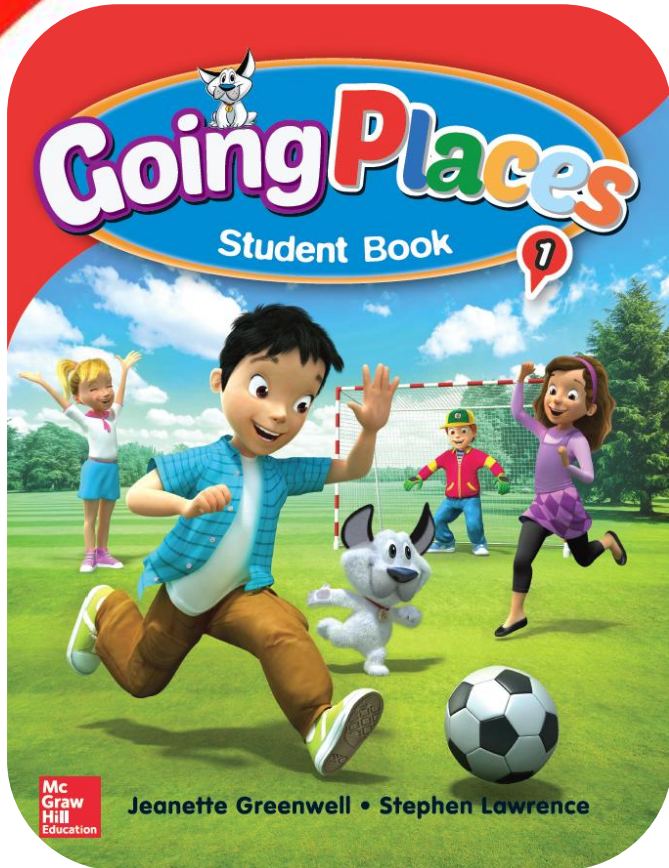


# Going Places



## Lesson 1

Going Places Student Book(p.6-7)





# Objectives

- ✓ Students can greet others and respond to greetings.
- ✓ Students can ask for and give personal information.
- ✓ Students can ask about and identify school supplies.
- ✓ Students can point to and name: *pen, book, ruler, pencil, eraser, crayon, notebook, schoolbag.*



Say “Hello”  
to your classmate

## Meet the Friends

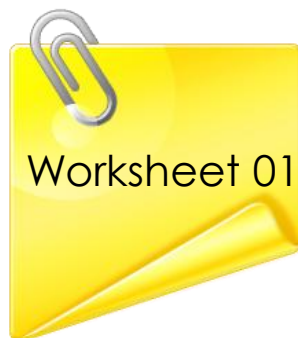






## Warm-up Activity

Draw or find a photo of your classroom and talk about it with a partner.



My Classroom



Name: \_\_\_\_\_

LANGUAGE  
WORLD

GP1\_U1\_L1\_My Classroom



# My Classroom



Name: \_\_\_\_\_



# Going Places



## Welcome to School!

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

1 2 3 4 5  
6 7 8 9 10

What's her name?

What's his name?

What's his name?

What's her name?



Look and talk.

## Picture Walk

Characters



# Going Places



## Welcome to School!

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



What do you see on the board?

1 2 3 4 5  
6 7 8 9 10

2

What do you see in front of the classroom?

3

Where are they?

How is this classroom similar or different from your classroom?



# Going Places



## Welcome to School!

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

1 2 3 4 5  
6 7 8 9 10



A: What do you see?

B: I see \_\_\_\_\_.

 Look and talk.

## Picture Walk

With a partner, write down all the things you see in the picture.



# Going Places



## Welcome to School!

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

1 2 3 4 5  
6 7 8 9 10



Look and talk.

## Storytelling



Click 'S' icon  
to see the  
story script.

It's the first day of school. Look! Ms. Dean is the teacher. She says hello to Lucy.

Let's meet the other children. Max sits at a table. He has a book. Sam sits next to Max. What is on Sam's table? There is a crayon, a book, a ruler, and a pen.

Sam talks to Jess. Look at Jess's table. There are two books, three crayons, a pencil, and an eraser on her table.

See the boy with the schoolbag. He is Ben. He talks to Anna. She has a pencil and a notebook.

Who is at the window? It's Anna's dog, Binky. Poor Binky! He wants to be in class with Anna and her new friends.



