Look and Speak ○ Listen and Repeat(2) ○ Let's Chant ○ Let's Play(2)	○ Listen and watch CD-ROM title ○ Listen and repeat ○ Chant: 'I'm Minsu.' ○ Greeting game
	3	13~14	○ Look and Speak ○ Let's Sing ○ Let's Play(3)	○ Look and speak ○ Sing along: 'The Hello Song' ○ Name bingo
	4	15~17	○ Let's Role-play ○ Let's Review	○ Role-play: 'Characters of Stories' ○ Listen and match ○ Look at the picture and speak ○ Activity in a real context

Objectives

- To listen to and understand greeting expressions
- To listen to and understand when people introduce themselves

 Warm up
Greetings

- Hi, everyone.
- Nice to meet you.

Listen and do

- Stand up, please.
- Very good. Sit down, please.

Tips The teacher gives simple commands as the students act out the commands. It is important to speak slowly and clearly.

Objectives

Present the objectives

 Development
Look and Listen

Look at the picture

- Who do you see?
- What's in the picture?

Let's watch the screen

- (After Pre-listening) What did they say?

Listen to the dialogue

- Let's watch the screen.
- Listen carefully and take a guess.

Listen again

- Let's listen to the dialogue again.
- What did you hear?

Listen and Repeat(1)

Listen and repeat

- Let's watch the screen.
- Look and listen carefully.
- Listen carefully and repeat.
- Listen and repeat again.

Practice

- Let's practice today's expressions. Use your index finger.

Tips Give as much praise as possible to encourage students.

Let's Play(1): **Throwing a Ball** ⌚ 10'

【Materials】 Soft ball

【Grouping】 Group work

【Expressions】 Hi, I'm _____.

Hello, I'm _____.

- ▶ It's time for a fun game.
- ▶ Let me show you how to play the game first.
- ▶ Listen carefully.
- ▶ Make groups of 6. Use one ball.
- ▶ Throw the ball to a friend saying 'Hi, I'm ___'.
- ▶ The student who catches the ball does the same as the child who threw the ball.
- ▶ The game continues until all the children throw the ball and say hello.

Tips Before the game, it's better to give instructions in both English and Korean.

 Closing
Check-up

Review today's lesson

- What will you say when you meet someone for the first time?
- Listen to the dialogue on the CD-ROM title at home.

Good-bye

- Good-bye.
- See you next Monday.

EXTRA**Clapping Game** ⌚ 10'

【Materials】 None

【Grouping】 Group work

【Expressions】 Same as Let's Play(1)

- ▶ Divide the class into groups of six.
- ▶ Each makes a circle and sits on the floor.
- ▶ Students clap their hands twice.
- ▶ The first student says his/her name.
- ▶ All students clap twice.
- ▶ The second student says his/her name.
- ▶ All students clap twice.
- ▶ The second student says the name of the first student.
- ▶ Continue around the circle.

Tips Before the game, teachers should show students how to play the game with a demonstration.

Objectives

- To listen to and understand expressions of introducing and greeting
- To use the expressions with a game

 Warm up
Greetings

- Hello, everyone.
- How are you today?

Listen and do

- Stand up, please. Sit down, please.
- Listen carefully.

Review

Say hello to each other and say one's name

Objectives

Present the objectives

 Development
Look and Speak

Look at the pictures

- Open your book to page 10.
- Look at the pictures and take a guess.

Let's watch the screen

- (After Pre-listening) Who are the characters?

Listen to the dialogue

- Let's watch the screen.
- Listen to the dialogue carefully.
- What did you hear?

Tips Listen to the dialogue again to check the expressions.

Listen and Repeat(2)

Listen and repeat

- Look and listen carefully.
- Listen carefully and repeat.
- Listen and repeat again.

Tips Listen and repeat the sentences line by line.

Practice

- Look at me and guess who I am.
- Act out some famous people using their voice or gestures and have students guess who you are and say hello to the person you are mimicking.

Let's chant.

- Let's listen to the chant first.
- Let's chant with clapping.
- Let's chant together.

Let's Play(2): **Greeting Game** ⊕ 10'

【Materials】 None

【Grouping】 Whole class

【Expressions】 Hi, I'm _____.

Hello, I'm _____.

Bye.

- ▶ Students move around the classroom listening to the chant 'I'm Minsu.'
- ▶ When the music stops, greet a friend and introduce yourself.
- ▶ After introducing each other, say good-bye to friends.
- ▶ Students repeat the activity.

Tips This game could be done by making two circles. Students in each circle move along in their own circle. When the chant stops, they greet the friend.

 Closing
Check-up

Review today's lesson

- Say your name to your partner. Let's chant together.

Good-bye

- See you next time.
- Bye everyone.

EXTRA**Finding Partners** ⊕ 10'

【Materials】 Name cards

【Grouping】 Whole class

【Expressions】 Same as Let's Play(2)

- ▶ Make groups of 8.
- ▶ Give a name card to each person.
- ▶ When the teacher says "Let's start!" the students start greeting other students by saying "Hi, I'm Kongjwi. What's your name?"
- ▶ They can stand up and move around to do this activity.
- ▶ When the students find the right person to match the name, they go back to their seats.

Tips Before this game, have a discussion about famous characters from stories that students know.

Objectives

- To introduce themselves and to say good-bye
- To sing the song 'The Hello Song'

 Warm up
Greetings

- Hi, everyone.
- How are you today?

Listen and do

- Look at me, please.
- Clap your hands two times.

Review

Chant together 'I'm Minsu'.

Objectives

Present the objectives

 Development
Look and Speak

Listen to the dialogue one

- Let's listen to dialogue One again.
- Look at the screen and listen carefully.
- What did Zeeto say to the puppy?
- What did Julie say?

Listen to the dialogue two

- Now, let's listen to dialogue Two again.
- What did Mina say?
- What did Zeeto say?

Look and speak

- Open your book to page 13.
- Who can you see in the pictures?
- Let's watch the screen and check.

Tips Let students practice the dialogue with their partners, greeting each other.

Let's sing

Listen to the song

Sing the song

- Let's watch the screen and listen carefully to the song. Let's sing it part by part.
- Listen carefully and hum the tune.

Tips The girls pretend to be Julie and the boys pretend to be Minsu.

Let's Play (3): Name Bingo ☹ 10'

【Materials】 Name cards

【Grouping】 Whole Class

【Expressions】 Hi, I'm ____.

Hello, my name is ____.

Bye.

- ▶ Have students write their friends' names on a paper with 16 grids.
- ▶ First they write their own name and fill in the rest with their friends' names.
- ▶ When the teacher calls a student's name he/she says 'Hi, I'm S1.'
- ▶ The others greet by saying 'Hi, S1.'
- ▶ The students with S1's name on their grid mark an O around the name.
- ▶ If students mark an O around every name on their grid, they win.

Tips Class activity could be followed by group work.

 Closing
Check-up

Review today's lesson

- Do you know this character?
- Say hi to her/him.
- Let's sing the song you learned today.

Good-bye

- Time's up. Good-bye.
- Take care, everyone.

EXTRA**Guessing Who I Am ☹ 10'**

【Materials】 Pictures of some famous people

【Grouping】 Whole class

【Expressions】 Same as Let's Play (1)

- ▶ Collect some pictures of famous people from magazines or newspapers.
- ▶ Mimic one famous person with actions and have students guess who the person is.
- ▶ Teachers could give some hints to the students when they don't know the answer.
- ▶ Have some students come up to the front and mimic a person from among the pictures or a person of their choice.

Objectives

- To do role-play confidently
- To consolidate the contents of the lesson into real situations

 Warm up
Greetings


- Good afternoon, boys and girls.
- It's time for English. Are you ready?

Listen and do

- Stand up, please.
- Sit down, please.
- Watch TV, please.
- Be quiet, please.

Review

Sing the song from the last lesson

-  Have girls sing the first part and boys sing the second part by using different names.

Objectives

Present the objectives

 Development
Let's Role-play

Look at the picture

- Open your book to page 15.
- What fairy tales do you know?
- Who are the characters in this story?
- Let's make up a story together looking at the pictures in the textbook.

Listen to the story


- Let's watch the screen.
- What is the story about?
- What did you hear?
- What did they say when they left?

Listen and repeat

- Let's watch the screen and repeat after the dialogue.

Role-play

- Have students take roles and repeat with CD-ROM.
- Let's practice without sound.
- Volunteers may come up and present the role-play.
- Who wants to be Shim Cheong?

-  Students with the same role can practice their lines by standing up and repeating after CD-ROM. It can build up students' interest.

Let's Review

Listen and draw the line

- Open your book to page 16.
- Listen carefully and draw a line.
- Are you done? Let's check the answer.

Look at the pictures and talk about them

- Let's move to page 17.
- Look at the pictures. What's the story?
- Make up a story with the picture.
- Let's check the answers.

Speak in a real situation

- (Have two children greet each other)

 Closing
Check-up

Wrap up Lesson 1

- Let's sing the 'Hello song'.
- Do you know who he/she is? He is a famous actor in Korea. I'll show a part of his face.
- Listen to the dialogue with CD-ROM title at home.

Good-bye

- Time's up. Good-bye.
- Take care, everyone. You did a good job today.

EXTRA


**Getting an Autograph ⊕ 10'**

【Materials】 Worksheet

【Grouping】 Whole class

【Expressions】 Same as Let's Play (1)

- ▶ Give out a worksheet to each child in the class.
- ▶ The students move around and greet their friends.
- ▶ The students need to meet at least 10 friends.
- ▶ Write down their friends' names and their autographs in the columns.
- ▶ When the columns are filled out completely, the students go back to their seats.
- ▶ If there are students who want to get more of their friends' autographs, let them do so.

-  While doing the activity, students tend to make too much noise. The teacher should control the noise level in the classroom.



Lesson 1 Hello, I'm Minsu

Look and Listen (1)

(Zeeto flies in on a spaceship. When Zeeto hits an antenna it greets that object.)

Zeeto: Hi!

(Zeeto says hi to a barking dog.)

Zeeto: Hello!

(Noisy sound makes Julie and Tony come out.)

Tony: (Greeting Zeeto with a smile) Hi!

Zeeto: Hi!

Julie: Hello, I'm Julie.

Zeeto: (Julie's appearance makes Zeeto's face turn red) Hello, I'm Zeeto.

(Tony laughs heartily seeing Zeeto.)

Look and Listen (2)

(Children are doing hide and seek in a playground. Minsu is leaning against a tree, counting numbers.)

Zeeto: (Hitting him on the back) Hi!

(Minsu gets surprised when he sees Zeeto.)

Zeeto: (Smiling again at Minsu) I'm Zeeto.

Minsu: I'm Minsu.

(Zeeto guides Minsu to where Mina hides herself)

Zeeto: Hi, my name's Zeeto.

Minna: Hello, Zeeto. My name's Mina.

(Thanks to Zeeto, Minsu finds Mina and she gets angry.)

Minsu's mom: Minsu, Mina!

(Running over to their mom, Minsu and Mina say good-bye to Zeeto.)

Minsu, Mina: Bye, Zeeto.

Zeeto: Bye!

Let's Chant: I'm Minsu.

I'm Minsu. (Julie)

I'm Zeeto. (clap, clap, clap)

I'm Minsu.

I'm Zeeto. (clap, clap, clap)

Hi, Minsu. (Julie)

Hi, Zeeto. Hey, hey, hey!

Hi, Minsu.

Hi, Zeeto. Hey, hey, hey! Yeah!

Let's Sing: The Hello Song

Hello, Zeeto. Hello!

Hello, Zeeto. Hello!

Hello, Zeeto. Hello!

My name is Mina. (Hello!)

Hello, Zeeto. Hello!

Hello, Zeeto. Hello!

Hello, Zeeto. Hello!

My name is Minsu. (Hello!)

Bye, bye, Zeeto. Bye, bye.

Bye, bye, Zeeto. Bye, bye.

Bye, bye, Zeeto. Bye, bye.

Bye, bye, Zeeto. Bye, bye. (Bye, bye!)

Role-play: Characters of Stories

(Shim Cheong comes and jumps down from a boat-shaped time machine.)

Shim Cheong: Hello, my name is Shim Cheong.

Children: Hi, Shim Cheong.

(Cinderella appears in an amber carriage.)

Cinderella: Hi, I'm Cinderella.

Children: Hi, Cinderella.

(After a short time, Heungbu flies in on a swallow.)

Heungbu: Hi, I'm Heungbu.

Children: Hi, Heungbu.

(Kongjwi wearing an old cloth flies in on a toad-shaped time-machine.)

Kongjwi: Hello, my name is Kongjwi.

Children: Hello, Kongjwi.

(When all the people happily talk, while they are eating, they are surprised to hear the clock's ringing)

All: (Getting in their own time machines) Bye!

(Leaving in their own time machines)

Name card

이몽룡	성춘향	로미오	줄리엣
피터팬	웬디	개미	베짱이
미키	미니	흥부	놀부
시골쥐	서울쥐	미녀	야수

Autograph Album

Friends' Name					
Autograph					
Friends' Name					
Autograph					

How to play:

1. The students move around the classroom and greet their friends.
2. They fill out the worksheet with students' names and autographs.
3. When a student who gets 10 autographs, he/she goes back to his/her seat.

Lesson
2

What's This?

Aims	The students will be able to ask and answer questions about the names of different things. They'll also learn how to apologize for their mistakes and how to reply to apologies.			
Objectives	Listening	To listen to and understand the names of different things To hear and understand expressions of apology		
	Speaking	To ask and answer expressions about certain things To apologize and to respond to an apology		
Communicative Functions and Structures	Communicative functions	1. Confirmation 2. Apology	What's this? It's a pencil. I'm sorry.	
	Language structures	What's _____? It's a(an) _____ .		
Vocabulary	a(an), eraser, it, oh, OK, ruler, sorry, thank, that, this, what, you			
Teaching Plan	Period	Page	Procedure	Activities
	1	18~19	○ Look and Listen ○ Listen and Repeat(1) ○ Let's Play(1)	○ Listen and watch CD-ROM title ○ Listen and repeat ○ 'Picking-up-Cards' game
	2	20~22	○ Look and Speak ○ Listen and Repeat(2) ○ Let's Chant ○ Let's Play(2)	○ Listen and watch CD-ROM title ○ Listen and repeat ○ Chant: 'I'm Sorry.' ○ What's missing? game
	3	23~24	○ Look and Speak ○ Let's Sing ○ Let's Play(3)	○ Speak with pictures ○ Sing along: 'What's This?' ○ Guessing game
	4	25~27	○ Let's Role-play ○ Let's Review	○ Role-play: 'City Mouse & County Mouse' ○ Listen and color ○ Look at the pictures and speak ○ Activity in real context

Objectives

- To listen to and understand expressions about daily routines
- To use expressions about daily routines

 Warm up
Greetings

- Hi, everyone. Welcome back to our English class.
- How's the weather today?

Listen and do

- Clap your hands three times.
- Sit down, please.

Review

Greet your friends with the expressions that you learned last time.

Objectives

Present the objectives

 Development
Look and Listen

Look at the picture

- Open your book to page 18.
- What's in the picture?

Let's watch the screen

- (After Pre-listening) What did you hear?

Listen to the dialogue

- How did they say 'pencil' in English?
- What object did Zeeto ask about?

Listen again

- How can you say "What's this?" in English?
- What was Minsu's answer?
- (Ask listening comprehension check questions)

Tips Elicit as many words or phrases as possible.

Listen and Repeat(1)

Listen and repeat

Practice

- I'll show you a picture and ask you a question. Please answer.
- (Showing a picture of a pencil) What's this?

Tips To add more fun to the speaking practice process, use interesting ways of showing the cards that can intrigue the students' curiosity.

- Show each card for just a second.
- Reveal it gradually.

Let's Play (1): Picking-Up-Cards ⌚ 10'

【Materials】 Cards, various items (p.153)

【Grouping】 Whole class

【Expressions】 What's this?

It's a pen/pencil/chair/desk/book.

- ▶ Cut out the cards on p.153.
- ▶ The students ask "What's this?"
- ▶ The teacher says the name of one item.
- ▶ If students pick up the card with the item that the teacher said, they get to keep the card
- ▶ The student who has the most cards wins the game.

 Closing
Check-up

Review today's lesson

- Listen and answer the questions.
- (Show some pictures of different items) What's this?
- (Ask students to answer) It's a pencil.

Good-bye

- It's time to finish. Good-bye.
- Take care, everyone.

EXTRA

**List of Objects** ⌚ 10'

【Materials】 Various objects

【Grouping】 Whole class

【Expressions】 Same as Let's Play(1)

- ▶ Ask each child to choose one object in the classroom and place it on his or her desk.
- ▶ Ask the students to stand up. The students listen to the names of the objects as you draw them out of a container.
- ▶ As you select a slip of paper, read out the name of the object. Anyone with this object has to sit down.
- ▶ Continue to draw out all the slips of paper one by one, and read out the names of the objects.
- ▶ The last few children left standing are the winners.

Tips It is possible that some children have chosen objects which you did not include in your list. If they know the English word for these items, they win bonus points.

Objectives

- To understand expressions about apologies and how to respond to them
- To use the expressions with games

 Warm up
Greetings

- Good morning, class.
- Let's start our English lesson now.

Listen and do

- Touch your English book.
- Sit down, please.
- Turn around, please.
- Clap your hands one time.

Review

- Listen carefully and do what I say.
- I'll draw a picture. What's this?

Objectives

Present the objectives

 Development
Look and Speak

Look at the pictures


- Open your book to page 20.
- What's in the picture?

