

# English Chest 5 Weekly Lesson Plan



This lesson plan is suitable for 12 week courses. Students will study one lesson each week.

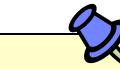
## Guidelines for the lesson

### 1. Outline of each 45 minute lesson

Procedure	Teaching and Learning Activities	Time
<b>Warm-up</b>	✓ Test ✓ Homework check ✓ Lesson introduction	15 min
<b>Main Lesson</b>	✓ Main target grammar ✓ Activities	20 min
<b>Wrap-up</b>	✓ Lesson check up ✓ Assignment	10 min

### 2. Check points for each lesson

- Every 1<sup>st</sup> day of the lesson, students will get a word list of the lesson.
- Every 2<sup>nd</sup> day of the lesson, students will have a word test.
- Every 4<sup>th</sup> day of the lesson, students will have a speaking quiz about the Talk Chest dialogue.  
(It does not have to be a formal one. Put students in pairs and have them ask and answer.)
- Every 5<sup>th</sup> day of the lesson, students will have a dictation test about the texts of the Reading Chest, a review test.
- At the end of the weekly lesson, an achievement test needs to be taken.



### Abbreviation

H.W. – Homework

L – Listening

S – Speaking

R – Reading

W – Writing

**L/S** – Students will focus on listening and speaking activities.

p.6B – Section B on page 6

# Week 1

## Unit 1 - Lesson 1: Who Is Taller?

<b>Objective</b>	Students will learn how to compare things and ask for the opinions of others.				
<b>New Vocabulary</b>	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				
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Comparative adjectives: taller, shorter</li> <li>Expressing agreement/disagreement</li> </ul>				
<b>Day 1</b> p.12	<b>Test</b>	<b>Homework</b>	<b>Warm-up</b>	<b>Main Lesson</b>	
		1. Word list 2. Workbook p.6B	<p><b>1. L/S: Lesson Introduction</b>            Draw two stick figures on the board - one very tall and one short. Label them Joe and Fred. 'Ask <i>who is taller?</i>' and stretch your arms up and apart to gesture 'taller.'            Point to the taller stick figure and say '<i>Fred is taller than Joe. Joe is shorter than Fred.</i>' Next, ask for 2 student volunteers to come to the front of the class. Compare how tall they are.            Point to the taller student and say '<i>S1 is taller than S2. S2 is shorter than S1.</i>'</p> <p><b>2. L/S: Word Chest</b>            Look at the pictures with the students. Ask questions:            • <i>What does he/she look like?</i>            - <i>He is big and strong. / She is tall and thin.</i>            • <i>Which dog is bad?</i>            - <i>The white dog is bad.</i>            • <i>Which person is short?</i>            - <i>Paula is short.</i></p>	<p><b>1. L/S: Word Chest</b>  <b>Listen and number</b> p.12            Look at the pictures again. Play Track 1. Students number the pictures in the book.</p> <p><b>2. L/S: Word Chest Follow-up</b>            Divide class into pairs. Have them compare each other and other things in the classroom using the comparative adjectives from the Word Chest.  <b>Example</b>  <i>S1: I am taller than Mary.</i>  <i>S2: I am shorter than Jane.</i>  <i>S1: This pencil is better than that one.</i>  ★ Select several students to demonstrate their ideas.</p> <p><b>3. L/S: Language Chest Warm-up</b>            Look at the pictures on p.12 and ask questions:            • <i>What is he doing?</i>            - <i>He is measuring her.</i>            • <i>What are they using?</i>            - <i>They are using a computer.</i>            • <i>What do you think they are doing?</i>            - <i>I think they are shopping/looking at shoes.</i></p> <p><b>Ask and answer</b>            Practice the question and answer with the class. Use the pictures in the Word Chest to practice the target language.</p>	1. R/W: Workbook p.6

				<p>Point to a set of pictures and have students raise their hands as they think of a question.</p> <p><b>Example:</b>  <i>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.</i></p> <p>★Draw the students' attention to the box at the bottom of p.12. Explain that <i>-er</i> is added to adjectives with one syllable. At this point there is no need to explain the rules in more detail. Explain that <i>good</i> and <i>bad</i> are irregular and have different forms in the comparative. Keep the explanation appropriate for the level of your students.</p>	
<b>Day 2</b> p.13	After H.W. check: <b>Word Test</b>	Workbook p.7D	1. H.W. check 2. Word test	<p>1. <b>L/S: Listening Chest Warm-up</b>  Look at the pictures with the students.  <b>Listen, read, and talk</b> p.13  Play Track 2 and read the conversation.  Have the students practice in groups.</p> <p>2. <b>L/S: Listening Chest Follow-up 1</b>  The students look at pictures of people or animals and ask questions.  <b>Example:</b></p> <ul style="list-style-type: none"> <li>• <i>Who is taller?</i></li> <li>- <i>I think the boy is taller than the girl.</i></li> <li>• <i>Which is longer?</i></li> <li>- <i>I think the snake is longer than the cat.</i></li> </ul> <p>3. <b>L/S: Listening Chest Follow-up 2</b>  The students ask each other about members of their family, friends, cartoon characters, or famous people.  <b>Example:</b></p> <ul style="list-style-type: none"> <li>• <i>Who is taller, your mother or your father?</i></li> <li>- <i>My father is taller than my mother.</i></li> <li>• <i>Who is older, your brother or your sister?</i></li> </ul>	<p>1. <b>R/W: Listening chest</b> Question D  2. <b>R/W: Workbook</b> p.7C</p>

				- My sister is older than my brother.	
<b>Day 3</b> p.14	Memorizing: Talk Chest dialogue	1. H.W. check: Workbook 2. <b>L:</b> <b>Talk Chest</b>	1. <b>L/S:</b> <b>Talk Chest</b> <b>Look and say</b> p.14 Look at the picture and ask questions. • <i>What are the boy and girl doing?</i> - <i>They are looking at/watching the horses.</i> • <i>What are these men doing?</i> - <i>They are riding the horses.</i> • <i>Which horse is darker?</i> - <i>This horse is darker than that horse</i> ★ Practice the dialog. Have the students practice with three different partners. Shout 'Change' each time you want them to change.  2. <b>L/S:</b> <b>Picture prompts</b> p.14 Look at the pictures with the students. Practice reading the words. Play track 3. Have the students role play the conversations, using <b>Guide</b> for help. ★ Draw students' attention to the box at the bottom of the page. Explain that for adjectives ending in 'y' the spelling is changed to an 'i.'	1. <b>R/W:</b> Workbook p.8E	
<b>Day 4</b> p.15	At the beginning of the class: <b>Speaking Quiz(pair)</b>	Writing the whole Reading Chest	1. H.W. check: Speaking test in pairs 2. <b>L/S/R:</b> <b>Reading Chest</b> Ask questions about the picture. • <i>Where is this story? Is it in a magazine?</i> - <i>No, it's in the newspaper.</i> • <i>What are the boys doing?</i>	1. <b>L/S/R:</b> <b>Reading Chest</b> <b>Read and answer the questions.</b> p.15 Play Track 4 and practice the reading. ★ <b>Speed Reading</b> Choose a time limit. Tell the students to see how many times they can read the text aloud during the time limit. When the	1. <b>R/W:</b> Workbook p.8F, 9G 2. <b>R/W:</b> <b>Writing Chest Extension Activity</b> 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

		<ul style="list-style-type: none"> <li>- They are playing soccer.</li> <li>• What is the date?</li> <li>- It's Tuesday, November 1st.</li> </ul>	<p>time is up shout 'Stop.' Ask the students how many times they read the whole text. Applaud the students who have managed to read it the most times.</p> <p><b>2. L/S: Reading Chest Follow-up</b> Ask students personal questions based on the passage.</p> <p><b>Example:</b>  <i>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.</i></p> <p><b>3. R/W: Writing Chest Warm-up</b> Ask questions about the pictures.</p> <ul style="list-style-type: none"> <li>• What kind of ball is this?</li> <li>- It's a baseball/tennis ball.</li> <li>• What color is this bag?</li> <li>- It's brown/red.</li> <li>• What does she look like?</li> <li>- She has dark brown hair and blue eyes.</li> </ul> <p>★ Have students complete I and H.</p> <p><b>4. R/W: Writing Chest Follow-up</b> Ask questions about the passage.</p> <ul style="list-style-type: none"> <li>• Which is smaller, a tennis ball or a baseball?</li> <li>- A tennis ball is smaller than a baseball.</li> <li>• Which bag is smoother, the red bag or the light brown bag?</li> <li>- The red bag is smoother than the light brown bag.</li> <li>• How many students (in our classroom) like winter more than summer?</li> <li>• _ students like winter more than summer.</li> </ul>	<p>questions as a class. Each group should present their questions and record the answers that their classmates give.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Which is lighter, a pen or a pencil?</li> <li>• Which is better, a chocolate bar or a lollipop?</li> <li>• Which is smoother, paper or cardboard?</li> </ul>	
<b>Day 5</b>	After H.W. check:	1. Review of lesson for	1. H.W. check: Workbook 2. Dictation test: Reading Chest	1. L/S: Activity Chest Play p.17.	1. L/R/W: Activity Chest K

p.16 & p.17	<b>Dictation</b>	achievement test 2. Workbook p.9H	<p><b>Materials:</b> a box, objects, or flashcards      Place some objects (or flashcards) in the box that can act as clues to trigger a conversation using the target language.</p> <ol style="list-style-type: none"> <li>1. Divide the class into two teams.</li> <li>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.</li> <li>3. These students should use the target language to have a conversation related to the object.  <i>S1: Who is taller?</i>  <i>S2: I think I'm taller than you are.</i>  <i>S1: I don't agree. I think you're shorter than I am.</i></li> <li>4. The students try to use as many different adjectives as possible. For example, the ruler could trigger the additional questions.  <i>'Which are longer, my arms or your arms?'</i>  <i>'Which are bigger, my feet or your feet?'</i></li> <li>5. Next, select two students from the other team to come to the front of the room.</li> <li>6. Play the game until everyone has had a chance to choose an object from the box.</li> <li>7. The objects/flashcards in the box could include items not covered by this unit.</li> </ol> <p>2. <b>L/S: Fluency Builder</b>      Additional speaking practice.</p> <ol style="list-style-type: none"> <li>1. Students work in pairs and make questions and answers using the prompts.</li> <li>2. Students listen to the teacher and repeat.</li> <li>3. Students talk about themselves using the sentences starters.</li> </ol>	
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# Week 2

## Unit 1 - Lesson 2: I Want to Be a Photographer

<b>Objective</b>	Students will learn some more professions and talk about their dreams for the future.				
<b>New Vocabulary</b>	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				
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Giving reasons for things</li> <li>• Using <b>want to</b> to talk about the future: <b>want + infinitive</b></li> </ul>				
<b>Day 1</b> p.18	<b>Test</b>	<b>Homework</b>	<b>Warm-up</b>	<b>Main Lesson</b>	<b>Wrap-up</b>
	Unit 1 Lesson 1 <b>Achievement Test</b>	1. Word list 2. Workbook p.10B	<p>1. <b>L/S: Lesson Introduction</b> On the whiteboard, write 'Now' (or the current year) and '2020.' Stick or draw a picture of a child the age of your students on the board under 'Now.' Introduce this child, e.g. '<i>This is Gina. She is a student. She likes computers.</i>' Move the picture to '2020' and put flashcard for 'computer programmer' on the board. Say '<i>She wants to be a computer programmer.</i>' Ask the students '<i>Is Gina a computer programmer?</i>' They should answer no. Praise this reply and say again '<i>Gina wants to be a computer programmer.</i>' Emphasize 'wants' when you repeat the sentence.</p> <p>2. <b>L/S: Word Chest Warm-up</b> Look at the pictures with the students. Ask questions:  <ul style="list-style-type: none"> <li>• <i>What is he/she doing?</i> - <i>He/She is drawing/taking a picture/typing/giving a speech.</i></li> <li>• <i>Where does he/she work?</i> - <i>He/She works outside/in an office.</i></li> <li>• <i>What is his/her job?</i> - <i>He/She is a lifeguard/photographer/soldier.</i></li> </ul> </p>	<p>1. <b>L/S: Word Chest Listen and number</b> p.18 Look at the pictures again. Play Track 5. Students number the pictures in the book.</p> <p>2. <b>L/S: Language Chest Warm-up</b> Ask questions about the pictures:  <ul style="list-style-type: none"> <li>• <i>What is she doing?</i> - <i>She is taking a picture of herself.</i></li> <li>• <i>What is he dressed like?</i> - <i>He is dressed like a soldier.</i></li> <li>• <i>Do you think he is a real soldier?</i> - <i>No, I don't. He's too young.</i></li> </ul> </p> <p><b>Ask and answer</b> p.18 Practice the question and answer with the class.</p> <p>3. <b>L/S: Language Chest Follow-up</b> 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.  <b>Example:</b>  <i>T: (Holds up the computer programmer flashcard.) Group one, you start.</i>  <i>G1: What does he/she want to be?</i>  <i>G2: He/she wants to be a (computer programmer).</i></p>	1. <b>R/W: Workbook p.10A</b>
<b>Day 2</b>	After H.W. check:	Workbook p.11C	1. H.W check: Word list 2. Word test	1. <b>L/S: Listening Chest Warm-up</b> Look at the pictures with the students.	1. <b>R/W: Listening chest</b> Question D

