

Unit 2 Overview

Unit objective: learn to identify objects

Vocabulary: *pencil, eraser, pen, pencil case, ruler, backpack, chair, glue stick, crayon, book*

Grammar: *It's a (pencil). It's an (eraser). two (books)*

Songs: "Welcome to Korea," "Put a Book in the Backpack"

Story and value: Take care – Look after your things

Country focus: Korea

Opener materials: world map or globe, pictures of famous places, people, or events in Korea (optional), pencils

Short lesson option: b & c



Culture Connection

- Korea is a peninsula in East Asia, currently divided into North and South Korea.
- The national sport in Korea is taekwondo, a martial art now popular all over the world.
- The national animal is the tiger.

a Warmer

Say *Hello* to the class and then to different children: *Hello, (name)*. Have them reply *Hello*. Explain to the children that they are going to discover Korea with *Next Move*. Say *Korea* and have the class repeat. Help them find Korea on a world map or a globe by saying *Yes* or *No* as they move their finger closer to or further from Korea on the map.

b Picture activity

Ask the children what they can see in the picture. Elicit *pencil*. Point to the pencils and say *Count*. Demonstrate counting on your fingers. Ask the class to count the pencils together. Check that they are moving their finger from one pencil to the next as they count. Sometimes young children find it hard to do this. Then have the children count together in pairs.

c Song

CD 1, Track 13 Say *Stand up* and gesture to the children to stand up. Play the CD and demonstrate the actions as the song plays (see the audioscript for suggested actions). Play the song and practice the actions a few times, sometimes with only girls/boys dancing.

Audioscript: "Welcome to Korea"

Welcome to Korea (wave in a friendly way)
Come with me (beckon the children toward you)
Dance to the music (dance in time to the music)
One two three (count on your fingers)

Point to a pencil (hold up a pencil and also point to one of the pencils on the page)

Sing with me (point to your mouth and sing exaggeratedly)

Count the pencils (hold up a pencil and also point to one of the pencils on the page)

One two three (count on your fingers)

Blended Teaching Tip

Open the Karaoke Animation 1 on the Interactive Classroom DVD-ROM. Ask the children to watch and listen only the first time you play the animation. Then play the song again and encourage the children to join in.

d Workbook

CD 1, Track 13 Play the CD. Ask the children to listen to the song again and point to the pencils.

e Wrap up

Pretend to leave, wave, and say *Goodbye*. Wave and say *Goodbye, boys*. Encourage the boys to wave back to you. Repeat with *Goodbye, girls*.

Learning objective: identify five classroom items

New vocabulary: *pencil, eraser, pencil case, ruler, pen*

Materials: a pencil, an eraser, a pencil case, a ruler, a pen



Warmer

CD 1, Track 13 Greet the class and say *Stand up*. Play the CD of the "Welcome to Korea" song from the last lesson. Encourage the children to join in with the actions. Say *Welcome to ...* and see if the children can supply the word *Korea*. Play the song again. Encourage them to sing *Korea* as loudly as they can.



CD 1, Track 14 Have the children look at the picture. Ask them if they can name any of the items in English. (They might remember *pencil*.)

Play the CD. Hold up the correct real items as you hear the words. Ask the children to point to each item in their book. Play the CD and do the same thing again. Continue holding up the real items for further support. Play the CD once more. This time, pause after each item for the children to repeat the word.

Audioscript: 1 *pencil* 2 *eraser* 3 *pencil case* 4 *ruler* 5 *pen*

Activity extender

Say the items without the reference numbers. Have the children point to the pictures. Vary the order so that they have to listen carefully. Then call out the items and have the children call out the reference numbers.



CD 1, Track 15 Give the children time to look at the pictures and have them call out the name of each item. Play the CD. Pause after each item for the children to write the number in the box. Say the items in the order they appear on the page. After each item, ask the children to call out the related number.

