

4th Grade - Unit 7 Unit Name What do you want? What do you want?

1. Unit Objective

- Become familiar with how to say ingredients and expressions that ask or request what you want. (Knowledge and skills)
- Ask and request the ingredients you want, and introduce the menus you have thought of. (Thinking ability, judgment ability, expressive ability, etc.)
- Try to introduce your own original menu while considering the people you are communicating with. (Motivation toward learning, humanity, etc.)

2. Language elements

- What do you want? I want (potatoes), please. How many? (Two), please. Here you are. Thank you.
- Fruits and vegetables (vegetable, potato, cabbage, corn, cherry), food and drink (sausage)
[Already mentioned] What's this? It's (a fruit). Do you have (a pen)? Do you like (blue)? Yes, I do. / No, I don't. I [have / don't have] (a pen). Fruits / vegetables, food and drink, number (1 ~ 60)

3. Area-specific goals in the relevant curriculum guidelines

Listening	B. If you speak slowly and clearly, you will be able to hear specific information about familiar and simple matters related to daily life.
Speaking (presentation)	C. Organize what you are trying to convey about familiar and simple matters, and then be able to speak your thoughts and feelings using simple words and phrases and basic expressions.

4. Unit plan

Time	The aim (◆) and main activity(【 】, ○) 【 】: Activities that have been published in the textbook	Evaluation perspective<Method>
1	◆ Familiarize yourself with how to say ingredients and expressions that ask or request what you want.	

	<p>○Chants Alphabet Chant (Unit 6)</p> <p>○What is there?</p> <ul style="list-style-type: none"> • See the pupils' textbook p.26 and 27 and announce the ingredients you know. <p>[Let's Watch and Think] p.27</p> <ul style="list-style-type: none"> • Look at the state of the world market and know that there are various ingredients in the world and that the same foods as ourselves are also ingredients. <p>[Activity 1] p.28</p> <ul style="list-style-type: none"> • Listen and understand the interaction between the representative pupil and the instructor when making a fruit parfait. • See the interaction between the instructor and the representative pupils and the representative pupils, and ask and answer together. <p>[Let's Chant] What do you want? p.27</p> <p>○Song Goodbye Song (3rd Grade Unit 2)</p>	<p>* Guidance will be given toward the goal, but the evaluation will be recorded during as the next time.</p>
2	<p>◆ Familiarize yourself with the expressions of asking and requesting what you want.</p>	
	<p>[Let's Chant] What do you want? p.27</p> <p>[Activity 1] p.28</p> <ul style="list-style-type: none"> • Pair and interact to make a parfait. <p>[Let's Listen 1] p.28</p> <ul style="list-style-type: none"> • Listen to the characters introducing the contents of their fruit parfait and connect them with a line. <p>○Song Goodbye Song (3rd Grade Unit 2)</p>	<p>◎ I am asking or requesting what I or you want.</p> <p><Behavioral observation / self-reflection card inspection></p>
3	<p>◆ Introduce fruit parfaits, ask and request what you want, and communicate with each other.</p>	
	<p>[Let's Chant] What do you want? p.27</p> <p>[Activity 1] p.28</p> <ul style="list-style-type: none"> • Introduce the parfaits you made the previous time. • Tell the parfait you want to interact with. <p>○Sing Goodbye Song (3rd Grade Unit 2)</p>	<p>◎ I am talking about fruit parfaits.</p> <p><Behavioral observation / self-reflection card inspection></p> <p>◎ I am communicating by asking and requesting what I or you want. <Behavioral</p>

