Let’s Go Lesson Plan Instructions (2018 Edition)

The 2018 version of the Let’s Go Lesson Plans have been designed for use as classroom follow up lessons to the DynEd Let’s Go courseware. They aim to review, consolidate, and extend each element of the course, including Song & Conversation, Vocabulary, Grammar, Phonics and Game.

✧ General Introduction

This set of lesson plans contains 8 lesson plans for each of the 8 units of Let’s Go’s 6 levels, for a total of 384 approximately 50-minute lesson plans. For each unit there is a more or less consistent variation in the focus of each of the 8 lesson plans. Initially, the emphasis is on courseware review, followed in later lessons by increasing amounts of personalization and extension. Similarly, following DynEd’s principles, activities are initially oriented toward listening and speaking, with reading and writing activities delayed until the later lesson plans for each unit.

✧ Overall Unit Lesson Plan Sequence

Each lesson plan folder contains a Word file with the teacher instructions, and a PPT file to be used with a projector in class. The exception in each Unit is Lesson 1, which doesn’t include a PPT, and Lesson 7 which is a generic lesson plan to be used with all the units, again without a PPT. (See Pic 1). Some lessons also have handouts which need to be printed out beforehand.

Lesson 1, within each Unit, is a straightforward review of the Song, Conversation, Vocabulary, Grammar, Phonics and Game lessons presented in the courseware. No PPT is provided for Lesson 1. Please note that starting from Level 4, Listening Practice and Reading Practice are added to the Lesson 1 lesson plans.
Lessons 2 to 6 include a variety of activities that move gradually from review to extension. The activities fall roughly into the following four types: R-Review, E-Extension, R & E – Review & Extension and PR – Parallel Review. Most activities take less than ten minutes or so.

- **Mini lessons** are designed as a change a pace and focus on a quick oral review of an area of English unrelated to the current learning unit, like days of the week, months of the year, seasons, etc.
- **Parallel Review (PR):** Some lesson plans have Parallel Review sections aimed at reviewing and consolidating important content from earlier lessons.

**Lesson 7s** focus principally on written exercises using the *Let’s Go Workbooks*. Students do the workbook exercises independently and are then guided to self-correct using a variety of different techniques.

**Lesson 8s** are used to review the whole unit and is mainly composed of **Presentations** and a **Unit Test**. Presentations usually are composed of three presentation topics from Lesson 2-6 in each unit; Unit test needs to be printed out by teachers in advance and completed by students independently in class with answer-checking afterward.

![Lesson Plan Content](image)

At the beginning of each lesson plan, **Time, Materials** required for the lesson, and both **Unit** and overall **Lesson Objectives** are indicated. This is followed by an **Activity Overview** of the whole lesson.
Each activity includes defined **Objectives**, the **Activity Steps** to be followed by the teacher, model **Teacher Talk** suggestions, and everything the students are expected to say under **Student Output**.

### LG6 U8 L2 – Activity 1: *mb or mp?* (R: Naming Words Ending with *mb* and *mp*)

**Objective:** Ss will be able to name pictures of words ending with *mb* and *mp.*

**Target Lang:** lamb, plumber, thumb, jump, stump, bump, comb, climb, camp, stamp

**Materials:** LG6 U8 L2 PPT – Slide 2

**Interaction:** T-Ss

<table>
<thead>
<tr>
<th>ACTIVITY STEPS</th>
<th>Teacher Talk</th>
<th>Student Output</th>
</tr>
</thead>
</table>
| 1. Name words ending with *mb* and *mp*  
Show LG6 U8 L2 PPT – Slide 2.  
Have Ss name the pictures as you point. | **What's this?**  
(Point at the pictures one at a time) | lamb, plumber, thumb, jump, stamp, bump |
| 2. Name other words ending with *mb* and *mp*  
CLICK to show the pictures.  
Elaborate names of the pictures. | **What's the sound of this?**  
**What's Picture A?**  
**How about Picture B?**  
**And Picture C?**  
**Picture D?** | *“mb”*, *“mp”*  
comb  
climb  
stamp |
| 3. Match letters of pictures to the words ending with *mb* and *mp*  
CLICK to show the pictures.  
Have Ss say the letter of the picture that matches the word you say. | **Which letter is “lamb”?**  
jump  
plumber  
thumb  
bump  
comb  
camp  
climb  
stamp | F  
D  
C  
I  
G  
B  
E  
A  
H |
| 4. Identify pictures of words ending with *mb* and *mp*  
Say the letters and have Ss name the pictures.  
Do this several times in random order. | **What's the word for letter B?**  
B?  
stump  
lamb  
climb  
thumb  
comb  
plumber  
camp |

**Note:** The lesson plan for Lesson 7 is generic for all levels, so it doesn’t need to be downloaded repeatedly.
Note to the Teacher re Generic Workbook Lesson Plan 7

OVERVIEW
• Lesson 7 for every unit of LG is intended as a generic lesson plan focused on the reading and writing exercises in the Let’s Go Workbooks.

COMPLETING & CORRECTING THE WORKBOOK PAGES
• Assuming that it is not generally possible to assign homework, time is allocated during these classes for the Ss to complete the Workbook exercises.
  Option 1 – SS can be asked to do ALL the relevant pages first, and then begin the correction process, or
  Option 2 – the corrections can be done intermittently as Ss finish each individual exercise.
• Corrections – Corrections provide many opportunities for additional listening, speaking, reading and writing practice and can be just as valuable as other exercises and activities in the class. There are many different ways to do corrections. Some options are outlined below. Teachers are free to choose any of the options, though it is recommended that different options be used at time for purposes of variety.