Audioscript: 1 *eraser* 2 *pen* 3 *pencil case* 4 *ruler* 5 *pencil*

Answers: ruler 4, pencil 5, eraser 1, pencil case 3, pen 2



Lesson extender

If possible, have the children sit in a circle. Pass a classroom item to the child on your left. Say its name as you do so. Ask the child to pass it to the child on their left, also saying the word. Continue, going all around the circle. If you feel they can manage, add a second and third item to the game.

Workbook

Elicit *pencil case* from the children as they look at the picture. Have them draw around the pen and ruler and decorate the pencil case. Tell them to add the classroom items they know in English to the picture.

Wrap up

Say *Stand up*. When everyone is ready and listening, say *Girls, count to ten*. Repeat with *Boys, count to ten*. Say *Goodbye, girls*. The girls reply *Goodbye*. Repeat with the boys.

Learning objective: discover how to say what things are

New grammar: *It's a/an ...*

Vocabulary review: *pencil, eraser, ruler, pencil case, pen*

Materials: pens, pencils, erasers, rulers, and pencil cases

Warmer

Do a quick review of the new vocabulary from the last lesson. Hold up a pencil, eraser, ruler, pencil case, and pen, and have the class say the word each time. Then say, e.g. *Show me an eraser* and have the children hold up the item.

- 1** **CD 1, Track 16** Ask the children to look at the pictures and name the classroom items. Play the CD. Have the children listen and point to the items as they are mentioned. Play the CD again. This time, pause or turn the volume down after *It's a/an ...* each time so the children can say the word.

Audioscript: **1 Cat:** *It's a pencil.* **2 Rabbit:** *It's an eraser.* **3 Boy:** *It's a pencil case.*

Activity extender

Pick up, or have a child pick up, a pen, eraser, pencil case, and ruler, one at a time. Each time, say *It's a* (or *It's an ...* for the eraser) and have the children call out the correct word.

- 2** Have the children look at the first row of classroom items and ask them what the next two items in the pattern are. Do the same for the second row. For the third row, explain that the children have to say the next four items. Have the children draw in their answers. Have the class call out the names of the items in the completed set for each line. Then ask different children to do the same. Repeat this stage, but add in *It's a/an ...* each time.

Answers: **1** pencil, ruler **2** eraser, pencil case **3** pen, pencil, pen, pencil



Competency development: Think

In this activity, the children demonstrate their **critical thinking skills** by completing patterns. If you think they need more practice in this area, give the children some more examples, by drawing patterns on the board for them to complete.

Blended Teaching Tip

Display the Interactive Student's Book page and zoom in on Activity 2. Invite a child to the front. Have them circle one item in the first pattern and then draw that item in the space using the pen tool. Encourage them to say, e.g. *It's a pencil* as they circle and draw. Repeat with other children.

Workbook

Say *one* and trace the path from the number 1 to the picture of the pencil. Elicit *It's a pencil*. Continue the activity. Go around checking and asking children to name the items.



Wrap up

CD 1, Track 13 Play the CD and have the children sing the "Welcome to Korea" song again. Encourage everyone to join in.

Learning objective: practice identifying classroom items

Vocabulary review: *pen, pencil, pencil case, eraser, ruler, yes, no*

Grammar review: *It's a/an ...*

Materials: pens, pencils, erasers, pencil cases, rulers

Warmer

Greet the class and do a quick review of the new grammar from the last lesson. Hold up different classroom items and elicit, e.g. *It's a pencil case*. Invite as many children as possible to do the same.

- 1** Ask the children to look at the pictures. Say *one*. Ask *What's this?* Help the class say *It's a pencil*. Repeat, with numbers 2–5. Then ask children similar questions.

Answers: 1 It's a pencil. 2 It's a pencil case. 3 It's an eraser. 4 It's a ruler. 5 It's a pen.



Competency development: Think

In this activity, the children demonstrate they can **process and interpret information** to work out the answers. Encourage them to use the visual clues to help them.