Let's watch the screen

- (After Pre-listening) What's happening?


Listen to the dialogue

- What did Julie drop by mistake?
- What did Minsu do to Julie?
- What is the meaning of "What's that?" in Korean?
- What was Minsu's answer?
- (Ask listening comprehension check questions.)

 Try to elicit as many words or phrases as possible.

Listen and Repeat(2)

Listen and repeat

 Listen and repeat the sentences line by line.

Practice

- (Walk around and ask questions by pointing to real objects in the classroom.)
- (Help the students understand 'this' and 'that' by using objects that are close and far away.)

Let's Chant

- Let's listen to the chant first.
- Let's chant while clapping.
- Let's chant part by part.

Let's Play (2): **What's Missing?** ⌚ 10'


【Materials】 Object flashcards

【Grouping】 Whole class

【Expressions】 What's this?

It's a pen/pencil/chair/desk/book.

- ▶ Show students pictures of items and put them on the board.
- ▶ Have students close their eyes.
- ▶ After hiding one of the objects, have the students open their eyes and ask them what's missing.
- ▶ The students who guess the missing card get a point.

 Encourage students to speak English as much as possible.

 Closing
Check-up

Review today's lesson

- If you happen to push your friend by mistake, what would you say to the person?
- Let's chant together.
- Listen to the dialogue with CD-ROM title at home.

Good-bye

- It's time to finish. Good-bye.
- Take care, everyone.

EXTRA


**Puzzle Pieces** ⌚ 10'

【Materials】 One A4 paper, pencil crayons

【Grouping】 Group work

【Expressions】 Same as Let's Play(1)

- ▶ Have each group draw one object quickly with pencil crayons.
- ▶ Then, cut it in 5-6 pieces and put the pieces into a bag.
- ▶ Exchange the bags.
- ▶ The first team to shout out together what the object is wins the game.

 Make sure that students do not spend too much time on drawing.

Objectives

- To ask and answer about things through song and practice
- To speak confidently playing a guessing game

 Warm up
Greetings

- Hi, everyone.
- It's time for English.

Listen and do

- Touch your desk.
- Point to the door.

Review*Show realia and ask questions*

- Tips** Direct students in a variety of ways by using words they have learned.

Objectives*Present the objectives*
 Development
Look and Speak*Listen to dialogue one*

- Let's listen to dialogue one.
- How did Zeeto and Minsu greet each other?
- What did Zeeto ask Minsu?

Listen to dialogue two

- What did Minsu show Julie?
- How did Julie reply to Minsu's apology?

Look and speak

- Who is talking?
- Let's check what they are saying while looking at the screen.

- Tips** Let students practice the dialogue with their partners and then let them do a demonstration.

Let's sing*Listen to the song**Sing the song*

- Let's watch the screen and listen carefully to the song. Let's sing part by part.

- Tips** Sing the song by changing the names according to real objects or flashcards that the teacher shows to the students.

Let's Play (3): Guessing Game ⊖ 10'

【Materials】 Flashcards (one set per group for both a teacher and students)

【Grouping】 Whole class

【Expressions】 What's that?

It's a pen/pencil/chair/desk/book.

- ▶ Divide the class into two groups and choose one team leader per group.
- ▶ Each team leader comes up to the front and stands facing the class.
- ▶ The teacher puts one card on the team leader's head and makes sure he or she does not know what the picture is.
- ▶ The class asks the question to the teacher together. The leader takes a guess and answers the question.
- ▶ If the leader guesses correctly in one try, he or she gets 3 points, 2 points for two guesses, and one point for three guesses.

- Tips** 5-6 cards are suitable for third graders.

 Closing
Check-up*Review today's lesson*

- Listen and answer the questions.
- (Show some pictures of different items) What's this?
- (Have students answer)
- Listen to the dialogue with the CD-ROM title at home.

Good-bye

- It's time to finish. Good-bye.
- Take care, everyone.

EXTRA**Mimic Game ⊖ 10'**

【Materials】 One paper per group

【Grouping】 Group work

【Expressions】 Same as Let's Play(1)

- ▶ Each group makes a circle.
- ▶ One of the group members draws one item on the paper and covers it.
- ▶ The student asks "What's this?" and the other students take turns guessing.
- ▶ The student who gets the right answer draws a picture of an item he or she thinks of. The game continues until everyone has the chance to draw a picture.

Objectives

- To do a role-play asking and answering about the names of things
- To consolidate the contents of the lesson in real situations

 Warm up
Greetings

- Good afternoon, boys and girls.
- It's time for English. Are you ready?

Listen and do

- Touch your head.
- Draw a book in the air.
- Stand up, please.

Review

Direct the students with words they learned and let them draw it with their finger in the air together

Let's sing the song 'What's this?'

- Tips** Divide the class into two teams. Each team takes a role of either asking or answering while singing along.

Objectives

Present the objectives

 Development
Let's Role-play

Look at the picture

- Open your book to page 25.
- Do you know the story 'City Mouse and Country Mouse'?
- Who are the characters in this story?

Listen to the story

- What did Country Mouse ask when he pointed to a piece of orange that was far away?
- What object did Zeeto ask about?

Listen and repeat

- What was City Mouse's response?
- (Ask listening comprehension check questions.)

- Tips** Try to elicit as many words or phrases as possible.

Role-play

- Choose one role and repeat along with the screen.
- Any volunteers? Please come up and do the role-play.
- Who wants to be Country Mouse?

- Tips** Page 207 shows how to make a hair band for the role-play,

Let's Review

Listen and choose the right thing

- Open your book to page 26.
- Listen carefully and choose the correct answer.

- Let's check the answer.

Look at the pictures and talk about them

- Let's move to page 27. Look at the pictures.
- What's in the picture?
- Make up a story with the picture.
- Let's check the answers.

Speak in a real situation

- In pairs, have children ask and answer each other about their belongings.

 Closing
Check-up

Wrap up Lesson 2

- Make students do the role-play by using different objects instead of an orange and cake.
- Listen to the dialogue with CD-ROM title at home.

Good-bye

- It's time to stop. Good-bye.
- Take care, everyone. You did a good job today.

EXTRA**Guessing Game ⊕ 10'**

[Materials] One object card per student

[Grouping] Group work

[Expressions] Same as Let's Play(1)

- ▶ Group the students.
- ▶ Students put their cards into a bag.
- ▶ One student chooses a card from the bag.
- ▶ All members ask what it is and the person answers the question by guessing.
- ▶ The student looks at the card and says what it is.
- ▶ If the guess was correct, the student gets a point.
- ▶ The person who gets the most point wins the game.

- Tips** You could let the student who picks one card give some hints to the others if they don't know after guessing 5 times.



Lesson 2 What's This?

Look and Listen (1)

(Zeeto is looking at the pencil and putting it in his ear and on his head.)

Minsu: Hi, Zeeto.

Zeeto: Hello, Minsu.

(Zeeto points to the pencil with curiosity.)

Minsu: It's a pencil.

(He paints a ridiculous portrait of Zeeto's face.)

Zeeto: Ummm. A pencil. (Writing)

Look and Listen (2)

(Julie accidentally knocks her friend's book off the desk while walking down the aisle.)

Julie: Oh, sorry.

Kids: It's OK.

(Julie approaches while seeing Minsu who is playing with a new toy car.)

Julie: What's that, Minsu?

Minsu: It's a ruler.

(When he presses the button, the ruler springs out and pricks her arm.)

Minsu: Oh, I'm sorry.

Julie: It's OK.

Let's Chant: I'm sorry

I'm sorry. I'm sorry.

Sorry, sorry, sorry.

I'm sorry. I'm sorry.

Sorry, sorry, sorry.

Huh!

It's OK. It's OK. It's OK.

It's OK. It's OK. It's OK.

I'm sorry. I'm sorry.

Sorry, sorry, sorry.

I'm sorry. I'm sorry.

Sorry, sorry, sorry.

Huh!

It's OK. It's OK. It's OK.

It's OK. It's OK. It's OK.

I'm sorry. I'm sorry.

Sorry, sorry, sorry.

I'm sorry. I'm sorry.

Sorry, sorry, sorry.

Huh!

It's OK. It's OK. It's OK.

It's OK. It's OK. It's OK.

Thank you!

Let's Sing: What's This?

What's this? What's this?

What's this? What, what?

It's a pen. It's a pen, pen, pen, pen.

What, what, what, what's this?

What, what, what, what's this?

Pen, pen, pen, it's a pen.

Pen, pen, pen, it's a pen.

What's this? What's this?

What's this? What, what?

It's a book. It's a book, book, book, book.

Role-play: City Mouse & Country Mouse

(Country Mouse visited City Mouse. As soon as Country Mouse entered City Mouse's house, he saw lots of delicious food. There was food more wonderful than he had ever seen before.)

Country Mouse: Hi!

City Mouse: Hello!

Country Mouse: (pointing to the cake at hand while looking around) What's this?

City Mouse: It's a cake.

Country Mouse: (As soon as he touches the cake, it falls down. He licks the cream.) Oh, sorry.

City Mouse: It's OK.

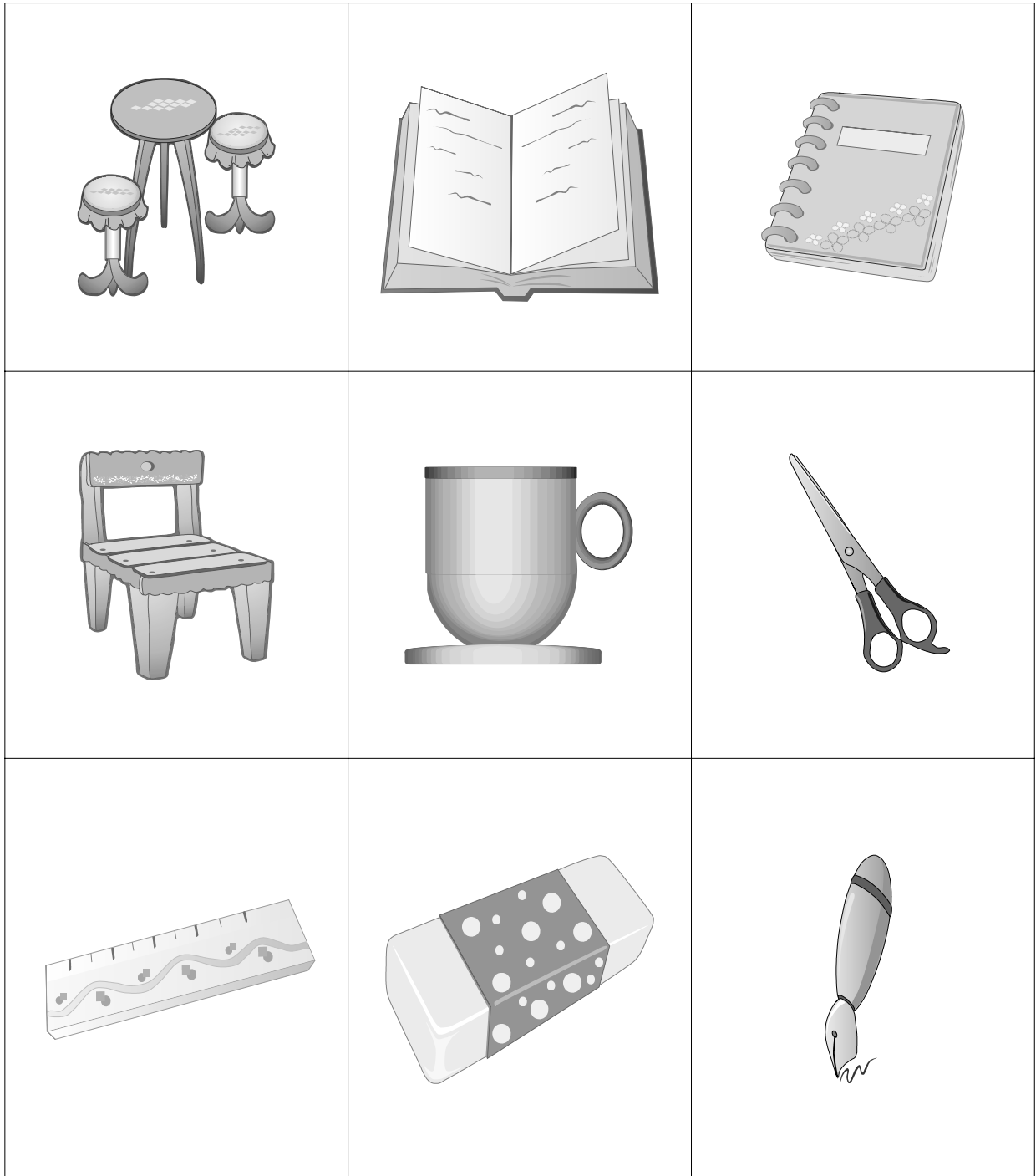
Country mouse: (pointing to the orange in the distance while looking around.) What's that?

City Mouse: It's an orange.

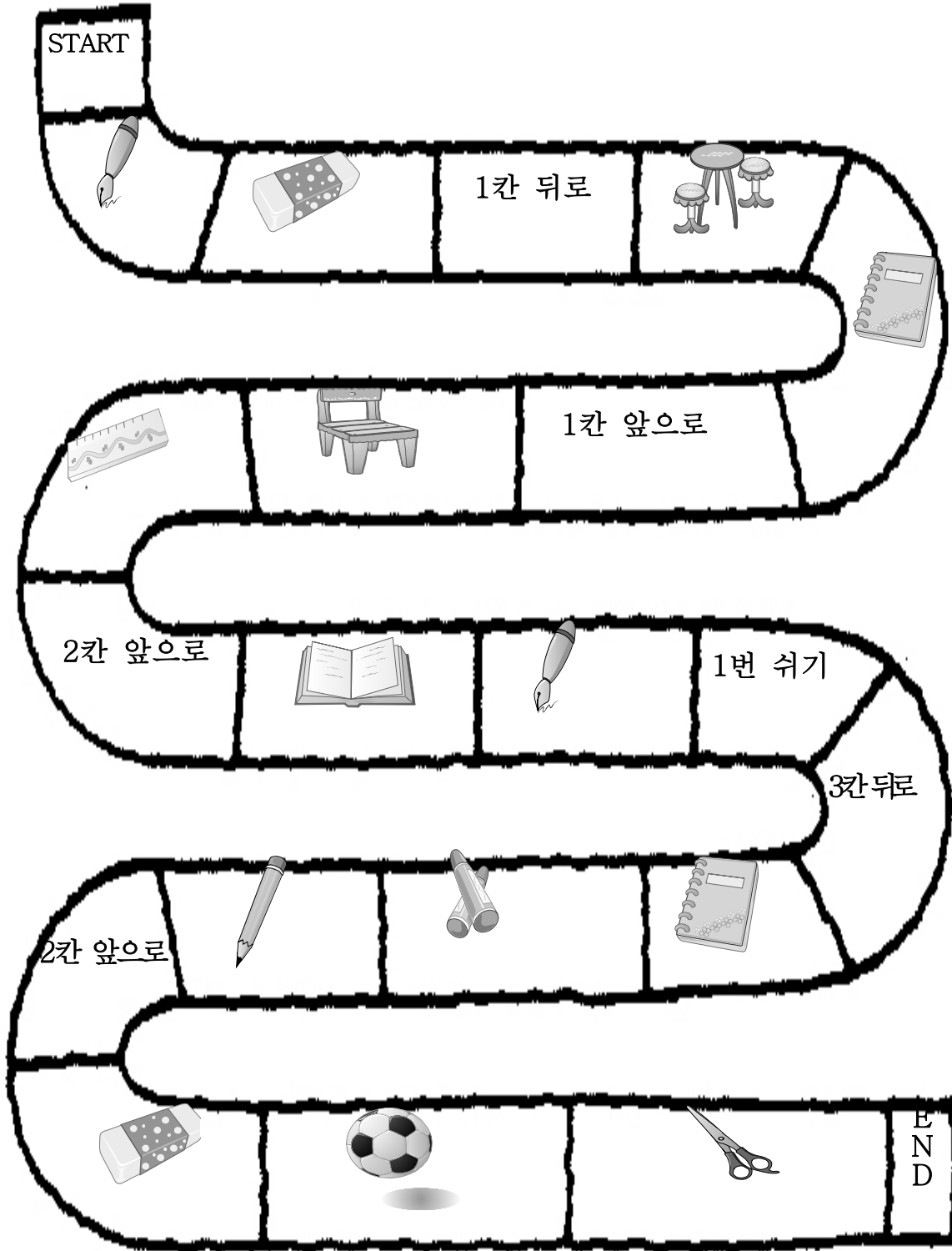
Country Mouse: (When he bites the orange, the orange juice splashes on City Mouse's face.) Oh, I'm sorry.

City Mouse: (with a bitter smile) It's OK.

Bingo Board



Board game



Lesson
3

Happy Birthday !

