**English Chest2 Lesson Plan**

**English Chest 2 Weekly Lesson Plan (5 \* 45 min/week)**

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| **Unit1** | **Lesson 1** | **How Are You Today?** |
| **Objective** | Being able to express feelings |
| **New vocabulary/ Grammar** | good, bad, fine, not so good, terrific, great, OK, basketball, soccer, ballet, baseball, cold, tennis |
| Information question with ‘How?’-How are you today?-I’m \_\_\_\_\_.- I feel \_\_\_\_. |
|  | **Test** | **H.W** | **Warm-up** | **Main lesson** | **Follow-up** |
| **1st day****p. 12** |  | word listw/book p.6B | 1.L/S:Lesson introduction Give a big smile and do a thumbs up sigh. Say ‘Good. I’m good.’. Then do a thumbs down sign and say ‘Bad. I feel bad.’ Get the students to do the same. 2.L/S:Word Chest*Look at the pictures with the students. Ask questions:* *What is this?**- It’s a ball/bat.*• *Is he happy?**- Yes, he is. / No, he isn’t.*• *What color is this?**- It’s \_\_.* | 1.L/S:Word Chest**Listen and number** p.12Look at the pictures again. Play Track 1.Students number the pictures in the book.2.Word Chest extension activityHave everyone stand up and assign actions for each new word (ie. kicking a ball for **soccer**, a big smile for **good**, shooting a basket for **basketball**...). Say the words inrandom order and have students do the actions as they repeat after you.\* Be sure to use large gestures to be understood | 1.R/W:Workbook P.6A |
| **2nd day****p. 12, p.13** | After homework check:**word test** | w/bookP7 D | 1.H.W check: word list 2.Word list test3. L/S Language Chest warm upLook at the pictures and ask questions:*-How is she?*• *How is he?*• *Can you read this?* | 1.L/S:Language Chest **Ask and answer** p.12Practice the question and answer with the class.Extension:Personalize the activity by getting the students to ask each other theirnames and how they are.• *What’s your name?*• *My name is \_\_.*• *How are you today?*• *I am/feel \_\_.*Have each students interview 3 other students then sit down*.* 2.L/S:Listening Chest **Listen, read, and talk** p.13 | 1.R/W:Listening chest :Question D2.R/W:Workbook p.6B, p. 7C |
| **3rd day****p.14** |  | memorizing:talk chest dialogue  | 1.H.W check: workbook2.L:Talk Chest | 1.L/S:Talk Chest★Introduce target language**Look and say**: p. 14 2. L/S:**Picture prompts** p. 14 | 1.R/W:Workbook P.8 |
| **4th day****p.15** | At the beginning of the class:**speaking quiz(pair )** | w/bookP9Gwriting the whole reading chest | 1.H.W check: speaking test in pairs | 1.L/S/R:Reading Chest**Read and circle** p. 15★ Ask questions based on the picture | 1.R/W:Writing Chest H**Unscramble** |
| **5th day****p. 16, p.17** | After homework check:**dictation** | Review of lesson for achievement test | 1.H.W check up: workbook 2.Dictation test: reading chest | 1.L/S:Activity Chest **Play. Toss the ball** p. 16**Preparation:** Clear a space in the classroom to play.**Materials:** ball (If you don’t have a ball, you can toss an eraser, a wad of paper... anything soft.)If the class is large, divide into two groups, each group has a ball.2.L/S:Song Chest**Listen and sing along** | 1.R/W:Activity Chest:Question J2.R/W:Workbook P.9H |

**Guidelines for the lesson**

1. Outline of each 45 minute lesson

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| Class | Time(Min) |
| Warm-up(test, homework check, lesson introduction) | 15minutes |
| Main lesson (main target grammar, activities) | 20 minutes |
| Wrap-up(lesson check up, assignment) | 10 minutes |

2. Check points for each lesson

**Every 1st day of the lesson, students will get a word list of the lesson.**

**Every 2nd day of the lesson, students will have a word quiz.**

**Every 4th 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 5th 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.**