Blended Teaching Tip

Display the Interactive Student's Book page. Help the children check their answers to Activity 1 by doing the activity on the board. Invite a child to the front and ask them to match the first drawing using the pen tool. Have them say, e.g. *It's a pencil*. Repeat with other children and the other pictures. Then check answers using the answer reveal.

- 2** Have the children guess what the children in the picture are doing and saying. Ask a confident pair of children to demonstrate the activity. Ask one child to close their eyes and the other child to give the first child a classroom item. The child with closed eyes says, e.g. *It's a ruler*. Encourage the class to say *Yes* or *No* as appropriate. Repeat a



few times, involving as many different children as possible. Then, in pairs, the children continue the activity.



Competency development: Collaborate and communicate

In this activity, the children show they can **work together** to identify items and practice the target language. Encourage the children to help their partner if they find it difficult.

Activity extender

Close your eyes and ask the children to pass you known classroom items. Make some deliberate mistakes and have the children correct you, e.g. You: *It's an eraser*. Children: *No, it's a ruler*.

Workbook

Ask the class to name the items (*It's a/an ...*). Have them trace over the dots to complete each picture. As they are working, go around and ask children to point to their picture and say *It's a/an ...*

Wrap up

Say *Goodbye*, (name) to a child, using the wrong name. The child (and the class) says *No*. Repeat until you use the right name and the child (and the class) says *Yes, goodbye!* Repeat a few times with different children. Say *Goodbye* to the whole class.

Learning objective: identify classroom items

New vocabulary: *backpack, crayon, chair, book, glue stick*

Grammar review: *It's a/an ...*

Materials: backpack, crayon, chair, book, glue stick

Warmer

Say *Hello* to the whole class and then to different children *Hello*, (name). They reply *Hello*. Hold up the known classroom items (not the new ones yet). Ask *What's this?* and elicit *It's a/an ...* from the class. Hold up an item, e.g. a pen, and make a deliberate mistake, e.g. say *It's a ruler*. Elicit *No, it's a pen* from the class.

- 1** **CD 1, Track 17** Ask the children to look at the pictures. Play the CD and hold up real items as you hear the words. Have the children point to the correct items in their book. Play the CD and do the same thing again. Continue holding up the real items for further support. Play the CD once more. This time, pause after each item for the children to repeat the word. Have the children color the backpack.

Audioscript: 1 *backpack* 2 *chair* 3 *crayon* 4 *book* 5 *glue stick*

- 2** **CD 1, Track 18** Play the CD. Point to the boy on verse 1, the crayon on verse 2, and the glue stick on verse 3. Play the song a few more times and encourage the children to join in when they can. Then put a real book, crayon, and glue stick into a real backpack at the right moments in the song. Ask four children to come to the front: one to hold the backpack, one to put in a book, another to put in a crayon, and another to put in a glue stick. Have a chair available. Play the song again and have the children act it out. Repeat, using different groups of children.

Audioscript: "Put a Book in the Backpack"

*Put a book, book, book
In the backpack*

*Put a book, book, book
In the backpack*

*Put a book, book, book
In the backpack*

And put the backpack on the chair



Next verses:

2 *crayon*

3 *glue stick*

Activity extender

If possible, do this activity somewhere where the children can sit down in a circle. Have a backpack and the other known classroom items ready. Give instructions and ask children to follow them, e.g. *Put the eraser in the backpack. Put the backpack on the chair*, etc. If the children can manage it, you can vary the instructions slightly, e.g. *Put the book on the chair*.

Workbook

CD 1, Track 18 Call out the classroom items and ask the children to point to them on the page. Play the "Put a Book in the Backpack" song again. Draw a line from the book, crayon, and glue stick to the backpack, and then from the backpack to the chair as the song plays. Play the song again for the children to draw the lines themselves. Encourage them to sing along.

Wrap up

Do a quick review of actions, e.g. stand up, sit down, sing, dance with boys and girls, e.g. *Girls stand up, boys dance*. Finish with *Boys say goodbye* and *Girls say goodbye*.

