

LG1 U7 L1

Time: 50 min

Materials: LG1 U7 Courseware; Projector; Microphone; Speaker

LG1 U7 Unit Objectives:

1. Ss will be able to name and identify food and drinks.
2. Ss will be able to express their hunger, thirst and wants.
3. Ss will be able to ask and answer WH and Y/N questions about what someone wants.
4. Ss will be able to sequence and perform commands.
5. Ss will be able to say and identify the letters *s*, *t*, *u*, and *v* and the words beginning with each letter.

LG1 U7 Lesson 1 Objectives (ALL Lesson Ones)

1. Ss will become familiar with the core language patterns of the Unit even if they haven't had a chance to study it.
2. Ss will begin to master a regular coaching opportunity to help all Ss master how to study each of the lesson types in the unit, including oral repetition, recording and comparing.
3. To provide a quick linguistic review of the unit content to prepare Ss for the 7 task-based communicative classes that will follow.

LG1 U7 L1 Activity Overview:

Time	2'	5'	8'	8'	8'	8'	8'	3'
Act. # & Type	Greetings	1-Song	2-Conversation	3-Vocabulary 1	4-Vocabulary 2	5-Grammar	6-Phonics	7-Game
Act. Type	Social Routines	Teacher-Guided Courseware Review						*Optional
Target Language	<i>Hi. Hello. How are you? I'm fine, thank you. What's this? It's a book.</i>	<i>Peaches, apples, and plums. What do you want? I want an apple.</i>	<i>I'm thirsty. I want milk. I'm hungry. I want fish. Here you are. Thank you. You're welcome.</i>	<i>milk fish chicken pizza bread rice cake ice cream</i>	<i>buy an apple wash it cut it. Eat it. Buy juice. Open it. Pour it. Drink it.</i>	<i>What do you want? I want pizza and juice. Do you want juice? Yes, I do. No, I don't.</i>	<i>Ss, Tt, Uu and Vv sun six table TV umbrella under van violin</i>	<i>He can't climb a tree. She can fly a kite. He can throw a ball. She can't ride a bicycle.</i>

LG1 U7 L1 – Greetings

2 min

Objectives: Ss will be able to greet each other and name school things correctly.

Target Lang: *Hi. / Hello. / How are you? / I'm fine, thank you. / What's this? / It's a book.*

Materials: None

Interaction: T-Ss; T-S

ACTIVITY STEPS

Teacher Talk

Student Output

<p>1. Model greetings Greet Ss.</p>	<p><i>Hello, students.</i> <i>How are you?</i> <i>I am fine, too. Thank you!</i></p>	<p><i>Hi, teacher.</i> <i>I'm fine, thank you. How are you?</i></p>
<p>2. Extend greetings Have Ss walk around and greet the other students.</p>	<p><i>Walk around and greet everyone.</i></p>	<p>Same as above.</p>
<p>3. Model questions about school things Ask several Ss to name school things.</p>	<p><i>S1, what's this? (T holds a book)</i> <i>What color is it?</i> <i>S2, what's this? (T holds a pen)</i> <i>What color is it?</i> <i>Ask me.</i> <i>It's a pencil. It's a yellow pencil.</i> <i>Ask S3.</i> <i>S3, your answer?</i></p>	<p><i>S1: It's a book.</i> <i>S1: It's blue. It's a blue book.</i> <i>S2: It's a pen.</i> <i>S2: It's red. It's a red pen.</i> <i>What's this? (i.e. S holds a pencil)</i> <i>S2: S3, what's this? (i.e. S holds an eraser)</i> <i>S3: It's an eraser. It's a pink eraser.</i></p>
<p>4. Do Q&A about school things – in pairs Have Ss work in pairs to ask and answer about the school things they have.</p>		<p><i>S1: What's this? (i.e. S holds a pencil case)</i> <i>S2: It's a pencil case. What's this? (i.e. S holds a crayon)</i> <i>S1: It's a crayon.</i></p>

LG1 U7 L1 – Activity 1: Song 5 min

Objectives: Ss will be able to sing “Peaches, Apples, and Plums” chorally.

Target Lang: *Peaches, apples, and plums. / What do you want? / I want an apple.*

Materials: LG1 U7 Courseware—Song

Interaction: C-Ss; T-Ss; Ss-Ss

ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Sing “Peaches, Apples, and Plums” with the Courseware Play LG1 U7 Courseware—Song. Have Ss sing the song twice.</p>	<p><i>Let’s sing together.</i></p>	<p><i>Peaches, apples, and plums.</i> <i>Peaches, apples, and plums.</i> <i>What do you want?</i> <i>I want an apple.</i> <i>Peaches, apples, and plums.</i></p> <div data-bbox="1422 751 1861 866" style="border: 1px solid black; padding: 5px; color: red; text-align: center;"> It’s good if T and Ss do appropriate actions along with the song. </div>
<p>2. Sing the song with the Courseware—in 2 groups Have just the girls sing, then just the boys.</p>	<p><i>Girls, now sing it.</i> <i>Boys, now sing.</i></p>	<p>Same as above.</p> <div data-bbox="1064 949 1899 1198" style="border: 1px solid black; padding: 10px; color: red;"> <p>Tricks for controlling the Courseware:</p> <ul style="list-style-type: none"> • Click the green arrow located at the lower left corner of the screen to replay the Song once the program continues to the Conversation Part. • Use the Pause button whenever needed. </div>
<p>3. Sing the song without the Courseware—in pairs Pair Ss up. Invite a few pairs to sing to the whole class.</p>	<p><i>Sing with your partner.</i></p>	<p>Same as above.</p>

LG1 U7 L1 – Activity 2: Conversation 8 min

Objectives: Ss will be able to role play the Conversation from the Courseware.

Target Lang: *I'm thirsty. / I want milk. / I'm hungry. / I want fish. / Here you are. / Thank you. / You're welcome.*

Materials: **LG1 U7 Courseware—Conversation**

Interaction: C-Ss; T-Ss; Ss-Ss; S-S; S-Ss

ACTIVITY STEPS

Teacher Talk

Student Output

ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Listen to the Conversation in the Courseware Play LG1 U7 Courseware—Conversation. Have the class listen to the whole Conversation without stopping.</p>	<p><i>Let's listen to the cats.</i></p>	
<p>2. Repeat the Conversation after the Courseware — whole class Pause after each sentence to have Ss repeat them.</p>	<p><i>Let's repeat each sentence together.</i></p>	<p>Ginger: <i>I'm thirsty. I want milk.</i> Sam: <i>I'm hungry. I want fish.</i> Ginger: <i>Here you are.</i> Sam: <i>Thank you.</i> Ginger: <i>You're welcome.</i></p>
<p>3. Repeat the Conversation after the Courseware — in 2 groups Divide Ss into two groups: one group repeats after Ginger, and the other, Sam.</p>	<p><i>You are Ginger. You are Sam. Let's repeat after them.</i></p>	<p>Same as above.</p>
<p>4. Role play the Conversation without the Courseware — in 2 groups Have the two groups role play Ginger and Sam but without the Courseware. Then switch their roles to do it again.</p>	<p><i>You are Ginger. You are Sam.</i> <i>Switch roles.</i></p>	<p>Same as above.</p>
<p>5. Practice role playing the Conversation — in pairs</p>	<p><i>Work with your partner. Choose who will be Ginger and Sam.</i></p>	<p>Same as above.</p>
<p>6. Present the Conversation to the class</p>	<p><i>Show us your conversation.</i></p>	<p>Same as above.</p>

LG1 U7 L1 – Activity 3: Vocabulary Lesson 1 8 min

Objectives: Ss will be able to name and identify food and drinks.

Target Lang: *milk, fish, chicken, pizza, bread, rice, cake, ice cream*

Materials: **LG1 U7 Courseware—Vocabulary Lesson 1**

Interaction: C-Ss; T-Ss; Ss-Ss

ACTIVITY STEPS

Teacher Talk

Student Output

ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Practice saying the words in the Vocabulary Lesson Play LG1 U7 Courseware—Vocabulary Lesson 1, Screen 1. Invite 8 Ss one by one to come to the front to click the 8 pictures, and then have the whole class repeat the words twice.</p>	<p><i>Let's repeat the words.</i></p>	<p><i>milk , fish, chicken, pizza, bread, rice, cake, ice cream</i></p>
<p>2. Record the words in the Vocabulary Lesson – in groups Play LG1 U7 Courseware—Vocabulary Lesson 1, Screen 2. Have Ss record the words in chorus, one after the other.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>To record, click on the Microphone icon. To play back, click on Headphone icon.</p> </div>	<p><i>Repeat the words.</i></p>	<p>Same as above.</p>
<p>3. Match the pictures and the words — in groups Play LG1 U7 Courseware — Vocabulary Lesson 1, Screen 3. Divide class into 2 groups: Group A – left box on the screen; and Group B – right box. If the correct answer is in the left box, Group A should stand up and say the word. If the correct answer is in the right box, Group B should stand up and say the word. If a group makes a mistake, have them sing “<i>Peaches, Apples and Plums</i>”.</p>	<p><i>Make 2 groups.</i> <i>Group A – if the answer is in the left box, stand up and say the word.</i> <i>Group B – if the answer is in the right box, stand up and say the word.</i> <i>If your answer is wrong, you have to sing “Peaches, Apples and Plums”.</i></p>	<p>Same as above.</p>

LG1 U7 L1 – Activity 4: Vocabulary Lesson 2 8 min

Objectives: Ss will be able to say and perform the commands.

Target Lang: *Buy an apple. / Wash it. / Cut it. / Eat it. / Buy juice. / Open it. / Pour it. / Drink it.*

Materials: LG1 U7 Courseware—Vocabulary Lesson 2

Interaction: C-Ss; T-Ss; Ss-Ss

ACTIVITY STEPS

Teacher Talk

Student Output

<p>1. Practice saying the phrases in the Vocabulary Lesson Play LG1 U7 Courseware—Vocabulary Lesson 2, Screen 1. Invite 8 Ss one by one to come to the front to click the 8 pictures, and then have the whole class repeat the phrases twice.</p>	<p><i>Let's repeat.</i></p>	<p><i>buy an apple wash it cut it eat it buy juice open it pour it drink it</i></p>
<p>2. Record the phrases in the Vocabulary Lesson – in groups Play LG1 U7 Courseware—Vocabulary Lesson 2, Screen 2. Have Ss record the vocabulary phrases in chorus, one after the other.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>To record, click on the Microphone icon. To play back, click on Headphone icon.</p> </div>	<p><i>Your turn!</i></p>	<p>Same as above.</p>
<p>3. Match the pictures and the phrases – in groups Play LG1 U7 Courseware—Vocabulary Lesson 2, Screen 3. Divide the class into two groups: Group A – left box on the screen; and Group B – right box. If the correct answer is in the left box, Group A should stand up and say the phrase. If the correct answer is in the right box, Group B should stand up and say the phrase. If a group makes a mistake, have them jump 5 times.</p>	<p><i>Make 2 groups. Group A – if the answer is in the left box, stand up and say the phrase. Group B – if the answer is in the right box, stand up and say the phrase. If your answer is wrong, you have to jump 5 times.</i></p>	<p>Same as above.</p>

LG1 U7 L1 – Activity 5: Grammar 8 min

Objectives: Ss will be able to repeat WH and Y/N questions and answers about expressing wants.

Target Lang: *What do you want? I want pizza and juice. / Do you want juice? / Yes, I do. / No, I don't.*

Materials: LG1 U7 Courseware—Grammar

Interaction: C-Ss; T-Ss

ACTIVITY STEPS

Teacher Talk

Student Output

<p>1. Repeat the WH questions and answers in Grammar Play LG1 U7 Courseware—Grammar, Screen 1. Have the whole class repeat each question. Invite Ss one after the other to the front to click on the words and then have the whole class answer.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Trick for controlling the Courseware: To repeat each question or answer, click the Pause button right before the next sentence is given.</p> </div>	<p><i>Let's repeat the question. / What's the question?</i> <i>S1, click on the answers.</i> <i>Let's repeat. / What's the answer?</i></p> <p><i>Next question.</i> <i>S2, click on the answers.</i> <i>Everyone.</i></p>	<p><i>What do you want?</i> <i>I want pizza and juice.</i> <i>What do you want?</i> <i>I want cake and milk.</i></p>
<p>2. Repeat the Y/N questions and answers in Grammar Play LG1 U7 Courseware—Grammar, Screen 2. Play the questions and have Ss repeat in chorus, then answer in complete sentences.</p>	<p><i>Yes, or no?</i></p>	<p><i>Do you want juice?</i> <i>Yes, I do.</i> <i>Do you want ice cream and fish?</i> <i>No, I don't.</i></p>
<p>3. Check comprehension about the picture Pause on LG1 U7 Courseware—Grammar, Screen 2. Ask several questions about the picture.</p>	<p><i>Who's he?</i> (Point at Sam) <i>What color is it?</i> (Point at the grass) <i>How's the weather?</i></p>	<p><i>He's Sam.</i> <i>It's green.</i> <i>It's sunny.</i></p>

LG1 U7 L1 – Activity 6: Phonics 8 min

Objectives: Ss will be able to say letters S, T, U and V and name the objects that begin with these letters.

Target Lang: *S, T, U, V, sun, six, table, tv, umbrella, under, van, violin*

Materials: LG1 U7 Courseware — Phonics

Interaction: C-Ss; T-Ss

ACTIVITY STEPS

Teacher Talk

Student Output

ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Review the Phonics Lesson in the Courseware Play LG1 U7 Courseware – Phonics, Screen 1. Click on each letter from S to V and have Ss listen to the letter sounds and the words beginning with each letter.</p>	<p><i>Let's listen carefully.</i></p>	
<p>2. Identify words with S, T, U, V—in 4 groups Play LG1 U7 Courseware—Phonics, Screen 2. Divide Ss into 4 groups. If the word or picture begins with S, group 1 should stand, say the letter and say the word. If the word or picture begins with T, group 2 should stand, say the letter and say the word. If the word or picture begins with U, group 3 should stand, say the letter and say the word. If the word or picture begins with V, group 4 should stand, say the letter and say the word. If a group makes a mistake, they have to jump 5 times.</p>	<p><i>Let's work in groups. You are group 1, 2, 3 and 4.</i></p> <p><i>Group 1 – if the picture or word begins with S, stand up, say the letter and say the word.</i></p> <p><i>Group 2– if the picture or word begins with T, stand up, say the letter and say the word.</i></p> <p><i>Group 3– if the picture or word begins with U, stand up, say the letter and say the word.</i></p> <p><i>Group 4– if the picture or word begins with V, stand up, say the letter and say the word.</i></p> <p><i>If your answer is wrong, you have to jump 5 times.</i></p>	<p><i>S, T, U, V</i></p> <p><i>sister, sun, six</i></p> <p><i>table, TV, tall,</i></p> <p><i>umbrella, under, ugly</i></p> <p><i>van, violin</i></p>
<p>3. Repeat the words and sounds after the Courseware -- whole class Return to LG1 U7 Courseware—Phonics, Screen 1. CLICK on the letters or the pictures one at a time and have Ss repeat the words and the sounds.</p>	<p><i>Let's repeat the letter sounds and the words.</i></p>	<p>Same as above.</p>

4. Record words with S, T, U, and V —in groups

Have Ss record in chorus in groups of 5-6.

To record, click on the **Microphone** icon. To play back, click on **Headphone** icon.

Let's see which group can say the words properly.

sun, six, table, TV, umbrella, under, van, violin

LG1 U7 L1 –Activity 7: Game (*Optional) 3 min

Objectives: Ss will be able to identify the picture that shows the correct action based on the Courseware.

Target Lang: *He can't climb a tree. / She can fly a kite. / He can throw a ball. / She can't ride a bicycle.*

Materials: LG1 U7 Courseware—Game

Interaction: C-Ss; T-Ss

ACTIVITY STEPS

Teacher Talk

Student Output

ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Choose the correct picture</p> <p>Play LG1 U7 Courseware—Games.</p> <p>Have the Ss listen to the sentences carefully and repeat them. Invite Ss one by one to click on the right picture. If the S is right, he/she gets a circle. If the student is wrong, he /she gets an X. If they have three in a row, they win the game.</p> <p>Repeat as time allows.</p>	<p><i>Listen to the sentences carefully and repeat.</i></p> <p><i>S1, please come and click on the right picture.</i></p> <p><i>S2, please come and click on the right picture.</i></p> <p><i>S3, please come and click on the right picture.</i></p> <p><i>S4,</i></p> <p><i>S5...</i></p>	<p><i>He can't climb a tree.</i></p> <p><i>S1: (clicks on the picture)</i></p> <p><i>She can fly a kite.</i></p> <p><i>S2: (clicks on the picture)</i></p> <p><i>He can throw a ball.</i></p> <p><i>S3: (clicks on the picture)</i></p> <p><i>She can't ride a bicycle.</i></p> <p><i>S4: (clicks on the picture)</i></p> <p><i>She can't fly a kite.</i></p> <p><i>S5: (clicks on the picture)</i></p>

LG1 U7 L2

Time: 50 min

Materials: **LG1 U7 L2 PPT**; LG Courseware; Projector; Speakers

LG1 U7 Unit Objectives:

1. Ss will be able to name and identify food and drinks.
2. Ss will be able to express their hunger, thirst and wants.
3. Ss will be able to ask and answer WH and Y/N questions about what someone wants.
4. Ss will be able to sequence and perform actions.
5. Ss will be able to say and identify the letters *s, t, u*, and *v* and the words beginning with each letter.

LG1 U7 Lesson 2 Objectives:

1. Ss will be able to identify words beginning with *S, T, U* and *V*.
2. Ss will be able to name and identify food and actions.
3. Ss will be able to role play the conversation to express their hunger and thirst.
4. Ss will be able to ask and answer WH questions about what they want to eat and drink.

LG1 U7 L2 Activity Overview:

	Time	4'	5'	6'	7'	6'	8'	9'	5'
Act. # Type		Warm Up	R-Activity 1	R-Activity 2	R-Activity 3	R-Activity 4	R-Activity 5	R-Activity 6	Wrap Up
Name & Description of Activity		<i>Song</i> <i>"Peaches, Apples, and Plums"</i>	<i>A, B, C, Cat!</i> * Naming Words According to the Letters	<i>S, T, U and V</i> *Identifying Words Beginning with S, T, U and V	<i>Name that Food</i> * Naming and Identifying Food	<i>Buy an Apple.</i> * Naming and Identifying Actions	<i>What do you want?</i> *Role Playing the Conversation	<i>I am hungry.</i> * Expressing Hunger, Thirst and Wants	<i>Word War</i>
Target Language		<i>Peaches, apples and plums.</i> <i>What do you want? I want an apple.</i>	<i>A B C D E F G H I J K</i> <i>L M N O P Q R S T</i> <i>U V W X Y Z</i> <i>girl</i> <i>green</i> <i>grass</i> <i>mother</i> <i>marker</i> <i>mouse</i>	<i>sun</i> <i>six</i> <i>table</i> <i>TV</i> <i>umbrella</i> <i>under</i> <i>van</i> <i>violin</i> <i>sister</i> <i>teacher</i> <i>tall</i> <i>ugly</i>	<i>milk</i> <i>fish</i> <i>chicken</i> <i>pizza</i> <i>bread</i> <i>rice</i> <i>cake</i> <i>ice cream</i>	<i>Buy an apple.</i> <i>Wash it.</i> <i>Cut it.</i> <i>Eat it.</i> <i>Buy juice.</i> <i>Open it.</i> <i>Pour it.</i> <i>Drink it.</i>	<i>I am thirsty.</i> <i>I want milk.</i> <i>I am hungry.</i> <i>I want fish.</i> <i>Here you are.</i> <i>Thank you.</i> <i>You're welcome.</i>	<i>rice</i> <i>milk</i> <i>ice cream</i> <i>fish</i> <i>bread</i> <i>chicken</i> <i>cake</i> <i>pizza</i> <i>juice</i> <i>I'm hungry.</i> <i>I'm thirsty.</i> <i>What do you want?</i> <i>I want chicken.</i>	<i>chicken</i> <i>milk</i> <i>What do you want?</i> <i>Buy an apple.</i> <i>Pour it.</i>

LG1 U7 L2 – Warm Up: Song “Peaches, Apples and Plums”

4 min

Objectives: Ss will be able to sing “Peaches, Apples and Plums” chorally.