OPTIONAL QUICK EXTENSION ACTIVITIES
• The attached list of suggested Quick Extension Activities are provided to help Ts quickly provide useful activities to fill whatever class time remains after the Workbook exercises have been corrected.

LG3 U1 L7 Objectives:
1. Ss will be able to complete the workbook exercises independently
2. Ss will be able to correct any mistakes in their own work, or that of others, using any of the methods chosen by the teacher.
3. Ss will be able to read, write, spell, describe, and/or dictate various words, sentences, and /or questions from the unit – either orally or in writing.
Activity 1: Completing Workbook Exercises  10-15 min

Objectives: Ss will be able to complete the workbook exercises independently.

Materials:  LG3 U1 Workbook pages 1-6

ACTIVITY STEPS

<table>
<thead>
<tr>
<th>Teacher Talk</th>
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</thead>
<tbody>
<tr>
<td>Please complete LG3 U1 Workbook pages 1-6.</td>
<td>Please do the first exercise, then we’ll correct it together.</td>
</tr>
<tr>
<td>1. Have Ss complete LG3 U1 Workbook pages 1-6</td>
<td></td>
</tr>
<tr>
<td>2. Alternatively, have Ss complete the exercises one-by-one and then correct.</td>
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</tbody>
</table>

Activity 2: Correcting Workbook Exercises  15-20 min

Objectives: Ss will be able to correct any mistakes in their own work, or that of others, using any of the methods chosen by the teacher.

Ways of Checking Ss’ Workbook Answers:

1. Show the ANSWERS on screen and have Ss check their answers individually.
2. Show the EXERCISES on screen and have individual Ss complete them with markers (Only if interactive whiteboard is available).
3. Call on individual Ss to say their answers to the class.
4. Have Ss correct the T’s answers – Read out wrong answers to each question on purpose and have Ss correct the T.
5. Have Ss check answers in pairs orally.
6. Have Ss exchange workbooks and check for each other’s work – Ss should check for spelling, punctuation, capitalization, etc., mistakes. To increase S motivation, the checker should write their name on the page. (Alternatively, have a 3rd S check the answers again and have his/her name written on the page as well.) Show the answers on the screen.
7. Have Ss in groups work out the answers together. Then ask them to read the answers chorally or choose individual S to read out their answers.
8. Have a competition – The group which first finishes correcting their answers raise their hands/say the answers aloud (when called on) or write them on the board. They earn points ONLY if their answers are correct in every way – including spelling, punctuation, capitalization, etc..
9. Post-activities. (*Optional)
   a. Role-play – Have Ss prepare and act out the scene on workbook if the content is not from the courseware.
   b. Q&A in Pairs – One S asks their partner the questions in the Workbook. Other answers without looking at Workbook. Trade roles.
   c. Personalization in Pairs – partners take turns asking & answering the same questions as in the workbook with their own personal info.
   d. Presentation/Story-telling – Have individual Ss tell stories or give presentations based on the conversation/pictures.
Activity 3: Quick Extension Activities 20 min

Objectives: Ss will be able to actively output the language in both oral and written forms as needed in the various extension activities.

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

Difficulty: ★★

Y/N Questions – I’m thinking of something...

ACTIVITY STEPS

1. Have Ss work in pairs.
2. One S has to think of a word or something from the courseware; the other may ask up to 10 Yes/No questions to guess the word or the name of something.
   (Note: Ss can define their own category, either general or specific, e.g., “I am thinking of something/an animal/a color/a school object/ a word beginning with letter C...,” etc.)

   Teacher Talk
   - Work in pairs.
   - One of you think of a word or something from the courseware.
   - The other of you ask Y/N questions to find out what it is.
   - You can ask up to 10 questions.

   Student Output
   - S1: I am thinking of something.
   - S2: Is it a color?  S1: No!
   - S2: Is it an animal?  S1: Yes!
   - S2: Is it black?  S1: No!
   - S2: Is it gray?  S1: Yes!
   - S2: Is it big?  S1: No!
   - S2: Can it fly?  S1: No!
   - S2: Can it swim?  S1: Yes!...

3. Have Ss switch roles.

   Teacher Talk
   - Then switch roles.

One Minute Vocabulary Guessing something...

ACTIVITY STEPS

1. Have Ss each write down 10 words.
2. Have Ss work in pairs with their partner and take turns describing the words to each other. 
3. See who can work out more words within 1 minute.

   Teacher Talk
   - Please write down 10 words on a piece of paper.
   - Describe each word to your partner and let him/her guess what it is.
   - Everyone has 1 minute.