Learning objective: start to recognize and use plural -s

New grammar: *one book, two books*

Vocabulary review: classroom items

Materials: two backpacks, multiples of classroom items

Warmer

Say to a child *Show me a backpack*. Have them hold up a backpack. Repeat with *crayon, book, glue stick, chair*. Sing the song from the previous lesson. Encourage the children to do the correct actions.

- 1** **CD 1, Track 19** Play the CD. Have the children point to the items on the page as they are counted. Play the CD again. This time ask the children to join in with the counting. Hold up one backpack and say *one backpack*. Hold up a second backpack next to the first and say *two backpacks*. Emphasize the s. Repeat and have the children join in.

Audioscript: Voice: *one backpack, two backpacks*

Rabbit: *one crayon, two crayons, three crayons, four crayons, five crayons* **Cat:** *one book, two books, three books*

Activity extender

Pick up one classroom item, e.g. a pen, and say *one pen*. Pick up a second pen and say *two ...*. Pause for the children to say *pens*, emphasizing the s. Repeat with *three ...*, *four ...*, etc. Continue with different classroom items.

- 2** Ask the children what they think the children in the picture are doing. Have the children work together in pairs. One child picks up, e.g. three books, the other child says *three books*.



Competency development: Collaborate and communicate

In this activity, the children show they can **work together**, using their new language competence to create meaningful challenges for each other. Encourage them to use all the classroom items they now know to test their partner.



Lesson extender

If possible, have the children sit in a circle. Ask a child to place a classroom item, e.g. a book, in the center. As they do this, they say *one book*. Have the next child add a second book. As they do this, they say *two books*, and so on, practicing singular and plural nouns.

Workbook

Have the children name the item on the left of the first row (*backpack*). Show the class as you circle and then count the backpacks in the rest of the row. Ask the class *How many backpacks?* They answer *three*. Demonstrate writing the numeral 3 in the example box. Work through the rest of the activity with the class, or have them work on their own.

Wrap up

Say, e.g. *four boys*. Have four boys stand up. Then say, e.g. *seven girls*. Continue, varying the numbers. Continue, switching between *boys* and *girls*, until you call out *Goodbye*.

Learning objective: practice numbers one to ten and plural -s

Vocabulary review: classroom items

Grammar review: *one book, two books*

Materials: multiples of classroom items, number cards 1–10

Warmer

Say *Hello* to the whole class and then to different children *Hello*, (name). They reply *Hello*. Say a number and hold up its number card. Have the children clap the same number of times. Repeat several times, changing the number.

- 1 Ask the children to name the items across the top of the page. Say *Count the chairs*. Have the children count the chairs in the picture (*four*). Repeat with *backpacks*, *glue sticks*, *books*, and *crayons*.

Answers: four chairs, five backpacks, seven glue sticks, six books, ten crayons



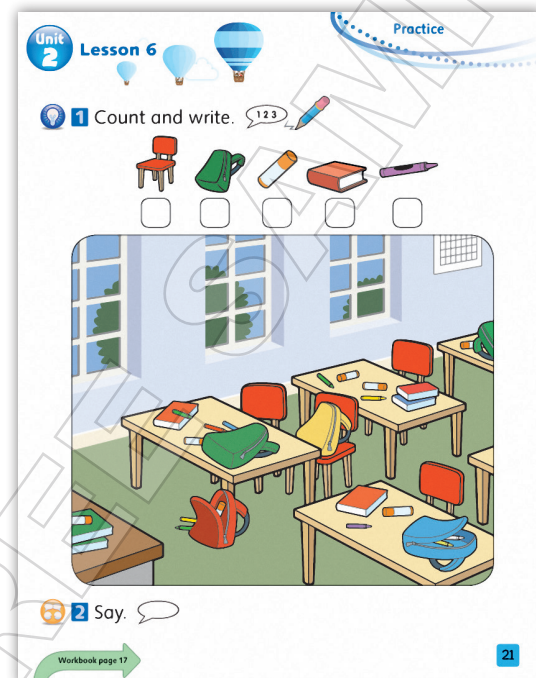
Competency development: Think

In this activity, the children are **processing and interpreting information**, using their cognitive skills to equate quantities with numerals. If you think they need more practice, ask them for similar information about their classroom, perhaps asking them to count the number of chairs or backpacks in one row.