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| **Unit1** | **Lesson 2** | **Do You Like Ice Cream?** |
| **Objective** | Students will become more familiar with how to express their like and dislikes. |
| **New vocabulary/ Grammar** | cake, chocolate, ice cream, chicken, rice, fish, candy, tea, eggs, soup, salad |
| Verb: do-Do you like\_\_\_?Yes, I do.No, I don’t. |
|  | **Test** | **H.W** | **Warm-up** | **Main lesson** | **Follow-up** |
| **1st day****p.18** | Unit 1 Lesson 1 achievement test | word list | 1.L/S:Lesson introductionPut a picture of ice cream on the whiteboard. Ask ‘What is it?’Elicit responses. Rub your tummy, look happy and say ‘I like ice cream.’ Ask the students ‘Do you like ice cream?” Elicit responses. ‘Yes!’ Do not worry about correcting their answers at this stage.2.L:Word Chest p. 18Look at the pictures and ask questions: *What is it?**- It’s ice cream/a cake/fish.*• *What shapes can you see?**- I see a circle/oval/square/rectangle!**(Pointing to the shape.)*• *How many candles are on the cake?**- There are seven candles.* | 1.L/S:Word Chest**Listen and number** p.18Play Track 6Listen and number the pictures. Have the students repeat the words,2.Word Chest extension activityPicture drawStart to draw one of the pictures from p.18 on the whiteboard. Students must guess what it is. They can give answers before you finish drawing, but they must raise their hands to do so. Next, wither choose a student volunteer to come to the board to draw the next picture, or have the students work in pairs/small groups and guess each other’s pictures.  | 1.R/W:Workbook P.10A |
| **2nd day****p.18, p.19** | After homework check:**word test** | W/book p.11C | .H.W check: word list 2.Word list test3.L/S:Language ChestLook at the pictures with the students. Ask:*What food can you see?**- I see ice cream/fish.*• *Does he/she like ice cream/fish?**- Yes, he does / No, he doesn’t* | 1.L/S:Language Chest **Ask and answer** p.18Practice the questions and answers with the students. Ask the questions to several individual students after practicing with the whole class. Change the food items for variety. Have the students practice the dialog inpairs.ExtensionPersonalize the activity by getting thestudents to ask each other if they like any of the food items on this page.• *Do you like cake/fish/ice cream/chicken/**rice/chocolate?**- Yes, I do. / No, I don’t.*If you think they are capable, have them ask further questions using other food items they already know in English.2.L/S:Listening Chest **Listen, read, and talk** p.19Ask the students about the picture:*What can you see?**- I can see \_\_.*• *How many cakes/boys… are there?**- There is/are \_\_.*• *What do they like?**- They like \_\_.*Play Track 7 and have the students practice the conversation. Choose several pairs to demonstrate the conversation.**Extension**The students throw a ball or soft animal around the room and ask each other questions. The student throwing the ball/animal says ‘Do you like……..?’ and the student answering says ‘Yes, I do.’ or ‘No, I don’t.’ The same question cannot be asked twice - if one student asks ‘Do you like dogs?’ No other student can use this question. | 1.R/W:Listening chest :Question D2.R/W:Workbook p.10B |
| **3rd day****p.20** |  | memorizing:talk chest dialogue  | 1.H.W check: workbook2.L:Talk Chest**Warm up** - Hold up a picture of a food item. Ask the students ‘Do you like \_\_\_?’ Students reply as a whole class. Next, ask the question to individual students. Ensure they answer using the correct expression :’Yes, I do./No, I don’t.’ Repeat with several different foods. | 1.L/S:Talk Chest**Look and say**: p. 20★Practice the dialog. Have the students practice in groups of three.2. L/S:**Picture prompts** p.20Look at the pictures with the students. Practice reading the names. Play track 8.Have the students role play the conversations, using Guide for help.**Extension** Ask students personal questions based on the target language. If timepermits, survey the class to find out the most popular and least popularfood items.• *Do you like \_\_?**- Yes, I do. / No, I don’t.* | 1.R/W:Workbook P.11D & 12E |
| **4th day****p.21** | At the beginning of the class:**speaking quiz(pair )** | w/bookP.13 G writing the whole reading chest | 1.H.W check: speaking test in pairs | 1.L/S/R:Reading Chest**Read and trace** p. 21★ Ask questions based on the picture:*What is this?**- It’s a \_\_.*• *What do they like?**- They like fishing.*Play Track 9 and read with the students, Have them trace the three sentences*.***Extension**Make a fishing pole out of a stick and a string. Put a magnet at the end of the string. Attach metal paperclips to the food flashcards. Then, have students go fishing in class. Everyone should get a turn with the fishing pole. Before they catch anything they say ‘I love fishing!’ When they catch something they say ‘Look it’s a(cake)!’ ‘I like/love/don’t like (cakes)!’**Follow-Up**Act as if you have forgotten the text. Get the students to correct your sentences.If possible, get them to say loudly aftereach incorrect sentence:***No!****He doesn’t like fishing.**Every summer they go bowling, skiing and**diving.**They don’t catch fish.**They don’t like fish.*The students then ask each other ‘What doyou do in the summer?’. Encourage themuse the pattern ‘I go (swimming)…’ | 1.R/W:Writing Chest p.21 H**Write**2.R/W:Workbook P.12 F |
| **5th day****p.22, p.23** | After homework check:**dictation** | Review of lesson for achievement test | 1.H.W check up: workbook 2.Dictation test: reading chest | 1.L/S:Activity Chest **Play. Find a path** p. 22**Preparation:** Clear a space in the classroom to play.- Divide the class into partners.**-** Have each students place a small object (an eraser, a game piece...) on **START**.**-** Students take turns answering questions about the food on the board. Each food item has a pink ‘yes’ arrow leading away from it, and a purple ‘no’ arrow leading away from it. If students say yes, they follow the pink arrow to the next food item. If students say no, they follow the purple arrow to the next food item.*S1: Do you like pizza?**S2: Yes, I do.* (Student follows the pink arrow to the bananas and waits for his/her next turn.)**-**If a student makes a mistake, he/she can not advance along the board.**-** Students try to find a path to the**FINISH**. If they get stuck on the board,they can begin again at **START**.**-** Students do not have to answer the questions based on their own personal likes or dislikes.2.L/S:Song Chest p.23**Listen and sing along**Play Track 10 and sing the song.**Extension**Write another verse for the song, and then sing the song again with the added verse.**Example:**Do you like candy?No, I don’t. No, I don’t.I don’t like candy.Oh, I do! | 1..R/W:Workbook P. 13 H |