# Going Places



## Welcome to School!

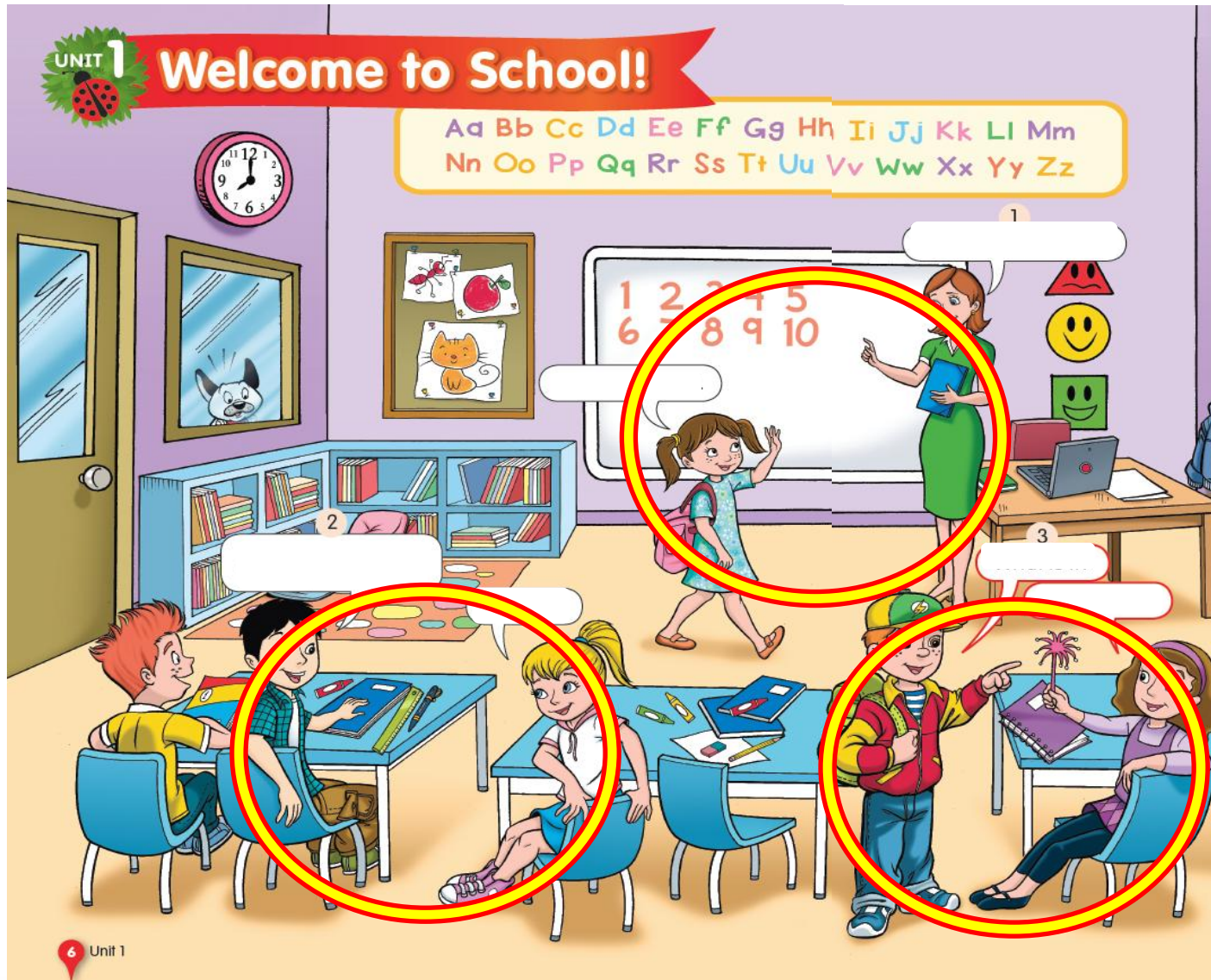
Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