Activity extender

Make collections of up to ten of the same classroom items. Have children place the correct number card next to each collection. Ask, e.g. *How many glue sticks?* Elicit the answer.

- 2 Demonstrate the activity. Ask two children to come to the front. Tell the first child to point to and count one set of the items in the picture, saying, e.g. *one, two, three, four, chairs*. Have the other child listen and point to the chairs in their own book. Tell the children to change roles. Then have them do the activity in pairs.



Competency development: Collaborate and communicate

In this activity, the children demonstrate they can **work together**. Encourage the children to help their partner if they find it difficult.

Blended Teaching Tip

Display the Picture Dictionary on the Interactive Classroom DVD-ROM. Invite a child to the front and tell them, e.g. *Count the books*. Have them use the pen or highlighter tool to circle each book as they count and then say, e.g. *Four books*. Repeat with other children and other items.

Workbook

Have the children say the numbers and the items on the page. Then ask them to draw the right number of items in each section.



Wrap up

CD 1, Track 18 Sing the song from Lesson 4, with the relevant actions. Say *Goodbye* to the class. They reply *Goodbye*.

Learning objectives: practice listening skills and explore the value of taking care of belongings

Vocabulary review: classroom items

Grammar review: *It's a/an ...; one book, two books*

Materials: a book, three crayons, four pens, an eraser



Warmer

CD 1, Track 13 Say *Hello* to the whole class and then to different children *Hello*, (name). They reply *Hello*. Play the "Welcome to Korea" song. Encourage everyone to join in.

1



CD 1, Track 20 Have the children name and count any items they can see. Play the CD and point to the matching pictures. Play the CD again and have the children point to the pictures. Then point to the six pictures in a random order. Ask the children to volunteer what the people in the pictures are saying.

Audioscript: **Cat:** *It's a book. Aha! One, two, three crayons. Ooh! One, two, three, four pens. Hmm! It's an eraser. A book ... three crayons ... four pens ... and an eraser.* **Boy:** *Thank you!*

2



CD 1, Track 20 Choose five children to take the role of the cat, in turn, and one to be the child. Place the book, the three crayons, the four pens, and the eraser on the floor for the "cat" to find.



Play the CD again. Have the children mime finding and counting the items. Encourage the rest of the class to join in with the words (or sound effects) as much as possible. Repeat with different children.



Competency development:

Me

In this activity, the children **think about their behavior** and the correct **social skills** as they focus on the importance of taking care of their things.

3



Ask the children if they think the child in the story has been careful with his things. If they say *No*, ask them why. Discuss how they can take care of their things better, e.g. close their backpacks carefully so things don't fall out. Ask the children to circle the picture that shows someone taking care of their things. Ask *What are they doing?*



Answer: second picture



Competency development:

Act

In this activity, the children develop their **understanding of society** regarding the importance of taking care of their school things. Encourage them to think about other situations where they need to take care of their things, e.g. their toys at home.

Lesson extender

If possible, have the children sit in a circle. Leave some classroom items in an untidy pile. Then ask three children to take care of them, putting the pens and pencils into a pencil case, putting the books into a backpack, etc. Congratulate the children. Then repeat the activity, allowing other children to have a turn.



Workbook

CD 1, Track 20 Ask the children to number the pictures in the correct order. Play the story again for them to check their answers.



Wrap up

CD 1, Track 9 Play the "One Two Three Song." Hand out the number cards. The children jump up and call out their number when they hear it.