Aims	Birthdays are special for everyone. Parent's day is a day when people show thanks to their parents. The students are going to study how to congratulate and how to respond to those expressions.			
Objectives	Listening	To listen to and understand expressions of celebrating a birthday and responding to them To listen to and understand what to say when giving a present		
	Speaking	To use expressions of celebrating a birthday and respond to them To use expressions for giving and receiving presents		
Communicative Functions and Structures	Communicative functions	1. Celebration 2. Appreciation	Happy birthday! Thank you.	
	Language structures	Happy _____! This is for _____.		
Vocabulary	birthday, dad, for, happy, mom, thank, welcome, wow			
Teaching Plan	Period	Page	Procedure	Activities
	1	28~29	○ Look and Listen ○ Listen and Repeat(1) ○ Let's Play(1)	○ Listen and watch CD-ROM title ○ Listen and repeat ○ 'Gathering presents' game
	2	30~32	○ Look and Speak ○ Listen and Repeat(2) ○ Let's Chant ○ Let's Play(2)	○ Listen and watch CD-ROM title ○ Listen and repeat ○ Chant: 'Happy Birthday.' ○ Passing-the-Shoes-Bag game
	3	33~34	○ Look and Speak ○ Let's Sing ○ Let's Play(3)	○ Look at the pictures and speak ○ Sing along: 'Happy Birthday, Julie!' ○ Giving-and-Receiving-Presents game
4	35~37	○ Let's Role-play ○ Let's Review	○ Role-Play: 'Kongjwi & Patjwi' ○ Listen and draw a line ○ Look at the pictures and speak ○ Activity in real context	

Objectives

- To listen and understand about celebrations
- To take part in the games actively using the expression

 Warm up
Greetings

- Hello, everyone. How are you today?
- How's the weather today?

Listen and do

- Stand up, please.
- Sit down, please.

Review

Ask questions by showing part of a picture card

Tips Flashcards or visuals are needed to review.

Objectives

Present the objectives

 Development
Look and Listen

Look at the picture

- Open your book to page 28.
- What's happening?

Let's watch the screen

- (After Pre-listening) What are the people saying?

Listen to the dialogue

- Who is in this dialogue?
- Who gave a gift to whom?

Listen again

- What did Thomas and Minsu say to Julie?
- What was Julie's response?
- (Ask listening comprehension check questions.)

Tips Try to elicit as many words or phrases as possible.

Listen and Repeat(1)

Listen and repeat

Practice

- Let's pretend that it's a friend's birthday and give them a birthday card.
- Talk with your partner.

Let's Play(1): **Gathering Gifts Game** ⌚ 10'

【Materials】 Students gift flash cards, dice

【Grouping】 Group work

【Expressions】 Happy birthday.

Thank you.

You're welcome.

- ▶ Make groups of six.
- ▶ Each member in each group has a number between 1 and 6.
- ▶ Each student takes turns throwing the dice. Others give the players who threw the dice a picture card according to the number that is rolled and say "Happy birthday."
- ▶ The student who has the most gifts wins the game.
- ▶ After all the 'presents' are gone, start again.

Tips Have each student get a chance to have the gift cards. Make sure that they are using English.

 Closing
Check-up

Review today's lesson

- Students whose birthday is this month come to the front. Let's wish them a happy birthday.

Good-bye

- Next time, we'll look at what to say when you are giving a gift. Good-bye, everyone.
- Take care, everyone.

EXTRA**Guessing Game** ⌚ 10'

【Materials】 Gift flash cards

【Grouping】 Group work

【Expressions】 Same as Let's Play(1)

- ▶ Divide the class into groups of 4 or 6 members.
- ▶ There are motions drawn on each card except one which has a birthday cake on it.
- ▶ All members pick a card except S1.
- ▶ S1 picks one student, and say "Happy birthday, _____."
- ▶ If the person has the birthday cake card, S1 gets one point. The chosen student(S2) says, "Thank you".
- ▶ If not, they say "Sorry". And the next student gets a chance to take a guess.

Objectives

- To use expressions about wishing someone a happy birthday
- To speak naturally while playing games

 Warm up
Greetings

- Hello, everyone.
- How's the weather today?

Listen and do

- Stand up, please.
- Sit down, please.

Review

- What would you say on your friend's birthday?

Objectives

Present the objectives

 Development
Look and Speak

Look at the pictures


- Open your book to page 30.

Let's watch the screen

- (After Pre-listening) What did you hear?


Listen to the dialogue

- Who are the characters in this dialogue?
- What did Minsu and Mina say to their mom and dad when giving a gift to them?
- What did Minsu give his dad as a gift?
- (Ask listening comprehension check questions.)

 Listen to the dialogues again to check the expressions.

Listen and Repeat(2)

Listen and repeat

 Listen and repeat the sentences line by line.

Practice

- Now, you'll be Minsu, Mina, dad and mom.
- Try to act according to the chosen role.

Let's Chant

- Let's chant part by part.
- Let's chant together.

Let's Play(2): **Passing the Gifts Bag** ⊕ 10'

[Materials] Flashcards from lesson 2, a gift bag

[Grouping] Group work

[Expressions] Happy birthday.
This is for you.
You're welcome.

- ▶ A bag with gift cards in it is passed around the group as well as the birthday hat. While the children are chanting and the music is playing, the bag and the hat are passed in the same direction.
- ▶ When the music stops, the student(S1) with the birthday hat pretends it's his birthday.
- ▶ The student who is holding the bag picks one card out and gives it to S1. Others say "Happy Birthday" together.

 Closing
Check-up

Review today's lesson

- Let's make a gift with paper or with a photo, give it to a friend and say, "Happy birthday."

Good-bye

- Next time, we're going to learn a song for celebrating a birthday and play a fun game.


EXTRA**My Birthday** ⊕ 10'

[Materials] Pieces of paper

[Grouping] Group work

[Expressions] Same as Let's Play(2)

- ▶ Give each person in the group a small piece of paper. Students draw one present that they want to get from their parents on their birthday.
- ▶ Put all the papers into a box and have students take turns choosing a paper.
- ▶ If the picture card is what the child has drawn, others say "Happy birthday."
- ▶ If not, the child puts the card back into the box.
- ▶ The game is over when all the students in the group have their own birthday gift picture.

 You can have students draw more than two gift pictures.

Objectives

- To sing the song 'Happy Birthday, Julie!'
- To use the expressions with games

 Warm up
Greetings

- Hi, everyone.
- Look outside. How's the weather?

Listen and do

- Stand up, please.
- Sit down, please.

Review

Let's chant 'Happy Birthday'.

Objectives

Present the objectives

 Development
Look and speak

Listen to the dialogue again

- What did Thomas and Minsu say to Julie?
- How did Julie respond to Thomas and Minsu?
- What did Thomas and Minsu say after Julie spoke?

Listen to dialogue two

- What did Mina say to her mom while giving her a flower and a present?
- What did Minsu say to his dad while giving him a flower and a present?

Look and speak

- Look at the pictures.
- What happens?
- Look at the second picture and tell me what happens.
- What is Mina saying while giving the present?

Let's sing

Listen to the song

Sing the song

- Let's watch the screen and listen to the song.
- Let's sing part by part.
- Let's sing together.

Let's Play⁽³⁾:**Giving-and-Receiving-Presents Game** ⌚ 10'

【Materials】 Gift flashcards for students
(6 cards for each student)

【Grouping】 Individual work

【Expressions】 Happy birthday.

This is for you.

Thank you. You're welcome.

- ▶ The students prepare the picture (about six items per student) that they'd like to give their friends as gifts.
- ▶ While the teacher plays the song, 'Happy Birthday' from the CD-ROM title or a song of choice, each student stands up and walks around the classroom.
- ▶ The students say "Happy birthday" and give each other presents.
- ▶ After giving all the presents, they fill in the worksheet about what kind of presents they got and attach the present below the name of the student who gave it to them.

 Closing
Check-up

Review today's lesson

- Let's sing 'Happy Birthday!' song.

Good-bye

- Did you have fun today?
- So long, everyone.

EXTRA**Mimic Game** ⌚ 10'

【Materials】 Wheel boards, clips

【Grouping】 Group work

【Expressions】 Same as Let's Play⁽³⁾

- ▶ Teacher hides a present and says "Happy birthday" to a student.
- ▶ The student says "Thank you" to the teacher.
- ▶ The teacher, putting two hands together, says "This is for you."
- ▶ The student asks what it is.
- ▶ The teacher answers.

Ⓢ Tips If the student doesn't say 'Thank you' hesitate to give that present to the child until they say 'Thank you.'

Objectives

- To do a role-play using birthday celebration expressions
- To consolidate the contents of the lesson in real situations

 Warm up
Greetings

- Hello, class. How are you today?
- How's the weather outside?

Listen and do

- Stand up, please.
- Sit down, please.
- Raise your right hand.

Review

Sing the song, 'Happy Birthday, Julie!'

Objectives

Present the objectives

 Development
Let's role-play

Look at the picture

- Do you know this story? What is it?
- Who are the main characters you're going to meet from the story?

Listen to the story


- What special day is it today?
- What did the cow, toad, and sparrow say to Kongjwi?
- What was Kongjwi's answer?
- How did they respond to Kongjwi's answer?

Listen and Repeat

- (Watching the screen, the teacher stops it at each scene of the dialogue, and he/she has the students repeat the expressions.)

Role-play

- In each group, take the roles from the dialogue and repeat the dialogue.
- Let's role-play with your group.

 Students could do a role-play wearing their masks.

Review

Listen to the dialogue and draw lines

- Listen carefully to the dialogue and draw lines on your book.
- Have the students check their own answers by using CD-ROM title.

Look at the pictures and talk about them

- Who are the main characters?
- Can you guess the story?
- Make up a story with your partner.

- Look at the screen and check the story.

Speak in a real situation

- Let's sing the 'Happy birthday' song for our friends who have a birthday this month.
- When you receive a present, make sure to say "Thank you".

 Closing
Check-up

Wrap up Lesson 3

- Let me give you some homework. Watch the CD-ROM title at home.
- Let's sing together.

Good-bye

- Did you have fun today?
- So long, everyone.

EXTRA**Looking for People** ⌚ 10'

[Materials] None

[Grouping] Whole class

[Expressions] Happy birthday! Thank you.

- ▶ Divide the class into two groups and have students choose the leader of their group.
- ▶ While a leader of team (A) goes outside of the classroom, the other team (B) chooses one student who has a birthday in their group.
- ▶ The leader of team A comes back to the classroom when the students say "Come in, please". Then the leader looks for the person whose birthday it is in team B.
- ▶ Students in team A sing the birthday song. If the leader of team A is getting close to the right person, the other team members may sing louder. If he/she is getting further away from the right person, the other members sing quieter. This will help the leader find the right person more easily.
- ▶ The team that finds the right person the fastest, wins the game.



Lesson 3 Happy Birthday!

Look and Listen (1)

(Thomas, Minsu and Zeeto are giving gifts to Julie.)

Thomas, Minsu: Happy birthday, Julie.

Julie: Thank you, Thomas. Thank you, Minsu.

Thomas, Minsu: You're welcome.

Zeeto: (giving a gift) Happy birthday, Julie.

Julie: Thank you, Zeeto. What's this? Wow!

(Julie opens the gift that Zeeto gave her. It is the ruler that she wanted. She kisses Zeeto's cheek and Zeeto flushes.)

Look and Listen (2)

(Minsu and Mina are giving flowers and gifts to parents.)

Mina: (wearing a flower, kissing her cheek, and giving a gift) Mom, This is for you.

Mom: Oh, thank you.

Minsu: (giving flower and a gift) This is for you, Dad.

Dad: Thank you, Minsu. What's this?

Minsu: It's a book, Dad.

Dad: (Giving a big hug to Minsu and Mina together) Thank you.

Let's Chant: Happy Birthday

Happy birthday, Julie.

Happy birthday, Julie.

This is for you, Julie.

This is for you, Julie.

Oh! Thank you, Zeeto.

Oh! Thank you, Zeeto.

Oh! Thank you, Zeeto.

Oh! Wow, Thank you. Wow!

Let's Sing: Happy Birthday, Julie!

Happy birthday, Julie. Thank you!

Happy birthday, Julie. Thank you!

Happy birthday, oh, Julie!

Happy birthday, Julie. Thank you!

Happy birthday, Julie. Thank you!

Happy birthday, Julie. Thank you!

Happy birthday, oh, Julie!

Happy birthday, Julie. Thank you!

Role-play: Kongjwi and Patjwi

(Today is *Kongjwi's* birthday. However, her stepmother and *Patjwi* make her do laundry instead of celebrating her birthday. *Kongjwi* is crying because she is so sad. But she is pleased to hear congratulations.)

Cow: Hi, *Kongjwi*. Happy birthday!

This is for you. (giving a gift box)

Kongjwi: Thank you.

Toad: Hello! Happy birthday, *Kongjwi*! This is for you. (giving a gift box)

Kongjwi: Oh, wow! Thank you!

Sparrow: Hello! Happy birthday, *Kongjwi*! (giving a gift box)

Kongjwi: Oh, thank you!

All: You're welcome.

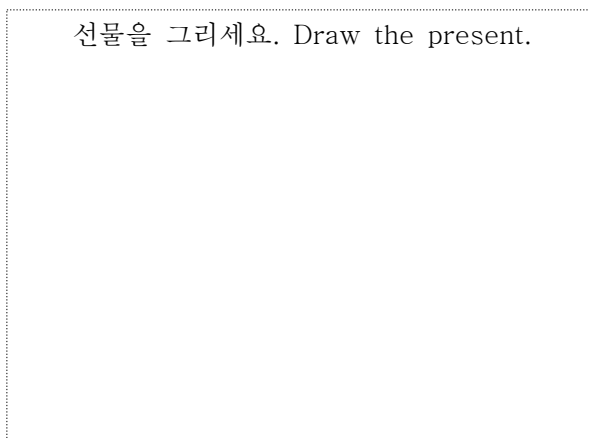
(There are interesting items in each box.)

Birthday Cards

This is for you.



선물을 그리세요. Draw the present.



Dear. _____

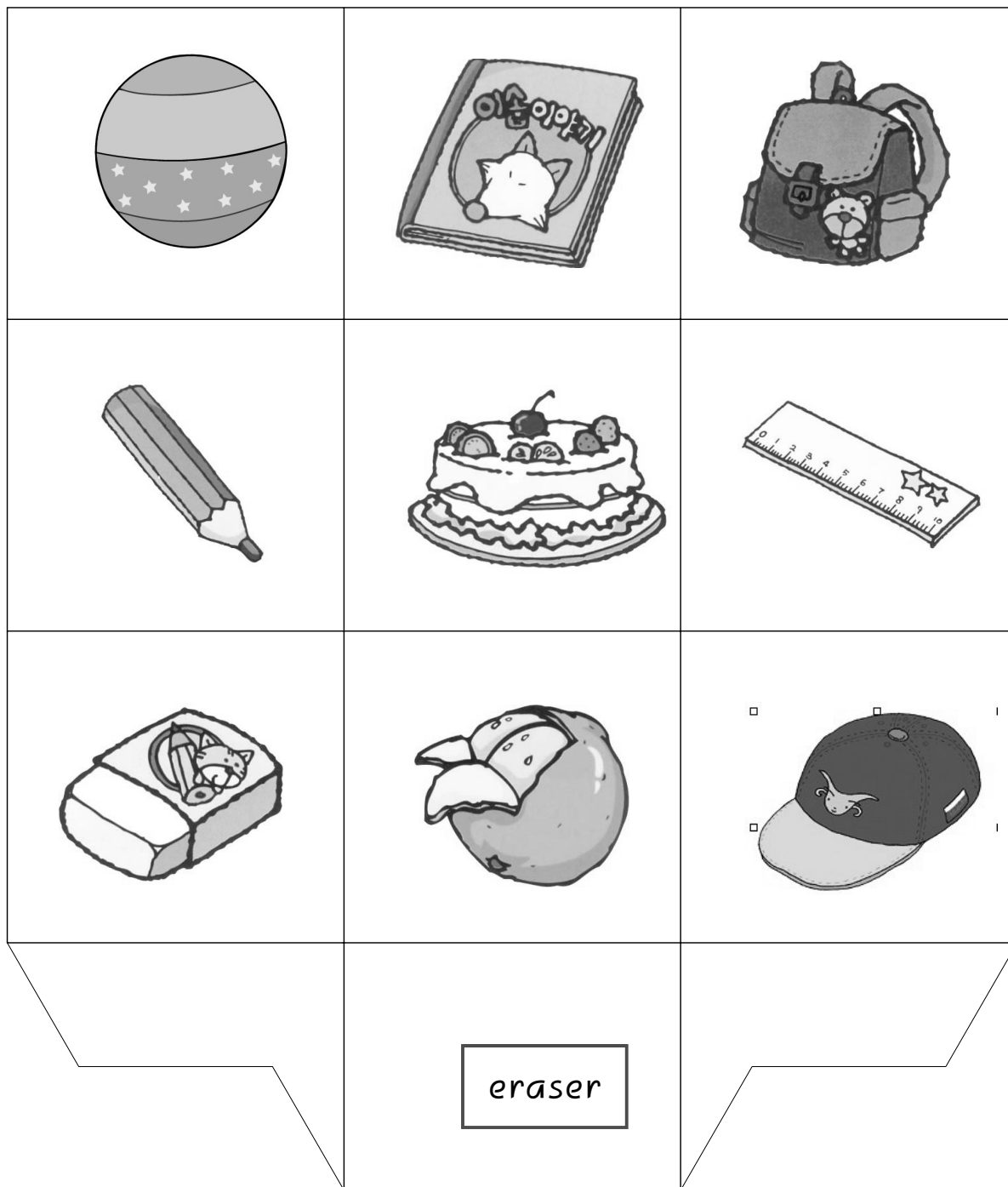
Happy
Birthday!

From. _____

※ Cut it along the outline, fold it in half and decorate it by yourself.

Lesson 3. Happy Birthday

This is for you!