### Conversation



1 Listen and point.



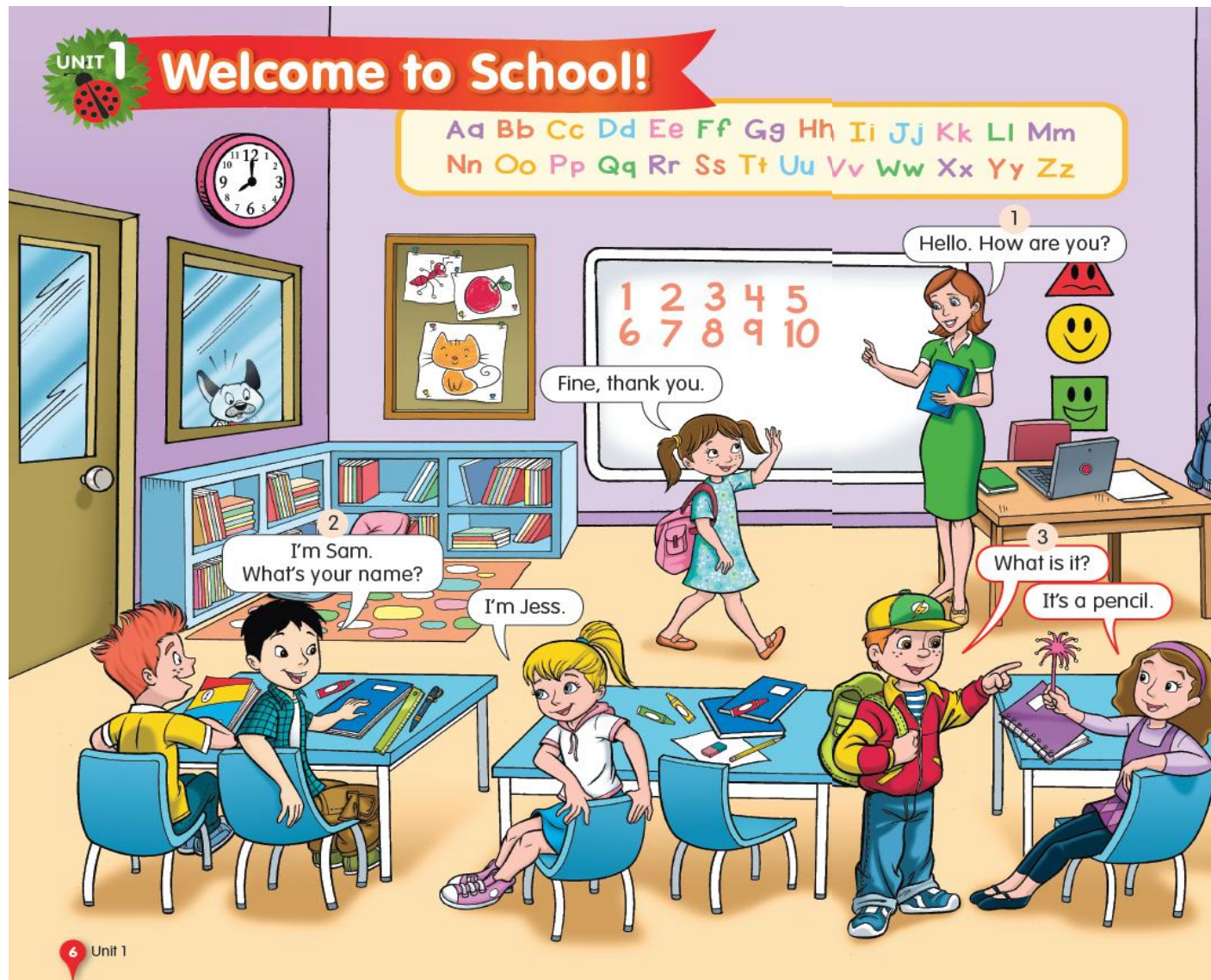


# Going Places

## B Conversation

2 Listen and repeat.

Introduce the dialogues





# Going Places

## B Conversation

2 Listen and repeat.





# Going Places



## Conversation



3

Chant.



Hello. How are you?



Fine, thank you.



I'm Sam. What's your name?



I'm Jess.



What is it?



It's a pencil.







## Conversation Chant Activity\_Volume Control



Chant together. Students must watch teacher's hand as teacher mimes going up for louder and going down for quieter. Teacher can do this gradually or very quickly to make it fun.



Hello. How are you?



Fine, thank you.



I'm Sam. What's your name?



I'm Jess.



What is it?



It's a pencil.







## Conversation Chant Activity\_Team Chant



Divide the students into group A and group B. Group A chants the questions and group B the answers. Have groups change roles and chant again.



Hello. How are you?



Fine, thank you.



I'm Sam. What's your name?



I'm Jess.



What is it?



It's a pencil.





**Conversation Chant Activity\_Team Chant**

Students will hear only the chant beat, and they will once again take turns to chant the dialogues. Then put students into pairs and repeat.



Hello. How are you?



Fine, thank you.



I'm Sam. What's your name?



I'm Jess.



What is it?



It's a pencil.





# Going Places

## Conversation Practice the dialogues

### 4 Role-play.



Hello. How are you?



Fine, thank you.



I'm Sam. What's your name?



I'm Jess.



What is it?



It's a pencil.



# Going Places

 **B Conversation** Practice the dialogue with a partner.

**4 Role-play.**



Hello. How are you?



Fine, thank you.





 **B Conversation** Introduce yourself to five new friends using the dialogue.

**4 Role-play.**

I'm \_\_\_\_\_. What's your name?

I'm \_\_\_\_\_.





# Going Places

 **B Conversation** Practice the dialogue with a partner.

**4 Role-play.**



What is it?



It's a pencil.











