Book 1 Unit 5 2

pp.30-31

TOPIC My Pet

Aims for this lesson

- To describe one's pet using simple forms of "like" and "have"
- To describe something using two adjectives
- To ask questions to get information and solve the task

Words



Target sentences

I like ...

I have ...

duck, turtle, bird, rabbit, giraffe, bear, fox, horse, lion, ostrich dog, cat, hippo

Activity Sheets:

#38-61.

"A Big Yellow Lion"

*Cut up the two sheets #36-37 of smaller cards.

Put magnets on the back of the bigger cards

What to prepare

- Class Cards : Unit 5-2 #109-118 (Animals: duck, turtle, bird, rabbit, giraffe, bear, fox, horse, lion, ostrich)
- •Cards Plus+: #236-246 (Colors)
- Colored pencils

Warm up and Review

- 1 Greet the class.
- 2 Sing "Say Hello". (CD1 #2→3)
- 3 Q&A (No.1-17) : See the "35 Questions List for Book 1".
- 4 Review the previous lesson: Unit 5-1 p.28 Play CD1 #83. Have students repeat the words in the 'Words' box. Play CD1 #84. Have students say the chant from Unit 5-1, page 28. Play CD1 #85. Have students say the chant only to the beat.
- 5 One pair at a time, have students say the chant. Once they do the chant well, give them an award sticker for circle 28 on their name card or let them color it. (If the class is very big, you can divide them into groups.)





Book 1 Unit 5-2



Have each pair present their chant to the class.

verse with the students.

... 63 ...

Book 1 Unit 5-2

Textbook-right page p.31

Oral Presentation

- 1 Have students open their textbooks to page 31.
- 2 Have students draw their pet in the given space on page 31.
- While students are drawing their pictures, you should walk around the room asking them questions about the pictures they are drawing.
 T: What animal is your pet? What color is your pet? Is your pet big or small?
- 4. Have one student at a time come up to the front.
- Have the student show her / his drawing, telling the class "My Pet." Encourage students to speak in a loud voice.
 S: This is my pet. I like my pet. It's little. It's white.

Phonics **T**

- 1 Practice the letters e, f, g and h along with the CD1 #73. (All lyrics of the song from a to z are recorded on CD1 #72.)
- 2 When students can correctly say each letter's name, its sound and the words starting with that letter, they may color the pictures.
 - Big E, little e, [e] [e] [e].
 Big F, little f, [f] [f] [f].
 Big G, little g, [g] [g] [g].
 Big H, little h, [h] [h] [h].
 Big H, little h, [h] [h] [h].



Color the anim

a green hipp

My Pet

Workbook p.21

Disc 1

73

- 1 Have students color the animals as indicated.
 - Lay out the Class Cards (Colors, #236-246) in the chalk tray for reference if needed.
 Read out the questions ① ③ together with the students and check the answers.
- Read out the questions ① ③ together with the students.
 Have students write the answers to the questions on the four guided lines.
 (If students need help writing on the four guided lines, see the inside front cover of the WORKBOOK for reference.)

an orange giraffe a blue fox a bluck bear Answer the questions.	
What color is the hippo?	green
What color is the giraffe?	orange
What color is the bear?	black
What color is the lion?	brown
What color is the rabbit?	yellow
What color is the fox?	blue

Homework

- **1** Have students listen to the (Student CD $#47 \rightarrow 48$) at home and practice the chant.
- 2 Encourage students to practice the chant only to the rhythm (Student CD #48).
- 3 At the beginning of the next lesson, have them do the chant.
 - While listening and practicing at home, students should open their Student Book to page 30 and follow along with the words.