<How to play>: Pair work

1. Put the real eraser in its place.
2. Do rock-paper-scissors to decide who goes first.
3. The loser flicks the eraser with their finger saying **"Happy birthday! This is for you."**
4. The winner collects the item where the eraser lands, answering **"It's a(an) ball, Thank you!"**
5. The first person to collect all the 9 items wins the game.

Lesson
4

Wash Your Hands

Aims	Listening and doing activities are very useful for beginners. In this lesson learning about body parts through the use of imperative sentences can give young children confidence in English as well as an interest in learning a foreign language.			
Objectives	Listening	To listen to and understand imperative sentences about body parts To listen to imperative sentences and respond to them with actions		
	Speaking	To use short imperative sentence related to the body To respond to the imperative sentence		
Communicative Functions and Structures	Communicative functions	1. Orders 2. Responses	Wash your hands first. OK, Mom.	
	Language structures	Wash _____. OK, _____.		
Vocabulary	at, close, down, face, hungry, look, no, open, please, sit, stand, touch, up, wash			
Teaching Plan	Period	Page	Procedure	Activities
	1	38~39	○ Look and Listen ○ Listen and Repeat(1) ○ Let's Play(1)	○ Listen and watch CD-ROM title ○ Listen and repeat ○ Nose, Nose, Nose game
	2	40~42	○ Look and Speak ○ Listen and Repeat(2) ○ Let's Chant ○ Let's Play(2)	○ Listen and watch CD-ROM title ○ Listen and repeat ○ Chant: 'Wash Your Face' ○ Guessing game
	3	43~44	○ Look and Speak ○ Let's Sing ○ Let's Play(3)	○ Speak with Pictures ○ Sing along: 'Ally Bally' ○ Passing words game
	4	45~47	○ Let's Role-play ○ Let's Review	○ Role-Play: 'Begger & Prince' ○ Listen and number ○ Look at the pictures and speak ○ Activity in real context

Objectives

- To listen to and understand imperative sentences
- To use expressions through practice and games

 Warm up
Greetings

- Good afternoon, class.
- How's the weather today?

Review*Play Simon Says game*

- Tips** Let students practice 'ears' and 'eyes' repeatedly in order to learn them as a plural nouns.

Objectives*Present the objectives*
 Development
Look and Listen*Look at the picture*

- (Have students take a guess at what they're going to study by looking at the picture.)
- Who do you see in the picture?

Let's watch the screen

- (After Pre-listening) What do people say?

Listen to the dialogue

- What did the nurse say?
- When the doctor said 'Open your mouth', what did Mina do?

Listen again

- (Ask listening comprehension check questions.)

- Tips** To allow them to focus on listening, use the 'no screen' function while playing the dialogue.

Listen and Repeat(1)*Listen and repeat*

- Repeat any parts that the students need to practice more.

Practice

- (Let students listen to the 6 imperative sentences and let them act according to the sentences.)
- (If the teacher says the right sentence that matches the picture he/she is sticking on the board, have the students act that card out. If the teacher's sentence doesn't match the card, have them do nothing.)

- Tips** Prepare 6 pictures that show motions (p.95)

- If I'm right, do as I say. If I'm wrong, don't do anything.

Let's Play(1): **Nose, Nose game** ⊕ 10'**【Materials】** Flash cards**【Grouping】** Whole class**【Expressions】** Same as practice

- ▶ Teacher says a body part and students point to it.
- ▶ If you think students are familiar with names of body parts, try to point to other parts that don't match the words in order to keep them interested.
- ▶ If there is a student who gets it wrong several times, give them a funny penalty.

 Closing
Check-up*Review today's lesson*

- Do as I say.
- This time, work in pairs. One student says the expressions and the other acts out what they hear.

Good-bye

- I want you to play the nose game with your family at home.
- Bye, everyone.

EXTRA**Please Game** ⊕ 10'**【Materials】** None**【Grouping】** Whole class**【Expressions】** Same as Let's Play(1)

- ▶ If the teacher says the imperative sentence without 'please', students don't act.
- ▶ If the teacher says the imperative sentence with 'please', the students act.
- ▶ Have all students stand up first. They have to sit down if they don't act correctly.

- Tips** 'Please' is the most useful expression in English, so teach students to use it in imperative sentences. Let students practice using 'please' and 'Thank you', so that it becomes familiar to them.

Objectives

- To understand imperative sentences
- To use the expressions playing a guessing game

 Warm up
Greetings

- How are you?
- How's the weather today?

Listen and do

- Stand up, please.
- Sit down, please.
- Watch TV, please.
- Be quite, please.

Objectives

Present the objectives

 Development
Look and Speak

Look at the pictures


- Open your book to page 40.
- Guess what's going on.

Let's watch the screen

- (After Pre-listening) Who are the characters?

Listen to the dialogue


- What did you hear in the dialogue?
- (Let students watch the dialogue on CD-ROM title.)
- What's the meaning of this sentence, 'Wash your hands?'

 Watch the dialogues again to check the expressions.

Listen and Repeat(2)

Listen and repeat

- Did you hear the dialogue?
- Let's listen and repeat line by line.

 Listen and repeat the sentences line by line.

Let's chant

- Let's listen to the chant.
- Chant one part at a time.
- Let's chant together.
- (Have the girls chant and the boys act.)

Let's Play(2): **Guessing Motions** ⌚ 10'

【Materials】 Teacher's picture cards, a stopwatch.

【Grouping】 Whole class

【Expressions】 Open/Close your mouth/ eyes.
Stand up. Sit down.

Look at your hands.

Wash your hands.

- ▶ Divide the class into two teams and let them sit facing each other.
- ▶ Let the leaders of team A go behind team B and show the cards one by one to team A.
- ▶ Team A acts out what's on the card while team B guesses.
- ▶ Teacher times each team to finish.
- ▶ When they finish, switch roles and repeat.
- ▶ The team that finishes first and answers correctly wins the game.

 Closing
Check-up

Review today's lesson

- (Have one student stand like a mannequin and let him/her act according to their friends' directions.)
- Listen to the dialogue with CD-ROM title at home.

Good-bye

- You did a good job. See you.

EXTRA

**Matching Cards** ⌚ 10'

【Materials】 Flash cards (p.153)

【Grouping】 Pair work

【Expressions】 Same as Let's Play(2)

- ▶ Put 8 motion cards on the board.
- ▶ Divide the class into two groups and have one leader from each group come to the front.
- ▶ The students who are sitting use the imperative sentences according to what the teacher is doing and the leaders must then slap the correct card.
- ▶ The team whose leader slapped the right card first gets one point.
- ▶ Change leaders and repeat.

Objectives

- To sing the song with imperative expressions
- To use imperative expressions playing the game

 Warm up
Greetings

- Hi, everyone. How are you today?
- What day is it today?

Listen and do

- Stand up, please.
- Sit down, please.
- Watch TV, please.
- Open the door.

Review

- What do you say when you want to tell your friend to wash his or her hands?

Objectives

Present the objectives

 Development
Look and speak

Listen to dialogue 1

- What did the nurse say to Mina?
- What did the doctor say to Mina?

Listen to dialogue 2

- What did Minsu say?
- What did Minsu's mother said to him?

Look and speak

- (Have the students identify the content of pictures.)
- Do the role-play with your partner.
- Let's check by watching the screen.

Let's sing

Listen to the song

Sing the song

- Let's sing one part at a time.
- This time, girls sing and boys do the motions.
- Let's sing together.

Let's Play⁽³⁾: Passing Words Card ⊖ 10'

【Materials】 A doll, movement cards for teacher

【Grouping】 Whole class

【Expressions】 Look at your hands.

Wash your hands.

Stand up. Sit down.

Open(Close) your eyes/mouth.

- ▶ Each group stands in a line.
- ▶ The teacher gives one doll or baton to the first student of each line and gives them an instructive sentence.
- ▶ Team leaders of each group repeat what the teacher said.
- ▶ The first student passes the doll to the next person and repeats the sentence.
- ▶ The last students of each group quickly comes to the board and picks the correct card.
- ▶ The group which gets the card first and says the expression correctly wins.

Tips Teacher gives points for good attitude as well as for properly producing the target language.

 Closing
Check-up

Review today's lesson

- Let's sing the song we learned today.

Good-bye

- Did you have fun today? So long, everyone.

EXTRA**Flick the Clip ⊖ 10'**

【Materials】 Wheel boards, clips

【Grouping】 Group work

【Expressions】 Same as Let's Play⁽²⁾

- ▶ Give each group a wheel board with some action pictures on it.
- ▶ Students take turns flicking the clip on the board.
- ▶ The others say the expression based on the picture the clip is pointing to.
- ▶ If the student responds correctly to the command, he or she gets the number of written under the picture.
- ▶ The student who gets the most point wins.

Objectives

- To confidently do a role-play using some simple commands
- To use the expressions in real situations

 Warm up
Greetings

- Hello, class. How are you today?
- How's the weather outside?

Review

Sing the song, 'Ally Bally'

Objectives

Present the objectives

 Development
Let's role-play

Look at the picture

- Do you know the story 'The Prince and The Beggar'?
- What are they talking about?
- Make up a story with your group.

Listen to the story

- What did the prince say when offering the chair?
- What did the prince say when the beggar tried to take the food with his dirty hands?

Listen and Repeat

- Now, watch the role-play one more time.
This time, please repeat line by line.
- (Watching the screen, the teacher pauses the dialogue, and he/she has the students repeat the expressions.)

Do a role-play

- Each group member takes a role from the dialogue and watches the screen carefully.
Students repeat the dialogue line by line.
- Let's role-play with your group.

Tips Give compliments to the students who played their roles very well to encourage them to increase their interest in English and participate in the acting.

Review

Listen and write the correct number

- Listen and write the numbers next to the pictures.
- Have you finished? Let's check the answers.

Look at the pictures and talk about them

- Look at the pictures on page 47.
- Can you guess the story? Make up a story with your partner.

Speak in a real situation

- Let's use the expressions you have learned so far in a real situation.
(Demonstrate by walking around the class. Pick one student and tell him/her to close their eyes.)
- (While the students' eyes are closed, hand him/her a book and ask) What's this?
- (If the student gets the right answer, have him or her open his or her eyes to check what it is).
- Very good. Do this with your partner.

Tips Encourage them to do this again with their partner and increase the number of imperative sentences.

 Closing
Check-up

Wrap up Lesson 4

- Let's sing the song 'Ally Bally'.

Good-bye

- Thank you. See you tomorrow.

EXTRA**Speed Game 10'**

[Materials] Action picture cards, stopwatch

[Grouping] Whole Class

[Expressions] Same as Let's play(3)

- ▶ Put the action picture cards in a row on the floor of the classroom and have one group come to the front.
- ▶ The first player goes through the picture cards one by one saying the expression that is illustrated on it.
- ▶ When the first student gets to the last card, the second student then does as the first student did.
- ▶ Time how long each team takes to do the activity.

Tips Make sure that students say the expression correctly.



Lesson 4 Wash your Hands

Look and Listen (1)

(A person is in a dentist's office with a dentist.)

Nurse: Sit down, please.

Mina: OK.

Doctor: Open your mouth.

Mina: Ahhh...

Doctor: (Lift the drill for treatment. Mina makes a painful expression and Zeeto is watching.)

Look and Listen (2)

(When Minsu comes back after playing baseball, his face and hands are dirty. When he tries to pick up some bread on the table, his mom speaks to him.)

Minsu: I'm hungry. (He tries to pick up the bread and eats.)

Minsu's mom: Oh, no. Wash your hands, please.

Minsu: Please, Mom. I'm hungry. (He tries to eat again.)

Minsu's mom: Look at your hands! Wash your hands first.

Minsu: OK, Mom.

Let's Chant: Help Me, please!

Wash, wash your face.

Wash, wash your hands.

Wash, wash your face.

Wash, wash your hands. Splash!

Touch, touch your ears.

Touch, touch your eyes.

Touch, touch your nose.

Touch, touch your mouth, sh!

(Repeat.)

Let's Sing: Ally Bally

Ally Bally, ally bally bee.

Stand up. Sit down.

Hee, hee, hee!

Open and close.

Open and close.

Stand up. Sit down.

Hee, hee, hee!

(Repeat)

Role-play: The Beggar & The Prince

(One day, the prince invites the hungry beggar to dinner.)

Prince: (Offering a chair) Sit down, please.

Beggar: Thank you. (Salivates) I'm hungry. (Tries to grab the food with dirty hands).

Prince: Oh, no. Look at your hands! Wash your hands.

Beggar: Oh, please. I'm hungry.

Prince: O.K. Open your mouth.

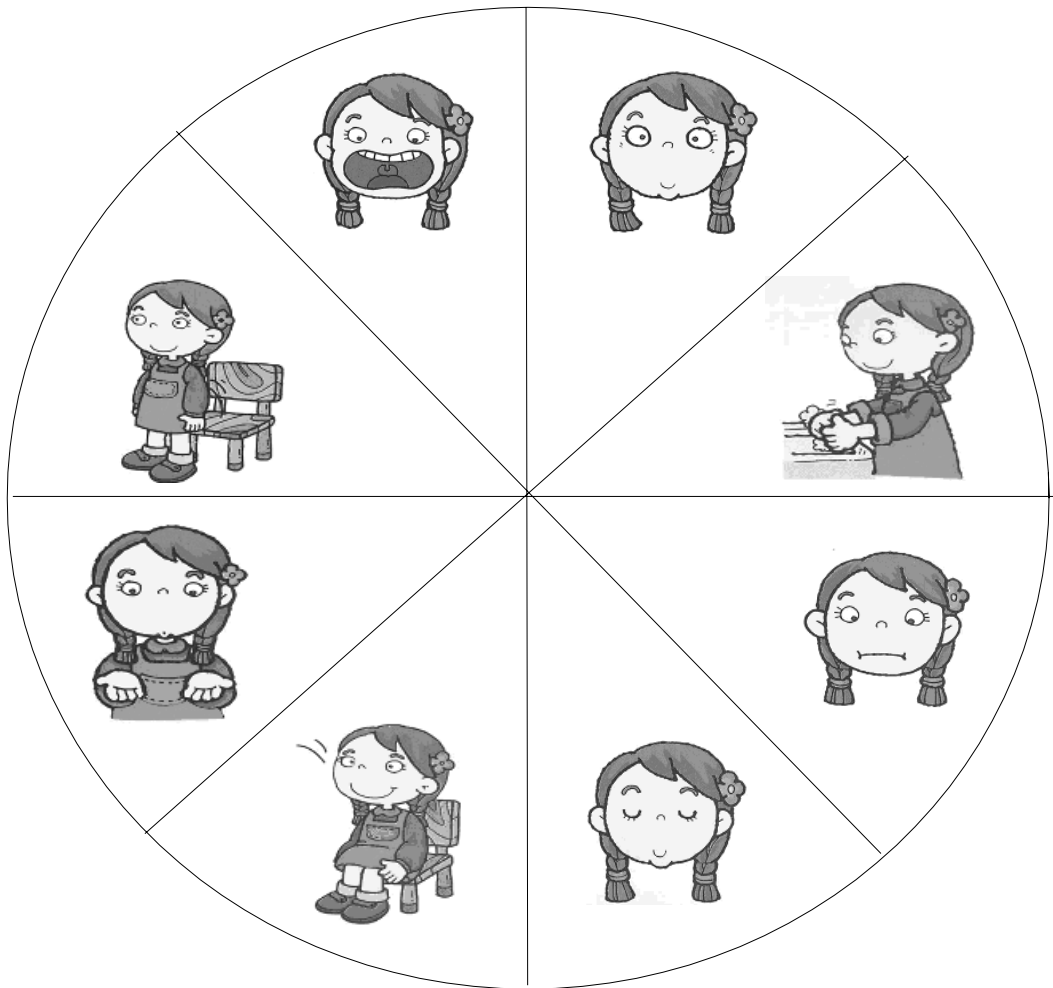
(Puts one piece of pizza in the beggar's mouth.)

Beggar: (Standing up to wash hands after eating pizza) Thank you.