# Extension Activity\_Our Class


Ask students to bring photographs of themselves to paste on a card. Have them write: I'm \_\_\_\_\_. under the photographs.

Make a class display with the photographs with the title 'Our Class.'

	
I'm _____.	I'm _____.
	
I'm _____.	I'm _____.

Level1\_Unit1\_Lesson1\_Our Class

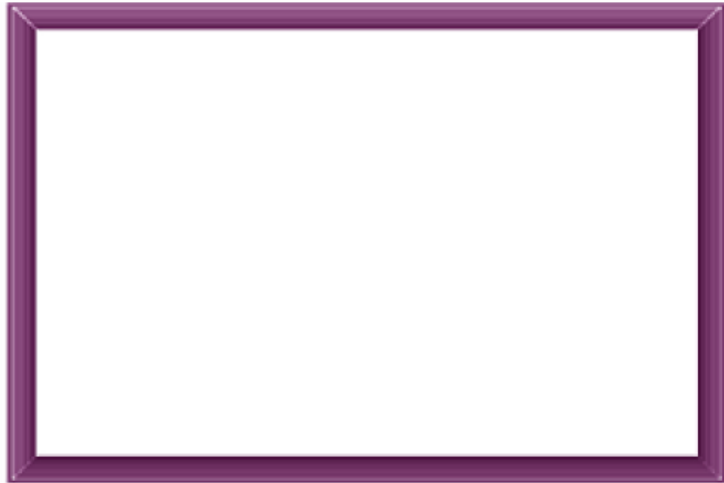
## Our Class



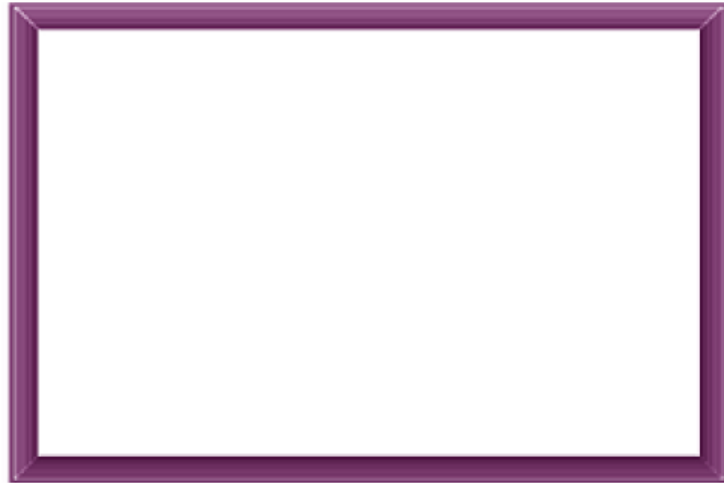
Name: \_\_\_\_\_

Level1\_Unit1\_Lesson1\_Our Class

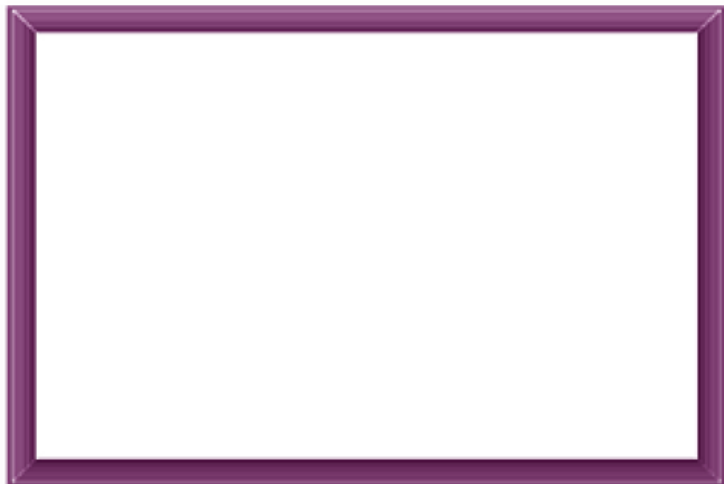




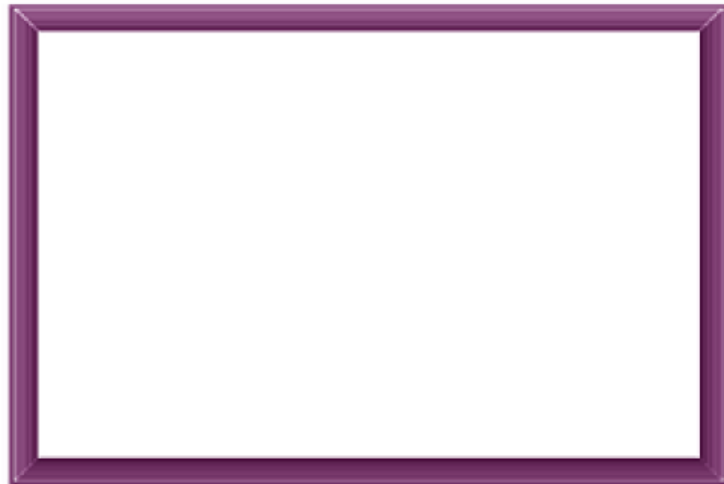
I'm \_\_\_\_\_.