   Student Output
   - S1: It’s bigger than a monkey. It can’t fly. It has a long neck.
   - S2: A giraffe?
   - S1: Yes!
   ...
### Back to Board Vocabulary Review

<table>
<thead>
<tr>
<th>ACTIVITY STEPS</th>
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</thead>
<tbody>
<tr>
<td>1. On half pieces of paper have Ss draw pictures of vocabulary from the course or simply write the words. (Alternatively, the T can prepare PPT slides of relevant vocabulary — Note Appendix 1)</td>
<td>Draw 3 picture of things we discussed in this unit. Or Write down in large letters 3 words from this Unit.</td>
<td></td>
</tr>
<tr>
<td>2. Have one S (Joe) stand in front of the board, with his/her back to the board, facing the other Ss.</td>
<td>Joe, stand here. Don’t look.</td>
<td></td>
</tr>
<tr>
<td>3. Have another Ss (S1) stand behind Joe and show one of their pictures or words. (Have additional Ss come up as needed.)</td>
<td>S1, stand behind Joe. Hold up one of your pictures/words so that Joe can’t see. Joe, DON’T LOOK. Class – describe the word. DON’T SAY THE WORD. Joe – try to guess the word. (Have students come up behind Joe with a new word.) Good - Another word; see how many you can guess in one minute.</td>
<td>Joe: Classroom! ...</td>
</tr>
<tr>
<td>4. Have the other Ss describe each picture without saying its name.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Joe tries to guess the word.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. See how many he can do within 1 minute.</td>
<td></td>
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</tbody>
</table>

### Minute Guessing of Vocabulary

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<tr>
<th>ACTIVITY STEPS</th>
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<th>Student Output</th>
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</thead>
<tbody>
<tr>
<td>1. Have Ss each write down 10 words.</td>
<td>Please write down 10 words on a piece of paper.</td>
<td></td>
</tr>
<tr>
<td>2. Have Ss work in pairs with their partner and take turns describing the words to each other.</td>
<td>Describe each word to your partner and let him/her guess what it is. Everyone has 1 minute.</td>
<td>S1: It’s bigger than a monkey. It can’t fly. It has a long neck. What is it? S2: Giraffe? S1: Yes! ...</td>
</tr>
<tr>
<td>3. See who can work out more words within 1 minute.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Pictionary

**ACTIVITY STEPS**

1. Have ALL Ss individually draw a picture they can describe.
2. Have Ss work in pairs.
3. One S describes his/her picture; the other guesses what it is.
4. Trade roles.

**Teacher Talk**

- Everyone, Draw a picture you can describe. DON’T SHOW IT TO ANYONE!
- Now, get a partner and describe your picture. DON’T SHOW YOUR PICTURE, describe it orally.
- Partners, try to guess what the picture is.

**Student Output**

<table>
<thead>
<tr>
<th>S1</th>
<th>S2</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s a person in the family. She is the mother of your father. Who is she?</td>
<td>My Grandmother.</td>
</tr>
</tbody>
</table>

### Jeopardy

**ACTIVITY STEPS**

1. Divide Ss into groups of 4 or more.
   - Have each group write down 10 statements.
   - Then the 10 questions for those answers
2. Then have Ss in pairs say the statements and have their partners repeat the answer, then say the question.
3. Have Ss reverse roles.

**Teacher Talk**

- Work with your group and write down ten statements.
- Now write the questions to those answers.
- In pairs, say your statements to your partner and have them repeat the sentence, and then ask the question.
- Reverse roles.

**Student Output**

<table>
<thead>
<tr>
<th>G1-G2</th>
<th>G2-G1</th>
<th>G1-G2</th>
<th>G2-G1</th>
</tr>
</thead>
<tbody>
<tr>
<td>She doesn’t want a sandwich.</td>
<td>She doesn’t want a sandwich.</td>
<td>He plays video games after school.</td>
<td>He plays video games after school.</td>
</tr>
<tr>
<td>Does she want a sandwich?</td>
<td>What does he do after school?</td>
<td>…</td>
<td>…</td>
</tr>
</tbody>
</table>

As above...
### False Statements

**ACTIVITY STEPS**

1. Have Ss work in pairs and take turns making false statements that the other corrects.

**Teacher Talk**

Work with your partner. Say a wrong sentence from the unit. Partner - correct the sentence.

**Student Output**

(Take L3U7 for example)

S1: Sam went to the zoo yesterday.
S2: No. Sam went to the museum yesterday.
S2: There were some big elephants at the museum.
S1: No. There were some big dinosaurs at the museum.

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### Memory Game

**ACTIVITY STEPS**

1. Divide Ss into two (or more, largish) groups.
   - Have each group write down 10 questions on 10 slips of paper, then the answers on another 10 pieces of paper.

**Teacher Talk**

Make two groups, Group A and Group B. Together, write down 10 questions on 10 slips of paper. Now the 10 answers on 10 more pieces of paper.

**Student Output**

2. Have Ss randomly mix the questions and answers, then exchange their pieces of paper with another group. Now Ss should place the papers on the floor face-down randomly.

**Teacher Talk**

Mix all your 20 pieces of paper together and give them to the other group. Now put the papers on the floor. Words down.

**Student Output**

3. Have one S pick a paper and read it then look for its match.
4. Have others repeat the question or answer and guess where the matching paper is. If it is correct, the answer slip can be turned over; if not, they have to try again and meanwhile remember where each answer slip is.
5. Continue until all answer slips on the floor are turned over.

(Note: Apart from questions and answers, Ss can also use pieces of paper with words / sentences on them, or pictures they draw for description, or simply use flashcards available in the classroom.)

**Teacher Talk**

One person in each group, pick up one piece of paper. Read it aloud. Everyone else, repeat. Now pick up another piece of paper. Do they match? No? OK, put both pieces of paper back, face down. Now another S try. If the papers match, you can keep the papers and take another turn.

**Student Output**

S1-G1: Is there a table behind the sofa?
G1: (Repeating) Is there a table behind the sofa? (Turn one answer slip over)
S1-G1: That’s the wrong one. Try again.
G1: (Turn another one over) Yes, there is a table behind the sofa.