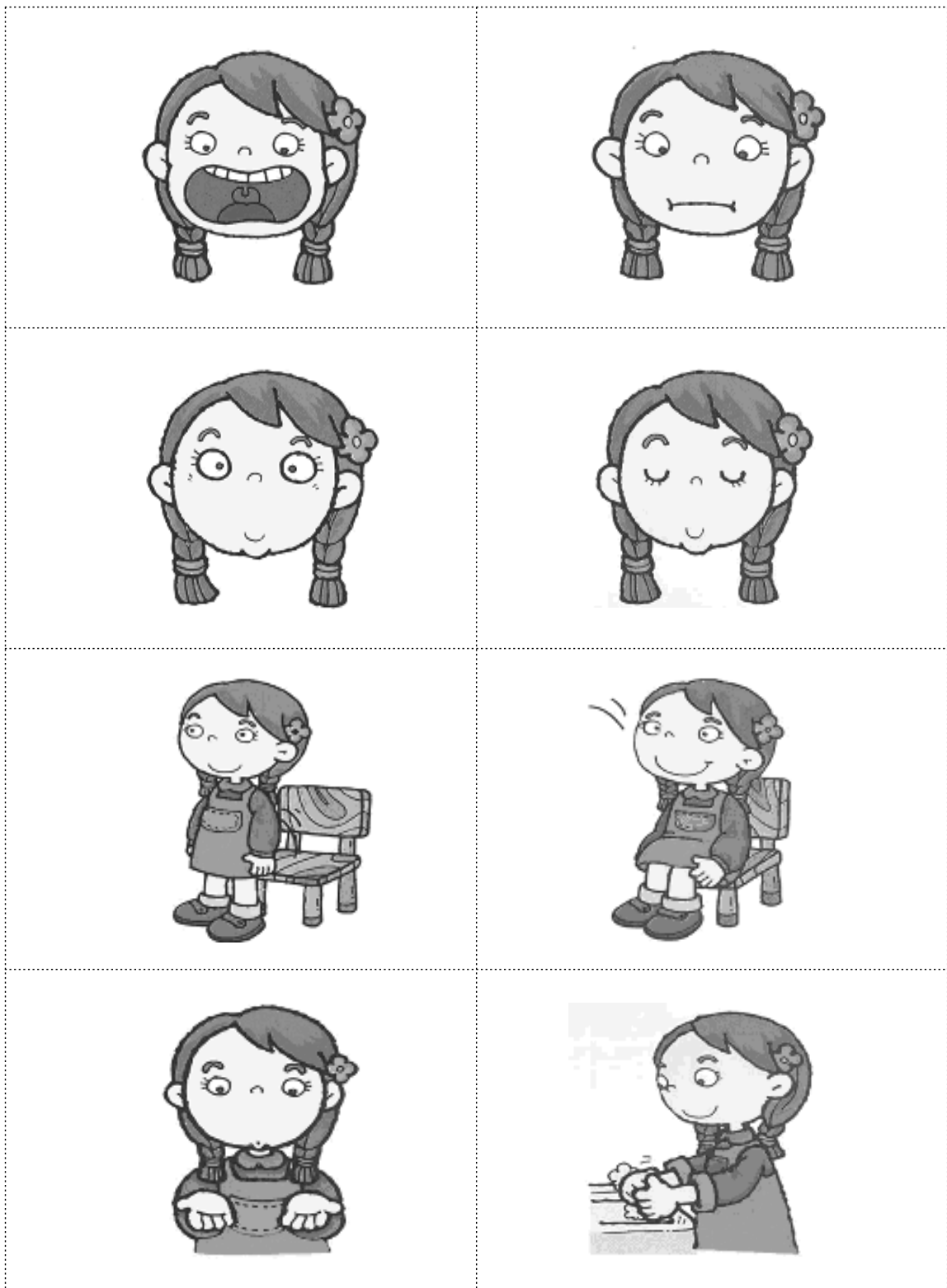
Prince: You're welcome.

Lesson 4. Wash Your Hands (3/4)

Flick the clip



Picture Cards



Lesson
5

I Like Apples

Aims	The students will be able to ask and answer questions about the foods they like or dislike by expressing their opinions about them.			
Objectives	Listening	To listen to and understand expressions about what food we like or don't like To listen and understand expression of agreement		
	Speaking	To use expressions by asking and answering questions about their favorite food To agree with others' opinions using new expressions		
Communicative Functions and Structures	Communicative functions	1. Likes & Dislikes 2. Agreement	Do you like apples? Yes, I do. / No, I don't Me, too.	
	Language structures	Do you like _____. I like/I don't like _____.		
Vocabulary	chicken, do, fish, grape, here, like, lunch, not, time, too, yes			
Teaching Plan	Period	Page	Procedure	Activities
	1	50-51	○ Look and Listen ○ Listen and Repeat(1) ○ Let's Play(1)	○ Listen and watch CD-ROM title ○ Listen and repeat ○ Rock, Scissors, Paper game
	2	52-54	○ Look and Speak ○ Listen and Repeat(2) ○ Let's Chant ○ Let's Play(2)	○ Listen and watch CD-ROM title ○ Listen and repeat ○ Chant: 'Do You Like Chicken?' ○ Guessing game
	3	55-56	○ Look and Speak ○ Let's Sing ○ Let's Play(3)	○ Look at the pictures and speak ○ Sing along: 'I Like Apples.' ○ Survey Game
4	57-59	○ Let's Review ○ Let's play(4)	○ Listen and mark ○ Look at the pictures and speak ○ Real communicative activity ○ Activity in real context	

Objectives

- To listen to and understand expressions about we like or dislike
- To use expressions while playing the Rock, Paper, Scissors Game

 Warm up
Greetings

- Good morning, class. How are you doing?
- How's the weather today?

Listen and do

- Touch your desk.
- Point to the door.
- Touch your desk.
- Point to the door.

Review

Sing the 'Ally Bally' song.

Objectives

Present the objectives

 Development
Look and Listen

Look at the picture

- Open your book to page 50.
- Look at the picture, what's happening?

Let's watch the screen


- (After Pre-listening) What did the people say?

Listen to the dialogue

- What did Minsu like?
- How about Julie?

Listen again

- Let's listen again and check your answers.
(Ask listening comprehension check questions.)
- What fruit doesn't Julie like?

 Encourage students to say what they heard.


Listen and Repeat(1)

Listen and repeat

- Let's repeat one by one.

Practice

- Let's Play 'Snatching game' with a partner. Put some food flash cards on the table. After hearing what the teacher says, if you like it, then pick up the card. If not, just leave the card.
- I like apples. (oranges, pears, bananas, fish)

 If both students like the same food and try to pick the same card, the person who touches the card first wins.


Let's Play(1): **Rock Paper Scissors** ⌚ 10'

【Materials】 Flash cards

【Grouping】 Whole class

【Expressions】 I like apples. I don't like apples.

- ▶ Put picture cards on the board.
- ▶ Divide into two groups and select a leader for each team.
- ▶ Students stand on opposite ends of the picture cards.
- ▶ The two leaders point to each card while the others in team A and B say together.
- ▶ When both leaders meet in the middle, they do 'rock-paper scissors'.
- ▶ The team that finishes reading all of the cards first wins.

 When students are familiar with sentences, have them do pair work by using individual picture cards.

 Closing
Check-up

Review today's lesson

- I want to know what food or fruit you like.
- Do you like apples?
- Raise you hand if you like pears.

Good-bye

- It's time to finish. See you on Wednesday.
- Good-bye, everyone.


EXTRA**Snowball Game** ⌚ 10'

【Materials】 None

【Grouping】 Group work

【Expressions】 Same as Let's Play(1)

- ▶ Let students think about what food or fruit they like.
- ▶ First, one student from each group says what he/she likes.
- ▶ The next student repeats the previous student's expression and adds what they like.
- ▶ If a child can't memorize all the things others like so far, the student will be out.

 For young students it's better to use picture cards.

Objectives

- To understand and use expressions about our favorite food
- To understand and use expressions about agreeing with others' opinions

 Warm up
Greetings

- How are you doing?

Listen and do

- Touch your desk.
- Point to the door.

Review

- Listen carefully and do what I say.
- I'll draw a picture on the board. What's this?

Objectives

Present the objectives

 Development
Look and Speak

Look at the pictures

- Open your book to page 52. Look at the picture.
- What do you see in the picture?

Let's watch the screen


- (After Pre-listening) What do people say?

Listen to the dialogue

- What does 'me, too' mean?
- What food does Thomas like?
- What's Minsu's favorite food?


Listen and Repeat(2)

Listen and repeat

 Listen and repeat the sentences line by line.

Practice

- I'll divide the class into two teams. This is team A, you are all team B. The teacher hides a food card and one student asks a question.
- I'll hide one food card behind my back. Guess what it is.

 Let students have a chance to hide a card like the teacher does.

Let's chant

- Let's listen to the chant first.
- Let's chant part by part.
- Let's chant, clapping to the beat.

Let's Play (2): **Guessing Game** ⌚ 10'


【Materials】 Food cards for students (p.97)

【Grouping】 Group work

【Expressions】 Do you like apples?

Yes, I do. / No, I don't.

- ▶ Make groups of 4 or 6 and then divide each group into 2 teams.
- ▶ Each team chooses four cards.
- ▶ Make sure the students can not see the other team's menu.
- ▶ The students in team A guess the other group's cards by asking the question 'Do you like apples?'
- ▶ If team B has the apple card, then they answer 'Yes, we do.'
- ▶ The team which guesses correctly wins.

 Encourage students to speak English as much as possible.

 Closing
Check-up

Review today's lesson

- Everyone, do you like apples?
- Let's chant together.

Good-bye

- It's time to finish. Good-bye.
- Take care, everyone.

EXTRA


**Whispering Game** ⌚ 10'

【Materials】 None

【Grouping】 Whole class

【Expressions】 Same as Let's Play(1)

- ▶ Divide the class into groups of 10.
- ▶ Have each group make a line.
- ▶ The teacher whispers a sentence to the first student in each line.
- ▶ They should remember what the teacher says and whisper it to the next person.
- ▶ The next student does the same to the next.
- ▶ The last student of each group comes to the front and says what he heard.

 Make sure that students do not talk loudly so that the other teams can't hear what they say.

Objectives

- To sing the song entitled 'I Like Apples'
- To find out what food their friends like through a survey activity

 Warm up
Greetings

- Look outside. How's the weather?
- What day is it today?

Listen and do

- Touch your desk.
- Point to the door.

Review

Chant 'Do You Like Chicken?'

Tips Have students recall what they learned in last class by chanting 'Do You Like Chicken?'

Objectives

Present the objectives

 Development
Look and Speak

Listen to dialogue one

- Let's listen to dialogue one.
- What did Minsu say?
- What did Julie say?

Listen to dialogue two

- How did Minsu ask Thomas if he likes chicken?
- How did Thomas respond to Minsu?

Look and speak

- What did they say?
- Let's check the answers watching the screen.
- Practice the dialogue with your partner.

Tips Have students practice the dialogue with their partners.

Let's sing

Listen to the song

Sing the song

- Let's watch the screen and listen carefully to the song. Let's sing it part by part.

Tips Sing the song by changing the food names.

Let's Play (3): Survey ⊕ 10'

【Materials】 Survey sheet (p.56)

【Grouping】 Whole Class

【Expressions】 Do you like apples?

Yes, I do.

No, I don't.

- ▶ Have the students write or draw two more Korean food items that they would like to have on the survey sheet on page 56.
- ▶ Make sure that students know what to ask and how to answer in the survey.
- ▶ Students move around the class asking other friends and writing down their answer with O or X on the survey sheet.
- ▶ When they fill out the whole column on the survey sheet, they go back to their seats.
- ▶ Find out how many students in each group like one type of food.

Tips After the survey graph is made by the students, put it on the board or walls of the classroom so that children can see the survey results.

 Closing
Check-up

Review today's lesson

- (Showing realia or picture flash cards, the teacher can ask some questions to review.)
- (Have students answer.)

Good-bye

- It's time to finish. So long, everyone.
- Take care.

EXTRA

**Guessing Game ⊕ 10'**

【Materials】 None

【Grouping】 Pair work

【Expressions】 Same as Let's Play(3)

- ▶ One student draws the food he or she likes on their partner's back with his/her finger.
- ▶ The partner guesses and asks, "Do you like _____?"
- ▶ The other answers "Yes, I do/No, I don't."
- ▶ They continue this process taking turns.
- ▶ Whenever they guess correctly, they get one point.

Objectives

- To speak confidently about the foods they like or dislike
- To consolidate the contents of the lesson in real situations

 Warm up
Greetings


- Good afternoon, boys and girls.
- It's time for English. Are you ready?

Listen and do

- Put your pencil down.
- Hold your paper up.
- Touch your head.
- Draw two apples in the air.

Review

Asking some questions about food or fruit and singing the song 'Do You Like Apples?'

-  Present the flash cards to the students and review the sentences that they learned last time.

Objectives

Present the objectives

 Development
Let's Review

Listen and mark

- Open your book to page 57.
- Listen carefully to the CD-ROM title while looking at the picture.
- Mark an '○' on Minho's favorite food, and make an '×' on the food he doesn't like.
- Now, listen again and check your answers.

Look at the pictures and talk about them

- Look at the pictures on page 58.
- What's happening?
- What did they talk to each other? Let's make up a story with your partner.

Speak in a real situation

- What is your favorite fruit?
- Now, tell me what foods you don't like.
- What food do you want to have on your birthday?
- Let's get into pairs and ask each other which food we like.


Let's Play (4): Making a Book

【Materials】 Pictures of food from various materials pencil crayons, scissors, glue, etc.

【Grouping】 Individual work

【Expressions】 Same as Let's Play (1)

- ▶ Show students some examples of various books they can choose from.
- ▶ Let students choose what kind of book they want to make.
- ▶ Students draw their favorite food or fruit or cut them out of the materials they brought to class.
- ▶ When they finish the books, encourage them to show them to the other students and talk about their favorite and least favorite foods.

 Since it usually takes time for them to make a book, the teacher can connect this activity with art class.

 Closing
Check-up

Wrap up Lesson 5

- I want you to show the book that you made to your families.
- Listen to the dialogue with CD-ROM title at home.

Good-bye

- It's time to finish. Good-bye.
- Take care, everyone. You did a good job today.


EXTRA**Bingo ⊕ 10'**

【Materials】 Food flash cards

【Grouping】 Pair work

【Expressions】 Same as Let's Play(1)

- ▶ The students who finish the book making activity are asked to sit in groups of 3 to 6 members.
- ▶ Each student puts their food flash cards on a bingo board with 9 grids.
- ▶ Students take turns saying what food they like or don't like.
- ▶ The students who have the right cards turn them over.

 Students can play this bingo game by asking and answering with the food cards that they drew on the blank bingo board.



Lesson 5 I Likes Apples

Look and Listen (1)

(Minsu's Mom gives some snacks to Minsu. But his hand is dirty because he was painting. When he sees the snacks, he is so happy. There are apples and grapes, but grapes can not be seen because they are hidden behind the apples.)

Minsu, Sandy: I like apples!

Minsu's mom: Wash your hands first.

(Children wash their hands.)

Julie: (With a disappointed face) I don't like apples.

Minsu's mom: (Turning the plate) Here.

Julie: Grapes! I like grapes. Thank you.

Look and Listen (2)

(Thomas and Minsu are chatting in the school restaurant.)

Minsu: I like lunch time.

Thomas: Me, too.

Minsu: (Taking dishes) Thank you.

(They find two empty places and are sitting opposite each other.)

Minsu: I like fish. Do you like fish?

Thomas: No, I don't. Here, Minsu.

Minsu: Thanks. Do you like chicken?

Thomas: Yes, I do.

Minsu: Here, Thomas.

Thomas: Thanks.

Let's Chant: Do You Like Chicken?

Do you like chicken?
Do you like chicken?
Oh, yes, I like chicken.
Do you like chicken?
Do you like chicken?

Do you like chicken? Yes, I do.

Do you like chicken? Yes, I do.

Do you like chicken? Yes, I do.

I like chicken. Yeah!

Do you like fish?

Do you like fish?

Oh, no, I don't like fish.

Do you like fish?

Do you like fish?

Oh, no, I don't like fish.

Do you like fish? No, I don't.

Do you like fish? No, I don't.

Do you like fish? No, I don't.

I don't like fish. Hmm!

Let's Sing: I like Apples

Doo doo doo doo doo doo! Oh!

Do you like apples, apples?

Do you like apples, apples?

Yummy! Yummy! Apples, apples.

Yummy! Yummy! I like apples.

Doo doo doo doo doo doo! Oh!

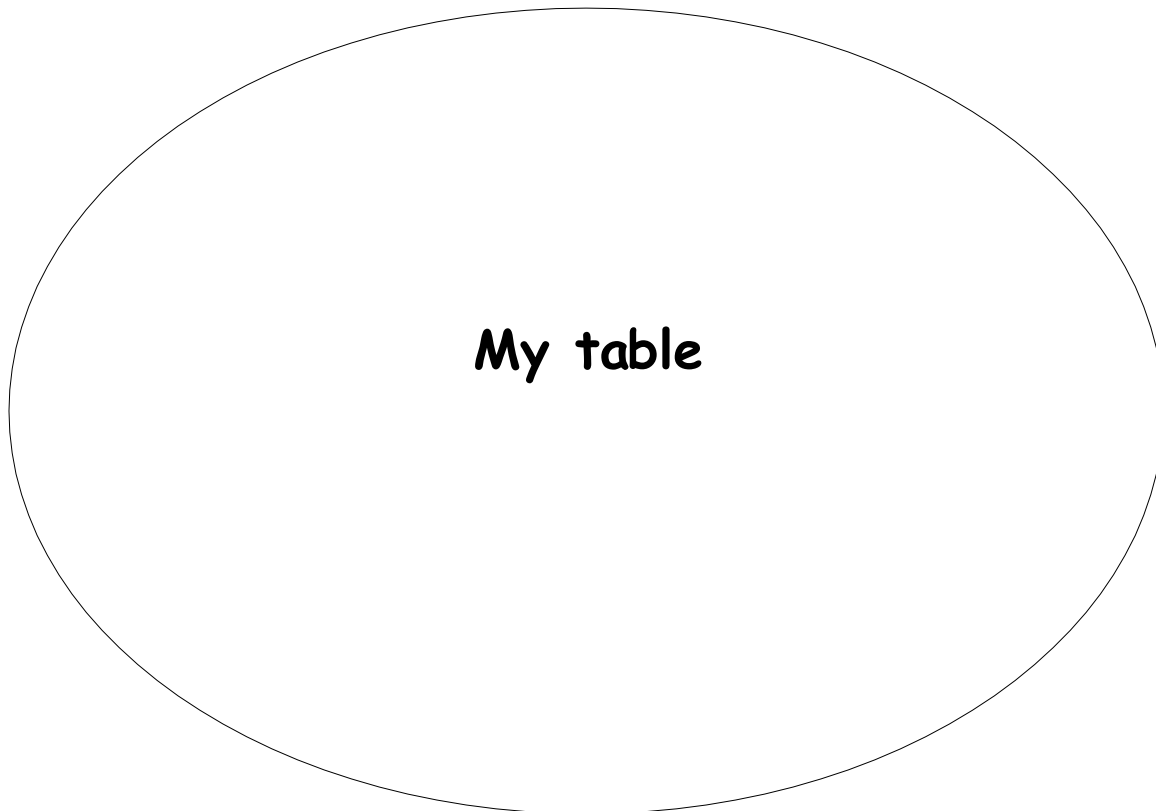
Do you like apples, apples?