I'm \_\_\_\_\_.



I'm \_\_\_\_\_.



I'm \_\_\_\_\_.



# Our Class



Name: \_\_\_\_\_



# Going Places



## Words



Look, listen, and say.

1. Pronounce the word
2. Rate the word
3. Define the word
4. Elaborate the meaning. Generate discussion of the word.
5. Post the word on the word wall.





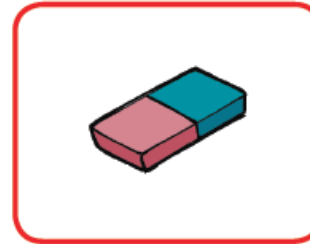
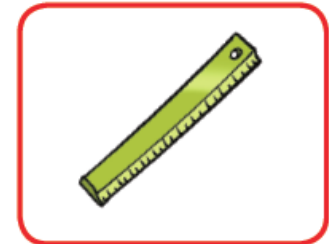
# Going Places



## Words

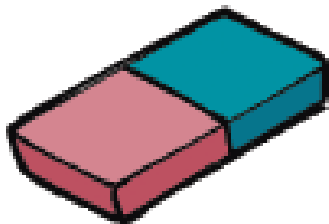


Look, listen, and say.





## Vocabulary: Talk It Over.



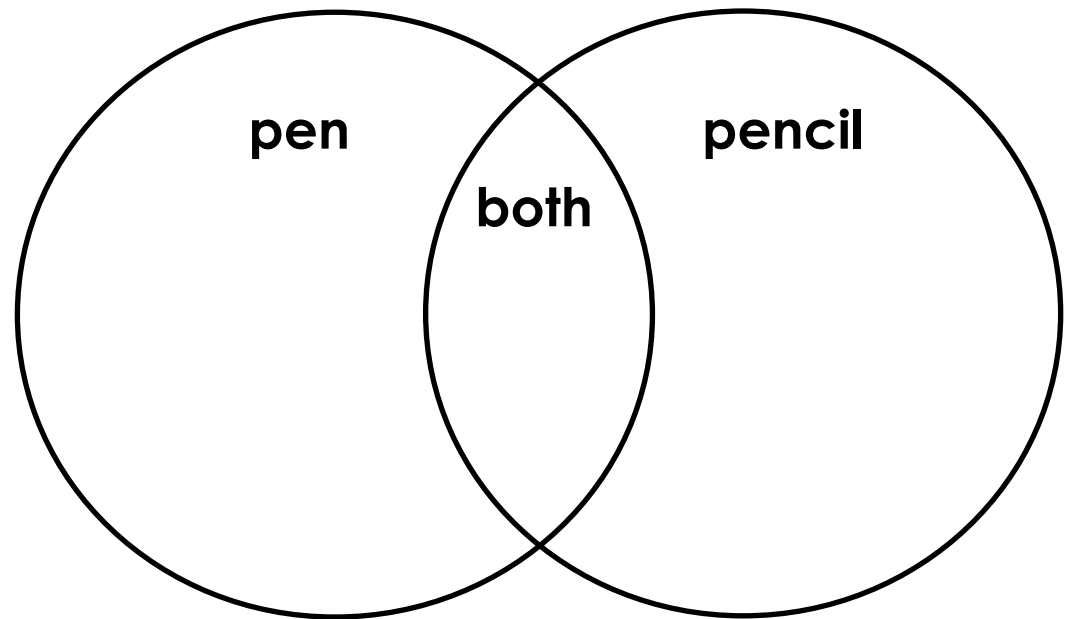
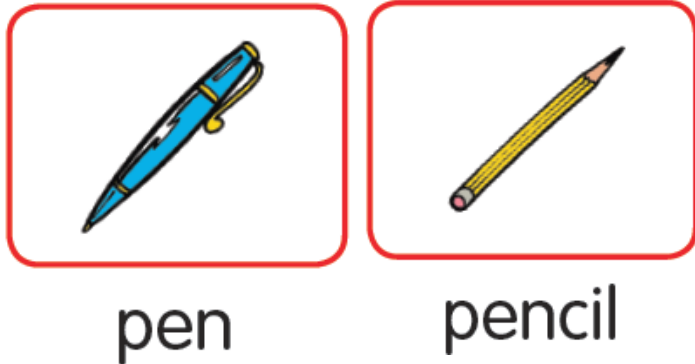
eraser