...
6. Choose one S in each group to ask one question out of 10.
7. Have others repeat the question and guess where the answer slip is. If it is correct, the answer slip can be turned over; if not, they have to try again and meanwhile remember where each answer slip is.
8. Continue until all answer slips on the floor are turned over.
(Note: Apart from questions and answers, Ss can also use pieces of paper with words/sentences on them, or pictures they draw for description, or simply use flashcards available in the classroom.)

Xx, can you ask a question?

S1-G1: Is there a table behind the sofa?
G1: (Repeating) Is there a table behind the sofa? (Turn one answer slip over)
S1-G1: That’s the wrong one. Try again.
G1: (Turn another one over) Yes, there is a table behind the sofa.

ACTIVITY STEPS

<table>
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</table>
| You are in two groups, Group A and Group B. Please work together to think of many math formulas for the other group, e.g., 10*10=? | S1-G1: 10*10=90-35=
S2-G2: 30*40=
75+25= |
| Now please exchange your paper. Xx and Xx, can you read the math formulas to your group? See how many you can work out in 5 mins. | |

Math Formulas – 10*10

ACTIVITY STEPS

| 1. Divide Ss into two groups. Have each group think of as many math formulas as they can based on their level. | |
| 2. Choose one S from each group to read their math formulas for the other group to work out. See how many correct answers they can work out in 5 mins. | |
### Difficulty ★ ★ ★
### Spelling Bee

<table>
<thead>
<tr>
<th>ACTIVITY STEPS</th>
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<tbody>
<tr>
<td>1. Prepare a broad selection of vocabulary list from either the current unit</td>
<td>You are in two groups, Group A and Group B. Please stand in two lines.</td>
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<tr>
<td>or the previous levels/units (Please refer to Appendix II as needed),</td>
<td></td>
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<tr>
<td>usually with a varying degree of difficulty.</td>
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<td></td>
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<tr>
<td>2. Divide Ss in two groups and have them stand in two lines.</td>
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<td></td>
</tr>
<tr>
<td>3. Read the first word to the two Ss in the first row. Have the one who</td>
<td>First two students, listen carefully. If you know how to spell the word,</td>
<td>S1: r-a-i-n-y</td>
</tr>
<tr>
<td>first raises his/her hand spell it. If the spelling is correct, he/she can</td>
<td>raise your hand.</td>
<td>(Or: r-a-i-n-i-n-g)</td>
</tr>
<tr>
<td>queue again for the next round; if it’s wrong, he/she will drop out and the</td>
<td>“rainy!” Correct! Now queue up again.</td>
<td>S2: r-a-i-n-y</td>
</tr>
<tr>
<td>first student in the other group will win a chance to spell it.</td>
<td>(Or: Sorry, that’s not correct. Please sit down. Can you spell it, S2?)</td>
<td></td>
</tr>
<tr>
<td>4. Then read the second word to the next two Ss, repeat the same procedure.</td>
<td>Next, “chicken!”</td>
<td>S3: ...</td>
</tr>
<tr>
<td>repeat the same procedure. Points should be collected for each group.</td>
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### Running Dictation

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<tr>
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</thead>
<tbody>
<tr>
<td>1. Divide Ss in four or six groups depending on the class size. Have each group generate one sentence and write it down on a slip of paper. The sentences should be as long as possible.</td>
<td>Now you are in four(six) groups. Each group has to think of one sentence and write it down. Try to think of long sentences</td>
<td></td>
</tr>
<tr>
<td>2. Number the sentences and put them up on the wall randomly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Have the first Ss in each group run to the first sentence together and try to remember it as soon as possible.</td>
<td>The first student in each group, please run to the first sentence and remember it quickly.</td>
<td></td>
</tr>
<tr>
<td>4. Then have them run back to their groups, write down the sentence without showing the group members, and dictate the sentence to the others in a low voice. If he/she has difficulty in remembering, he/she can always go back to check the sentence again.</td>
<td>If you can remember the sentence, run back and tell it to your group quietly. Everyone in your group has to write it down. If you can’t remember the sentence, you can go to check it again.</td>
<td>S1-G1 (quietly): There is a ball under the table.</td>
</tr>
<tr>
<td>5. Once all Ss in a group write down the first sentence, have the second S in that group run to the second sentence.</td>
<td>If everyone in your group writes down the sentence, the second student can run to the next sentence and try to remember it.</td>
<td>S2-G1 (quietly): They usually eat dinner at 6:30.</td>
</tr>
<tr>
<td>6. Repeat the same procedure until all sentences are dictated.</td>
<td>Work together with your group and check your sentences. If you think your sentences are all right, raise your hands!</td>
<td></td>
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<tr>
<td>7. Have each group work together to check their sentences and raise their hands once it is done. See which group completes the task first.</td>
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## Word Dictation - in pairs

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<thead>
<tr>
<th>ACTIVITY STEPS</th>
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<tbody>
<tr>
<td>1. Have all Ss write down as many words as they can from today’s lesson, or the Unit.</td>
<td>In two groups, Group A and Group B. Each of you group has to think of a word list. As hard as possible. Everyone has to write them down. Check your spellings with others in your group.</td>
<td></td>
</tr>
<tr>
<td>2. Divide Ss in two groups and have them design their own vocabulary list. Have each S write all the words down and check the spellings with the other group members.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Each group has to choose 10 most difficult words from their list.</td>
<td>Now choose 10 most difficult words from your list.</td>
<td></td>
</tr>
<tr>
<td>4. Ask each S to find a partner from the other group and take turns dictating the 10 words to each other.</td>
<td>Find a partner from the other group. Dictate your 10 words to your partner.</td>
<td>S1-S2: library, telephone, bicycle, scissors, calculator, headache, hospital, restaurant, supermarket, playground S2-S1:…</td>
</tr>
<tr>
<td>5. Have Ss in pairs check the spellings for each other.</td>
<td>Exchange your papers and check the spellings for your partner.</td>
<td></td>
</tr>
<tr>
<td>6. Choose one pair to spell their words to the class.</td>
<td>S1, please read your spellings to the class. S2, yours please?</td>
<td>S1: l-i-b-r-a-r-y, library...</td>
</tr>
</tbody>
</table>
### Dictation with Limited Time