Do you like apples, apples?










Yucky! Yucky! Apples, apples.

Yucky! Yucky! I don't like apples.

Information Gap Activity



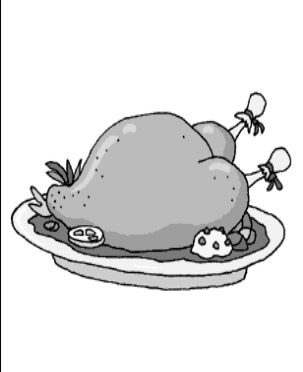

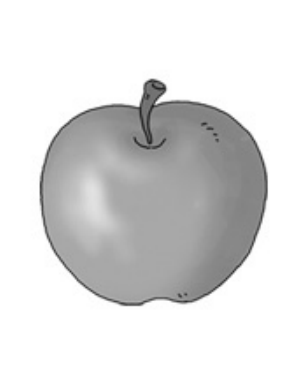

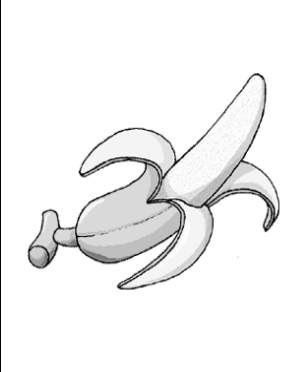
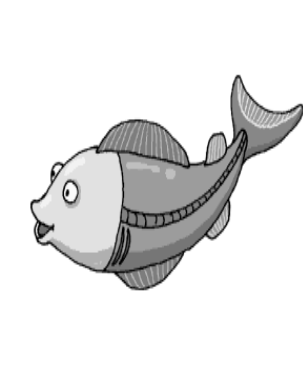
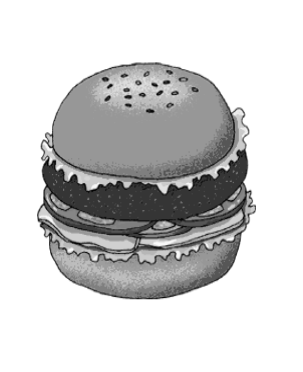
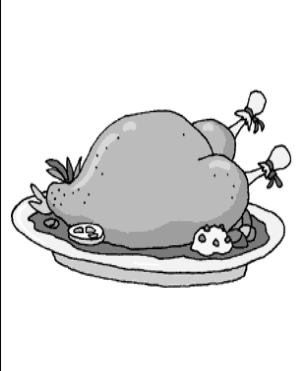

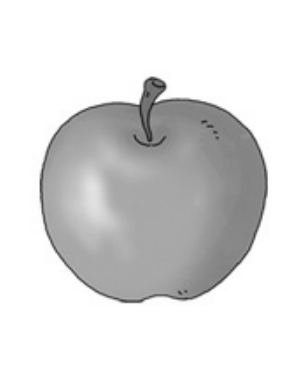

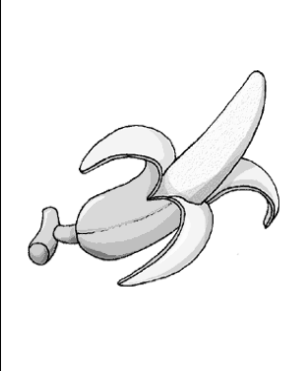
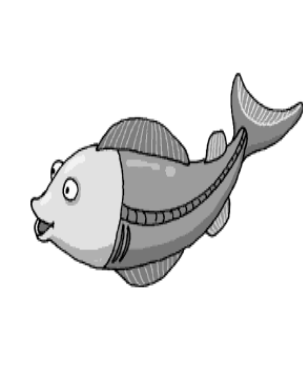
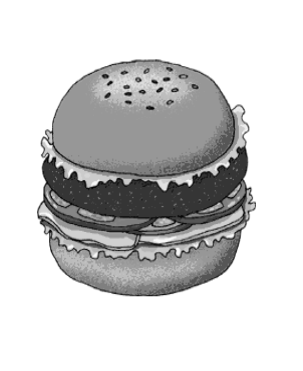
Partner's table

									
O									
X									

How to play:

1. Make your own lunch table with your picture cards,
2. Work with your partner and ask each other "Do you like _____?"
3. If you have the card, answer "Yes, I do." If not, "No, I don't."
4. Check off the food in the grid as your partner answers.
5. The person who guesses the first is the winner.

Information Gap Activity

			
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Lesson
6

How Many Cows?

Aims	Numbers are used often in our daily lives to tell time and to count things. In this lesson, students will learn expressions used for asking and answering questions with numbers. They'll learn how to use them in daily life.			
Objectives	Listening	To listen to and understand the expressions of how many animals people have and the size of the animals To listen to and understand suggestions		
	Speaking	To use expressions for counting animals and describing their size To make suggestions		
Communicative Functions and Structures	Communicative functions	1. Confirmation 2. Suggestions	How many cows? I have two cows. Let's go.	
	Language structures	How many _____? I have _____. Look at the _____.		
Vocabulary	bear, big, cow, go, have, how, kangaroo, let, many, pig, small, so, the			
Teaching Plan	Period	Page	Procedure	Activities
	1	60-61	○ Look and Listen ○ Listen and Repeat(1) ○ Let's Play(1)	○ Listen and watch CD-ROM title ○ Listen and repeat ○ Animal card game
	2	62-64	○ Look and Speak ○ Listen and Repeat(2) ○ Let's Chant ○ Let's Play(2)	○ Listen and watch CD-ROM title ○ Listen and repeat ○ Chant: 'Big and Small' ○ Coloring animals game
	3	65-66	○ Look and Speak ○ Let's Sing ○ Let's Play(3)	○ Look at the pictures and speak ○ Sing along: 'How Many Cows?' ○ Exchanging cards game
	4	67-69	○ Let's Role-play ○ Let's Review	○ Role-Play: 'The Pigs' Picnic' ○ Listen and write numbers ○ Speak with pictures ○ Activity in real context

Objectives

- To listen to and understand the questions about the number of animals
- To use those expressions while playing a game

 Warm up
Greetings


- Hi, everyone. How's everything?
- What day is it today?

Listen and do

- Take out the animal cards.
- Touch the lion, please.
- Look at the monkey, please.

Review

Ask questions about animal cards by revealing each one little by little. Review the words that they learned

-  **Tips** 'Take a guess' activity is used to get students to take part in the activity and review the last lesson.

Objectives

Present the objectives

 Development
Look and Listen

Look at the picture

- Open your book to page 60.
- What's in the picture? What's happening?

Let's watch the screen

- (After Pre-listening) What did the people say?

Listen to the dialogue

- Do you like pigs?
- How many cows are there? How many pigs are there?

Listen again

- When do we use 'How many _____?'


Listen and Repeat(1)

Listen and repeat

- Now, listen carefully and repeat.

Practice

- Can you count from 1 to 10?
- Listen and tap on your desk as you listen.

-  **Tips** Let students count numbers with real items such as fruit or school supplies.

Let's Play (1): Animal Cards Game ⌚ 10'


【Materials】 Animal and number cards (pp.99-101)

【Grouping】 Whole Class

【Expressions】 How many cats?

Three cats.

- ▶ Divide the class into two teams and have the leader of each team come to the front.
- ▶ The leader of team A chooses an animal card and the other members ask a question to team B, "How many _____?"
- ▶ Team B answers the question with the number card that the leader of team B picks. If team B answers correctly, they get the number of points on the card.
- ▶ Switch and repeat the process.
- ▶ The team that has the highest score wins the game.

-  **Tips** If necessary, review the pronunciation of plural nouns.

 Closing
Check-up

Review today's lesson

- Do you have pencils/books/rulers? How many?
- (Have students answer according to the number of the pencils they have) Five pencils.

Good-bye

- Time's up. Good-bye.
- Take care, everyone.

EXTRA**Up and Down Game** ⌚ 10'

【Materials】 Marbles, Animal cards

【Grouping】 Whole class

【Expressions】 Same as Let's Play(1)

- ▶ Review animal cards with students.
- ▶ Pick a numbered marble, but don't show it to students.
- ▶ Students take a guess, "How many animals?"
- ▶ Elicit the correct answer by saying 'Up' or 'Down'.
- ▶ If they get the answer on the first guess, then give 3 points. If they get the answer on the second guess, give 2 points, etc.

Objectives

- To listen and understand expressions used to describe the size of animals
- To use the expressions through games

 Warm up
Greetings

- Good morning, class.
- Let's start our English lesson now.

Listen and do

- Point to the mirror.
- Make a circle with your fingers.
- Draw a big dog in the air.

Review

- What animal is this? (shows a picture)
- I have a picture of lions. How many lions?

Objectives

Present the objectives

 Development
Look and Speak

Look at the pictures

- Look at pages 62 and 63.
- What do you see in this picture?
- Who do you see in this picture?

Let's watch the screen


- (After Pre-listening) What did you hear?

Listen to the dialogue

- Where are Minsu and his friends?
- Who likes monkeys?
- Are the monkeys big or small?

Listen and Repeat(2)

Listen and repeat


-  Listen and repeat the sentences line by line.

Practice

- (Let students come up and pick an animal card. All members act like that animal.)

Let's chant

- Let's listen to the chant first.
- Let's chant clapping to the beat.
- Let's chant part by part.

-  Divide the class into two teams and let them choose one thing in the classroom. Then, have them chant with saying the thing is big or small.


Let's Play (2): **Coloring Animals** ⌚ 10'

【Materials】 Crayons

【Grouping】 Individual work

【Expressions】 I have two dogs.

- ▶ Open your book to page 64.
- ▶ Students listen to what the teacher says and color it as they want to.
- ▶ Make students repeat what the teacher says while coloring it.
- ▶ After coloring, let them talk about the content of the picture with a partner.

-  Students could have a chance to look at the picture in their books and say something about it.

 Closing
Check-up

Review today's lesson

- (Showing a big picture of a bear) Look at this bear. Is it small?
- Let's chant together.

Good-bye

- Time's up. Good-bye.
- Take care, everyone.

EXTRA

**Matching Game** ⌚ 10'

【Materials】 2 sets of animal cards for teachers

【Grouping】 Whole class

【Expressions】 Same as Let's Play(1)

- ▶ Put 2 sets of animal cards on the board. Cover each card with numbered paper.
- ▶ One student of team A chooses two numbers.
- ▶ The teacher takes off the two papers and checks if the pictures are the same or not. If the pictures are the same, team A says "This is a bear. It's big."
- ▶ When the students say the sentences correctly, they get a point. If the pictures are different, cover them again and the next turn goes to team B.
- ▶ The team that gets the most correct answers wins.

Objectives

- To use expressions describing the number of animals and their size
- To sing the song, 'How Many Cows?'

 Warm up
Greetings


- Hi, everyone. How are you today?
- How's the weather?

Listen and do

- Look up, please.
- Look down, please.
- Now, look at me, please.

Review


- Do you remember the chant 'Big and Small'?
Let's chant together.

 **Tips** After chanting, have students act like a big lion or a small mouse mimicking the sound the animal makes.

Objectives

Present the objectives

- ▶ Let the students imagine their own animal farms and randomly write down how many animals they have on their survey sheet.(p.66)
- ▶ When the survey starts, students stand up and meet some friends asking how many animals they have and write down their responses.
- ▶ After asking and answering the questions, have the students thank their friends and say good-bye. Students can continue to meet friends and ask and answer questions.
- ▶ When time's up, have the students present their survey sheets to the whole class.

 **Tips** Walk around and give help or advice to students who have trouble doing the survey.

 Development
Look and Speak

Listen to dialogue one

- What animals do you see?
- Who are the characters?
- How many cows does Minsu's uncle have on the farm?

Listen to dialogue two

- Are the monkeys big or small?
- Is the bear small or big?

Look and speak


- Can you guess what they are saying?
- When Minsu looks at the bear, what does he say?

Let's sing

Listen to the song

Sing the song

- Let's watch the screen and listen carefully to the song. Let's sing part by part.

 **Tips** Divide the students into two groups, have each team take the questioning and answering part.

Let's Play (3): Survey Activity ⊕ 10'

【Materials】 Worksheet on the textbook of page 66

【Grouping】 Whole Class

【Expressions】 How many cats?

Two cats

 Closing
Check-up

Review today's lesson

- (While showing some number cards and flash cards, ask students questions)
- How many cows?

Good-bye

- That's all for today. Good-bye
- See you.

EXTRA

**Making a Group Game ⊕ 10'**

【Materials】 None

【Grouping】 Whole class

【Expressions】 Same as Let's Play(1)

- ▶ Review the names of animals first.
- ▶ Have students ask the teacher what animal he/she has.
- ▶ The teacher says how many animals he/she has.
- ▶ Students form groups according to the number of the animals that the teacher has.
- ▶ The last students who survive are the winners.

Objectives

- To do a role-play asking and answering about the number of animals
- To consolidate the contents of the lesson in real situations

 Warm up
Greetings

- Good afternoon, boys and girls.
- It's time for English. Are you ready?

Listen and do

- Clap your hands five times.
- Draw a small cat.
- Draw a big lion.
- Put your pencils down.

Review

Sing the song and chant together to review the last lessons

- Tips** Have students listen to the song and chant. Ask questions about what they sang.

Objectives

Present the objectives

 Development
Let's Role-play

Look at the picture

- Open your book to page 67.
- Do you know the story, 'The Piggy's Picnic'?
- Who are the characters in this story?
- Make up a story with your group members.

Listen to the story

- What did you hear?
- How many pigs are there in the story?

Listen and repeat

- Let's watch the story again and repeat after the dialogue.

Role-play

- Choose one role and repeat after the CD-ROM.
- I want each group to perform the story.
- Any volunteers to come up and do the role-play?

- Tips** Have the students change their parts with other group members.

Let's Review

Listen and write the number of the animals

- Open your book to page 68.
- Listen to the dialogue and write the number.
- Let's check how well you did.
- Are your answers correct?

Look at the pictures and talk about them

- Look at the pictures on page 69.

- What's in the picture?
- Make up a story with the picture.
- Let's check the answers.

- Tips** When all the pairs or groups are ready, ask several students to tell their stories to the class.

Speak in a real situation

- What's your favorite animal?
- Do you have any pets?
- How many dogs do you have?
- Is it big or small?
- What's his/her name?

 Closing
Check-up

Wrap up Lesson 6

- Let's finish the class with the song 'How Many Cows?'
- Listen to the dialogue with the CD-ROM title at home.

Good-bye

- You did a good job today. Have a nice day.
- Take care, everyone.

EXTRA**Quiz Time** ⌚ 10'

【Materials】 Flash cards

【Grouping】 Group work

【Expressions】 Same as Let's Play(1)

- ▶ Divide the students into groups of four. And each group chooses two cards.
- ▶ S1 should say only 'yes or no' while the others take turns asking questions to find out what animal S1 has.
- ▶ Encourage students to try to speak in English as much as possible.
- ▶ The students who answer correctly get two points.

- Tips** Some questions or answers that students might want to use should be written on the board so that they can refer to them.



Lesson 6 How Many Cows?

Look and Listen (1)

(Minsu, Zeeto, and Tony are at Tony's uncle's farm. They are looking around the farm. Zeeto's mouth is full and he's chewing something.)

Uncle: (Looking at cows way off in the distance.) I have cows, too.

Minsu: How many cows?

Uncle: Seven.

Tony: (He counts pigs while walking) One, two, three, four. You have four pigs.

Uncle: (Pointing to Zeeto who is eating like a pig.) Look!

Minsu, Tony: (Pointing to Zeeto with a smile) Five pigs!

Look and Listen (2)

(Minsu, Thomas, Lisa and Mina are looking around at the zoo.)

Thomas: (Hinting that he wants to go and see the monkeys) I like monkeys.

Minsu: OK. Let's go.

Lisa: (Giving bananas to the monkey) Here!

Thomas: (Pointing to the baby monkey)

It's small.

(The Mommy monkey throws the banana peel as a warning.)

Lisa: (Getting hit by the banana peel) I don't like monkeys.

Minsu: (Going to the bear) Look at the bear. It's big.

Let's Chant: Big and Small

Small, small. It's so small.

Small, small. It's so small.

Look at the monkey. It's so small.

Look at the monkey. It's so small.

Look at the monkey. It's so small.

Oh, it's so small!

Big, big, it's so big.

Big, big, it's so big.

Look at the bear. It's so big.

Look at the bear. It's so big.

Look at the bear. It's so big.

Oh, it's so big.

Let's Sing: How Many Cows?

One, two! One, two, three!

One, two, three, four! Yeah! Yeah!

One, two! One, two, three!

One, two, three, four! Yeah! Yeah!

I have cows. Oh, yeah, yeah!

I have cows. Oh, yeah, yeah!

How many cows? One, two, three.

One, two, three big cows. Moooooo!

I have pigs. Oh, yeah, yeah!

I have pigs. Oh, yeah, yeah!

How many pigs? One, two, three.

One, two, three small pigs. Oink! Oink!