1. Do you have an eraser?
2. What color is it?
3. Is it soft or hard?
4. When do you use an eraser?



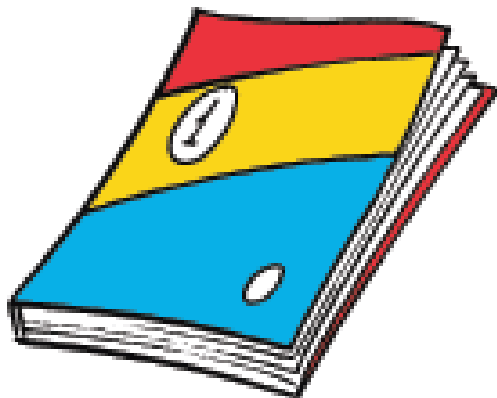
## Vocabulary: Talk It Over.

Think about how a pen and a pencil are alike and how they are different.





## Vocabulary: Talk It Over.

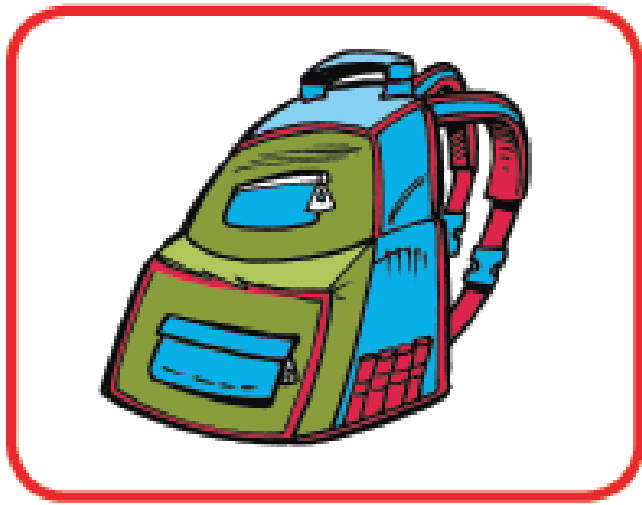


book

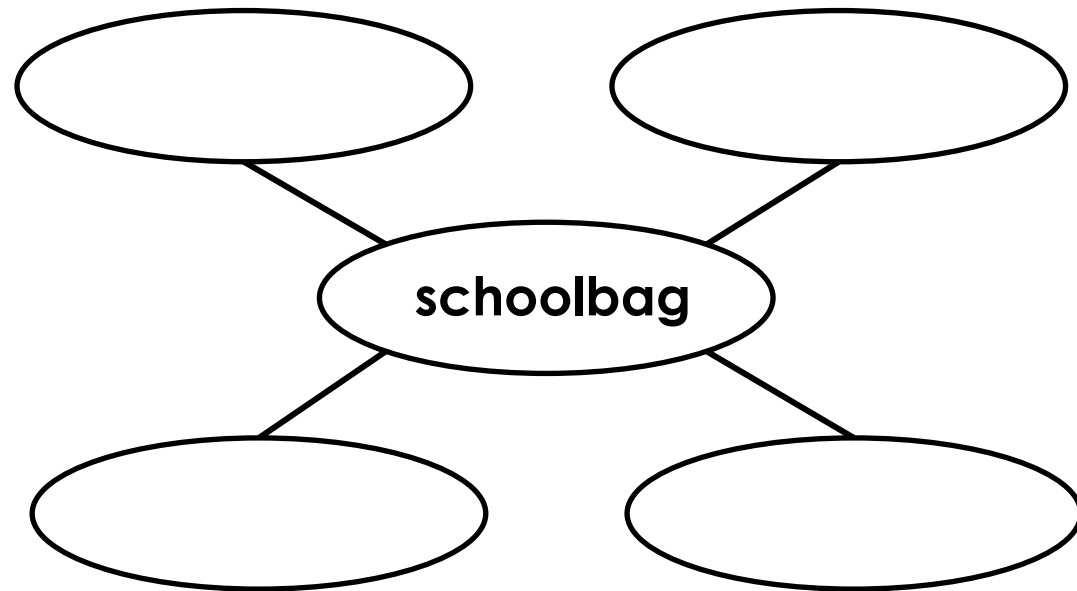
1. Do you like reading books?
2. What kind of books do you like to read?
3. Where do you like reading books?