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| **Unit1** | **Lesson 3** | **Look At That Zebra!** |
| **Objective** | Students will learn the names of some different animals and how to describe them. |
| **New vocabulary/ Grammar** | zebra, monkey, lion, frog, rabbit, spider, horse, turtle, butterfly, elephant |
| Adjectives: big, small, cute, fast, slow, old, youngDemonstrative pronouns: this/that |
| **1st day**p.24 | **Test** | **H.W** | **Warm-up** | **Main lesson** | **Follow-up** |
| Unit 1 Lesson 2 achievement test | word list | 1.L/S:Lesson introduction2.L:Word ChestWarm-upHang your arms at your side like a monkey and start to scratch under your armpit. Ask the students ‘What am I?’ Elicit the response ‘A monkey’. Act out two more animals - lion and rabbit (or another that you find easier) | 1.L/S:Word Chest**Listen and number** p.24Look at the pictures with the students. Ask:*What is it?**- It’s a rabbit/frog.*• *What color is this animal?**- It’s \_\_.*• *Do you like this animal?**- Yes, I do. / No, I don’t.* Play Track 11 and number the pictures.2.Word Chest extension activityPlay a game where the students iimitate the animals.**Example:**A lion walks like this (crawl on your handsand knees with a very proud and powerfullook), and a lion sounds like this:*Rrrroooar!* A rabbit hops like this (hop likea rabbit), and a rabbit eats like this (stick yourfront teeth out and pretend to eat a carrot). | 1.R/W:Workbook P.14A |
| **2nd day****p.24, .25** | After homework check:**word test** | w/book p. 15C | .H.W check: word list 2.Word list test3.L/S:Language ChestLook at the pictures and ask:-What is this?- It’s a spider/zebra.• Do they like spiders?- No, they don’t. | 1.L/S:Language Chest **Ask and answer** p.24Practice the sentences with the students. Focus on the difference between this and that. Use gestures to indicate near and far.**\* Grammar Point**Show students the difference between this and that. This is used for things near by, while that is used for things far away. Practice with things around the classroom or out of the window through out the lesson (Look at this/that!) so that students become familiar with them.**Follow-up**Help the students to ask each other questions about the other animals inthe word chest.• *Look at this \_\_! Is it big/cute?**- Yes, it is. / No, it isn’t.*2.L/S:Listening Chest **Listen, read, and talk** p.25Look at the pictures with the students. Play Track 12 and practice the dialog. Play the track again. This time, have the boys read at the same time as Eric is speaking, and the girls read at the same time as Kate speaks. Make it fun. Encourage them to keep up with the CD.**Follow-up**Discover the pictures and interact with thestudents.• *I can see a rabbit. What can you see?**- I can see a/some \_\_.*• *I can see a white rabbit. What can you see?**- I can see a/some red/green \_\_.*• *I can see a cute rabbit. What can you see?**- I can see a/some big/beautiful \_\_.* | 1.R/W:Listening chest :Question D2.R/W:Workbook p.14B |
| **3rd day****p.26** |  | memorizing:talk chest dialogue  | 1.H.W check: workbook2.L:Talk ChestTalk about the picture with the students:*What can you see?**- I can see a big/cute….. monkey/**zebra…*• *What color is the zebra/giraffe…?**- It’s black and white \_\_.* | 1.L/S:Talk Chest **Look and say**: p. 26 ★Look at the dialog and practice with the students. Write the dialog on the whiteboard and have students read along. Have the students practice in pairs, using the whiteboard for prompts. Gradually erase words until the students have to rely upon memory to say the conversation.2. L/S:**Picture prompts** p.26Look at the pictures with the students. Practice reading the names. Play track 13.Have the students role play the conversations, using Guide for help.**Extension**Put all of the animal flashcards face down. Then, make some adjective word cards and put them face down in a separate area. Have students take turns choosing an animal card and a word card. For example, if a student chose the **lion** animal card and the **old** word card:*S1: Look at this lion!**All: Wow! It’s old!* | 1.R/W:Workbook P.15D |
| **4th day****p.27** | At the beginning of the class:**speaking quiz(pair )** | w/bookP.16writing the whole reading chest | 1.H.W check: speaking test in pairs | 1.L/S/R:Reading Chest**Read and choose.** p.27★ Ask questions based on the picture:*What can you see?**- I can see a big/cute….. cat/dog…*• *What color is the dog/fish...?**- It’s brown \_\_.*Play Track 14 and read together.Answer the 2 questions. ★Reading RaceHave the students line up in lines of 7, one student behind the other. Each student reads one line:S1 There are a lot of pets at the pet shop. S2: Look at this frog. S3: It’s small.. S4:..After the final student says his or her line (S7:How about you?) he runs to the front of the line and the process repeats until each student has had a turn being at the front.The frst team to have each student take a turn at the front is the ‘winner’.**Extension**Work together as a class to add lines tothe story. Have student volunteers writethe additional lines on the board, and thenread through the whole story one last time.**Example:**Look at this bird.It’s old.Look at this cat.It’s young.Look at this fish.It’s fast. | 1.R/W:Writing Chest H**Circle and Write** |
| **5th day****p.28 & p.29** | After homework check:**dictation** | Review of lesson for achievement test | 1.H.W check up: workbook 2.Dictation test: reading chest | 1.L/S:Activity Chest **Play. Roll a die** p. 28**Preparation:** Divide the class into partners.**Materials:** Dice-Give each set of partners a die.**-**Have each students place a small object(an eraser, a game piece...) on **START**.**-**Students take turns rolling the die andmoving along the board.**-**At each space on the board, studentsfollow the sample dialog.*S1: (Rolls the die) Look at this butterfly!**S2: It’s big***-**The student using the adjective (It’s \_\_!)can use any adjective that makes sense.Make sure students vary their adjectiveuse. If a student uses the same adjectivethree times, he/she must return to**START**.-If a student doesn’t know the answer ormakes a mistake, he/she cannot advancealong the board.2.L/S:Song Chest p. 29Talk about the picture with the students: *- I can see a/some \_\_.*• *I can see a brown monkey. What can**you see?**- I can see a/some red/green \_\_.*• *I can see a cute monkey. What can you**see?**- I can see a/some big/beautiful \_\_.***Listen and sing along** Play Track 15. Sing the song.**Extension**Divide students into small groups and haveeach group come up with their own dancethat goes with the song. Then, have eachgroup perform their dance for the class.Reward the best dance group with a smallprize such as stickers, candies, or allowingthem to leave class first when it is time togo home. | 1.R/W:Activity Chest:Question J2.R/W:Workbook P.17 |