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<thead>
<tr>
<th>ACTIVITY STEPS</th>
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</thead>
<tbody>
<tr>
<td>1. Divide Ss in two groups and have them write down as many difficult words as possible (not necessarily from LG lessons), and check the spellings together in the group. Have both groups exchange paper.</td>
<td>Now you are in two groups, Group 1 and Group 2. Each group has to think of a word list and check the spellings together. Exchange your paper with the other group.</td>
<td></td>
</tr>
<tr>
<td>2. Choose one S from each group to dictate the words to the rest of the group within 5 mins.</td>
<td>Choose one student from your group. Dictate the words one by one. Everyone has to write them down. You have 5 mins.</td>
<td>S1-G1: library, telephone, bicycle, scissors, calculator, headache, hospital, restaurant, supermarket, playground…</td>
</tr>
<tr>
<td>3. Have each group work together and generate a correct word list.</td>
<td>Work together with your group. Correct your spellings.</td>
<td></td>
</tr>
<tr>
<td>4. See which group writes down more correct words within 5 mins.</td>
<td>Group 1, how many words did you write down? Group2, yours?</td>
<td></td>
</tr>
</tbody>
</table>
### Whisper Dictation/Spelling Dictation

<table>
<thead>
<tr>
<th>ACTIVITY STEPS</th>
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<th>Student Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Choose 10 challenging words Ss have learnt from the vocabulary list in Appendix II.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Divide Ss in a few groups with the same number of Ss and have each group stand in a line.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Call the first Ss in each group to the front and whisper the spelling of a word (without pronouncing the word) to them at the same time.</td>
<td>The first students in each group, please come to me. I will tell you the spelling of a word.</td>
<td>l-i-b-r-a-r-y</td>
</tr>
</tbody>
</table>
| 4. Have the first Ss write the word down secretly and whisper the spelling to the second, then the third... Only after the last S in a group writes down the word and raise his/her hand, can the first S go and listen to the spelling of the second word. | Write it down on your paper and tell the 2nd student quietly, then the 3rd...the last. | S1-S2: l-i-b-r-a-r-y  
S2-S3: l-i-b-r-a-r-y  
...  
S1-S2: h-o-s-p-i-t-a-l |
| 5. Repeat the same procedure until all spellings are passed down. Once every group member writes down all the words, they can raise their hands. | If your group writes down all the words, raise your hands. |  |
| 6. Have the last Ss in each group write the words on the board at the same time and pronounce them for Ss to check. | The last students, please come to the front and write your words on the board.  
Shirley, what is your first word?  
Correct, everyone?  
Joe, what is your second word?  
Correct, everyone?  
... | Shirley: library  
Ss: Yes!  
Joe: hospital  
Ss: Yes!... |
## Monthly Activity: Design “My Picture Book”

<table>
<thead>
<tr>
<th>ACTIVITY ST EPS</th>
<th>Teacher Talk</th>
<th>Student Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have Ss draw a picture that reminds them a story from the unit.</td>
<td>Can you think of a story in this unit? Draw a picture about the story.</td>
<td></td>
</tr>
<tr>
<td>2. Have Ss work in pairs (or groups) and tell a story about his/her picture.</td>
<td>Tell a story about your picture to your partner (group).</td>
<td></td>
</tr>
<tr>
<td>3. Choose individual Ss to present their story in class. (Ss can make “My Picture Book” at the end of the semester and show their parents.)</td>
<td>Joe, can you tell us a story about your picture? Shirley, yours?</td>
<td>Joe: Sue and Ginger went to the beach yesterday… ...</td>
</tr>
</tbody>
</table>

Joe, can you tell us a story about your picture? Shirley, yours?
Appendix I

### L1U1 Vocabulary
- a book
- a desk
- a chair
- a ruler
- a pencil
- a bag
- a pen
- an eraser

### L1U2 Vocabulary
- yellow
- blue
- white
- pink
- gray
- red
- black
- green
- purple
- orange
- brown

### L1U3 Vocabulary
- a crayon
- a pencil case
- a calculator
- a table
- a marker
- a notebook

### L1U4 Vocabulary
- mother
- father
- sister
- brother
- grandmother
- grandfather
- baby sister
- friend
- pretty
- tall
- short
- ugly
- old
- thin
- fat
- young

### L1U5 Vocabulary
- a yo-yo
- a car
- a kite
- a ball
- a doll
- a bat
- a puzzle
- a bicycle
- a jump rope
- a robot

### L1U6 Vocabulary
- a flower
- a tree
- a cloud
- a puddle
- rainy
- windy
- cloudy
- snowy

### L1U7 Vocabulary
- milk
- fish
- chicken
- pizza
- bread
- rice
- cake
- ice cream

### L1U8 Vocabulary
- a bird
- a dog
- a cat
- a frog
- a rabbit
- a spider
- walk
- run
- swim
- fly
- hop
- jump

### L2U1 Vocabulary
- a bag
- a book
- a desk
- a pencil case
- a door
- a chair
- a window
- a table
- a pen
- a crayon
- an eraser
- a marker
- a notebook
- a calculator
- a ruler
- a pencil
- a ball
- a puzzle
- a car
- a yo-yo
- a bicycle
- a jump rope
- a kite
- a bat
- a cat
- a frog
- a rabbit
- a spider
- a flower
- a tree
- a bird