## Vocabulary: Talk It Over.

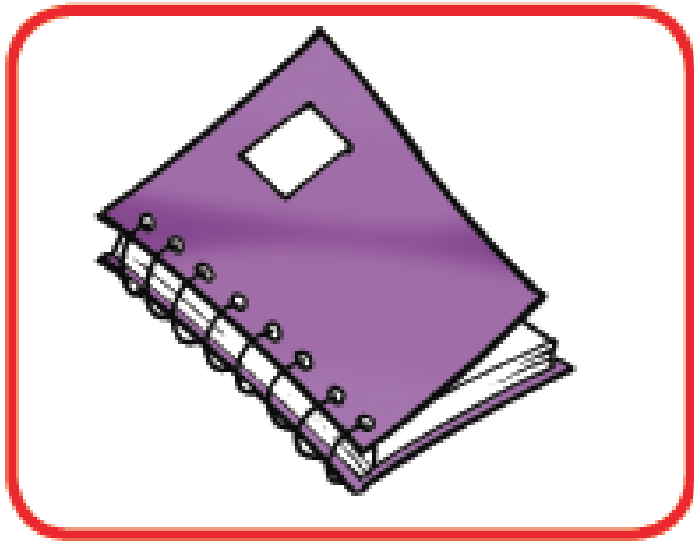


schoolbag





## Vocabulary: Talk It Over.



note + book

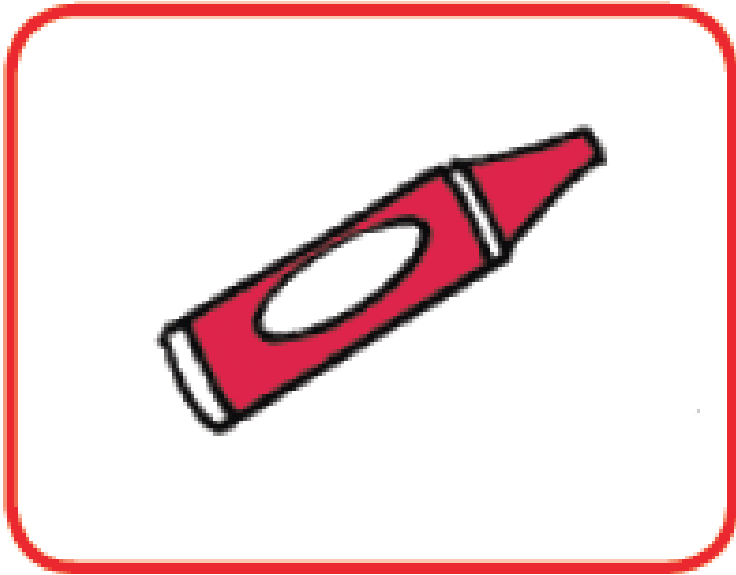
**notebook**

Do you know any other compound words?

notebook



## Vocabulary: Talk It Over.

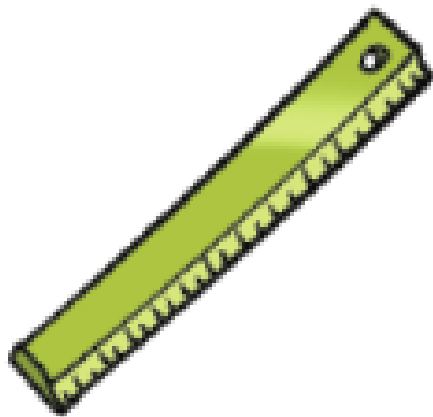


crayon

1. When do you use crayons?
2. What's your favorite color?
3. What do you like to draw using crayons?



## Vocabulary: Talk It Over.



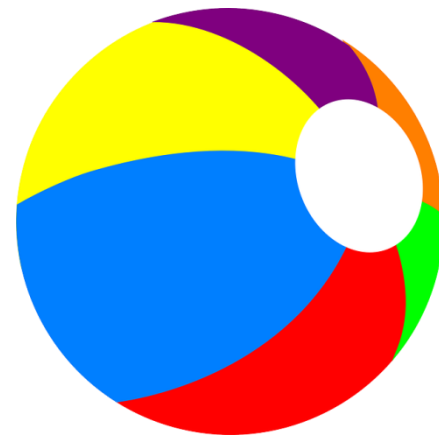
ruler

1. Do you have a ruler?
2. What can you do with a ruler?
3. Can you measure the length of your pencil? How long is it?



## Vocabulary: Extension Activity


1. Give a ball to a student. Point to the crayon in your book.
2. Have the student say the word. Ask the student to throw the ball to someone.
3. Show the new student another picture. Continue until all students have had a turn.