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| **Unit1** | **Lesson 4** | **Can You Swim?** |
| **Objective** | Students will learn some common verbs and how to express ability. |
| **New vocabulary/ Grammar** | read, swim, juggle, ride, laugh, dance, walk on one’s hands, jump high |
| Modal auxiliary: canCan you\_\_\_?Yes, I can.No, I can’t.  |
| **1st day**p.30 | **Test** | **H.W** | **Warm-up** | **Main lesson** | **Follow-up** |
| Unit 1 Lesson 3 achievement test | word list | 1. S Review of Lesson 3 Slow RevealShow pictures of the animals from the last lesson. Slowly reveal part of the picture. Stop before the students can see the whole picture and ask what it is. If the students cannot guess, show more of the picture until they can guess.2. L/S:Lesson introductionL:Word ChestPretend to swim. Elicit the word from the students. Next, pretend to be reading a book. If the students do not know the correct English words, tell them.  | 1.L/S:Word ChestLook at the pictures and ask questions:*-What can you see?**- I can see a girl/horse…*• *What he/she do?**- He/she can swim/ride…***Listen and number** p.12Play Track 16 and have students number the pictures.2.Word Chest extension activityHave students close their books andpractice the new words. Write all fivewords on the board and point to them inrandom order. As soon as you point to aword, students should say the word threetimes and then do the action.**Example:***T:* (Points to the word laugh.)*All: Laugh, laugh, laugh! Ha! Ha! Ha! Ha!**T:* (Points to the word juggle.)*All: Juggle, juggle, juggle.*(Everyone pretends to juggle.) | 1.R/W:Workbook P.18A |
| **2nd day****p.30, p.31** | After homework check:**word test** | w/book p. 19.C | .H.W check: word list 2.Word list test3.L/S:Language ChestLook at the pictures and ask questions:*What can you see?**- I can see \_\_.*• *What can the clown/boy do?**- He can juggle/read.* | 1.L/S:Language Chest **Ask and answer** p.30Practice the question and answer with the students. Ask the questions to individual students. Have the students practice in pairs.**Extension**Personalize the activity by getting students to ask each other if they cando the activities.• *Can you juggle/read/swim/ride a horse?**- Yes, I can. / No, I can’t.***\*Grammar Point**Show students that **cannot** can be shortened to **can’t**. Also, remindthem that **cannot** is one word.2.L/S:Listening Chest Look at the pictures and play Track 17**Listen, read, and talk** p..31Practice the conversation in pairs.**Follow-up**Ask questions about the pictures:*I can see a ball. What can you see?**- I can see a/some \_\_.*• *I can see two girls. What can you see?**- I can see one/two/three \_\_.*• *She can dive. What can you do?**- I can \_\_.*Answer Part D | 1.R/W:Listening chest :Question D2.R/W:Workbook P. 18B |
| **3rd day****p.32** |  | memorizing:talk chest dialogue  | 1.H.W check: workbook2.L:Talk ChestTalk about the picture:*What can you see?**- I can see \_\_.*• *What color is his/her…?**- It’s \_\_.* | 1.L/S:Talk Chest**Look and say**: p.32 Read the conversation together. Have the students practice in pairs.Choose some students to demonstrate the conversation.2. L/S:**Picture prompts** p. 32Look at the pictures with the students. Practice reading the names. Play track 18..Have the students role play the conversations, using Guide for help.ExtensionPersonalize the activity by asking students about their abilities. Wheneverpossible, have students demonstrate the activity (ie. if a student says he/she can walk on his/her hands, clear a space in the classroom and watchthem do it).• *Can you \_\_?*• *Yes, I can. / No, I can’t.*• *Show me!* | 1.R/W:Workbook P.19D |
| **4th day****p.33** | At the beginning of the class:**speaking quiz(pair )** | writing the whole reading chest | 1.H.W check: speaking test in pairs | 1.L/S/R:Reading Chest**Read and circle** p. 33★ Ask questions based on the picture;What can you see?- I can see \_\_.• What can he/she do?- He/she can \_\_.• How many balls/clowns/people are there?- There is/are \_\_.Play Track 19 and have the students repeat the reading.Answer the two questions.**Follow-Up**The students draw their family with them in the middle and lines going to pictures of their mom, dad…. (like a family tree). They introduce eachmember of their family saying‘This is my (mom). He/she can….. He/she cannot \_\_.’ This activity can be done in pairs, groups or with the whole class together. **Extension**Act as if you have forgotten the text andget the students to correct your sentences. If possible, get them to say loudly after each incorrect sentence:***No! \_\_!****Dad cannot juggle.**Mom can ride a kangaroo.**Grandpa is a teacher.**He is a teacher, too.**He can juggle very well.*Each of the students then tries to say three things they can do well and three things they can not do well. | 1.R/W:Writing Chest H**Write , find and circle.**2.R/W:Workbook P.20 |
| **5th day****p.34. p. 35** | After homework check:**dictation** | Review of lesson for achievement test | 1.H.W check up: workbook 2.Dictation test: reading chest | 1.L/S:Activity Chest **Play. Flip a coin.** p. 34**Preparation:** Divide the class into partners.**Materials:** CoinsGive each set of partners a coin.**-**Show students that they flip the 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.**-**Have each students place a small object(an eraser, a game piece...) on **START**.**-**Students take turns flipping the coin andmoving along the board.**-**At each space on the board, students must follow the sample dialog.*S1: (Flips the coin.) Sing!**S2: Can you sing?**S1: Yes, I can.**S2: Show me!**S1: La! La! La!***7.** Students answer the questions based ontheir abilities. Students do not have to answer ‘yes’ in order to advance along the board.2.L/S:Song ChestLook at the picture and ask questions*What animals can you see?**- I can see cows.*• *What can this cow do?**- It can read/draw/sing/dance.*• *Can this cow play the guitar?**- Yes, it can.***Listen and sing along** p.35Play Track 19 and sing the song.**Extension**Have students sing the song a few more times, but speed up the pace every time the song is sung. Eventually, no one will be able to sing fast enough and everyone will be giggling. Then, divide the class in half with one group singing all of the questions and the other group singing all of the answers. | 1.R/W:Activity Chest:Question J2.R/W:Workbook P.21 |