Target Lang: *Peaches, apples and plums. / What do you want? / I want an apple.*

Materials: LG1 U7 Courseware — Song

Interaction: T-Ss; Ss-Ss

ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Sing the Unit Song Play LG1 U7 Courseware — Song. Have Ss sing along with the courseware.</p>	<p><i>Let's sing together.</i></p>	<p><i>Peaches, apples, and plums. Peaches, apples, and plums. What do you want? I want an apple. Peaches, apples and plums.</i></p>
<p>2. Sing the Unit Song – in groups Divide the class into two groups. Have the first group sing Ginger’s part and the second group sing Sam’s part. Have Ss sing the song again without the courseware. Switch roles.</p>	<p><i>You are Group 1 and you are Group 2. Group 1, sing Ginger’s part. Group 2, sing Sam’s part. Switch roles.</i></p>	<p><i>G1&G2: Peaches, apples, and plums. Peaches, apples, and plums. G1: What do you want? G2: I want an apple. G1&G2: Peaches, apples and plums.</i></p>
<p>3. Check comprehension and personalize Pause on LG1 U7 Courseware — Song screen. Ask Ss to answer the questions about the picture. Then, ask some Ss what they want.</p>	<p><i>S1, who is he? (Point at Sam.) S2, who is she? (Point at Ginger.) S3, what are these? S4, who is he/she? (Point at a classmate.) XX, what do you want?</i></p>	<p><i>He is Sam. She is Ginger. They’re peaches, apples and plums. She is XX. XX: I want a peach.</i></p>

LG1 U7 L2 – Activity 2: S, T, U and V (R: Identifying Words Beginning with S, T, U and V)

6 min



Objectives: Ss will be able to identify names of pictures beginning with letters S, T, U and V.

Target Lang: sun, six, table, TV, umbrella, under, van, violin, sister, teacher, tall, ugly

Materials: LG1 U7 Courseware – Phonics ; LG1 U7 L2 PPT – Slides 2~3

Interaction: T-Ss; Ss-Ss

ACTIVITY STEPS

Teacher Talk

Student Output

<p>1. Elicit names of pictures beginning with letters S, T, U and V. Play LG1 U7 Courseware – Phonics, Screen 1. Have Ss produce the sounds of letters S, T, U and V.</p> <p>Have Ss name the pictures as you point. CLICK the images one by one to confirm Ss' answers. Have Ss listen to and repeat the words. Point at the pictures randomly.</p>	<p><i>What's the sound of letters S, T, U and V?</i> (Point at each letter one at a time.) <i>What's this? And this?</i></p> <p><i>Let's listen and repeat.</i></p>	<p>"s", "t", "u", "v"</p> <p>sun, six, table, TV, umbrella, under, van, violin</p>
<p>2. Present other pictures of words beginning with letters S, T, U and V Show LG1 U7 L2 PPT – Slide 2. Elicit the names of the pictures.</p>	<p><i>What letter is it?</i> (Point at the letters one at a time) <i>What's Picture A?</i> <i>How about Picture B?</i> <i>And Picture C?</i></p>	<p>S, T, U, V sister tall ugly</p>
<p>3. Identify the names of pictures beginning with letters S, T, U and V Show LG1 U7 L2 PPT – Slide 3. Have Ss say the letter of the picture that matches the word you'll say.</p>	<p><i>Say the letters as I point.</i> (Point at the letters one at a time.)</p> <p><i>Say the letter of the picture that matches the word I'll say.</i></p>	<p>A, B, C, D, E, F, G, H, I, J, K</p>

	<p>1.sun 2.umbrella 3.tall 4.six 5.van 6. TV</p>	<p>7.sister 8.ugly 9.violin 10.table 11.under</p>	<p>1. C 2. I 3. J 4. G 5. H 6. B</p>	<p>7. F 8. A 9. K 10. E 11. D</p>
<p>4. Orally identify names of pictures according to the letters CLICK to show a picture. Instruct Ss to name the pictures based on the letter mentioned. Do this several times.</p>		<p><i>What is picture J?</i> <i>How about picture A?</i> <i>H, B, K, C, F, D, E, I, G</i></p>		<p><i>ugly</i> <i>sun</i> <i>umbrella, six, van, sister, table, violin, TV,</i> <i>under, tall</i></p>
<p>5. Post Activity Have Ss enumerate words beginning with letters <i>S, T, U</i> and <i>V</i>.</p>		<p><i>S is for?</i> <i>T is for?</i> <i>U is for?</i> <i>V is for?</i></p>		<p><i>S is for sun / six / sister.</i> <i>T is for table / TV / tall.</i> <i>U is for umbrella / under / ugly.</i> <i>V is van / violin.</i></p>

LG1 U7 L2 – Activity 3: Name that Food (R: Naming and Identifying Food)

7 min



Objectives: Ss will be able to name and identify pictures of food.

Target Lang: *milk, fish, chicken, pizza, bread, rice, cake, ice cream*

Materials: LG1 U7 L2 PPT – Slides 4~5

Interaction: T-Ss; S-Ss

ACTIVITY STEPS

Teacher Talk

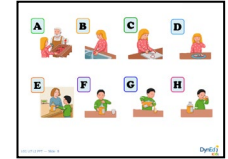
Student Output

<p>1. Elicit the names of the pictures of food and drink Show LG1 U7 L2 PPT – Slide 4. Have Ss name the pictures of food as you point. Point at the pictures randomly.</p>	<p><i>What's this? And this?</i> (Point at the pictures one at a time)</p>	<p><i>milk, fish, chicken, pizza, bread, rice, cake, ice cream</i></p>
<p>2. Name pictures of food and drink in a different order CLICK to show the letters. Have Ss name the pictures according to the letter mentioned.</p>	<p><i>Name picture F, A, H, B, E, C, G, D.</i></p>	<p><i>rice, milk, ice cream, fish, bread, chicken, cake, pizza</i></p>
<p>3. Identify names of food and drink – in groups Show LG1 U7 L2 PPT – Slide 5. Divide the class into two groups. Assign boxes for each team. (i.e. Left box – Group 1; right box – Group 2) If the picture of the word you'll say appears in their box, the group should stand up and repeat the word. If the group makes a mistake, they have to jump 5 times. CLICK to show the sets of pictures one by one. (8x)</p>	<p><i>Group 1, this box is yours.</i> (Point at the left box) <i>Group 2, this is yours.</i> (Point at the right box) <i>Listen carefully. If the picture of the word I'll say appears in your box, you need to stand up and repeat the word.</i></p> <p><i>If your group makes a mistake, you have to jump five times.</i></p> <p><i>pizza</i> <i>cake</i> <i>chicken</i></p>	<p><i>G2: (stand up) pizza!</i> <i>G1: (stand up) cake!</i> <i>G1: (stand up) chicken!</i></p>

	<i>bread</i> <i>fish</i> <i>ice cream</i> <i>milk</i> <i>rice</i>	<i>G2: (stand up) bread!</i> <i>G1: (stand up) fish!</i> <i>G2: (stand up) ice cream!</i> <i>G2: (stand up) milk!</i> <i>G1: (stand up) rice!</i>
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LG1 U7 L2 – Activity 4: Buy an Apple. (R: Naming and Identifying Actions)

6 min



Objectives: Ss will be able to name and identify actions correctly.

Target Lang: *Buy an apple. / Wash it. / Cut it. / Eat it. / Buy juice. / Open it. / Pour it. / Drink it.*

Materials: LG1 U7 Courseware – Vocabulary 2; LG1 U7 L2 PPT – Slide 6

Interaction: T-Ss; Ss-Ss

ACTIVITY STEPS

Teacher Talk

Student Output

ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Elicit the names of the pictures Play LG1 U7 Courseware – Vocabulary 2, Screen 1. Point to a picture one at a time and have Ss name them. CLICK the images one by one to confirm Ss' answers.</p> <p>Have Ss listen to and repeat the sentences. Point at the pictures randomly.</p>	<p><i>What action is this? And this?</i> (Point at the pictures one at a time)</p> <p><i>Listen then repeat the phrases.</i></p>	<p><i>buy an apple</i> <i>wash it</i> <i>cut it</i> <i>eat it</i> <i>buy juice</i> <i>open it</i> <i>pour it</i> <i>drink it</i></p>
<p>2. Identify the correct picture – whole class Show LG1 U7 L2 PPT – Slide 6. Have Ss identify the letter of the correct picture according to the action you'll say.</p>	<p><i>Listen carefully. Say the letter of the correct picture that I'll say.</i> <i>buy juice</i> <i>wash it</i> <i>drink it</i> <i>cut it</i> <i>pour it</i> <i>buy an apple</i> <i>eat it</i> <i>open it</i></p>	<p><i>E</i> <i>B</i> <i>H</i> <i>C</i> <i>G</i> <i>A</i> <i>D</i> <i>F</i></p>

<p>3. Do Speed Drill saying the actions – whole class CLICK to show the pictures. Point at the pictures and have the class name the actions – gradually increasing the speed.</p>	<p><i>Name the pictures as I point.</i></p>	<p><i>eat it / open it / wash it / buy juice / drink it / cut it / pour it / buy an apple</i></p>
<p>4. Do Speed Drill saying the actions – in groups Divide the class into two groups. Point at a picture and have each group name the command – gradually increasing the speed. Have the first group do speed drill saying the commands first. Then, Group 2.</p>	<p><i>Let's do it in groups!</i> <i>Group 1!</i> <i>Group 2, your turn!</i></p>	<p>Same as above.</p>

LG1 U7 L2 – Activity 5: What do you want? (R: Role Playing the Conversation) 8 min

- Objectives:** Ss will be able to role play the Conversation from the Courseware.
- Target Lang:** *I am thirsty. / I want milk. / I am hungry. / I want fish. / Here you are. / Thank you. / You're welcome.*
- Materials:** LG1 U7 Courseware – Conversation; LG1 U7 L2 PPT – Slide 7
- Interaction:** T-Ss; Ss-Ss; T-S



ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Review Courseware Conversation—whole class</p> <p>Play LG1 U7 Courseware – Conversation.</p> <p>Have the whole class repeat the conversation, sentence by sentence.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Tricks for controlling the courseware:</p> <ul style="list-style-type: none"> • Click green arrow in the lower right corner of the screen to go to the Conversation Part after program opens. • Use the Pause button whenever needed. </div>	<p><i>Repeat after the courseware.</i></p>	<p><i>I am thirsty. I want milk.</i></p> <p><i>I am hungry. I want fish.</i></p> <p><i>Here you are.</i></p> <p><i>Thank you.</i></p> <p><i>You're welcome.</i></p>
<p>2. Describe the picture – whole class</p> <p>Pause LG1 U7 Courseware – Conversation.</p> <p>Elicit answers about the picture.</p>	<p><i>Who are they?</i> (Point at the cats)</p> <p><i>Who is thirsty?</i></p> <p><i>Who is hungry?</i></p>	<p><i>They are Ginger and Sam.</i></p> <p><i>Ginger is thirsty.</i></p> <p><i>Sam is hungry.</i></p>

<p>3. Recall the Conversation without the Courseware – whole class</p> <p>Show LG1 U7 L2 PPT – Slide 7.</p> <p>Have Ss recall the Conversation.</p> <p>Point at each picture to guide the Ss.</p>	<p><i>Let's recall the dialog.</i></p> <p><i>What did Ginger say?</i></p> <p>(Point at Ginger, the picture of the thirsty girl, and then the milk.)</p> <p>(Point at Sam, the picture of the hungry boy, and then the fish.)</p> <p>(Point at Ginger, and the hands.)</p> <p>(Point at Sam, and the picture of the bowing boy.)</p> <p>(Point at Ginger and the thumbs up.)</p>	<p><i>I am thirsty. I want milk.</i></p> <p><i>I am hungry. I want fish.</i></p> <p><i>Here you are.</i></p> <p><i>Thank you.</i></p> <p><i>You're welcome.</i></p>
<p>4. Role Play the Conversation using picture prompts – in groups</p> <p>CLICK to show the next picture.</p> <p>Divide Ss into two groups.</p> <p>Have the first group act as Ginger and the second group as Sam. Instruct Ss to do the dialog using the picture prompts.</p> <p>Switch roles.</p>	<p><i>Group 1, act as Ginger.</i></p> <p><i>Group 2, act as Sam.</i></p>	<p><i>G1: I am thirsty. I want juice.</i></p> <p><i>G2: I am hungry. I want bread.</i></p> <p><i>G1: Here you are.</i></p> <p><i>G2: Thank you.</i></p> <p><i>G1: You're welcome.</i></p>
<p>5. Role Play the Conversation using picture prompts – in pairs</p> <p>CLICK to show a new set of pictures.</p> <p>Pair up Ss.</p> <p>Instruct Ss to practice the dialog using the pictures on the screen. Assign who will be Ginger and Sam, and then switch roles.</p>	<p><i>Work with a partner.</i></p> <p><i>Practice the dialog using the pictures.</i></p> <p><i>Choose who will be Ginger and Sam, and then switch roles.</i></p>	<p><i>G1: I am thirsty. I want milk</i></p> <p><i>G2: I am hungry. I want pizza.</i></p> <p><i>G1: Here you are.</i></p> <p><i>G2: Thank you.</i></p> <p><i>G1: You're welcome.</i></p>

LG1 U7 L2 – Activity 6: I am hungry. (R: Expressing Hunger, Thirst and Wants)

9 min



Objectives: Ss will be able to ask and answer WH questions about their wants.

Target Lang: *rice, milk, ice cream, fish, bread, chicken, cake, pizza, juice / I'm hungry. / I'm thirsty. / What do you want? / I want chicken.*

Materials: LG1 U7 L2 PPT – Slide 8

Interaction: T-Ss; Ss-Ss; S-S

ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Name the pictures of food and drink– whole class</p> <p>Show LG1 U7 L2 PPT – Slide 8.</p> <p>Have Ss name the pictures.</p>	<p><i>What's this? How about this one?</i></p> <p>(Point at the pictures one at a time)</p>	<p><i>milk, fish, chicken, pizza, bread, rice, cake, ice cream</i></p>
<p>2. Model asking and answering WH questions about hunger, thirst and wants</p> <p>Ask who is hungry or thirsty. Have them raise their hands and say <i>"I am hungry/thirsty."</i> Follow up with the question, <i>"What do you want?"</i></p> <p>The, have Ss ask the T the same question.</p>	<p><i>Who is hungry? Raise your hand and say "I'm hungry."</i></p> <p><i>What do you want?</i></p> <p><i>Who is thirsty? Raise your hand and say "I'm thirsty."</i></p> <p><i>What do you want?</i></p> <p><i>I'm hungry. Ask me a question.</i></p> <p><i>I want pizza. I'm thirsty. Ask me a question.</i></p> <p><i>I want juice.</i></p>	<p><i>S1: (raises hand) I'm hungry.</i></p> <p><i>S1: I want chicken.</i></p> <p><i>S2: (raises hand) I'm thirsty.</i></p> <p><i>S2: I want milk.</i></p> <p><i>Ss: What do you want?</i></p> <p><i>Ss: What do you want?</i></p>
<p>3. Do Q&As about hunger, thirst and wants– whole class</p> <p>Ask Ss to say <i>"I'm hungry."</i> or <i>"I'm thirsty."</i> depending on the picture you'll point. Then, have</p>	<p><i>If I point at a food, say "I'm hungry"</i></p>	

<p>the class ask – “What do you want?”</p> <p>Call a S answer the question by choosing food from the pictures.</p>	<p><i>If I point at a drink, say “I’m thirsty.”</i></p> <p>(Points at any food.)</p> <p><i>Everyone, ask a question.</i></p> <p><i>S1, answer?</i></p> <p>(Points at the milk.)</p> <p><i>S2, your turn!</i></p>	<p>Ss: <i>I am hungry.</i> <i>What do you want?</i></p> <p>S1: <i>I want chicken.</i></p> <p>Ss: <i>I am thirsty.</i> <i>What do you want?</i></p> <p>S2: <i>I want milk.</i></p>
<p>4. Do Q&As about hunger, thirst and wants – in pairs</p> <p>Have Ss work in pairs.</p> <p>One S will say if he/she is hungry/thirsty. Then, the other S will ask what he/she wants.</p> <p>Switch roles.</p>	<p><i>Work in pairs.</i></p> <p><i>Tell your partner if you’re hungry or thirsty.</i></p> <p><i>Then, your partner will ask what you want.</i></p> <p><i>Switch roles.</i></p>	<p>S1: <i>I am hungry.</i></p> <p>S2: <i>What do you want?</i></p> <p>S1: <i>I want bread. I am thirsty.</i></p> <p>S2: <i>What do you want?</i></p> <p>S1: <i>I want milk.</i></p> <p>S2: <i>I am hungry.</i></p> <p>S1: <i>What do you want?</i></p> <p>S2: <i>I want rice. I am thirsty.</i></p> <p>S1: <i>What do you want?</i></p> <p>S2: <i>I want juice.</i></p>

LG1 U7 L2 – Wrap Up: Word War 5 min

Objectives: Ss will be able to recall the words and sentences they have learned in class.

Target Lang: *chicken, milk / What do you want? / Buy an apple. / Pour it.*

Materials: None

Interaction: T-Ss

ACTIVITY STEPS

Teacher Talk

Student Output

<p>1. Recall the words and sentences learned from the day's lesson</p> <p>Have Ss take turns in giving words and sentences they've learned from the day's lesson.</p> <p>Remind Ss not to repeat the words given by the other Ss.</p> <p>Continue as time allows.</p>	<p><i>Say a new word or phrase we learned today. Don't repeat the words already given by the other Ss.</i></p> <p><i>Let's start.</i></p> <p><i>Student 1.</i></p> <p><i>Student 2?</i></p> <p><i>Student 3?</i></p> <p><i>Student 4?</i></p> <p><i>Student 5.</i></p>	<p><i>S1: chicken</i></p> <p><i>S2: What do you want?</i></p> <p><i>S3: Buy an apple.</i></p> <p><i>S4: Pour it.</i></p> <p><i>S5: milk</i></p>
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LG1 U7 L3

Time: 50 min

Materials: **LG1 U7 L3 PPT**; Projector; Speakers

LG1 U7 Unit Objectives:

1. Ss will be able to express their hunger, thirst and wants.
2. Ss will be able to ask and answer WH and Y/N questions about what someone wants.
3. Ss will be able to give logical sequence to an event and perform the actions.
4. Ss will be able to identify and say the letters *s*, *t*, *u*, and *v* and the words beginning with each letter.

LG1 U7 Lesson 3 Objectives:

1. Ss will be able to name, produce the sound and match the letters *S*, *T*, *U* and *V* with the pictures.
2. Ss will be able to name and identify food.
3. Ss will be able to ask and answer WH and Y/N questions about the food they want.