## Vocabulary\_4-Corner



Word	Picture
	
Word in Context	Korean Translation



Word

Picture



Word

Picture



Word in Context

Korean Translation

Word in Context

Korean Translation

Word

Picture



Word

Picture



Word in Context

Korean Translation

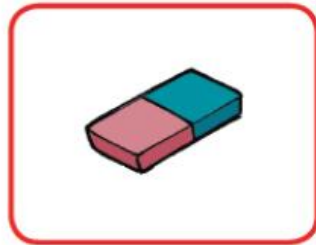
Word in Context

Korean Translation



Word

Picture



Word

Picture



Word in Context

Korean Translation

Word in Context

Korean Translation

Word

Picture



Word

Picture



Word in Context

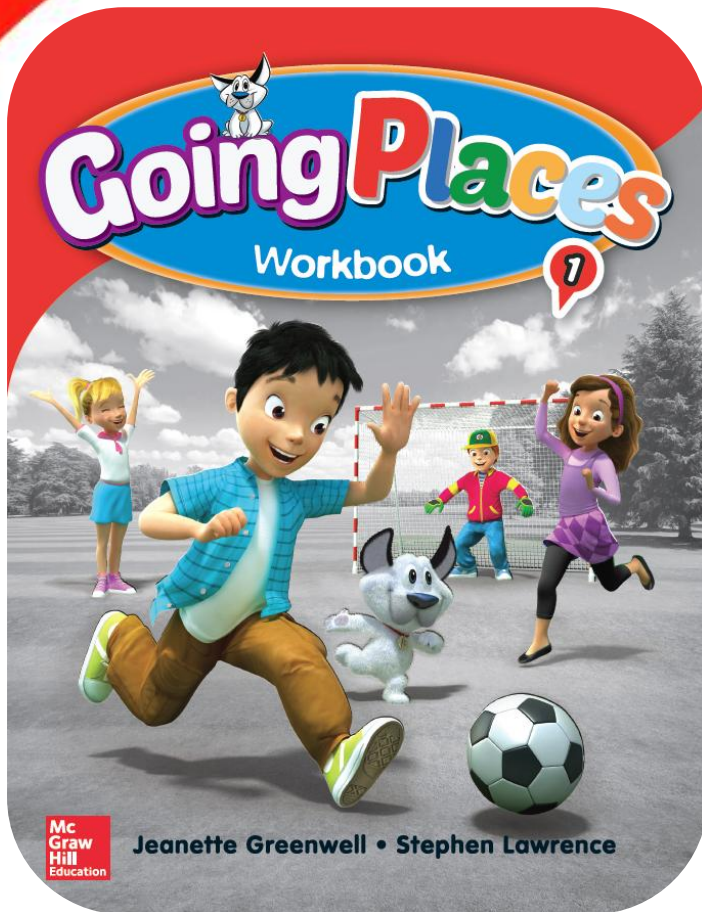
Korean Translation

Word in Context

Korean Translation



# Going Places



## Lesson 1

Going Places Workbook(p.4-5)



# Going Places



**Listen and match.**



1. What's your name?

a. It's a



2. Hello. How are you?

b. I'm



3. What is it?

c. Fine, thank you.

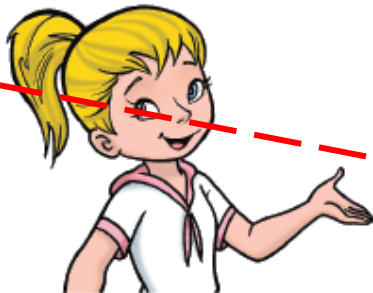


# Going Places

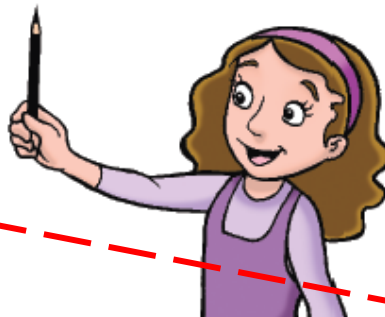


**B** Match the pictures to the sentences.

1.



2.



3.



a. It's a pencil.

b. Hello. I'm Ben.

c. Hello. I'm Jess.





**Draw, write, and show.**

What's your name?



I'm \_\_\_\_\_.



# Going Places



## D Words



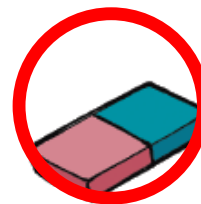
1 Listen and circle.



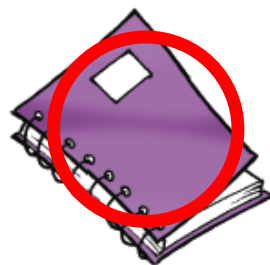
1.



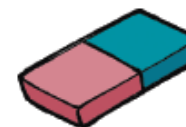
2.



3.



4.





# Going Places

## 2 Guess, write, and draw.

1. book



2. ruler



3. pencil



4. crayon