p.19	Word Test		<p>3. <b>L/S: Language Chest Review</b>          Mime game: have the students take it in turns to ask the question 'What does he/she want to be?' then mime one of the occupations from Word Chest.          Students can do this in groups or as a whole class if the students need more monitoring.</p> <p><b>Example:</b>  <i>S1: What does he want to be?</i>          (S1 mimes making a salute)  <i>Other students: He wants to be a soldier.</i></p>	<p><b>Listen, read, and talk p.19</b>          Play Track 6 and have the students practice the conversation. Choose several pairs to demonstrate the conversation.</p> <p>2. <b>L/S: Listening Chest Follow-up</b>          The students ask and answer questions about the dialogs.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <i>What does Katie want to be?</i></li> <li>- <i>She wants to be a computer programmer.</i></li> <li>• <i>Why?</i></li> <li>- <i>She thinks computers are interesting.</i></li> </ul>	
Day 3 p.20		Memorizing: Talk Chest dialogue	<p>1. H.W. check: Workbook</p> <p>2. <b>L: Talk Chest Warm-up</b>          Ask the students questions about the picture:</p> <ul style="list-style-type: none"> <li>• <i>Where are they?</i></li> <li>- <i>They are in a dining room.</i></li> <li>• <i>What are they drinking?</i></li> <li>- <i>They are drinking milk.</i></li> <li>• <i>Do you like these houses?</i></li> <li>- <i>Yes, I do. They look interesting.</i></li> </ul>	<p>1. <b>L/S: Talk Chest</b>  <b>Look and say:</b> p.20          Practice the dialog.</p> <p>2. <b>L/S: Picture prompts</b> p.20          Look at the pictures with the students.          Practice reading the jobs. Play track 7.          Have the students role play the conversations, using <b>Guide</b> for help.</p> <p>3. <b>L/S: Talk Chest Follow-up</b>          Have students ask one another about their dreams for the future using the target language.</p> <p><b>Example:</b>  <i>T: John is first.</i>  <i>All: What do you want to be, John?</i>  <i>S1: I want to be a veterinarian.</i>  <i>All: Why?</i>  <i>S1: I want to help sick animals.</i></p>	<p>1. <b>R/W: Workbook p.11D</b></p>
Day 4 p.21	At the beginning of the class: <b>Speaking Quiz(pair)</b>	1. Workbook p.12 2. Writing the whole Reading Chest	<p>1. H.W check: Speaking test in pairs</p> <p>2. <b>L/S/R: Reading Chest</b>          Ask questions about the picture:</p> <ul style="list-style-type: none"> <li>• <i>What is she doing?</i></li> <li>- <i>She is writing in her diary.</i></li> <li>• <i>How old do you think she is?</i></li> <li>- <i>I think she is about 12 years old.</i></li> <li>• <i>What do you think she wants to be?</i></li> <li>- <i>I think she wants to be a writer/fashion designer.</i></li> </ul>	<p>1. <b>L/S/R: Reading Chest</b>  <b>Read and complete the sentences.</b> p.21          Play Track 8 and read with the students.</p> <p>2. <b>L/S: Reading Chest Follow-up</b>          The students look at the text and ask each other questions in pairs or around the class.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <i>What did they do first?</i></li> </ul>	<p>1. <b>R/W: Writing Chest Extension Activity</b>          After completing I, do another activity with <i>because</i>. Write a few clues on the board and have students write the answers in their notebooks.</p> <p><b>Examples:</b></p> <p>1. architect - design buildings in the city (Maybe he/she wants to be an architect because he/she wants to</p>

			<ul style="list-style-type: none"> <li>- First, they fed the animals.</li> <li>• How many cats and dogs are there?</li> <li>- There are a lot.</li> </ul> <p>3. <b>R/W: Writing Chest Warm-up</b> Ask questions based on the picture.</p> <ul style="list-style-type: none"> <li>• What is this?</li> <li>- It's a rocket/planet/baseball bat, ball, and glove.</li> <li>• What planet is this?</li> <li>- It is Saturn.</li> </ul> <p>★ Have students complete I and H.</p> <p>4. <b>R/W: Writing Chest Follow-up</b> Ask questions about the writing activities.</p> <ul style="list-style-type: none"> <li>• Why does B want to be an astronaut?</li> <li>- He/She wants to visit another planet.</li> <li>• Why does A want to be a professional baseball player?</li> <li>- He/She wants to play baseball all the time.</li> <li>• Name four jobs that help people. How do they help people?</li> <li>- Lawyers help people in trouble.</li> <li>- Doctors help sick people.</li> <li>- Lifeguards save people from drowning.</li> <li>- Dentists help people with hurting teeth.</li> </ul>	<p>design buildings in the city.)</p> <p><b>2.</b> president - make the world better (Maybe he/she wants to be a president because he/she wants to make the world better.)</p> <p><b>3.</b> computer programmer - write computer programs (Maybe he/she wants to be a computer programmer because he/she wants to write computer programs.)</p>
<b>Day 5</b> p.22	After H.W. check: <b>Dictation</b>	Review of lesson for achievement test	<p>1. H.W. check: Workbook 2. Dictation test: Reading Chest</p> <p>1. <b>L/S: Activity Chest</b> ☞ Play p.22.</p> <p><b>Preparation:</b> Divide class into pairs <b>Materials:</b> coins</p> <ol style="list-style-type: none"> <li>1. Give each set of partners a coin.</li> <li>2. 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.</li> <li>3. Have each student place a small object (an eraser, a game piece...) on <b>START</b>.</li> <li>4. Students should take turns flipping the coin and moving along the board.</li> <li>5. At each space on the board, students must follow the sample dialog.</li> </ol> <p><i>S1: (Flips the coin.) Architect!</i></p>	1. <b>R/W:</b> Workbook p.13

			<p>S2: <i>What do you want to be?</i> S1: <i>I want to be an architect.</i> S2: <i>Why?</i> S1: <i>I want to design beautiful buildings.</i> The students can also choose to answer. S2: <i>I don't want to be an architect.</i> S1: <i>Why?</i> S2: <i>I don't want to design buildings.</i></p> <p><b>6.</b> Students must return to start when they land on a <b>Go back to START!</b> space.</p> <p><b>7.</b> The first student to reach <b>FINISH</b> wins.</p> <p><b>2. L/S: Fluency Builder</b></p> <p>Additional speaking practice.</p> <ol style="list-style-type: none"><li>1. Students work in pairs and make questions and answers using the prompts.</li><li>2. Students listen to the teacher and repeat.</li><li>3. Students talk about themselves using the sentences starters.</li></ol>	
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# Week 3

## Unit 1 - Lesson 3: My Brother Is Smart and Athletic

<b>Objective</b>	Students will describe people based on personal characteristics, and practice asking follow-up questions.			
<b>New Vocabulary</b>	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 to everyone, have a lot of fun, work all the time			
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Adjectives: smart, athletic...</li> <li>Using <b>like</b> to ask for descriptions of personalities</li> </ul>			
<b>Day 1</b> p.24	<b>Test</b>	<b>Homework</b>	<b>Warm-up</b>	<b>Main Lesson</b>
Unit 1 Lesson 2 <b>Achievement Test</b>	1. Word list 2. Workbook p.14B		<p>1. <b>L/S: Lesson Introduction</b>  Put pictures of athletes or sports players on the board. Ask students questions about what they see. Point to one picture and say 'He's athletic.' Point to the other sports players and repeat.  Put a picture of Einstein on the board and of other scholarly people. Point to one and say 'He's smart.'</p> <p>2. <b>L/S: Word Chest</b>  <i>Look at the pictures with the students. Ask questions:</i> <ul style="list-style-type: none"> <li>• What does he like? - He likes sports/school.</li> <li>• What is she doing? - She is studying/jumping up and down.</li> </ul> </p>	<p>1. <b>L/S: Word Chest Listen and number</b> p.24  Look at the pictures again. Play Track 9. Students number the pictures in the book.</p> <p>2. <b>L/S: Word Chest Extension Activity</b>  Put the flashcards for Word Chest on the board. Point to random cards and ask 'What's he/she like?' Students shout out the correct reply. Speed up the pointing to challenge the students.</p> <p>3. <b>L/S: Language Chest Warm-up</b> p.24  Look at the pictures and ask questions:  <ul style="list-style-type: none"> <li>• Where do you think they are going? Why? - I think they're going to school. They have backpacks.</li> <li>• Does she like her sister? - Yes, she does.</li> <li>• What is he doing? - He is doing his math homework/studying math.</li> </ul> ★ Practice the question and answer on p.24 with the class.</p> <p>4. <b>L/S: Language Chest Follow-up</b>  The students ask each other about members of their family.  <b>Example:</b>  S1: What's your sister like?  S2: She's smart and energetic.</p>

<b>Day 2</b> p.25	After H.W. check: <b>Word Test</b>	Workbook p.15D, p.16E	<p>1. H.W check: Word list 2. Word test 3. Language Chest Review</p> <p><b>★Hangman</b> Choose one of the new words. Place one dash on the board for each letter of the word. Leave a space between words. Draw a ‘gallows’ at the top of the board - draw a horizontal line at the bottom, a vertical line coming up out of its center, and then a short line off to the right at the top (so that you now have an upside-down ‘L’ on the horizontal line). Draw a short vertical line off the end of the top line - this is your ‘noose.’ Have the students in two teams take turns to guess one letter at a time. Fill in the letter on the appropriate dash each time a team guesses correctly. Add one body part to the drawing each time an incorrect letter is chosen. The team which guesses the word before the complete body is drawn wins.</p>	<p>1. <b>L/S: Listening Chest Warm-up</b> Look at the pictures with the students. <b>Listen, read, and talk</b> p.25 Play Track 10 and have the students practice the conversation. Choose several pairs to demonstrate the conversation.</p> <p>2. <b>L/S: Listening Chest Follow-up</b> The students ask and answer questions about the dialogs. <b>Example:</b></p> <ul style="list-style-type: none"> <li>• Does Eric want a little brother or a little sister?</li> <li>- Maybe a little brother.</li> <li>• Is he excited?</li> <li>- Yes, he is. He's nervous, too.</li> </ul>	<p>1. <b>R/W: Listening chest Question D</b> 2. <b>R/W: Workbook p.15C</b></p>
<b>Day 3</b> p.26		Memorizing: Talk Chest dialogue	<p>1. H.W. check: Workbook 2. <b>L/S: Talk Chest</b> Ask questions about the picture:</p> <ul style="list-style-type: none"> <li>• Where are they? - They are in the park/playground.</li> <li>• What are they doing? - They are walking, talking, and eating ice cream.</li> <li>• What is this woman doing? - She is paying for/buying something.</li> <li>• What does the man see? - He sees money on the floor.</li> <li>• What does the man do? - He gives the money to the woman.</li> </ul>	<p>1. <b>L/S: Talk Chest</b> <b>Look and say</b> p. 26 Practice the dialog.</p> <p>2. <b>L/S: Picture prompts</b> p.26 Look at the pictures with the students. Practice reading the names. Play track 11. Have the students role play the conversations, using Guide for help.</p> <p>3. <b>L/S: Talk Chest Follow-up</b> The students ask each other about friends, cartoon characters, or famous people. <b>Example:</b></p> <p>S1: What's (famous person) like? S2: I think she's funny and friendly. What's (a different famous person) like?</p>	<p>1. <b>R/W: Workbook p.16F</b></p>

				<p><i>S1: I think he's smart and athletic.</i></p> <p>★ Explain the difference between fun and funny:</p> <ol style="list-style-type: none"> <li>1. A funny person is someone who makes people laugh. For example, my cousin is funny. She is a comedian.</li> <li>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.</li> </ol>	
<b>Day 4</b> p.27	At the beginning of the class: <b>Speaking Quiz(pair)</b>	1. Workbook p.17G 2. Writing the whole Reading Chest	1. H.W. check: Speaking test in pairs 2. <b>L/S/R: Reading Chest Warm-up</b> Ask questions about the picture: <ul style="list-style-type: none"> <li>• <i>What is this? Is it a diary entry?</i> - <i>No, it's a conversation on instant messenger (such as Skype, Google Chat, or Windows Messenger).</i></li> <li>• <i>Who is talking?</i> - <i>Kelly and George are talking.</i></li> </ul>	1. <b>L/S/R: Reading Chest</b> <b>Read and answer the questions.</b> p. 27 Play Track 12 and read with the students. Answer the questions. Have the students practice the conversation in pairs. Make sure everyone practices their speed, intonation, and pronunciation.  2. <b>L/S: Reading Chest Follow-up</b> Act as if you have forgotten the text and get the children to correct your sentences. If possible, get them to say loudly after each incorrect sentence: <i>No! ...!</i> <b>Example:</b> <i>George went camping last winter.</i> <i>His brother is very serious.</i> <i>His cousins live in Brazil.</i>  3. <b>R/W: Writing Chest Warm-up</b> Ask questions about the picture. <ul style="list-style-type: none"> <li>• <i>What is he/she like?</i> - <i>He is talkative. / She is energetic/shy.</i></li> <li>• <i>What does he do?</i> - <i>I think he is a lawyer/secretary.</i></li> <li>• <i>What does she look like?</i> - <i>She is small and cute/pretty and blond.</i></li> </ul> ★ Have students complete I and H.  4. <b>W: Writing Chest Follow-up</b> The students write pairs of sentences about members of their family, friends, cartoon characters, or famous people. <b>Examples:</b>	1. <b>R/W: Writing Chest Extension Activity:</b> Write some questions on the board and have students answer them in their notebooks. <b>Examples:</b> <ol style="list-style-type: none"> <li>1. <i>What is your aunt/grandma like?</i></li> <li>2. <i>What is your uncle/grandpa like?</i></li> <li>3. <i>What is your bus driver/principal like?</i></li> </ol>