LG1 U7 L3 Activity Overview:

	Time	4'	7'	4'	4'	7'	12'	8'	4'
Act. # Type	Warm Up	R-Activity 1	R-Activity 2	R-Activity 3	ML – Activity 4	R&E—Activity 5	R&E—Activity 6	Wrap Up	
Name & Description of Activity	<i>Name and Stand</i>	<i>Match it!</i> *Matching Letters with the Pictures	<i>Missing Pictures</i> *Naming and Identifying Food	<i>What's the order?</i> * Sequencing Event	<i>Ask and Answer</i> * Asking and Answering Questions Through Pictures	<i>I want milk.</i> *Asking and Answering WH-Questions about Wants	<i>Do you want?</i> * Asking and Answering Y/N Questions about Wants	<i>Exit Pass</i>	
Target Language	<p>A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</p>	<p>sun six table TV umbrella under van violin sister tall ugly</p>	<p>rice chicken milk bread juice pizza fish ice cream cake</p>	<p>buy an apple wash it cut it eat it buy juice open it pour it drink it</p>	<p>green, yellow, blue, gray, red, black, pink, brown, purple, book, pencil, ruler, eraser, pen, ink, bag, chair What is it? It's a blue ruler. What are these? They're gray erasers.</p>	<p>milk, bread, pizza, fish, juice, rice, ice cream, chicken, cake, apple, egg What do you want? I want milk. What don't you want? I want juice.</p>	<p>Do you want rice? Yes, I do. No, I don't.</p>	<p>What do you want? I want milk and rice. Do you want rice and chicken? Yes, I do. No, I don't.</p>	

LG1 U7 L3 – Warm – Up: Name and Stand Up

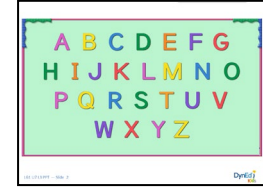
4 min

Objectives: Ss will be able to distinguish letters *S, T, U* and *V* from other letters of the alphabet.

Target Lang: *A B C D E F G H I J K L M N O P Q R S T U V W X Y Z*

Materials: **LG1 U7 L3 PPT – Slide 2**

Interaction: T-Ss; Ss-Ss



ACTIVITY STEPS

Teacher Talk

Student Output

ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Name the alphabet Show LG1 U7 L3 PPT – Slide 2. Have Ss name the letters as you point at them.</p>	<p><i>What letter is this? How about this one?</i> (Point at the letters one at a time)</p>	<p><i>A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</i></p>
<p>2. Model naming the letters CLICK to show the picture. Ask the class to read the letters. Name and stand at the same time if the Ss read the letters <i>S, T, U</i> and <i>V</i>. Have the Ss do the same procedure using the same set of letters.</p>	<p><i>Read the letters.</i> (Stand up when letters <i>S, T, U</i> and <i>V</i> are read)</p> <p><i>Now, it's your turn!</i> <i>If it's the letter <i>S, T, U</i> or <i>V</i>, name and stand up at the same time.</i></p>	<p><i>I, V, W, C, D, Z, T, K, S, F, Q, A, U, N, V, M, J, S, G, B, T, H, U, R, O, P, T, L, X, Y, E, U</i></p>
<p>3. Name the letters – in groups Have each group name the letters as you point at them. If the letter is <i>S, T, U</i> or <i>V</i>, have Ss name the letter and stand at the same time. CLICK to show the picture.</p>	<p><i>Group 1, name the letters.</i> <i>If it's <i>S, T, U</i> or <i>V</i>, say the letter and stand up at the same time.</i></p> <p><i>Group 2, it's your turn!</i></p>	<p><i>G1: U (stand), G, F, C, T (stand), K, B, V (stand), H, E, U (stand), A, I, S (stand), X, M, J, S (stand), V (stand), Z, T (stand), W, D, R, N, P, T (stand), L, O, Y, Q, U (stand)</i></p> <p><i>G2: G, I, W, Q, T (stand), K, T (stand), V (stand), H, E, U (stand), A, U (stand), I, V (stand), M, J, S (stand), G, B, T (stand), H, U (stand), R, O, P, T (stand), N, S (stand), J, C, U (stand)</i></p>

LG1 U7 L3 –Activity 1: Match It! (R: Matching Letters with the Pictures)

7 min

Objectives: Ss will be able to name, produce the sound and match the letters S, T, U, and V with the pictures.

Target Lang: sun, six, table, TV, umbrella, under, van, violin, sister, tall, ugly

Materials: LG1 U7 L3 PPT – Slide 3~5

Interaction: T-Ss; Ss-Ss; T-S



ACTIVITY STEPS

Teacher Talk

Student Output

<p>1. Name the pictures that begin with letters S, T, U and V Show LG1 U7 L3 PPT – Slide 3. Have Ss name the letters and pictures as you point at them.</p>	<p><i>What letter is this? What's this?</i> (Point at the letters and pictures one at a time.)</p>	<p>S, T, U, V <i>sun, tall, ugly, TV, van, table, six, violin, sister, umbrella, under</i></p>
<p>2. Listen to the letter and match it with a picture Show LG1 U7 L3 PPT – Slide 4. Have Ss say the name of the picture that has the same initial sound as the word you'll say. CLICK to show two pictures at a time. (10 pictures)</p>	<p><i>Table</i> <i>"Table" starts with what letter?</i> <i>Which word also starts with letter T?</i> <i>Next?</i> <i>violin</i> <i>sun</i> <i>ugly</i> <i>van</i> <i>TV</i> <i>under</i> <i>six</i> <i>tall</i> <i>umbrella</i> <i>sister</i></p>	<p>T TV <i>van</i> <i>sister</i> <i>under</i> <i>violin</i> <i>tall</i> <i>umbrella</i> <i>sun</i> <i>table</i> <i>ugly</i> <i>six</i></p>

<p>3. Model matching the letter with one of the two pictures Show LG1 U7 L3 PPT – Slide 5. Have Ss name the letter and produce its sound. Then, have Ss match the picture that corresponds with the letter.</p>	<p><i>What letter is it? (Point at the letter)</i> <i>What's the sound?</i> <i>Which picture begins with "s"?</i> <i>Is it Picture 1 or 2?</i></p>	<p><i>S!</i> <i>"s"</i> <i>sun!</i> <i>Picture 1!</i></p>
<p>4. Match the letter with one of the two pictures – in groups Divide the class into two groups. Have the first group name the letter and produce the sound. Then, have the second group match the letter with the corresponding picture. CLICK to show the pictures one at a time. (10 pictures)</p> <p>After 5 pictures, switch roles.</p>	<p><i>You are Group 1. You are Group 2.</i> <i>Group 1, name the letter and say the sound.</i> <i>Group 2, say the word and tell the number of the picture.</i></p> <p><i>Now, switch roles.</i></p>	<p><i>G1: U – "u" G2: umbrella – Picture 2!</i> <i>G1: S – "s" G2: six – Picture 1</i> <i>G1: V – "v" G2: violin – Picture 2</i> <i>G1: T – "t" G2: table – Picture 1</i> <i>G1: U – "u" G2: under – Picture 1</i></p> <p><i>G2: V – "v" G1: van – Picture 2</i> <i>G2: T – "t" G1: tall – Picture 1</i> <i>G2: S – "s" G1: sister – Picture 1</i> <i>G2: U – "u" G1: ugly – Picture 2</i> <i>G2: T – "t" G1: TV – Picture 1</i></p>
<p>5. Post Activity Call several Ss to name words beginning with letters S, T, U and V.</p>	<p><i>S1, what words begin with S?</i> <i>S2, how about T?</i> <i>S3, what words begin with U?</i> <i>S4, and V?</i></p>	<p><i>S1: sun, six, sister</i> <i>S2: table, TV, tall</i> <i>S3: umbrella, under, ugly</i> <i>S4: van, violin</i></p>

LG1 U7 L3 – Activity 2: Missing Pictures (R: Naming and Identifying Food)

4 min

Objectives: Ss will be able to name and identify the missing pictures of food.

Target Lang: *rice, chicken, milk, bread, juice, pizza, fish, ice cream, cake*

Materials: LG1 U7 L3 PPT – Slide 6~7

Interaction: T-Ss



ACTIVITY STEPS	Teacher Talk	Student Output																		
<p>1. Name the food items – in groups</p> <p>Show LG1 U7 L3 PPT – Slide 6.</p> <p>Have Ss work in two groups. If the picture appears on their side of the screen, the group must stand up together and name it.</p>	<p><i>This side is for Group 1 and this is for Group 2.</i></p> <p><i>If the picture appears on your side of the screen, stand up and name the picture together.</i></p>	<table border="0"> <tr> <td><i>G1: rice</i></td> <td><i>G2: chicken</i></td> </tr> <tr> <td><i>G2: milk</i></td> <td><i>G1: bread</i></td> </tr> <tr> <td><i>G2: juice</i></td> <td><i>G1&G2: pizza</i></td> </tr> <tr> <td><i>G1: fish</i></td> <td><i>G1: ice cream</i></td> </tr> <tr> <td><i>G2: cake</i></td> <td><i>G1&G2: chicken</i></td> </tr> <tr> <td><i>G1&G2: bread</i></td> <td><i>G1: pizza</i></td> </tr> <tr> <td><i>G2: ice cream</i></td> <td><i>G2: cake</i></td> </tr> <tr> <td><i>G1: fish</i></td> <td><i>G1: juice</i></td> </tr> <tr> <td><i>G2: milk</i></td> <td><i>G1&G2: rice</i></td> </tr> </table>	<i>G1: rice</i>	<i>G2: chicken</i>	<i>G2: milk</i>	<i>G1: bread</i>	<i>G2: juice</i>	<i>G1&G2: pizza</i>	<i>G1: fish</i>	<i>G1: ice cream</i>	<i>G2: cake</i>	<i>G1&G2: chicken</i>	<i>G1&G2: bread</i>	<i>G1: pizza</i>	<i>G2: ice cream</i>	<i>G2: cake</i>	<i>G1: fish</i>	<i>G1: juice</i>	<i>G2: milk</i>	<i>G1&G2: rice</i>
<i>G1: rice</i>	<i>G2: chicken</i>																			
<i>G2: milk</i>	<i>G1: bread</i>																			
<i>G2: juice</i>	<i>G1&G2: pizza</i>																			
<i>G1: fish</i>	<i>G1: ice cream</i>																			
<i>G2: cake</i>	<i>G1&G2: chicken</i>																			
<i>G1&G2: bread</i>	<i>G1: pizza</i>																			
<i>G2: ice cream</i>	<i>G2: cake</i>																			
<i>G1: fish</i>	<i>G1: juice</i>																			
<i>G2: milk</i>	<i>G1&G2: rice</i>																			
<p>2. Model identifying the missing pictures</p> <p>Show LG1 U7 L3 PPT – Slide 7.</p> <p>Have Ss look at the pictures for 5 seconds.</p> <p>CLICK to make one of the pictures disappear.</p> <p>Ask Ss which picture is missing.</p>	<p><i>Look at these pictures and remember them.</i></p> <p><i>What is missing?</i></p>	<p><i>pizza, bread, juice</i></p> <p><i>juice</i></p>																		

3. Identify the missing pictures – whole class

Have Ss look at each set of pictures for 5 seconds. Then, ask which picture is missing.

CLICK to show each set of pictures one at a time. Then **CLICK** again to make one of the pictures disappear.

Repeat the same procedure for the remaining pictures.

Look at the pictures and remember them.

Which one is missing?

milk

fish

ice cream

bread

cake

LG1 U7 L3 – Activity 3: What's the order? (R: Sequencing Actions)

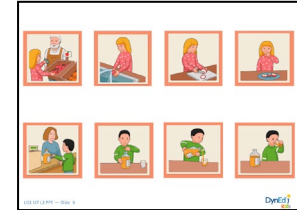
4 min

Objectives: Ss will be able to name the actions and sequence the event.

Target Lang: *buy an apple, wash it, cut it, eat it, buy juice, open it, pour it, drink it*

Materials: LG1 U7 L3 PPT – Slide 8

Interaction: T-Ss; Ss-Ss



ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Name the actions Show LG1 U7 L3 PPT – Slide 8. Have Ss name the actions as you point.</p>	<p><i>What's this?</i> <i>How about this?</i></p>	<p><i>buy an apple, wash it, cut it, eat it, buy juice, open it, pour it, drink it</i></p>
<p>2. Sequence the actions in order – whole class CLICK to show the picture. Have Ss identify which picture comes first, second, third and fourth. CLICK to show the next set of pictures. Repeat the same procedure as above.</p>	<p><i>Read the letters.</i> (Point at each letter one at a time.) <i>Which picture should be number 1?</i> <i>How about number 2?</i> <i>Number 3?</i> <i>Number 4?</i> <i>Which picture should be number 1?</i> <i>How about number 2?</i> <i>Number 3?</i> <i>Number 4?</i></p>	<p><i>A, B, C, D</i> <i>C – buy an apple</i> <i>A – wash it</i> <i>B – cut it</i> <i>D – eat it</i> <i>D – buy juice</i> <i>B – open it</i> <i>A – pour it</i> <i>C – drink it</i></p>
<p>3. Recall and sequence the actions – in groups Divide the class into two groups. Have Ss recall the names of the actions and sequence them in order. CLICK to show the pictures for Group 1. CLICK again to show the pictures for Group 2.</p>	<p><i>You are Group 1. You are Group 2.</i> <i>Group 1, name these pictures.</i> <i>Which is Picture 1? Picture 2? Picture 3? Picture 4?</i> <i>Group 2, name these pictures.</i> <i>Which is Picture 1? Picture 2? Picture 3? Picture 4?</i></p>	<p><i>wash it, eat it, buy an apple, cut it</i> <i>C – buy an apple, A – wash it, D – cut it, B – eat it</i> <i>drink it, open it, buy juice, pour it</i> <i>C – buy juice, B – open it, D – pour it, A – drink it</i></p>

LG1 U7 L3 – Activity 4: Ask and Answer (ML: Asking and Answering Questions Through Pictures)

7 min

Objectives: Ss will be able to ask and answer questions about the color of objects.

Target Lang: *green, yellow, blue, gray, red, black, pink, brown, purple, book, pencil, ruler, eraser, pen, ink, bag, chair / What is it? / It's a blue ruler. / What are these? / They're gray erasers.*

Materials: LG1 U7 L3 PPT – Slide 9

Interaction: T-Ss; Ss-Ss; T-S



ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Name the colors and pictures of classroom objects</p> <p>Show LG1 U7 L3 PPT – Slide 9.</p> <p>Have Ss name the pictures as you point.</p>	<p><i>What color is it? What's this?</i></p> <p>(Point at the colors and classroom objects one at a time)</p>	<p><i>green, yellow, blue, gray, red, black, pink, brown, purple, a book, a pencil, a ruler, an eraser, a pen, an ink, a bag, a chair</i></p>
<p>2. Model asking and answering WH questions through pictures of colored objects</p> <p>CLICK to show the picture.</p> <p>Have Ss identify the color and the picture.</p> <p>CLICK to show the next set of pictures.</p>	<p><i>What color is it? What are these?</i></p> <p><i>What are these?</i> (Point at the color then the picture)</p> <p><i>How about this one?</i></p> <p><i>What is it?</i> (Point at the color then the picture)</p>	<p><i>I</i></p> <p><i>t's green. / They're books.</i></p> <p><i>They're green books.</i></p> <p><i>It's yellow. / It's a pencil.</i></p> <p><i>It's a yellow pencil.</i></p>
<p>3. Do Q&As about the pictures of classroom objects – in groups</p> <p>Divide the class into two.</p> <p>CLICK to show the pictures one at a time. (5 pictures)</p> <p>Have the first group ask the question “What is it/are these?”. Then, have the second group answer the</p>	<p><i>You are Group 1. You are Group 2.</i></p> <p><i>Group 1, ask the question, “What is it/ are these?”</i></p> <p><i>Group 2, answer the question using the color and</i></p>	<p><i>G1: What is it? G2: It's a blue ruler.</i></p> <p><i>G1: What are these? G2: They're gray erasers.</i></p>

<p>question using the pictures.</p> <p>CLICK to show the pictures one at a time. (5 pictures) Switch roles after the first 5 pictures.</p>	<p><i>pictures you'll see.</i></p> <p><i>Switch roles.</i></p>	<p>G1: What is it? G2: It's a red pen. G1: What are these? G2: They're green pencils. G1: What is it? G2: It's a black ink.</p> <p>G2: What are these? G1: They're pink erasers. G2: What is it? G1: It's a blue bag. G2: What are these? G1: They're red books. G2: What is it? G1: It's a brown chair. G2: What are these? G1: They're purple pens.</p>
<p>4. Post activity</p> <p>Show an object then ask a S a question.</p> <p>Then, call several Ss one at a time to show an object and ask the class about it.</p>	<p><i>S1, what is it?</i></p> <p><i>S2, show an object. Call a classmate and ask a question.</i></p> <p><i>S4, your turn.</i></p>	<p><i>S1: It's a red book.</i></p> <p><i>S2: (shows a marker) S3, what is it?</i> <i>S3: It's a black marker.</i></p> <p><i>S4: (shows a pencil) S5, what is it?</i> <i>S5: It's a yellow pencil.</i></p>

LG1 U7 L3 – Activity 5: I want milk. (R&E: Asking and Answering WH Questions about Wants)

12 min

Objectives: Ss will be able to ask and answer WH questions about the food they want.

Target Lang: *milk, bread, pizza, fish, juice, rice, ice cream, chicken, cake/ What do you want? / I want milk. / What don't you want? / I don't want juice.*

Materials: LG1 U7 L3 PPT – Slide 10

Interaction: T-Ss; Ss-Ss; T-S; S-S



ACTIVITY STEPS

Teacher Talk

Student Output

<p>1. Name the cats and the pictures of food Show LG1 U7 L3 PPT – Slide 10. Have Ss name the pictures.</p>	<p><i>Who's he/she? What's this?</i> <i>(Point at the cats and food one at a time)</i></p>	<p><i>Ginger, Sam, Eddy, Sue, Tom, Mimi, milk, bread, pizza, fish, juice, rice, ice cream, chicken, cake</i></p>
<p>2. Model asking and answering WH questions about what Tom and Sue want CLICK to show the picture. Have the whole class pretend to be Tom. Ask the whole class to answer your questions by looking at the pictures. CLICK to show the picture. You will be Sue. Have the class ask you the same questions, too.</p>	<p><i>I will be Sue. You are Tom.</i> <i>Answer my questions.</i> <i>What do you want?</i> (Point at the pizza) <i>What don't you want?</i> (Point at the fish) <i>Good! Now, I am Sue. Ask me the same questions.</i> <i>I want bread.</i> <i>I don't want milk.</i></p>	<p><i>I want pizza.</i> <i>I don't want fish.</i> <i>What do you want?</i> <i>What don't you want?</i></p>
<p>3. Do Qs and As about the pictures what Mimi and Eddy want – in groups Divide the class into two groups. Have the first group pretend to be Mimi and the second group be Eddy. CLICK to show the picture. Have Group 1 ask questions</p>	<p><i>Group 1 you are Mimi. Group 2 you are Eddy.</i> <i>Group 1, ask questions about Eddy. Group 2, answer.</i> <i>(Point at the pictures one at a time to guide the</i></p>	<p><i>G1: What do you want?</i> <i>G2: I want milk.</i> <i>G1: What don't you want?</i> <i>G2: I don't want juice.</i></p>

<p>about Eddy and Group 2 will answer.</p> <p>Then, switch roles. CLICK to show the picture for Mimi.</p>	<p>Ss)</p> <p><i>Group 2, ask questions about Mimi. Group 1, answer.</i></p>	<p><i>G1: What do you want?</i> <i>G2: I want pizza.</i> <i>G1: What don't you want?</i> <i>G2: I don't want cake.</i> <i>G1: What do you want?</i> <i>G2: I want chicken.</i> <i>G1: What don't you want?</i> <i>G2: I don't want fish.</i></p> <p><i>G2: What do you want?</i> <i>G1: I want rice.</i> <i>G2: What don't you want?</i> <i>G1: I don't want bread.</i> <i>G2: What do you want?</i> <i>G1: I want cake.</i> <i>G2: What don't you want?</i> <i>G1: I don't want ice cream.</i> <i>G2: What do you want?</i> <i>G1: I want fish.</i> <i>G2: What don't you want?</i> <i>G1: I don't want milk.</i></p>
<p>4. Model asking and answering WH questions about what someone wants</p> <p>Call a S to answer your question. Then ask the S to ask</p>	<p><i>S1, what do you want?</i></p> <p><i>Good! Now, ask me the same question.</i></p>	<p><i>S1: I want ice cream.</i></p> <p><i>S1: What do you want?</i></p>

<p>you the same question, too.</p>	<p><i>I want rice. What don't you want?</i> <i>Ask me again.</i> <i>I don't want bread.</i></p>	<p><i>S1: I don't want milk.</i> <i>S1: What don't you want?</i></p>
<p>5. Do Qs and As about wants – in pairs Have Ss work in pairs. Have each pair take turns in asking and answering questions about what their wants.</p>	<p><i>Work with a partner.</i> <i>Take turns in asking and answering questions about what you want and you don't want.</i></p>	<p><i>S1: What do you want?</i> <i>S2: I want ice cream. How about you?</i> <i>S1: I want cake. What don't you want?</i> <i>S2: I don't want fish. And you?</i> <i>S1: I don't want chicken. What do you want?</i> <i>S2: I want pizza. What do you want?</i> <i>S1: I want rice. What don't you want?</i> <i>S2: I don't want milk. How about you?</i> <i>S1: I don't want juice. What do you want?</i> <i>S2: I want bread. And you?</i> <i>S1: I want fish. What don't you want?</i> <i>S2: I don't want fish. And you?</i> <i>S1: I don't want ice cream.</i> <i>Etc.</i></p>
<p>6. Post activity Call a S to ask a question and call another classmate to answer. Repeat the procedure as time allows.</p>	<p><i>S1, call a classmate and ask questions.</i> <i>S2, your turn!</i></p>	<p><i>S1: S3, what do you want?</i> <i>S3: I want rice.</i> <i>S1: What don't you want?</i> <i>S3: I don't want bread.</i></p>

LG1 U7 L3 – Activity 6: Do you want? (R&E: Asking and Answering Y/N Questions about Wants)

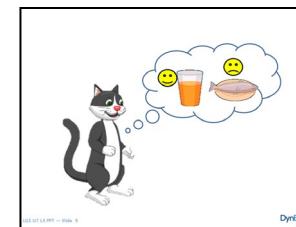
8 min

Objectives: Ss will be able to ask and answer Y/N questions about the food they want.

