



TEACHER'S BOOK

ENGLISH CHEST

Liana Robinson



Series Editor
David Paul

ENGLISH CHEST 5 TEACHER'S BOOK

Liana Robinson

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★ Syllabus ★

	Lesson	Lesson Objective	Grammar Focus
Unit 1 Friends and Family	1	Students will learn how to compare things and ask for the opinions of others.	<ul style="list-style-type: none"> Comparative adjectives: taller, shorter. . . Expressing agreement/disagreement
	2	Students will learn some more professions and talk about their dreams for the future.	<ul style="list-style-type: none"> Giving reasons for things Using want to talk about the future: want + infinitive
	3	Students will describe people based on personal characteristics, and practice asking follow-up questions	<ul style="list-style-type: none"> Adjectives: smart, athletic. . . Using the preposition like to ask for descriptions of personalities
	4	Students will talk about past activities and practice asking follow-up questions.	<ul style="list-style-type: none"> Past tense Past tense time expressions: yesterday, yesterday morning/afternoon/evening, last week/month/summer (season)
Unit 2 School Friends	1	Students will learn how to ask for help and talk about school subjects.	<ul style="list-style-type: none"> Past tense Modal Auxiliary: can
	2	Students will learn how to talk about their skills and abilities.	<ul style="list-style-type: none"> Infinitive verbs: to drive, to knit Catenative verb: know Auxiliary verb: will
	3	Students will learn about injuries and sicknesses, and talk about some of their own past injuries.	<ul style="list-style-type: none"> Subordinating conjunction: because Information questions with why
	4	Students will talk about their future birthday plans.	<ul style="list-style-type: none"> Future: be going to Ordinal numbers: 1st-31st Information questions with when and what
Unit 3 Shopping	1	Students will be able to ask for and give directions.	<ul style="list-style-type: none"> Commands Coordinating conjunction: and Information questions with how
	2	Students will be able to ask about the prices of different items.	<ul style="list-style-type: none"> Written numbers: 1-100 Exclamations: That's cheap/expensive! Information questions with how much
	3	Students will learn how to give detailed descriptions of clothing and accessories.	<ul style="list-style-type: none"> Preposition: with Look like
	4	Students will practice making shopping lists and learn about different containers or quantities of food.	<ul style="list-style-type: none"> Uncountable nouns Partitives: a ____ of

Sentence Patterns	Functions	Vocabulary
<ul style="list-style-type: none"> Who is <u>taller</u>? - I think <u>Sarah</u> is <u>taller</u> than <u>I am</u>. - I agree. / I disagree. Which is <u>worse</u>, <u>summer</u> or <u>winter</u>? 	<ul style="list-style-type: none"> Comparing things Expressing agreement/disagreement 	taller, shorter, stronger, weaker, better, worse, faster, slower, smoother, rougher, cleaner, dirtier, larger, smaller, softer, harder, younger, older, lighter, heavier, rocks, plate, wooden chair, armchair, feather, brick, agree, disagree
<ul style="list-style-type: none"> What do you want to be? - I want to be a <u>photographer</u>. Why? - I want to <u>take beautiful photographs</u>. 	<ul style="list-style-type: none"> Future dreams Professions 	photographer, architect, lifeguard, computer programmer, soldier, president, artist, lawyer, professional basketball player, musician, veterinarian (vet), astronaut, write computer programs, make our country better, design unique houses, paint and draw, help people in trouble, play in a band, take care of animals, visit another planet, play basketball all the time
<ul style="list-style-type: none"> What's <u>your brother</u> like? - <u>He's smart</u> and <u>athletic</u>. Does <u>he</u> <u>help you with your homework</u>? - Yes, <u>he</u> does. / No, <u>he</u> doesn't. 	<ul style="list-style-type: none"> Personal characteristics Asking follow-up questions 	smart, athletic, quiet, energetic, serious, nice, honest, shy, friendly, funny, talkative, hard-working, outgoing, fun, read a lot, have a lot of friends, tell a lot of jokes, talk a lot, have a lot of fun, work all the time
<ul style="list-style-type: none"> What did you do <u>last winter</u>? - I <u>went ice skating with my family</u>. Did you <u>enjoy it</u>? - Yes, I did. / No, I didn't. 	<ul style="list-style-type: none"> Seasonal activities Asking follow-up questions Past tense 	rugby, badminton, football, surf, water-ski, ice skate, learned how to surf, helped dad at work, built a tree house, went to Germany, had fun with my friends, went to space camp, see any sharks, work hard, paint it, study German, enjoy it, wear a space suit
<ul style="list-style-type: none"> Did you <u>memorize the play</u> for drama club? - Yes, I did. / No, I didn't. It's difficult. Can you help me? Of course! / Sure! / No problem. 	<ul style="list-style-type: none"> School subjects Asking for help 	muscles, heart, brain, blood, stomach, throat, PE (Physical Education), health/geography/art/history/science/math/music class, drama club, finish the project, study for the English test, learn the song, learn the formulas, make an animal
<ul style="list-style-type: none"> Do you know how to <u>sail a boat</u>? - Yes, I do. Do you? / No, I don't. Can you teach me? Sure! 	<ul style="list-style-type: none"> Skills and abilities Knowledge 	drive a car, fence, knit a scarf, play the flute, whistle, play table tennis, ice fish, sail a boat, use chopsticks, play chess, do a cartwheel, do laundry, make cookies, fold a paper airplane
<ul style="list-style-type: none"> Why did <u>Mark</u> go to the <u>nurse</u>? - <u>He</u> went to the <u>nurse</u> because <u>he had a nosebleed</u>. Is <u>he</u> OK now? - Yes, <u>he</u> is. / No, <u>he</u> isn't. 	<ul style="list-style-type: none"> Injuries and sicknesses Giving reasons 	toothbrush, dental floss, cavity, hospital, X-ray, broken bone, stomachache, headache, sore throat, earache, toothache, flu, nosebleed, fever, need braces, nurse, doctor, dentist
<ul style="list-style-type: none"> What are you going to do for your birthday? - I'm going to <u>go out to dinner with my family</u>. When is it? - It's on <u>April 9th</u>. 	<ul style="list-style-type: none"> Future plans Months 	Ferris wheel, rollercoaster, bumper cars, amusement park, horseback riding, water park, go out to dinner, go bowling, have a party, open presents and eat cake, have a sleep over, play mini golf, go on a treasure hunt
<ul style="list-style-type: none"> How do I get to the <u>video game store</u>? - Go <u>over the bridge</u>, and <u>turn left after three blocks</u>. You can't miss it. Thank you! 	<ul style="list-style-type: none"> Giving directions Commands 	left, crosswalk, right, block, hill, bridge, go/walk straight for (two) blocks, cross the street at the crosswalk, around the corner, walk up/down the hill, under/over the bridge, turn right/left, through the park, straight on Keller Street
<ul style="list-style-type: none"> How much is this <u>shampoo</u>? - It's <u>two</u> dollars and <u>twenty-five</u> cents. That's cheap! I'll take <u>two</u>. / That's expensive! No thanks! 	<ul style="list-style-type: none"> Asking prices Shopping transactions 	dollars, cents, magazines, DVD, newspaper, shampoo, conditioner, crackers, gum, toothpaste, batteries, soap, expensive, cheap
<ul style="list-style-type: none"> What <u>do your swim shorts</u> look like? - <u>They're green with yellow pockets</u>. 	<ul style="list-style-type: none"> Describing clothing and accessories 	dots, stripes, patterned, buttons, zipper, wallet, purse, swim shorts, pockets, swimsuit, belt, tights, vest, scarf, raincoat, shoelaces, sunglasses
<ul style="list-style-type: none"> What do we need from the supermarket? - We need a <u>tub</u> of <u>butter</u> and a <u>bag</u> of <u>beans</u>. Is that all? - Yes, it is. / No, it isn't. We also need a <u>jar</u> of <u>mayonnaise</u>. 	<ul style="list-style-type: none"> Shopping list Food 	soup, soda, butter, mayonnaise, ketchup, bread, eggs, jam, tuna, rice, cereal, milk, juice, water, potato chips, cookies, ice cream, sugar, beans, potatoes, hot dogs, honey, chocolate, a can of, a bag of, a pack of, a jar of, a carton of, a bottle of, a jug of, a tub of, a loaf of, a box of, a bar of

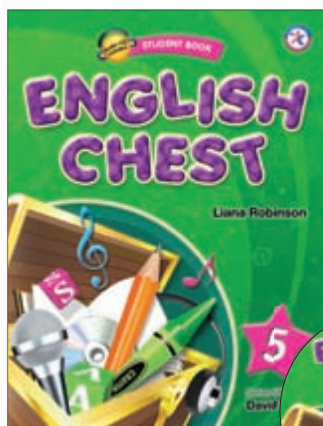
★ Series Components ★

English Chest is a six-level children's English curriculum designed to engage young learners and facilitate their language acquisition through lessons that tap into the multiple learning-styles of the class.

Each unit in *English Chest* moves students through thematically structured units focusing on basic vocabulary study, listening practice, speaking and pronunciation, reading, writing, and games.

For the Student

Student Book with Audio CD



The Student Book serves as the core component of the *English Chest* series. Each book contains level-appropriate language targets, activities, and stories. There are three units per book, each containing four lessons linked to the unit's theme. Skill and activity headings subdivide each lesson so that lessons can be easily adapted to suit a variety of course structures.



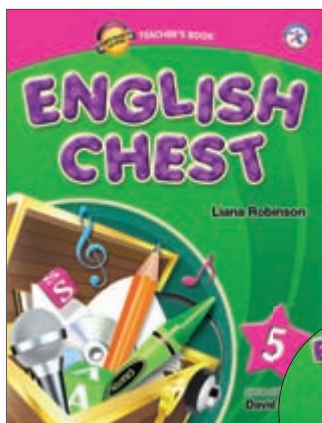
Workbook



The Workbook parallels the structure of the Student Book, providing additional practice and reinforcement of each lesson's language targets. Four pages of workbook activities correspond to each lesson in the Student Book. Suitable for either in-class use or as a homework supplement, the Workbook provides useful practice to enhance the development of students' English language skills.

For the Teacher

Teacher's Book with Teacher's Resource CD-ROM










The Teacher's Book includes teaching strategies and supplemental activity ideas to accompany each section of the lesson presented in the Student Book. Step-by-step instructions guide teachers through each section with warm-up or introduction ideas, activity organization, and optional follow-up tips. Explanations are also accompanied by full-color images of the Student Book pages to help teachers see how activity instructions and tips relate to what the students see in their own books during the lesson.



Components of Teacher's Resource CD-ROM

The Teacher's Resource CD-ROM includes a wealth of supplemental materials for the *English Chest* series. On the CD-ROM, teachers will find MP3 audio files including all the audio tracks from the Student Book along with additional tracks to accompany the tests with can be used as Lesson, Unit, or Final tests. The CD-ROM also includes printable files for a placement test, 12 lesson review tests, 3 unit review tests, a final level test, and 12 supplemental vocabulary tests. Additional files on the CD-ROM provide printable flashcards, word lists, and fluency builder activities. A complete answer key for the Workbook and a PowerPoint walkthrough of a unit from the Student Book can also be found on the CD-ROM.

MP3	Tests	Flashcards	Word Lists	Fluency Builder	Workbook AK	PowerPoint
 <ul style="list-style-type: none"> • Student Book • Tests 	 <ul style="list-style-type: none"> • Placement • Lesson Review • Unit Review • Final • Vocabulary 	 <ul style="list-style-type: none"> • Picture Cards • Listening Chest Worksheets 		 <ul style="list-style-type: none"> • Speaking practice 		

★ How to Use This Book ★

English Chest Characters



Amy is fun and outgoing. She is a girly-girl who likes to go to the mall and talk to her friends on the phone.



Max is energetic and kind. He likes to listen to music and skateboard. He also likes to hang out with his older brother, Cody.



Eric is smart and easy-going. He enjoys science, photography, and taekwondo. Some of his family lives in China!



Katie is friendly and nice. She likes to sing and dance. Her parents are from France, and she speaks French.



Rachel is talkative and athletic. She likes to go to the park and spend time outdoors. She also likes to play the piano.



Jeff is funny and adventurous. He likes to tell jokes and water-ski. He also likes to watch scary movies.



These six children are the main characters of the book. They appear in **Listening Chest**. They are all friends, and they go to the same school. They help teach students the target language and conversational expressions.



Ms. Monster appears in various personalization activities. She asks students questions about themselves.



Mr. Kitty appears in **Listening Chest**. He helps draw attention to important parts in conversations.



These icons appear before most of the exercises. They signal the different types of activities to students.



These children represent the students themselves. They appear in **Language Chest**, and they introduce part of the target language of each unit.

A Guide for Teachers

Word Chest begins every lesson. It introduces students to important vocabulary found in the lesson. Students see pictorial representations for the words with labels underneath. First, the teacher goes over the words with students. Then, students listen to the audio and number the pictures accordingly. The audio presents the words in sentence form. This activity helps students increase their vocabulary and trains them to listen for key words in sentences.

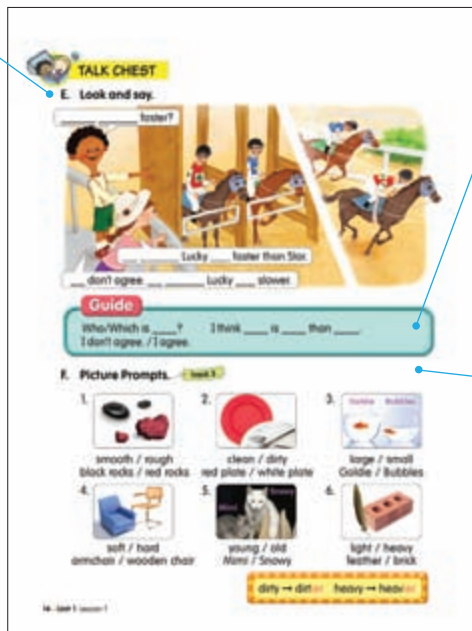
Language Chest exposes students to some of the target language found in the lesson. Students can identify with the children in the activity because they are similar to the students themselves. After students review the material, they should practice talking to each other. This activity gets students acquainted with the target language.

The grammar boxes remind teachers to go over the grammar points and help students understand the grammar. It is important to allow teachers to not explain the grammar, but to have students acquire the grammar points through trial and error.

Listening Chest features the main characters. Here, the target language is used in a conversation that emulates a real-life situation. Students read and listen to the conversation with their attention being drawn to the target language in blue. This activity helps motivate students to learn by showing them a practical application for the target language. It also helps students define the new words and concepts.

The follow-up activity is a comprehension checking exercise. It helps students summarize what happened in the conversation. The format varies from lesson to lesson in order to help students become better test-takers.

Talk Chest presents the complete target language and new vocabulary. Previously, students were introduced to these concepts. But, **Talk Chest** is where students can memorize the new language. The students and teacher talk about the big picture first. Then, students try to fill in the missing words. This activity gives students their first chance to produce the target language.



Guide shows students the language pattern. All of the words that do not change from one example to another are printed in the guide. The words that change are represented by blank lines. This helps students with sentence construction.

Picture Prompts give students further practice. The words under each picture fit into the framework of the guide above. First, students listen to each conversation. Then, they practice through role-playing with partners.

Reading Chest recycles some of the vocabulary and/or target language in a written passage. The passages come in a variety of formats such as newspaper articles, diary entries, letters, e-mails, and magazine articles. The new context is interesting for students and applicable to their lives. This activity shows students how much they have learned. It also helps to increase reading proficiency.




The follow-up activity is a comprehension checking exercise. It helps students summarize what happened in the passage. The format varies from lesson to lesson in order to help students become better test-takers.


Writing Chest is an activity that challenges students to use the skills they have learned. In order to remain interesting, the format varies from lesson to lesson. Students should be encouraged to proofread their work and correct any mistakes that they find.

WRITING CHEST

H. Complete the conversations.

tennis ball smooth small think rough
red bag which (x2) baseball agree (x2)

1.  A: _____ is larger?
B: I think the _____ is larger than the baseball.
A: I don't _____ I think the tennis ball is _____ than the _____.

2.  A: _____ is _____?
B: I think the _____ is rougher than the light brown bag.
A: I don't _____ I _____ the red bag is _____ than the light brown bag.


I. Answer the questions.

1. Which is heavier, a cat or a shoe?
I think a _____ is _____ than a _____.

2. Who is stronger, a boy or a man? _____

3. Which is worse, summer or winter? _____

4. Who is taller, you or your teacher? _____



Each **Writing Chest** page contains two different writing activities.

Activity Chest appears as a classroom game or board game. It is a fun way for students to play constructively in the classroom. This activity consolidates everything that students have learned in the lesson, and gives the teacher one last chance to evaluate everyone's progress. The activities are adaptable for use in a variety of classrooms. In addition, they do not require excessive preparation from the teacher.

ACTIVITY CHEST

J. Play. Choose an object and make a conversation.

Who is taller?
I think I'm taller than you are.
I don't agree. I think you're shorter than I am.
Good! You used taller and shorter.

K. Talk to your classmates, and complete the chart.

1. Who is taller than you?	_____ is taller than I am.
2. Who has cleaner shoes than you?	_____
3. Who has a heavier backpack than you?	_____
4. Who has larger hands than you?	_____
5. Who can run faster than you?	_____

A personalization activity accompanies the classroom games. This gives students the opportunity to express themselves and talk to one another.

Sample Lesson Plans

There are many ways that teachers can use lessons from *English Chest* in the classroom. Depending on a course's weekly schedule and daily time allotment, teachers can pace the students' work through each lesson to best suit the general skill level and needs of the students. The following lesson plans are suggestions for general approaches to pacing lessons from this series.

One Lesson per Class Meeting

50 minutes per lesson / 10 hours total per level

	Activity	Time
Welcome/Roll taking	Possible review of language taught in previous class session	5 min
Word Chest	Preview pictures and words, listen, and check	5 min
Language Chest	Oral practice as a whole class followed by pair work	5 min
Listening Chest	Preview story, listen, read aloud, complete follow-up activity	5 min
Talk Chest	Preview picture, pair work, and listening	5 min
Reading Chest	Preview picture, listen and read along, read aloud, complete comprehension questions	5 min
Writing Chest	Complete writing activity	5 min
Activity Chest	Explain game and play as a class	10 min
Fluency Builder	Additional speaking practice	5 min

Half a Lesson per Class Meeting

90 minutes per lesson / 18 hours total per level

Lesson Part 1		
	Activity	Time
Welcome/Roll taking	Possible review of language taught in previous class session	5 min
Word Chest	Preview pictures and words, listen, check, and extension	10 min
Language Chest	Oral practice as a whole class followed by pair work	5 min
Listening Chest	Preview story, listen, read aloud, complete follow-up activity, and extension	10 min
Talk Chest	Preview picture, pair work, listening, and extension	10 min
Wrap-up	Review of the day's language targets	5 min
Lesson Part 2		
	Activity	Time
Welcome/Roll taking	Possible review of language taught in previous class session	5 min
Reading Chest	Preview picture, listen and read along, read aloud, complete comprehension questions	10 min
Writing Chest	Complete writing activity	5 min
Activity Chest	Explain game and play as a class	10 min
Fluency Builder	Additional speaking practice	5 min
Wrap-up	Review of the language targets from Part 1 and Part 2 of lesson	10 min

Frequently Asked Questions

When should students use the workbooks?