### L2U2 Vocabulary
- a cook
- a taxi driver
- a nurse
- a farmer
- a shopkeeper
- a police officer
- a student
- a teacher
- sick
- sad
- hot
- tired
- cold
## L2U3 Vocabulary

<table>
<thead>
<tr>
<th>a bed</th>
<th>a bathtub</th>
<th>a telephone</th>
<th>a stove</th>
<th>a sofa</th>
<th>a sink</th>
<th>a toilet</th>
<th>a refrigerator</th>
<th>a TV</th>
<th>a lamp</th>
</tr>
</thead>
<tbody>
<tr>
<td>bedroom</td>
<td>kitchen</td>
<td>dining room</td>
<td>living room</td>
<td>bathroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## L2U4 Vocabulary

<table>
<thead>
<tr>
<th>sing a song</th>
<th>use chopsticks</th>
<th>ride a pony</th>
<th>write the alphabet</th>
<th>speak English</th>
<th>do a magic trick</th>
<th>fly a kite</th>
<th>dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>ride a bicycle</td>
<td>play with a yo-yo</td>
<td>catch a ball</td>
<td>draw a picture</td>
<td>jump rope</td>
<td>hit a ball</td>
<td>swim</td>
<td>climb a tree</td>
</tr>
</tbody>
</table>

## L2U5 Vocabulary

<table>
<thead>
<tr>
<th>an egg</th>
<th>a banana</th>
<th>a hot dog</th>
<th>a sandwich</th>
<th>an orange</th>
<th>a hamburger</th>
<th>fish</th>
<th>a salad</th>
</tr>
</thead>
<tbody>
<tr>
<td>a cookie</td>
<td>milk</td>
<td>chicken</td>
<td>pizza</td>
<td>bread</td>
<td>ice cream</td>
<td>cake</td>
<td>rice</td>
</tr>
</tbody>
</table>

## L2U6 Vocabulary

<table>
<thead>
<tr>
<th>a comb</th>
<th>a comic book</th>
<th>a brush</th>
<th>a key</th>
<th>a coin</th>
<th>a tissue</th>
<th>a candy bar</th>
<th>a paper clip</th>
</tr>
</thead>
</table>

## L2U7 Vocabulary

<table>
<thead>
<tr>
<th>get up</th>
<th>brush my teeth</th>
<th>wash my face</th>
<th>comb my hair</th>
<th>get dressed</th>
<th>eat breakfast</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat dinner</td>
<td>take a bath</td>
<td>play the piano</td>
<td>watch TV</td>
<td>study English</td>
<td>talk on the telephone</td>
</tr>
</tbody>
</table>

## L2U8 Vocabulary

<table>
<thead>
<tr>
<th>swimming</th>
<th>fishing</th>
<th>sleeping</th>
<th>coloring</th>
<th>running</th>
<th>playing</th>
</tr>
</thead>
</table>

## L3U1 Vocabulary

<table>
<thead>
<tr>
<th>girl's room</th>
<th>boy's room</th>
<th>classroom</th>
<th>library</th>
<th>lunchroom</th>
<th>music room</th>
<th>gym</th>
<th>office</th>
</tr>
</thead>
</table>

## L3U2 Vocabulary

<table>
<thead>
<tr>
<th>tape</th>
<th>chalk</th>
<th>ribbon</th>
<th>scissors</th>
<th>string</th>
<th>paper</th>
<th>glue</th>
<th>paint</th>
</tr>
</thead>
</table>

## L3U3 Vocabulary

<table>
<thead>
<tr>
<th>practice the piano</th>
<th>watch TV</th>
<th>go to the bookstore</th>
<th>take a nap</th>
<th>play video games</th>
<th>play outside</th>
</tr>
</thead>
</table>

## L3U4 Vocabulary

<table>
<thead>
<tr>
<th>6:00 am get up</th>
<th>12:30 eat lunch</th>
<th>7:15pm do homework</th>
<th>9:45pm go to sleep</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00am eat breakfast</td>
<td>8:15 go to school</td>
<td>3:45pm go home</td>
<td>6:30pm eat dinner</td>
</tr>
</tbody>
</table>
### L3U5 Vocabulary
- a coat
- a dress
- a shirt
- a sweater
- a skirt
- shoes
- boots
- pants
- thick
- thin
- large
- small
- long
- short
- old
- new

### L3U6 Vocabulary
- supermarket
- train station
- hospital
- park
- post office
- bus stop
- restaurant
- department store
- take a taxi
- ride a bicycle
- drive a car
- take a train
- walk
- take a bus

### L3U7 Vocabulary
- a seesaw
- a swing
- a slide
- a sandbox
- a jungle gym
- a bench

### L3U8 Vocabulary
- circus
- beach
- museum
- swimming pool
- amusement park
- playground
- zoo
- bears
- monkeys
- hot dog
- an elephant
- French fries
- soda pop
- lemonade
- cotton candy