Target Lang: *Do you want rice? / Yes, I do. / No, I don't.*

Materials: LG1 U7 L3 PPT – Slide 11

Interaction: T-Ss; Ss-Ss; S-S; T-S



ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Model asking and answering Y/N questions about wants</p> <p>Ask the class to pretend as Sam and you are Ginger.</p> <p>Show LG1 U7 L3 PPT – Slide 11.</p> <p>Ask the class to answer the question by looking at the picture.</p> <p>CLICK to show the picture. Then, have the S ask you another question.</p>	<p><i>Class, you are Sam and I am Ginger.</i></p> <p><i>Do you want juice?</i> (Point at the food Sam is thinking)</p> <p><i>Do you want fish?</i></p> <p><i>Ask me questions.</i></p> <p><i>No, I don't.</i></p> <p><i>Yes, I do.</i></p>	<p><i>Ss: Yes, I do.</i></p> <p><i>No, I don't.</i></p> <p><i>Do you want ice cream?</i></p> <p><i>Do you want cake?</i></p>
<p>2. Do Qs and As with Y/N questions about Ginger and Sam's wants– in groups</p> <p>Divide the class into two groups. Have the first group pretend to be Ginger and the second group pretend to be Sam.</p> <p>CLICK to show the picture. Have the first group ask Y/N questions about Sam using the first 5 pictures. Point at the pictures one at a time.</p>	<p><i>Let's work in groups.</i></p> <p><i>Group 1, you are Ginger. Group 2, you are Sam.</i></p> <p><i>Group 1, ask questions about Sam. Group 2, answer.</i></p>	<p><i>G1: Do you want rice?</i></p> <p><i>G2: Yes, I do.</i></p> <p><i>G1: Do you want pizza?</i></p> <p><i>G2: No, I don't.</i></p> <p><i>G1: Do you want ice cream and fish?</i></p> <p><i>G2: No, I don't.</i></p> <p><i>G1: Do you want chicken?</i></p>

<p>Then, switch roles. CLICK to show the picture.</p>	<p><i>Switch roles.</i></p>	<p><i>G2: Yes, I do.</i> <i>G2: Do you want juice?</i> <i>G1: No, I don't.</i> <i>G2: Do you want bread and fish?</i> <i>G1: No, I don't.</i> <i>G2: Do you want pizza?</i> <i>G1: Yes, I do.</i> <i>G2: Do you want milk?</i> <i>G1: Yes, I do.</i></p>
<p>3. Do Qs and As with Y/N questions about wants – in pairs Have Ss work with a partner. Ask each pair to take turns in asking Y/N questions about their wants.</p>	<p><i>Work with a partner. Take turns in asking and answering Y/N questions.</i></p>	<p><i>S1: Do you want rice?</i> <i>S2: No, I don't. Do you want fish?</i> <i>S1: Yes, I do. Do you want ice cream?</i> <i>S2: Yes, I do. Do you want cake?</i> <i>S1: No, I don't. Do you want bread?</i> <i>S2: No, I don't. Do you want pizza?</i> <i>S1: Yes, I do. Do you want milk?</i> <i>S2: No, I don't.</i> ...</p>
<p>4. Post activity Ask a S to answer the question about his/her wants. Then, have the S ask a question and call another S to answer. Repeat as time allows.</p>	<p><i>S1, do you want fish?</i> <i>Now, call a classmate and ask a question.</i></p>	<p><i>S1: Yes, I do.</i> <i>S1: S2, do you want rice?</i> <i>S2: Yes, I do. S3, do you want milk?</i> <i>S3: No, I don't.</i></p>

LG1 U7 L3 – Wrap up: Exit Pass

4 min

Objectives: Ss will be able to ask and answer questions about the food they want.

Target Lang: *What do you want? / I want milk and cake. / What don't you want? / I don't want fish. / Do you want juice? / Yes, I do. No, I don't.*

Materials: None

Interaction: T-Ss

ACTIVITY STEPS

Teacher Talk

Student Output

ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Answer the questions about what one want</p> <p>Have Ss ask and answer questions before leaving the classroom.</p> <p>Responses may vary.</p>	<p><i>S1, what do you want?</i></p> <p><i>S2, what don't you want?</i></p> <p><i>S3, do you want fish?</i></p> <p><i>S4, do you want rice?</i></p> <p><i>S5, ask me a question.</i></p> <p><i>I want pizza. S6, ask me another question</i></p> <p><i>I don't want chicken. S7, ask me a question.</i></p>	<p><i>S1: I want milk and cake.</i></p> <p><i>S2: I don't want fish.</i></p> <p><i>S3: No, I don't.</i></p> <p><i>S4: Yes, I do.</i></p> <p><i>S5: What do you want?</i></p> <p><i>S6: What don't you want?</i></p> <p><i>S7: Do you want juice?</i></p>

LG1 U7 L4

Time: 50 min

Materials: LG1 U7 L4 PPT; Projector; Speakers

LG1 U7 Unit Objectives:

1. Ss will be able to express their hunger, thirst and wants.
2. Ss will be able to ask and answer WH and Y/N questions about what someone wants.
3. Ss will be able to give logical sequence to an event and perform the actions.
4. Ss will be able to identify and say the letters *s*, *t*, *u*, and *v* and the words beginning with each letter.

LG1 U7 Lesson 4 Objectives:

1. Ss will be able to identify words with different beginning sounds.
2. Ss will be able to ask and answer WH and Y/N questions about food and drinks.
3. Ss will be able to name and act out actions.
4. Ss will be able to describe and make sentences about what someone wants.

LG1 U7 L4 Activity Overview:

Time	5'	7'	4'	5'	12'	5'	8'	4'
Act. # Type	Warm Up	R-Activity 1	R-Activity 2	ML – Activity 3	R&E—Activity 4	R&E—Activity 5	R&E—Activity 6	Wrap Up
Name & Description of Activity	<i>Last Group Standing</i>	<i>Odd-One-Out</i> *Identifying Words with Different Beginning Sound	<i>Act It Out!</i> *Performing actions	<i>Guess the Picture!</i> *Asking Y/N Questions about Classroom Objects	<i>Make Sentences</i> *Identifying and Describing What Someone Wants	<i>Sentence Chain</i> * Making Sentences About Someone's Wants	<i>Yes or No</i> *Asking and Answering Y/N Questions About Wants	<i>High-Five Hustle</i>
Target Language	<i>a book a pencil an eraser a crayon a bag a ball a doll a jump rope a kite cat mouse blue red hit a ball play the piano</i>	<i>sister six sun tall table TV umbrella under ugly violin van</i>	<i>buy an apple wash it cut it eat it buy juice open it pour it drink it</i>	<i>a book a desk a chair a ruler a pencil a bag a pen an eraser Is this a book? Yes, it is. No, it isn't.</i>	<i>rice chicken milk bread juice pizza fish ice cream cake She wants rice and fish. He wants ice cream.</i>	<i>rice chicken milk bread juice pizza fish ice cream cake I want pizza. She wants cake and ice cream. He wants bread and juice.</i>	<i>bread cake pizza rice ice cream milk fish chicken juice Do you want chicken? Do you want cake and ice cream? Yes, I do. No, I don't.</i>	<i>sun table What do you want? I want pizza. Do you want cake? Yes, I do. No, I don't.</i>

LG1 U7 L4 – Warm – Up: Last Group Standing 5 min

Objectives: Ss will be able to orally name classroom objects, toys, animals, colors and abilities.

Target Lang: a book, a pencil, an eraser, a crayon, a bag, a ball, a doll, a jump rope, a kite, a cat, a mouse, blue, red, hit a ball, play the piano

Materials: None

Interaction: T-Ss; T-S; S-Ss

ACTIVITY STEPS

Teacher Talk

Student Output

ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Elicit words according to categories Have Ss name words according to the categories you'll say.</p>	<p><i>Name words according to the word I'll say.</i></p> <p><i>classroom objects</i> <i>toys</i> <i>colors</i> <i>abilities</i></p>	<p><i>a book, a pencil, an eraser, a pen, a ruler</i> <i>a doll, a kite, a robot, a jump rope, a ball</i> <i>red, blue, white, green, yellow</i> <i>hit a ball, play the piano, throw a ball, jump rope</i></p>
<p>2. Model naming words according to categories Invite 4 Ss to come to the front. Ask them to name words according to the category you'll say. The S who can't give a word within 3 seconds or repeats an answer must sit down.</p>	<p><i>S1, S2, S3, and S4, come to the front.</i> <i>If you can't give a word in 3 seconds or if you'll repeat an answer, you must sit down.</i></p> <p><i>Name a classroom object.</i> <i>S2, please sit down.</i></p>	<p><i>S1: a book! S2: a pencil!</i> <i>S3: an eraser! S4: a crayon!</i> <i>S1: a bag! S2:</i></p>
<p>3. Name words according to categories– in small groups Divide the class into 3-4 groups. Have a member of each group take turns in giving words according to the category you'll say (i.e. toys, animals, colors, abilities). If one of the groups can't give a word or repeats an answer given by the other group, the group must sit down.</p>	<p><i>Work in groups. Give your answer as a group.</i> <i>If you can't give a word in 3 seconds or if you'll repeat an answer, you must sit down. The last group standing wins.</i></p> <p><i>Name a toy.</i></p>	<p>(Responses may vary.)</p> <p><i>G1: a ball G2: a doll</i></p>

<p>Repeat the procedure until one group remains standing.</p> <p>Note: Change the order of which group will give a word first.</p>	<p><i>Name an animal.</i> <i>Name a color.</i> <i>Name an ability.</i></p> <p><i>Other categories to talk about:</i> <i>classroom commands</i> <i>food</i> <i>family</i></p>	<p><i>G3: a jump rope</i> <i>G4: a kite</i></p> <p>...</p> <p><i>G3: a cat</i> <i>G2: a mouse</i> <i>G4: blue</i> <i>G1: red</i> <i>G1: hit a ball</i> <i>G3: play the piano</i></p>
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LG1 U7 L4 –Activity 1: Odd-One-Out (R: Identifying Words with “The Different Beginning Sound”)

7 min



Objectives: Ss will be able to identify words with different beginning sounds.

Target Lang: *sister, six, sun, tall, table, TV, umbrella, under, ugly, violin, van*

Materials: LG1 U7 L4 PPT – Slide 2

Interaction: T-Ss; Ss-S; Ss-Ss

ACTIVITY STEPS

Teacher Talk

Student Output

<p>1. Elicit words beginning with letters S, T, U and V</p> <p>Have Ss name words beginning with letters S, T, U and V</p>	<p><i>What words begin with S?</i></p> <p><i>How about T?</i></p> <p><i>And U?</i></p> <p><i>How about V?</i></p>	<p><i>sister, six, sun</i></p> <p><i>tall, table, TV</i></p> <p><i>umbrella, under, ugly</i></p> <p><i>violin, van</i></p>
<p>2. Model identifying pictures with “the different beginning sound”</p> <p>Show LG1 U7 L4 PPT – Slide 2.</p> <p>Have Ss name the pictures. Instruct them to produce the beginning sound of each word. Then, elicit the word that has a different beginning sound.</p>	<p><i>What’s this? And this?</i></p> <p><i>What’s the beginning sound of the word “sister”?</i></p> <p><i>What about “umbrella”?</i></p> <p><i>And “six”?</i></p> <p><i>Which word has a different beginning sound?</i></p>	<p><i>sister, umbrella, six</i></p> <p><i>“s”</i></p> <p><i>“u”</i></p> <p><i>“s”</i></p> <p><i>umbrella</i></p>
<p>3. Identify the picture with “the different beginning sound” – in groups</p> <p>Divide the class into three groups and assign a box for each. If the picture with a different beginning sound is in their box, the group should stand up and say the word.</p> <p>CLICK to show the sets of pictures one at a time.</p>	<p><i>You are Group 1. You are Group 2. You are Group 3.</i></p> <p><i>Read the words together.</i></p> <p><i>If the picture in your box has a different beginning</i></p>	<p><i>Ss: violin, van, table</i></p> <p><i>G3: table!</i></p> <p><i>Ss: sun, umbrella, under</i></p>

	<p><i>sound, stand up and say the word.</i></p>	<p><i>G1: sun!</i> <i>Ss: tall, sister, TV</i> <i>G2: sister!</i> <i>Ss: umbrella, van, ugly</i> <i>G2: van!</i> <i>Ss: six, tall, table</i> <i>G1: six!</i> <i>Ss: sister, sun, under</i> <i>G3: under!</i> <i>Ss: violin, tall, TV</i> <i>G1: violin!</i> <i>Ss: violin, sun, van</i> <i>G2: sun!</i> <i>Ss: tall, table, ugly</i> <i>G3: ugly!</i></p>
<p>4. Post Activity</p> <p>Call several Ss to give words with the beginning sound you'll say.</p>	<p><i>S1, S is for...?</i> <i>S2, T is for...?</i> <i>...</i></p>	<p><i>S1: sun, sister, six</i> <i>S2: table, tall, TV</i> <i>S3: umbrella, under, ugly</i> <i>S4: violin, van</i></p>

LG1 U7 L4 – Activity 2: Act It Out! (R: Performing Actions)

4 min

Objectives: Ss will be able to name and perform actions.

Target Lang: *buy an apple, wash it, cut it, eat it, buy juice, open it, pour it, drink it*

Materials: None

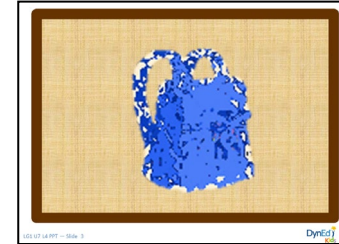
Interaction: T-Ss; Ss-Ss

ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Perform actions Ask Ss to stand, do the action, and say the name of the action in chorus.</p>	<p><i>Everyone, say and do the actions together.</i> <i>buy an apple, wash it, cut it, eat it, buy juice, open it, pour it, drink it</i> (Does the actions one at a time.)</p>	<p><i>buy an apple, wash it, cut it, eat it, buy juice, open it, pour it, drink it</i> (Ss should say and do the actions at the same time.)</p>
<p>2. Model acting out and guessing the action Have the class guess the action you are doing. Do the modeling twice.</p>	<p><i>What is it?</i> (Perform the action “eat it” as you ask the Ss.) (Perform the action “pour it” as you ask the Ss.)</p>	<p><i>eat it</i> <i>pour it</i></p>
<p>3. Perform actions – in groups Divide the class into two groups. For each round, ask a S to come in front and perform an action. The first group who gives the correct answer wins. Have a S from the winning group come to the front to act out the next phrase they’ll choose. Continue as time allows.</p>	<p><i>Let’s work in groups.</i> <i>The first group who gives the correct answer wins.</i> <i>XX, come here. Think of an action. Act it out.</i> <i>(Act out “buy an apple”)</i> <i>Great! YY (from G1), come here. Think of an action. Act it out.</i> <i>(Act out “cut it”.)</i> <i>Etc.</i></p>	<p><i>G1: buy an apple</i> <i>G2: cut it.</i></p>

LG1 U7 L4 – Activity 3: *Guess the Picture!* (ML: Asking Y/N Questions about Classroom Objects)

5 min

- Objectives:** Ss will be able to guess the pictures by asking and answering Y/N questions about classroom objects.
- Target Lang:** *a book, a desk, a chair, a ruler, a pencil, a bag, a pen, an eraser / Is this a book? / Yes, it is. / No, it isn't.*
- Materials:** LG1 U7 L4 PPT – Slide 3
- Interaction:** T-Ss; Ss-Ss



ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Elicit names of classroom objects Ask Ss to name classroom objects.</p>	<p><i>What classroom objects did we learn?</i></p>	<p><i>a book, a desk, a chair, a ruler, a pencil, a bag, a pen, an eraser</i></p>
<p>2. Model guessing the picture by asking Y/N questions Show LG1 U7 L4 PPT – Slide 3. Have Ss ask Y/N questions to guess the picture. CLICK to reveal the picture.</p>	<p><i>Guess what it is. Ask me a Y/N question.</i> <i>No, it isn't.</i> <i>No, it isn't.</i> <i>Yes, it is.</i></p>	<p><i>S1: Is this a book?</i> <i>S2: Is this an eraser?</i> <i>S3: Is this a bag?</i></p>
<p>3. Guess the picture by asking Y/N questions – in groups Divide the class into small groups. Have a member of each group take turns in asking Y/N questions to guess the picture (i.e. a pencil, a desk, a pen, a ruler, a notebook). CLICK to show a blurred picture. CLICK again to reveal the picture after one of the groups guesses it correctly. Repeat the same procedure for the remaining pictures.</p>	<p><i>Let's work in groups. Take turns in asking Y/N questions to guess the picture.</i> <i>No it isn't.</i> <i>No it isn't.</i> <i>No, it isn't.</i> <i>Yes, it is!</i> (Answers: a desk , a pen, a ruler, a book)</p>	<p><i>G1S1: Is this a desk?</i> <i>G2S2: Is this a chair?</i> <i>G3S3: Is this a book?</i> <i>G4S4: Is this a pencil?</i> ...</p>

<p>4. Model asking and answering Y/N questions about classroom objects</p> <p>Call a S to answer your question. Then, have the S hold a classroom object and ask Y/N questions.</p>	<p><i>S1, is this an eraser? (holding a pen)</i></p> <p><i>What's this?</i></p> <p><i>Good! Now, hold a classroom object and ask me a question.</i></p> <p><i>Everyone, answer.</i></p>	<p><i>S1: No, it isn't.</i></p> <p><i>S1: It's a pen.</i></p> <p><i>S1: Is this a book? (holding a notebook)</i></p> <p><i>Ss: No, it isn't. It's a notebook.</i></p>
<p>5. Ask Y/N questions about classroom objects – in pairs</p> <p>Have Ss work in pairs. Have each pair take turns in asking and answering Y/N questions about the classroom objects.</p> <p>Repeat as time allows.</p>	<p><i>Work in pairs. Take turns in asking and answering Y/N questions about the classroom objects.</i></p>	<p><i>S1: Is this a pen? (holds a pen)</i></p> <p><i>S2: Yes, it is. Is this a pencil? (holds a book)</i></p> <p><i>S1: No, it isn't. It's a book. Is this a ruler? (holds an eraser)</i></p> <p><i>S2: No it isn't. It's an eraser. Is this a marker? (holds a marker)</i></p> <p><i>S1: Yes, it is.</i></p> <p>...</p>

LG1 U7 L4 – Activity 4: Make Sentences (R&E: Identifying and Describing What Someone Wants)

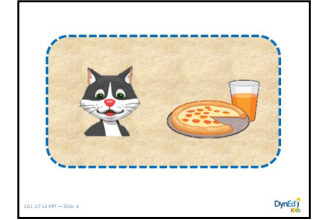
12 min

Objectives: Ss will be able to orally describe what someone wants in complete sentences.

