# Book (1) Unit 5

pp.30-31



### 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



#### **Target sentences**

I like ... I have ...

#### Words

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

#### 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



- Activity Sheets:
  - "A Big Yellow Lion"
- Cut up the two sheets #36-37 of smaller cards. Put magnets on the back of the bigger cards #38-61.

## Warm up and Review

- Greet the class.
- Sing "Say Hello". (CD1 #2→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.)



## **Communication Activity**

#### Book 1 Unit 5-2

Structures used in this activity

I have a pet.

I like my pet.

Guess what I have.





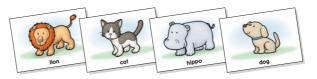
## **Activity Procedure**

Use Class Cards (Animals, #117, 101, 105, 99) to introduce and practice the vocabulary to be used in this activity.

- Lay out the cards in the chalk tray on the board.
- Play CD1 #86. Have students point at the pictures as they repeat the words to the rhythm.



lion, cat, hippo, dog



Introduce and practice the language patterns with the students using CD1 #87.



I have a pet.
I like my pet.
Guess what I have.

1



Put the 24 large **Activity Sheets** up on the board.

2

I take one.



Take one of the small cards.

3 Tell the class:

T: I have a pet.
I like my pet.

Guess what I have.

4



Make students ask questions and to find out which card you have.

S: Is it big? Is it yellow? Is it a lion?

T: No, it isn't. (Yes, it is.)

5

I know! You have a big brown lion.

Have students continue to ask questions until they get the answer. Students raise their hands and answer when they know the answer.

S: I know! You have a big brown lion.

T: That's right.

That's right.

The student who gets the correct answer takes a turn and picks one of the small cards, comes up to the front and says:

S: I have a pet. I like my pet. Guess what I have.

Repeat this several times.

#### Book 1 Unit 5-2



## Textbook-left page

Have students open their textbooks to page 30.

p.30

- - Vocabulary 88

2

duck, turtle, bird, rabbit, giraffe, bear, fox, horse, lion, ostrich



- ◆Introduce and practice the vocabulary in the 'Words' box with the Class Cards (#109-118).
- ♦Play CD1 #88. Have students point at the pictures in their books as they listen and repeat the words.
- 3
  - ♦ Play CD1 #89. Have students listen and follow along with the sentences in their books.
  - ◆Play CD1 #89 again. Encourage students to say the chant along with the CD.
  - ◆Have students say the chant only to the rhythm. (CD1 #90)



#### Script:

I like my pet. I like my pet. A big black duck. A little purple turtle. It's big.  $\times \times$ It's little.  $\times \times$ It's black.  $\times \times$ It's purple. XX I have a pet. I have a pet. A big black duck! A little purple turtle!

#### 4

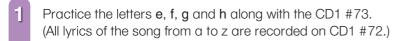
- Choose one card from the Class Cards (#99-118 include the animal cards in Unit 5-1) and make an original verse with the students.
- Have each pair present their chant to the class.

## Textbook-right page

## 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.

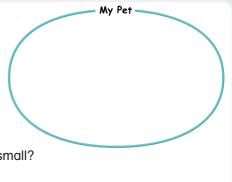
## Phonics (Control of the Control of t



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]. Egg, elephant, [e] [e] [e].
- Big F, little f, [f] [f] [f]. Fish, fork, [f] [f] [f].
- Big G, little g, [g] [g] [g]. Goat, ghost, [g] [g] [g].
- Big H, little h, [h] [h]. Hat, house, [h] [h] [h].





## Workbook

p.21

- 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 ⑥ together with the students and check the answers.
- Read out the questions •• 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.)

## Homework

- 1 Have students listen to the (Student CD #47→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.