				<i>My sister is very smart. She studies all the time.</i>	
<b>Day 5</b> p.28	After H.W. check: <b>Dictation</b>	Review of lesson for achievement test	1. H.W. check: Workbook 2. Dictation test: Reading Chest	<p>1. <b>L/S:</b> <b>Activity Chest</b>  <b>Play p.28.</b></p> <p><b>Preparation:</b>  <b>Materials:</b> a box, small pieces of paper</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Divide the class into teams, perhaps boys vs. girls.</li> <li>3. Select a student from one of the teams to come to the front of the room.</li> <li>4. This student should pick a name out of the box without peeking at the names.</li> <li>5. Then, he/she should describe the student on the piece of paper.  <i>S1: This person is friendly and athletic.</i></li> <li>6. The teams get to take turns guessing the person.  <i>S2: Is it Todd?</i>  <i>S1: No, it's not Todd.</i></li> <li>7. For every wrong answer, the student with the piece of paper should describe one more thing about the person.  <i>S1: Sometimes, this person helps me with my homework.</i></li> <li>8. Each team tries to guess the correct answer first.  <i>S3: I know! It's Susan!</i>  <i>S1: Yes, it is.</i></li> <li>9. The team with the most points wins.</li> </ol> <p>2. <b>L/S:</b> <b>Fluency Builder</b>  Additional speaking practice.</p> <ol style="list-style-type: none"> <li>1. Students work in pairs and make questions and answers using the prompts.</li> <li>2. Students listen to the teacher and repeat.</li> <li>3. Students talk about themselves using the sentences starters.</li> </ol>	1. <b>R/W:</b> Workbook p.17H 2. <b>L/S/W:</b> <b>Activity Chest K</b>

# Week 4

## Unit 1 - Lesson 4: I Went Ice Skating with My Family

<b>Objective</b>	Students will talk about past activities and practice asking follow-up questions.			
<b>New Vocabulary</b>	played rugby, played badminton, went to football camp, learned how to surf, learned how to water-ski, went ice skating, helped my dad at work, built a tree house, traveled to Germany, hung out with my friends, went to space camp, see any sharks, get paid, paint it, study German, enjoy it, wear a space suit			
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Past tense</li> <li>Past tense time expressions: yesterday, yesterday morning/afternoon/evening, last week/month/summer (season)</li> </ul>			
<b>Day 1</b> p.30	<b>Test</b>	<b>Homework</b>	<b>Warm-up</b>	<b>Main Lesson</b>
Unit 1 Lesson 3 Achievement Test	Word list		<p>1. <b>L/S: Lesson Introduction</b>          Brainstorm all the different types of sports the students know in English. Write them on the board.</p> <p>2. <b>L/S: Word Chest</b>          Look at the pictures with the students. Ask questions:</p> <ul style="list-style-type: none"> <li>• Which activity do you do in the winter?</li> <li>- We ice skate/go ice skating in the winter.</li> <li>• Do you do any of these sports?</li> <li>- Yes, I play badminton.</li> <li>• What is he wearing?</li> <li>- He is wearing a yellow shirt and red shorts/brown shorts and a life jacket.</li> </ul>	<p>1. <b>L/S: Word Chest Listen and number</b> p.30          Look at the pictures again. Play Track 13. Students number the pictures in the book.</p> <p>2. <b>L/S: Language Chest Warm-up</b>          Look at the pictures and ask questions:</p> <ul style="list-style-type: none"> <li>• What sport does he/she like?</li> <li>- He/She likes football/to go ice skating.</li> <li>• What do you think he/she is like?</li> <li>- I think he is nice and athletic/she is friendly and fun.</li> </ul> <p>3. <b>L/S: Language Chest Ask and answer</b> p.30          Practice the question and answer with the class.</p> <p>4. <b>L/S: Language Chest Follow-up</b>          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.  <b>Example:</b>  <i>T: (Whispers) Last summer. Surf.</i>          The volunteer draws a girl and a sun on the board.  <i>S1: What did she do last summer?</i>  <i>T: Correct!</i>          The volunteer draws a wave and a</p>

				surfboard on the board. S2: <i>She went surfing last summer.</i> T: <i>Good job!</i>	
<b>Day 2</b> p.31	After H.W. check: <b>Word Test</b>	Workbook p.19C	1. H.W check: Word list 2. Word test 3. <b>Language Chest Review</b> Divide the students into groups of three. Give each group a set of the six sports from p.30. The students take it in turns to pick a card and act out the sport. To make the activity more challenging, try to get the students to spell the word, too.	1. <b>L/S: Listening Chest Warm-up</b> Look at the pictures with the students. <b>Listen, read, and talk</b> p.31 Play Track 14 and have the students practice the conversation. Choose several pairs to demonstrate the conversation.  2. <b>L/S: Listening Chest Follow-up</b> The students ask each other questions about the picture and the dialog. <b>Example:</b> <ul style="list-style-type: none"> <li>• <i>What does Katie want to see?</i> - <i>She wants to see the pictures and videos of Jeff water-skiing.</i></li> <li>• <i>What languages do Katie and Claire speak?</i> - <i>They speak English and French.</i></li> <li>• <i>Did Jeff go with the girls to the ice cream shop?</i> - <i>No, he didn't.</i></li> <li>• <i>What did Katie and Claire do almost every day?</i> - <i>They played badminton almost every day.</i></li> </ul>	1. <b>R/W: Listening chest</b> Question D 2. <b>R/W: Workbook p.18B</b>
<b>Day 3</b> p.32	Memorizing: Talk Chest dialogue		1. H.W check: Workbook 2. <b>L: Talk Chest</b> Ask questions about the picture. <ul style="list-style-type: none"> <li>• <i>What season is it?</i> - <i>It is fall/autumn.</i></li> <li>• <i>What are they doing?</i> - <i>They are raking leaves.</i></li> <li>• <i>What are these boys doing?</i> - <i>They are playing rugby.</i></li> </ul>	1. <b>L/S: Talk Chest</b> <b>Look and say</b> p.32 Practice the dialog.  2. <b>L/S: Picture prompts</b> p.32 Look at the pictures with the students. Practice reading the names. Play track 15. Have the students role play the conversations, using Guide for help.  3. <b>L/S: Talk Chest Follow-up</b> 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.	1. <b>R/W: Workbook p.19D</b>

				<b>Example:</b> S1: (holding up the space camp flashcard) <i>What did he do during the vacation?</i> S2: <i>He went to space camp.</i> S1: <i>Did he meet any astronauts?</i> S2: <i>Yes, he did.</i>	
<b>Day 4</b> p.33	At the beginning of the class: <b>Speaking Quiz(pair)</b>	1. Workbook p.20 2. Writing the whole Reading Chest	1. H.W. check: Speaking test in pairs 2. <b>L/S/R: Reading Chest</b> Ask questions about the picture: <ul style="list-style-type: none"> <li>• <i>What is this? Is it a newspaper?</i> - <i>No, it's a letter.</i></li> <li>• <i>What is he/she doing?</i> - <i>He is playing football. / She is ice skating.</i></li> <li>• <i>What is the date of the letter?</i> - <i>It is January 15th.</i></li> </ul>	<p><b>1. L/S/R: Reading Chest</b>  <b>Read and complete the sentences.</b> p.33      Play Track 16 and read with the students.  <b>★Speed Reading</b>      Have students work in pairs and time each other as they read the passage. If students do not have watches or a clock with a second hand, set a time limit and tell students to read the passage as many times as they can within the limit. Praise students who read the quickest.      The students look at the text and ask each other questions in pairs or around the class.</p> <p><b>Example:</b>      Who does he miss?      What did Nancy do last week?      What did Colin do yesterday?</p> <p><b>2. R/W: Writing Chest Warm-up</b>      Ask questions about the picture.  <ul style="list-style-type: none"> <li>• <i>What can you see in the pictures?</i> - <i>I can see (an elephant).</i></li> <li>• <i>What are they doing?</i> - <i>They are (making a bird house).</i></li> <li>• <i>Which country is this?</i> - <i>I think it's (Thailand).</i></li> </ul>     ★Have students complete I and H.</p> <p><b>3. L/S: Writing Chest Follow-up</b>      Ask questions about the writing activities.  <ul style="list-style-type: none"> <li>• <i>Where did they put the birdhouse?</i> - <i>They put it in a tree.</i></li> <li>• <i>Who rode an elephant in Thailand?</i> - <i>His/Her sister rode an elephant in Thailand.</i></li> <li>• <i>Are they playing badminton now?</i> - <i>No, they played badminton yesterday</i></li> </ul> </p>	<p><b>1. R/W: Writing Chest Extension Activity</b>      Write some sentences on the board and have students change them to the past tense in their notebooks.</p> <p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. We are surfing. (last week)</li> <li>2. They learn to play soccer. (yesterday afternoon)</li> <li>3. He is helping his dad at work. (last summer)</li> <li>4. She sees a shark in the aquarium. (last month)</li> </ol> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. We learned how to surf last week.</li> <li>2. They learned to play soccer yesterday afternoon.</li> <li>3. He helped his dad at work last summer.</li> <li>4. She saw a shark in the aquarium last month.</li> </ol>

				<i>afternoon.</i>	
<b>Day 5</b> p.34	After H.W. check: <b>Dictation</b>	Review of lesson for achievement test	1. H.W check: Workbook 2. Dictation test: Reading Chest	<p>1. <b>L/S:</b> <b>Activity Chest</b>   Play p.34.  <b>Preparation:</b> Divide class into pairs.  <b>Materials:</b> erasers</p> <p>1. 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</p> <p>2. 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.</p> <p>3. Students should take turns dropping the eraser and trying to earn points.</p> <p><i>S1:</i> (eraser lands on <b>cook dinner</b>)  <i>What did you do yesterday evening?</i>  <i>S2: I helped my mom cook dinner.</i>  <i>S1: Did you make spaghetti?</i>  <i>S2: No, we didn't.</i> (Notice that the picture is not of spaghetti.)  <i>T: You get 2 points!</i></p> <p>4. Students should record their points in the spaces provided. The first student with 20 points wins.</p> <p>5. 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.</p> <p>2. <b>L/S:</b> <b>Fluency Builder</b>  Additional speaking practice.</p> <p>1. Students work in pairs and make questions and answers using the prompts.  2. Students listen to the teacher and repeat.  3. Students talk about themselves using the sentences starters.</p>	1. <b>R/W:</b> Workbook p.21

# Week 5

## Unit 2 - Lesson 1: Did You Finish Your Homework?

<b>Objective</b>	Students will learn how to ask for help, and talk about school subjects.				
<b>New Vocabulary</b>	muscles, heart, brain, blood, health class, PE (Physical Education), geography, drama club, science class, finish the project, study for the English test, learn the song , music class, learn the formulas, math class, make an animal, art class, history class				
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Past tense</li> <li>Modal Auxiliary: can</li> <li>- Can you help me?</li> </ul>				
<b>Day 1</b> p.38	<b>Test</b>	<b>Homework</b>	<b>Warm-up</b>	<b>Main Lesson</b>	<b>Wrap-up</b>
Unit 1 Lesson 4 Achievement Test	Word list		<p>1. <b>L/S:</b> <b>Lesson Introduction</b>            Draw a stick figure on the board and brainstorm various body parts that the students already know.</p> <p>2. <b>L/S:</b> <b>Word Chest</b>            Look at the pictures with the students. Ask questions:            • <i>What can you see in the pictures?</i>            - <i>I can see (a brain)</i>            • <i>Where is your (heart)?</i>            - <i>It's here.</i></p>	<p>1. <b>L/S:</b> <b>Word Chest</b>  <b>Listen and number</b> p.38            Look at the pictures again. Play Track 17. Students number the pictures in the book.</p> <p>2. <b>S:</b> <b>Word Chest Extension Activity</b>            Slow Reveal - hide the flashcards behind a book. Very slowly reveal part of the card. Students try to guess which word it is. Make sure they students can only see a small part of the cards at a time.</p> <p>3. <b>L/S:</b> <b>Language Chest Warm-up</b>            Ask questions about the pictures.            • <i>What season is it?</i>            - <i>It is summer/fall/autumn.</i>            • <i>What are they doing?</i>            - <i>They are riding their bikes.</i>            • <i>What is he thinking about?</i>            - <i>He is thinking about school things/sports.</i></p> <p>4. <b>L/S:</b> <b>Language Chest</b>  <b>Ask and answer</b> p.38            Practice the question and answer with the class.</p> <p>5. <b>W/S:</b> <b>Language Chest Follow-up</b>            Have students make a list of class subjects (that they already know) on the board. Then, use this vocabulary to have students</p>	1. <b>R/W:</b> Workbook p.24A