Target Lang: *rice, chicken, milk, bread, juice, pizza, fish, ice cream, cake / He wants pizza and juice. / She wants cake and ice cream.*

Materials: LG1 U7 L4 PPT – Slide 4~7

Interaction: T-Ss; Ss-Ss; S-S



ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Elicit names of food Have Ss enumerate names of food they've learned.</p>	<p><i>What food have we learned?</i></p>	<p><i>rice, chicken, milk, bread, juice, pizza, fish, ice cream, cake</i></p>
<p>2. Model describing the pictures about what someone wants Show LG1 U7 L4 PPT – Slide 4. Have Ss answer the questions.</p> <p>CLICK to show the next picture. Have Ss make a sentence according to the pictures.</p>	<p><i>Who's he?</i> (Point at Sam) <i>Name the food as I point.</i> (Point at the pizza and the juice) <i>Now, repeat after me. He wants pizza and juice.</i> <i>Who's she?</i> (Point at Ginger) <i>Name the food as I point.</i> (Point at the cake and the ice cream) <i>Now, repeat after me. She wants cake and ice cream.</i></p>	<p><i>He's Sam.</i> <i>pizza and juice</i> <i>He wants pizza and juice.</i></p> <p><i>She is Ginger.</i> <i>cake and ice cream</i> <i>She wants cake and ice cream.</i></p>
<p>3. Identify or describe the pictures about what someone wants – whole class CLICK to show pictures. Have Ss identify the correct letter of the picture being described.</p> <p>Then, switch roles. Say a letter and have the Ss describe the picture.</p>	<p><i>Say the correct letter of the picture that I am describing.</i> <i>She wants bread and juice.</i> <i>She wants ice cream.</i> <i>He wants bread and fish.</i> <i>He wants fish and rice.</i> <i>She wants cake and ice cream.</i> <i>He wants bread and milk.</i></p>	<p><i>L!</i> <i>D!</i> <i>H!</i> <i>C!</i> <i>G!</i> <i>J!</i></p>

	<p><i>A!</i> <i>!!</i> <i>F!</i> <i>K!</i> <i>E!</i> <i>B!</i></p>	<p><i>He wants fish and juice.</i> <i>He wants chicken and rice.</i> <i>She wants bread and chicken.</i> <i>She wants rice and milk.</i> <i>He wants pizza and juice.</i> <i>She wants cake.</i></p>
<p>4. Make sentences using the pictures about what someone wants – whole class Show LG1 U7 L4 PPT – Slide 5. Point at the pictures and have students make sentences.</p> <p>CLICK to show the picture.</p>	<p><i>Look at the pictures. Make a sentence.</i> (Point to the boy, the rice then the chicken.)</p> <p>(Point to the girl, the cake then the milk.) <i>Everyone, repeat.</i></p> <p>(Point to the girl, the rice then at the fish) (Point to the boy, the chicken, then at the bread. (Point to the girl, the cake then at the ice cream. (Point to the boy, the bread and the juice.) (Point to the girl, the rice, then the chicken.)</p>	<p><i>He wants rice and chicken.</i></p> <p><i>She wants cake and milk.</i></p> <p><i>She wants rice and fish.</i> <i>He wants chicken and bread.</i> <i>She wants cake and ice cream.</i> <i>He wants bread and juice.</i> <i>She wants rice and chicken.</i></p>
<p>5. Model making sentences using pictures being described Show LG1 U7 L4 PPT – Slide 6. Have Ss identify the picture being described and make a sentence. CLICK to show the next picture.</p>	<p><i>Look at the pictures. Tell me which picture it is and make a sentence.</i> <i>cake and milk.</i></p> <p><i>pizza and juice.</i></p>	<p><i>Picture B. She wants cake and milk.</i></p> <p><i>Picture A. He wants pizza and juice.</i></p>
<p>6. Make sentences using the picture being described – in groups CLICK to show the picture. Divide the class into two groups. If the picture being described is in Box A, Group 1 should stand up and say the sentence. If the picture is in Box B, Group 2 should stand up and say the</p>	<p><i>Group 1, box A is yours. Group 2, box B is yours, If the picture I am describing is in your box, stand up and make a sentence.</i> <i>bread and milk</i> <i>ice cream</i> <i>rice and chicken</i> <i>cake and juice</i></p>	<p><i>G2: (stand up) She wants bread and milk.</i> <i>G1: (stand up) He wants ice cream.</i> <i>G1: (stand up) She wants rice and chicken</i> <i>G2: (stand up) He wants cake and juice.</i></p>

<p>sentence. CLICK to show the pictures one at a time. (10 pictures)</p>	<p><i>rice and milk</i> <i>rice and fish</i> <i>cake and milk</i> <i>bread and ice cream</i> <i>bread and fish</i> <i>pizza and juice</i></p>	<p>G1: (stand up) <i>She wants rice and milk.</i> G2: (stand up) <i>He wants rice and fish.</i> G2: (stand up) <i>She wants cake and milk.</i> G1: (stand up) <i>He wants bread and ice cream.</i> G2: (stand up) <i>She wants bread and fish.</i> G1: (stand up) <i>He wants pizza and juice.</i></p>
<p>4. Model describing and identifying the correct picture Show LG1 U7 L4 PPT – Slide 7. Describe a picture. Call a S and have him/her identify the letter of the picture you are describing. Then, have the S describe a picture and you'll identify the correct letter.</p>	<p><i>He wants fish and chicken</i> <i>S1, which picture is it?</i> <i>Good! Now, describe a picture and I'll tell you what picture it is.</i> <i>Picture D!</i></p>	<p><i>S1: Picture K!</i> <i>S1: She wants bread and juice.</i></p>
<p>5. Identify and describe the correct picture being described – in pairs Have Ss work in pairs. Instruct each pair to take turns in describing and identifying the correct picture.</p>	<p><i>Let's work in pairs.</i> <i>Take turns in describing and identifying the correct picture.</i></p>	<p><i>S1: She wants cake and ice cream.</i> <i>S2: B. She wants cake and juice.</i> <i>S1: E. He wants fish and chicken.</i> <i>S2: K. He wants juice and rice.</i> <i>S1: F. He wants fish and rice.</i> <i>S2: I. He wants pizza and milk.</i> <i>S1: A. She wants chicken and bread.</i> <i>S2: J. She wants bread and ice cream.</i> <i>S1: G. He wants chicken and rice.</i> <i>S2: C. He wants bread and fish.</i> <i>S1: H. She wants bread and juice.</i> <i>S2: D. She wants fish and milk.</i> <i>S1: L.</i></p>

LG1 U7 L4 – Activity 5: Sentence Chain (R: Making Sentences about Someone's Wants)

5 min

Objectives: Ss will be able to make sentences about what someone wants.

Target Lang: *rice, chicken, milk, bread, juice, pizza, fish, ice cream, cake / I want pizza. / She wants cake and ice cream. / He wants bread and juice.*

Materials: None

Interaction: T-Ss; Ss-Ss; S-S; S-Ss

ACTIVITY STEPS

Teacher Talk

Student Output

ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Model the activity – Sentence Chain</p> <p>Call 5 Ss to come to the front.</p> <p>Have them form one line facing the class.</p> <p>Have a S start the “Sentence Chain.</p> <p>Continue with the “Sentence Chain” until the 5 Ss have participated.</p>	<p><i>Let's talk about the food you want.</i></p> <p><i>S1, what do you want?</i></p> <p><i>She wants pizza.</i> (Point to S1)</p> <p><i>I want cake and ice cream.</i> (Point to one's self)</p> <p><i>S2?</i> (Points to S1, points to the teacher, and then to one's self)</p> <p><i>S3?</i> (Points to S1, to the teacher, to S2, and then to one's self)</p> <p><i>S4?</i> (Points to S1, to the teacher, to S2, to S3 and then to one's self)</p> <p><i>And S5?</i> (Points to S1, to the teacher, to S2, to S3, to S4 and</p>	<p><i>S1: I want pizza.</i></p> <p><i>S2: She wants pizza. She wants cake and ice cream.</i></p> <p><i>I want bread and juice.</i></p> <p><i>S3: She wants pizza. She wants cake and ice cream. He wants bread and juice. I want cake and ice cream.</i></p> <p><i>S4: She wants pizza. She wants cake and ice cream. He wants bread and juice. He wants cake and ice cream. I want fish and rice.</i></p> <p><i>S5: She wants pizza. She wants cake and ice cream. He wants bread and juice. He wants</i></p>

	then to one's self)	<i>cake and ice cream. She wants fish and rice. I want chicken and rice.</i>
<p>2. Do the Sentence Chain in groups.</p> <p>Have Ss work in small groups. Begin the activity from the first member of the group to the last.</p> <p>Continue the activity until all the members of the group participated.</p>	<p><i>Work in groups.</i></p> <p><i>Do a sentence chain about the food you want.</i></p>	<p><i>S1: I want rice and chicken.</i></p> <p><i>S2: He wants rice and chicken. I want bread and milk.</i></p> <p><i>S3: He wants rice and chicken. She wants bread and milk. I want pizza and juice.</i></p> <p><i>S4: He wants rice and chicken. She wants bread and milk. He wants pizza and juice. I want chicken.</i></p> <p>...</p>

LG1 U7 L4 – Activity 6: Yes or No (R&E: Asking and Answering Y/N Questions about Wants)

8 min

Objectives: Ss will be able to ask and answer Y/N questions to guess the food and drinks they want.

Target Lang: *bread, cake, pizza, rice, ice cream, milk, fish, chicken, juice / Do you want chicken? / Do you want cake and ice cream? / Yes, I do. / No, I don't.*

Materials: LG1 U7 L4 PPT – Slide 8

Interaction: T-Ss; Ss-Ss; S-S; T-S



ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Name the pictures Show LG1 U7 L4 PPT – Slide 8. Have Ss name the pictures as you point.</p>	<p><i>What's this? What are these?</i> (Point at the pictures one at a time)</p>	<p><i>bread, cake, pizza, rice, ice cream, milk, fish, chicken, juice, cake and ice cream, pizza and juice, bread and milk, cake and milk, ice cream and chicken, bread and fish, rice and chicken, rice and milk, chicken and juice</i></p>
<p>2. Model asking and answering Y/N questions about wants using pictures Call a S and ask Y/N questions about the food he/she likes. Then, ask several Ss to ask you Y/N questions to guess which food you like.</p>	<p><i>S1, Do you want pizza?</i> <i>Do you want milk?</i> <i>Do you want rice and fish?</i> <i>Now, ask me Y/N questions to guess what I want.</i> <i>No, I don't.</i> <i>No, I don't.</i> <i>Yes, I do.</i></p>	<p><i>S1: No, I don't.</i> <i>S1: No, I don't.</i> <i>S1: Yes, I do!</i> <i>S1: Do you want chicken?</i> <i>S1: Do you want bread?</i> <i>S1: Do you want cake and ice cream?</i></p>
<p>3. Ask Y/N questions about wants using the pictures – in groups Divide the class into small groups. Have each group choose some food items they want. Then, call a group to come to the front and the other groups guess the food they want. A member from</p>	<p><i>Work with your group. Choose some food items you want.</i> <i>Group 1, come to front and answer the questions to be asked.</i></p>	

LG1 U7 L4 – Wrap up: High-Five Hustle

4 min

Objectives: Ss will be able to ask and answer questions about the things they've learned in today's class.

Target Lang: *sun, table / What do you want? / I want pizza. / Do you want cake? / Yes, I do. / No, I don't.*

Materials: None

Interaction: T-Ss; Ss

ACTIVITY STEPS

Teacher Talk

Student Output

ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Model the activity – High-five Hustle</p> <p>Invite a S to stand up and do a high-five with you.</p> <p>Then ask any question about today's class. Have a S ask you a question, too.</p>	<p><i>S1, stand up and give me a high-five.</i></p> <p><i>Now, answer my question. What word starts with S?</i></p> <p><i>Correct! Now ask me any question about the lesson.</i></p> <p><i>I want rice and fish.</i></p>	<p><i>S1: sun!</i></p> <p><i>S1: What do you want?</i></p>
<p>2. Do the high-five hustle – whole class</p> <p>Ask students to stand up, raise their hands and give a high-five to a classmate. Have each pair ask and answer questions about today's class.</p> <p>When you say "Do the hustle", have them raise their hands and give a high-five to a different partner.</p> <p>Repeat as time allows.</p>	<p><i>Everyone, stand up, raise your hand and give your classmate a high-five. Ask each other questions about today's class.</i></p> <p><i>When I say "Do the hustle", look for another partner.</i></p> <p><i>Do the hustle!</i></p>	<p><i>S1: What do you want?</i></p> <p><i>S2: I want pizza. Do you want cake?</i></p> <p><i>S1: Yes, I do.</i></p> <p><i>S2: Do you want juice?</i></p> <p><i>S3: No, I don't. I want milk. What word starts with T?</i></p> <p><i>S2: table!</i></p>

LG1 U7 L5

Time: 50 min

Materials: LG1 U7 L5 PPT; Projector; Speakers

LG1 U7 Unit Objectives:

1. Ss will be able to express their hunger, thirst and wants.
2. Ss will be able to ask and answer WH and Y/N questions about what someone wants.
3. Ss will be able to give logical sequence to an event and perform the actions.
4. Ss will be able to identify and say the letters *s*, *t*, *u*, and *v* and the words beginning with each letter.

LG1 U7 Lesson 5 Objectives:

1. Ss will be able to orally name and spell names of food.
2. Ss will be able to read phrases of actions and sequence them.
3. Ss will be able to ask and answer WH questions about what someone wants.
4. Ss will be able to arrange the words in order to form sentences about what someone wants.

LG1 U7 L5 Activity Overview:

	Time	5'	7'	7'	4'	5'	10'	8'	4'
Act. # Type		Warm Up	R-Activity 1	R-Activity 2	R-Activity 3	ML – Activity 4	R&E—Activity 5	R&E-Activity 6	Wrap Up
Name & Description of Activity		<i>Song</i> "Peaches, Apples and Plums"	<i>Alphabet B</i> * Identifying Words through Spelling Dictation	<i>Find It!</i> * Spelling Names of Food	<i>Arrange In Order</i> * Reading and Sequencing the Actions	<i>Identify and Do</i> * Identifying Colors and Doing Classroom Commands	<i>What does he/she want?</i> * Asking and Answering WH Questions about What Someone Wants	<i>Sentence Scramble</i> * Arranging Words to Form Sentences about What Someone Wants	<i>Thumbs Up!</i> <i>Thumbs Down!</i>
Target Language		<i>Chicken, pizza and juice.</i> <i>What do you want?</i> <i>I want pizza.</i>	<i>sister, S-I-S-T-E-R</i> <i>six, S-I-X</i> <i>sun, S-U-N</i> <i>tall, T-A-L-L</i> <i>table, T-A-B-L-E</i> <i>TV, T-V</i> <i>umbrella, U-M-B-R-E-L-L-A</i> <i>under, U-N-D-E-R</i> <i>ugly, U-G-L-Y</i> <i>violin, V-I-O-L-I-N</i> <i>van, V-A-N</i>	<i>rice, R-I-C-E,</i> <i>chicken, C-H-I-C-K-E-N,</i> <i>milk, M-I-L-K,</i> <i>bread, B-R-E-A-D,</i> <i>juice, J-U-I-C-E,</i> <i>pizza, P-I-Z-Z-A,</i> <i>fish, F-I-S-H,</i> <i>ice cream, I-C-E-C-R-E-A-M,</i> <i>cake, C-A-K-E</i>	<i>buy an apple</i> <i>wash it</i> <i>cut it</i> <i>eat it</i> <i>buy juice</i> <i>open it</i> <i>pour it</i> <i>drink it</i>	<i>yellow</i> <i>blue</i> <i>white</i> <i>Raise your hand.</i> <i>Go to the door.</i> <i>Come here.</i> <i>Point to the teacher.</i> <i>It's yellow.</i>	<i>milk</i> <i>bread</i> <i>pizza</i> <i>fish</i> <i>juice</i> <i>rice</i> <i>ice cream</i> <i>chicken</i> <i>cake</i> <i>What does Mimi want?</i> <i>She wants bread and milk.</i> <i>He wants rice and chicken.</i> <i>I want bread and juice.</i>	<i>What do you want?</i> <i>I want rice and chicken.</i> <i>What does she want?</i> <i>He wants fish and rice.</i> <i>She wants bread and milk.</i>	<i>He wants pizza and chicken.</i> <i>She wants bread and milk.</i>

LG1 U7 L5 – Warm Up: Song “Peaches, Apples and Plums” 5 min

Objectives: Ss will be able to orally make new lyrics according to the song, “Peaches, Apples and Plums” and sing it.

Target Lang: *Chicken, pizza and juice. / What do you want? / I want pizza.*

Materials: None

Interaction: T-Ss; T-S ; S-Ss

ACTIVITY STEPS

Teacher Talk

Student Output

ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Sing the song, “Peaches, Apples and Plums” – in chorus</p> <p>Have Ss sing the song, “Peaches, Apples and Plums” in chorus.</p>	<p><i>Let’s sing, “Peaches, Apples, and Plums”.</i></p>	<p><i>Peaches, apples and plums.</i></p> <p><i>Peaches, apples and plums.</i></p> <p><i>What do you want?</i></p> <p><i>I want an apple.</i></p> <p><i>Peaches, apples and plums.</i></p>
<p>2. Elicit names of food items</p> <p>Call several Ss to name the food items they know.</p>	<p><i>Give me names of food.</i></p>	<p><i>S1: chicken S2: pizza</i></p> <p><i>S3: rice S4: fish</i></p> <p><i>S5: milk S6: juice</i></p> <p>...</p>
<p>3. Do Q&A about what they want</p> <p>Call several Ss to answer the questions about the food they want.</p> <p>Write the Ss answers on the board.</p>	<p><i>S1, what do you want?</i></p> <p><i>S2, how about you?</i></p> <p><i>S3, and you?</i></p> <p><i>S4, what do you want – chicken, pizza or juice?</i></p>	<p><i>S1: I want chicken.</i></p> <p><i>S2: I want pizza.</i></p> <p><i>S3: I want juice.</i></p> <p><i>S4: I want pizza.</i></p>

<p>4. Sing the new lyrics of the song using Ss' answers</p> <p>Have Ss sing the song using the words they've given in the tune of "Peaches, Apples and Plums".</p>	<p><i>Let's sing the song again using these new words.</i></p> <p>(Point at the key words written on the board)</p>	<p><i>Chicken, pizza and juice.</i></p> <p><i>Chicken, pizza and juice.</i></p> <p><i>What do you want?</i></p> <p><i>I want pizza.</i></p> <p><i>Chicken, pizza and juice.</i></p>
<p>5. Orally make new lyrics of the song – in groups</p> <p>Have Ss work in small groups. Have each group talk about what words they will use for the new lyrics of the song.</p>	<p><i>Work in groups.</i></p> <p><i>Make new lyrics of the song, "Peaches, Apples and Plums".</i></p>	<p><i>Ice cream, chicken and milk.</i></p> <p><i>Ice cream, chicken and milk.</i></p> <p><i>What do you want?</i></p> <p><i>I want ice cream.</i></p> <p><i>Ice cream, chicken and milk.</i></p> <p>(Ss' response may vary)</p>
<p>6. Sing the new version of the song – in groups</p> <p>Have several groups sing the new version of the song together.</p>	<p><i>Sing the song together.</i></p>	<p>Same as above.</p>

LG1 U7 L5 –Activity 1: Alphabet B (R: Identifying Words through Spelling Dictation)

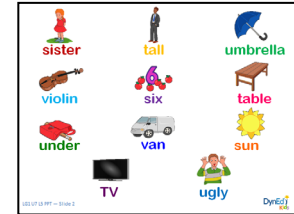
7 min

Objectives: Ss will be able to identify the words beginning with S, T, U and V through spelling dictation.