The workbook pages can be completed any time after students have studied the corresponding pages in the student book. There are 4 workbook pages for every 6 student book pages. Usually, students complete the workbook activities as homework. However, the workbooks can be used in class. Each activity in the workbook should be reviewed with students in class before being assigned as homework. The workbooks have a variety of fun practice activities for students.

Is it OK to speak to students in their native language?

Yes, it is but use English as much as possible. Many schools have English-only policies. In most cases, students can understand through contextual clues, examples, or gestures. Often if their native language is used in class, students become lazy and wait for the teacher to explain things in their own language instead of trying to understand the English explanation. Whenever possible, have students look up words in the dictionary so they are actively involved in the learning process. In addition, use consistent classroom expressions in order to make it easier for students to understand you. Some useful classroom expressions are:

Stand up.
Sit down.
Open your books to page ____.
Close your books.
Don't run!
Please be quiet.
Listen carefully.
Raise your hand.
Push in your chair.
Line up.
Make a circle.

Look at this.
Clean up.
Wash your hands.
Repeat after me.
Say it again, please.
Show me your homework.
Try again.
Good job!
Great!
Excellent!
That's right!

How can I get students to correct their own mistakes?

Get students in the habit of looking over their written assignments before handing them in. Teach them to look for specific things such as punctuation, capitalization, spelling, and verb conjugation. Peer editing is also a good tool. Have everyone trade papers with a classmate to check for mistakes. For oral mistakes, try to give students non-verbal clues, such as raising a finger, so that they have time to correct themselves. Remember that it is better not to correct every mistake. Confidence and fluidity are also important.



What if I have extra time at the end of class?

There are a variety of extension activities suggested for each lesson in the teacher's guides. These activities can be adjusted to constructively fill any additional time that the teacher might have. In addition, the songs found at the end of each lesson for books 1-4 can be used as review materials. Here are a few games that can be played using the target language of any lesson:

Hot Potato – Have students sit in a circle and pass a ball around the classroom. Play some background music, and secretly stop the music at a random point. Whoever has the ball must answer a question using the target language. The student's classmates should be directed to ask the question together.

All: What's your favorite color?

S1: My favorite color is yellow.

The Riddle Game – Have students create and share riddles about the target vocabulary.

S1: This is my favorite animal. It is black and white.

S2: Is your favorite animal a zebra?

S1: No. This animal is the same size as a cat. It smells bad.

S3: Is your favorite animal a skunk?

S1: Yes, it is!

Charades – Have a student mime the target language or vocabulary for the rest of the students to guess.

S1 pretends to ski down a mountain.

T: What is she doing?

S2: She is dancing.

T: No. Watch again. What is she doing?

S3: She is skiing!

Why should I encourage students to speak in complete sentences?

It is important that students are able to construct complete sentences. It may be easy for students to communicate with words or phrases at first, but as they continue to advance in their studies this may cause problems. For example, in the beginning it might be OK for a student to say, "Soccer." Meaning, "I like to play soccer." However, later this could cause a problem. There are many different occasions for using the word 'soccer' in a sentence: I lost my soccer ball. I scored a goal in the soccer game. My sister is on a soccer team. I hurt my foot at soccer practice. I won't be in class tomorrow because I have a soccer game, etc.

How do I teach English if it is not my first language?

Study the material before class, make in-depth lesson plans, and talk to someone about any questions that you have regarding the material. If no one knows the answer, research the subject in reference books or on the Internet. Keep in mind that it is OK to research a student's question and give the answer at the start of the next class. Have a positive attitude, and remember what it was like for you to learn English. Use your first-hand experience!

How do I make sure that students are actively participating in group and pair work?

The most important thing is to introduce the activity in a way that is attractive for the students. Draw the students into the activity by introducing it in stages and encourage them to feel part of the creation of the activity by letting them modify the rules. With a large class, first do the activity with the whole class or a sample pair or group before dividing the students into small groups or pairs. Circulate among the groups and help students who are unsure what to do. Monitor the time and students so that no one gets bored or finishes too quickly.





Friends and Family

- Lesson 1** Who Is Taller?
- Lesson 2** I Want to Be a Photographer
- Lesson 3** My Brother Is Smart and Athletic
- Lesson 4** I Went Ice Skating with My Family



Lesson Objective

Students will learn how to compare things and ask for the opinions of others.

Grammar Focus

- Comparative adjectives: taller, shorter...
- Expressing agreement/disagreement

Word Chest Warm-up

Look at the pictures as if you are discovering them with the students and ask questions as if you are not sure what the answers are.

- *What does he/she look like?*
 - *He is big and strong.*
 - *She is tall and thin.*
- *Which dog is bad?*
 - *The white dog is bad.*
- *Which person is short?*
 - *Paula is short.*

Audio Scripts



1. Girl: Bob is weaker than Ken.
2. Boy: Paula is shorter than Kelly.
3. Girl: Lulu is worse than Buster.
4. Boy: Kelly is taller than Paula.
5. Girl: Ken is stronger than Bob.
6. Boy: Buster is better than Lulu.

Language Chest Warm-up

Discover the pictures with the students and ask questions as if you are not sure what the answers are.

- *What is he doing?*
 - *He is measuring her.*
- *What are they using?*
 - *They are using a computer.*
- *What do you think they are doing?*
 - *I think they are shopping/looking at shoes.*

Lesson 1

Who Is Taller?



WORD CHEST

Track 1

A. Listen and number.

Ken	Bob	Buster	Lulu	Kelly	Paula
5	1	6	3	4	2
stronger / weaker		better / worse		taller / shorter	



LANGUAGE CHEST

B. Ask and answer.

1.

Who is taller?

I think Sarah is taller than I am.
2.

Which are better?

I think the pink ones are better than the yellow ones.

strong → stronger	weak → weaker	who = people or animals with names which = objects or animals without names
tall → taller	good → better	
short → shorter	bad → worse	

12 • Unit 1 Lesson 1

Language Chest Follow-up

Use the pictures in the Word Chest to practice the target language. Point to a set of pictures and have students raise their hands as they think of a question.

Example:

T: (points to the men) Ask a question.

S1: Who is stronger?

All: I think Ken is stronger than Bob.

T: Good! Ask another question.

S2: Who is weaker?

All: I think Bob is weaker than Ken.



LISTENING CHEST

Track 2



C. Talk, listen, and read.



Amy: Who is stronger, Max or Eric?
Jeff: I think Eric is stronger than Max.
Amy: Really? I don't agree. I think Eric is weaker than Max.
Jeff: I saw Eric at taekwondo class. He's strong!
Amy: Eric does taekwondo! I didn't know.
Jeff: Yes, he does. He's very good.



Amy: Hi, Max! Hi, Eric!
Max & Eric: Hi!
Jeff: May I ask you a question?
Eric: Sure!
Amy: Who is stronger, you or Max?
Eric: I think I'm stronger than Max.
Max: No way! I'm stronger!
Jeff: Ha! Ha! Let's have a contest!
Max & Eric: OK!

D. Circle Yes or No.

- | | | |
|---|--------------------------------------|-------------------------------------|
| 1. Does Amy think Max is weaker than Eric? | Yes | <input checked="" type="radio"/> No |
| 2. Does Jeff think Eric is stronger than Max? | <input checked="" type="radio"/> Yes | No |
| 3. Is Eric good at taekwondo? | <input checked="" type="radio"/> Yes | No |
| 4. Was Amy right? Is Max stronger than Eric? | <input checked="" type="radio"/> Yes | No |
| 5. Was Jeff right? Is Eric stronger than Max? | Yes | <input checked="" type="radio"/> No |

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Listening Chest Follow-up Activity 1

The students look at pictures of people or animals and ask questions.

Examples:

- Who is taller?
- I think the boy is taller than the girl.
- Which is longer?
- I think the snake is longer than the cat.

Listening Chest Follow-up Activity 2

The students ask each other about members of their family, friends, cartoon characters, or famous people.

Examples:

- Who is taller, your mother or your father?
- My father is taller than my mother.
- Who is older, your brother or your sister?
- My sister is older than my brother.

Listening Chest Warm-up

1. Practice the patterns in the dialog orally with the books closed.
2. Open the book and discover the dialog with the students. Act as if you are not sure what is written and see if the students can teach you. Hint and help when they find something difficult.

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- What are the boy and girl doing?
- They are looking at/watching the horses.
- What are these men doing?
- They are riding the horses.
- Which horse is darker?
- This horse is darker than that horse.

Picture Prompts Activity

Prompt the students to have the following conversations about each picture. They can do this in pairs or around the class. Help a little the first time, and then get the students to practice without your help if possible. Finally, play the audio recording.

Audio Scripts



- Boy: Which is smoother?
Girl: I think the red rocks are smoother than the black rocks.
Boy: I don't agree. I think the red rocks are rougher than the black rocks.
- Girl: Which is cleaner?
Boy: I think the red plate is cleaner than the white plate.
Girl: I agree.
- Boy: Who is larger?
Girl: I think Bubbles is larger than Goldie.
Boy: I don't agree. I think Bubbles is smaller than Goldie.
- Girl: Which is softer?
Boy: I think the armchair is softer than the wooden chair.
Girl: I agree.
- Boy: Who is older?
Girl: I think Mimi is older than Snowy.
Boy: I don't agree. I think Mimi is younger than Snowy.
- Girl: Which is lighter?
Boy: I think the feather is lighter than the brick.
Girl: I agree.



TALK CHEST

E. Look and say.

Which is faster?



Guide

Who/Which is ____? I think ____ is ____ than ____.
I don't agree. / I agree.

F. Picture Prompts.

Track 3

1.



smooth / rough
black rocks / red rocks

2.



clean / dirty
red plate / white plate

3.



large / small
Goldie / Bubbles

4.



soft / hard
armchair / wooden chair

5.



young / old
Mimi / Snowy

6.



light / heavy
feather / brick

dirty → dirtier heavy → heavier

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Talk Chest Follow-up

Use students or objects in the classroom to practice the target language.

Example:

- T: Kelly and Nick, come here please. Now everyone look at their hands. Which are cleaner?
Ss: We think Kelly's hands are cleaner than Nick's hands.
Others: We don't agree. We think Nick's hands are cleaner than Kelly's hands.



READING CHEST

Track 4



G. Read and answer the questions.

Sports News

Tuesday, November 1st

Tigers Beat the Heat!

The Los Angeles Tigers beat the Hollywood Heat 3-2 yesterday in the final of the middle school soccer tournament. It was a very exciting game.

Matt Brown of the Tigers said, "We were worried because the Heat has older, taller, and stronger players. I think we won because we were faster and we tried very hard."

The Tigers had good teamwork and their kicking was excellent.



▲ Matt Brown (yellow) scores the winning goal.

The Tigers coach, Tony Cox, said: "The boys played very well. Their passing and teamwork were better than the Heat. The boys practiced hard all year, and now they are champions! Go Tigers!"

- Which team was taller and stronger than the other team?
The Heat was taller and stronger than the Tigers.
- Which team had better teamwork?
a. The Tigers had better teamwork.
b. Both teams had good teamwork.
c. The Heat had better teamwork.
- Who is Tony Cox?
He is the coach of the Los Angeles Tigers.

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Reading Chest Warm-up

Discover the picture with the students and ask questions.

- Where is this story? Is it in a magazine?
- No, it's in (a) newspaper.
- What are the boys doing?
- They are playing soccer.
- What is the date?
- It's Tuesday, November 1st.

Reading Chest Follow-up Activity 1

Act as if you have forgotten the text and get the students to correct your sentences. If possible, get them to say loudly after each incorrect sentence:

No! ___!

Examples:

The **Hollywood Heat** beat the **Los Angeles Tigers**. (→ Los Angeles Tigers, Hollywood Heat)

The score was **5-2**. (→ 3-2)

It was a very **boring** game. (→ exciting)

The Heat has **younger, shorter, and weaker** players. (→ older, taller, stronger)

The Tigers has **slower** players. (→ faster)

The **heat's** passing was better than the **Tiger's** passing. (→ Tiger's, Heat's)

Reading Chest Follow-up Activity 2

The students read the text and ask and answer questions in pairs or around the class.

Examples:

- What was the score?
- It was 3-2.
- Which team has taller players?
- The Heat has taller players.

Reading Chest Extension Activity

Ask students personal questions based on the passage.

Example:

T: Who has been in a tournament?
What kind of tournament was it?

S1: I was in a chess tournament.

S2: I was in a baseball tournament.

T: What do you practice hard?

S3: I practice the piano hard. I practice for two hours every day.

T: Who are you proud of?

S4: I'm proud of my dad. He works hard.

Writing Chest Warm-up

Ask questions about the pictures.

- What kind of ball is this?
- It's a baseball/tennis ball.
- What color is this bag?
- It's brown/red.
- What does she look like?
- She has dark brown hair and blue eyes.

Writing Chest Follow-up

Ask questions about the passage.

- Which is smaller, a tennis ball or a baseball?
- A tennis ball is smaller than a baseball.
- Which bag is smoother, the red bag or the light brown bag?
- The red bag is smoother than the light brown bag.
- How many students (in our classroom) like winter more than summer?
- ___ students like winter more than summer.

Writing Chest Extension Activity

Divide students into small groups, and have the groups write down 3 questions similar to those found in activity I. Then, talk about all of the questions as a class. Each group should present their questions and record the answers that their classmates give.

Examples:

- Which is lighter, a pen or a pencil?
- Which is better, a chocolate bar or a lollipop?
- Which is smoother, paper or cardboard?



WRITING CHEST

H. Complete the conversations.

tennis ball	smoother	smaller	think	rougher
red bag	which (x2)	baseball	agree (x2)	

1.



A: Which is larger?

B: I think the tennis ball is larger than the baseball.

A: I don't agree. I think the tennis ball is smaller than the baseball.

2.



A: Which is rougher?

B: I think the red bag is rougher than the light brown bag.

A: I don't agree. I think the red bag is smoother than the light brown bag.



I. Answer the questions.

1. Which is heavier, a cat or a shoe?

I think a cat is heavier than a shoe.*

2. Who is stronger, a boy or a man?

I think a man is stronger than a boy.*

3. Which is worse, summer or winter?

I think winter is worse than summer.*

4. Who is taller, you or your teacher?

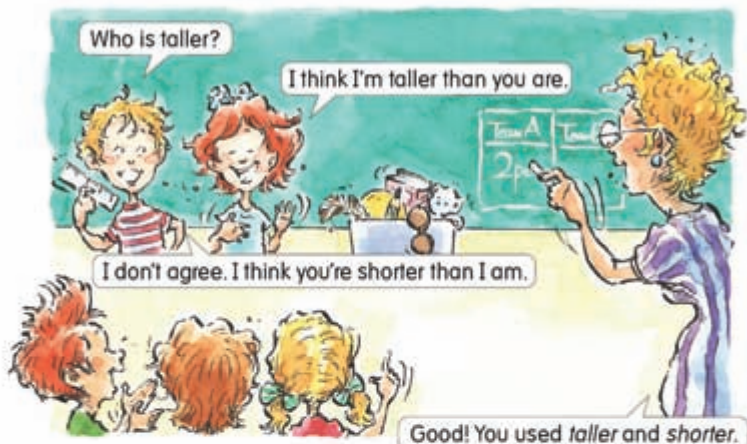
I think my teacher is taller.*



ACTIVITY CHEST



J. Play. Choose an object and make a conversation.



K. Talk to your classmates and complete the chart.

1. Who is taller than you?	<u>Karen</u> is taller than I am.
2. Who has cleaner shoes than you?	Joe has cleaner shoes than me.*
3. Who has a heavier backpack than you?	Mimi has a heavier backpack than me.*
4. Who has larger hands than you?	Abdul has larger hands than me.*
5. Who can run faster than you?	Maria can run faster than me.*

* Answers will vary.

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Directions for K

Students ask each other the questions in pairs and then write down their answers. Each answer needs to include a different classmate's name. If the long form of the answer with 'than I am', 'than I do' and 'than I can' is too difficult for the students, then this can be omitted.

Activity Chest Directions for J

Materials

a box, objects, or flashcards



Preparation: Place some objects (or flashcards) in the box that can act as clues to trigger a conversation using the target language.

1. Divide the class into two teams.
2. Select two students from one team to come to the front of the class. They should select an object of their choice from the box. In the example below, the two students select a ruler.
3. These students should use the target language to have a conversation related to the object.
S1: Who is taller?
S2: I think I'm taller than you are.
S1: I don't agree. I think you're shorter than I am.
4. The students try to use as many different adjectives as possible. For example, the ruler could trigger the additional questions.
'Which are longer, my arms or your arms?'
'Which are bigger, my feet or your feet?'
5. Next, select two students from the other team to come to the front of the room.
6. Play the game until everyone has had a chance to choose an object from the box.
7. The objects/flashcards in the box could include items not covered by this unit. For example, in the illustration there is a teddy bear, a pencil, a book, and some sunglasses in the box. These things are familiar to students, but they have not been covered in this unit. Students can use these clues however they would like. Students could come up with conversations using the words softer, larger, heavier, better, or lighter with these objects. They should be challenged to apply the information learned in this unit.

Lesson Objective

Students will learn some more professions and talk about their dreams for the future.

Grammar Focus

- Giving reasons for things
- Using **want** to talk about the future:
want + infinitive

Word Chest Warm-up

Discover the pictures with the students and ask questions.

- *What is he/she doing?*
- *He/She is drawing/taking a picture/ typing/giving a speech.*
- *Where does he/she work?*
- *He/She works outside/in an office.*
- *What is his/her job?*
- *He/She is a lifeguard/photographer/ soldier.*

Audio Scripts



1. Boy: That man is a soldier.
2. Girl: That man is the president of the United States of America.
3. Boy: That woman is a computer programmer.
4. Girl: That man is a lifeguard.
5. Boy: That woman is a photographer.
6. Girl: That woman is an architect.

Language Chest Warm-up

Ask questions about the pictures.

- *What is she doing?*
- *She is taking a picture of herself.*
- *What is he dressed like?*
- *He is dressed like a soldier.*
- *Do you think he is a real soldier?*
- *No, I don't. He's too young.*

Lesson 2

I Want to Be a Photographer



WORD CHEST

Track 5

A. Listen and number.



architect

6



lifeguard

4



computer programmer

3



soldier

1



photographer

5



president

2



LANGUAGE CHEST

B. Ask and answer.

1. What do you want to be?

2.



Language Chest Follow-up

Use the flashcards to practice the target language. Divide the class into two groups. Hold up a picture, and have each group say part of the dialog.

Example:

T: (holds up the computer programmer flashcard) Group one, you start.

G1: What does he/she want to be?

G2: He/She wants to be a (computer programmer).



LISTENING CHEST

Track 6



C. Talk, listen, and read.



Katie: What do you want to be?

Rachel: I want to be a computer programmer.

Katie: You do! Why?

Rachel: I think computers are interesting. I want to write fun computer programs.

Katie: Yeah! You can write computer games!

Rachel: Good idea!



Rachel: What do you want to be?

Katie: I want to be the first woman president.