				<p>practice the target language.</p> <p><b>Example:</b></p> <p>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.</p>	
<b>Day 2</b> p.39	After H.W. check: <b>Word Test</b>	Workbook p.25C	<p>1.H.W check: word list  2.Word list test  3. <b>Language Chest Review</b>  Put a picture of the human body on the board. Have students identify the various parts using the vocabulary from the previous day's lesson and body parts they already know.</p>	<p>1. <b>L/S: Listening Chest Warm-up</b>  Look at the pictures with the students.  <b>Listen, read, and talk</b> p.39  Ask the students about the picture:  Play Track 18 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.</p> <p>2. <b>L/S: Listening Chest Follow-up</b>  The students ask each other questions about the picture and the dialog.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Did Amy finish the project?  - No, she didn't.</li> <li>• Who helped her?  - Eric did.</li> <li>• What is Amy doing?  - She is making a mountain.</li> </ul>	<p>1. <b>R/W: Listening chest</b> Question D  2. <b>R/W: Workbook p.24B</b></p>
<b>Day 3</b> p.40		Memorizing: Talk Chest dialogue	<p>1. H.W check: Workbook  2. <b>L: Talk Chest</b>  Ask questions about the picture:  <ul style="list-style-type: none"> <li>• What can you see?  - I can see...</li> <li>• What are they doing?  - I think they are practicing.</li> </ul> </p>	<p>1. <b>L/S: Talk Chest</b>  <b>Look and say</b> p. 40  Practice the dialog. Have students demonstrate in pairs.</p> <p>2. <b>L/S: Picture prompts</b> p.40  Look at the pictures with the students.  Practice reading the names. Play track 19.  Have the students role play the conversations, using Guide for help.</p> <p>3. <b>R/S: Talk Chest Follow-up</b>  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</p>	<p>1. <b>R/W: Workbook p.25D</b></p>

				together. <b>Example:</b> A: Did you study for the history test? B: No, I didn't. It's difficult. Can you help me? A: No problem!	
<b>Day 4</b> p.41 & 42	At the beginning of the class: <b>Speaking Quiz(pair)</b>	1. Workbook p.26 2. Writing the whole Reading Chest	1. H.W check: Speaking test in pairs 2. <b>L/S/R: Reading Chest Warm-up</b> Ask questions about the picture: <ul style="list-style-type: none"> <li>• What can you see?</li> <li>- I can see...</li> <li>• Who wrote this?</li> <li>- Jared Moore did.</li> <li>• What's it about?</li> <li>- It's about health class.</li> </ul>	<p>1. <b>L/S/R: Reading Chest</b>  <b>Read and answer the questions.</b> p. 41  Play Track 20 and read with the students.</p> <p>2. <b>W/S: Reading Chest Follow-up</b>  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.</p> <p>3. <b>R/W: Writing Chest Warm-up</b>  Ask questions about the picture:  <ul style="list-style-type: none"> <li>• What is he/are they doing?</li> <li>- He is painting/they are studying.</li> <li>• What class do you think he is/they are in?</li> <li>- I think he is in art class/they are in geography class.</li> <li>• What is this?</li> <li>- It's a rocket.</li> <li>• Is it a big rocket?</li> <li>- No, it's a small rocket.</li> </ul> ★Have students complete I and H.</p> <p>4. <b>L/S: Writing Chest Follow-up</b>  Ask questions about the writing activities.  <ul style="list-style-type: none"> <li>• Did the boy get help with his dinosaur?</li> <li>- Yes, he did.</li> <li>• What class does she need help with?</li> <li>- She needs help with geography class.</li> <li>• When did Martin have a lot of homework?</li> <li>- He had a lot of homework last weekend.</li> </ul> </p>	<p>1. <b>R/W: Writing Chest Extension Activity</b>  Write a few more questions about Martin on the board and have students answer the questions in their notebooks.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Who helped Martin study for the test in health class? Who helped Ryan?</li> <li>- Ryan helped Martin study for the test in health class and Martin helped Ryan.</li> <li>• What did he do for music class?</li> <li>- He memorized a song for music class.</li> <li>• Who had more homework last weekend, you or Martin?</li> <li>- I/Martin had more homework than Martin/I did last weekend.</li> </ul>
<b>Day 5</b> p.43	After H.W. check: <b>Dictation</b>	Review of lesson for achievement test	1. H.W. check: Workbook 2. Dictation test: Reading Chest	<p>1. <b>L/S: Activity Chest</b>   Play p.43.  <b>Materials:</b> flashcards</p>	<p>1. <b>S/W: Activity Chest K</b>  2. <b>R/W: Workbook P.27</b></p>

			<p><b>1.</b> Have everyone line up. <b>2.</b> Place the flashcards on a desk/table near the last student in line. The cards should be spread out and easy to see. <b>3.</b> Whisper a question (from the target language) to the first student in line. <i>T: Did you learn the formulas for math class last week?</i> <b>4.</b> 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. <b>5.</b> The last student in line should search through the flashcards, find the correct one, and answer the question. <i>S1: Did you learn the formulas for math class last week?</i> <i>S2: Yes, I did.</i> <b>6.</b> Rotate by having the student at the front of the line move to the back of the line, and play again.</p> <p><b>2. L/S: Fluency Builder</b> Additional speaking practice. 1. Students work in pairs and make questions and answers using the prompts. 2. Students listen to the teacher and repeat. 3. Students talk about themselves using the sentences starters.</p>	
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# Week 6

## Unit 2 - Lesson 2: Do You Know How to Play Tennis?

<b>Objective</b>	Students will learn how to talk about skills and abilities.				
<b>New Vocabulary</b>	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				
<b>Grammar</b>	• Infinitive verbs: to drive, to knit				
<b>Day 1</b> p.44	<b>Test</b>	<b>Homework</b>	<b>Warm-up</b>	<b>Main Lesson</b>	<b>Wrap-up</b>
Unit 2 Lesson 1 <b>Achievement Test</b>	Word list		<p>1. <b>L/S: Lesson Introduction</b> Start the lesson by demonstrating a skill or ability that you have. e.g. whistling, knitting, playing a musical instrument. Demonstrate the activity, then ask 'Do you know how to (insert activity)?' Repeat if students do not understand. Students should respond 'Yes, I do/No, I don't.'</p> <p>2. <b>L/S: Word Chest</b> Look at the pictures with the students. Ask questions:</p> <ul style="list-style-type: none"> <li>• What can you see? - I can see...</li> <li>• What is he/she doing? - He/she is (driving a car)</li> <li>• What is he/she wearing? - He/she is wearing (a purple sweater).</li> </ul>	<p>1. <b>L/S: Word Chest</b> <b>Listen and number</b> p.44 Look at the pictures again. Play Track 21. Students number the pictures in the book.</p> <p>2. <b>L/S: Language Chest warm up</b> Look at the pictures and ask questions:  <ul style="list-style-type: none"> <li>• What can you see? - I can see...</li> <li>• What are they doing? - I think they are taking a picture, using the Internet, watching a movie.</li> </ul> </p> <p>3. <b>L/S: Language Chest</b> <b>Ask and answer</b> p.44 Practice the question and answer with the class.</p> <p>4. <b>L/S: Language Chest Follow-up</b> The students ask each other 'Do you know how to...?' questions. <b>Example:</b>  <i>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?</i></p>	1. <b>R/W: Workbook p.28A</b>
<b>Day 2</b> p.45	After H.W. check: <b>Word Test</b>	Workbook p.29	<p>1. H.W. check: Word list 2. Word test 3. <b>Language Chest Review</b> <b>★Mill Activity</b> Have the students stand up and move round the classroom asking questions</p>	<p>1. <b>L/S: Listening Chest Warm-up</b> Look at the pictures with the students. <b>Listen, read, and talk</b> p.45 Play Track 22 and have the students practice the conversation. Choose several pairs to demonstrate the conversation.</p>	<p>1. <b>R/W: Listening chest Question D</b> 2. <b>R/W: Workbook p.28B</b></p>

			<p>to other students about their abilities. Encourage them to ask as many different students as they can.</p> <p><b>Example:</b></p> <p>S1: Do you know how to knit?  S2: Yes, I do.  S1: Do you know how to drive?  S3: No, I don't.  S1: Do you know how to....?  S4:.....</p> <p>★ Set a time limit.</p>	<p>2. <b>L/S: Listening Chest Follow-up</b>  The students look at the pictures and the dialog and ask each other questions.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• What can you see?  - I can see...</li> <li>• What is Rachel doing on Saturday?  - She's going ice fishing.</li> <li>• Does Max know how to fish?  - Yes, he does.</li> <li>• What time do they usually leave home?  - They usually leave home at four thirty in the morning.</li> </ul> <p>★ In higher level classes, have students ask each other questions about skills they have/things they often do at the weekend.</p>	
<b>Day 3</b> p.46	Memorizing: Talk Chest dialogue		<p>1. H.W. check: Workbook  2. <b>L: Talk Chest</b>  Ask questions about the picture.</p> <ul style="list-style-type: none"> <li>• What can you see?  - I can see...</li> <li>• What are they doing?  - They are (looking at magazines).</li> </ul>	<p>1. <b>L/S: Talk Chest</b>  <b>Look and say</b> p. 46  Practice the dialog.</p> <p>2. <b>L/S: Picture prompts</b> p.46  Look at the pictures with the students.  Practice reading the names. Play track 23.  Have the students role play the conversations, using Guide for help.</p> <p>3. <b>L/S: Talk Chest Follow-up</b>  Have students ask one another personal questions based on the target language.</p> <p><b>Example:</b></p> <p>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!</p>	1. <b>R/W: Workbook p.30</b>
<b>Day 4</b> p.47 & 48	At the beginning of the class: <b>Speaking Quiz(pair)</b>	1. Workbook p.31 2. Writing the whole Reading Chest	<p>1. H.W check: Speaking test in pairs  2. <b>L/S/R: Reading Chest</b>  Ask questions about the picture:</p> <ul style="list-style-type: none"> <li>• What can you see?  - I can see...</li> <li>• Is he speaking or writing?</li> </ul>	<p>1. <b>L/S/R: Reading Chest</b>  <b>Read and answer the questions</b> p.47  Play Track 24 and read with the students.</p> <p>2. <b>L/S: Reading Chest Follow-up</b>  Ask questions about the passage.</p>	<p>1. <b>R/W: Reading Chest Extension</b>  Write these questions on the board.  The students write their answers:  What did you learn to do last year?  What did you learn to do this year?  What don't you know how to do?</p>

			<ul style="list-style-type: none"> <li>- He's speaking</li> <li>• What's he wearing?</li> <li>- He's wearing...</li> </ul>	<ul style="list-style-type: none"> <li>• What questions does his dad always ask?</li> <li>• What didn't they know how to do last year?</li> <li>• What did they learn to do this year?</li> <li>• What are their new goals?</li> </ul> <p>3. <b>R/W:</b> Writing Chest Warm-up p.48</p> <ul style="list-style-type: none"> <li>• What is she learning to do?</li> <li>- She is learning to play the guitar/fly an airplane.</li> <li>• Does he know how to play the guitar?</li> <li>- Yes, he does.</li> <li>• What animals do you see? What material are they made out of?</li> <li>- I see a bird and an elephant. They are made out of (blue and light brown/tan) paper.</li> </ul> <p>★ Have students complete I and H.</p> <p>4. <b>L/S:</b> Writing Chest Follow-up</p> <p>Ask questions about the writing activities.</p> <ul style="list-style-type: none"> <li>• What does she want to learn to do?</li> <li>- She wants to learn to play the guitar/fly an airplane.</li> <li>• Who knows how to fly an airplane?</li> <li>- The boy's/girl's dad knows how to fly an airplane.</li> <li>• What will A teach B in part?</li> <li>- A will teach B how to fold a paper bird.</li> </ul>	(three things) What is your new goal?
<b>Day 5</b> p.49	After H.W. check: <b>Dictation</b>	Review of lesson for achievement test	1. H.W. check: Workbook 2. Dictation test: Reading Chest	1. <b>L/S:</b> Activity Chest Play p.49. <b>Materials:</b> 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 <b>START</b> . 5. Students take turns spinning the	1. <b>Activity Chest K</b> 2. <b>R/W:</b> Writing Chest Extension Activity <p>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.</p> <p><b>Examples:</b></p> <p>1. This is a musical instrument that has keys. The keys are usually black and white. We touch the keys like we</p>

			<p>paperclip on the first spinner to move along the board.</p> <p><i>S1:</i> (spins the paperclip and lands on the number1) <i>Do you know how to swim?</i></p> <p><b>6.</b> S2 either gives his/her true answer or spins the paperclip on the second spinner to figure out his/her response.</p> <p><i>S2:</i> (spins the paper clip and lands on yes) <i>Yes, I do.</i></p> <p><b>7.</b> Students must return to <b>START</b> and begin again if they land on a space marked <b>Go back to START!</b></p> <p><b>8.</b> The first student to reach <b>FINISH</b> wins.</p> <p><b>2. L/S: Fluency Builder</b> Additional speaking practice.</p> <ul style="list-style-type: none"> <li>1. Students work in pairs and make questions and answers using the prompts.</li> <li>2. Students listen to the teacher and repeat.</li> <li>3. Students talk about themselves using the sentences starters.</li> </ul>	<p>are typing on a computer.</p> <p><b>2.</b> This is what you do when you have dirty clothes. After you do it, they are clean and they smell good.</p> <p><b>3.</b> This is a sport you do with a ball. You can't kick the ball. You throw the ball at a basket.</p> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li><b>1.</b> Do you know how to play the piano?</li> <li><b>2.</b> Do you know how to do laundry?</li> <li><b>3.</b> Do you know how to play basketball?</li> </ul>
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# Week 7