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| **Unit 2** | **Lesson 1** | **What’s This?** |
| **Objective** | Students will learn to identify some objects and their origin. |
| **New vocabulary/ Grammar** |  |
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| **1st day**p.38 | **Test** | **H.W** | **Warm-up** | **Main lesson** | **Follow-up** |
| Unit 1 Lesson 4 achievement test | word list | 1.L/S:Lesson introductionReview this /that:Point to various objects around the classroom asking ‘What’s this/that?’ Then say the name of the items and get individual students to make the questions:T: Clock. Question?(pointing to clock at the back of the room)S1: What’s that? (who is far from the clock)T: It’s a clock.T: desk (pointing to desk)S2: What’s this? (S2 is sitting at the desk)2.L:Word ChestLook at the pictures on p. 38and ask questions. • *What is it?**- It’s a lion/bird.*• *What color is this?**- It’s \_\_.* | 1.L/S:Word Chest**Listen and number** p.38Play Track 21 and number the pictures.Word Chest extension activityPrepare pages from magazines, or enlarged copies of flashcards.Cut the images into three pieces. Hold up one piece of a picture. Ask ‘What’s this?” Students try to guess. If they cannot guess, hold up another part of the picture. Try to make it a little difficult to guess! | 1.R/W:Workbook P.24 |
| **2nd day**p.38 and p.39 | After homework check:**word test** | w/book p. 25d | .H.W check: word list 2.Word list test3.L/S:Language ChestLook at the pictures and ask questions:*What’s this?**- It’s a wing/seashell.*• *What color is his/her \_\_?**- It’s orange white \_\_.* | 1.L/S:Language Chest **Ask and answer** p.38Practice the questions with the students. Have the students practice in pairs.**Extension**Draw some things on the board and ask students questions about the pictures.Draw a sea, a mountain, the wing of abird, the wing of a butterfly, the tail of amonkey, and the tail of a rabbit.• *Where are seashells from, the beach or**the mountains?**- They’re from the beach.*• *What’s this?**- It’s a wing. It’s from a bird/butterfly.**- It’s a tail. It’s from a monkey/rabbit.*2.L/S:Listening Chest **Listen, read, and talk** p.39Play Track 22Practice the dialog in groups.**Follow-up**Ask the students questions:• *What can you see?**- I can see \_\_.*• *How many cakes/boys… are there?**- There is/are \_\_.*• *What does Eric have?**- He has a wing.*• *What’s it from?**- It’s from his toy airplane.* | 1.R/W:Listening chest :Question D2.R/W:Workbook p.25C |
| **3rd day**p.40 |  | memorizing:talk chest dialogue  | 1.H.W check: workbook2.L:Talk ChestLook at the picture and ask questions:*What’s this?**- It’s a cloud/window.*• *What color is this?**- It’s \_\_.*• *What toys can you see?**- I can see a soccer ball/toy car.* | 1.L/S:Talk Chest★**Look and say**: p. 40Practice the dialog with the students. 2. L/S:**Picture prompts** p.40Look at the pictures with the students. Practice reading the names. Play track 23.Have the students role play the conversations, using Guide for help.ExtensionSeparate the students so that they are all standing along the walls of the classroom. Put as much space as you can between each student. Then, put the picture flashcards for this lesson on a desk in the center of the classroom. Stand near one student and whisper a message (one of the target questions and answers) in his/her ear. This student should run tothe closest student and whisper the same thing in his/her ear. In this manner, the message should travel around the classroom. The laststudent to hear the message should run to the flashcards, select the correct card, and say the message for everyone to hear. If the messageand flashcard are correct, the students get a point. If they are incorrect, the teacher gets a point. This game is a variation of what is often called telephone or Chinese whisper.Example messages:*• What is this? It’s a lid. It’s from a paint set.**• What is that? It’s a helmet. It’s from a robot.* | 1.R/W:Workbook P.26 |
| **4th day**p.41 | At the beginning of the class:**speaking quiz(pair )** | w/bookP.27writing the whole reading chest | 1.H.W check: speaking test in pairs2.L/S/R:Reading ChestAsk questions about the picture:*What can you see?**- I can see \_\_.*• *How is she?**- She’s \_\_.* | 1.L/S/R:Reading Chest**Read and choose** p. 41Play Track 24 and read with the students.★**Extension**Act as if you have forgotten the text andget the students to correct your sentences.If possible, get them to say loudly aftereach incorrect sentence:***No! \_\_!****The seashell is from her house.**She can hear music.**She loves gorilla, elephants and lions.***2.** Prepare real things or photographs ofthings. The students try to say what theyare and guess where they are from.**Example:**It’s leaf. It’s from a tree.It’s a pencil. It’s from your pencil case.It’s a book. It’s from that shelf.**Follow-up***Is the seashell a gift?**- No, she found it on the beach.*• *Why is the seashell special?**- She can hear the ocean with it.*• *How does she hear the ocean?**- She puts the seashell to her ear.* | 1.R/W:Writing Chest H**Match and trace**2.R/W **Writing Chest Follow-up**Write two conversations on the board, butleave some words out. Have students worktogether to fill in the missing words. Then,make sure everyone copies the conversationsin their notebooks.**Example:****1.** A:\_\_\_ this?B: \_\_ a \_\_\_. It’s from my \_\_\_-yo.**2.** A: \_\_\_ that?B: It’s \_\_\_ \_\_\_. It’s \_\_\_ my doll \_\_\_. |
| **5th day**p.42 & p.43 | After homework check:**dictation** | Review of lesson for achievement test | 1.H.W check up: workbook 2.Dictation test: reading chest | 1.L/S:Activity Chest **Play. Card Game** p. 42**Preparation:** Make two giant hands**Materials:** giant hands, flashcards- Select two players from each team tostart, and give one player from eachteam a giant hand (if you can’t makethe giant hands, have students use theirreal hands).- Divide the flashcards into two groups(the items that are the origin of amissing piece such as a yo-yo and a dollhouse, and the pieces such as a stringand a roof). Keep the flashcards ofpieces in your hands, and spread therest of the cards out on a table so thatthey are all visible.- Hold up one of the cards in your hands,and ask about it. The first players to slapthe correct card with their giant handand answer your question gets a pointfor their team.T: What is this?Boys: (Slapping the correct card withtheir giant hand.) It’s a mask.It’s from my costume!2.L/S:Song Chest *- What is this?**- It’s a yo-yo/doll house/doll.*• *Where is the helmet from?**- It’s from his space suit.*• *What color is the girl’s helmet?**- It’s pink.***Listen and sing along** p.43Play Track 25 and sing the song.Divide the class in half. Have the studentson one side of the classroom sing all of the questions, and the students on the other side of the classroom sing all of the answers. Then, switch roles (the students who sang the questions now sing the answers) and sing the song one last time. | 1.R/W:Activity Chest:Question J2.R/W:Workbook P |