Rachel: Wow! You'll be famous!

Katie: I hope so!

Rachel: Why do you want to be president?

Katie: I want to make our country better.

Rachel: That's great!

D. Complete the sentences.

1. What does Rachel want to be? Why?

She wants to be a computer programmer because she wants to write fun computer programs.

2. What does Katie want to be? Why?

She wants to be the first woman president because she wants to make her country better.

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Listening Chest Follow-up Activity

The students ask and answer questions about the dialogs.

Examples:

- What does Katie want to be?
 - She wants to be a computer programmer.
- Why?
 - She thinks computers are interesting.

Listening Chest Warm-up

1. Practice the patterns in the dialog orally with the books closed.
2. Open the book and discover the dialog with the students. Act as if you are not sure what is written and see if the students can teach you. Hint and help when they find something difficult.

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- *Where are they?*
- *They are in a dining room.*
- *What are they drinking?*
- *They are drinking milk.*
- *Do you like these houses?*
- *Yes, I do. They look interesting.*

Picture Prompts Activity

Prompt the students to have the following conversations about each picture. They can do this in pairs or around the class. Help a little the first time then get the students to practice without your help if possible. Finally, play the audio recording.

Audio Scripts



- Boy: What do you want to be?
Girl: I want to be an artist.
Boy: Why?
Girl: I want to paint and draw.
- Boy: What do you want to be?
Girl: I want to be a lawyer.
Boy: Why?
Girl: I want to help people in trouble.
- Boy: What do you want to be?
Girl: I want to be a musician.
Boy: Why?
Girl: I want to play in a band.
- Girl: What do you want to be?
Boy: I want to be a veterinarian.
Girl: Why?
Boy: I want to take care of animals.
- Girl: What do you want to be?
Boy: I want to be an astronaut.
Girl: Why?
Boy: I want to visit another planet.
- Girl: What do you want to be?
Boy: I want to be a professional basketball player.
Girl: Why?
Boy: I want to play basketball all the time.



TALK CHEST

E. Look and say.



Guide

What do you want to be? I want to be a/an ____.
Why? I want to ____.

F. Picture Prompts. Track 7

1.



artist
paint and draw

2.



lawyer
help people in trouble

3.



musician
play in a band

4.



veterinarian (vet)
take care of animals

5.



astronaut
visit another planet

6.



professional basketball player
play basketball all the time

Talk Chest Follow-up

Have students ask one another about their dreams for the future using the target language.

Example:

T: John is first.

All: What do you want to be, John?

S1: I want to be a veterinarian.

All: Why?

S1: I want to help sick animals.



READING CHEST

Track 8



G. Read and complete the sentences.

Dear Diary,

August 23rd

I went to work with my dad today. It was fun! First, we fed the animals. There are a lot of cats and dogs in the clinic, but there is also a baby monkey! It's very sick. We gave it some milk. I held the monkey. It was so cute!

After we fed all of the animals, my dad gave some of them medicine. The animals weren't scared. They like my dad. He is very gentle and kind.

Dad helped a lot of animals today. He is amazing. I wanted to be a photographer in the future, but now I want to be a vet! I want to help animals. I want to be the same as my dad.



♥ Caroline

1. Today, Caroline went to work with her father/dad at a veterinary clinic.
2. Caroline and her dad fed all of the animals.
3. There is a sick baby monkey in the clinic now.
4. Caroline's dad is a vet.
5. The animals like Caroline's dad because he is gentle and kind.
6. Caroline wanted to be a photographer, but now she wants to be a vet.

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Reading Chest Follow-up Activity 1

The students look at the text and ask each other questions in pairs or around the class.

Examples:

- What did they do first?
- First, they fed the animals.
- How many cats and dogs are there?
- There are a lot.

Reading Chest Follow-up Activity 2

Each student tries to write a diary entry about what they did on one day recently. Encourage them to also write about what they want to be.

Reading Chest Warm-up

Discover the picture with the students and ask questions.

- What is she doing?
- She is writing in her diary.
- How old do you think she is?
- I think she is about 12 years old.
- What do you think she wants to be?
- I think she wants to be a writer/fashion designer.

Writing Chest Warm-up

Ask questions based on the picture.

- *What is this?*
- It's a rocket/planet/baseball bat, ball, and glove.
- *What planet is this?*
- It is Saturn.

Writing Chest Follow-up

Ask questions about the writing activities.

- *Why does B want to be an astronaut?*
- He/She wants to visit another planet.
- *Why does A want to be a professional baseball player?*
- He/She wants to play baseball all the time.
- *Name four jobs that help people. How do they help people?*
- Lawyers help people in trouble.
- Doctors help sick people.
- Lifeguards save people from drowning.
- Dentists help people with teeth problems.

Writing Chest Extension Activity

Do another activity with *because*. Write a few clues on the board and have students write the answers in their notebooks.

Examples:


- 1. architect** - design buildings in the city (Maybe he/she wants to be an architect because he/she wants to design buildings in the city.)
- 2. president** - make the world better (Maybe he/she wants to be a president because he/she wants to make the world better.)
- 3. computer programmer** - write computer programs (Maybe he/she wants to be a computer programmer because he/she wants to write computer programs.)



WRITING CHEST

H. Use the clues to complete the conversation.

A: What do you want to be?

B: I want to be an  astronaut.

A: Why?

B: I want to visit another  planet. What do you want to be?

A: I want to be a  baseball player.

B: Why??

A: I want to play baseball all the time!

I. Match and write sentences with *because*.

What do you want to be?

- lifeguard
- musician
- artist
- vet
- soldier
- photographer

Why?

- draw and paint
- protect my country
- help people at the beach
- take beautiful photographs
- play in a band
- help animals

- I want to be a lifeguard because I want to help people at the beach.
- I want to be a musician because I want to play in a band.
- I want to be an artist because I want to draw and paint.
- I want to be a vet because I want to help animals.
- I want to be a soldier because I want to protect my country.
- I want to be a photographer because I want to take beautiful photographs.

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Language Note 1



For added variety and extra writing practice, write the warm-up or follow-up questions on the board and have students write their answers in their notebooks. Then, go over the questions and answers as a class.

Language Note 2



Students can also choose to write sentences starting with 'I don't want to...'



ACTIVITY CHEST

2

J. Play. Flip a coin to move along the board.



K. Answer the questions.

What do you want to be? Why?

I want to be an artist because I want to paint and draw.

* Answers will vary.

Directions for K

Students should answer the questions with their own information.

Picture Notes



- | | | |
|---|----------------|----------------------|
| 1 architect | 2 artist | 3 lifeguard |
| 4 baseball player | 5 dentist | |
| 6 president of the United States of America | | |
| 7 soldier | 8 veterinarian | 9 soccer player |
| 10 photographer | 11 doctor | 12 astronaut |
| 13 computer programmer | 14 teacher | 15 basketball player |
| 16 musician | 17 lawyer | |

Activity Chest Directions for J

Materials

coins



1. Divide the class into partners.
2. Give each set of partners a coin.
3. Show students that they flip a coin to move along the board. One side of the coin (heads) means they can move one space, while the other side of the coin (tails) means they can move two spaces.
4. Have each students place a small object (an eraser, a game piece...) on **START**.
5. Students should take turns flipping the coin and moving along the board.
6. At each space on the board, students must follow the sample dialog.
 S1: (flips the coin) Architect!
 S2: What do you want to be?
 S1: I want to be an architect.
 S2: Why?
 S1: I want to design beautiful buildings.
 The students can also choose to answer.
 S2: I don't want to be an architect.
 S1: Why?
 S2: I don't want to design buildings.
7. Students must return to start when they land on a **Go back to START!** space.
8. The first student to reach **FINISH** wins.

Lesson Objective

Students will describe people based on personal characteristics, and practice asking follow-up questions.

Grammar Focus

- Adjectives: smart, athletic...
- Using **like** to ask for descriptions of personalities

Word Chest Warm-up

Discover the pictures with the students and ask questions.

- *What does he like?*
- *He likes sports/school.*
- *What is she doing?*
- *She is studying/jumping up and down.*

Audio Scripts



1. Girl: Susan is quiet.
2. Boy: Timmy is serious.
3. Girl: My sister is nice.
4. Boy: Alice is energetic.
5. Girl: John is athletic.
6. Boy: My brother is smart.

Word Chest Extension Activity

Discover the pictures with the students.

- *What is it?*
- *It's the sun.*
- *Where do you think they are going?*
Why?
- *I think they're going to school. They have backpacks.*
- *Does she like her sister?*
- *Yes, she does.*
- *What is he doing?*
- *He is doing his math homework/ studying math.*

Lesson 3

My Brother Is Smart and Athletic



WORD CHEST

Track 9

A. Listen and number.



smart

6



athletic

5



quiet

1



energetic

4



serious

2



nice

3



LANGUAGE CHEST

B. Ask and answer.

1.



2.



Language Chest Follow-up

The students ask each other about members of their family.

Example:

S1: *What's your sister like?*

S2: *She's smart and energetic.*



LISTENING CHEST

Track 10



C. Talk, listen, and read.



Max: Do you want a little brother or a little sister?
Eric: I don't know. Maybe a little brother.
Max: Are you excited?
Eric: Yes, but I'm nervous, too. I want to be a good big brother.
Max: Don't worry. You are very nice. *You're fun and energetic.*
Eric: Really? Thanks!!



Eric: *What's your brother like?*
Max: Cody's great! *He's smart and athletic.*
Eric: What do you do together?
Max: We play baseball and tennis together. He's good at all sports.

D. Circle the correct answers.

1. Eric wants a little (brother / sister).
2. (Max / Eric) has a big brother.
3. Eric is (serious / athletic / energetic).
4. Cody is athletic and (fun / serious / smart).
5. Cody and Max play (soccer / baseball / basketball) together.

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Listening Chest Follow-up

The students ask and answer questions about the dialogs.

Examples:

- Does Eric want a little brother or a little sister?
- Maybe a little brother.
- Is he excited?
- Yes, he is. He's nervous, too.

Listening Chest Warm-up

1. Practice the patterns in the dialog orally with the books closed.
2. Open the book and discover the dialog with the students. Act as if you are not sure what is written and see if the students can teach you. Hint and help when they find something difficult.

Talk Chest Warm-up

Discover the pictures with the students and ask questions.

- Where are they?
- They are in the park/playground.
- What are they doing?
- They are walking, talking, and eating ice cream.
- What is this woman doing?
- She is paying for/buying something.
- What does the man see?
- He sees money on the floor.
- What does the man do?
- He gives the money to the woman.

Picture Prompts Activity

Prompt the students to have the following conversations about each picture. They can do this in pairs or around the class. Help a little the first time then get the students to practice without your help if possible. Finally, play the audio recording.

Audio Scripts



- Boy: What's Dave like?
Girl: He's quiet and shy.
Boy: Does he read a lot?
Girl: No, he doesn't.
- Girl: What's your cousin like?
Boy: She's friendly and nice.
Girl: Does she have a lot of friends?
Boy: Yes, she does.
- Boy: What's Ruth like?
Girl: She's funny and smart.
Boy: Does she tell a lot of jokes?
Girl: No, she doesn't.
- Girl: What's Heidi like?
Boy: She's talkative and friendly.
Girl: Does she talk a lot?
Boy: Yes, she does.
- Boy: What's your uncle like?
Girl: He's fun and energetic.
Boy: Does he have a lot of fun?
Girl: Yes, he does.
- Girl: What's your aunt like?
Boy: She's hard-working and athletic.
Girl: Does she work all of the time?
Boy: No, she doesn't.



TALK CHEST

E. Look and say.



Guide

What's _____ like? He's/She's _____ and _____.
Does he/she _____? Yes, he/she does. / No, he/she doesn't.

F. Picture Prompts. Track 11

- quiet / shy / read a lot / no
- friendly / nice / have a lot of friends / yes
- funny / smart / tell a lot of jokes / no
- talkative / friendly / talk a lot / yes
- fun / energetic / have a lot of fun / yes
- hard-working / athletic / work all the time / no

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Talk Chest Follow-up

The students ask each other about friends, cartoon characters, or famous people.

Example:

S1: What's (famous person) like?

S2: I think she's funny and friendly. What's (a different famous person) like?

S1: I think he's smart and athletic.

Language Notes



1. A **funny person** is someone who makes people laugh. For example, my cousin is funny. She is a comedian.
2. A **fun person** is someone who is enjoyable, entertaining, or amusing. For example, my cousin is fun. She likes to play games with me.



READING CHEST

Track 12



G. Read and answer the questions.

Kelly Hi, George! Cool picture!

George Thanks! That's my little brother. We went hiking last fall.

Kelly You have a brother! I didn't know.

George Yep. He's funny. He loves jokes. He's also talkative. He talks all the time.

Kelly Ha! Ha! That's great!

George Who are all the people in your picture?

Kelly Those are my cousins. They live in Canada.

George They look nice.

Kelly Yes, they are. The girl in the orange shirt, Lori, is the same as your brother. She talks all the time, too. She's also really friendly.

George The boy with dark hair and a blue shirt looks like you.

Kelly That's Robby. He's fun. We have a lot of fun together. Last winter, we went skiing and sledding!

George Cool!

- Who is funny and talkative?
George's little brother is funny and talkative.
- Lori and George's brother are the same because ...
a. They are smart. b. They are friendly.
c. They are talkative. d. They are funny.
- What do Kelly and Robby do together?
They have a lot of fun together. They went skiing
and sledding.

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Reading Chest Warm-up

Discover the picture with the students and ask questions.

- What is this? Is it a diary entry?
- No, it's a conversation on instant messenger (such as Skype, Google Chat, or Windows Messenger).
- Who is talking?
- Kelly and George are talking.

Reading Chest Follow-up Activity 1

Act as if you have forgotten the text and get the students to correct your sentences. If possible, get them to say loudly after each incorrect sentence:

No! ___!

Examples:

George went **camping** last **winter**.

(→ hiking, fall)

His brother is very **serious**.

(→ funny or talkative)

His cousins live in **Brazil**.

(→ Kelly's, Canada)

Reading Chest Follow-up Activity 2

The students look at the text and ask each other questions in pairs or around the class.

Examples:

- What did they do last fall?
- What's his brother like?
- Where do his cousins live?

Reading Chest Extension Activity

Have everyone read the text aloud in order to practice their pronunciation. The readings should be read in pairs with a boy to read George's lines and a girl to read Kelly's lines. Make sure everyone practices their speed, intonation, and pronunciation. Help students with any words they struggle with. If anyone reads in a monotone voice or a voice that is too quiet, point out the mistake and ask them to read again. This will help students with their pronunciation/accents.

Writing Chest Warm-up

Discover the picture with the students and ask questions.

- What is he/she like?
 - He is talkative.
 - She is energetic/shy.
- What does he do?
 - I think he is a lawyer/secretary.
- What does she look like?
 - She is small and cute/pretty and blond.

Writing Chest Follow-up

The students write pairs of sentences about members of their family, friends, cartoon characters, or famous people.

Examples:

My sister is very smart.
She studies all the time.

Writing Chest Extension Activity

Write some questions on the board and have students answer them in their notebooks.

Examples:

1. What is your aunt/grandma like?
2. What is your uncle/grandpa like?
3. What is your bus driver/principal like?



WRITING CHEST

H. Complete the conversations.

1.



little sister
energetic / outgoing

A: What's your little sister like?

B: She's energetic and outgoing.

A: Does she play all the time?

B: Yes, she does.

2.



uncle
honest / hard-working

A: What's your uncle like?

B: He's honest and hard-working.

A: Does he work all the time?

B: Yes, he does.

3.



Jennifer
shy / nice / smart

A: What's Jennifer like?

B: She's shy and nice.

She's also very smart!

A: Does she study all the time?

B: No, she doesn't.

I. Complete the sentences. Use the best answers.

quiet funny friendly honest smart serious

1. Funny people like jokes.
2. Smart people get good grades.
3. Honest people don't tell lies.
4. Serious people don't have a lot of fun.
5. Friendly people have a lot of friends.
6. Quiet people don't talk a lot.



ACTIVITY CHEST



J. Play. Choose a name and describe that person.



K. Work with a partner and complete the chart.

1. Who is friendly?	<u>Joe</u> is friendly.
2. Who is hard-working?	Mary is hard-working.*
3. Who is honest?	Mia is honest.*
4. Who is funny?	Tony is funny.*
5. Who is serious?	Kim is serious.*
6. What is your teacher like?	She is nice.*

* Answers will vary.

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Directions for K

1. Divide students into partners.
2. Have the partners work together to complete their charts.
3. All answers should be given in complete sentences, and no two answers should use the same person's name.
4. It is OK for partners to put the same answers in their books. It is also OK for them to disagree and put different answers in their books.
5. If time permits, have students share their answers with the class.

Activity Chest Directions for J

Materials

a box, small pieces of paper



1. Hand out a small piece of paper to each student. They should all write their names on the pieces of paper and place them in the box.
2. Divide the class into teams, perhaps boys vs. girls.
3. Select a student from one of the teams to come to the front of the room.
4. This student should pick a name out of the box without peeking at the names.
5. Then, he/she should describe the student on the piece of paper.
S1: *This person is friendly and athletic.*
6. The teams get to take turns guessing the person.
S2: *Is it Todd?*
S1: *No, it's not Todd.*
7. For every wrong answer, the student with the piece of paper should describe one more thing about the person.
S1: *Sometimes, this person helps me with my homework.*
8. Each team tries to guess the correct answer first.
S3: *I know! It's Susan!*
S1: *Yes, it is.*
9. The team with the most points wins.

Lesson Objective

Students will talk about past activities and practice asking follow-up questions.

Grammar Focus

- Past tense
- Past tense time expressions: yesterday, yesterday morning/afternoon/evening, last week/month/summer (season)

Word Chest Warm-up

Discover the pictures with the students and ask questions.

- Which activity do you do in the winter?
- We ice skate/go ice skating in the winter.
- Do you do any of these sports?
- Yes, I play badminton.
- What is he wearing?
- He is wearing a yellow shirt and red shorts/brown shorts and a life jacket.

Audio Scripts



1. Boy: She went ice skating.
2. Girl: They played badminton.
3. Boy: We played football.
4. Girl: He went surfing.
5. Boy: They played rugby.
6. Girl: He went water-skiing.

Language Chest Warm-up

Discover the pictures with the students.

- What sport does he/she like?
- He/She likes football/to go ice skating.
- What do you think he/she is like?
- I think he is nice and athletic/she is friendly and fun.

Lesson 4

I Went Ice Skating with My Family



WORD CHEST

Track 13

A. Listen and number.



rugby

5



badminton

2



football

3



surf

4



ice skate

1



water-ski

6



LANGUAGE CHEST

B. Ask and answer.

1. What did you do last summer?
2. What did you do last winter?



Language Chest Follow-up

Call a volunteer to the front of the room. Whisper one of the activities from the Word Chest and a past tense time expression to him/her. Other than the drawing, the volunteer is not allowed to give any clues to students.

Example:

T: (whispers) Last summer. Surf.

The volunteer draws a girl and a sun on the board.

S1: What did she do last summer?

T: Correct!

The volunteer draws a wave and a surfboard on the board.

S2: She went surfing last summer.

T: Good job!