## Unit 2 - Lesson 3: Why Did He Go to the Dentist?

<b>Objective</b>	Students will learn about injuries and sicknesses and talk about some of their own past injuries.				
<b>New Vocabulary</b>	toothbrush, dental floss, cavity, hospital, x-ray, broken bone, stomachache, headache, flu, bloody nose, fever, need braces, sore throat, earache, toothache, nurse, doctor, dentist, everything				
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Subordinating conjunction: because</li> <li>Information questions with <b>why</b></li> <li>- Why did ___?</li> </ul>				
<b>Day 1</b> p. 50	<b>Test</b>	<b>Homework</b>	<b>Warm-up</b>	<b>Main Lesson</b>	<b>Wrap-up</b>
Unit 2 Lesson 2 Achievement Test	Word list		<p>1. <b>L/S:</b> <b>Lesson Introduction</b>            Pretend you have a headache and hold your head as if it hurts. Say '<i>Ooh, my head hurts. I have a...</i>' Try to elicit the word 'headache.' Next, hold the side of your face as if your tooth hurts. Point to your tooth and elicit the word 'tooth.' Next, say '<i>My tooth hurts. I have a toothache. Why do I have a toothache? Oh no! I have a cavity.</i>' See if students can explain that a cavity is a hole in your tooth.</p> <p>2. <b>L/S:</b> <b>Word Chest</b>            Look at the pictures with the students. Ask questions:            • <i>How often do you brush/floss your teeth?</i>            - <i>I brush/floss my teeth twice a day/four times a week.</i>            • <i>What is a hole in your tooth called?</i>            - <i>It's called a cavity.</i>            • <i>Who works in hospitals?</i>            - <i>Doctors and nurses work in hospitals.</i></p>	<p>1. <b>L/S:</b> <b>Word Chest</b>  <b>Listen and number</b> p.50            Look at the pictures again. Play Track 25. Students number the pictures in the book. Have students practice the pronunciation of the words.</p> <p>2. <b>Word Chest Extension Activity</b>  <b>★Hangman</b> (see directions for Unit 1, Lesson 3, Day 2)</p> <p>3. <b>L/S:</b> <b>Language Chest Warm-up</b>            Look at the pictures and ask questions</p> <p>4. <b>L/S:</b> <b>Language Chest</b>  <b>Ask and answer</b> p.50            Practice the question and answer with the class. The children ask each other questions using the target language. Reasons for going to the hospital can sometimes be a private, make sure students know that they don't have to share information if it is private.</p> <p>5. <b>L/S:</b> <b>Language Chest Follow-up</b>  <b>Example:</b>  <i>S1: Susan, did you go to the dentist last year?</i>  <i>S2: Yes, I did.</i>  <i>S1: Why did you go to the dentist?</i>  <i>S2: I went to the dentist because my tooth hurt.</i></p>	1. <b>R/W:</b> Workbook p.32A

<b>Day 2</b> p.51	After H.W. check: <b>Word Test</b>	Workbook p.33C	<p>1. H.W. check: Word list 2. Word test 3. <b>Language Chest Review</b></p> <p><b>★Quick Draw</b> Choose one of the items from Word Chest. Start to draw a picture of the word on the board. Students must shout out the correct vocabulary item. Depending on the size and dynamics of the class, either let a student draw the next picture, or draw it yourself to save time.</p>	<p>1. <b>L/S: Listening Chest Warm-up</b> Look at the pictures with the students. <b>Listen, read, and talk</b> p.51 Play Track 26 and have the students practice the conversation. Choose several pairs to demonstrate the conversation.</p> <p><b>★Reading Race</b> Have the students line up in teams of 4. Each student reads one line then runs to the back of the line. Students continue taking turns to read until they have completed both dialogs. As soon as a team has finished the whole dialog they should sit down. The first team to sit is the ‘winner’.</p> <p>2. <b>L/S: Listening Chest Follow-up</b> The students look at the pictures and the dialog and ask each other questions.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <i>What can you see?</i> - <i>I can see...</i></li> <li>• <i>Why did Katie go to the doctor?</i> - <i>Because she had a stomachache and a headache.</i></li> <li>• <i>What’s wrong with Katie?</i> - <i>She has the flu.</i></li> </ul>	1. <b>R/W: Listening chest Question D</b> 2. <b>R/W: Workbook p.32B</b>
<b>Day 3</b> p.52		Memorizing: Talk Chest dialogue	<p>1. H.W check: Workbook 2. <b>L/S: Talk Chest</b> Ask questions about the picture:  <ul style="list-style-type: none"> <li>• <i>What can you see?</i> - <i>I can see...</i></li> <li>• <i>What are they wearing?</i> - <i>He/she's wearing a...</i></li> </ul> </p>	<p>1. <b>L/S: Talk Chest</b> <b>Look and say:</b> p. 52 Practice the dialog.</p> <p>2. <b>L/S: Picture prompts</b> p.52 Look at the pictures with the students. Practice reading the names. Play track 27. Have the students role play the conversations, using Guide for help. Encourage students to have additional conversations using their own ideas, e.g. headache, nosebleed, cavity - it might be helpful to write additional ideas on the whiteboard to assist students. Choose some students to demonstrate conversations they have practiced.</p> <p>3. <b>L/S: Talk Chest Follow-up</b> Select a volunteer to come to the front of the</p>	1. <b>R/W: Workbook p.33D &amp; p.34E</b>

				<p>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.</p> <p><b>Example:</b>  <i>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: The doctor.  T: Yes!  S1 pretends to be very hot.  S4: Fever!</i>  <i>Half the class: Why did (S1's name) go to the doctor?  Other Half: She went to the doctor because she had a fever.</i></p>	
<b>Day 4</b> p.53 & p.54	At the beginning of the class: <b>Speaking Quiz(pair)</b>	1. Workbook p.34F 2. Writing the whole Reading Chest	1. H.W check: Speaking test in pairs 2. <b>L/S/R: Reading Chest Warm-up</b> Ask questions about the picture: <ul style="list-style-type: none"> <li>• Where is this girl? - She is at the dentist.</li> <li>• What are these? - They are braces.</li> <li>• Why do you think she went to the dentist? - I think she needed braces.</li> </ul>	<p>1. <b>L/S/R: Reading Chest</b>  <b>Read and complete the sentences.</b> p. 53  Play Track and read with the students.  Play the track a second time and have the students read along with the CD to practice speed and intonation.</p> <p>2. <b>R: Reading Chest Follow-up</b>  Write a few definitions on the board, and have students work together in small groups to figure out the correct words.</p> <p><b>Example:</b></p> <ol style="list-style-type: none"> <li>1. This is a pain in your tooth.</li> <li>2. This is a pain in your ear.</li> <li>3. This is a small hole in your tooth.</li> <li>4. This is a kind of photograph of your bones.</li> <li>5. These help straighten your teeth.</li> <li>6. This is the place you go if you are hurt very badly.</li> </ol> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. toothache</li> <li>2. earache</li> <li>3. cavity</li> <li>4. X-ray</li> <li>5. braces</li> <li>6. hospital</li> </ol>	<p>1. <b>R/W: Writing Chest Extension</b>  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.</p> <p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. She went to the hospital because she has (had) the flu.</li> <li>2. Is (Are) they OK now?</li> <li>3. He breaking (broke) a bone in his foot.</li> <li>4. His mom called the dentist why (because) he had a toothache.</li> <li>5. I brush my teeth with a dental floss (toothbrush).</li> </ol>

				<p>3. <b>R/W: Writing Chest Warm-up</b> p.54      Ask questions about the picture:      • 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.      ★Have students complete I and H.</p> <p>4. <b>L/S: Writing Chest Follow-up</b>      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 an X-ray.</p>	
<b>Day 5</b> p.55	After H.W. check: <b>Dictation</b>	Review of lesson for achievement test	1. H.W. check: Workbook 2. Dictation test: Reading Chest	<p>1. <b>L/S: Activity Chest</b>      ↗ Play p.55.  <b>Materials:</b> flashcards, a ball, a bucket or empty trash can &amp; chalk</p> <p><b>1.</b> Place the bucket/empty trash can on the floor in the front of the classroom.</p> <p><b>2.</b> Use the chalk (or set some things on the ground) to make lines on the floor.</p> <p><b>3.</b> 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.</p> <p><b>4.</b> Divide students into teams, and select a student to go first.</p> <p><b>5.</b> Put some flashcard clues up for the student. The teacher puts the <b>doctor</b> flashcard and the <b>ear</b> word card on the board.</p> <p><b>6.</b> Give the student the ball, and allow him/her to choose how many points she/he will try for. If no ball is available, tightly wad up some paper to use as a ball.</p> <p>S1 stands behind the line worth 3 point.</p> <p><b>7.</b> Whenever the student is ready, he/she should say the correct line based on the flashcard clues and try to make a basket by</p>	<p>1. <b>R/W:</b> Workbook p.35      2. <b>Activity Chest K</b></p>

			<p>throwing the ball at the bucket.</p> <p><i>S1: I went to the doctor's office because I had an earache.</i></p> <p><b>8.</b> Award points to the student's team if he/she makes the basket, and if everyone completes the dialog correctly.</p> <p><i>T: Why did he go to the doctor's office?</i></p> <p><i>S1's Team: He went to the doctor's office because he had an earache.</i></p> <p><b>2. L/S: Fluency Builder</b></p> <p>Additional speaking practice.</p> <ol style="list-style-type: none"><li>1. Students work in pairs and make questions and answers using the prompts.</li><li>2. Students listen to the teacher and repeat.</li><li>3. Students talk about themselves using the sentences starters.</li></ol>	
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# Week 8

## Unit 2 - Lesson 4: What Are You Going to Do for Your Birthday?

<b>Objective</b>	Students will talk about their future birthday plans.			
<b>New Vocabulary</b>	Ferris wheel, roller coaster, bumper cars, amusement park, horseback riding, water park, go out to dinner, go bowling, invite some friends to my house, open presents and eat cake, have a sleep over, play mini golf, go on a treasure hunt, have a party			
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Future: be going to</li> <li>• Ordinal numbers (1<sup>st</sup> -31<sup>st</sup> )</li> <li>• Information questions with <b>when</b> and <b>what</b></li> </ul>			
<b>Day 1</b> p.56	<b>Test</b> Unit 2 Lesson 3 Achievement Test	<b>Homework</b> Word list	<b>Warm-up</b> 1. <b>L/S:</b> <b>Lesson Introduction</b> Ask students about a well-known theme park or amusement park in your city/country. Brainstorm various rides and things people can do there. Don't worry too much about students being able to use the correct English terms. Ask the students if any of them have ever visited an amusement park for their birthday.  2. <b>L/S:</b> <b>Word Chest</b> Look at the pictures with the students. Ask questions: • <i>What can you see?</i> - <i>I can see ...</i> • <i>What are they doing?</i> - <i>They are (horseback riding).</i>	<b>Main Lesson</b> 1. <b>L/S:</b> <b>Word Chest</b> <b>Listen and number</b> p. 56 Look at the pictures again. Play Track 29. Students number the pictures in the book.  2. <b>L/S:</b> <b>Language Chest Warm-up</b> p.56 Look at the pictures and ask questions: • <i>What are they doing?</i> - <i>They are eating dessert.</i> • <i>What's she going to do?</i> - <i>I think she is going to go horseback riding/to a water park.</i>  3. <b>L/S:</b> <b>Language Chest</b> <b>Ask and answer</b> Practice the question and answer with the class. Have the students practice the questions with different partners.  4. <b>L/S:</b> <b>Language Chest Follow-up</b> Whisper an activity to each student. 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. <b>Example:</b> 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: <i>What are you going to do for your birthday, Tom?</i> S2: <i>I'm going to go on the bumper cars. What are you going to do, Kate?</i> S1: <i>I'm going to go to the water park.</i> S3: <i>What are you going to do for your birthday, Tom?</i> S2: <i>I'm going to go on the bumper cars.</i> S3: <i>Me, too!</i> S2 and S3 link arms and continue to talk to other students.	
<b>Day 2</b> p.57	After H.W. check: <b>Word Test</b>	Workbook p.37D	1.H.W check: Word list 2.Word test 3. <b>Language Chest Review</b> <b>★Whiteboard Target</b> Draw a box, 3 squares by 3 squares, on the board. Write a number in each square. Divide the class into 2 teams. A student from Team 1 picks up a flashcard from Word Chest. If S1 can say the word correctly, he/she throws a sticky ball or scrunched up newspaper at the board. Note the number in the square the ball hits and award points to its value to the student. Next, choose a student from Team 2. Continue until everyone has a turn. The team with the most points wins.	1. <b>L/S: Listening Chest Warm-up</b> Look at the pictures with the students. <b>Listen, read, and talk p.57</b> Play Track 30 and have the students practice the conversation. Choose several pairs to demonstrate the conversation.  2. <b>L/S: Listening Chest Follow-up</b> The students look at the pictures and the dialog and ask each other questions. <ul style="list-style-type: none"><li>• <i>What can you see?</i></li><li>- <i>I can see...</i></li><li>• <i>When is Amy's birthday party?</i></li><li>- <i>It's on July 20th.</i></li><li>• <i>What are they going to do?</i></li><li>- <i>They are going to a water park.</i></li><li>• <i>Can Eric go?</i></li><li>- <i>No, he can't.</i></li><li>• <i>Why?</i></li><li>- <i>He's going to his grandmother's house.</i></li></ul>	1. <b>R/W: Listening chest</b> Question D 2. <b>R/W:</b> Workbook p.36B, 37C
<b>Day 3</b> p.58		Memorizing: Talk Chest dialogue	1. H.W. check: Workbook 2. <b>L: Talk Chest Warm-up</b> Ask questions about the picture: <ul style="list-style-type: none"><li>• <i>Where are they?</i></li><li>- <i>They are in a music store.</i></li><li>• <i>What is she wearing?</i></li><li>- <i>She is wearing a yellow shirt, a pink jacket, and a yellow hat with red stars.</i></li><li>• <i>What is he thinking about?</i></li><li>- <i>He is thinking about dinner with his family and a present.</i></li></ul>	1. <b>L/S: Talk Chest</b> <b>Look and say p. 58</b> Practice the dialog.  2. <b>L/S: Picture prompts</b> p.58 Look at the pictures with the students. Practice reading the names. Play track 31. Have the students role play the conversations, using Guide for help. Students should practice with three different partners. Encourage them to use ideas of their own the third time they practice.	1. <b>R/W:</b> Workbook p.38