Role-play: The pigs' picnic

Mommy Pig: (Counting the piggies that are ready to go on a picnic, she urges them to leave quickly) One, two, three, ... , ten. I have ten. Go!

Eldest brother piggy: How many?

Mommy pig: Ten. Bye!

Eldest brother piggy: Bye. Mom.

(To his younger brothers and sisters) Let's go. The little piggies go on a picnic and have a good time. Now, it's time to go back home. So the eldest brother counts his younger brothers and sisters.

Eldest brother piggy: Let's go. One, two, three, ... , nine.

(He counts the number of his younger brothers and sisters once again.) One, two, three, ... , nine!

Youngest brother piggy: (asking the eldest brother in confusion) How many?

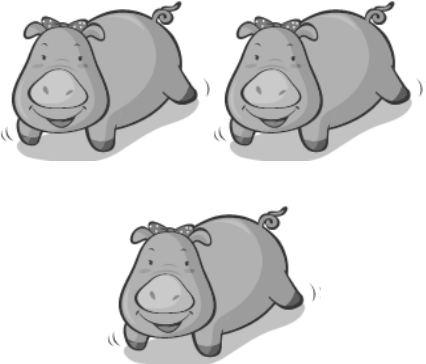
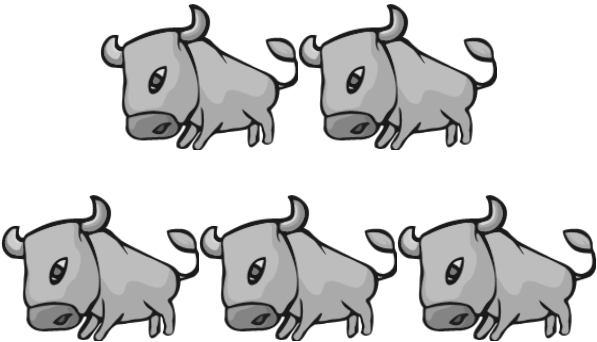
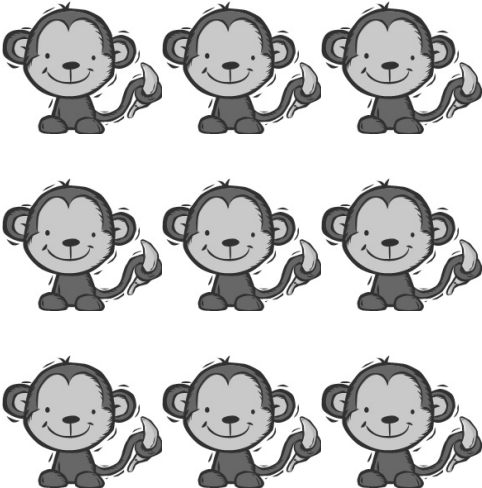
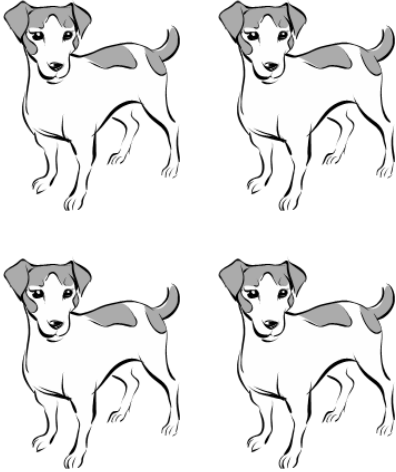
Eldest brother piggy: Nine!

Youngest brother piggy: No! Ten.







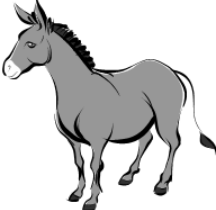





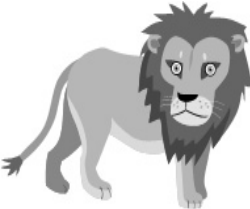
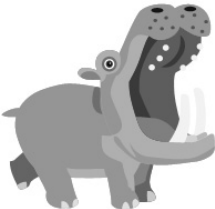
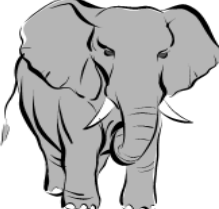

Youngest brother piggy: One, two, three, ... , nine, ... , (pointing to the Eldest brother piggy) Ten!

Eldest brother piggy: (He is shamefaced.)

Up and Down Game

	
<p>Three Pigs</p>	<p>Five Cows</p>
	
<p>Nine Monkeys</p>	<p>Four Dogs</p>

Quiz Time

			
Pig	Cow	Monkey	Dog
			
Cat	Bear	Horse	Chicken
			
Bird	Rabbit	Mouse	Tiger
			
Lion	Hippo	Elephant	Frog

Lesson
7

I Can Swim

Aims	Students will learn how to say what they can or can't do.			
Objectives	Listening	To listen to and understand expressions for asking and answering questions about what they can or can't do To listen to and understand expressions for how to ask for someone's help		
	Speaking	To ask and answer what they can do To use the expressions for asking for help		
Communicative Functions and Structures	Communicative functions	1. Can or Can't 2. Asking for help	Can you swim? Yes, I can./ No, I can't. Help!	
	Language structures	I can _____. Can you _____?		
Vocabulary	can, come, dance, fly, great, help, jump, on, run, ski, sure, swim, wait			
Teaching Plan	Period	Page	Procedure	Activities
	1	70~71	<ul style="list-style-type: none"> ○ Look and Listen(1) ○ Listen and Repeat(1) ○ Let's Play(1) 	<ul style="list-style-type: none"> ○ Listen to and watch the CD-ROM title ○ Listen and repeat ○ Guessing game
	2	72~74	<ul style="list-style-type: none"> ○ Look and Listen(2) ○ Listen and Repeat(2) ○ Let's Chant ○ Let's Play(2) 	<ul style="list-style-type: none"> ○ Listen to and watch CD-ROM title ○ Listen and repeat(2) ○ Chant: 'Help Me, Please' ○ Miming game
	3	75~76	<ul style="list-style-type: none"> ○ Look and Speak ○ Let's Sing ○ Let's Play(3) 	<ul style="list-style-type: none"> ○ Look at the pictures and speak ○ Sing along: 'Can You Swim?' ○ Dice game
4	77~79	<ul style="list-style-type: none"> ○ Let's Role-play ○ Let's Review 	<ul style="list-style-type: none"> ○ Role-play: 'The Hare and The Tortoise' ○ Listen and find the right picture ○ Look at the pictures and speak ○ Activity in real context 	

Objectives

- To listen to and understand expressions for asking and answering questions about what they can do
- To listen to and understand expressions for asking for help

 Warm up
Greetings

- Good morning, class. How are you today?
- How's the weather today?

Listen and do

- Listen carefully and do as I say.
Look up. Look down. Look at me.
- (Clapping) Clap your hands.

Review

- (Showing a picture) How many cows in the picture?
- How many dogs are in the picture?

Objectives

Present the objectives

 Development
Look and Listen

Look at the picture

- Open your book to page 70.
- What is the story about?

Let's watch the screen

- (After Pre-listening) What happened to Zeeto?
- Who can help Zeeto?

Listen to the dialogue

- What did Zeeto say to Minsu in the first part of this dialogue?
- When he fell into the swimming pool, what did he say?

Listen again

- When Minsu heard Zeeto say, "Help!", what did he say while running to him?
- Can you swim?

Listen and Repeat(1)

Listen and repeat

- Now, let's repeat the dialogue line by line.
- Listen and repeat again.

Practice

- Let's listen and mime.
- I can swim. (They mime swimming).
I can ski. / I can dance. / Help! Help!

Let's Play(1): **Guessing Game** ⊕ 10'

【Materials】 Flash cards for students

【Grouping】 Whole class

【Expressions】 Can you swim (ski/dance/fly/jump)?

- ▶ Put 6 flashcards on the board.
- ▶ Have students close their eyes and choose a card that the student have to guess.
- ▶ Students take a guess by saying "Can you~?"
- ▶ If a student gets the answer, he/she chooses a card and repeats the process.

Tips The teacher can divide the class into two teams to do the game. The teacher can give a point when the students get an answer.

 Closing
Check-up

Review today's lesson

- Pick a card and talk with your partner about what you can or cannot do with your friends.
- Listen to the dialogue with CD-ROM title at home.

Good-bye

- Next time, we will learn a chant and play some games. Bye!
- Have a good day. Bye, class.

EXTRA

**Who Can Swim?** ⊕ 10'

【Materials】 Flashcards (p.103)

【Grouping】 Whole class

【Expressions】 Same as Let's play(1)

- ▶ Each student picks one card among the flashcards that the teacher has.
- ▶ When the teacher says "Go!", students go around the classroom asking and answering the questions 'Can you swim(dance, ski, skate, fly, run)?'
- ▶ If one student finds another who has the same card, they make a group and try to find other group members.

Objectives

- To understand and speak expressions about what they can or cannot do
- To use expressions about what they can do by saying, 'I can', and chant the expressions about how to ask for help

 Warm up
Greetings

- Good morning, class. How are you today?
- How's the weather today?

Listen and do

- Listen carefully and do as I say.
- Clap your hands five times.
- Clap your hands ten times.
- Well done. Let's try one more time.
- Clap your hands six times.

Review

- (Pretend that Zeeto is swimming using a puppet)
What is Zeeto saying?

Objectives

Present the objectives

 Development
Look and Listen

Look at the picture

- Who are they?
- What's happening?

Let's watch the screen

- (After Pre-listening) What's the dialogue about?

Listen to the dialogue

- Who is in this dialogue?
- What's the first thing Zeeto said to his friends?
- What did Thomas say to Zeeto?

Listen again

- What did Zeeto say when he gave them the ball?

Listen and Repeat⁽²⁾

Listen and repeat

- Listen and repeat the dialogue line by line.

Practice

- Make a line in groups. When I ask 'Can you jump?' to the first student of each group, the person has to answer 'Yes, I can.' Then ask the same question to the next person. The last person has to ask the question to me.
- Can you skate?

Let's Chant

Listen to the chant

Chant

- Chant one part at a time.
- Now, let's chant together.

Let's Play⁽²⁾: Sending Motion Game ⌚ 10'

[Materials] Food flashcards for a teacher

[Grouping] Whole class

[Expressions] I can ~.

- ▶ Make groups of 10.
- ▶ Students in each group stand in a line.
- ▶ When the teacher shows a flashcard to the first student, the student mimes the expression to the next student while others face the opposite direction so they cannot see.
- ▶ Students repeat the process until the last player.
- ▶ The last student explains the card in English.
- ▶ The team that finishes first wins the game.

 Closing
Check-up

Review today's lesson

- Let's talk about what you can do with your partner.
- Ask which kind of exercises students' families can do in English.

Good-bye

- Time's up.
- Have a good day. Bye, class.

EXTRA**Secret Box Game** ⌚ 10'

[Materials] A box with flashcards in it (p.103)

[Grouping] Whole class

[Expressions] Same as Let's Play⁽²⁾

- ▶ Teacher prepares a box with flashcards in it.
- ▶ Chanting 'Can you swim?', students pass the secret box to their friends.
- ▶ When the teacher stops the music, the student who has the box stands up and picks one card out of the box.
- ▶ He/She mimes the card they chose, and other students guess what he/she can do by asking, "Can you ___?"
- ▶ If all the students ask correctly, he/she answers, 'Yes, I can', otherwise he/she answers 'No, I can't.'

Objectives

- To say what they can or cannot do
- To sing the song entitled 'Can You Swim?'

 Warm up
Greetings

- Good morning, class. How are you today?
- How's the weather today?

Listen and do

- Listen carefully and do as I say.
- Stand up. Walk. Run.
- Let's try one more time.
- Clap your hands. Wave your hands.

Review

- When you ask somebody for help, what do you say?
- Now, let me divide you into two groups, a girls' team and a boys' team. When you chant, the boys' team takes the part of asking for help: the girls' team takes the part of the helper.

Objectives

Present the objectives

 Development
Look and Speak

Let's listen to dialogue One

- Look at the screen and listen carefully, please.
- Before swimming in the pool, what did Zeeto say to Minsu?
- As Zeeto fell into the water, what did Zeeto say to Minsu?

Let's listen to dialogue Two

- What's another way of saying 'Of course, I can do it'?

Let's Sing

Let's listen the song

Practice

- Let's sing the song part by part.
- Now, let's sing together.

Let's Play⁽³⁾: Board Game ⌚ 10'

【Materials】 Some coins for students, markers

【Grouping】 Pair work

【Expressions】 Can you swim (skate / ski / fly / dance / jump)?

Yes, I can. / No, I can't.

- ▶ Play the game in pairs. Student will use the game board in their text book.
- ▶ Before starting this game, the teacher demonstrates how to ask and answer questions according to the board.
- ▶ When the first student flips a coin and 'heads' appears, he/she can move his/her marker one step forward. When 'tails' appears, then he/she can move his/her marker two steps forward.
- ▶ Their partner asks the question, "Can you-?" according to the square that the student's marker landed on.
- ▶ The first student answers 'Yes, I can.' or 'No, I can't'. If they answer correctly they can put their marker on that square. If it's wrong, they have to move back to the previous spot. Take turns and repeat this process.

 Closing
Check-up

Review today's lesson

- Let's sing the song together.

Good-bye

- Time's up. See you next week. Good-bye, class.

EXTRA

**Information Gap** ⌚ 10'

【Materials】 Survey worksheet (teacher's guide book p.171)

【Grouping】 Pair work

【Expressions】 Same as Let's play⁽³⁾

- ▶ Prepare two types of survey worksheets with different information on each one.
- ▶ Have the students work in pairs. Each student in a pair takes a different type of worksheet. Make sure the pairs don't get the same worksheet.
- ▶ Students ask and answer each other to try to find the missing information and mark ○ or ×.
- ▶ Tell the students to use 'Yes' or 'No' when they answer their partners' questions.

Objectives

- To ask and answer what they can do by doing a role-play
- To make their own stories from pictures, and talk about their stories

 Warm up
Greetings

- Good morning, class. How are you doing today?
- How's the weather outside?

Listen and do

- Listen carefully and do as I say.
- Look at me. Look up. Look down.
- Clap your hands.
- Clap your hands three times.
- Shake your hands. Shake your head.

Review

- Let's sing the song, 'Can you swim?'

Objectives

Present the objectives

 Development
Let's Role-play*Look at the picture*

- Open your book to page 77 and look at the pictures.
- Who are they?
- What story is it?
- What's happening?

Listen to the dialogue

- What's the story about?
- What did the tortoise say to the hare?
- As the hare sank into water, how did he ask the tortoise for help?

Listen and repeat

- Please repeat each sentence.

Role play

- Choose one role and repeat after the CD-ROM title.
- I want each group to perform the story.

Tips Students take a role and practice the dialogue by acting it out. Students do the role-play in groups in front of the class.

Let's Review*Listen and find the right pictures*

- Listen carefully to the dialogue and mark ○ in your book.
- Let's check how well you did.
These are the answers.

- Are your answers correct?

Look at the pictures and speak

- Look at the pictures and guess the story.
- Who are the main characters?
- Can you guess the story? Look at each scene and imagine what happens.

Tips Let the students work together in pairs or in groups to create their own stories based on the pictures on page 79.

- Look at the screen and listen to the story.

Speak in a real situation

- Now, let's talk about sports you can do, and ask your friends what kind of sports they can do.

 Closing
Check-up*Wrap up Lesson 7*

- You did a good job.
- Review the expressions you've learned from this lesson using CD-ROM title at home.

Good-bye

- Next time, you'll learn how to talk about the weather in English.
- Good-bye, everyone!

EXTRA**Making Books** ⌚ 10'

【Materials】 A4 papers for each group (numbers of students +1), colored crayons

【Grouping】 Group work

【Expressions】 Same as the role-play

- ▶ Have each person take one A4 paper.
- ▶ Students say what they can do and draw it. (Let them draw different pictures.)
- ▶ Present their pictures to the class.
- ▶ Make a book in groups by drawing the cover together.

Tips Help the students feel comfortable to speak in English.



Lesson 7 I Can swim

Look and Listen (1)

Minsu, Tomas, and Zeeto are in the swimming pool. While looking around, Zeeto thinks about what he can do.

Zeeto: (Trying to swim) I can swim.

Minsu: Can you?

Zeeto: Yes, I can. (He goes to the deep part.)

Come on, Minsu!

Zeeto speaks with confidence, but falls into the water because it's his first time swimming.

Zeeto: Help! Help!

Minsu, Thomas: Wait! I'm coming.

They help him. Minsu does artificial respiration.

Zeeto looks surprised, ashamed and runs away.

Zeeto: Oh, no.

Look and Listen (2)

(Friends play with a ball and the ball lands on the high branch.)

Minsu, Thomas, Tony: Oh, no.

Zeeto: I can jump. (After bringing the ball) Here!

Minsu, Thomas, Tony: Wow! Great!

Thomas: Can you fly, too?

Zeeto: Sure. I can. (Zeeto is happy imagining that he flies with Julie.)

Let's Chant: Help Me, please!

Help! Help! Help me, please.

Help! Help! Help me, please.

Wait! Wait! I'm coming.

Wait! Wait! I'm coming.

Help me, please.

I'm coming.

Help me, please.

I'm coming.

Help me, please.

I'm coming.

Whew! (Repeat)

Let's Sing: Can You Swim?

Can you swim? Can you swim?

Yes, I can. Yes, I can!

Can you swim? Can you swim?

Yes, I can. Yes, I can!