LISTENING CHEST

Track 14



C. Talk, listen, and read.



Katie: Hi, Jeff!
Jeff: Hi, Katie! Long time no see!
Katie: What did you do all summer?
Jeff: I learned to water-ski! It was great!
Katie: It sounds fun! Do you have any pictures?
Jeff: Yes, and my dad made some videos.
Katie: I want to see them.
Jeff: Sure! What did you do?



Katie: My cousin, Claire, came from France. We had a lot of fun together!
Jeff: Does she speak English?
Katie: Yes, and my family speaks French.
Jeff: Did you go to our favorite ice cream shop?
Katie: Of course! She loved it! She also enjoyed playing badminton. We played almost every day.

D. Circle Yes or No.

- | | | |
|---|--------------------------------------|-------------------------------------|
| 1. Did Jeff learn to water-ski? | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 2. Did Katie play badminton with her cousin? | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 3. Did Katie and Claire have a lot of fun together? | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 4. Did Katie go to France? | <input type="radio"/> Yes | <input checked="" type="radio"/> No |

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Listening Chest Follow-up

The students ask each other questions about the picture and the dialog.

Examples:

- What does Katie want to see?
- She wants to see the pictures and videos of Jeff water-skiing.
- What languages do Katie and Claire speak?
- They speak English and French.
- Did Jeff go with the girls to the ice cream shop?
- No, he didn't.
- What did Katie and Claire do almost every day?
- They played badminton almost every day.

Listening Chest Warm-up

1. Practice the patterns in the dialog orally with the books closed.
2. Open the book and discover the dialog with the students. Act as if you are not sure what is written and see if the students can teach you. Hint and help when they find something difficult.

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- What season is it?
- It is fall/autumn.
- What are they doing?
- They are raking leaves.
- What are these boys doing?
- They are playing rugby.

Picture Prompts Activity

Prompt the students to have the following conversations about each picture. They can do this in pairs or around the class. Help a little the first time then get the students to practice without your help if possible. Finally, play the audio recording.

Audio Scripts



- Boy: What did you do last summer?
Girl: I learned to surf.
Boy: Did you see any sharks?
Girl: No, I didn't.
- Girl: What did you do last week?
Boy: I helped dad at work.
Girl: Did you work hard?
Boy: Yes, I did.
- Girl: What did you do last spring?
Boy: I built a tree house.
Girl: Did you paint it?
Boy: Yes, I did.
- Boy: What did you do during the vacation?
Girl: I went to Germany.
Boy: Did you study German?
Girl: Yes, I did.
- Boy: What did you do yesterday evening?
Girl: I had fun with my friends.
Boy: Did you enjoy it?
Girl: Yes, I did.
- Boy: What did you do last winter?
Girl: I went to space camp.
Boy: Did you wear a space suit?
Girl: No, I didn't.



TALK CHEST

E. Look and say.



Guide

What did you do _____?
Did _____?
I _____.
Yes, ____ did. / No, ____ didn't.

F. Picture Prompts. Track 15

1.



last summer
learned to surf
see any sharks

2.



last week
helped dad at work
work hard

3.



last spring
built a tree house
paint it

4.



during the vacation
went to Germany
study German

5.



yesterday evening
had fun with my friends
enjoy it

6.



last winter
went to space camp
wear a space suit

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Talk Chest Follow-up

Divide students into pairs and give each pair a flashcard. Have students close their books and think of conversations to go with their flashcards. Each set of partners should share their conversation with the class.

Example:

- S1: (holding up the space camp flashcard) What did he do during the vacation?
S2: He went to space camp.
S1: Did he meet any astronauts?
S2: Yes, he did.



G. Read and complete the sentences.

Dear Mom and Dad,

January 15th

How are you? I miss you both! Sports camp is great. Nancy and I are having a lot of fun. She went ice skating every day last week. I saw her skate on Wednesday. She was very good. I think she wants ice skates for her birthday.

Yesterday, I played football. I didn't understand the rules, so today I watched a video about football. Two other boys don't know how to play football, so we watched the video together in my room. We are playing again tomorrow, and we are all very excited.

I hope you are having fun. Don't forget to take care of my fish! And don't forget to write to me!

Love,
Colin



- Where are Colin and Nancy?
They are at a sports camp.
- Who wrote this letter?
Colin wrote the letter.
- What did Nancy do last week?
She learned ice skating.
- What is Colin learning at camp?
Colin is learning football.

Reading Chest Follow-up Activity 1

The students look at the text and ask each other questions in pairs or around the class.

Examples:

- *Who does he miss?*
- *What did Nancy do last week?*
- *What did Colin do yesterday?*

Reading Chest Follow-up Activity 2

Each student writes a letter to a friend or member of his/her family. They write about what they have been doing recently.

Reading Chest Warm-up

Discover the pictures with the students and ask questions.

- *What is this? Is it a newspaper?*
- No, it's a letter.
- *What is he/she doing?*
- He is playing football.
- She is ice skating.
- *What is the date of the letter?*
- It is January 15th.

Writing Chest Warm-up

Discover the picture with the students and ask questions.

- What can you see in the pictures?
- I can see (an elephant).
- What are they doing?
- They are (making a bird house).
- Which country is this?
- I think it's (Thailand).

Writing Chest Follow-up

Ask questions about the writing activities.

- Where did they put the birdhouse?
- They put it in a tree.
- Who rode an elephant in Thailand?
- His/Her sister rode an elephant in Thailand.
- Are they playing badminton now?
- No, they played badminton yesterday afternoon.

Writing Chest Extension Activity

Write some sentences on the board and have students change them to the past tense in their notebooks.

Examples:

1. We are surfing. (last week)
2. They learn to play soccer. (yesterday afternoon)
3. He is helping his dad at work. (last summer)
4. She sees a shark in the aquarium. (last month)

Answers:

1. We learned how to surf last week.
2. They learned to play soccer yesterday afternoon.
3. He helped his dad at work last summer.
4. She saw a shark in the aquarium last month.



WRITING CHEST

H. Separate the conversations and write the missing words.

- A: ___ you ride an elephant? B: I ___ a bird house with my dad.
✓ A: ___ did you do last weekend? B: Yes, my dad and I _____.
A: What did you do last summer? B: I traveled to Thailand with my family.
A: Did ___ put it in a tree? B: ___, I didn't, but my sister did.

1.



A: What did you do last weekend?

B: I built a bird house with my dad.

A: Did you put it in a tree?

B: Yes, my dad and I did.

2.

A: What did you do last summer?

B: I traveled to Thailand with my family.

A: Did you ride an elephant?

B: No, I didn't, but my sister did.



I. Answer the questions.

1. What did they do yesterday afternoon?
They played volleyball.*
2. Did they enjoy it?
Yes, they did.*
3. Did they win the game?
Yes, I think they won the game.*



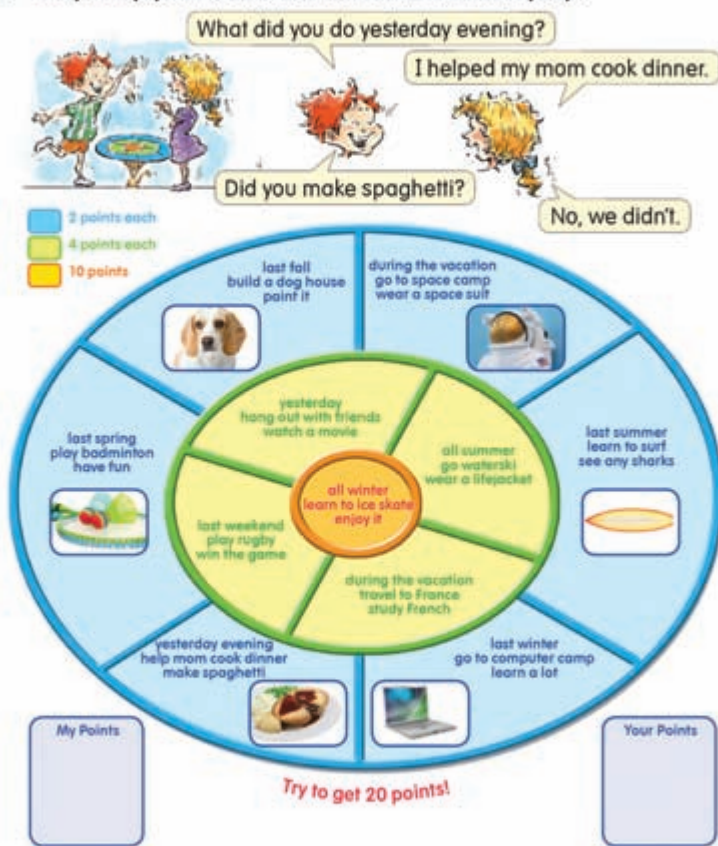
* Answers will vary.



ACTIVITY CHEST



J. Play. Drop your eraser on the board and role-play.



K. Answer the questions.

What did you do last summer? Did you enjoy it?

*I learned to play the piano. Yes, I did.**

* Answers will vary.

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Directions for K

Students should answer the questions with their own information.

Example:

I learned to play ____.

Activity Chest Directions for J

Materials

erasers



1. Divide students into partners, and make sure each set of partners has an eraser.
2. Explain that the colored spaces (blue, green, and orange) have different point values. As the diagram on the left lists, the blue spaces are worth 2 points, the green (yellow) spaces are worth 4 points, and the orange space is worth 10 points.
3. Show students that they stand above the game board and drop their erasers onto the board. They must drop their erasers from as high above the board as they can.
4. Students should take turns dropping the eraser and trying to earn points.
S1: (eraser lands on **cook dinner**)
What did you do yesterday evening?
S2: I helped my mom cook dinner.
S1: Did you make spaghetti?
S2: No, we didn't. (notice that the picture is not of spaghetti)
You get 2 points!
5. Students should record their points in the spaces provided. The first student with 20 points wins.
6. To make the game more difficult, have students put the game board on the floor and stand above the board as they drop their eraser. This will make it more difficult to drop the eraser accurately.





School Friends

Lesson 1

Did You Finish Your Homework?

Lesson 2

Do You Know How to Play Tennis?

Lesson 3

Why Did He Go to the Dentist?

Lesson 4

What Are You Going to Do for Your Birthday?



Lesson Objective

Students will learn how to ask for help and talk about school subjects.

Grammar Focus

- Past tense
- Modal Auxiliary: can
 - Can you help me?

Word Chest Warm-up

Discover the pictures with the students and ask questions.

- What can you see in the pictures?
 - I can see (a brain).
- Where is your (heart)?
 - It's here.

Audio Scripts



1. Girl: My stomach hurts.
2. Boy: Our brains are in our heads.
3. Girl: I see the blood from his arm.
4. Boy: I have a sore throat.
5. Girl: Our hearts are in our chests.
6. Boy: I see the muscles in his arm.

Language Chest Warm-up

Discover the pictures with the students.

- What season is it?
 - It is summer/fall/autumn.
- What are they doing?
 - They are riding their bikes.
- What is he thinking about?
 - He is thinking about school things/sports.

Lesson 1

Did You Finish Your Homework?



WORD CHEST

Track 17

A. Listen and number.



muscles 6



heart 5



brain 2



blood 3



stomach 1



throat 4



LANGUAGE CHEST

B. Ask and answer.

1. Did you finish your homework?



2. Did you have PE at school today?



Language Chest Follow-up

Have students make a list of class subjects (that they already know) on the board. Then, use this vocabulary to have students practice the target language.

Example:

S1: Kara, did you study English at school today?

S2: Yes, I did.

S3: Tony, did you have science class today?

S4: No, I didn't.



LISTENING CHEST

Track 18



C. Talk, listen, and read.



Amy: Did you finish the project for geography class?

Eric: Yes, I did. Did you finish it?

Amy: No, I didn't. It's difficult. Can you help me?

Eric: Sure!

Amy: Can you come to my house?

Eric: Yes, I can come after dinner. Is six thirty OK?

Amy: Yep! That's great! See you then!



Eric: What happened?

Amy: I don't know.

Eric: Don't worry. We can fix it!

Amy: I hope so.

Eric: First, let's fix the trees. I think they are too heavy.

Amy: OK. We can make paper trees.

Eric: Good idea!

Amy: Let's put snow on the mountain.

Eric: Cool!



D. Complete the summary.

mountain
geography

difficult
make

after
together

snow
paper

Eric and Amy have a project for geography class. They have to make a mountain. Eric finished his mountain, but Amy didn't finish. It's difficult for her. Eric went to Amy's house after dinner. They fixed Amy's mountain together. They made paper trees and put them on Amy's mountain. Then, they put paper snow on the mountain.

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Listening Chest Follow-up

The students ask each other questions about the picture and the dialog.

Examples:

- Did Amy finish the project?
- No, she didn't.
- Who helped her?
- Eric did.
- What is Amy doing?
- She is making a mountain.

Listening Chest Warm-up

1. Practice the patterns in the dialog orally with the books closed.
2. Open the book and discover the dialog with the students. Act as if you are not sure what is written and see if the students can teach you. Hint and help when they find something difficult.

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- What can you see?
- I can see ____.
- What are they doing?
- I think they are practicing.

Picture Prompts Activity

Prompt the students to have the following conversations about each picture. They can do this in pairs or around the class. Help a little the first time then get the students to practice without your help if possible. Finally, play the audio recording.

Audio Scripts



1. Girl: Did you finish the project for science class?
Boy: No, I didn't. It's difficult. Can you help me?
Girl: Sure!
2. Boy: Did you study for the English test?
Girl: Yes, I did.
3. Girl: Did you learn the song for music class?
Boy: No, I didn't. It's difficult. Can you help me?
Girl: Of course!
4. Boy: Did you learn the formulas for math class?
Girl: No, I didn't. It's difficult. Can you help me?
Boy: No problem!
5. Girl: Did you make an animal for art class?
Boy: No, I didn't. They're difficult. Can you help me?
Girl: Sure!
6. Boy: Did you do your homework for history class?
Girl: Yes, I did.



TALK CHEST

E. Look and say.

Did you learn the play for drama club?



No, I didn't. It's difficult. Can you help me?

Of course!

Guide

Did you _____ for _____?
Yes, I did. / No, I didn't. It's difficult. Can you help me?
Of course! / Sure! / No problem.

F. Picture Prompts.

Track 19

1.



finish the project
science class / sure

2.



study
the English test

3.



learn the song
music class / of course

4.



learn the formulas
math class / no problem

5.



make an animal
art class / sure

6.



do your homework
history class

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Talk Chest Follow-up

Write a few conversations on the board using the target language, but leave blanks for some of the words. Have students work together to fill in the missing words. Then, have everyone say the conversation together.

Example:

A: Did you study for the history test?

B: No, I didn't. It's difficult. Can you help me?

A: No problem!




G. Read and answer the questions.

Jared Moore
Health Class
August 27th

Health Class

We have a health class once a week. Today, we studied our hearts. We learned that our hearts are muscles. They need a lot of exercise. The heart is a strong muscle. It sends blood to our fingers, our legs . . . and even to our brains. It's very important, so we should take care of it. Exercising is good for our hearts, so we should play sports.

I am often sick. I sometimes have a headache or a stomachache, and I sometimes have a sore throat. I should take care of my health. I want to go swimming and play more sports.



- Which class is Jared writing about?
a. Math class b. Science class
☒ c. Health class d. History class
- What do our hearts do?
Our hearts send blood to our fingers, our legs, and our brains.
- What problem does Jared sometimes have?
a. A sore leg b. A toothache
☒ c. A headache d. A sore arm
- What does Jared want to do?
He wants to go swimming and play more sports.

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Reading Chest Follow-up Activity 1

Act as if you have forgotten the text and get the students to correct your sentences. If possible, get them to say loudly after each incorrect sentence:

No! ___!

Examples:

*They have health class **every day**.*

(→ once a week)

*Today they studied about their **fingers**.*

(→ hearts)

*They learned that their hearts are **insects**.*

(→ muscles)

*They need a lot of **chocolate cake**.*

(→ exercise)

Reading Chest Follow-up Activity 2

The students write or speak about another class they had recently. They can write in the same kind of format as in the 'Health Class' reading passage or they can prepare some ideas and then make a speech.

Reading Chest Warm-up

Discover the picture with the students and ask questions.

- What can you see?
- I can see ____.
- Who wrote this?
- Jared Moore did.
- What's it about?
- It's about health class.

Writing Chest Warm-up

Ask questions based on the picture.

- What is he/are they doing?
 - He is painting/they are studying.
- What class do you think he is/they are in?
 - I think he is in art class/they are in geography class.
- What is this?
 - It's a rocket.
- Is it a big rocket?
 - No, it's a small rocket.

Writing Chest Follow-up

Ask questions about the writing activities.

- Did the boy get help with his dinosaur?
 - Yes, he did.
- What class does she need help with?
 - She needs help with geography class.
- When did Martin have a lot of homework?
 - He had a lot of homework last weekend.

Writing Chest Extension Activity

Write a few more questions about Martin on the board and have students answer the questions in their notebooks.

Examples:

- Who helped Martin study for the test in health class? Who helped Ryan?
 - Ryan helped Martin study for the test in health class and Martin helped Ryan.
- What did he do for music class?
 - He memorized a song for music class.
- Who had more homework last weekend, you or Martin?
 - I/Martin had more homework than Martin/I did last weekend.



WRITING CHEST

H. Use the clues to write the conversations.

1.



did - make - dinosaur - art class

A: Did you make a dinosaur for art class?

no - didn't - difficult - help me

B: No, I didn't. It's difficult. Can you help me?

sure

A: Sure.

2.

did - do - homework - geography class

A: Did you do the homework for geography class?

no - didn't - difficult - help me

B: No, I didn't. It's difficult. Can you help me?

course

A: Of course.



I. Write the missing words and answer the questions.

wrote studied project English weekend formulas song

Martin had a lot of homework last weekend. First, he studied for the math test. He knows all of the formulas! Then, he finished his project for science class. His dad helped him make a rocket. He also studied for the test in health class. His friend, Ryan, studied with him. After that, he learned a song for music class. He knows all of the words! Finally, he did his homework for English class. He wrote a paper in English.

1. Who helped Martin make a rocket for science class?

His dad helped him make a rocket.

2. What did Martin and Ryan study for?

They studied for the test in health class.

3. Did Martin write a paper for English class?

Yes, he did.





ACTIVITY CHEST



J. Play. Whisper the question down the line. The last student answers the question.

Did you learn the formulas for math class last week?

Did you learn the formulas for math class last week?



K. Talk to your classmates and complete the chart.

Leslie Name	Did he/she take a test last week? What class was it for?	Yes, she did. She took a test for geography class.
Mike Name	Did he/she do a science project last year? What was it?	Yes, he did. He had to make a windmill.*
Julie Name	Did he/she learn a song? What's the name of the song?	Yes, she did. The name of the song is 'Arirang'.*
David Name	Did he/she exercise in PE? What did he/she do?	Yes, he did. He played soccer.*

* Answers will vary.