**English Chest 2 Weekly Lesson Plan (5 \* 45 min/week)**

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| **Unit 2** | **Lesson 2** | **Is This Your Laptop?** |
| **Objective** | Students will become more familiar with possessives. |
| **New vocabulary/ Grammar** | glue, pencil sharpener, stapler, stereo, laptop, cell phone, camera, MP3 player |
| Possessive adjectives; my, your, his, her, its, our, their |
| **1st day**p.44 | **Test** | **H.W** | **Warm-up** | **Main lesson** | **Follow-up** |
| Unit 2 Lesson 1 achievement test | word list | 1.L/S:Lesson introductionAsk students what they use in the classroom every day. Try to elicit English words for common classroom items.2.L:Word ChestAsk questions about the pictures:• *What is it?**- It’s a stapler/glue.*• *Can you see a stapler/some glue in this**room? Where?**- Yes! There!* | 1.L/S:Word Chest**Listen and number** p.44Play Track 26 and number the pictures.2.Word Chest extension activityPlace some common classroom items around the room. Say the names of a classroom item. Students have to run to the place the item is located. Have some of the students take turns calling the items.  | 1.R/W:Workbook P.28 |
| **2nd day****p.44 & p.45** | After homework check:**word test** | w/book p. 29D | .H.W check: word list 2.Word list test3.L/S:Language ChestAsk questions about the pictures:*What can you see?**- I can see \_\_.*• *What color is his/her \_\_?**- It’s \_\_.* | 1.L/S:Language Chest **Ask and answer** p.44Practice the questions and answers with the students. Have them practice in pairs.**Grammar Point**Show students that **is not** can be shortened to **isn’t**. Also, show students the relationship between subject pronouns and possessiveadjectives.**I -- my you -- your****he -- his she -- her****it -- its we -- our****they -- their****Follow-Up**Personalize the activity by getting thestudents to ask each other about theirpossessions.• *Is that your pencil/book/backpack?**- Yes, it is. It’s mine. / No, it isn’t. It’s \_\_.*2.L/S:Listening Chest **Listen, read, and talk** p.45Look at the pictures with the students. Play Track 27.Have the students practice in pairs. Choose some pairs to demonstrate the conversation.**Follow-Up**Pick an item belonging to one of the students. Ask questions:*Is this your pencil/book/bag…?**- No, it isn’t*• *Oh, is this your pencil/book/bag…?**- No, it isn’t.*• *Well, whose is it?**- It’s mine!*Have students continue the activity in small groups, using other students’ items. | 1.R/W:Listening chest :Question D2.R/W:Workbook p.29 C |
| **3rd day****p.46** |  | memorizing:talk chest dialogue  | 1.H.W check: workbook2.L:Talk ChestAsk questions about the picture:*What can you see?**- I can see \_\_.*• *What color is the \_\_?**- It’s \_\_.*• *How many… are there?**- There is/are \_\_.* | 1.L/S:Talk Chest★Practice the dialog with the students. **Look and say**: p. 46 2. L/S:**Picture prompts** p. 46Look at the pictures with the students. Practice reading the names. Play track 23.Have the students role play the conversations, using Guide for help.Follow-UpUse the main illustration on the page to ask students additional questionsbased on the target language.• Is this the boy’s cell phone?- No, it isn’t. It’s her mom’s.• Is that her mom’s pencil sharpener?- No, it isn’t. It’s hers.• Is that the boy’s TV?- No, it isn’t. It’s her mom’s. | 1.R/W:Workbook P. 30E |
| **4th day****p.47** | At the beginning of the class:**speaking quiz(pair )** | w/book p. 30Fwriting the whole reading chest | 1.H.W check: speaking test in pairs2. L/S/R:Reading Chest★ Ask questions based on the picture*What sport does he like?**- He likes soccer.*• *How many soccer balls are there?**- There are six soccer balls.*(Including the one on the TV.)• *Where is he?**- He is at home/his house.* | 1.L/S/R:Reading Chest**Read and circle** p. 47Play Track 29 and read with the students.Explain that **parents** means motherand father.Answer the three questions.**Extension**Make photo copies of the Reading Chestfrom the student book (one copy perstudent).Cut the copies into puzzles, and havestudents glue the puzzles together on apage in their notebooks. Read the storytogether once more after everyone hasfinished gluing their puzzles into theirnotebooks. | 1.R/W:Writing Chest H**Unscramble and write.**Divide the students into partners, and giveeach set of partners a flashcard.Have the partners work together to write aconversation about the flashcard in theirnotebooks.Then, have the partners present theirconversations to the class.**Example:***S1: Is that your \_\_?**S2: Yes, it is. It’s mine. / No, it isn’t. It’s \_\_.* |
| **5th day****p.48 & p.49** | After homework check:**dictation** | Review of lesson for achievement test | 1.H.W check: workbook 2.Dictation test: reading chest | 1.L/S:Activity Chest **Play. Spin the paperclips.** p. 48**Preparation:** Divide the class into pairs.**Materials:** Paperclips, pencils, boxes.Give each pair a paperclip and a box,and make sure they have a pencil.**-** Have students cut/tear small slips ofpaper out of their notebook. They writeall of their classmates’ names on theslips of paper and put them in the box.- Show students how to use the paperclip.As shown in the illustration, studentsshould loop one end of the paperclipover the eraser end of a pencil. Then,students can make the paperclip spin byflicking the free end of the paperclip.**-** Students should take turns spinning thepaperclip and trying to earn points.*S1:* (spins the paperclip on the bigboard) *Is this your cell phone?**S2:* (spins the paperclip on the smallboard) *Yes, it is.**S1: You get one point!***-** If S1 makes a mistake, subtract onepoint from his/her score. If S2 makes amistake, he/she should not be awardedany points for the turn.**-** If S2 lands on ‘no’ on the small board,he/she chooses a slip of paper from thebox and incorporate the name into his/her answer.*S1:* (spins the paperclip on the bigboard) *Is this your laptop?**S2:* (spins the paperclip on the smallboard and selects a name from thebox) *No, it isn’t. It belongs to Gina.**S1: You get two points!***-** Students record their points in the spaceprovided. The first student to reach tenpoints wins.2.L/S:Song ChestAsk questions about the picture:*What can you see?**- I can see…*• *How many balls/desks/books are there?**- There is/are \_\_.***Listen and sing along** p. 48Play Track 30Listen and sing the song.**Extension**The students make new verses of the songusing things in the classroom.**Example:**One student picks up a bag that belongsto another student. They all sing:*Whose bag is it? Whose bag is it?**It’s (name)’s. It’s (name)’s.*Another student then quickly pickssomething else up and they continuesinging the song. | 1.R/W:Activity Chest:Question J2.R/W:Workbook P31 |