				<p>3. <b>L/S: Talk Chest Follow-up</b>          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 as 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.</p> <p><b>Example:</b>  <i>S1</i> hits the golf ball which makes contact with the <b>water park</b> flashcard.  <i>All:</i> <i>What are you going to do for your birthday?</i>  <i>S1:</i> <i>I'm going to go to a water park.</i>  <i>All:</i> <i>When is it?</i>  <i>S1:</i> <i>It's on December 10th.</i></p>	
<b>Day 4</b> p.59 & p.60	At the beginning of the class: <b>Speaking Quiz(pair )</b>	1. Workbook p.39G 2. Writing the whole Reading Chest	1. H.W check: Speaking test in pairs 2. <b>L/S/R: Reading Chest</b> Ask questions about the picture: <ul style="list-style-type: none"> <li>• <i>What can you see?</i> - <i>I can see...</i></li> <li>• <i>What is it?</i> - <i>It's an invitation.</i></li> <li>• <i>What are they?</i> - <i>They are balloons.</i></li> </ul>	<p>1. <b>L/S/R: Reading Chest</b>  <b>Read and answer the questions.</b> p. 59          Play Track 32 and read with the students</p> <p>2. <b>L/S: Reading Chest Follow-up</b>          Ask questions about the passage.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <i>When is her birthday party?</i> - <i>It's on Saturday March 1st.</i></li> <li>• <i>Where is the party?</i> - <i>It's at the amusement park.</i></li> <li>• <i>How long is the party?</i> - <i>It's five hours.</i></li> <li>• <i>What does the amusement park have?</i> - <i>It has bumper cars, a Ferris wheel, roller coasters...</i></li> </ul> <p>3. <b>R/W: Writing Chest Warm-up</b> p.60          Ask questions about the picture.</p> <ul style="list-style-type: none"> <li>• <i>What is he doing?</i> - <i>He is playing mini golf/looking at a map.</i></li> <li>• <i>What are they wearing?</i> - <i>They are wearing pajamas.</i></li> <li>• <i>What is this?</i></li> </ul>	<p>1. <b>R/W: Writing Chest Extension Activity</b>          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.</p> <p><b>Examples:</b></p> <p><i>A:</i> <i>What did you do for your brother's birthday?</i>  <i>B:</i> <i>We had cake and saw a movie.</i>  <i>A:</i> <i>When was it?</i>  <i>B:</i> <i>It was July 15th.</i></p>

				<p>- <i>It's a bumper car.</i>        ★ Have students complete I and H.</p> <p>4. <b>L/S: Writing Chest Follow-up</b>        Ask questions about the writing activities.        • <i>When is Luke's birthday party?</i>        - <i>It's on September 11th.</i>        • <i>Why are they going to go on the bumper cars?</i>        - <i>They are going to go on the bumper cars for his sister's birthday.</i>        • <i>Where will the treasure hunt be?</i>        - <i>It will be in the forest.</i></p>	
<b>Day 5</b> p.61	After H.W. check: <b>Dictation</b>	Review of lesson for achievement test	1.H.W check: Workbook 2.Dictation test: Reading Chest	<p>1. <b>L/S: Activity Chest</b>  <i>Play p.61.</i>  <b>Materials:</b> dice        1. Divide the class into partners.        2. Give each set of partners a die.        3. Have students place a small object on <b>START</b> 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.  <i>S1: (Rolls die and goes to new space on game board.)</i>  <i>S2: What are you going to do on your birthday?</i>  <i>S1: I'm going to go horseback riding.</i>  <i>S2: When is it?</i>  <i>S1: It's on July 19th.</i>        6. If a student lands on a <b>Go back to START!</b> space, they must begin over at <b>START</b>.        7. The first student to reach <b>FINISH</b> wins.</p> <p>2. <b>L/S: Fluency Builder</b>        Additional speaking practice.        1. Students work in pairs and make questions and answers using the prompts.        2. Students listen to the teacher and repeat.        3. Students talk about themselves using the sentences starters.</p>	<p>1. <b>R/W:</b> Workbook p.39H        2. <b>R/W:</b> <b>Activity Chest K</b></p>

# Week 9

## Unit 3 - Lesson 1: How Do I Get to the Library?

<b>Objective</b>	Students will be able to ask for and give directions				
<b>New Vocabulary</b>	left, crosswalk, right, block, hill, bridge, go 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				
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Commands</li> <li>Coordinating conjunction: and</li> <li>Information questions with how</li> </ul>				
<b>Day 1</b> p.64	<b>Test</b>	<b>Homework</b>	<b>Warm-up</b>	<b>Main Lesson</b>	<b>Wrap-up</b>
Unit 2 Lesson 4 <b>Achievement Test</b>	Word list		<p>1. <b>L/S:</b> <b>Lesson Introduction</b>            Introduce the words 'left' and 'right'            When students have mastered left and right, practice simple commands by playing 'Simon Says.' Tell students they can only perform an action when you say 'Simon Says.'</p> <p><b>Example</b>            T: <i>Simon Says stand up.</i>            Ss: (<i>all students stand</i>)            T: <i>Move to your left.</i>            Ss: (<i>some students move</i>)            T: <i>Oh, I didn't say "Simon Says." Tom and Jane - please, sit down.</i>  <i>Simon says.....</i></p> <p>2. <b>L/S:</b> <b>Word Chest</b>            Look at the pictures with the students.            Ask questions:            • <i>What can you see?</i>            - <i>I can see...</i>            • <i>What's it doing?</i>            - <i>It's turning left/right</i>            • <i>Where is a bridge/hill/crosswalk near here?</i>            - <i>There's a bridge/hill/crosswalk...</i></p>	<p>1. <b>L/S:</b> <b>Word Chest</b>  <b>Listen and number</b> p.64            Look at the pictures again. Play Track 33. Students number the pictures in the book.</p> <p>2. <b>L/S:</b> <b>Language Chest warm up</b>            Look at the pictures and ask questions:            • <i>Where's she going?</i>            - <i>She's going to the library.</i>            • <i>Where are they?</i>            - <i>I think they are on a bridge.</i>            • <i>Where are they going?</i>            - <i>They are going to the park.</i></p> <p>3. <b>L/S:</b> <b>Language Chest</b>  <b>Ask and answer</b> p.64            Practice the question and answer with the class.</p> <p>4. <b>L/S:</b> <b>Language Chest Follow-up</b>            The students ask each other how to get to places nearby. The directions can be very simple at this stage.</p> <p><b>Example:</b>            S1: <i>How do I get to the toy shop?</i>            S2: <i>Turn left at the corner.</i>            S1: <i>How do I get to the station?</i>            S2: <i>Go over the bridge and turn right.</i></p>	1. <b>R/W:</b> Workbook p.42A
<b>Day 2</b> p.65	After H.W. check: <b>Word Test</b>	Workbook p.43D	1.H.W check: Word list 2.Word test 3. <b>Language Chest Review</b>	1. <b>L/S:</b> <b>Listening Chest Warm-up</b> Look at the pictures with the students <b>Listen, read, and talk</b> p.65	1. <b>R/W:</b> <b>Listening chest</b> Question D 2. <b>R/W:</b> Workbook p.42B, 43C

			<p><b>★Where Is It?</b></p> <p>Divide class in pairs. Students choose places near the school. They take turns giving directions to the place. Their partners must guess what the place is.</p> <p><b>Example</b></p> <p>S1: <i>Go straight. Turn left at the corner. Where is it?</i></p> <p>S2: <i>Is it the convenience store?</i></p> <p>S1: <i>Yes!</i></p>	<p>Play Track 34 and have the students practice the conversation. Choose several pairs to demonstrate the conversation.</p> <p>2. <b>L/S: Listening Chest Follow-up</b></p> <p>The students look at the pictures and the dialog and ask each other questions.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <i>What can you see?</i></li> <li>- <i>I can see...</i></li> <li>• <i>Who is lost?</i></li> <li>- <i>Katie is lost.</i></li> <li>• <i>Where does she want to go?</i></li> <li>- <i>She wants to go to the video store.</i></li> <li>• <i>Did she go over the bridge?</i></li> <li>- <i>Yes, she did.</i></li> </ul>	
<b>Day 3</b> p.66		Memorizing: Talk Chest dialogue	<p>1. H.W. check: Workbook</p> <p>2. <b>L: Talk Chest</b></p> <p>Ask questions about the picture:</p> <ul style="list-style-type: none"> <li>• <i>What can you see?</i></li> <li>- <i>I can see...</i></li> <li>• <i>Where do the girls want to go?</i></li> <li>- <i>They want to go to Gloria's Hamburgers.</i></li> <li>• <i>Where is Gloria's Hamburgers?</i></li> <li>- <i>It's near the coffee shop.</i></li> </ul>	<p>1. <b>L/S: Talk Chest</b> <b>Look and say:</b> p.66</p> <p>Practice the dialog.</p> <p>2. <b>L/S: Picture prompts</b> p.66</p> <p>Look at the pictures with the students. Practice reading the names. Play track 35. Have the students role play the conversations, using Guide for help.</p> <p>3. <b>L/S: Talk Chest Follow-up</b></p> <p>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.</p> <p><b>Example:</b></p> <p><i>G1: We are here. How do we get to the camera shop?</i></p> <p><i>All: Go straight on First Street, and walk down the hill. You can't miss it.</i></p> <p><i>G1: Thanks!</i></p>	1. <b>R/W: Workbook p.44</b>
<b>Day 4</b> p.67 & p. 68	At the beginning of the class:	1. Workbook p.45G 2. Writing the	<p>1. H.W check: Speaking test in pairs</p> <p>2. <b>L/S/R: Reading Chest Warm-up</b></p> <p>Ask questions about the picture:</p>	<p>1. <b>L/S/R: Reading Chest</b> <b>Read and answer the questions.</b> p. 67</p> <p>Play Track 36 and read with the students.</p>	<p>1. <b>R/W: Writing Chest Extension Activity</b></p> <p>Put some flashcards on the board as</p>

	Speaking Quiz(pair)	whole Reading Chest	<ul style="list-style-type: none"> <li>• Is this a letter? What is it?</li> <li>- No, it's an e-mail.</li> <li>• Who is it from?</li> <li>- It's from Natalie.</li> <li>• What color is the house?</li> <li>- It's yellow and white.</li> </ul>	<p><b>2. L/S: Reading Chest Follow-up</b> Ask the students questions about the text. <b>Example:</b></p> <ul style="list-style-type: none"> <li>• What is Natalie's e-mail address?</li> <li>- Sarah_princess@mail.com</li> <li>• What is the subject of the e-mail?</li> <li>- The volleyball game</li> <li>• What is Natalie's address?</li> <li>- 364 Lewis Street</li> </ul> <p><b>3. R/W: Writing Chest Warm-up</b> p.68 Ask questions based on the picture.</p> <ul style="list-style-type: none"> <li>• What can you see?</li> <li>- I can see...</li> <li>• Look at the photographs.</li> <li>• Where is this?</li> <li>- I think it's (a park, in a city center).</li> </ul> <p>★ Have students complete I and H.</p> <p><b>4. L/S: Writing Chest Follow-up</b> Ask questions about the writing activities.</p> <ul style="list-style-type: none"> <li>• How do you get to the music store?</li> <li>- Go over the bridge and turn right.</li> <li>• How do you get to Big Sports?</li> <li>- Go straight for two blocks, and walk down the hill.</li> <li>• What does the history museum look like?</li> <li>- It's a big, white building.</li> </ul>	<p>clues, and have students write directions in their notebooks.</p> <p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. 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!</li> <li>A: Thank you!</li> <li>2. 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!</li> </ol> <p>A: Thanks!</p>
Day 5 p.69	After H.W. check: <b>Dictation</b>	Review of lesson for achievement test	<ol style="list-style-type: none"> <li>1. H.W check: Workbook</li> <li>2. Dictation test: Reading Chest</li> </ol>	<p><b>1. L/S: Activity Chest</b> Play p.69.</p> <p><b>Preparation:</b> Tape some destination flashcards up around the room.</p> <p><b>Materials:</b> flashcards, a blindfold, tape</p> <ol style="list-style-type: none"> <li>1. Select a student to go first, and put the blindfold on him/her.</li> <li>2. Spin this student around a few times so that he/she is disoriented, and whisper a destination in his/her ear.</li> </ol> <p><i>T: (whisper) Post office!</i></p> <p><i>S1: How do I get to the post office?</i></p> <ol style="list-style-type: none"> <li>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</li> </ol>	<ol style="list-style-type: none"> <li>1. R/W: Workbook p.45H</li> <li>2. R/W: <b>Activity Chest K</b></li> </ol>