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Activity Chest Directions for J

Materials

flashcards



1. Have everyone line up.
2. Place the flashcards on a desk/table near the last student in line. The cards should be spread out and easy to see.
3. Whisper a question (from the target language) to the first student in line.
T: Did you learn the formulas for math class last week?
4. This student should whisper the same thing to the student behind him/her, and the message should pass down the line from student to student.
5. The last student in line should search through the flashcards, find the correct one, and answer the question.
S1: Did you learn the formulas for math class last week?
S2: Yes, I did.
6. Rotate by having the student at the front of the line move to the back of the line, and play again.

Directions for K

1. Divide students into partners.
2. The partners take turns asking and answering the questions in the first row.
3. Then, have students change partners and go on to the next row. Students continue in this manner until all of the questions have been answered.
4. Students interview 4 different classmates.
5. If time permits, have students share their findings with the class.

Lesson Objective

Students will learn how to talk about their skills and abilities.

Grammar Focus

- Infinitive verbs: to drive, to knit
- Catenative verb: know
- Auxiliary verb: will

Word Chest Warm-up

Discover the pictures with the students and ask questions.

- *What can you see?*
- *I can see ____.*
- *What is he/she doing?*
- *He/She is (driving a car).*
- *What is he/she wearing?*
- *He/She is wearing (a purple sweater).*

Audio Scripts



1. Boy: She drives a car.
2. Girl: She plays the flute.
3. Boy: They play table tennis.
4. Girl: She knits a scarf.
5. Boy: They whistle.
6. Girl: They fence.

Language Chest Warm-up

Discover the pictures with the students.

- *What can you see?*
- *I can see ____.*
- *What are they doing?*
- *I think they are taking a picture, using the Internet, watching a movie.*

Lesson 2

Do You Know How to Play Tennis?



WORD CHEST

Track 21

A. Listen and number.



drive a car 1



fence 6



knit a scarf 4



play the flute 2



whistle 5



play table tennis 3



LANGUAGE CHEST

B. Ask and answer.

1. Do you know how to drive a car?



2. Do you know how to use this?



Language Chest Follow-up

The students ask each other 'Do you know how to...?' questions.

Examples:

- *Do you know how to play the piano?*
- *Do you know how to speak Chinese?*
- *Do you know how to use chopsticks?*
- *Do you know how to whistle?*



LISTENING CHEST

Track 22



C. Talk, listen, and read.



Rachel: Do you want to go fishing on Saturday?

Max: It's winter.

Rachel: I mean ice fishing.

Max: I don't know how to ice fish.

Rachel: Don't worry. Do you know how to fish?

Max: Yes, I do.

Rachel: It's almost the same. My dad and I can teach you.

Rachel: We usually leave our house at four thirty in the morning. Is that OK?

Max: Wow! That's early!

Rachel: We can pick you up at your house.

Max: Do you know how to get there?

Rachel: I think so. Is your house next to the library?

Max: Yes, it's the green house with the white door.

D. Circle Yes or No.

- | | |
|--|--|
| 1. Does Rachel want to go ice fishing? | Yes <input type="radio"/> No <input type="radio"/> |
| 2. Does Max know how to ice fish? | Yes <input type="radio"/> No <input type="radio"/> |
| 3. Do Rachel and her dad know how to ice fish? | Yes <input type="radio"/> No <input type="radio"/> |
| 4. Is Max's house next to the green and white library? | Yes <input type="radio"/> No <input type="radio"/> |

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Listening Chest Follow-up

The students look at the pictures and the dialog and ask each other questions.

Examples:

- What can you see?
- I can see ____.
- What is Rachel doing on Saturday?
- She's going ice fishing.
- Does Max know how to fish?
- Yes, he does.
- What time do they usually leave home?
- They usually leave home at four thirty in the morning.

Listening Chest Warm-up

1. Practice the patterns in the dialog orally with the books closed.
2. Open the book and discover the dialog with the students. Act as if you are not sure what is written and see if the students can teach you. Hint and help when they find something difficult.

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- What can you see?
- I can see ____.
- What are they doing?
- They are (looking at magazines).

Picture Prompts Activity

Prompt the students to have the following conversations about each picture. They can do this in pairs or around the class. Help a little the first time then get the students to practice without your help if possible. Finally, play the audio recording.

Audio Scripts



- Boy: Do you know how to use chopsticks?
Girl: Yes, I do. Do you?
Boy: Yes, I do.
- Girl: Do you know how to play chess?
Boy: No, I don't. Can you teach me?
Girl: Sure!
- Boy: Do you know how to do a cartwheel?
Girl: Yes, I do. Do you?
Boy: Yes, I do.
- Mom: Do you know how to do laundry?
Girl: No, I don't. Can you teach me?
Mom: Of course!
- Father: Do you know how to make cookies?
Girl: No, I don't. Can you teach me?
Father: Sure.
- Girl: Do you know how to fold a paper airplane?
Boy: No, I don't. Can you teach me?
Girl: Sure!



TALK CHEST

E. Look and say.



Guide

Do you know how to _____?
Yes, I do. Do you? / No, I don't. Can you teach me? Sure!

F. Picture Prompts. Track 23



use chopsticks
yes



play chess
no



do a cartwheel
yes



do laundry
no



make cookies
no



fold a paper airplane
no

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Talk Chest Follow-up

Have students ask one another personal questions based on the target language.

Example:

T: Chopsticks, Mary!

All: Mary, do you know how to use chopsticks?

Mary: No, I don't. John, do you know how to use chopsticks?

John: Yes, I do.

Mary: Can you teach me?

John: Of course!



READING CHEST

Track 24



G. Read and answer the questions.

Learning

At the beginning of January every year, we always go out to dinner, and Dad always asks two questions. He asks, "What did you learn to do last year?" and "What do you want to learn to do this year?" We learn new things every year. It's great!

Last year, I didn't know how to use chopsticks. Dad didn't know how to make cookies. My sister didn't know how to knit, and Mom didn't know how to drive a car. Now, we know how to do these things. We learned a lot!

This year, we all have new goals. I want to know how to play the violin, and my sister wants to know how to fence. Mom and Dad want to learn how to play chess.



1. Did he know how to use chopsticks last year?

No, he didn't.

2. Who knows how to knit?

- a. The boy **b. His sister**
c. His mom d. His dad

3. Do his mom and dad know how to play chess?

No, they don't.

4. What does his sister want to learn this year?

She wants to learn how to fence.

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Reading Chest Follow-up Activity 1

Ask questions about the passage.

- *What questions does his dad always ask?*
- *What didn't they know how to do last year?*
- *What did they learn to do this year?*
- *What are their new goals?*

Reading Chest Follow-up Activity 2

Write these questions on the board. The students either write their answers or ask each other the questions in pairs or around the class.

- What did you learn to do last year?
- What did you learn to do this year?
- What don't you know how to do? (three things)
- What is your new goal (New Year's resolutions)?

Reading Chest Warm-up

Discover the pictures with the students and ask questions.

- *What can you see?*
- *I can see ____.*
- *Is he speaking or writing?*
- *He's speaking.*
- *What's he wearing?*
- *He's wearing ____.*

Writing Chest Warm-up

Discover the pictures with the students and ask questions.

- What is she learning to do?
- She is learning to play the guitar/fly an airplane.
- Does he know how to play the guitar?
- Yes, he does.
- What animals do you see? What material are they made out of?
- I see a bird and an elephant. They are made out of (blue and light brown/ tan) paper.

Writing Chest Follow-up

Ask questions about the writing activities.

- What does she want to learn to do?
- She wants to learn to play the guitar/ fly an airplane.
- Who knows how to fly an airplane?
- The boy's/girl's dad knows how to fly an airplane.
- What will A teach B in part I?
- A will teach B how to fold a paper bird.

Writing Chest Extension Activity

Write some clues on the board, and have students work together to figure out the questions that they should write down in their notebooks. After they figure out all of the questions, students should answer the questions with their own information.

Examples:

1. This is a musical instrument that has keys. The keys are usually black and white. We touch the keys like we are typing on a computer.
2. This is what you do when you have dirty clothes. After you do it, they are clean and they smell good.
3. This is a sport you do with a ball. You can't kick the ball. You throw the ball at a basket.

Answers:


1. Do you know how to play the piano?
2. Do you know how to do laundry?
3. Do you know how to play basketball?




WRITING CHEST

H. Complete the conversations.

no	you	airplane	don't (x2)	sure	know
how	can	do (x2)	play	teach (x2)	to

- 

A: Do you know how to play the guitar?
B: Yes, I do. Do you?
A: No, I don't. Can you teach me?
B: Sure!
- 

A: Do you know how to fly an airplane?
B: No, I don't, but my dad does.
A: Can he teach us?
B: I don't know. Let's ask him.
A: Great!

I. Find the mistakes and rewrite the conversation.

- A: Do you know ~~fold~~ a paper bird?
Do you know how to fold a paper bird?
- B: ~~Yes~~, I don't. Do you?
No, I don't. Do you?
- A: Yes, I ~~does~~.
Yes, I do.
- B: Can you ~~taught~~ me?
Can you teach me?
- A: Yes, ~~can~~ I.
Yes, I can.
- B: Do you know how to ~~fold~~ a paper elephant?
Do you know how to fold a paper elephant?
- A: No, ~~don't~~.
No, I don't.
- B: I ~~do~~! I can ~~teach~~ me!
I do! I can teach you!





ACTIVITY CHEST

J. Play. Spin paperclips to move along the board and answer the questions.



K. Answer the question.

Do you know how to whistle? Show your teacher!

Yes, I do.*

* Answers will vary.

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- 8 Do you know how to do a cartwheel?
- 9 Do you know how to knit?
- 10 Do you know how to fold a paper frog?
- 11 Do you know how to rollerblade?
- 12 Do you know how to do laundry?

Activity Chest Directions for J

Materials

paperclips, pencils



1. Divide students into pairs.
2. Give each pair a paperclip, and make sure they have a pencil.
3. Show students how to use the paperclip. Students should loop one end of the paperclip over the eraser end of a pencil. They can make the paperclip spin by flicking the free end of the paperclip.
4. Have each student place a small object (an eraser, a game piece...) on **START**.
5. Students take turns spinning the paperclip on the first spinner to move along the board.
S1: (spins the paperclip and lands on the number 1) Do you know how to swim?
6. S2 either gives his/her true answer or spins the paperclip on the second spinner to figure out his/her response.
S2: (spins the paper clip and lands on **yes**) Yes, I do.
7. Students must return to **START** and begin again if they land on a space marked **Go back to START!**
8. The first student to reach **FINISH** wins.

Directions for K

Students should answer the question according to their own abilities. If a student answers yes, he/she should show the teacher that he/she knows how to whistle.

Picture Notes



- 1 Do you know how to swim?
- 2 Do you know how to fence?
- 3 Do you know how to play chess?
- 4 Do you know how to sail a boat?
- 5 Do you know how to use chopsticks?
- 6 Do you know how to ride a bicycle?
- 7 Do you know how to make cookies?

Lesson Objective

Students will learn about injuries and sicknesses, and talk about some of their own past injuries.

Grammar Focus

- Subordinating conjunction: because
- Information questions with **why**
 - Why did ___?

Word Chest Warm-up

Discover the pictures with the students and ask questions.

- How often do you brush/floss your teeth?
 - I brush/floss my teeth twice a day/four times a week.
- What is a hole in your tooth called?
 - It's called a cavity.
- Who works in hospitals?
 - Doctors and nurses work in hospitals.

Audio Scripts



- Girl: Oh, no! I have a cavity.
- Boy: My dad works at the hospital.
- Girl: I use dental floss every day.
- Boy: Oh, no! He has a broken bone in his arm.
- Girl: The doctor took an X-ray of the boy's chest.
- Boy: I brush my teeth with my toothbrush.

Language Chest Warm-up

Discover the pictures with the students.

- Where is he?
 - He is at the dentist.
- What happened?
 - He has a broken arm.

Lesson 3

Why Did He Go to the Dentist?



WORD CHEST

Track 25

A. Listen and number.



toothbrush

6



dental floss

3



cavity

1



hospital

2



X-ray

5



broken bone

4



LANGUAGE CHEST

B. Ask and answer.

- Why did he go to the dentist?



- Why did you go to the hospital?



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Language Chest Follow-up

The students ask each other questions using the target language. Reasons for going to the hospital can sometimes be private, so make sure students know that they don't have to share information if it is private.

Example:

S1: Susan, did you go to the dentist last year?

S2: Yes, I did.

S1: Why did you go to the dentist?

S2: I went to the dentist because my tooth hurt.



LISTENING CHEST

Track 26



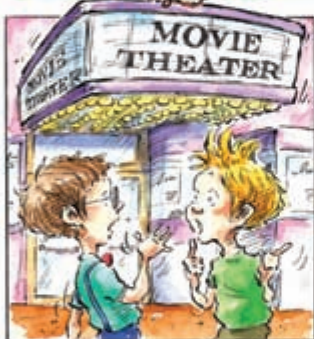
C. Talk, listen, and read.



Eric: Hi! Is Katie there?
Katie's Dad: I'm sorry. Katie can't talk now. She's sick.
Eric: Uh, oh!
Katie's Dad: We went to the doctor this morning because she had a stomachache and a headache.



Eric: Is she OK now?
Katie's Dad: She has the flu, but she'll be better soon.



Eric: Katie can't come. She went to the doctor this morning.
Max: Oh, no! Why did she go to the doctor?
Eric: She had a stomachache and a headache.
Max: Is she OK now?
Eric: No, she's not. She has the flu.
Max: That's too bad. I hope she feels better soon.

D. Circle the correct answers.

- Katie can't talk on the phone because she is (busy / sick / not home).
- Katie went to the (doctor / dentist / hospital).
- Katie had a stomachache and a (cavity / hurt foot / headache).
- Max and Eric wanted to (see a movie / ride bikes / have lunch) with Katie.

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Listening Chest Follow-up

The students look at the pictures and the dialog and ask each other questions.

Examples:

- What can you see?
- I can see ____.
- Why did Katie go to the doctor?
- Because she had a stomachache and a headache.
- What's wrong with Katie?
- She has the flu.

Listening Chest Warm-up

- Practice the patterns in the dialog orally with the books closed.
- Open the book and discover the dialog with the students. Act as if you are not sure what is written and see if the students can teach you. Hint and help when they find something difficult.

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- What can you see?
- I can see ____.
- What are they wearing?
- He's/She's wearing a ____.

Picture Prompts Activity

Prompt the students to have the following conversations about each picture. They can do this in pairs or around the class. Help a little the first time then get the students to practice without your help if possible. Finally, play the audio recording.

Audio Scripts



1. Boy: Why did she go to the hospital?
Girl: She went to the hospital because she had a fever.
2. Girl: Why did she go to the dentist?
Boy: She went to the dentist because she needed braces.
3. Boy: Why did he go to the nurse?
Girl: He went to the nurse because he had a sore throat.
4. Girl: Why did he go to the doctor?
Boy: He went to the doctor because he had a stomachache.
5. Boy: Why did he go to the nurse?
Girl: He went to the nurse because he had an earache.
6. Girl: Why did she go to the dentist?
Boy: She went to the dentist because she had a toothache.



TALK CHEST

E. Look and say.



Guide

Why did ____ go to the ____?
____ went to the ____ because ____.
Is ____? Yes, ____ / No, ____.

F. Picture Prompts. Track 27



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Talk Chest Follow-up

Select a volunteer to come to the front of the room. Whisper a few words to this student, and have him/her mime clues to the class until they guess the correct place and symptom. Then, have everyone say the conversation together.

Example:

T: (whispers into S1's ear) Doctor. Fever.

S1 pretends to enter an office.

S2: Dentist!

T: No. S1 pretends to be a doctor.

S3: Doctor!

T: Yes!

S1 pretends to be very hot.

S4: Fever!

Half the class: Why did (S1's name) go to the doctor?

Other Half: He/She went to the doctor because he/she had a fever.



READING CHEST

Track 28



G. Read and complete the sentences.

Rebecca's Teeth

Last week, Rebecca had a toothache. Her tooth hurt a lot, so she went to the dentist with her mom.

The dentist was very nice. First, he cleaned Rebecca's teeth. Then, he took some X-rays. She had a hole in one of her teeth, so she needed a filling. The dentist fixed Rebecca's teeth. Then, he gave her a new toothbrush and showed her how to brush her teeth.

Now, Rebecca brushes her teeth after every meal. She brushes her teeth very carefully with her new toothbrush. She wants to have healthy and beautiful teeth in the future, so she wants to have braces.



1. Rebecca went to the dentist because she had a toothache.
2. The dentist cleaned Rebecca's teeth and took some X-rays.
3. Then, he fixed a hole in Rebecca's tooth.
4. The dentist gave Rebecca a new toothbrush.
5. Now, Rebecca brushes her teeth after every meal.
6. Rebecca wants to have healthy and beautiful teeth in future.

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Reading Chest Warm-up

Discover the pictures with the students and ask questions.

- Where is this girl?
- She is at the dentist.
- What are these?
- They are braces.
- Why do you think she went to the dentist?
- I think she needed braces.

Reading Chest Follow-up Activity 1

Write a few definitions on the board, and have students work together in small groups to figure out the correct words.

Examples:

1. *This is a pain in your tooth.*
2. *This is a pain in your ear.*
3. *This is a small hole in your tooth.*
4. *This is a kind of photograph of your bones.*
5. *These help straighten your teeth.*
6. *This is the place you go if you are hurt very badly.*

Answers:

1. toothache
2. earache
3. cavity
4. X-ray
5. braces
6. hospital

Reading Chest Follow-up Activity 2

Act as if you have forgotten the text and get the students to correct your sentences. If possible, get them to say loudly after each incorrect sentence:

No! ___!

Examples:

Last week, Rebecca had a **headache**.
(→ toothache)

Her **foot** hurt a lot, so she went to the dentist with her **dog**. (→ tooth, mom)

The dentist was very **angry**. (→ nice)

First he cleaned Rebecca's **ears**. (→ teeth)

Then, he took some **videos**. (→ X-rays)

She had a **crocodile** in one of her teeth.
(→ hole)

Writing Chest Warm-up

Discover the pictures with the students and ask questions.

- *Who is she?*
- *She is a doctor or a nurse.*
- *What is he looking at?*
- *He is looking at an X-ray.*
- *Did he break his leg?*
- *No, he broke his arm/hand.*

Writing Chest Follow-up

Ask questions about the writing activities.

- *What was wrong with Susan?*
- *She had a sore throat and a fever.*
- *What was wrong with Travis?*
- *He had a broken bone in his hand.*
- *What did the doctor show him?*
- *He showed him X-rays.*

Writing Chest Extension Activity

Write some sentences on the board with mistakes in them. Have students find and fix the mistakes. They could fix the mistakes on the board or in their notebooks.

Examples:

1. She went to the hospital because she **has** (had) the flu.
2. **Is** (Are) they OK now?
3. He **breaking** (broke) a bone in his foot.
4. His mom called the dentist **why** (because) he had a toothache.
5. I brush my teeth with a **dental floss** (toothbrush).



WRITING CHEST

H. Complete the conversations.

broken because (x2) she's X-rays why (x2)
went throat everything OK hospital had

1.



A: Why did Susan go to the doctor?

B: She went to the doctor because she had a sore throat. She also had a fever.

A: Is she OK now?

B: Yes, she's fine now.

2.



A: Why did Travis go to the hospital?

B: He went to the hospital because he had a broken bone in his hand.