**English Chest 2 Weekly Lesson Plan (5 \* 45 min/week)**

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| **Unit 2** | **Lesson3** | **Are Those Your Glasses?** |
| **Objective** | Students will talk about plural objects and learn to identify some clothing items. |
| **New vocabulary/ Grammar** | Socks, shoes, sandals, scissors, glasses, gloves, pants, sweaters, shorts, dresses |
| Demonstrative pronouns: these/those |
| **1st day****p.50** | **Test** | **H.W** | **Warm-up** | **Main lesson** | **Follow-up** |
| Unit 2 Lesson 2 achievement test | word list | 1.L/S:Lesson introduction2.L:Word ChestLook at the pictures on p. 50 and ask questions:*What are these?**- They are \_\_.*• *What color are these socks/shoes…?**- They are \_\_.* | 1.L/S:Word Chest**Listen and number** p.12Play Track 31Listen and number the pictures.2.Word Chest extension activityHave students sit in a circle and pass a ball around the classroom. Play some backgroundmusic, and secretly stop the music at a random point. Whoever has the ball must answer a question usingthe target language. The student’s classmates should be directed to ask the question together. For now stick to using ‘these’.**Example**Music stops. Teacher holds up picture of shoes:Ss: What are these?S1: They are shoes.**3. Grammar Point**Show students the difference between these and those. These isused for plural things nearby, while those is used for plural thingsfar away. Touch and point to different examples in the classroom toillustrate the point. | 1.R/W:Workbook P.32A |
| **2nd day****p.50 & p. 51** | After homework check:**word test** | w/book p. 33C | .H.W check: word list 2.Word list test3.L/S:Language Chest*Are these (socks)?**- No, they aren’t! They are scissors!*• *Are these (bananas)!**- No, they aren’t! They are glasses!* | 1.L/S:Language Chest **Ask and answer** p.12Practice the dialog with the students.**Extension**Personalize the activity by getting studentsto ask each other about their possessions.• *Are these/those your scissors/glasses/**sandals?**- Yes, they are. / No, they’re not.*2.L/S:Listening Chest **Listen, read, and talk** p.51Look at the pictures and play Track 32.Have the students practice the conversation in pairs.**Follow-Up****1.** The students pick up or point to things in the classroom and ask each other ‘Whose is this/that?’ or ‘Whose are these/those?’ They then pick up or point to things and ask each other ‘Is this/that your/his/her \_\_?’ or ‘Are these/those your/his/her \_\_?’**2.** One student offers another student a small object or a picture of an animal/ insect/monster/alien…*S1: Would you like (a monster)?**S2: Oh, yes please!**S1: Here you are.**S2: Thank you very much!*The students smile and say ‘oh, yes please.’ and ‘Thank you very much!’ very positively even when they are offered something horrible. | 1.R/W:Listening chest :Question D2.R/W:Workbook P. 32.B |
| **3rd day****p.52** | At the beginning of the class:**speaking quiz(pair )** | memorizing:talk chest dialogue  | 1.H.W check: workbook2.L:Talk ChestTalk about the picture:*What are these?**- They are \_\_.*• *Whose are these?**- They are his/hers.*• *Are these/those his/her \_\_?**- No, they aren’t. They are his/hers.* | 1.L/S:Talk Chest★Practice the dialog with the students. Have the students practice in pairs.**Look and say**: p. 52 2. L/S:**Picture prompts** p. 52Look at the pictures with the students. Practice reading the names. Play track 33.Have the students role play the conversations, using Guide for help.**Extension**Play a quick game with students to practice the target language. Bring infunny clothing from home, funny pictures of clothing from magazines, oruse the flashcards.**Example:**Have two or three students stand outside the classroom. Then, secretly assign a few items of clothing to students in the classroom. Bring out a giant sweater, two grandma-style dresses, and a pair of pants for a baby.*T: Sarah, this is your sweater. Tina, these are your dresses, and Jason, these are your pants. Put the items of clothing on a table in front**of the room and invite the missing students back into the room. It is their job to find the owners of each clothing item.**S1: Mark, are these your dresses?**Mark: Ha! Ha! No, they’re not.**S2: Tina, are these your dresses?**Tina: Yes, they are.* | 1.R/W:Workbook P.33D |
| **4th day****p.53** | After homework check:**dictation** | w/book p. 34Fwriting the whole reading chest | 1.H.W check: speaking test in pairs2.L/S/R:Reading ChestTalk about the pictures: p.53*What are these?**- They’re socks.*• *What shapes can you see?**- I can see hearts/squares.*• *What color is this sock?**- It’s \_\_ and \_\_.* | 1.L/S/R:Reading Chest**Read and choose** p. 53Play Track 34 and read with the students. ★ Follow-upThe students talk about things that belongto them. They can be things in the room or things in photographs. They talk about each thing they introduce using the pattern: *This is/These are my dog/glasses.* *It is/They are (brown) and (white).* The students then draw and color things theyhave at home and introduce them to theother students saying: *This is/These are my bed/pajamas.**It is/They are (yellow) and (blue).* | 1.R/W:Writing Chest H**Trace and Write****Extension**Divide students into teams of two, and have each team line up an equal distance from the board. Divide the board in half and give each team a marker. Give the students three clues. The teams should race to write a conversation on the board using the clues. The conversation has to be written one word at a time, and each word must be written by a different student. For example, student one (S1) races to the board and writes **Are**, then S1 races back to his team mates and gives the marker to the next person in line. S2 races to the board and writes **these**. S3 writes **your**, and so on.**Example:**• **Clues:** these, scissors, no• **Answer:****A:** Are these your scissors?**B:** No, they’re not.• **Clues:** those, sweaters, yes• **Answer:****A:** Are those your sweaters?**B:** Yes, they are.• **Clues:** these, sandals, yes• **Answer:****A:** Are these your sandals?**B:** Yes, they are.2.R/W:Workbook P. 34E |
| **5th day****p.54 & p.55** | After homework check:**dictation** | Review of lesson for achievement test | 1.H.W check up: workbook 2.Dictation test: reading chest | 1.L/S:Activity Chest **Play. Throw the ball** p. 54**Preparation:** Divide the class into two teams.**Materials:** ball ,word cards, tapeTape the word cards on the board in random order. Tape the cards so thatstudents can read all of the words.**-** Give one team (Team A) a few seconds to memorize the order of the words on the board. Then, turn all of the cards over so that they cannot be read. - A student from team B calls out one of the words such as ‘glasses!’**-** The student from team A tries to hit the word that has been called out. If/he hits the correct card, he/she asks any other student a question that includes the word. That student answers the question.**Sample questions:**• Are those your glasses? (pointing to glasses that somebody is wearing)• Do you have glasses?-**.** Students earn point for their teams by hitting the correct word card and asking a question.**-** Remove the cards as students gain points for their teams.**-** After everyone on Team A has had a chance to throw the ball, mix the cards up on the board and give everyone on Team B a chance to throw the ball.2.L/S:Song Chest p. 55**Listen and sing along**Discover the picture with the students and ask questions.• *What color is the dress?**- It’s orange and white.*• *Is this/that her shirt?**- Yes, it is. / No, it isn’t.*• *Are these/those his shoes?**- Yes, they are. / No, they aren’t.*Play Track 35 and sing the song.**Extension**Sing the song once more, but do not have students sing all of the words. Have themsing every other word and clap for themissing words.**Example:**(clap), these, (clap), those!(clap) is (clap) dress.(clap), these, (clap), those!(clap) are (clap) shoes. | 1.R/W:Activity Chest:Question J2.R/W:Workbook P.35 |