			<p>every time so that everyone has a chance to give directions.</p> <p>S2: <i>Go straight three steps and turn left.</i></p> <p>S3: <i>Go under the desk.</i></p> <p>S4: <i>Go straight two steps. You're there!</i></p> <p>S1: <i>Thank you!</i></p> <p><b>4.</b> Remove the blindfold, and select another volunteer.</p> <p><b>5.</b> Play the game until everyone has had a chance to be blindfolded.</p> <p><b>2. L/S: Fluency Builder</b></p> <p>Additional speaking practice.</p> <ol style="list-style-type: none"><li>1. Students work in pairs and make questions and answers using the prompts.</li><li>2. Students listen to the teacher and repeat.</li><li>3. Students talk about themselves using the sentences starters.</li></ol>	
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# Week 10

## Unit 3 - Lesson 2: It's Three Dollars and Fifty Cents

<b>Objective</b>	Students will be able to ask about the prices of different items.			
<b>New Vocabulary</b>	dollars, cents, magazines, DVD, newspaper, shampoo, conditioner, crackers, gum, toothpaste, batteries, soap, expensive, cheap			
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Written numbers: 1-100</li> <li>Exclamations: That's cheap/expensive!</li> <li>Information questions with <b>how much</b></li> </ul>			
<b>Day 1</b> p.70	<b>Test</b>	<b>Homework</b>	<b>Warm-up</b>	<b>Main Lesson</b>
Unit 3 Lesson 1 Achievement Test	Word list	<p>1. <b>L/S: Lesson Introduction</b>            Write numbers 10, 20, 30, 40, &amp; 50 (studied in EC4) on the board. Have the students say the numbers together. Next write 60, 70, 80, 90, &amp; 100 on the board. Practice the pronunciation. Throw a ball to one of the students, saying 'One' as you do so. Encourage the student to say the next number "Two." Have the students continue throwing the ball around the class with each student saying the next number. Continue until the ball is dropped, or until you feel students have practiced the numbers adequately.</p> <p>2. <b>L/S: Word Chest</b>            Look at the pictures with the students. Ask questions:</p> <ul style="list-style-type: none"> <li>• <i>What can you see?</i></li> <li>- <i>I can see...</i></li> <li>• <i>How much is this?</i></li> <li>- <i>It's (twenty five dollars).</i></li> </ul>	<p>1. <b>L/S: Word Chest</b>  <b>Listen and number</b> p.70            Look at the pictures again. Play Track 37. Students number the pictures in the book. If possible show the students dollars and cents, or bring in pictures of dollars and cents from the Internet. Students might be interested to know the value of \$1 in their own currency.</p> <p>2. <b>L/S: Language Chest Warm-up</b> p.70            Look at the pictures and ask questions:</p> <ul style="list-style-type: none"> <li>• <i>Where are they/is he?</i></li> <li>- <i>They are in a supermarket/He is in a music store.</i></li> <li>• <i>What do you think he/she wants?</i></li> <li>- <i>I think he/she wants a new movie/some cereal.</i></li> </ul> <p>3. <b>L/S: Language Chest</b>  <b>Ask and answer</b>            Practice the question and answer with the class. Explain to the students that 100 cents equal \$1. Write some examples of prices in dollar and cents on the board and practice reading these different prices with the students.</p> <p>4. <b>L/S: Language Chest Follow-up</b>            Write some prices on small pieces of paper and put them in a box.</p>	1. <b>R/W: Workbook p.46A</b>

				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. <b>Example:</b> <i>T:</i> (shows the tooth brush flashcard) <i>All:</i> <i>How much is that toothbrush?</i> <i>S1:</i> (selects a piece of paper from the hat with \$1.50) <i>It's one dollar and fifty cents.</i>	
<b>Day 2</b> p.71	After H.W. check: <b>Word Test</b>	Workbook p.47	1. H.W check: Word list 2. Word test 3. <b>Language Chest Review</b> <b>★The Price is Right</b> (may be used as extension at the end of the lesson instead) Bring some common items to class e.g. book, CD, gum, pen Prepare a price tag for each item. Do not let the students see the tags. Divide the class into three teams. Select 1 student from each team. Show the students one item. Each student must guess the price on the tag using dollars and cents. The student whose guess is closest to the tag price wins a point for his/her team. Choose three new students and show a different item. Continue until all the items have been used.	1. <b>L/S: Listening Chest Warm-up</b> Look at the pictures with the students. <b>Listen, read, and talk</b> p.71 Play Track 38 and have the students practice the conversation. Choose several pairs to demonstrate the conversation.  2. <b>L/S: Listening Chest Follow-up</b> The students look at the pictures and the dialog and ask each other questions. <b>Example:</b> • <i>What can you see?</i> - <i>I can see...</i> • <i>What can horses do?</i> - <i>They can sleep standing up.</i> • <i>How much is the magazine?</i> - <i>It's a dollar.</i> • <i>What are they reading about?</i> - <i>Horses and motorcycles.</i>	1. <b>R/W: Listening chest</b> Question D 2. <b>R/W:</b> Workbook p.46B
<b>Day 3</b> p.72		Memorizing: Talk Chest dialogue	1. H.W check: Workbook 2. <b>L/S: Talk Chest</b> Ask questions about the picture: • <i>Where are they?</i> - <i>They are in a store/supermarket.</i> • <i>What does he want?</i> - <i>He wants some shampoo.</i> • <i>What is on his shirt?</i> - <i>There is a hamburger on his shirt.</i> • <i>What is her job?</i> - <i>She is a shopkeeper/cashier/clerk.</i>	1. <b>L/S: Talk Chest</b> <b>Look and say</b> p.72 Practice the dialog.  2. <b>L/S: Picture prompts</b> p.72 Look at the pictures with the students. Practice reading the names. Play track 39. Have the students role play the conversations, using Guide for help. <b>★Extension</b> 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	1. <b>R/W:</b> Workbook p.48E

				<p>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.</p> <p><b>Example:</b></p> <p>S1: <i>How much is this toothpaste?</i>  S2: <i>It's seventy five cents.</i>  S1: <i>That's cheap! I'll take three.</i>  S2: <i>OK. Your total is two dollars and twenty-five cents.</i>  S3: <i>How much are those batteries?</i>  S1: <i>They're six dollars and ten cents.</i>  S3: <i>That's expensive! No thanks!</i></p>	
<b>Day 4</b> p.73 &p.74	At the beginning of the class: <b>Speaking Quiz(pair)</b>	1. Workbook p.48F, p.49G 2. Writing the whole Reading Chest	<p>1. H.W check: Speaking test in pairs  2. <b>L/S/R: Reading Chest</b>  Ask questions about the picture:  • <i>What can you see?</i>  - <i>I can see...</i>  • <i>What does he have?</i>  - <i>He has some money.</i>  • <i>What do you think he is going to buy?</i>  - <i>I think he is going to buy...</i></p>	<p>1. <b>L/S/R: Reading Chest</b>  <b>Read and answer the questions.</b> p. 73  Play Track 40 and read with the students.  Answer the questions.</p> <p>2. <b>L/S: Reading Chest Follow-up</b>  The students ask each other questions about the reading passage.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <i>How often does his mom buy expensive things?</i>  - <i>She never buys expensive things.</i></li> <li>• <i>What did he and his dad buy last week?</i>  - <i>They bought some toothpaste and a DVD.</i></li> <li>• <i>How much was the toothpaste?</i>  - <i>It was \$7.50.</i></li> </ul> <p>2. <b>R/W: Writing Chest Warm-up</b> p.74</p> <ul style="list-style-type: none"> <li>• <i>What is this?</i>  - <i>It's a newspaper/DVD.</i></li> <li>• <i>How many batteries are there?</i>  - <i>There are four batteries.</i></li> <li>• <i>What is the DVD is about?</i>  - <i>I think it's about an elephant.</i></li> </ul> <p>★Have students complete I and H.</p> <p>3. <b>L/S: Writing Chest Follow-up</b></p>	<p>1. <b>R/W: Writing Chest Extension Activity</b>  Tape some flashcards of some 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.</p> <p><b>Examples:</b>  <b>Flashcards:</b>  <i>soap, batteries, magazine</i>  <b>Prices:</b>  \$3.98 (<i>magazine</i>),  \$1.75 (<i>soap</i>),  \$6.00(<i>batteries</i>)  T: (points to the soap)  All: <i>How much is the soap?</i>  S1 &amp; S2: <i>It's \$4.50.</i>  T: <i>That's too expensive!</i>  S3 &amp; S4: <i>It's \$0.99.</i>  T: <i>That's too cheap!</i></p>

				<p>Ask questions about the writing activities.</p> <ul style="list-style-type: none"> <li>• <i>How much is the newspaper?</i> - <i>It's three dollars and twenty-seven cents</i></li> <li>• <i>How much are the batteries?</i> - <i>They are one dollar and fifteen cents.</i></li> <li>• <i>How much is the DVD?</i> - <i>It's five dollars and thirty-three cents.</i></li> <li>• <i>How much are the crackers?</i> - <i>They are two dollars and eighteen cents.</i></li> </ul>	
<b>Day 5</b> p.75	After H.W. check: <b>Dictation</b>	Review of lesson for achievement test	1. H.W. check: Workbook 2. Dictation test: Reading Chest	<p>1. <b>L/S: Activity Chest</b> ☞ Play p.75. <b>Materials:</b> dice</p> <ol style="list-style-type: none"> <li>1. Divide the class into partners.</li> <li>2. Give each set of partners a die.</li> <li>3. Have students place a small object on <b>START</b> to mark their places.</li> <li>4. Students should take turns rolling the die and moving along the board.</li> <li>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. <i>S1:</i> (rolls die and goes to new space on game board) <i>How much is that magazine?</i> <i>S2:</i> <i>It's sixty cents.</i> <i>S1:</i> <i>That's cheap! I'll take four.</i> <i>S2:</i> <i>OK. Your total is two dollars and forty cents.</i></li> <li>6. All of the purchases should be recorded on the shopping lists.</li> <li>7. The game is over once a student reaches <b>FINISH</b>.</li> <li>8. The student that buys the most things with fifteen dollars wins.</li> </ol> <p>2. <b>L/S: Fluency Builder</b> Additional speaking practice.</p> <ol style="list-style-type: none"> <li>1. Students work in pairs and make questions and answers using the prompts.</li> <li>2. Students listen to the teacher and repeat.</li> <li>3. Students talk about themselves using the sentences starters.</li> </ol>	1. <b>R/W:</b> Workbook p.49H

# Week 11

## Unit 3 - Lesson 3: It's White with Orange Stripes

<b>Objective</b>	Students will learn how to give detailed descriptions of clothing and accessories.				
<b>New Vocabulary</b>	dots, stripes, patterned, buttons, zipper, wallet, purse, swim shorts, pockets, swimsuit, belt, tights, vest, scarf, raincoat, shoelaces, sunglasses				
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Preposition: with</li> <li>Look like</li> </ul>				
<b>Day 1</b> p.76	<b>Test</b>	<b>Homework</b>	<b>Warm-up</b>	<b>Main Lesson</b>	<b>Wrap-up</b>
Unit 3 Lesson 2 Achievement Test	Word list		<p>1. <b>L/S: Lesson Introduction</b>          Brainstorm vocabulary for clothing - have the students shout out the English words they know for the clothing and accessories they are wearing.</p> <p>2. <b>L/S: Word Chest</b>          Look at the pictures with the students. Ask questions:</p> <ul style="list-style-type: none"> <li>• <i>What are these/is this?</i></li> <li>- <i>They are buttons. / It is a zipper.</i></li> <li>• <i>How many different colors is the sweater?</i></li> <li>- <i>It is four different colors. It is white, yellow, dark pink, and teal.</i></li> <li>• <i>When do you wear a coat?</i></li> <li>- <i>I wear a coat in winter.</i></li> </ul>	<p>1. <b>L/S: Word Chest Listen and number</b> p.76          Listen and number p.76          Look at the pictures again. Play Track 41. Students number the pictures in the book.</p> <p>2. <b>L/S: Language Chest warm up</b> p.76          Look at the pictures and ask questions:</p> <ul style="list-style-type: none"> <li>• <i>What color is her shirt?</i></li> <li>- <i>It's pink.</i></li> <li>• <i>What do you think she is doing?</i></li> <li>- <i>I think she is doing her homework/daydreaming.</i></li> </ul> <p>3. <b>L/S: Language Chest Ask and answer</b>          Practice the question and answer with the class.</p> <p>4. <b>L/S: Language Chest Follow-up</b>          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.</p> <p><b>Example:</b>          S1: (points at a striped shirt) <i>I found a shirt with red stripes.</i></p>	1. <b>R/W: Workbook p.50A</b>
<b>Day 2</b> p.77	After H.W. check: <b>Word Test</b>	Workbook p.51D	<p>1. H.W. check: Word list</p> <p>2. Word test</p> <p>3. <b>L/S: Listening Chest Warm-up</b> p. 77          Ask questions about the pictures.</p>	<p>1. <b>L/S: Listening Chest Warm-up</b>          Look at the pictures with the students.  <b>Listen, read, and talk</b>          Play Track 42 and have the students practice the conversation.</p>	<p>1. <b>R/W: Listening chest Question D</b></p> <p>2. <b>R/W: Workbook p.50B</b></p>