A: Oh, no! Is everything OK?

B: Yes, everything is fine. The doctor showed him the X-rays of his hand.

I. Follow and write sentences with **because**.

Where did you go?

1. dentist
2. hospital
3. doctor
4. nurse
5. dentist

Why?

- cavity
- broke my leg
- braces
- stomachache
- got a nosebleed

1. I went to the dentist because I needed braces.
2. I went to the hospital because I broke my leg.
3. I went to the doctor because I had a stomachache.
4. I went to the nurse because I got a nosebleed.
5. I went to the dentist because I had a cavity.



ACTIVITY CHEST



J. Play. Make a basket for your team.



K. Try to complete the chart with your classmates' names.



<u>Tom</u> went to the nurse because he had a sore throat last year.	<u>Julie*</u> gets headaches often.
<u>Mary*</u> flosses his/her teeth often.	<u>Mike*</u> had the flu last year.
<u>John*</u> broke a bone in his/her body.	<u>Daisy*</u> went to the dentist's office for a toothache last year.

* Answers will vary.

Directions for K

- Students talk to one another and try to complete the chart with their classmates' names.
- Students use the sample dialog to guide their conversations. Some questions will be in the past tense such as the sample, and others will be in the present tense.
S1: Do you get headaches often?
S2: Yes, I do.
S1: Why?
S2: I don't know.
- It is possible that students will not be able to find someone that fits the criteria for every space in the chart. This is perfectly fine.

Activity Chest Directions for J

Materials

flashcards, a ball, a bucket/empty trash can, chalk



- Place the bucket/empty trash can on the floor in the front of the classroom.
- Use the chalk (or set some things on the ground) to make lines on the floor.
- Assign a point value to each line. The closest line to the basket should be the least amount of points, and the farthest line from the basket should be the most amount of points.
- Divide students into teams, and select a student to go first.
- Put some flashcard clues up for the student. The teacher puts the **doctor** flashcard and the **ear** word card on the board.
- Give the student the ball, and allow him/her to choose how many points he/she will try for. If no ball is available, tightly wad up some paper to use as a ball.
S1 stands behind the line worth 3 points.
- Whenever the student is ready, he/she should say the correct sentence based on the flashcard clues and try to score by throwing the ball at the bucket.
S1: I went to the doctor's office because I had an earache.
- Award points to the student's team if he/she makes the basket, and if everyone completes the dialog correctly.
T: Why did he go to the doctor's office?
S1's Team: He went to the doctor's office because he had an earache.

Lesson Objective

Students will talk about their future birthday plans.

Grammar Focus

- Future: be going to
- Ordinal numbers (1st – 31st)
- Information questions with **when** and **what**

Word Chest Warm-up

Discover the pictures with the students and ask questions.

- *What can you see?*
- *I can see ____.*
- *What are they doing?*
- *They are (horseback riding).*

Audio Scripts



1. Boy: Let's go to the water park!
2. Girl: Let's go on the rollercoaster!
3. Boy: Let's go horseback riding!
4. Girl: Let's go on the bumper cars!
5. Boy: Let's go on the Ferris wheel!
6. Girl: Let's go to the amusement park!

Language Chest Warm-up

Discover the pictures with the students.

- *What are they doing?*
- *They are eating dessert.*
- *What's she going to do?*
- *I think she is going to go horseback riding/to a water park.*

Lesson 4

What Are You Going to Do for Your Birthday?



WORD CHEST

Track 29

A. Listen and number.



Ferris wheel

5



rollercoaster

2



bumper cars

4



amusement park

6



horseback riding

3



water park

1



LANGUAGE CHEST

B. Ask and answer.

1.



What are you going to do for your birthday?

I'm going to go horseback riding.

2.



What are you going to do for your birthday?

I'm going to go to a water park with my family.

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Language Chest Follow-up

Whisper an activity to each student. Say the same activities to at least two students for each different activity. Then, give students a few minutes to find everyone that has the same activity. Students should use the target language to talk to one another and find the students who are going to do the same activities. As students find their matches, they should stay together as a group.

Example:

The teacher uses the six activities from the Word Chest to whisper an activity to each student. To student one (S1), the teacher whispers **water park**. To S2 and S3, the teacher whispers **bumper cars**.

S1: *What are you going to do for your birthday, Tom?*

S2: *I'm going to go on the bumper cars. What are you going to do, Kate?*

S1: *I'm going to go to the water park.*

S3: *What are you going to do for your birthday, Tom?*

S2: *I'm going to go on the bumper cars.*

S3: *Me, too!*

S2 and S3 link arms and continue to talk to other students.



LISTENING CHEST

Track 30



C. Talk, listen, and read.



Amy: Jeff, can you come to my birthday party?

Jeff: Of course! *When is it?*

Amy: *It's on Saturday, July 20th.*

Jeff: OK.

Amy: Great! We're going to have a lot of fun!

Jeff: *What are we going to do?*

Amy: *We're going to go to a water park!*



Jeff: Awesome! Is everyone going?

Amy: No, Eric can't go.

Jeff: Why not?

Amy: His grandmother's birthday is on the 20th. *He's going to go to her house.*

Jeff: That sounds nice, but we're going to have more fun!

Amy: I'm excited! We're going to have a fantastic party.

D. Complete the sentences.

1. Amy's birthday party is on Saturday, July 20th.
2. Eric can't go to Amy's party.
3. They are going to go to a water park.
4. They are going to have fun at Amy's birthday party.
5. Eric is going to go to his grandmother's house.

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Listening Chest Follow-up

The students look at the pictures and the dialog and ask each other questions.

Examples:

- *What can you see?*
- *I can see ____.*
- *When is Amy's birthday party?*
- *It's on July 20th.*
- *What are they going to do?*
- *They are going to go to a water park.*
- *Can Eric go?*
- *No, he can't.*
- *Why?*
- *He's going to go to his grandmother's house.*

Listening Chest Warm-up

1. Practice the patterns in the dialog orally with the books closed.
2. Open the book and discover the dialog with the students. Act as if you are not sure what is written and see if the students can teach you. Hint and help when they find something difficult.

Talk Chest Warm-up

Discover the pictures with the students and ask questions.

- *Where are they?*
- *They are in a music store.*
- *What is she wearing?*
- *She is wearing a yellow shirt, a pink jacket, and a yellow hat with red stars.*
- *What is he thinking about?*
- *He is thinking about dinner with his family and a present.*

Picture Prompts Activity

Prompt the students to have the following conversations about each picture. They can do this in pairs or around the class. Help a little the first time then get the students to practice without your help if possible. Finally, play the audio recording.

Audio Scripts



- Girl: What are you going to do for your birthday?
Boy: I'm going to go bowling.
Girl: When is it?
Boy: It's on November 18th.
- Boy: What are you going to do for your birthday?
Girl: I'm going to have a party.
Boy: When is it?
Girl: It's on May 5th.
- Girl: What are you going to do for your birthday?
Boy: I'm going to open presents and eat cake.
Girl: When is it?
Boy: It's on August 27th.
- Girl: What are you going to do for your birthday?
Boy: I'm going to have a sleepover.
Girl: When is it?
Boy: It's on January 13th.
- Boy: What are you going to do for your birthday?
Girl: I'm going to play mini golf.
Boy: When is it?
Girl: It's on December 31st.
- Girl: What are you going to do for your birthday?
Boy: I'm going to go on a treasure hunt.
Girl: When is it?
Boy: It's on February 4th.



TALK CHEST

E. Look and say.

What are you going to do for your birthday?

I'm going to go out to dinner with my family.

When is it?

It's on April 9th.



Guide

What are you going to do for your birthday?

I'm going to _____.

When is it?

It's on _____.

F. Picture Prompts.

Track 31

1.



go bowling

2.



have a party

3.



open presents and eat cake

4.



have a sleepover

5.



play mini golf

6.



go on a treasure hunt

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Talk Chest Follow-up

Tape the flashcards to the walls of the classroom. Spread them out, and make sure they are all touching the floor. Then have students line up pretty far away from the flashcards. Use a long ruler or a stick as a golf club, and something small like a golf ball. Have students take turns playing a modified version of mini golf. Each student should try to hit a flashcard with the ball. No one should be allowed to take a giant golf swing by raising the golf club over his/her head. The head of the golf club should not be higher than a few inches from the ground.

Example:

S1 hits the golf ball which makes contact with the **water park** flashcard.

All: What are you going to do for your birthday?

S1: I'm going to go to a water park.

All: When is it?

S1: It's on December 10th.



G. Read and answer the questions.



1. What are Rachel and her friends going to do for her birthday?

They are going to have a party at the amusement park.

2. What are they NOT going to do?

- a. Go bowling ☒ b. Play mini golf
c. Go on a treasure hunt d. Go on rides

3. When is Rachel's birthday party?

Rachel's birthday party is Saturday March 1st.

4. Who is going to hide the presents for the treasure hunt?

- a. Rachel b. Karen
☒ c. The parents d. Rachel's friends

Reading Chest Follow-up Activity 1

Ask questions about the passage.

Examples:

- When is her birthday party?
- It's on Saturday March 1st.
- Where is the party?
- It's at the amusement park.
- How long is the party?
- It's five hours.
- What does the amusement park have?
- It has bumper cars, a Ferris wheel, rollercoasters...

Reading Chest Follow-up Activity 2

Each student writes a real or imagined birthday party invitation. Then they all read their invitations to the class. If necessary, write a template for the invitation on the board with some of the words filled in.

Reading Chest Warm-up

Discover the pictures with the students and ask questions.

- What can you see?
- I can see ____.
- What is it?
- It's an invitation.
- What are they?
- They are balloons.

Writing Chest Warm-up

Discover the pictures with the students and ask questions.

- *What is he doing?*
- *He is playing mini golf/looking at a map.*
- *What are they wearing?*
- *They are wearing pajamas.*
- *What is this?*
- *It's a bumper car.*

Writing Chest Follow-up

Ask questions about the writing activities.

- *When is Luke's birthday party?*
- *It's on September 11th.*
- *Why are they going to go on the bumper cars?*
- *They are going to go on the bumper cars for his sister's birthday.*
- *Where will the treasure hunt be?*
- *It will be in the forest.*

Writing Chest Extension Activity

Dictate a conversation to students in the past tense. They should write it in their notebooks. Then, have them change the conversation to the future.

Examples:

A: What did you do for your brother's birthday?
B: We had cake and saw a movie.
A: When was it?
B: It was July 15th.

Answers:

A: What are you going to do for your brother's birthday?
B: We are going to have cake and see a movie.
A: When is it?
B: It's on July 15th.



WRITING CHEST

H. Separate the conversation and write the missing words.

A: Sure, I love golf.

A: When ____ it?

✓ A: ____ are you going to do for your birthday, Luke?

A: It's on September 28th.

A: I'm going to ____ a sleepover at my friend's house.

B: When is it?

B: I'm going to play mini ____ with my friends.

B: ____ on September 11th. Can you come?

B: What are you ____ to do for your birthday, Janice?



A: What are you going to do for your birthday, Luke?

B: I'm going to play mini golf with my friends.

A: When is it?

B: It's on September 11th. Can you come?

A: Sure, I love golf.

B: What are you going to do for your birthday, Janice?

A: I'm going to have a sleepover at my friend's house.

B: When is it?

A: It's on September 28th.

I. Use the clues to write the conversations.

1.



what – going to do – for your sister's birthday

A: What are you going to do for your sister's birthday?

we – go – bumper cars

B: We are going to ride bumper cars.

2.

when – your dad's – birthday

A: When is your dad's birthday?

October 21st

B: It's October 21st.

what – going to do

A: What are you going to do?

we – go – treasure hunt – in the forest

B: We are going to have a treasure hunt in the forest.





ACTIVITY CHEST



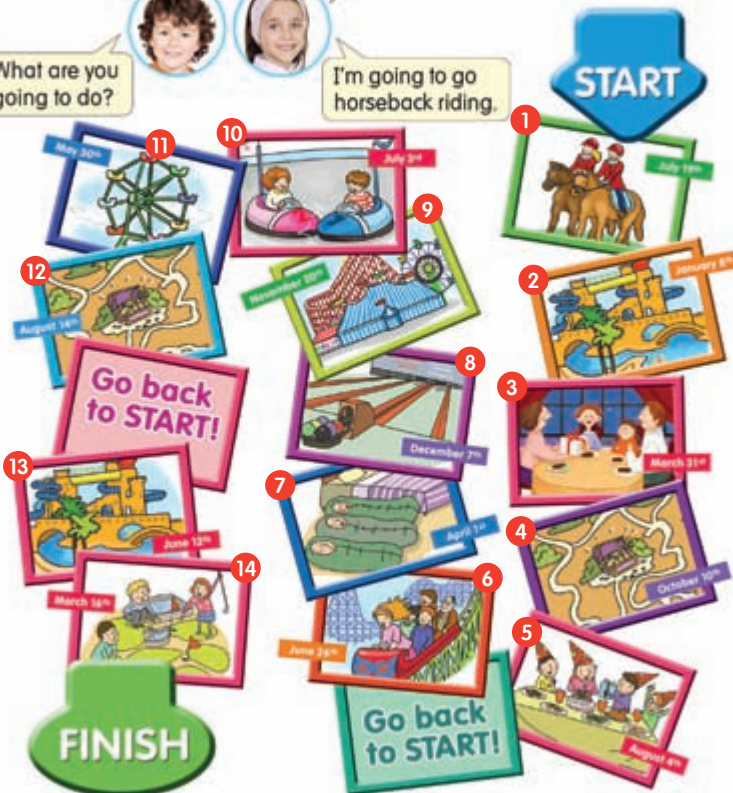
J. Play. Roll a die to move along the board.

When is your birthday?

It's on July 19th.

What are you going to do?

I'm going to go horseback riding.



K. Answer the questions.

When is your birthday? What are you going to do?

It's on August 31st. I'm going to go shopping.*

* Answers will vary.

Directions for K

Students should answer the questions with their own information.

Picture Notes



- 1 I'm going to go horseback riding.
- 2 I'm going to go to a water park.
- 3 I'm going to go out to dinner.
- 4 I'm going to go on a treasure hunt.
- 5 I'm going to have a party (at my house).
- 6 I'm going to go on a rollercoaster.
- 7 I'm going to have a sleepover.
- 8 I'm going to go bowling.

- 9 I'm going to go to an amusement park.
- 10 I'm going to go on bumper cars.
- 11 I'm going to go on a Ferris wheel.
- 12 I'm going to have a treasure hunt.
- 13 I'm going to go to a water park.
- 14 I'm going to play mini golf.

Activity Chest Directions for J

Materials

dice



1. Divide the class into partners.
2. Give each set of partners a die.
3. Have students place a small object on **START** to mark their places.
4. Students should take turns rolling the die to moving along the board.
5. At each space on the board, students must follow the sample dialog.
S1: (rolls die and goes to new space on game board)
S2: What are you going to do on your birthday?
S1: I'm going to go horseback riding.
S2: When is it?
S1: It's on July 19th.
6. If a student lands on a **Go back to START!** space, they must begin over at **START**.
7. The first student to reach **FINISH** wins.



Unit
3

Shopping

- Lesson 1** How Do I Get to the Library?
- Lesson 2** It's Three Dollars and Fifty Cents
- Lesson 3** It's White with Orange Stripes
- Lesson 4** We Need a Carton of Eggs and a Jug of Water



Lesson Objective

Students will be able to ask for and give directions.

Grammar Focus

- Commands
- Coordinating conjunction: and
- Information questions with **how**

Word Chest Warm-up

Discover the pictures with the students and ask questions.

- What can you see?
- I can see ____.
- What's it doing?
- It's turning left/right
- Where is a bridge/hill/crosswalk near here?
- There's a bridge/hill/crosswalk...

Audio Scripts



1. Girl: Turn right here.
2. Boy: The bridge goes over the river.
3. Girl: Let's run down the hill.
4. Boy: My house is on this block.
5. Girl: Turn left here.
6. Boy: Let's use the crosswalk.

Language Chest Warm-up

Discover the pictures with the students.

- Where's she going?
- She's going to the library.
- Where are they?
- I think they are on a bridge.
- Where are they going?
- They are going to the park.

Lesson 1

How Do I Get to the Library?



WORD CHEST

Track 33

A. Listen and number.



left

5



crosswalk

6



right

1



block

4



hill

3



bridge

2



LANGUAGE CHEST

B. Ask and answer.

1. How do I get to the library?

2. How do we get to the park?



Language Chest Follow-up

The students ask each other how to get to places nearby. The directions can be very simple at this stage.

Example:

S1: How do I get to the toy shop?

S2: Turn left at the corner.

S1: How do I get to the station?

S2: Go over the bridge and turn right.



LISTENING CHEST

Track 34



C. Talk, listen, and read.



Katie: Hi, Eric! This is Katie.
Eric: Hi! How are you?
Katie: Not so good.
Eric: What's wrong?
Katie: I'm lost! I want to go to the video store, but I can't find it.
Eric: Did you go over the bridge?
Katie: Yes, I did.



Eric: Then, what did you do?
Katie: I turned left after two blocks and walked up the hill.
Eric: It's three blocks after the bridge!
Go over the bridge, and turn left after three blocks. Then, walk up the hill.
Katie: Thanks, Eric!
Eric: No problem!

D. Complete the sentences.

1. Katie is lost because she turned left after two blocks.
2. To get to the video store, you go over the bridge, and turn left after three blocks. Then, walk up the hill.

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Listening Chest Follow-up

The students look at the pictures and the dialog and ask each other questions.

Examples:

- What can you see?
- I can see ____.
- Who is lost?
- Katie is lost.
- Where does she want to go?
- She wants to go to the video store.
- Did she go over the bridge?
- Yes, she did.

Listening Chest Warm-up

1. Practice the patterns in the dialog orally with the books closed.
2. Open the book and discover the dialog with the students. Act as if you are not sure what is written and see if the students can teach you. Hint and help when they find something difficult.

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- What can you see?
- I can see ____.
- Where do the girls want to go?
- They want to go to Gloria's Hamburgers.
- Where is Gloria's Hamburgers?
- It's near the coffee shop.

Picture Prompts Activity

Prompt the students to have the following conversations about each picture. They can do this in pairs or around the class. Help a little the first time then get the students to practice without your help if possible. Finally, play the audio recording.

Audio Scripts



1. Girl: How do I get to the bookstore?
Boy: Go around the corner, and walk down the hill. You can't miss it.
Girl: Thanks!
2. Boy: How do we get to Mike's Camera Shop?
Girl: Go under the bridge, and turn right. You can't miss it.
Boy: Thanks!
3. Girl: How do we get to the bakery?
Boy: Go through the park, and turn left. You can't miss it.
Girl: Thanks!
4. Boy: How do I get to Don's Donuts?
Girl: Go straight on Keller Street, and walk up the hill. You can't miss it.
Boy: Thanks!
5. Girl: How do I get to the pharmacy?
Boy: Go over the bridge, and cross the street at the crosswalk. You can't miss it!
Girl: Thanks!
6. Boy: How do I get to Sleepy Hotel?
Girl: Go around the corner, and walk straight for two blocks. You can't miss it.
Boy: Thanks!



TALK CHEST

E. Look and say.

How do we go to Gloria's Hamburgers?