		observation / self-reflection card inspection>
4	<p>◆ Ask and answer what you want about ingredients and communicate with each other.</p>	
	<p>[Let's Chant] What do you want? p.27 [Let's Listen 2] p.29</p> <ul style="list-style-type: none"> • Listen to the voice and connect the canned illustration to the letters with a line. <p>[Activity 2] p.29</p> <ul style="list-style-type: none"> • Think about what kind of pizza to make for whom, exchange ingredients and collect ingredients to make an original pizza. <p>○Sing Goodbye Song (3rd Grade Unit 2)</p>	<p>◎ I am asking and answering what I or you want about ingredients and communicating with each other. <Behavioral observation / self-reflection card inspection></p>
5	<p>◆ Try to introduce your own original pizza while considering the other party.</p>	
	<p>[Let's Chant] What do you want? p.27 [Activity 2] p.29</p> <ul style="list-style-type: none"> • Introducing the original pizza created in the previous time. <p>○Sing Goodbye Song (3rd Grade Unit 2)</p>	<p>◎ I am introducing my own original pizza while giving consideration to the other party. <Behavioral observation / self-reflection card inspection></p>

4th Grade Unit 7 - Lesson 1 What do you want? What do you want?

Goal: Familiarize yourself with how to say ingredients and expressions that ask or request what you want.

Preparation: pupils' textbook, teacher's picture cards (vegetables / fruits), digital teaching materials, self-reflection cards.

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
2 min.	<ul style="list-style-type: none"> • Say Hello. ○Chant Alphabet Chant (Unit 6) 	<ul style="list-style-type: none"> • Say Hello to the whole class and greet some pupils individually. • Say the chant with the pupils. 	digital teaching materials
6 min.	<ul style="list-style-type: none"> ○What is there? • See the pupil's textbook p. 26 and 27 and announce the ingredients you know. 	<ul style="list-style-type: none"> • From the pupil's textbook p.26 and 27, let the pupils announce the ingredients they know, and introduce their expressions while picking up the pupil's announcements and tweets. A teacher picture cards (vegetables / fruits) will be posted on the blackboard accordingly. If there is an ALT, have him/her pronounce it. If there is not an ALT, let pupils listen to it with digital teaching materials. • Depending on the actual situation of the pupils, as an activity to recognize letters, an activity to search for a capital letter signboard that the instructor says and an activity to read the capital letter signboard may be included. (PIZZA, VEGETABLES, FRUITS) • Not only introduce the ingredients, but also interact with the pupils by asking if they like them based on the ingredients. 	digital teaching materials pupil's textbook teacher's picture cards (vegetables / fruits)

7 min.	<p>[Let's Watch and Think] p.27</p> <ul style="list-style-type: none"> • Look at the world market and learn that there are various ingredients in the world, and that the same foods as ourselves are also ingredients. 	<ul style="list-style-type: none"> • Be aware of differences and commonalities while comparing with the Japanese market. After watching it once, show it by country, ask what the fruits in the video are, ask if they like them, and interact with the pupils. 	digital teaching materials
20 min.	<p>[Activity 1] p.28</p> <ul style="list-style-type: none"> • Listen to and understand the interaction between the representative pupil and the instructor. • See the interaction between the instructor and the representative pupil and the representative pupil, and ask and answer together. 	<ul style="list-style-type: none"> • Post teacher cards on the blackboard while confirming the wording of fruits with the pupils. Next to it, draw a picture of the parfait container and write Fruits Parfait Shop on the card. • Call the pupils "Let's make a delicious fruit parfait". And give a demonstration by using the representative pupil as a clerk. • Check the fruit on the screen as a pupil using the digital teaching materials (p.28 Activity 1). apple, peach, melon, pineapple, kiwifruit, banana, cherry, strawberry, orange, ice cream • The representative pupil is regarded as a customer, and the instructor becomes a clerk and asks the representative pupil "What do you want?" After repeating while changing the representative of the guest role, encourage other pupils to ask What do you want? As a clerk with the instructor. • Next, let multiple representative pupils play the roles of a clerk and a 	