Target Lang: *sister, S-I-S-T-E-R, six, S-I-X, sun, S-U-N, tall, T-A-L-L, table, T-A-B-L-E, TV, T-V, umbrella, U-M-B-R-E-L-L-A, under, U-N-D-E-R, ugly, U-G-L-Y, violin, V-I-O-L-I-N, van, V-A-N*

Materials: LG1 U7 L5 PPT – Slide 2

Interaction: T-Ss; Ss-S; Ss-Ss



ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Elicit words beginning with S, T, U and V</p> <p>Have Ss enumerate words beginning with letters S, T, U and V</p>	<p><i>What words begin with S?</i></p> <p><i>How about T?</i></p> <p><i>And U?</i></p> <p><i>How about V?</i></p>	<p><i>sister, six, sun</i></p> <p><i>tall, table, TV</i></p> <p><i>umbrella, under, ugly</i></p> <p><i>violin, van</i></p>
<p>2. Read words with S, T, U and V – whole class</p> <p>Show LG1 U7 L5 PPT – Slide 2</p> <p>Have Ss read the words together.</p> <p>After the Ss read the word, CLICK 11x to show the picture for confirmation.</p>	<p><i>Let's read the words.</i></p> <p>(Point to each word one at a time)</p>	<p><i>sister, tall, umbrella, violin</i></p> <p><i>six, table, under, van</i></p> <p><i>sun, TV, ugly</i></p>
<p>3. Read words with S, T, U and V – in groups</p> <p>Have Ss work in groups. Assign a letter for each group.</p> <p>If the word you'll point starts with their assigned letter, the group must stand up and read the word together.</p> <p>Point at the words randomly.</p>	<p><i>Let's read in groups.</i></p> <p><i>Group 1 is S. Group 2 is T. Group 3 is U. Group 4 is V.</i></p> <p><i>If the word I'll point starts with your letter, stand and read the word together.</i></p> <p>(Point at the words randomly.)</p>	<p><i>G2: (stands) table! G1: (stands) sun!</i></p> <p><i>G4: (stands) violin! G3: (stands) ugly!</i></p> <p><i>G1: (stands) sister! G2: (stands) tall!</i></p> <p><i>G4: (stands) van! G3: (stands) under!</i></p> <p><i>G2: (stands) TV! G1: (stands) six!</i></p> <p><i>G3: (stands) umbrella!</i></p>

<p>4. Model Spelling Dictation</p> <p>Spell a word and have Ss identify the word you're spelling out.</p>	<p><i>Listen carefully.</i></p> <p><i>S-U-N. What's the word?</i></p> <p><i>Good! How about T-A-L-L?</i></p>	<p><i>sun</i></p> <p><i>tall</i></p>																				
<p>5. Do Spelling Dictation – in groups</p> <p>Divide the class into small groups.</p> <p>Give each group a minute to list down 5 words that they want the other groups to spell.</p> <p>Then, CLICK to remove the words from the screen.</p> <p>Have G1 spell out a word and G2 say it. After 5 words, switch roles.</p> <p>Repeat the same procedure for G3 and G4.</p>	<p><i>Work in groups. In one minute, write 5 words that you want the other groups to guess.</i></p> <p><i>Now, Group 1 spell out a word. Group 2, say the word.</i></p> <p><i>Switch roles.</i></p>	<table border="0"> <tr> <td><i>G1: S-I-X</i></td> <td><i>G2: six</i></td> </tr> <tr> <td><i>G1: V-A-N</i></td> <td><i>G2: van</i></td> </tr> <tr> <td><i>G1: U-G-L-Y</i></td> <td><i>G2: ugly</i></td> </tr> <tr> <td><i>G1: T-A-L-L</i></td> <td><i>G2: tall</i></td> </tr> <tr> <td><i>G1: U-N-D-E-R</i></td> <td><i>G2: under</i></td> </tr> <tr> <td><i>G2: S-U-N</i></td> <td><i>G1: sun</i></td> </tr> <tr> <td><i>G2: V-I-O-L-I-N</i></td> <td><i>G1: violin</i></td> </tr> <tr> <td><i>G2: S-I-S-T-E-R</i></td> <td><i>G1: sister</i></td> </tr> <tr> <td><i>G2: T-A-B-L-E</i></td> <td><i>G1: table</i></td> </tr> <tr> <td><i>G2: U-M-B-R-E-L-L-A</i></td> <td><i>G1: umbrella</i></td> </tr> </table>	<i>G1: S-I-X</i>	<i>G2: six</i>	<i>G1: V-A-N</i>	<i>G2: van</i>	<i>G1: U-G-L-Y</i>	<i>G2: ugly</i>	<i>G1: T-A-L-L</i>	<i>G2: tall</i>	<i>G1: U-N-D-E-R</i>	<i>G2: under</i>	<i>G2: S-U-N</i>	<i>G1: sun</i>	<i>G2: V-I-O-L-I-N</i>	<i>G1: violin</i>	<i>G2: S-I-S-T-E-R</i>	<i>G1: sister</i>	<i>G2: T-A-B-L-E</i>	<i>G1: table</i>	<i>G2: U-M-B-R-E-L-L-A</i>	<i>G1: umbrella</i>
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<i>G2: U-M-B-R-E-L-L-A</i>	<i>G1: umbrella</i>																					
<p>6. Do Spelling Dictation – in pairs</p> <p>Have Ss work in pairs and take turns in spelling and identifying the word.</p> <p>Repeat as time allows.</p>	<p><i>Work with your partner.</i></p> <p><i>Take turns in spelling and identifying the word.</i></p>	<p><i>S1: U-M-B-R-E-L-L-A</i></p> <p><i>S2: umbrella! T-A-B-L-E</i></p> <p><i>S1: table! V-I-O-L-I-N</i></p> <p><i>S2: violin!</i></p> <p>...</p>																				

LG1 U7 L5 – Activity 2: Find it! (R: Spelling Names of Food)

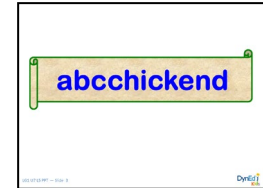
7 min

Objectives: Ss will be able to orally name and spell names of food.

Target Lang: *rice, R-I-C-E, chicken, C-H-I-C-K-E-N, milk, M-I-L-K, bread, B-R-E-A-D, juice, J-U-I-C-E, pizza, P-I-Z-Z-A, fish, F-I-S-H, ice cream, I-C-E-C-R-E-A-M, cake, C-A-K-E*

Materials: LG1 U7 L5 PPT – Slide 3

Interaction: T-Ss; Ss-Ss; S-S; S-Ss



ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Model finding words Show LG1 U7 L5 PPT – Slide 3. Have Ss find the name of food from the group of letters. CLICK again to show the answer. Have Ss orally read the letters to spell the words.</p>	<p><i>Find the name of food from this group of letters.</i></p> <p><i>Everyone, spell the word.</i></p>	<p><i>chicken</i></p> <p><i>C-H-I-C-K-E-N</i></p>
<p>2. Find the words – in groups Divide the class into small groups. Have each group find the words among the group of letters and write them down on a paper. The first group to find all the words wins. CLICK to show the scrambled letters.</p> <p>Then, have the whole class read and spell out the words. CLICK to show the answers one at a time. (9 words)</p>	<p><i>Take out your pen and a paper.</i></p> <p><i>Find the names of food. The first group who finds all the words wins. Write your answers on the paper.</i></p> <p><i>Everyone, read and spell.</i></p>	<p><i>rice = R-I-C-E</i> <i>cake = C-A-K-E</i> <i>chicken = C-H-I-C-K-E-N</i> <i>ice cream = I-C-E-C-R-E-A-M</i> <i>fish = F-I-S-H</i> <i>milk = M-I-L-K</i> <i>bread = B-R-E-A-D</i> <i>pizza = P-I-Z-Z-A</i> <i>juice = J-U-I-C-E</i></p>
<p>3. Post Activity CLICK to make the pictures disappear. Have a S name a word from the activity. Then, have the class spell the word together. Repeat as time allows.</p>	<p><i>S1, name a food from the activity.</i></p> <p><i>Everyone, spell the word together.</i></p>	<p><i>S1: ice cream</i> <i>Ss: I-C-E-C-R-E-A-M</i> <i>S2: bread</i> <i>Ss: B-R-E-A-D</i> <i>S3: juice</i> <i>Ss: J-U-I-C-E</i></p>

LG1 U7 L5 – Activity 3: Arrange in Order (R: Reading and Sequencing Actions)

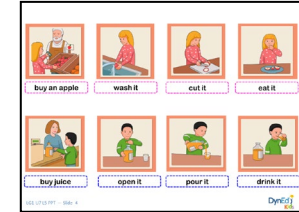
4 min

Objectives: Ss will be able to read and sequence actions.

Target Lang: *buy an apple, wash it, cut it, eat it, buy juice, open it, pour it, drink it*

Materials: LG1 U7 L5 PPT – Slide 4

Interaction: T-Ss; Ss-Ss



ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Name the actions Ask Ss to name the actions learned.</p>	<p><i>What this?</i> (Perform an action) <i>How about this?</i> (Perform another action)</p>	<p><i>buy an apple, wash it, cut it, eat it, buy juice, open it, pour it, drink it</i></p>
<p>2. Model matching the phrase and picture correctly Show LG1 U7 L5 PPT – Slide 4. Have Ss read the phrases in chorus. CLICK to show the pictures and the phrase. Ask the Ss if the picture you're pointing at is the correct picture for the phrase.</p>	<p><i>Read the phrases as I point.</i> <i>Look here. Is this "eat it"?</i> (Point at the picture on the left) <i>Is this "eat it"?</i></p>	<p><i>buy an apple, wash it, cut it, eat it, buy juice, open it, pour it, drink it</i> <i>Ss: No, it isn't.</i> <i>Ss: Yes, it is!</i></p>
<p>3. Match the pictures with the phrase – in groups Divide the class into two groups and assign a box for each group (i.e. group 1- left box; group 2 – right box). If the picture of the phrase appears in their box, they must stand up and say the phrase.</p>	<p><i>Work in groups.</i> <i>If the correct picture of the phrase below appears on the left box, G1 stand up and say the phrase.</i> <i>If the correct picture of the phrase below appears on the right box, G2 stand up and say the phrase.</i></p>	<p><i>G2: cut it</i> <i>G1: buy juice</i> <i>G1: drink it</i> <i>G2: buy an apple</i> <i>G1: pour it</i> <i>G2: wash it</i> <i>G2: open it</i></p>

		<i>G1: eat it</i>
<p>4. Model arranging phrases in order CLICK to show the phrases. Have Ss read the phrases. Then, have Ss identify the correct letter of the phrase in order. CLICK to reveal the answers one at a time. (4x)</p>	<p><i>Read the phrases.</i> <i>What letter is number 1? Say the phrase.</i> <i>Number 2?</i> <i>Number 3?</i> <i>Number 4?</i></p>	<p><i>cut it, buy an apple, eat it, wash it</i> <i>B – buy an apple</i> <i>D – wash it</i> <i>A – cut it</i> <i>C – eat it</i></p>
<p>5. Sequence the Commands Have Ss take out their notebooks and pencils. Ask Ss to write the letters of the phrases in correct order. CLICK to show the phrases.</p>	<p><i>Take out your notebooks and pencils.</i> <i>Write the letters of the phrases in correct order.</i></p>	<p>(Ss write the answers on their notebooks)</p>
<p>6. Check Ss' answers Have Ss exchange their notebooks and check each other's answers. CLICK to reveal the answers one at a time. (4x)</p>	<p><i>Exchange your notebooks and let's check.</i> <i>Look here. What letter is number 1? Say the phrase.</i> <i>2?</i> <i>3?</i> <i>4?</i></p>	<p><i>B – buy juice</i> <i>D – open it</i> <i>C – pour it</i> <i>A – drink it</i></p>

LG1 U7 L5 – Activity 4: Identify and Do (ML: Identifying Colors and Doing Classroom Commands)

5 min

Objectives: Ss will be able to identify the color of classroom objects they have and do classroom commands.

Target Lang: *yellow, blue, white / Raise your hand. / Go to the door. / Come here. / Point to the teacher. / It's yellow.*

Materials: None

Interaction: T-Ss; Ss-Ss; T-S

ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Model identifying the color and doing the command</p> <p>Point to a color and ask the Ss what color it is. Then, have the Ss wearing the same color stand up and do the command you'll say.</p>	<p><i>What color is this?</i> (Show a yellow pencil)</p> <p><i>If you have a yellow pencil, stand up and point to the teacher.</i></p> <p><i>Say and do the command at the same time.</i></p>	<p><i>It's yellow.</i></p> <p>(Ss with a yellow pencil stand up and point to the teacher)</p> <p><i>Ss: Point to the teacher!</i></p>
<p>2. Identify the color and do the commands</p> <p>Say a classroom object with a specific color and a command. Have Ss who have them stand up, repeat and do the command.</p>	<p><i>If you have the object with the same color I'll say, stand up, repeat and do the command.</i></p> <p><i>red book – raise your hand!</i></p> <p><i>blue bag– take out your book!</i></p> <p><i>white crayon – go to the door!</i></p> <p><i>pink eraser – make two lines!</i></p> <p><i>red pencil – come here!</i></p> <p><i>black marker –count the boys!</i></p> <p><i>green bag– point to the desk!</i></p> <p><i>purple ruler – count the girls!</i></p> <p><i>orange notebook – point to the teacher!</i></p>	<p><i>Ss: Raise your hand!</i></p> <p><i>Ss: Take out your book!</i></p> <p><i>Ss: Go to the door!</i></p> <p><i>Ss: Make two lines!</i></p> <p><i>Ss: Come here!</i></p> <p><i>Ss: Count the boys!</i></p> <p><i>Ss: Point to the desk!</i></p> <p><i>Ss: Count the girls!</i></p>

	<p><i>brown chair – touch the desk!</i></p> <p><i>yellow ruler – take out your pencil!</i></p> <p><i>gray eraser– make a circle!</i></p>	<p><i>Ss: Point to the teacher!</i></p> <p><i>Ss: Touch the desk!</i></p> <p><i>Ss: Take out your pencil!</i></p> <p><i>Ss: Make a circle!</i></p>
<p>3. Post Activity</p> <p>Ask a S to say a phrase and have the rest of the class do the actions.</p> <p>Repeat as time allows.</p>	<p><i>S1, say a phrase.</i></p> <p><i>Everyone, say and do the action he/she'll say.</i></p> <p><i>S2, your turn!</i></p>	<p><i>S1: point to the teacher.</i></p> <p><i>Ss: Point to the teacher! (Points to the teacher)</i></p>

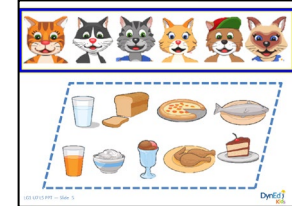
LG1 U7 L5 – Activity 5: What does he/she want? (R&E: Asking and Answering WH Questions about What Someone Wants) **10 min**

Objectives: Ss will be able to ask and answer WH questions about what someone wants.

Target Lang: *milk, bread, pizza, fish, juice, rice, ice cream, chicken, cake / What does Mimi want? / She wants bread and milk. / He wants rice and chicken. / I want bread and juice.*

Materials: LG1 U7 L5 PPT – Slide 5

Interaction: T-Ss; Ss-Ss; T-S; S-S



ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Name the cats and the pictures of food</p> <p>Show LG1 U7 L5 PPT – Slide 5.</p> <p>Have Ss name the cats and the pictures of food.</p>	<p><i>Who is he/she?</i> (Point at each picture one at a time as you ask the Ss.)</p> <p><i>What's this? How about this one?</i> (Point at each picture one at a time as you ask the Ss.)</p>	<p><i>She is Ginger. He is Sam. He is Eddy. She is Sue. He is Tom. She is Mimi.</i></p> <p><i>It's milk. It's bread. It's pizza. It's fish. It's juice. It's rice. It's ice cream. It's chicken. It's cake.</i></p>
<p>2. Model asking and answering WH questions about wants</p> <p>CLICK to show the picture.</p> <p>Have Ss answer your question about the second picture. Then, have the Ss ask a question about Mimi.</p>	<p><i>Who's he? What does Tom want?</i></p> <p><i>Good, now ask me a question about Mimi.</i></p> <p><i>She's Mimi. She wants ice cream.</i></p>	<p><i>He's Tom. He wants bread.</i></p> <p><i>Who's she? What does Mimi want?</i></p>
<p>3. Do Q&As about the pictures about wants – in groups</p> <p>CLICK to show the picture.</p> <p>Divide the class into two groups. Have the first group ask questions about the pictures as you point to the cats and have the second group answer.</p>	<p><i>You are Group 1. You are Group 2.</i></p> <p><i>Group 1, ask questions about what they want.</i></p> <p><i>Group 2, answer the questions.</i></p>	<p><i>G1: What does Sue want?</i></p> <p><i>G2: She wants cake and ice cream.</i></p> <p><i>G1: What does Sam want?</i></p> <p><i>G2: He wants rice.</i></p> <p><i>G1: What does Ginger want?</i></p> <p><i>G2: She wants bread.</i></p> <p><i>G1: What does Tom want?</i></p>

<p>Then, switch roles. CLICK to show the picture.</p>	<p><i>Switch roles.</i></p>	<p><i>G2: He wants chicken and rice.</i></p> <p><i>G2: What does Sam want?</i> <i>G1: He wants rice and milk.</i> <i>G2: What does Mimi want?</i> <i>G1: She wants pizza.</i> <i>G2: What does Eddy want?</i> <i>G1: He wants fish and rice.</i> <i>G2: What does Ginger want?</i> <i>G1: She wants cake and juice.</i></p>
<p>4. Do Qs and As about wants – in pairs Have Ss work in pairs. CLICK to show the pictures Have Ss take turns in asking and answering questions about the pictures.</p>	<p><i>Work with your partner. Take turns in asking and answering questions about what the cats want.</i></p>	<p><i>S1: What does Sue want?</i> <i>S2: She wants cake. What does Eddy want?</i> <i>S1: He wants rice and fish. What does Ginger want?</i> <i>S2: She wants pizza and juice. What does Tom want?</i> <i>S1: He wants ice cream. What does Mimi want?</i> <i>S2: She wants bread and milk. What does Sam want?</i> <i>S1: He wants chicken and juice.</i></p>
<p>5. Post activity Ask a S about his/her wants. Then, ask another S to tell it again to the class.</p>	<p><i>S1, what do you want?</i> <i>S2, what does she want?</i> <i>S3, what do you want?</i> <i>S4?</i></p>	<p><i>S1: I want bread and juice.</i> <i>S2: She wants bread and juice.</i> <i>S3: I want ice cream and cake.</i> <i>S4: He wants ice cream and cake.</i></p>

LG1 U7 L5 – Activity 6: Sentence Scramble (R&E: Arranging Words to Form Sentences about What Someone Wants)

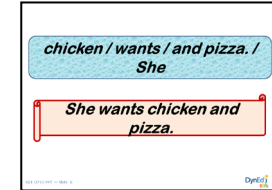
8 min

Objectives: Ss will be able to arrange the words in order to form sentences about what someone wants.