Guide

How do ____ get to ____?

Go ____, and ____. You can't miss it. Thank you!

F. Picture Prompts.

Track 35

1.



the bookstore /
around the corner /
walk down the hill

2.



Mike's Camera Shop /
under the bridge /
turn right

3.



the bakery /
through the park /
turn left

4.



Don's Donuts /
straight on Keller Street /
walk up the hill

5.



the pharmacy /
over the bridge / cross
the street at the crosswalk

6.



Sleepy Hotel /
around the corner / walk
straight for two blocks

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Talk Chest Follow-up

Put students in groups of 3 or 4. Have each group make a simple map with the shops, layout, and features of their choice. Then, select a group to come to the front of the class and share their map. Next, the group should select a starting point, and ask for directions to the rest of the class. Practice with each group's map.

Example:

G1: We are here. How do we get to the camera shop?

All: Go straight on First Street, and walk down the hill. You can't miss it.

G1: Thanks!



G. Read and answer the questions.

Send Save Draft

To: sarah_princess@mail.com

CC:


Subject: The Volleyball Game!

Hey Sarah,

It's easy to get to my house. From our school, walk down Main Street, and turn left after four blocks. Then, you walk up the hill, and cross the street at the crosswalk. My address is 364 Lewis Street. It is a yellow and white house. There is a park across the street and a bakery around the corner. You can't miss it! There is only one yellow and white house on Lewis Street.

What time can you get here Saturday morning? The volleyball game starts at 9:00 a.m., but we have to drive there. I think we should leave at 7:30. Is that too early? Do you want to stay with me on Friday night?

I'm so excited! Don't forget to bring your sunglasses!



😊 Natalie

1. What street does Natalie live on?
She lives on Lewis Street.
2. How do you get to Natalie's house from the school?
Walk down Main Street, and turn left after four blocks. Then, walk up the hill, and cross the street at the crosswalk.
3. Why did Natalie invite Sarah to stay with her?
 - a. They are going to a volleyball game on Friday.
 - ☒ b. They are leaving early Saturday morning.
 - c. They can go to the bakery on Saturday morning for breakfast.

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Reading Chest Follow-up Activity 1

Ask the students questions about the text.

Examples:

- What is Natalie's email address?
- sarah_princess@mail.com.
- What is the subject of the email?
- The volleyball game.
- What is Natalie's address?
- 364 Lewis Street.

Reading Chest Follow-up Activity 2

Have students pretend that one of their friends is going to spend the night, and have them write an email to that friend. Students should give detailed directions to their house from school. They should also talk about what they are going to do together. Give students a template if necessary. Once everyone is finished, have students read their emails aloud.

Reading Chest Warm-up

Discover the picture with the students and ask questions.

- Is this a letter? What is it?
- No, it's an email.
- Who is it from?
- It's from Natalie.
- What color is the house?
- It's yellow and white.

Writing Chest Warm-up

Ask questions based on the picture.

- What can you see?
- I can see ____.
- Where is this?
- I think it's (a park, in a city center).

Writing Chest Follow-up

Ask questions about the writing activities.

- How do you get to the music store?
- Go over the bridge and turn right.
- How do you get to Big Sports?
- Go straight for two blocks, and walk down the hill.
- What does the history museum look like?
- It's a big, white building.

Writing Chest Extension Activity

Put some flashcards on the board as clues, and have students write directions in their notebooks.


Examples:

- Flashcards: bridge, crosswalk
A: How do I get to the bank?
B: Go over the bridge, and cross the street at the crosswalk. You can't miss it!
A: Thank you!
- Flashcards: block, left, down hill
A: How do I get to the donut shop?
B: Go straight for four blocks, and turn left at the corner. Then, walk/go down the hill. You can't miss it!
A: Thanks!



WRITING CHEST

H. Use the clues to write the conversations and draw on the maps.

- 

the music store / over the bridge / turn right

A: How do I get to the music store?
B: Go over the bridge, and turn right.
You can't miss it!
A: Thank you.

- A: How do I get to Big Sports?
B: Go straight 2 blocks, and go down the hill. You can't miss it.
A: Thank you.



Big Sports / straight 2 blocks / down the hill

I. Use the picture clues to complete the conversation.

- 
- 
- 
- 

- A: How do I get to the history museum?
B: Go straight for five blocks, and turn right.
Then, walk through the park, and cross at the crosswalk. The museum is a big, white building. You can't miss it!
A: Thank you very much!
B: You're welcome.



ACTIVITY CHEST



J. Play. Give your classmate directions.



K. Talk to a partner and answer the questions.

1. How do you get to his/her house?
Go straight for three blocks. Turn right and walk straight for three blocks. You can't miss it.*
2. How does your classmate get to the supermarket?
He goes around the corner and walks up the hill.*
3. How does your classmate get to school?
She goes straight for two blocks. Then she goes over the bridge and crosses the street at the crosswalk.*
4. How does your classmate get to the movie theater?
She takes a bus. Then she goes around the corner, crosses at the crosswalk, and goes straight for one block.*

* Answers will vary.

Directions for K

Students interview a partner and write their partner's answers to the questions.

Activity Chest Directions for J

Materials

flashcards, a blindfold, tape



Preparation: Tape some destination flashcards up around the room.

1. Select a student to go first, and put the blindfold on him/her.
2. Spin this student around a few times so that he/she is disoriented, and whisper a destination in his/her ear.

T: (whisper) Post office!

S1: How do I get to the post office?

3. Have his/her classmates give the student directions to his/her destination. If it is a big class, select a few students to give directions, and change these students every time so that everyone has a chance to give directions.

S2: Go straight three steps, and turn left.

S3: Go under the desk.

S4: Go straight two steps. You're there!

S1: Thank you!

4. Remove the blindfold, and select another volunteer.

5. Play the game until everyone has had a chance to be blindfolded.

Lesson Objective

Students will be able to ask about the prices of different items.

Grammar Focus

- Written numbers: 1-100
- Exclamations: That's cheap/expensive!
- Information questions with **how much**

Word Chest Warm-up

Discover the pictures with the students and ask questions.

- *What can you see?*
- *I can see ____.*
- *How much is this?*
- *It's (twenty five dollars).*

Audio Scripts



1. Boy: I like to read magazines.
2. Girl: I have three dollars and seventy-eight cents.
3. Boy: This toothbrush is expensive!
4. Girl: I like to watch DVDs at home.
5. Boy: I like to read the newspaper.
6. Girl: This toothbrush is cheap!

Language Chest Warm-up

Discover the pictures with the students.

- *Where are they/is he?*
- *They are in a supermarket/He is in a music store.*
- *What do you think he/she wants?*
- *I think he/she wants a new movie/some cereal.*

Lesson 2

It's Three Dollars and Fifty Cents



WORD CHEST

Track 37

A. Listen and number.



expensive

3



dollars and cents

2



cheap

6



magazines

1



DVD

4



newspaper

5



LANGUAGE CHEST

B. Ask and answer.

1.



How much is that?

It's three dollars and fifty cents.

2.



How much are these DVDs?

They're fifteen dollars each.

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Language Chest Follow-up

Write some prices on small pieces of paper and put them in a box. Show a flashcard of one of the items from the Word Chest to everyone. Then, select a volunteer to pick a piece of paper from the hat. Practice the conversation with everyone.

Example:

T: (shows the tooth brush flashcard)

All: How much is that toothbrush?

S1: (selects a piece of paper from the hat with \$1.50) It's one dollar and fifty cents.



LISTENING CHEST

Track 38



C. Talk, listen, and read.



Rachel: Did you know that horses can sleep standing up?
 Max: What? No, I didn't know that.
 Rachel: Yep! They don't fall over.
 Max: That's interesting.
 Rachel: This magazine is great.
 Max: How much is it?
 Rachel: It's a dollar.
 Max: That's cheap! You should buy it.
 Rachel: I think I will.



Mom: What are you kids reading about?
 Rachel: Horses and motorcycles.
 Max: Mom, can I get these two magazines?
 Mom: How much are they?
 Max: They're three dollars and seventy-five cents each.
 Mom: Hmm... They're a little expensive. You can get one of them.
 Max: OK, I want this one.
 Rachel: Let's pay for our magazines!

D. Complete the sentences.

one dollar motorcycle seventy-five horse three

1. Rachel is going to buy a horse magazine.
2. Max is going to buy a motorcycle magazine.
3. Rachel's magazine costs one dollar.
4. Max's magazine costs three dollars and seventy-five cents.

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Listening Chest Follow-up

The students look at the pictures and the dialog and ask each other questions.

Examples:

- What can you see?
- I can see ____.
- What can horses do?
- They can sleep standing up.
- How much is the magazine?
- It's a dollar.
- What are they reading about?
- Horses and motorcycles.

Listening Chest Warm-up

1. Practice the patterns in the dialog orally with the books closed.
2. Open the book and discover the dialog with the students. Act as if you are not sure what is written and see if the students can teach you. Hint and help when they find something difficult.

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- Where are they?
- They are in a store/supermarket.
- What does he want?
- He wants some shampoo.
- What is on his shirt?
- There is a hamburger on his shirt.
- What is her job?
- She is a shopkeeper/cashier/clerk.

Picture Prompts Activity

Prompt the students to have the following conversations about each picture. They can do this in pairs or around the class. Help a little the first time then get the students to practice without your help if possible. Finally, play the audio recording.

Audio Scripts



- Girl: How much is this conditioner?
Man: It's seven dollars and forty-two cents.
Girl: That's expensive! No thanks!
- Boy: How much are those crackers?
Woman: They're three dollars and five cents.
Boy: That's cheap! I'll take three boxes.
- Girl: How much is that gum?
Man: It's ninety-seven cents.
Girl: That's cheap! I'll take two packs.
- Boy: How much is that toothpaste?
Woman: It's four dollars and fifty-three cents.
Boy: That's expensive! No thanks.
- Girl: How much are these batteries?
Man: They're eight dollars and fifteen cents.
Girl: That's expensive! No thanks.
- Boy: How much is this soap?
Woman: It's one dollar and ten cents.
Boy: That's cheap! I'll take four bars.



TALK CHEST

E. Look and say.



Guide







How much are/is _____?

It's _____ dollars and _____ cents. / They're _____ dollars.

That's cheap! I'll take _____. / That's expensive! No thanks!

F. Picture prompts.

Track 39

- | | | |
|---|--|---|
| 1.  \$7.42
this conditioner
expensive | 2.  \$3.05
those crackers
cheap / three boxes | 3.  \$0.97
that gum
cheap / two packs |
| 4.  \$4.53
that toothpaste
expensive | 5.  \$8.15
these batteries
expensive | 6.  \$1.10
this soap
cheap / four bars |

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Talk Chest Follow-up

Put students in groups of 5 or 6. Have one student in the group be a shopkeeper, and have the other students divide up the language items between them (each student should have 2 items). The group members should take turns asking the shopkeeper for the prices of things. The shopkeeper can either make up the prices, or choose pieces of paper from a box with prices on them.

Example:

S1: How much is this toothpaste?

S2: It's seventy five cents.

S1: That's cheap! I'll take three.

S2: OK. Your total is two dollars and twenty-five cents.

S3: How much are those batteries?

S1: They're six dollars and ten cents.

S3: That's expensive! No thanks!



READING CHEST

Track 40



G. Read and answer the questions.

Shopping Lessons

My mom never buys expensive things. She always buys things on sale. My dad and I are very different. We never ask, "How much is this?" or "How much are those?" Last week, my dad and I bought some toothpaste for \$7.50. That's expensive. We also bought a DVD for \$18.99. Mom was not happy. She thought we needed shopping lessons.

Mom said, "You should look at the prices." Then, we went to the supermarket, and mom gave us \$5.00. We needed shampoo, conditioner, soap, and bananas, but we only had \$5.00. It wasn't easy, but we did it. We learned a lot! Now, we are always going to ask, "How much is that?"



- Which is true?
 - The boy buys cheap things.
 - His mom buys expensive things.
 - His dad buys cheap things.
 - ☒ His dad buys expensive things.
- How much was the toothpaste?
It was seven dollars and fifty cents.
- How much was the DVD?
The DVD was \$18.99 (eighteen dollars and ninety-nine cents).

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Reading Chest Warm-up

Discover the picture with the students and ask questions.

- What can you see?
- I can see ____.
- What does he have?
- He has some money.
- What do you think he is going to buy?
- I think he is going to buy ____.

Reading Chest Follow-up Activity 1

Act as if you have forgotten the text and get the students to correct your sentences. If possible, get them to say loudly after each incorrect sentence:

No! ____!

Examples:

His mom **always** buys expensive things.

(→ never)

She always buys things **that are on her head**. (→ on sale)

Last week, he and his dad bought some expensive **bananas**. (→ toothpaste)

They also bought a DVD for **\$536.78**.

(→ \$18.99)

His mom was **extremely happy**.

(→ not happy)

They went to the supermarket with **\$5,000**.

(→ \$5)

They needed shampoo, conditioner, **ice cream**, and **alligators**. (→ soap, bananas)

They learned **about alligators**.

(→ how to buy cheap things)

Reading Chest Follow-up Activity 2

The students ask each other questions about the reading passage.

Examples:

- How often does his mom buy expensive things?
- She never buys expensive things.
- What did he and his dad buy last week?
- They bought some toothpaste and a DVD.
- How much was the toothpaste?
- It was \$7.50.

Writing Chest Warm-up

Discover the picture with the students and ask questions.

- *What is this?*
- *It's a newspaper/DVD.*
- *How many batteries are there?*
- *There are four batteries.*
- *What is the DVD about?*
- *I think it's about an elephant.*

Writing Chest Follow-up

Ask questions about the writing activities.

- *How much is the newspaper?*
- *It's three dollars and twenty-seven cents*
- *How much are the batteries?*
- *They are one dollar and fifteen cents.*
- *How much is the DVD?*
- *It's five dollars and thirty-three cents.*
- *How much are the crackers?*
- *They are two dollars and eighteen cents.*

Writing Chest Extension Activity

Tape some flashcards of items of which you know the price. Then, write the prices in a list on the board (in random order). Have students work with a partner to match the prices and items. Students should write all of their answers down. Then, reveal the prices of the items as students tell their guesses.

Example:

Flashcards:

soap, batteries, magazine

Prices:

\$3.98 (magazine),

\$1.75 (soap),

\$6.00 (batteries)

T: (points to the magazine)

All: *How much is the magazine?*

S1 & S2: *It's \$6.00.*

T: *That's too expensive!*

S3 & S4: *It's \$1.75.*

T: *That's too cheap!*


S5 & S6: *It's \$3.98.*

T: *That's right!*



WRITING CHEST

H. Complete the conversations.

- 

A: How much is that newspaper ?
B: It's three dollars and twenty-seven cents.
A: That's too expensive ! No thanks.

\$3.27

- A: How much are those batteries ?

B: They are one dollar and fifteen cents.


A: That's cheap! I'll take five packs.

B: OK.



\$1.15

I. Use the clues to write the conversations.

- 

much - that - DVD
A: How much is that DVD?
B: It's five dollars and thirty-three cents.
cheap - take - one
A: That's cheap. I'll take one.

much - that - DVD

A: How much is that DVD?

\$5.33

B: It's five dollars and thirty-three cents.

cheap - take - one

A: That's cheap. I'll take one.

- much - these - crackers

A: How much are these crackers?

\$2.18

B: They are two dollars eighteen cents.

cheap - take - three boxes

A: That's cheap. I'll take three boxes.

OK

B: OK.





ACTIVITY CHEST

2

J. Play. Roll a die to move along the board. Buy as many things as you can with \$15.00.



75

- 12 How much are those crackers?
- 13 How much are those batteries?
- 14 How much is that shampoo?
- 15 How much is that DVD?
- 16 How much is that conditioner?

Activity Chest Directions for J

Materials

dice



1. Divide the class into partners.
2. Give each set of partners a die.
3. Have students place a small object on **START** to mark their places.
4. Students should take turns rolling the die and moving along the board.
5. At each space on the board, students must decide if they are going to buy anything. If they decide to buy anything, they must also decide on the quantity.

S1: (rolls die and goes to new space on game board) How much is that magazine?

S2: It's sixty cents.

S1: That's cheap! I'll take four.

S2: OK. Your total is two dollars and forty cents.

6. All of the purchases should be recorded on the shopping lists.
7. The game is over once a student reaches **FINISH**.
8. The student that buys the most things with fifteen dollars (without going over) wins.

Picture Notes



- 1 How much is that soap?
- 2 How much are those DVDs?
- 3 How much are those crackers?
- 4 How much is that shampoo?
- 5 How much is that newspaper?
- 6 How much is that toothpaste?
- 7 How much are those newspapers?
- 8 How much are those bars of soap?
- 9 How much is that magazine?
- 10 How much is that gum?
- 11 How much is that conditioner?

Lesson Objective

Students will learn how to give detailed descriptions of clothing and accessories.

Grammar Focus

- Preposition: with
- Look like

Word Chest Warm-up

Discover the pictures with the students and ask questions.

- What are these/ is this?
 - They are buttons. / It is a zipper.
- How many different colors is the sweater?
 - It is four different colors. It is white, yellow, dark pink, sky blue, and light green.
- When do you wear a coat?
 - I wear a coat in winter.

Audio Scripts



1. Girl: My sweater is white with dots.
2. Boy: The zipper is green.
3. Girl: My pants are red with stripes.
4. Boy: There are a lot of buttons.
5. Girl: My coat is patterned.
6. Girl: I have a ribbon.

Language Chest Warm-up

Discover the pictures with the students.

- What color is her shirt?
 - It's pink.
- What do you think she is doing?
 - I think she is doing her homework/ daydreaming.

Lesson 3

It's White with Orange Stripes



WORD CHEST

Track 41

A. Listen and number.



dots

1



patterned

5



stripes

3



zipper

2



ribbon

6



buttons

4



LANGUAGE CHEST

B. Ask and answer.

1.

What do your shoelaces look like?



They're black with pink dots.

2.

What does your sweater look like?



It's white with orange stripes.

Language Chest Follow-up

The students try to find examples of the different patterns and clothing items on this page. They can look at what other students are wearing, look in books or magazines, or search the Internet.

Example:

S1: (points at a striped shirt) I found a shirt with red stripes.



LISTENING CHEST

Track 42



C. Talk, listen, and read.



Amy: Those sunglasses are really nice!
Katie: Which ones?
Amy: The sunglasses with the red and black hearts. I want to give them to Rachel. It's her birthday next week.
Katie: How much are they?
Amy: Only \$4.00.
Katie: That's cheap.



Amy: Uh, oh! I can't find my wallet. It's not in my purse.
Katie: What does it look like?
Amy: It has a purple and white pattern.
Katie: Look! There it is!
Amy: Where?
Katie: Near the sunglasses.

D. Complete the summary.

\$4.00 find hearts shopping near
purple sunglasses give birthday

Amy and Katie are shopping. They are looking at sunglasses. Amy sees sunglasses with red and black hearts. She wants to give them to Rachel because it's her birthday next week. The sunglasses are only \$4.00, but Amy can't find her purple and white wallet. Katie sees it. It's near the sunglasses.

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Listening Chest Follow-up

The students look at the pictures and the dialog and ask each other questions.