### L4U1 Vocabulary
- big/bigger
- small/smaller
- long/longer
- short/shorter
- young/younger
- old/older
- tall/taller
- short/shorter

### L4U2 Vocabulary
- a baker
- a doctor
- a florist
- a fisherman
- a sales clerk
- a business person
- a factory worker
- a dentist
- a mail carrier
- a bank teller
- a fire fighter
- a mechanic

### L4U3 Vocabulary
- skateboarding
- playing catch
- taking pictures
- picking up trash
- chasing butterflies
- roller-skating
- hiking
- feeding ducks

### L4U4 Vocabulary
- go horseback riding
- go out to eat
- fly in a balloon
- meet a rock star
- have a party
- go bowling

### L4U5 Vocabulary
- an earache
- a stomachache
- a sore throat
- fever
- a cold
- a cough
- a toothache
- a headache
- listen to music
- make a model
- read a book
- play a game
- do a puzzle
- write a letter
- watch TV
- talk on the telephone
### L4U6 Vocabulary

<table>
<thead>
<tr>
<th>Action 1</th>
<th>Action 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>win a trophy</td>
<td>make a basket</td>
</tr>
<tr>
<td>win a race</td>
<td>catch a ball</td>
</tr>
<tr>
<td>hit a home run</td>
<td></td>
</tr>
<tr>
<td>up</td>
<td>down</td>
</tr>
<tr>
<td>break a window</td>
<td>score a goal</td>
</tr>
<tr>
<td>get an autograph</td>
<td></td>
</tr>
<tr>
<td>around</td>
<td>through</td>
</tr>
<tr>
<td>over</td>
<td>into</td>
</tr>
<tr>
<td>out of</td>
<td></td>
</tr>
</tbody>
</table>

### L4U7 Vocabulary

<table>
<thead>
<tr>
<th>Action 1</th>
<th>Action 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>wash the dishes</td>
<td>set the table</td>
</tr>
<tr>
<td>sweep the floor</td>
<td>feed the dog</td>
</tr>
<tr>
<td>take out the trash</td>
<td>vacuum the carpet</td>
</tr>
<tr>
<td>clear the table</td>
<td></td>
</tr>
<tr>
<td>go camping</td>
<td>go swimming</td>
</tr>
<tr>
<td>go shopping</td>
<td>go bike riding</td>
</tr>
<tr>
<td>play volleyball</td>
<td>collect stamps</td>
</tr>
<tr>
<td>use the computer</td>
<td></td>
</tr>
<tr>
<td>break a window</td>
<td>score a goal</td>
</tr>
<tr>
<td>get an autograph</td>
<td></td>
</tr>
<tr>
<td>up</td>
<td>down</td>
</tr>
<tr>
<td>around</td>
<td>through</td>
</tr>
<tr>
<td>over</td>
<td>into</td>
</tr>
<tr>
<td>out of</td>
<td></td>
</tr>
</tbody>
</table>

### L4U8 Vocabulary

<table>
<thead>
<tr>
<th>Action 1</th>
<th>Action 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>climb a mountain</td>
<td>travel</td>
</tr>
<tr>
<td>sail a boat</td>
<td>write a book</td>
</tr>
<tr>
<td>fly an airplane</td>
<td>build a house</td>
</tr>
<tr>
<td>go camping</td>
<td></td>
</tr>
<tr>
<td>set the table</td>
<td></td>
</tr>
<tr>
<td>sweep the floor</td>
<td></td>
</tr>
<tr>
<td>feed the dog</td>
<td></td>
</tr>
<tr>
<td>take out the trash</td>
<td></td>
</tr>
<tr>
<td>vacuum the carpet</td>
<td></td>
</tr>
<tr>
<td>dry the dishes</td>
<td></td>
</tr>
<tr>
<td>clear the table</td>
<td></td>
</tr>
<tr>
<td>wash the dishes</td>
<td>go swimming</td>
</tr>
<tr>
<td>go shopping</td>
<td>go bike riding</td>
</tr>
<tr>
<td>play volleyball</td>
<td>collect stamps</td>
</tr>
<tr>
<td>use the computer</td>
<td></td>
</tr>
<tr>
<td>break a window</td>
<td>score a goal</td>
</tr>
<tr>
<td>get an autograph</td>
<td></td>
</tr>
<tr>
<td>up</td>
<td>down</td>
</tr>
<tr>
<td>around</td>
<td>through</td>
</tr>
<tr>
<td>over</td>
<td>into</td>
</tr>
<tr>
<td>out of</td>
<td></td>
</tr>
</tbody>
</table>

### L5U1 Vocabulary

<table>
<thead>
<tr>
<th>Profession 1</th>
<th>Profession 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a computer programmer</td>
<td>a veterinarian</td>
</tr>
<tr>
<td>a coach</td>
<td>an engineer</td>
</tr>
<tr>
<td>an engineer</td>
<td>a nurse</td>
</tr>
<tr>
<td>a sailor</td>
<td></td>
</tr>
<tr>
<td>a lawyer</td>
<td>a photographer</td>
</tr>
<tr>
<td>an artist</td>
<td>a movie star</td>
</tr>
<tr>
<td>a news reporter</td>
<td>a scientist</td>
</tr>
</tbody>
</table>