		<ul style="list-style-type: none"> <li>•Where are they?</li> <li>-They are in a store.</li> <li>•What are they looking at?</li> <li>-They are looking at accessories.</li> <li>•What color are the sunglasses?</li> <li>- They are....</li> </ul>	<p>Choose several pairs to demonstrate the conversation.</p> <p><b>2. L/S: Listening Chest Follow-up</b> The students look at the pictures and the dialog and ask each other questions.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• What can you see?</li> <li>- I can see....</li> <li>• What do the sunglasses look like?</li> <li>- They have red and black hearts.</li> <li>• What does Amy's wallet look like?</li> <li>- It has a purple and white pattern.</li> </ul> <p><b>3. L/S: Listening Chest Extension</b> Divide the class into two teams. Stick pictures of various items of clothing and accessories that you have cut from magazines in the board. Have one student from each team stand in front of the board. Call out one of the items on the board. The first student to touch the picture wins a point for his or her team.</p> <p><b>Example.</b> <i>T: Ready? A blue sweater with green dots. S1: Got it!</i> <i>T: Ok, 1 point for team 1. Next students please.</i> (two new students come to the board)</p>	
<b>Day 3</b> p.78	Memorizing: Talk Chest dialogue	<p>1. H.W check: Workbook 2. <b>L: Talk Chest Warm-up</b> p.78</p> <p>Ask questions about the picture.</p> <ul style="list-style-type: none"> <li>•Where are they?</li> <li>- They are at the beach/ocean.</li> <li>•What does the umbrella look like?</li> <li>-It has blue, orange, yellow, and green stripes.</li> <li>•What color are these shorts?</li> <li>-They are yellow and green.</li> <li>•What are they going to do?</li> <li>- I think they are going to go swimming.</li> </ul>	<p><b>1. L/S: Talk Chest</b> <b>Look and say</b> Practice the dialog.</p> <p><b>2. L/S: Picture prompts</b> p.78 Look at the pictures with the students. Practice reading the names. Play track 43. Have the students role play the conversations, using Guide for help.</p> <p><b>3. S: Talk Chest Follow-up</b> 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.</p> <p><b>Example:</b></p>	1. <b>R/W:</b> Workbook p.51C

				<i>Carla's wearing a blue blouse with light green stripes. She has a green skirt...</i>	
<b>Day 4</b> p.79 & p.80	At the beginning of the class: <b>Speaking Quiz(pair)</b>	1. Workbook P.52 2. Writing the whole Reading Chest	1. H.W check: Speaking test in pairs 2. <b>L/S/R: Reading Chest</b> p.79 Ask questions about the picture: <ul style="list-style-type: none"> <li>• <i>What are they wearing?</i> - <i>They are wearing school uniforms.</i></li> <li>• <i>Is this a diary?</i> - <i>No, it's a survey.</i></li> <li>• <i>What is the survey about?</i> - <i>It's about school uniforms.</i></li> </ul>	<p>1. <b>L/S/R: Reading Chest</b>  <b>Read and answer the questions.</b> p.79      Play Track 44 and read with the students.      Answer the questions.</p> <p>2. <b>R/W: Reading Chest Follow-up</b>      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.</p> <p><b>Example:</b>  <b>Clothing Survey:</b></p> <p>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.</p> <p>3. <b>R/W: Writing Chest Warm-up</b> p.48      Ask questions about the picture.  <ul style="list-style-type: none"> <li>• <i>Which one of these things has a red and white pattern?</i> - <i>The hat has a red and white pattern.</i></li> <li>• <i>Which one of these things do you like best?</i> - <i>I like the boots/socks/scarf/hat.</i></li> <li>• <i>What do you think he is thinking about?</i> - <i>I think he is thinking about his favorite shirt/hat.</i></li> </ul> <p>★ Have students complete I and H.</p> <p>4. <b>L/S: Writing Chest Follow-up</b>      Ask questions about the writing activities.  <ul style="list-style-type: none"> <li>• <i>What color are the boots?</i></li> </ul> </p> </p>	<p>1. <b>R/W: Writing Chest</b>  <b>Extension Activity</b>      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.</p> <p><b>Examples:</b>  <b>Descriptions:</b></p> <p>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.</p>

				<ul style="list-style-type: none"> <li>- They are red with white dots.</li> <li>• What did he lose?</li> <li>- He lost his rain coat.</li> <li>• What does it look like?</li> <li>- It's gray with blue dots. / It has black button sand a blue zipper.</li> </ul>	
<b>Day 5</b> p.81	After H.W. check: <b>Dictation</b>	Review of lesson for achievement test	1. H.W. check: Workbook 2. Dictation test: Reading Chest	<p>1. <b>L/S: Activity Chest</b>   Play p.81.</p> <p><b>Preparation:</b> 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.</p> <p><b>Materials:</b> cut up sentences, pictures</p> <ol style="list-style-type: none"> <li>1. Divide the class into small groups of 3 or 4.</li> <li>2. Put two pictures of clothing on the board. If you couldn't find any pictures, use the flashcards.</li> <li>3. Give a copy of the cut up sentences for both pictures to each group. Make sure the words are not in order.</li> <li>4. Do not let students touch the cut up sentences until you signal them to begin. T: <i>Ready, set, go!</i></li> <li>5. The students must race to put the sentences together so that they describe the pictures of clothing on the board.</li> <li>6. When the students have finished making the sentences, they read them aloud to the class.</li> </ol> <p>2. <b>L/S: Fluency Builder</b>  Additional speaking practice.</p> <ol style="list-style-type: none"> <li>1. Students work in pairs and make questions and answers using the prompts.</li> <li>2. Students listen to the teacher and repeat.</li> <li>3. Students talk about themselves using the sentences starters.</li> </ol>	<p>1. <b>R/W:</b> Workbook p.53</p> <p>2. <b>R/W: Activity Chest K</b></p>

# Week 12

## Unit 3 - Lesson 4: We Need a Carton of Eggs and Jug of Water

<b>Objective</b>	Students will practice making shopping lists, and learn about different containers or quantities of food.				
<b>New Vocabulary</b>	soup, soda, butter, mayonnaise, ketchup, bread, eggs, jam, tuna, rice, cereal, milk, juice, water, potato chips, cookies, ice cream, sugar, beans, potatoes, hotdogs, 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				
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Uncountable nouns</li> <li>Partitives: a _____ of</li> </ul>				
<b>Day 1</b> p.82	<b>Test</b>	<b>Homework</b>	<b>Warm-up</b>	<b>Main Lesson</b>	<b>Wrap-up</b>
Unit 3 Lesson 3 Achievement Test	Word list		<p>1. <b>L/S: Lesson Introduction</b>            Bring some common food containers to class, e.g. soda can, tuna can, egg carton, plastic bag, jam jar, plastic bottle. Hold up the items and see how many the students can name. Teach the names if the students do not know them.</p> <p>2. <b>L/S: Word Chest</b>            Look at the pictures with the students. Ask questions:            • <i>What things are in cans?</i>            - <i>Coke/Soda/Pop/Soup/ Vegetables/Beans are in cans.</i>            • <i>What kind of juice is this?</i>            - <i>It's orange juice.</i>            - <i>Which of these are glass?</i>            - <i>I think the jars and bottles are glass.</i></p>	<p>1. <b>L/S: Word Chest</b>  <b>Listen and number</b> p.82            Look at the pictures again. Play Track 45. Students number the pictures in the book.</p> <p>2. <b>L/S: Language Chest warm up</b>            Look at the pictures and ask questions:            • <i>What is she thinking about?</i>            - <i>She is thinking about a carton of eggs and a jug of water.</i>            • <i>Where is he?</i>            - <i>He's in front of the refrigerator in the kitchen.</i>            • <i>What do you think he is eating?</i>            - <i>I think he is eating ice cream.</i></p> <p>3. <b>L/S: Language Chest</b>  <b>Ask and answer</b> p.82            Practice the question and answer with the class.</p> <p>4. <b>L/S: Language Chest Follow-up</b>            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.  <b>Example:</b>            T: (writes jug, can, carton, bottle, bag, jar on the board) <i>What comes in a jug?</i>            S1: <i>A jug of juice!</i></p>	1. <b>R/W:</b> Workbook p.54A

				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.) <i>What do we need from the supermarket?</i> All: We need a bag of rice and a jar of peanut butter.	
<b>Day 2</b> p.83	After H.W. check: <b>Word Test</b>	Workbook p.55C	1. H.W. check: Word list 2. Word test 3. <b>Language Chest Review</b> Divide the class into small groups. Call out a container name. Students must raise their hands to answer. Pick a student from the first group to raise their hands. The student must name something usually in that container. <b>Example</b> T: Carton S1: Eggs. T: Good. One point! Jar. S2: Juice. T: Sorry, not juice. Jar. S3: Jam	1. <b>L/S: Listening Chest Warm-up</b> Look at the pictures with the students. <b>Listen, read, and talk</b> p.83 Play Track 46 and have the students practice the conversation. Choose several pairs to demonstrate the conversation.  2. <b>L/S: Listening Chest Follow-up</b> The students look at the pictures and the dialog and ask each other questions. <b>Example:</b> • 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.	1. <b>R/W: Listening chest</b> Question D 2. <b>R/W:</b> Workbook p.54B
<b>Day 3</b> p.84		Memorizing: Talk Chest dialogue	1. H.W check: Workbook 2. <b>L: Talk Chest</b> p.84 Ask questions about the picture. • 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.	1. <b>L/S: Talk Chest</b> <b>Look and say:</b> p.84 Practice the dialog.  2. <b>L/S: Picture prompts</b> p.84 Look at the pictures with the students. Practice reading the names. Play track 47. Have the students role play the conversations, using Guide for help.  3. <b>L/S: Talk Chest Follow-up</b> 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.	1. <b>R/W:</b> Workbook p.55D

				<p><b>Example:</b>  <i>T: Group one, you're first.</i>  <i>G1: (shows two of their flashcards: a box of cereal and a can of tuna)</i>  <i>All: What do we need from the supermarket?</i>  <i>G1: We need a box of cereal and a can of tuna.</i>  <i>All: Is that everything?</i>  <i>G1: (shows the tub of ice cream card) No, it isn't. We also need a tub of ice cream.</i></p>	
<b>Day 4</b> p.85 & p.86	At the beginning of the class: <b>Speaking Quiz(pair)</b>	1. Workbook p.56 2. Writing the whole Reading Chest	1.H.W. check: Speaking test in pairs 2. <b>L/S/R: Reading Chest</b> Ask questions about the picture: <ul style="list-style-type: none"> <li>• <i>What is this?</i>  - <i>It's a diary.</i></li> <li>• <i>What's the date?</i>  - <i>It's January 12th.</i></li> <li>• <i>What do you think it's about?</i>  - <i>I think it's about camping/food...</i></li> </ul>	<p>1. <b>L/S/R: Reading Chest</b>  <b>Read and answer the question.</b> p.85  Play Track 48 and read with the students.</p> <p>2. <b>L/S: Reading Chest Follow-up</b>  The students ask each other questions about the diary entry.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <i>What is he doing next week?</i>  - <i>He's going camping with his dad.</i></li> <li>• <i>When do they go fishing?</i>  - <i>They go fishing every morning.</i></li> <li>• <i>When do they go hiking?</i>  - <i>They go hiking every afternoon.</i></li> <li>• <i>When do they cook over a campfire?</i>  - <i>They cook over a campfire every night.</i></li> </ul> <p>3. <b>R/W: Writing Chest Warm-up</b> p.86  Ask questions about the picture.</p> <ul style="list-style-type: none"> <li>• <i>What is this?</i>  - <i>It's a shopping list.</i></li> <li>• <i>When do we make shopping lists?</i>  - <i>We make them before we go to the supermarket.</i></li> <li>• <i>What did she get at the supermarket?</i>  - <i>She got a loaf of bread, some lettuce, some carrots, and a tomato.</i></li> </ul> <p>★Have students complete I and H.</p> <p>4. <b>L/S: Writing Chest Follow-up</b>  Ask questions about the writing activities.</p> <ul style="list-style-type: none"> <li>• <i>How many things are on the shopping list?</i>  - <i>There are ten things on the shopping list.</i></li> </ul>	<p>1. <b>R/W: Writing Chest Extension Activity</b>  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.</p>

				<ul style="list-style-type: none"> <li>• How many boxes of cereal do you think they will get? - I think they will get 2 or 3 boxes of cereal.</li> <li>• 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.</li> </ul>	
<b>Day 5</b> p.87	After H.W. check: <b>Dictation</b>	Review of lesson for achievement test	1. H.W. check: Workbook 2. Dictation test: Reading Chest	<p>1. <b>L/S: Activity Chest</b>   Play p.86.  <b>Materials:</b> dice          1. Divide the class into partners.          2. Give each set of partners a die.          3. Have students place a small object on <b>START</b> 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.  <i>S1: (rolls die and goes to new space on game board)</i>  <i>S2: What do we need from the supermarket?</i>  <i>S1: We need two cans of soup and a pack of cookies.</i>  <i>S2: Is that everything?</i>  <i>S1: Yes, it is.</i>          6. If students land on a <b>Go back to START!</b> square, they must begin over at <b>START</b>.          7. If students land on a <b>Go forward ___ spaces!</b> square, they get move forward that many spaces.          8. The first student to reach <b>FINISH</b> wins.</p> <p>2. <b>L/S: Fluency Builder</b>          Additional speaking practice.          1. Students work in pairs and make questions and answers using the prompts.          2. Students listen to the teacher and repeat.          3. Students talk about themselves using the sentences starters.</p>	1. <b>R/W:</b> Workbook p.57