Examples:

- What can you see?
- I can see ____.
- What do the sunglasses look like?
- They have red and black hearts.
- What does Amy's wallet look like?
- It has a purple and white pattern.

Listening Chest Warm-up

1. Practice the patterns in the dialog orally with the books closed.
2. Open the book and discover the dialog with the students. Act as if you are not sure what is written and see if the students can teach you. Hint and help when they find something difficult.

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- Where are they?
- They are at the beach/ocean.
- What does the umbrella look like?
- It has blue, orange, yellow, and green stripes.
- What color are these shorts?
- They are yellow and green.
- What are they going to do?
- I think they are going to go swimming.

Picture Prompts Activity

Prompt the students to have the following conversations about each picture. They can do this in pairs or around the class. Help a little the first time then get the students to practice without your help if possible. Finally, play the audio recording.

Audio Scripts



1. Boy: What does your swimsuit look like?
Girl: It's pink with brown stripes.
2. Girl: What do your tights look like?
Boy: They're patterned.
3. Girl: What does your vest look like?
Boy: It's black with red buttons.
4. Boy: What does your belt look like?
Girl: It's yellow with red hearts.
5. Girl: What does your scarf look like?
Boy: It's green with dots.
6. Girl: What do your raincoats look like?
Boy: They're red with white zippers.



TALK CHEST

E. Look and say.



Guide

What does/do _____ look like? It's/They're _____.

F. Picture Prompts.

Track 43

1.



swimsuit
pink with brown stripes

2.



tights
patterned

3.



vest
black with red buttons

4.



belt
yellow with red hearts

5.



scarf
green with dots

6.



raincoats
red with white zippers

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Talk Chest Follow-up

Students take turns to parade up and down as if they were fashion models. One or more of the other students describe what they are wearing.

Example:

Carla's wearing a blue blouse with light green stripes. She has a green skirt...



READING CHEST

Track 44



G. Read and answer the questions.

School Uniform Survey

1. We are going to have new school uniforms. What colors and style do you want?

I want red and black uniforms. I want the new vests to have a nice pattern, and I want the new pants to be black.

2. Do you like school uniforms? Why?

Yes, I like school uniforms. I don't want to wear different clothes every day. It's easier to wear a uniform. However, I don't like our school uniform. The colors are boring.

3. Why do we have school uniforms?

So we can study and not think about our clothes. We don't have to choose clothes every day. We don't have to think about new fashions.



1. What colors and style does he want?

He wants red and black uniforms, vests with a nice pattern, and black pants.

2. Why do they have school uniforms?

So they can study and not think about clothes.

3. Does he like the old school uniform?

a. Yes, he likes the pants.

☒ b. No, he thinks the colors are boring.

c. Yes, he likes the socks.

d. No, he doesn't like the pattern.

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Reading Chest Warm-up

Discover the pictures with the students and ask questions.

- What are they wearing?
- They are wearing school uniforms.
- Is this a diary?
- No, it's a survey.
- What is the survey about?
- It's about school uniforms.

Reading Chest Follow-up Activity 1

The students ask each other questions about the text in the survey.

Examples:

- What color uniforms does he want?
- He wants red and black uniforms.
- Does he want plain uniforms?
- No, he wants the vests to have a nice pattern.
- Why does he like school uniforms?
- He doesn't want to wear different clothes every day.

Reading Chest Follow-up Activity 2

Make a survey for your class to take. Write the survey on the board, and have everyone write their answers on a blank piece of paper. After everyone has finished, collect the surveys, mix them up, and hand out one survey to each student. No one should have their own survey. No one should know whose survey they have. Go over the survey together, and have different students read the surveys that they have in front of them.

Example:

Clothing Survey

1. What is your favorite pattern for clothing? Stripes? Hearts? Dots?
2. What do you use/wear more often, a raincoat or an umbrella?
3. Describe one of your sweaters/T-shirts.
4. Describe your idea of a perfect school uniform.

Writing Chest Warm-up

Discover the pictures with the students and ask questions.

- Which one of these things has a red and white pattern?
- The hat has a red and white pattern.
- Which one of these things do you like best?
- I like the boots/socks/scarf/hat.
- What do you think he is thinking about?
- I think he is thinking about his favorite shirt/hat.

Writing Chest Follow-up

Ask questions about the writing activities.

- What color are the boots?
- They are red with white dots.
- What did he lose?
- He lost his rain coat.
- What does it look like?
- It's gray with blue dots. / It has black buttons and a blue zipper.

Writing Chest Extension Activity

Dictate the description of some additional items to students. Everyone should write in their notebooks. Then, have students draw each object next to the description in their notebooks.

Examples:





1. My hat is brown with small white diamonds on it.
2. His shoes are red with black shoelaces.
3. Her dress has a pink, white, and gray pattern.
4. Their tights are purple with green stripes.



WRITING CHEST

H. Separate the conversations and write the missing words.

- | | |
|--------------------------------|---|
| A: What color is ____ hat? | B: They're green with ____ stripes. |
| A: What ____ are your boots? | B: It's black with white ____. |
| A: ____ color are your socks? | B: ____ red with white dots. |
| A: What color ____ your scarf? | B: It has a red, white, and black ____. |

1.  A: What color are your socks?
B: They're green with yellow stripes.
2.  A: What color are your boots?
B: They're red with white dots.
3.  A: What color is your hat?
B: It has a red, white, and black pattern.
4.  A: What color is your scarf?
B: It's black with white stripes.

I. Unscramble the conversation and draw the missing object.

- can't / ? / my / I / like / raincoat / What / ! /
does / find / it / look
- A: I can't find my raincoat!
B: What does it look like?
- gray with / It's / / dots / blue
A: It's gray with blue dots.
buttons / it / have / ? / Does / red
B: Does it have red buttons?
- black / No, / it / blue zipper / . / / It / has /
buttons / doesn't / and / a
A: No, it doesn't.
It has black buttons and a blue zipper.
- that / Is / it / ? / ! / Yes, / it / is
B: Is that it?
A: Yes, it is!





ACTIVITY CHEST



J. Play. Unscramble the sentences.



K. Complete the chart.

	Name	Description
1. Who has something with buttons? What does it look like?	Luke	His shirt is white with gray buttons.*
2. Who has something with a zipper? What does it look like?	Jon*	His bag has a green zipper.*
3. Who has something with dots? What does it look like?	Kara*	Her umbrella is white with red dots.*
4. Who has something with pockets? What does it look like?	Carlos*	His coat is blue with yellow pockets.*
5. Who has something with stripes? What does it look like?	Jenny*	Her shirt is pink with white stripes.*

* Answers will vary.

Directions for K

1. Have students look around the classroom to find classmates with the different criteria. Once a student has spotted someone with something on the list, he/she should go over and talk to that student.
2. Do not allow everyone to write down the same information, or crowd around one student.
3. Students should record the names of the people they find, and a description of the items.
4. All descriptions should be written in complete sentences.
5. If students wear uniforms to school, have them talk to one another about things they have at home.

Activity Chest Directions for J

Materials

cut up sentences,
pictures



Preparation: Find some pictures of clothing in magazines, and write some sentences describing the clothing. Cut up the sentences describing the clothing so that each word is on a separate piece of paper. Keep the words for each sentence together. Make enough copies of each sentence so that you can divide the class into small groups and give each group a copy of the same sentence.

1. Divide the class into small groups of 3 or 4.
2. Put two pictures of clothing on the board. If you couldn't find any pictures, use the flashcards.
3. Give a copy of the cut up sentences for both pictures to each group. Make sure the words are not in order.
4. Do not let students touch the cut up sentences until you signal them to begin.
T: Ready, set, go!
5. The students must race to put the sentences together so that they describe the pictures of clothing on the board.
6. When the students have finished making the sentences, they read them aloud to the class.

Lesson Objective

Students will practice making shopping lists, and learn about different containers or quantities of food.

Grammar Focus

- Uncountable nouns
- Partitive: a ___ of

Word Chest Warm-up

Discover the pictures with the students and ask questions.

- What things are in cans?
- Coke/Soda/Pop/Soup/Vegetables/Beans are in cans.
- What kind of juice is this?
- It's orange juice.
- Which of these are glass?
- I think the jars and bottles are glass.

Audio Scripts



1. Girl: The bottles have water and soda in them.
2. Boy: There are two eggs in the carton.
3. Girl: Some food comes in cans.
4. Boy: Some food comes in jars.
5. Girl: We put our groceries in the bags.
6. Boy: The jug has orange juice in it.

Language Chest Warm-up

Discover the pictures with the students.

- What is she thinking about?
- She is thinking about a carton of eggs and a jug of water.
- Where is he?
- He's in front of the refrigerator in the kitchen.
- What do you think he is eating?
- I think he is eating ice cream.

Lesson 4

We Need a Carton of Eggs and a Jug of Water



WORD CHEST

Track 45

A. Listen and number.



cans

3



bags

5



jars

4



carton

2



bottles

1



jug

6



LANGUAGE CHEST

B. Ask and answer.

1. What do we need from the supermarket?



We need a carton of eggs and a jug of water.

2. What do we need from the supermarket?



We need a can of soup and some bottles of juice.

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Language Chest Follow-up

Write the different containers on the board and brainstorm with students to make lists of things that come in those containers. Then, point to two items on the list and practice the target language with students.

Example:

T: (writes **jug, can, carton, bottle, bag, jar** on the board)
What comes in a jug?

S1: A jug of juice!

S2: A jug of water!

S3: A jug of milk!

T: Good! (Goes through all of the other containers with students and writes down everything that the students can think of. Then, the teacher points to two items on the board.) What do we need from the supermarket?

All: We need a bag of rice and a jar of peanut butter.



LISTENING CHEST

Track 46



C. Talk, listen, and read.



Mom: Jeff, please go to the supermarket.
Jeff: OK. *What do we need?*
Mom: *We need six cans of soda and a jar of honey.*
Jeff: OK. Do you want grape soda or orange soda?
Mom: Six cans of orange soda.
Jeff: OK. Six cans of orange soda and a jar of honey. *Is that all?*
Mom: *Yes, it is.* Here's some money.



Jeff: Hey, Mom? There are bottles of soda on sale. Do you want cans or bottles?
Mom: Bottles are fine. The cheaper the better!
Jeff: OK. The candy is on sale, too. Can I get a big bag of candy?
Mom: No, but you can get one small bag.
Jeff: Great! See you soon.

D. Complete the sentences.

1. Jeff's mom needs six cans of soda and a jar of honey.
2. The bottles of orange soda are on sale.
3. Jeff wants a big bag of candy, but he can only have one small bag of candy.

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Listening Chest Follow-up

The students look at the pictures and the dialog and ask each other questions.

Examples:

- *What can you see?*
- *I can see ____.*
- *What do they need from the supermarket?*
- *They need six cans of soda and a jar of honey.*
- *What kind of soda does she want?*
- *She wants orange soda.*

Listening Chest Warm-up

1. Practice the patterns in the dialog orally with the books closed.
2. Open the book and discover the dialog with the students. Act as if you are not sure what is written and see if the students can teach you. Hint and help when they find something difficult.

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- Where are they?
- They are in a kitchen.
- What are they doing?
- They are making a shopping list.
- What does she have in her hand?
- A jar of mayonnaise.

Picture Prompts Activity

Prompt the students to have the following conversations about each picture. Help a little the first time. Finally, play the audio recording.

Audio Scripts

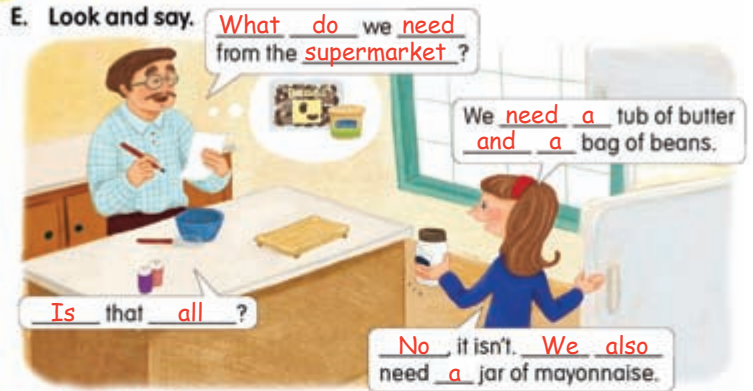


- Boy: What do we need from the supermarket?
Girl: We need a loaf of bread and a carton of eggs.
Boy: Is that all?
Girl: Yes, it is.
- Girl: What do we need from the supermarket?
Boy: We need a box of cereal and three cans of tuna.
Girl: Is that all?
Boy: No, it isn't. We also need a bottle of ketchup.
- Boy: What do we need from the supermarket?
Girl: We need a jar of jam and a bag of rice.
Boy: Is that all?
Girl: Yes, it is.
- Girl: What do we need from the supermarket?
Boy: We need a carton of milk and four boxes of juice.
Girl: Is that all?
Boy: No, it isn't. We also need a bar of chocolate.
- Boy: What do we need from the supermarket?
Girl: We need a bottle of water and two bags of potato chips.
Boy: Is that all?
Girl: Yes, it is.
- Girl: What do we need from the supermarket?
Boy: We need a jug of apple juice and a pack of cookies.
Girl: Is that all?
Boy: No, it isn't. We also need a tub of ice cream.



TALK CHEST

E. Look and say.



Guide

What do we/you need from the supermarket?
I/We need a _____ of _____ and a _____ of _____.
Is that all?
Yes, it is. / No, it isn't. We also need a _____ of _____.

F. Picture Prompts.

Track 47

- loaf of bread
carton of eggs
- box of cereal
3 cans of tuna
bottle of ketchup
- jar of jam
bag of rice
- carton of milk
4 boxes of juice
bar of chocolate
- bottle of water
2 bags of potato chips
- jug of apple juice
pack of cookies
tub of ice cream

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Talk Chest Follow-up

Divide students into small groups and pass out a few of the flashcards to all of the groups. Have the groups take turns talking about their flashcards with the rest of the class.

Example:

T: Group one, you're first.

G1: (shows two of their flashcards: a box of cereal and a can of tuna)

All: What do we need from the supermarket?

G1: We need a box of cereal and a can of tuna.

All: Is that everything?

G1: (shows the tub of ice cream card) No, it isn't. We also need a tub of ice cream.



G. Read and answer the questions.

Dear Diary,

January 12th

Next week, I am going camping with my dad and grandpa. I'm excited! I love camping. We go fishing every morning, we go hiking every afternoon, and we cook over a campfire every night. It's great!



I love going to the supermarket before the camping trip. Grandpa, Dad, and I always go together. We buy a lot of food. We buy cookies, boxes of cereals, and big bags of candy. We also get hot dogs, cans of beans, and bags of potatoes.

This year, Grandpa is going to teach me how to cook. I want to learn how to cook hot dogs and potatoes on the campfire. Grandpa is the best cook in the world!



Ben

- What is Ben going to do next week?
He is going camping with his dad and his grandpa.
- What do they buy at the supermarket?
 - A loaf of bread
 - Bottles of water
 - ☒ Cans of beans
 - Cartons of milk
- What do they do every afternoon while they are camping?
They go hiking every afternoon when they are camping.
- What is Ben going to learn how to do this year?
 - He is going to learn how to fish.
 - ☒ He is going to learn how to cook.
 - He is going to learn how to go shopping.

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Reading Chest Follow-up Activity 1

The students ask each other questions about the diary entry.

Examples:

- What is he doing next week?
- He's going camping with his dad and grandpa.
- When do they go fishing?
- They go fishing every morning.
- When do they go hiking?
- They go hiking every afternoon.
- When do they cook over a campfire?
- They cook over a campfire every night.

Reading Chest Follow-up Activity 2

The students write a diary entry about a future plan. After they have finished, they can take turns reading their diary entries to the rest of the class. The students can use the diary entry on this page to get ideas.

Reading Chest Warm-up

Discover the picture with the students and ask questions.

- What is this?
- It's a diary.
- What's the date?
- It's January 12th.
- What do you think it's about?
- I think it's about camping/food.

Writing Chest Warm-up

Ask questions based on the picture.

- What is this?
 - It's a shopping list.
- When do we make shopping lists?
 - We make them before we go to the supermarket.
- What did she get at the supermarket?
 - She got a loaf of bread, some lettuce, some carrots, and a tomato.

Writing Chest Follow-up

Ask questions about the writing activities.

- How many things are on the shopping list?
 - There are ten things on the shopping list.
- How many boxes of cereal do you think they will get?
 - I think they will get 2 or 3 boxes of cereal.
- What do they need at the supermarket?
 - They need a few boxes of cereal, a tub of ice cream, a bag of sugar, and some cans of soup.

Writing Chest Extension Activity

Put students in small groups and give the groups some time to make a shopping list. Then, compare shopping lists and have students correct any mistakes that they might have made. Give extra praise to the group with the most delicious shopping list.



WRITING CHEST

H. Complete the shopping list and write sentences.



1. We need a jug of grape juice and a carton of eggs.
2. We need a bag of potato chips and a tub of butter.
3. We need a jar of jam and a loaf of bread.
4. We need a bag of rice and a bottle of ketchup.
5. We need a can of tuna and a carton of milk.

I. Complete the conversation.

A: Please go to the supermarket.

B: Sure! What do we need from the supermarket?

A: We need a few boxes of cereal and a tub of ice cream.

B: Is that all?

A: No, it isn't. We also need a bag of sugar and some cans of soup.

B: OK. We need a few boxes of cereal, a tub of ice cream, a bag of sugar, and some cans of soup.





ACTIVITY CHEST



J. Play. Roll a die to move along the board.

What do we need from the supermarket?

Is that all?



We need two cans of soup and a pack of cookies.



Yes, it is.



- 13 We need two jars of jam and one loaf of bread.
- 14 We need a bag of peanuts and a can of soup.
- 15 We need a tub of ice cream and two bags of potato chips.
- 16 We need a carton of eggs and a tub of butter.

Activity Chest Directions for J

Materials

dice



1. Divide the class into partners.
2. Give each set of partners a die.
3. Have students place a small object on **START** to mark their places.
4. Students should take turns rolling the die to move along the board.
5. At each space on the board, students must follow the sample dialog.

S1: (rolls die and goes to new space on game board)

S2: What do we need from the supermarket?

S1: We need two cans of soup and a pack of cookies.

S2: Is that everything?

S1: Yes, it is.
6. If students land on a **Go back to START!** square, they must begin over at **START**.
7. If students land on a **Go forward ___ spaces!** square, they get to move forward that many spaces.
8. The first student to reach **FINISH** wins.

Picture Notes



- 1 We need two cans of soup and a pack of cookies.
- 2 We need three bottles of soda and a jar of jam.
- 3 We need three loaves of bread and a tub of butter.
- 4 We need four sausages and a jar of honey.
- 5 We need a can of beans and a bag of potato chips.
- 6 We need a bag of jelly beans and a pack of cookies.
- 7 We need a bottle of ketchup and a jar of mayonnaise.
- 8 We need a box of cereal and a bottle of water.
- 9 We need two cartons of milk and three cans of soda.
- 10 We need three juice boxes and a bag of rice.
- 11 We need a jug of juice and a bag of sugar.
- 12 We need a tub of ice cream and two bottles of water.