		guest, and interact with each other to complete the parfait.	
5 min.	<p>[Let's Chant]</p> <p>What do you want?</p> <p>p.27</p> <ul style="list-style-type: none"> • Listen the first time, say from where you can say the second time. The third time, say until the end. 	<ul style="list-style-type: none"> • The first time pupils watch the video, stop before the last 'Nice salad.' Have them announce what ingredients have come out, and post a vegetable / fruit teacher picture cards on the blackboard accordingly. potatoes, carrots, onions, cucumbers, bananas • The second time, tell pupils to say only what they can say, but at the end stop just before 'Nice salad.' Ask what the pupils can do. Call to confirm it, and say it again from the beginning the third time. 	<p>digital teaching materials</p> <p>teacher's picture cards</p> <p>(vegetables / fruits)</p>
5 min.	<ul style="list-style-type: none"> • Look back on today's activities and fill in the self-reflection card. ○ Sing Goodbye Song (3rd year Unit 2) • Say Goodbye. 	<ul style="list-style-type: none"> • Praise the pupils' attitude toward using English. • Sing with pupils. • Say Goodbye. 	<p>self-reflection card</p> <p>digital teaching materials</p>

* Guidance will be given toward the goal, but the evaluation will be recorded during the next time.

Example of interaction

T: I want apples, please.

S: Here you are. (Give the apple picture card to the instructor.)

T: Thank you. (Post the card you received on the parfait container. Ask for another fruit as well.)

4th Grade Unit 7 - Lesson 2 What do you want? What do you want?

Goal: Familiarize yourself with expressions that ask or request what you want.

Preparation: pupil's textbook, teacher's picture cards (vegetables / fruits), pre-made fruit parfait worksheet (Unit 7-1,7-2), B5 size paper (1 for each pupil: parfait mount), glue (Each pupil), digital teaching materials, self-reflection card.

* For digital teaching materials that are not specified, use those of the relevant grade.

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
5 min.	<ul style="list-style-type: none"> • Say Hello. [Let's Chant] What do you want? p.27	<ul style="list-style-type: none"> • Say Hello to the whole class and greet some pupils individually. • Sing with pupils. 	digital teaching materials teacher's picture cards (vegetables / fruits)
25 min.	[Activity 1] p.28 <ul style="list-style-type: none"> • Look at the interaction between the instructor and the representative pupil and remember the contents of the previous time. • Pair and do as if you were playing a shop. • Name the finished parfait. 	<ul style="list-style-type: none"> • Perform the activities from the previous time with several pupils and remind them. • The instructor introduces his/her parfait that he/she has made in advance and calls to make a parfait in the same way as a shopkeeper. • Become a pair and become a shop and a customer. The shopkeeper holds a fruit card and interacts with customer. When you receive the fruit card, draw a picture of the parfait container on the parfait mount and paste it on it to make a parfait. Take turns. • Tell them to give a name to the parfait they made. ◎I am asking or requesting what I want. <Behavioral observation / self-reflection card inspection>	digital teaching materials teacher's picture cards (vegetables / fruits) Pre-made fruit parfait worksheet (Unit 7-1, 7-2) B5 size paper (1 sheet for each pupil: parfait mount) Nori (each pupil)
10 min.	[Let's Listen 1] p.28	<ul style="list-style-type: none"> • Check the names of the three characters (Emily, Sayo, Takeru) and 	digital teaching materials

	<ul style="list-style-type: none"> • Listen to the characters introducing the contents of their fruit parfait and connect them with a line. 	<p>what kind of fruits are contained in each of the four types of fruit parfait. Since there is a wealth of audio information, it is important to confirm it here. At that time, ask the pupils “Do you like ~?” Instead of just checking, try to communicate enough about the contents of each parfait.</p> <ul style="list-style-type: none"> • Listen to the audio of digital teaching materials and connect the parfait in the textbook with the characters. <p>Take time to listen to the voice one by one so that the pupil can feel “understood” and “heard”.</p>	pupil’s textbook
5 min.	<ul style="list-style-type: none"> • Look back on today’s activities and fill in the self-reflection card. ○Sing Goodbye Song (3rd year Unit 2) • Say Goodbye. 	<ul style="list-style-type: none"> • Praise the pupils’ attitude toward using English. • Sing with pupils. • Say Goodbye. 	self-reflection card digital teaching materials

4th Grade Unit 7 - Lesson 3 What do you want? What do you want?