Target Lang: *What do you want? / I want rice and chicken. / What does she want? / He wants fish and rice. / She wants bread and milk.*

Materials: LG1 U7 L5 PPT – Slide 6

Interaction: T-Ss; Ss-Ss; S-S



ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Model arranging the words Show LG1 U7 L5 PPT – Slide 6. Have Ss read the words below and ask them to arrange the words in order. CLICK to show the answer.</p>	<p><i>Read the words as I point.</i></p> <p><i>What's the sentence?</i></p>	<p><i>chicken / wants / and pizza. / She</i></p> <p><i>She wants chicken and pizza.</i></p>
<p>2. Arrange the words in order – in groups Divide the class into two groups. Have the first group read the words below and have the second group give the correct sentence. After the first 3 sentences, switch roles. CLICK to show the words one at a time.</p>	<p><i>You are Group 1. You are Group 2.</i> <i>Group 1, read the words below.</i> <i>Group 2, give the correct sentence.</i></p> <p><i>Now, Group 2, read the words.</i> <i>Group 1, give the correct sentence.</i></p>	<p><i>G1: and rice. / He / fish / wants</i> <i>G2: He wants fish and rice.</i> <i>G1: milk / She/ wants / and bread.</i> <i>G2: She wants milk and bread.</i> <i>G1: wants / and juice. / He / bread</i> <i>G2: He wants bread and juice.</i></p> <p><i>G2: pizza. / wants / She / chicken and</i> <i>G1: She wants chicken and pizza.</i> <i>G2: ice cream and / want / cake. / He</i> <i>G1: He wants ice cream and cake.</i> <i>G2: rice. / wants / chicken and / He</i> <i>G1: He wants chicken and rice.</i></p>
<p>3. Arrange the words in order – in pairs CLICK to show the sets of unscrambled sentences. Have Ss work in pairs and choose who will read and</p>	<p><i>Work in pairs. Choose who will first read and who will arrange the words in order.</i></p>	<p><i>S1: wants / chicken. / He / ice cream and</i> <i>S2: He wants ice cream and chicken.</i></p>

<p>who will arrange the words first.</p> <p>Then, switch roles.</p>	<p><i>Switch roles.</i></p>	<p><i>S1: fish / wants / and juice. / She</i> <i>S2: She wants fish and juice.</i> <i>S1: He / rice / wants / and milk.</i> <i>S2: He wants rice and milk.</i></p> <p><i>S2: wants / and juice. / She / cake</i> <i>S1: She wants cake and juice.</i> <i>S2: He / and fish. / bread / wants</i> <i>S1: He wants bread and fish.</i> <i>S2: and milk. / wants / cake / She</i> <i>S1: She wants cake and milk.</i></p>
<p>4. Post Activity Call several Ss to arrange the sentences in order.</p>	<p><i>S1, what's the correct sentence for this?</i> (Point at the first set of words.) <i>S2, how about for Picture 2?</i> (Point at the second set of words.) <i>And S3?</i> <i>S4?</i> <i>S5?</i> <i>S6?</i></p>	<p><i>S1: He wants ice cream and chicken.</i></p> <p><i>S2: She wants fish and juice.</i></p> <p><i>S3: He wants rice and milk.</i> <i>S4: She wants cake and juice.</i> <i>S5: He wants bread and fish.</i> <i>S6: She wants cake and milk.</i></p>

LG1 U7 L5 – Wrap up: Thumbs Up! Thumbs Down!

4 min

Objectives: Ss will be able to distinguish true and false statements about someone's wants.

Target Lang: *He wants pizza and chicken. / She wants bread and milk.*

Materials: LG1 U7 L5 PPT – Slide 7

Interaction: T-Ss; Ss



ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Model identifying true and false statements Show LG1 U7 L5 PPT – Slide 7. Have Ss read the sentence. Ask the Ss to show a thumbs up if the sentence is correct and thumbs down if the sentence is incorrect. If it's incorrect, have them say the correct sentence.</p>	<p><i>Let's read the sentence.</i> <i>If the sentence is correct, put your thumbs up.</i> (Shows thumbs up.) <i>If not, put your thumbs down.</i> (Shows thumbs down.) <i>Good! Next, read this sentence.</i> <i>Thumbs up or Thumbs down?</i> <i>What's the correct sentence?</i></p>	<p><i>He wants cake and milk.</i> (Show thumbs up.) <i>She wants bread and milk.</i> (Show thumbs down!) <i>She wants bread and juice.</i></p>
<p>2. Identify the true and false statements – whole class Have the Ss continue distinguishing correct and incorrect sentences until the last sentence is shown. CLICK to show the pictures one at a time. (7 pictures)</p>	<p><i>Let's continue with the next sentences.</i></p>	<p><i>He wants pizza and chicken.</i> (Show thumbs down!) <i>He wants rice and chicken.</i> <i>She wants ice cream and cake.</i> (Show thumbs up!) <i>He wants fish and rice.</i> (Show thumbs up!) <i>She wants fish and ice cream.</i> (Show thumbs down!) <i>She wants chicken and ice cream.</i> <i>She wants pizza and juice.</i> (Show thumbs up!) <i>He wants cake and juice.</i> (Show thumbs down!) <i>He wants bread and fish.</i> <i>She wants cake and milk.</i> (Show thumbs down!) <i>She wants bread and juice.</i></p>

LG1 U7 L6

Time: 50 min

Materials: **LG1 U7 L6 PPT**; Projector; Speakers; **LG1 U7 L6 Handout 1**

LG1 U7 Unit Objectives:

1. Ss will be able to express their hunger, thirst and wants.
2. Ss will be able to ask and answer WH and Y/N questions about what someone wants.
3. Ss will be able to give logical sequence to an event and perform the actions.
4. Ss will be able to identify and say the letters *s, t, u,* and *v* and the words beginning with each letter.

LG1 U7 Lesson 6 Objectives:

1. Ss will be able to read and make sentences using words that begin with letters *S, T, U* and *V*.
2. Ss will be able to spell names of food and drinks, and use them in sentences.
3. Ss will be able to ask and answer WH questions about what someone wants.
4. Ss will be able to make a dialog about their wants.

LG1 U7 L6 Activity Overview:

Time	5'	5'	7'	4'	13'	12'	4'
Act. # Type	Warm-Up	R-Activity 1	R-Activity 2	ML-Activity 3	R&E-Activity 4	R&E-Activity 5	Wrap Up
Name & Description of Activity	<i>Missing Letters</i>	<i>Read and Make</i> * Reading and Making Sentences Using Words that Begin with Letters S, T, U and V	<i>What's the Word?</i> * Spelling Names of Food and Drinks Through Decoding	<i>Ask the Question</i> * Forming Questions	<i>Ask a Classmate</i> * Asking and Answering WH Questions about What Someone Wants	<i>Make a Dialog</i> * Making a Dialog About Wants	<i>Beat the Clock</i>
Target Language	<i>milk chicken buy an apple ice cream rice and fish pour it pizza and juice</i>	<i>sister, six, sun, tall, table, TV, umbrella, under, ugly, violin, van</i> <i>The umbrella is under the van. The tall man can play the violin.</i>	<i>rice, R-I-C-E, chicken, C- H-I-C-K-E-N, milk, M-I-L-K, bread, B- R-E-A-D, juice, J-U-I-C-E, pizza, P-I-Z-Z-A, fish, F-I-S-H, ice cream, I-C-E-C-R-E- A-M, cake, C-A-K-E I want milk and bread. I don't want ice cream and fish.</i>	<i>What's this? It's a book. What's your name? What color is this? What are these? Who's she? What do you want?</i>	<i>rice chicken milk bread juice pizza fish ice cream cake What do you want? I want cake, pizza, chicken and juice. What does Eddy want? He wants rice, milk, juice, and fish. She wants milk, pizza, ice cream and cake.</i>	<i>Hi, John. How are you? Hello, Lora. I am fine. And you? I'm hungry. I'm hungry, too. What do you want? I want fish and rice. What do you want? I want cake and ice cream. Do you want bread? No, I don't. Do you want milk? Yes, I do. Here you are. Thank you! You're welcome.</i>	<i>chicken rice sun tall pizza juice cake ice cream TV ugly milk I want fish and juice.</i>

LG1 U7 L6 –Warm up: Missing Letters

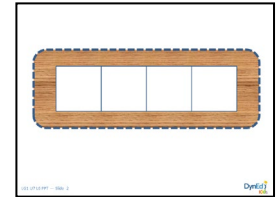
5 min

Objectives: Ss will be able to complete the words and phrases by filling-in the missing letters.

Target Lang: *milk, chicken, buy an apple, ice cream, rice and fish, pour it, pizza and juice*

Materials: LG1 U7 L6 PPT – Slide 2

Interaction: T-Ss; Ss-S; Ss-Ss



ACTIVITY STEPS

Teacher Talk

Student Output

<p>1. Model guessing the word</p> <p>Show LG1 U7 L6 PPT – Slide 2.</p> <p>Copy the boxes on the board,</p> <p>Have several Ss guess the word or phrase by giving letters they think might be in the word (i.e. milk).</p> <p>If a correct letter was given, write it on the correct box.</p>	<p><i>Give me a letter that you think is in this word.</i></p> <p><i>No.</i></p> <p><i>Yes.</i> (Write K on the last box.)</p> <p><i>No.</i></p> <p><i>Yes.</i> (Write I on the 2nd box.) <i>Can you guess the word now?</i></p> <p><i>Correct!</i></p>	<p>S1: E?</p> <p>S2: K?</p> <p>S3: A?</p> <p>S4: I?</p> <p>S5: milk!</p>
<p>2. Guess the word – in small groups</p> <p>Divide the class into small groups. Have a member of each group take turns in giving letters they think might be in the words or phrases (i.e. buy an apple, ice cream, rice and fish, pour it, pizza and juice).</p> <p>The first group to guess the words/phrases correctly earns a point.</p> <p>CLICK to show the groups of boxes one at a time.</p> <p>Repeat the same procedure for the next words.</p>	<p><i>Work in groups. Take turns in giving letters.</i></p> <p><i>The first group to guess the word or phrase gets a point.</i></p> <p><i>Let's start!</i></p> <p><i>No!</i> <i>Yes!</i> (Write C on the 1st and 4th box)</p> <p><i>Yes!</i> <i>Correct! 1 point for G4!</i></p>	<p>G1: A? G2: C?</p> <p>G3: E? G4: chicken!</p> <p>(Answers: <i>buy an apple, ice cream, rice and fish, pour it, pizza and juice</i>)</p>

LG1 U7 L6 –Activity 1: Read and Make (R: Reading and Making Sentences Using Words that Begin with Letters S, T, U and V)

5 min

Objectives: Ss will be able to read and make sentences using words that begin with letters S, T, U and V.

Target Lang: *sister, six, sun, tall, table, TV, umbrella, under, ugly, violin, van / The umbrella is under the van. / The tall man can play the violin.*

Materials: LG1 U7 L6 PPT – Slide 3

Interaction: T-Ss; Ss-S; Ss-Ss



ACTIVITY STEPS

Teacher Talk

Student Output

<p>1. Elicit words that begin with letters S, T, U, and V Have Ss name words beginning with letters S, T, U, and V.</p>	<p><i>What words begin with "S"?</i> <i>T?</i> <i>U?</i> <i>and V?</i></p>	<p><i>sister, six, sun</i> <i>tall, table, TV</i> <i>umbrella, under, ugly</i> <i>violin, van</i></p>
<p>2. Read the sentences with S, T, U, and V– whole class Show LG1 U7 L6 PPT – Slide 3. Have Ss read the sentences together. CLICK to show the next sentences. (4x)</p>	<p><i>Let's read the sentences.</i> (Point at the words as they read)</p>	<p><i>The tall man can play the violin.</i> <i>I have six books on the table.</i> <i>The violin and the TV are on the table.</i> <i>The umbrella under the van is ugly.</i> <i>The sun is hot. The tall man wants an umbrella.</i></p>
<p>3. Read the sentences with S, T, U, and V – in groups Divide the class into two groups. Have each group read the sentences together. The group who makes a mistake will sing the song, "Peaches, Apples, and Plums."</p>	<p><i>Work in groups and read the sentences together.</i> <i>If your group makes a mistake, you will sing the song "Peaches, Apples and Plums" together.</i></p>	<p>Same as above.</p>
<p>4. Make sentences with S, T, U, and V Call several Ss to name words from the activity and use it in a sentence. Repeat as time allows.</p>	<p><i>S1, name a word from our activity.</i> <i>Use it in a sentence.</i> <i>S2, your turn!</i></p>	<p><i>S1: umbrella</i> <i>S1: The umbrella is blue.</i> <i>S2: six – I have six books.</i> ...</p>

LG1 U7 L6 – Activity 2: What's the Word? (R: Spelling Names of Food and Drinks through Decoding)

7 min

Objectives: Ss will be able to spell names of food and drinks through decoding.

Target Lang: *rice, R-I-C-E, chicken, C-H-I-C-K-E-N, milk, M-I-L-K, bread, B-R-E-A-D, juice, J-U-I-C-E, pizza, P-I-Z-Z-A, fish, F-I-S-H, ice cream, I-C-E-C-R-E-A-M, cake, C-A-K-E / I want milk and bread. / I don't want ice cream and fish.*

Materials: LG1 U7 L6 PPT — Slide 4

Interaction: T-Ss; Ss-Ss



ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Model decoding the words from a group of pictures</p> <p>Show LG1 U7 L6 PPT — Slide 4.</p> <p>Have Ss name the pictures and give you the first letter of each picture.</p> <p>CLICK to show the letters one at a time for confirmation.</p>	<p><i>Let's name the pictures.</i></p> <p><i>"Red" begins with what letter?</i></p> <p><i>How about "ink"?</i></p> <p><i>"Cat"?</i></p> <p><i>"Egg"?</i></p> <p><i>What's the word?</i></p>	<p><i>red, ink, cat, egg</i></p> <p><i>R</i></p> <p><i>I</i></p> <p><i>C</i></p> <p><i>E</i></p> <p><i>rice!</i></p>
<p>2. Decode the words from pictures – in groups</p> <p>Divide the class into small groups. Instruct the Ss to decode the next words by using the first letters of the names of the pictures.</p> <p>The first group to decode and spell the words correctly earns a point.</p> <p>CLICK to show the set of pictures one at a time.</p>	<p><i>Work in groups.</i></p> <p><i>Guess the words by using the first letters of the name of the pictures.</i></p> <p><i>If you know the answer, say your group number, say the word and spell it.</i></p> <p><i>Let's start!</i></p>	<p><i>G1: 1, milk, M-I-L-K</i></p>

		<p>G3: 3, bread, B-R-E-A-D G2: 2, fish, F-I-S-H G1: 1, cake, C-A-K-E G1: 1, juice, J-U-I-C-E G2: 2, pizza, P-I-Z-Z-A G3, 3, chicken, C-H-I-C-K-E-N G2: 2, ice cream, I-C-E-C-R-E-A-M</p>
<p>3. Use the words in sentences</p> <p>Call several Ss to give a word they have guessed, spell it, and use it in a sentence.</p> <p>Repeat as time allows.</p>	<p><i>S1, give a word from the activity.</i></p> <p><i>S2, spell "milk".</i></p> <p><i>S3, use it in a sentence.</i></p> <p><i>S4, give a word.</i></p> <p><i>S5, spell "chicken".</i></p> <p><i>S6, use it in a sentence.</i></p> <p><i>S7, give a word.</i></p> <p><i>S8, spell "ice cream".</i></p> <p><i>S9, use it in a sentence.</i></p>	<p>S1: milk</p> <p>S2: M-I-L-K</p> <p>S3: I want milk and bread.</p> <p>S4: chicken</p> <p>S5: C-H-I-C-K-E-N</p> <p>S6: I want chicken.</p> <p>S7: ice cream</p> <p>S8: I-C-E-C-R-E-A-M</p> <p>S9: I don't want ice cream and fish.</p>

LG1 U7 L6 – Activity 3: Ask the Question (ML: Forming WH Questions)

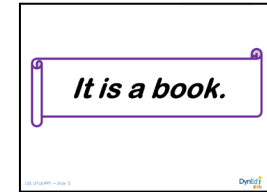
4 min

Objectives: Ss will be able to orally form WH questions.

Target Lang: *What's this? / It's a book. / What's your name? / What color is this? / What are these? / Who's she? / What do you want?*

Materials: LG1 U7 L6 PPT – Slide 5

Interaction: T-Ss; Ss-Ss; T-S



ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Model forming questions from a given statement Show LG1 U7 L6 PPT – Slide 5. Have Ss read the sentence. Then, ask them to make a question based on the sentence.</p>	<p><i>Everyone, read the sentence. What's the question?</i></p>	<p><i>It is a book. What's this?</i></p>
<p>2. Race to form questions – in small groups Divide the class into small groups. Have each group race to give the correct question for each sentence presented. CLICK to show the sentences one at a time. Have the Ss read the sentence together. Then, give a cue for them to answer. The first group to give the correct question wins a point.</p>	<p><i>Work in groups. Raise your hand and say your group number when you know the correct question. Let's start!</i></p>	<p><i>Ss: My name is Sam. G1: What's your name? Ss: I am 7 years old. G2: How old are you? Ss: They're pencils. G3: What are these? Ss: She is my grandmother. G4: Who's she? Ss: I want chicken and juice. G1: What do you want?</i></p>
<p>3. Post Activity Ask a S to give a sentence. Then, ask the S to call another S to give the correct question. Repeat as time allows.</p>	<p><i>S1, give a sentence. Now, call another S to give the correct question.</i></p>	<p><i>S1: I want bread and milk. S2! S2: What do you want? ...</i></p>

LG1 U7 L6 – Activity 4: Ask a Classmate (R&E: Asking and Answering WH Questions about What Someone Wants)

13 min

Objectives: Ss will be able to ask and answer WH questions about what someone wants.

Target Lang: *rice, chicken, milk, bread, juice, pizza, fish, ice cream, cake / What do you want? / I want cake, pizza, chicken and juice. / What does Eddy want? / He wants rice, milk, bread, and fish. / She wants milk, pizza, ice cream and cake.*

Materials: LG1 U7 L6 PPT – Slide 6; LG1 U7 L6 Handout 1 – What Do You Want?