Learning objectives: develop creative skills, reinforce the value of taking care of things

Vocabulary review: classroom items

Grammar review: *It's a/an ..., one book, two books*

Materials: Workbook craft template, scissors, felt-tip pens, glue or tape

Warmer

Say *Hello* to the whole class and then to different children *Hello*, (name). They reply *Hello*. Say *Hello*, girls. The girls reply *Hello*. Say *Hello*, boys. The boys reply *Hello*. Say, e.g. *Show me five crayons*. Have children hold up five crayons, either individually or in small groups.

- 1 Hand out the template from Workbook p.85. Demonstrate each step and then have the children do it. Color the eyes, mouth, and nose. Say *Color* as you do so. Encourage the children to add their own details to their face. Cut out the faces. Say *Cut* as you do so. Attach a face onto the end of a pencil to make a pencil puppet. Say *Attach* as you do it. Have the pencil puppet introduce itself to the class, saying *Hello, I'm* (make up a name). When the puppet "walks" away, have the children call out *Goodbye*, (name). Tell the children to make their pencil puppet introduce itself to its neighboring pencil puppet.

- 2 Leave a trail of classroom items on the floor, as in the story: from left to right a book, three crayons, four pens, and an eraser. Act out the story from Lesson 7 with pencil puppets. Have the puppet enter from the left and find the items on the floor, starting with the book. Play the CD or have the children help you call out the words, as you act out the story. Repeat, having the children use their pencil puppets.



Competency development: Collaborate and communicate

In this activity, the children **work together and communicate effectively** to roleplay a story with their pencil puppets. The children show their recognition of the need to take care of their things, at the same time as they practice the new language of the unit.



Blended Teaching Tip

Display the Interactive Student's Book page for Lesson 7. Invite three children to the front. Have one child point to each picture in the story in turn while the other two children act out each scene using their puppet. Encourage the class to help the actors remember the words. Repeat with other children.

Activity extender

Have the children act out the activity with the pencil puppets again, but change the items that are left on the floor.



Wrap up

CD 1, Track 18 Divide the class into groups. Give each group a backpack, a book, a crayon, a glue stick, and a chair. Play the CD of the song from Lesson 4. Have the groups practice acting out the song as they sing. Have some groups perform for the rest of the class. Finish by saying *Goodbye* to the class. They reply *Goodbye*.

Learning objective: review grammar and vocabulary from Unit 2

Vocabulary review: classroom items

Grammar review: *It's a/an ...*

Materials: multiples of classroom items



Warmer



CD 1, Track 13, CD 1, Track 18 Say *Hello* to the whole class and then to different children *Hello*, (name). They reply *Hello*. Ask the class *What's your favorite song*, "*Welcome to Korea*" or "*Put the Book in the Backpack*"? Have the children count the number of hands raised for each song (help them if the numbers are greater than ten). Play the CD for everyone to sing the favorite song (and the other if there is time).

- 1 Ask children to name the items on the airplane's banner. Say *crayon* and color it on the page for the class to see. Have the children work in pairs, taking turns saying the words to each other. If they can say a word correctly, they can then color it in (hopefully, they will color all of them). Go around, listening and helping.

Blended Teaching Tip

Display the Interactive Student's Book page. Invite a child to the board. Say, e.g. *Color the ruler*. Have the child color the ruler using the pen tool. Repeat with other children.



- 2 **CD 1, Track 21** Play the CD and have the children point to the correct picture as they hear each speaker. Play the CD again. This time tell them to write the number next to the correct picture.

Audioscript: 1 Boy: *It's a pencil case.* 2 Cat: *One two three four five six crayons* 3 Rabbit: *It's an eraser.*

Answers: 2, 3, 1



Activity extender

Make sure the children all have an eraser, a pencil case, and six crayons. Play the CD again. Have them hold up the correct items as they hear them.

Wrap up

The class claps hands to a slow beat. Encourage children to call out a word they have learned during this unit. Allow time for everyone to repeat. Ask the class what they have enjoyed the most in Unit 2. If there is time, do a favorite activity or play a favorite game again. Finish by saying *Goodbye* to the class. They reply *Goodbye*.