Goal: Communicate by introducing fruit parfaits and asking and requesting what I want.

Preparation: pupil's textbook, teacher cards (vegetables / fruits), parfait works made in the previous time, digital teaching materials, self-reflection cards.

* For digital teaching materials that are not specified, use those of the relevant grade.

Time	Pupil's activity	Instructor's activity ©Evaluation <method>	Teaching material
5 min.	<ul style="list-style-type: none"> • Say Hello. [Let's Chant] What do you want? p.27	<ul style="list-style-type: none"> • Say Hello to the whole class and greet some pupils individually. • Sing with pupils. 	digital teaching materials teacher's picture cards (vegetables / fruits)
35 min.	[Activity 1] p.28 <ul style="list-style-type: none"> • Answer the instructor's questions while watching the parfait introduced by the instructor. • Introduce the parfait made the previous time as a group. After the group introduction, change members or walk around the classroom freely to introduce each other with many friends. <ul style="list-style-type: none"> • Go around 	<ul style="list-style-type: none"> • The instructor will reintroduce the parfait shown at the previous time. This time, ask questions such as "Do you like ~?" "Do you have apples in your parfait?" And try to interact with the pupils. • Pause the activity in the middle and make an interim evaluation. Instead of simply introducing the first half, find a pair who were exchanging about fruits, introduced them, and confirmed what kind of exchange they were doing. In the second half, call for exchanges about fruits and parfaits as much as possible. ©I am talking about fruit parfaits. <Behavioral observation / self-reflection card inspection> <ul style="list-style-type: none"> • Arrange the parfaits of the group members on the desk for each group. Divide the group into a clerk role and a customer role. The customer goes to 	parfait work made in the previous time pupil's textbook

	groups other than your own and tell the parfait you want to interact with.	the shops of groups other than his own group, interacts with each other, and tells each group the parfait they want. ©I am communicating by asking and requesting what I want. <Behavioral observation / self-reflection card inspection>	
5 min.	<ul style="list-style-type: none"> • Look back on today's activities and fill in the self-reflection card. ○Sing Goodbye Song (3rd year Unit 2) • Say Goodbye. 	<ul style="list-style-type: none"> • Praise the pupils' attitude toward using English. • Sing with pupils. • Say Goodbye. 	self-reflection card digital teaching materials

4th Grade Unit 7 - Lesson 4 What do you want? What do you want?

Goal: Ask and answer what you want about the ingredients and communicate with each other.

Preparation: pupil's textbook, teacher picture cards (vegetables / fruits), worksheets (Unit 7-3, 7-4: pizza mount sheet, separate cards such as vegetables / fruits) digital teaching materials, self-reflection card.

* For digital teaching materials that are not specified, use those of the relevant grade.

Time	Pupil's activity	Instructor's activity ©Evaluation <method>	Teaching material
3 min.	<ul style="list-style-type: none"> • Say Hello. [Let's Chant] What do you want? p.27	<ul style="list-style-type: none"> • Say Hello to the whole class and greet several pupils individually. • Say with the pupils. 	digital teaching materials teacher's picture cards (vegetables / fruits)
10 min.	[Let's Listen 2] p.29 <ul style="list-style-type: none"> • Listen to the voice and connect the canned illustration and the letters with a line. 	<ul style="list-style-type: none"> • Before listening to the audio, confirm with the pupil what the canned vegetables and fruits in the illustration are. • Since the canned food will introduce itself, listen to the voice and tell them to connect the letters below the illustration with the canned food. • Listen to audio with digital teaching materials. Depending on the actual situation of the pupils, you may proceed while confirming the answer one-by-one. • While asking what kind of vegetables the pupils like (not the end of listening), remind themselves of the familiar way of saying vegetables in Let's Try! 1 and introduce new ways of saying 	digital teaching materials pupil's textbook