### L5U2 Vocabulary

<table>
<thead>
<tr>
<th>Color 1</th>
<th>Color 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>blonde hair</td>
<td>brown hair</td>
</tr>
<tr>
<td>gray hair</td>
<td>black hair</td>
</tr>
<tr>
<td>red hair</td>
<td></td>
</tr>
<tr>
<td>curly hair</td>
<td>long hair</td>
</tr>
<tr>
<td>straight hair</td>
<td>short hair</td>
</tr>
<tr>
<td>blue eyes</td>
<td></td>
</tr>
<tr>
<td>green eyes</td>
<td>brown eyes</td>
</tr>
<tr>
<td>black eyes</td>
<td></td>
</tr>
</tbody>
</table>

### L5U3 Vocabulary

<table>
<thead>
<tr>
<th>Activity 1</th>
<th>Activity 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>go camping</td>
<td>a tent</td>
</tr>
<tr>
<td>play baseball</td>
<td>a flashlight</td>
</tr>
<tr>
<td>go swimming</td>
<td>a tennis ball</td>
</tr>
<tr>
<td>go hiking</td>
<td>a tennis racquet</td>
</tr>
<tr>
<td>play baseball</td>
<td>a mitt</td>
</tr>
<tr>
<td>a baseball bat</td>
<td>go birdwatching</td>
</tr>
<tr>
<td>a towel</td>
<td>binoculars</td>
</tr>
<tr>
<td>go fishing</td>
<td>a bird book</td>
</tr>
<tr>
<td>go canoeing</td>
<td></td>
</tr>
<tr>
<td>go hiking</td>
<td></td>
</tr>
<tr>
<td>a backpack</td>
<td></td>
</tr>
<tr>
<td>hiking boots</td>
<td></td>
</tr>
<tr>
<td>go canoeing</td>
<td></td>
</tr>
<tr>
<td>a canoe</td>
<td></td>
</tr>
<tr>
<td>a paddle</td>
<td></td>
</tr>
</tbody>
</table>

### L5U4 Vocabulary

<table>
<thead>
<tr>
<th>Animal 1</th>
<th>Animal 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a greyhound</td>
<td>a fox</td>
</tr>
<tr>
<td>a racehorse</td>
<td>a cheetah</td>
</tr>
<tr>
<td>a cat</td>
<td>a jackrabbit</td>
</tr>
<tr>
<td>a gazelle</td>
<td>a kangaroo</td>
</tr>
<tr>
<td>winter</td>
<td>ice skating</td>
</tr>
<tr>
<td>summer</td>
<td>swimming</td>
</tr>
<tr>
<td>skiing</td>
<td>water skiing</td>
</tr>
<tr>
<td>spring</td>
<td>fall</td>
</tr>
<tr>
<td>planting flowers</td>
<td>jumping into leaves</td>
</tr>
<tr>
<td>flying kites</td>
<td>playing football</td>
</tr>
</tbody>
</table>

### L5U6 Vocabulary
<table>
<thead>
<tr>
<th>jelly</th>
<th>peanut butter</th>
<th>cheese</th>
<th>ham</th>
<th>potato chips</th>
<th>pickles</th>
<th>sandwiches</th>
</tr>
</thead>
<tbody>
<tr>
<td>cookies</td>
<td>cups</td>
<td>plates</td>
<td>napkins</td>
<td>spoons</td>
<td>forks</td>
<td>knives</td>
</tr>
</tbody>
</table>

**L5U7 Vocabulary**
- do a somersault
- do a cartwheel
- do a handstand
- dance
- dive
- swim

**L5U8 Vocabulary**
- France
- Spain
- England
- Thailand
- Korea
- Japan
- Brazil
- the United States

**L6U1 Vocabulary**
- walk the dog
- wash your hands
- clean your room
- finish your homework
- study English
- have a cold
- live in New York
- be at camp
- feed the cat
- take a bath
- eat dinner
- go shopping
- have a dog
- be on the phone
- be on the train
- be a teacher

**L6U2 Vocabulary**
- beautiful
- wonderful
- awful
- hard
- soft
- delicious
- sweet
- sour
- good
- better
- the best
- bad
- worse
- the worst

**L6U3 Vocabulary**
- a blouse
- jeans
- socks
- slippers
- pajamas
- sandals
- a vest
- a belt

**L6U4 Vocabulary**
- a pig
- a cow
- a horse
- a sheep
- a goat
- a chicken

**L6U5 Vocabulary**
- sunglasses
- a bracelet
- a key chain
- a necklace
- a tie
- a box of chocolates
- a calendar
- a teddy bear

**L6U6 Vocabulary**
- Paris
- London
- Bangkok
- Tokyo
- Rome
- Cairo
- Mexico City
- Moscow

**L6U7 Vocabulary**
- *GROUP 1*
- watching a horse race
- digging a hole
- sleeping in the dark
- doing the laundry
<table>
<thead>
<tr>
<th>going hang gliding</th>
<th>riding a roller coaster</th>
<th>watching the news</th>
<th>splitting wood</th>
</tr>
</thead>
</table>

**GROUP 2**

<table>
<thead>
<tr>
<th>carefully</th>
<th>quickly</th>
<th>recklessly</th>
<th>quietly</th>
</tr>
</thead>
<tbody>
<tr>
<td>loudly</td>
<td>slowly</td>
<td>neatly</td>
<td>carelessly</td>
</tr>
</tbody>
</table>

**L6U8 Vocabulary**

<table>
<thead>
<tr>
<th>take off your coat</th>
<th>put on your hat</th>
<th>turn off the lights</th>
<th>turn on the computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>mix up the cards</td>
<td>tear up the paper</td>
<td>throw out the trash</td>
<td>pack up the boxes</td>
</tr>
</tbody>
</table>