Can you fly? Can you fly?

No, I can't. No, I can't!

Can you fly? Can you fly?

No, I can't. No, I can't!

Can you dance? Can you dance?

Yes, I can. Yes, I can!

Can you dance? Can you dance?

Yes, I can. Yes, I can!

Can you skate? Can you skate?

No, I can't. No, I can't!

Can you skate? Can you skate?

No, I can't. No, I can't!

Role-play: The Hare and The Tortoise

Tortoise: I can swim. Can you?

Hare: Yes, I can. Look.

Tortoise: (Looking at the hare who is pawing the air to get out of the water) Oh, no.

Hare: Help! Help!

Tortoise: Wait! I'm coming.

Hare: (When he's saved from danger by the tortoise, he flushes with shame and says) Thanks.

Hare: (He wants to recover his reputation) I can run. Can you?

Tortoise: Sure, I can.

At first, the hare has the lead in the race, but in the middle of the race, he takes a nap. At last, the tortoise arrives at the finish line ahead of the hare.



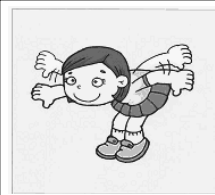

Hare: (Awaking from his napping) Oh, no!

(Running to the tortoise) You are great!



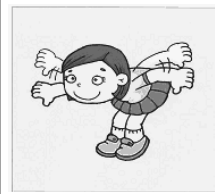

Tortoise: Thanks.

Information Gap Activity

<Type A>

Events \ Name				
Youngho	○		○	
Suzy	×		×	

<Type B>

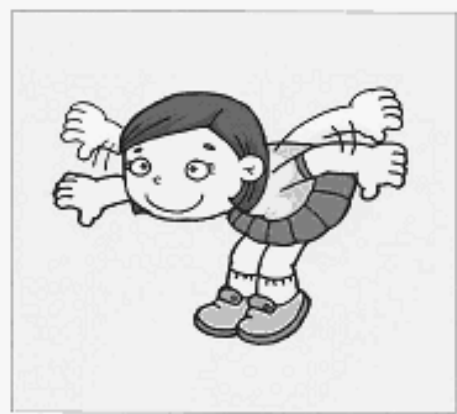
Events \ Name				
Youngho		×		×
Suzy		○		○

Target Language

A: Can Youngho swim?

B: Yes.

Picture cards





It's Snowing

Aims	In this lesson, students will learn how to talk about the weather and ask someone to put on articles of clothing. Also, they will learn how to suggest to make a snowman.			
Objectives	Listening	To listen to and understand polite commands for putting on articles of clothing To listen to and understand a suggestion to make a snowman To listen to and understand a chant and a song		
	Speaking	To tell someone to put on articles of clothing To suggest going outside and making a snowman To practice chanting and singing and to participate in a role-play		
Communicative Functions and Structures	Communicative functions	1. Order 2. Suggestions	Put on your gloves. Let's make a snowman.	
	Language structures	It's _____. Put on your _____. Let's _____.		
Vocabulary	cap, cold, draw, everyone, glove, make, outside, pants, put, rain, shoe, snow, snowman, sunny			
Teaching Plan	Period	Page	Procedure	Activities
	1	80~81	○ Look and Listen(1) ○ Listen and Repeat(1) ○ Let's Play(1)	○ Listen and watch CD-ROM title ○ Listen and repeat ○ Putting on clothes game
	2	82~84	○ Look and Listen(2) ○ Listen and Repeat(2) ○ Let's Chant ○ Let's Play(2)	○ Listen and watch CD-ROM title ○ Listen and repeat ○ Chant: 'It's Snowing' ○ Passing cards game
	3	85~86	○ Look and Speak ○ Let's Sing ○ Let's Play(3)	○ Look at the pictures and speak ○ Sing along: 'It's So Cold' ○ Dice game
	4	87~89	○ Let's Role-play ○ Let's Review	○ Role-play: 'The Ant and The Grasshopper' ○ Listen and number ○ Look at the pictures and speak ○ Activity in real context

Objectives

- To listen to and understand polite commands, 'Put on your _____.'
- To use commands and descriptions of clothes

 Warm up
Greetings

- Good morning, class. How are you today?
- How's the weather today?

Listen and do

- Follow my directions. We'll draw something in the air.
- Draw a big apple in the air.
Color the apple red, please.
Eat the apple.

Review

- (Showing pictures of animals) What's this?
- Is it big? Is it small?

Objectives

Present the objectives

 Development
Look and Listen

Look at the picture

- What do you see in the picture?
- Can you guess what they are saying?

Let's watch the screen

- (After Pre-listening) What did the people say?
- What does Julie's mom give to her?

Listen to the dialogue

- How's the weather? Is it hot?
- What does Julie's mom say to Julie?

Listen again

- Why is Julie so sad?
- What does Zeeto do with the gloves?
- Ask listening comprehension check questions.

Listen and Repeat(1)

Listen and repeat

- Now, let's repeat the dialogue line by line.
- Listen and repeat again.

Practice

- (Showing some gloves) What are these?
- Put on your gloves. (Ask students to mime the expression)

Let's Play(1): **Putting on the Clothes** ⊕ 10'

【Materials】 Pencils, glue, and picture cards (p.105)

【Grouping】 Whole class

【Expressions】 Draw a mouth. It's small.

Draw a nose. It's big.

Put on your gloves.

(shoes/sweater/pants, etc)

- ▶ Have students listen to a teacher and draw a mouth and nose on the face.
- ▶ Cut out the pictures of clothes on page 105.
- ▶ Listen to the teacher and place the clothes on the picture. 'Put on your gloves/sweater/pants.'

 Closing
Check-up

Review today's lesson

- Meet your friends and give them a piece of your clothing and tell them to put it on. If it is small, say 'It's small.' If it is big, say 'It's big.'
- Listen to the dialogue with CD-ROM title at home.

Good-bye

- Next time, we will learn a chant and play some games. Bye!
- Have a good day. Bye, class.

EXTRA

**Speed Game** ⊕ 10'

【Materials】 Various kinds of clothing

【Grouping】 Whole class

【Expressions】 Put on your gloves.

(shoes/sweater/pants, etc)

- ▶ Makes groups of 4-6.
- ▶ Prepare different kinds of clothes for each group.
- ▶ Teacher tells students what clothes to put on.
- ▶ The students who put on the right clothes first get a point.
- ▶ Students with the most points at the end will be the winners.

Objectives

- To listen to and understand expressions of describing weather
- To make a suggestion, "Let's _____."

 Warm up
Greetings

- Good morning, class. How are you today?
- How's the weather today?

Listen and do

- Listen carefully and do as I say.
- Girls, stand up.
- Please go outside.
- Please come in.

Review

- (Pretend to be cold) It's _____.
- (Pretends to blow warm breath on hands) What would you say to me?
- (Pretends that gloves are small) Are they big?

Objectives

Present the objectives

 Development
Look and Listen

Look at the picture

- Who are they?
- What's happening?

Let's watch the screen

- (After Pre-listening) What did the people say?

Listen to the dialogue

- How's the weather?
- Why do they go out?
- Who was the snowman?

Listen again

- Let's listen again and check your answers.

Listen and Repeat(2)

Listen and repeat

- Listen and repeat the dialogue line by line.
- Listen and repeat again.

Practice

- Listen to me. If you agree with me, make O with your arms and say "Me, too."
- If you don't, make X with your arms and say "I don't like it."

Let's Chant

Listen to the chant

Chant

- Now, let's chant together.

Let's Play(2): **Passing Cards** ⊕ 10'

【Materials】 Picture cards (p.105)

【Grouping】 Group work

【Expressions】 It's cold. It's sunny. It's snowing.

Put on your gloves.

Let's go outside.

Let's make a snowman.

- ▶ Each group stands in a line.
- ▶ The teacher says a sentence and the first student in each line picks up the right card.
- ▶ Students in each group pass the card to the next student and say the sentence describing the picture.
- ▶ The last students come up to the front and say the sentences to the teacher. If the sentence is correct the team will get a point.

Tips The first team can get two points and others can get one point when they say the right sentences.

 Closing
Check-up

Review today's lesson

- (Showing cards) How's the weather?
- (Showing cards) What is it?

Good-bye

- Time's up.
- Have a good day. Bye, class.

EXTRA

**Show Me Your Cards** ⊕ 10'

【Materials】 Picture cards (p.105)

【Grouping】 Whole class

【Expressions】 Same as Let's Play(2)

- ▶ Students put their cards on the desk.
- ▶ When a teacher says a sentence, students pick the right card and hold it up.
- ▶ Change the sentences until students get used to the expressions on the cards.

Tips Do this activity before Let's Play(2). For variation, play a snatching game in pairs.

Objectives

- To look at the pictures and say talk about them
- To sing the song, 'It's So Cold.'

 Warm up
Greetings

- Good morning, class. How are you today?
- How's the weather today?

Listen and do

- Clap your hands five times.
- Put your hands up, please.
Put your hands down, please.
- Put your hands on your head.
Put your hands on your shoulders.

Review

- Listen to the teachers and mime it.
- Let's make a snowman.

Objectives

Present the objectives

 Development
Look and Speak

Let's listen to dialogue One

- Look at the screen and listen carefully, please.
- What did Mom say to Julie?
- How are the gloves?

Let's listen to dialogue Two

- How's the weather in the picture?
- What do you say when you want to go outside?

Let's Sing

Let's listen to the song.

Practice

- Let's sing the song part by part.
- Now, let's sing together.

Let's Play⁽³⁾: Dice Game ⊖ 10'

【Materials】 Two dice for each team (One die has weather pictures, the other has clothes and body movement pictures. Use the cards on page 105.)

【Grouping】 Group work

【Expressions】 It's cold.

It's sunny.

It's snowing.

Put on your gloves.

Let's go outside.

Let's make a snowman.

- ▶ Make groups of six.
- ▶ Each group has two dice.
- ▶ Each group is divided into two teams A and B.
- ▶ Team A throws the weather dice and says what is shown.
- ▶ Team B throws the action dice and says the action shown on it.
- ▶ If the action matches the weather cards, team B gets one point. If the action doesn't match the weather, team A gets a point.
- ▶ Have the teams take turns switching their dice and keep playing the game.
- ▶ The team that has the highest score is the winner.

Tip You can make dice out of empty milk containers by gluing the pictures on p.105 on them.

 Closing
Check-up

Review today's lesson

- Let's sing the song together.

Good-bye

- Next time, we will do a role-play and finish this unit.
- Time's up. See you next week.
Good-bye, class.

EXTRA**Singing Activity** ⊖ 10'

【Materials】 None

【Grouping】 Whole class

【Expressions】 It's so cold.

Put on your gloves, etc.

- ▶ Sing the song, 'It's So Cold.' with motions.
- ▶ Brainstorm what other clothes we wear when it's cold with the students.
- ▶ Replace names of clothes in the song with names of other clothing articles. Do motions with the song.

Objectives

- To do a role-play by giving polite commands and suggestions
- To listen and find the right picture
- Make up their own stories with the pictures
- To use expressions of commands and suggestions in a real situation

 Warm up
Greetings

- Good morning, class. How are you doing today?
- How's the weather outside?

Listen and do

- Listen carefully and do as I say.
- Put your hands up, please.
Put your hands down, please.
- Put your hands on your head.
Put your hands on your shoulders.

Review

- Let's sing the song, 'It's So Cold.'

Objectives

Present the objectives

 Development
Let's Role-play

Look at the picture

- Open your book to page 87 and look at the pictures.
- Who are they?
- What story is it?
- What's happening?

Listen to the dialogue

- What's the story about?
- What did the grasshopper say to the ant?
- What did the ant give the grasshopper when he was cold?

Listen and repeat

- Please repeat each sentence.

Role play

Tips Students take a role and practice the dialogue by acting it out. Students do the role-play with their group members in front of the class.

Let's Review

Listen and find the right pictures

- Listen carefully, and choose the correct picture.
Write down the number in each circle.
- Let's check how well you did.
These are the answers.
- Are your answers correct?

Look at the pictures and speak

- What's happening? Can you guess the story?
- Look at Julie, Mina, and Minsu.
What would they say?
- Look at the screen and review the story.

Speak in a real situation

- (While walking around the classroom, the teacher picks up a student's cap and puts it on his/her head.)

EX) Teacher: OO, can I try on your cap?

Student 1: Yes.

Teacher: Thank you. (wearing the cap) It's too small. (Giving the cap back to the student) Put on your cap.

 Closing
Check-up

Wrap up Lesson 8

- You did a good job.
- When you're in the fourth grade, you will learn listening, speaking, and reading with more interesting topics.

Good-bye

- Take care!
- Good-bye, everyone!

EXTRA**Rock-Scissors-Paper 10'**

【Materials】 Picture cards (p.105)

【Grouping】 Pair work

【Expressions】 Put on your gloves, etc.

- ▶ Have students choose 3 clothing cards and have them walk around the classroom.
- ▶ When a teacher says 'Stop', students get into pairs and do Rock-paper-scissors.
- ▶ The winner says, 'Put on your ____' and gives the card to the other student.
- ▶ The other student says, 'Okay' and takes the card.
- ▶ Students who give all of their cards away go back to their seats.



Lesson 8 *It's Snowing*

Look and Listen (1)

(Julie is dressed in a coat, leaving the house, when her mom says:)

Julie's mom: It's cold. Put on your gloves.

Julie: Yes, mom.

(Trying the gloves on) Too small!

(Puts them aside. Then Zeeto puts the gloves on his feet.)

Look and Listen (2)

(Children are watching the snow fall outside though a window outside.)

Kid: It's snowing.

Julie: I like snow.

Minsu: Me, too. Let's go outside.

Julie: OK. Let's make a snowman.

(She makes a snowman.)

(Zeeto comes covered with snow like a snowman.)

Zeeto: Hi, everyone.

Minsu: You're a snowman?

(Children fall flat on their backs.)

Zeeto: No, no, no, I'm Zeeto.

Let's Chant : It's Snowing

Snowing, snowing, it's snowing.

Snowing, snowing, it's snowing.

I like snow.

Raining, raining, it's raining.

Raining, raining, it's raining.

I like rain.

Oh! It's snowing. No! It's raining.

Oh! It's snowing. No! It's raining!

I like snow.

I like rain. (Repeat)

Let's Sing : It's so Cold

Put on your sweater.

It so cold.

It so cold.

It so cold.

Put on your sweater. It so cold.

Yes, Mom. Yes, Mom. OK!

Put on your gloves.

It so cold.

It so cold.

It so cold.

Put on your gloves. It so cold.

Yes, Mom. Yes, Mom. OK!

Role-play: The Ant and The Grasshopper

(In the cold day of winter, Ants who worked very hard during the summer get together and have a good time.)

Ant 1: Wow! It's snowing.

Ant 2: I like snow.

Ant 3: Let's make a snowman.

(At this moment, Grasshopper is shivering cold next to the ant house.)

Grasshopper : It's cold. I don't like snow. I'm hungry.

Ant 1, 2, 3: (They are giving their gloves to the poor grasshopper.) Put on my gloves.

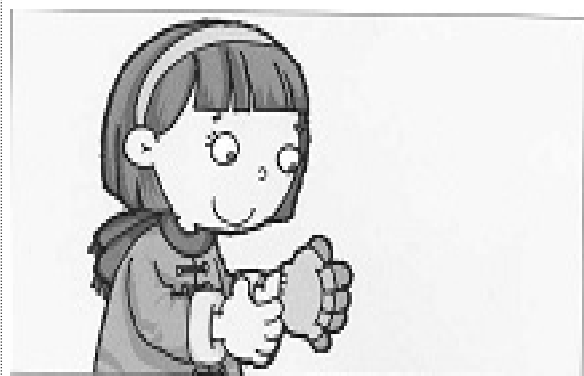
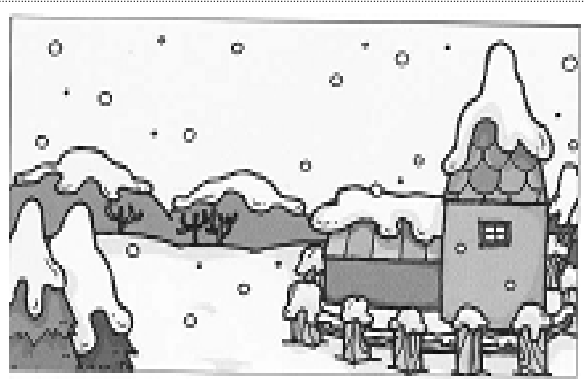
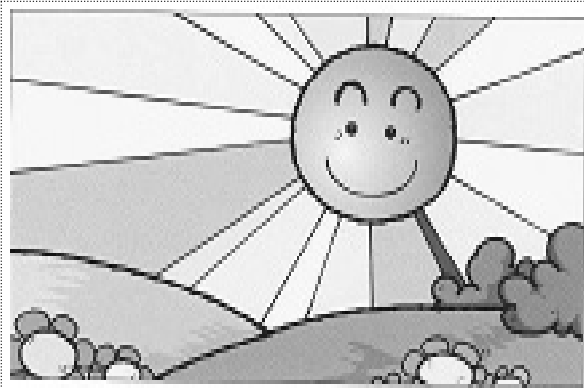
Grasshopper: (Trying to put the gloves on) Thank you. Oh! Too small.

Ants: Sorry. Let's go.

(Ants take the grasshopper into their house.)

Grasshopper: Thank you.

Picture cards



Lesson 8. It's Snowing (3/4)

Dice Game