		<p>vegetables.</p> <p>tomato, cabbage, corn, mushroom, onion, green pepper, cucumber</p>	
27 min.	<p>[Activity 2] p.29</p> <ul style="list-style-type: none"> • See the interaction between the instructor and the representative pupil and have an outlook for the activity. • Think about what kind of pizza to make for whom, divide into exchanges between the shop and the customer, collect the ingredients, and make an original pizza. 	<ul style="list-style-type: none"> • Post the teacher's picture cards such as vegetables and fruits on the blackboard while confirming with the pupils. • Demonstration with the representative pupil as a clerk and the instructor as a guest, and making pizza while interacting. At that time, tell them who they are for and give them a sense of purpose and perspective. • Divide the pupils into two groups, a shopper and a customer, and have them make pizza by collecting the ingredients they want to by interacting with in the same way as a shop. • Depending on the actual situation of the pupils, it is possible to handle items other than the ingredients listed on the worksheet (tomato, sausage, green pepper, mushroom, corn, pineapple). • Set the scene when there are no ingredients in the shop. You can make pupils aware that there are also ways to hide the ingredients in the shop from the pupils who play the role of customers, and ask them what they are accustomed to, such as "Do you have ~?" Also, the pupils should think about what to say if there is none and get closer to the goal. • It is important to pause the activity in the middle and perform 	<p>teacher's picture cards (vegetables / fruits)</p> <p>worksheets (Unit 7-3, 7-4: Pizza mount sheet, separate cards for vegetables, fruits, etc.)</p>

		<p>an interim evaluation so that the pupils can get closer to their goal.</p> <p>◎I am asking and answering what I want about ingredients and communicating with each other.</p> <p><Behavioral observation / self-reflection card inspection></p>	
5 min.	<ul style="list-style-type: none"> • Look back on today's activities and fill in the self-reflection card. ○Sing Goodbye Song (3rd year Unit 2) • Say Goodbye. 	<ul style="list-style-type: none"> • Praise the pupils' attitude toward using English. • Sing with pupils. • Say Goodbye. 	self-reflection card digital teaching materials

4th Grade Unit 7 - Lesson 5 What do you want? What do you want?

Goal: Try to introduce your own original pizza while considering the other party.

Preparation: pupil's textbook, teacher's picture cards (vegetables / fruits), pizza works created earlier (each pupil), digital teaching materials, self-reflection cards.

* For digital teaching materials that are not specified, use those of the relevant grade.

Time	Pupil's activity	Instructor's activity ◎Evaluation <method>	Teaching material
4 min.	<ul style="list-style-type: none"> • Say Hello. [Let's Chant] What do you want? p.27	<ul style="list-style-type: none"> • Say Hello to the whole class and greet some pupils individually. • Say with the pupils. 	digital teaching materials teacher's picture cards (vegetables / fruits)
36 min.	[Activity 2] p.29 <ul style="list-style-type: none"> • Introducing the original pizza made in the previous time. 	<ul style="list-style-type: none"> • Introduce the pizza you made in the previous time and give it an original name in consideration of the giver. ◎I am introducing my own original pizza while giving consideration to the other party. <Behavioral observation / self-reflection card inspection>	pizza work made in the previous time (each pupil)
5 min.	<ul style="list-style-type: none"> • Look back on today's activities and fill in the self-reflection card. ○Sing Goodbye Song (3rd Grade Unit 2) <ul style="list-style-type: none"> • Say Goodbye. 	<ul style="list-style-type: none"> • Praise the pupil' attitude toward using English. • Sing with pupils. • Say Goodbye. 	self-reflection card digital teaching materials

Example of how to introduce

- First, introduce your pizza as a group.
- The listening pupil gives an impression of what he/she thinks of the pizza.

This is my pizza, ○○ (pizza name).

I have ~, ~ and ~. This is for ~.

- Listen to the announcements of friends in the group, think about what you should be

careful about when making announcements, and practice.

- Make a presentation in front of everyone.
- The listening pupil gives his/her impressions.

<Example of impression>

Nice pizza.

I like ○○ pizza.

I like sausages.