Interaction: T-Ss; Ss-Ss; S-S; S-Ss



ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Name the cats and food Show LG1 U7 L6 PPT – Slide 6. Have Ss name the cats and food.</p>	<p><i>Who is he/she? What is this?</i></p>	<p><i>She is Ginger. He is Sam. She is Mimi. He is Tom. She is Sue. He is Eddy. It is rice It is chicken. It is milk. It is bread. It is juice. It is pizza. It is fish. It is ice cream. It is cake.</i></p>
<p>2. Model asking and answering WH questions about what the cats want CLICK to show the table. Have Ss answer questions based on the table shown. Then, ask them to ask you a question about Sam.</p>	<p><i>Look at the table. What does Ginger want? (Point at the smiley faces under each food item.) Now, ask me about Sam. He wants chicken, milk, bread and pizza.</i></p>	<p><i>She wants rice, chicken, juice and ice cream. What does Sam want?</i></p>
<p>3. Do Qs and As about what the cats want – in groups CLICK to show the next table. Divide the class into two groups. Have the first group ask questions and the second group answer.</p>	<p><i>Work in groups. Group 1, ask questions. Group 2, answer. (Point at Eddy and the smiley faces under each food item in Eddy's row.) Now, Group 2, ask questions. Group 1, answer.</i></p>	<p><i>G1: What does Eddy want? G2: He wants rice, milk, bread, and fish. G1: What does Sue want? G2: She wants milk, pizza, ice cream and cake. G1: What does Tom want? G2: He wants chicken, bread, juice, and pizza.</i></p>

<p>Then, CLICK to show the next table. Have the groups switch roles.</p>	<p>(Point at Mimi and the smiley faces under each food item in Mimi's row.)</p>	<p>G2: What does Mimi want? G1: She wants milk, bread, ice cream and cake. G2: What does Sam want? G1: He wants rice, chicken, pizza and fish. G2: What does Ginger want? G1: She wants rice, fish, ice cream and cake.</p>
<p>4. Model the interview about what someone wants CLICK to show the blank table. Ask a S to stand up. Write his/her name on the space provided. Ask him/her a question and put a checkmark on the appropriate boxes. Make a sentence about the S's answers. Then, ask the S to do the same procedure by asking you using the same table.</p>	<p><i>S1, please stand up.</i> (Write S1's name on the space provided). <i>What do you want?</i> <i>S1 wants cake, pizza, chicken and juice.</i> <i>Now, S1, write my name and ask me a question. Put a checkmark on the correct boxes.</i> <i>I want rice, fish, cake and milk.</i></p>	<p><i>S1: I want cake, pizza, chicken and juice.</i> S1: (Writes the T's name) <i>What do you want?</i> (put checkmarks in the boxes) <i>T wants rice, fish, cake and milk.</i></p>
<p>5. Do Qs and As about classmates' wants— whole class Distribute LG1 U7 L6 Handout 1 – What Do You Want? Have Ss go around and fill-in the handout by asking their classmates about their wants.</p>	<p><i>Go around and ask 4 classmates about their wants.</i> <i>Put a check mark on the correct box.</i></p>	<p><i>S1: S2, what do you want?</i> <i>S2: I want rice, chicken, fish and ice cream.</i> S1: (Put checkmarks in the boxes) <i>S1: S3, what do you want?</i> <i>S3: I want ice cream, cake, pizza and juice.</i> <i>S1: How about you, S4? What do you want?</i> <i>S4: I want rice, chicken, cake and milk.</i> <i>S1: S5, what do you want?</i> <i>S5: I want chicken, pizza, ice cream and juice.</i> ...</p>
<p>6. Describe what their classmates want Call several Ss to make sentences about their classmates' answers.</p>	<p><i>S1, tell us about your classmates' answers.</i> <i>S2, your turn!</i></p>	<p><i>S1: S2 wants rice, chicken, fish, and ice cream.</i> <i>S3 wants ice cream, cake, pizza and juice.</i> <i>S4 wants rice, chicken, cake and milk. S5 wants chicken, pizza, ice cream and juice.</i></p>

LG1 U7 L6 – Activity 6: Make a Dialog (R&E: Making a Dialog about Wants)

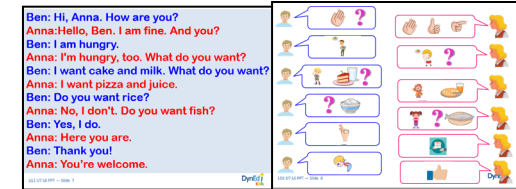
12 min

Objectives: Ss will be able to make a dialog about their wants.

Target Lang: *Hi, John. / How are you? / Hello, Lora. / I am fine. And you? / I'm hungry. / I'm hungry, too. / What do you want? / I want fish and rice. / What do you want? / I want cake and ice cream. / Do you want bread? / No, I don't. / Do you want milk? / Yes, I do. / Let's go to my house and eat. / Sure, let's go!*

Materials: LG1 U7 L6 PPT – Slide 7~11

Interaction: T-Ss; Ss-Ss; S-S; T-S



ACTIVITY STEPS

Teacher Talk

Student Output

<p>1. Read the dialog – whole class Show LG1 U7 L6 PPT – Slide 7. Have Ss read the dialog as a class.</p>	<p><i>Let's read.</i></p>	<p><i>Ben: Hi, Anna. How are you? Anna: Hello, Ben. I am fine. And you? Ben: I am hungry. Anna: I'm hungry, too. What do you want? Ben: I want cake and milk. What do you want? Anna: I want pizza and juice. Ben: Do you want rice? Anna: No, I don't. Do you want fish? Ben: Yes, I do. Anna: Here you are. Ben: Thank you! Anna: You're welcome.</i></p>
<p>2. Recall the dialog using picture prompts – whole class CLICK to show LG1 U7 L6 PPT – Slide 8. Have Ss recall the dialog using picture prompts. Guide the Ss by pointing at the pictures as they recall the dialog.</p>	<p><i>Let's recall the dialog.</i> (Point to each picture as Ss recall the dialog)</p>	<p>Same as above.</p>
<p>3. Make a dialog using picture prompts – in groups Divide the class into two groups. Have Group 1 act as Ben and Group 2 as Anna.</p>	<p><i>Group 1, you are Ben.</i> (Point at the boy's picture) <i>Group 2, you are Anna.</i> (Point at the girl's picture) <i>Let's make a dialog using these pictures.</i></p>	<p><i>G1: Hi, Anna. How are you? G2: Hello, Ben. I am fine. And you? G1: I am hungry.</i></p>

<p>CLICK to show LG1 U7 L6 PPT – Slide 9. Guide the Ss to make a dialog by pointing to each picture.</p>		<p>G2: I'm hungry, too. What do you want? G1: I want bread and juice. What do you want? G2: I want cake and ice cream. G1: Do you want fish? G2: No, I don't. Do you want chicken? G1: Yes, I do. G2: Here you are. G1: Thank you! G2: You're welcome.</p>
<p>4. Make a dialog using picture prompts – in pairs Pair Ss up. Have S1 act as Ben and S2 as Anna. CLICK to show LG1 U7 L6 PPT – Slide 10. Guide the Ss to make a dialog by pointing to each picture.</p>	<p><i>Work with your partner.</i> <i>Make a dialog using the pictures.</i></p>	<p>S1: Hi, Anna. How are you? S2: Hello, Ben. I am fine. And you? S1: I am hungry. S2: I'm hungry, too. What do you want? S1: I want chicken and rice. What do you want? S2: I want cake and juice. S1: Do you want ice cream? S2: No, I don't. Do you want bread? S1: Yes, I do. S2: Here you are. S1: Thank you! S2: You're welcome.</p>
<p>5. Personalize the dialog – in pairs Have Ss work in pairs. Have each pair make a dialog about their wants. Instruct Ss to draw some food they want to offer on a piece of paper. CLICK to show LG1 U7 L6 PPT – Slide 11.</p>	<p><i>Work in pairs.</i> <i>On a piece of paper, draw some food you want to offer and make a dialog about your wants.</i></p>	<p>S1: Hi, <u>John</u>. How are you? S2: Hello, <u>Lora</u>. I am fine. And you? S1: I am hungry. S2: I'm hungry, too. What do you want? S1: I want <u>fish</u> and <u>rice</u>. What do you want? S2: I want <u>cake</u> and <u>ice cream</u>. S1: Do you want <u>bread</u>? S2: No, I don't. Do you want <u>milk</u>? S1: Yes, I do. S2: Here you are. (gives the paper with drawn</p>

		<p>food) <i>S1: Thank you!</i> <i>S2: You're welcome.</i> (Ss' response may vary)</p>
<p>6. Present the dialog to the class – in pairs Call several pairs to present their dialog to the class.</p>	<p><i>S1 and S2, come to the front and show your dialog.</i></p> <p><i>S3 and S4, your turn!</i></p>	<p>Same as above.</p>

LG1 U7 L6 – Wrap up: *Beat the Clock*

4 min

Objectives: Ss will be able to name words or sentences that they've learned in the lesson.




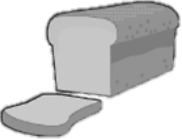





Target Lang: *chicken, rice, sun, tall, pizza, juice, cake, ice cream, TV, ugly, milk / I want fish and juice.*

Materials: None

Interaction: T-Ss; Ss-Ss

ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Model giving words or phrases in 20 seconds</p> <p>Call 5 Ss to come to the front and take turns in giving as many words or sentences as they can in 20 seconds.</p> <p>The words or sentences should be from today's lesson.</p>	<p><i>S1, S2, S3, S4 and S5, come to the front.</i></p> <p><i>Take turns in giving words or sentences that you learned today within 20 seconds. No answers should be repeated.</i></p>	<p><i>S1: chicken! S2: rice!</i></p> <p><i>S3: sun! S4: tall!</i></p> <p><i>S5: pizza! S1: juice!</i></p> <p>...</p>
<p>2. Give words or phrases – in groups</p> <p>Divide the class into 3-4 groups. Each group will be given 20 seconds. Each member should give a word or a sentence one after the other within the time limit.</p> <p>The number of words or sentences that they will be able to give corresponds to their points.</p>	<p><i>Work with your group. Each group has 20 seconds.</i></p> <p><i>Within your group, take turns in giving words or sentences.</i></p> <p><i>The number of the words or sentences you've given will be your points.</i></p> <p><i>Let's start! Group 1!</i></p>	<p><i>G1S1: cake! G1S2: ice cream!</i></p> <p><i>G1S3: TV! G1S4: ugly!</i></p> <p><i>G1S5: milk! G1S6: I want fish and juice.</i></p> <p>...</p>

Put a check mark (✓) on the correct box.

Name									

LG1 U7 L8

Time: 50 min

Materials: Projector; **LG1 U7 L8 PPT** ; **LG1 U7 L8 Handout 1 – Unit Test**

General Guidelines for Lesson Plan 8s

This session is meant to serve as a final unit summarization and assessment.

General Objectives for all Lesson Plan 8s:

1. Ss will be able to give presentations fluently and confidently, using the same or similar topics from the previous lessons, without much preparation.
2. Ss will be able to finish a short unit test independently, and correct any mistakes after the answers are checked.

About the Presentations:

1. Three topics are provided in this lesson plan. It's at the teachers' discretion to decide how many topics to use and which ones to use depending on the class size and time availability.
2. Not all Ss may have the chance to do a presentation in every class. Teachers should ensure Ss have equal opportunities to participate in later lessons.

About the Unit Test:

1. The test provided in each unit is usually, but not always, reading and writing based. It's best if the Tests can be printed out, but the test can be done just using the PPT as a guide and having Ss write out their answers on a piece of paper.
2. It is recommended that test answers be checked and mistakes corrected before the end of class. Please refer to the guidance in L7 for ways of checking Ss' answers in class.

LG1 U7 L8 Activity Overview:

Time	10'	10'	15'	10-15'
Act. # Type	Presentation 1	Presentation 2	Presentation 3	Unit Test
Name Description of Activity	<p><i>He/She wants ...</i></p> <p>Describing and Identifying What Someone Wants from LG1 U7 L4</p>	<p><i>Ask a Classmate</i></p> <p>Asking and Answering WH-Questions about What Someone Wants from LG1 U7 L6</p>	<p><i>Make a Dialog</i></p> <p>Making A Dialog About Wants and Practice Giving Something from LG1 U7 L6</p>	<p><i>Unit Test</i></p>
Target Language	<p><i>He wants fish and juice.</i></p> <p><i>She wants cake.</i></p>	<p><i>What do you want?</i></p> <p><i>I want chicken, pizza, rice and juice.</i></p> <p><i>She wants chicken, pizza, rice, and juice.</i></p> <p><i>He wants bread, ice cream, cake, fish and milk.</i></p>	<p><i>Hi, Vincent. How are you?</i></p> <p><i>Hello, Amy. I am fine. And you?</i></p> <p><i>I am hungry.</i></p> <p><i>I'm hungry, too.</i></p> <p><i>What do you want?</i></p> <p><i>I want pizza and ice cream.</i></p> <p><i>What do you want?</i></p> <p><i>I want chicken and bread.</i></p> <p><i>Do you want cake?</i></p> <p><i>No, I don't.</i></p> <p><i>Do you want fish?</i></p> <p><i>Yes, I do.</i></p> <p><i>Here you are.</i></p> <p><i>Thank you!</i></p>	<p><i>chicken , bread, ice cream</i></p> <p><i>cake and milk</i></p> <p><i>pizza and juice</i></p> <p><i>rice and fish</i></p> <p><i>sister, sun</i></p> <p><i>tall, table</i></p> <p><i>umbrella, under, ugly</i></p> <p><i>violin, van</i></p> <p><i>What do you want?</i></p> <p><i>I want bread and juice.</i></p> <p><i>What does she want?</i></p> <p><i>He wants cake and ice cream.</i></p> <p><i>She wants pizza and chicken.</i></p>

LG1 U7 L8 –Presentation 1: He/She wants... (Describing and Identifying What Someone Wants – from LG1 U7 L4)

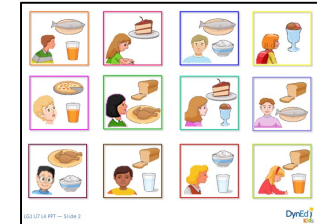
10 min

Objectives: Ss will be able to talk about what someone wants fluently and confidently.

Target Lang: *He wants fish and juice. / She wants cake.*

Materials: LG1 U7 L8 PPT – Slide 2

Interaction: S-Ss



ACTIVITY STEPS

Teacher Talk

Student Output

<p>1. Give instructions Show LG1 U7 L8 PPT – Slide 2. Give Ss one minute to prepare to talk about the someone's wants</p>	<p><i>Look at the pictures. Talk about what they want, Be prepared to describe as many pictures as you can. You have one minute.</i></p>	
<p>2. Present to the class – individually Call individual Ss to come to the front and give a presentation within 30 seconds. Have the other Ss count the number of pictures the S was able to describe correctly. Repeat as time allows.</p>	<p><i>Describe as many pictures as you can in 30 seconds. Everyone, please help to count the pictures he/she was able to describe correctly.</i></p>	<p><i>He wants fish and juice. She wants cake. He wants rice and fish. She wants ice cream. He wants pizza and juice. She wants bread and chicken. She wants cake and ice cream. He wants bread and fish. He wants chicken and rice. He wants bread and milk. She wants rice and milk. She wants bread and juice.</i></p>

LG1 U7 L8 –Presentation 2: Ask a Classmate (Asking and Answering WH Questions about What Someone Wants – from LG1 U7 L6)

10 min

Objectives: Ss will be able to describe fluently and confidently what someone wants after asking and answering WH questions.

Target Lang: *What do you want? / I want chicken, pizza, rice and juice. / She wants chicken, pizza, rice, and juice. / He wants bread, ice cream, cake, fish and milk.*

Materials: None

Interaction: S-S

ACTIVITY STEPS

Teacher Talk

Student Output

ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Do Q&As – in pairs</p> <p>Have Ss work in pairs and ask each other about their wants.</p>	<p><i>Work in pairs.</i></p> <p><i>Ask each other about your wants.</i></p>	<p><i>S1: S2, what do you want?</i></p> <p><i>S2: I want chicken, pizza, rice and juice.</i></p> <p><i>S1, what do you want?</i></p> <p><i>S1: I want bread, ice cream, cake, fish and milk.</i></p>
<p>2. Describe one’s wants– in pairs</p> <p>Call several pairs to come to the front and describe each other’s wants.</p> <p>Repeat as time allows.</p>	<p><i>Describe what your partner wants.</i></p>	<p><i>S2: He wants bread, ice cream, cake, fish and milk.</i></p> <p><i>S1: She wants chicken, pizza, rice and juice.</i></p> <p>...</p>

LG1 U7 L8 –Presentation 3: *Make a Dialog* (Making A Dialog About Wants – from LG1 U7 L6)

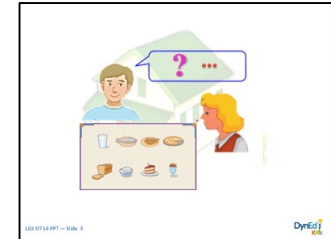
15 min

Objectives: Ss will be able to make a dialog about someone's wants fluently and confidently.

Target Lang: *Hi, Vincent. / How are you? / Hello, Amy. / I am fine. And you? / I am hungry. / I'm hungry, too. / What do you want? / I want pizza and ice cream. / What do you want? / I want chicken and bread. / Do you want cake? / No, I don't. / Do you want fish? / Yes, I do. / Here you are. / Thank you!*

Materials: LG1 U7 L8 PPT – Slide 3

Interaction: S-S



ACTIVITY STEPS

Teacher Talk

Student Output

ACTIVITY STEPS	Teacher Talk	Student Output
<p>1. Make a dialog – in pairs</p> <p>Show LG1 U7 L8 PPT – Slide 3.</p> <p>Have Ss work in pairs and make a dialog about each other's wants.</p> <p>Give Ss 2 minutes to prepare.</p>	<p><i>Make a dialog with your partner about your wants.</i></p>	
<p>2. Present to the class – in pairs</p> <p>Call a few pairs to come to the front and present their dialogs.</p> <p>Repeat as time allows.</p>	<p><i>Present your dialog to the class.</i></p>	<p><i>S1: Hi, <u>Vincent</u>. How are you?</i> <i>S2: Hello, <u>Amy</u>. I am fine. And you?</i> <i>S1: I am hungry.</i> <i>S2: I'm hungry, too. What do you want?</i> <i>S1: I want <u>pizza</u> and <u>ice cream</u>. What do you want?</i> <i>S2: I want <u>chicken</u> and <u>bread</u>.</i> <i>S1: Do you want <u>cake</u>?</i> <i>S2: <u>No, I don't</u>. Do you want <u>fish</u>?</i> <i>S1: <u>Yes, I do</u>.</i> <i>S2: Here you are!</i> <i>S1: Thank you!</i></p>

LG1 U7 L8 – Unit Test 10-15 min

Objectives: Ss will be able to finish a short reading and writing based unit test independently, correct any mistakes after the answers are checked.

Materials: [LG1 U7 L8 Handout 1 – Unit Test](#); LG1 U7 L8 PPT-Slides 4-7

Interaction: T-Ss

LG1 U7 L8 Handout 1—Unit Test

Let's Go Level 1 Unit 7 Test

I. Choose the correct word and write it below the picture.

chicken	pizza	bread	cake	milk	rice
	fish		ice cream	juice	

_____ and _____

_____ and _____

_____ and _____

II. Fill in the missing letters. Use "s", "t", "u", and "v".

1. ____ister	4. ____able	7. ____gly
2. ____all	5. ____nder	8. ____un
3. ____mbrella	6. ____jolin	9. ____an

III. Unscramble the sentence. Write the correct sentence on the blank.
 Example: wants / and pizza / She / chicken.
She wants pizza and chicken.

1. do / want? / you / What

2. and juice. / want / bread / I

3. want? / does / What / he

4. wants / ice cream. / He / cake and

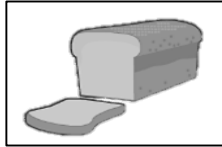
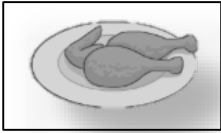
IV. Draw and complete the sentence.

I want _____ and _____

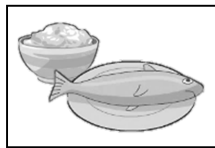
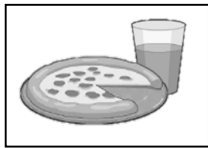
Let's Go Level 1 Unit 7 Test

I. Choose the correct word and write it below the picture.

chicken	pizza	bread	cake	milk	rice
	fish		ice cream	juice	



_____ and _____



_____ and _____

_____ and _____

II. Fill in the missing letters. Use "s", "t", "u", and "v".

1. _____ister

4. _____able

7. _____gly

2. _____all

5. _____nder

8. _____un

3. _____mbrella

6. _____iolin

9. _____an

III. Unscramble the sentence. Write the correct sentence on the blank.

Example: wants / and pizza. / She / chicken.

She wants pizza and chicken.

1. do / want? / you / What

2. and juice. / want / bread / I

3. want? / does / What / he

4. wants / ice cream. / He / cake and

IV. Draw and complete the sentence.

I want _____ and _____.