**English Chest 2 Weekly Lesson Plan (5 \* 45 min/week)**

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| **Unit 2** | **Lesson 4** |  **Where Are My Keys?** |
| **Objective** | Students will learn to identify some household items and talk about the location of things. |
| **New Vocabulary/grammar** | Bedroom, bathroom, keys, caps, watch, brush, hair bands, toothbrush, earrings, towel |
| Prepositions of place: in, on, under, behind |
| **1st day****p.56****2nd day****p.56 & p.57** | Unit 2 Lesson 3 achievement test | word list | 1.L/S:ReviewHold up pictures of clothes (try to find funny pictures on the internet. Ask students individually ‘Is this your…/Are these your…?”Elicit responses. “No, it isn’t?/No, they aren’t” (It’s ok if students reply ‘Yes. It is/they are.’!)2.L:Word ChestLook puzzled and ask the students “Where is my pen?” Look for it, then point and say ‘There is it. It’s under my book.’ Make sure the students can see it. Pick up the book and the pen. Demonstrate ‘under’ and have the students repeat the word. Look at the pictures and ask questions:*What room is this?**- It’s a bedroom/bathroom.*• *What color is the watch?**- It’s green.* | 1.L/S:Word Chest**Listen and number** p.12Play Track 36 and number the pictures.2.Word Chest extension activityQuick RevealHold up an enlarged flash card, with the picture facing away from the students. Very quickly turn it to the students and away again. Make it difficult for the students to see the card. Ask the students “What is it/are these?”Show the card again, a little slower until they have guessed the word.**Grammar Point**Use the pictures to show students the difference between **under** and**in**. The apple is **under** the bowl. The apple is **in** the bowl. | 1.R/W:Workbook P.36A |
| After homework check:**word test** | w/book p.37C | .H.W check: word list 2.Word list test3.L/S:Language Chest*What can you see?**- I can see \_\_.*• *Where is/are his/her keys/watch?**- It’s in/under \_\_.* | 1.L/S:Language Chest **Ask and answer** p.56ExtensionPersonalize the activity by getting studentsto ask each other the location of things(focusing on **in** and **under**).• *Where is my pencil/cap?**- It’s under your desk/in the box.*• *Where are my keys/glasses?**- They’re in/under your bag.*2.L/S:Listening Chest **Listen, read, and talk** p.57Look at the pictures with the students.Play Track 37Practice the dialog with the students.**Extension**Ask questions based on the dialog.• *What can you see?**- I can see \_\_.*• *Where is her orange book/brown teddy**bear….?**- It’s in/on/under \_\_.*The students then ask each other similarquestions about things they have withthem.**Example:**• *Where is your green crayon?**- It’s in my pencil case.* | 1.R/W:Listening chest :Question D2.R/W:Workbook p.36B |
| **3rd day****p.58** | At the beginning of the class:**speaking quiz(pair )** | memorizing:talk chest dialogue  | 1.H.W check: workbook2.L:Talk ChestLook at the picture and ask questions:*What can you see?**- I can see \_\_.*• *Where are they?**- They are in the bathroom.* | 1.L/S:Talk Chest★Practice the conversation with the students.Use the main illustration on the page to ask students additional questionsbased on the target language.• *Where is the pink towel?**- It’s on the door.*• *Where are the toothbrushes?**- They’re in the cups.*• *Where is the yellow comb?**- It’s in the drawer.*• *Where is her hair band?**- It’s in her hair.***Look and say**: p. 58 2. L/S:**Picture prompts** p. 58Look at the pictures with the students. Practice reading the names. Play track 38.Have the students role play the conversations, using Guide for help.**Extension**Give the students a blank picture of a bedroom or bathroom. Read out the location of various items and have them draw the location of these items on the page.ExampleT: My glasses are under the bed.Ss: (Draw a pair of glasses under the bed) | 1.R/W:Workbook P.37D |
| **4th day****p.59** | After homework check:**dictation** | w/book p. 38writing the whole reading chest | 1.H.W check: speaking test in pairs2. L/S/R:Reading ChestAsk questions about the pictures:*What can you see?**- I can see \_\_.*• *What is on the desk?**- There’s a red book, a yellow book…* | 1.L/S/R:Reading Chest**Read and draw** p. 59Play Track 39 and practice the story.**Extension**Have a reading competition. Give each student a chance to read the story aloud. Tell the students to be ‘happy/sad/angry…’They need to read the text with the appropriate feeling. For example, if you told them to be happy, they need to read the text with a very happy voice.**Follow-up**One student thinks of something he/shehas in the classroom or at home. The otherstudents try to guess where it is.*Is it under your bed?**Is it on your desk?* | 1.R/W:Writing Chest H**Trace ad write.****Writing Chest Follow-up**Draw a picture on the board of a pair of earrings behind a cap on a shelf. Have students copy the picture into their notebooks. Then, write questions on theboard about the picture.**1.** A: Where is the cap?B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**2.** A: Where are the earrings?B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_Students should write the questions in theirnotebooks. Then, divide students into smallgroups. The groups should work togetherto answer the questions. Make sure everyone writes the answers in their notebooks.**Answers:****1.** B: It’s on the shelf. |
| **5th day****p.60** | After homework check:**dictation** | Review of lesson for achievement test | 1.H.W check: workbook 2.Dictation test: reading chest | 1.L/S:Activity Chest **Play. Where is it?** p. 60**Preparation:** Divide class into two teams**Materials:** box, one large piece of paper, objects or flashcards- Have a volunteer come to the front of the room. Give him or her a flashcard or object to place somewhere in relation to the box. The other students cannot see the box.T: (whispers) Put the watch in the box.- The teams take turns guessing where the object/flashcard is.- S1: Where is my watch?S2: It’s behind the box.S1: No, it isn’t.S3: It’s in the box.S1: Yes, it is. (shows the box and the watch)- Change the volunteer and play again.2.L/S:Song Chest**Listen and sing along p. 61**Look at the picture and ask questions:*What can you see?**- I can see \_\_.*• *Where is the brush?**- It’s under the chair.*• *Where is her hair band?**- It’s in her hair.***Extension**Have student sing the song twice more,but sing it differently for fun. Everyoneshould sing once with the highest-pitchvoices they can sing with and once withthe lowest-pitch voices they can sing with. | 1.R/W:Activity Chest:Question J2.R/W:Workbook P.39 |
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**English Chest 2 Weekly Lesson Plan (5 \* 45 min/week)**

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| **Unit 3** | **Lesson 1** | **Let’s Have a Snack** |
| **Objective** | Students will learn some food items and talk about different meals. |
| **New vocabulary/ Grammar** | Pizza, chips, hamburger, French fries, Coke, grapes, breakfast, lunch, snack, lemonade, water |
| Suggestions: Let’sTooAll/Some |
|  | **Test** | **H.W** | **Warm-up** | **Main lesson** | **Follow-up** |
| **1st day****p.64** | Unit 2 Lesson 4 achievement test | word list | 1.L/S:Review: prepositionsPlace flashcards from last week’s lesson around the classroom.Ask students “Where is…?” Students should call out the location of the items.2. Lesson introductionL:Word ChestLook at the pictures on p.64 and ask questions: *Do you like this/these?**- Yes, I do. / No, I don’t.*• *Are you hungry/thirsty now?**- Yes, I am. / No, I’m not.* | 1.L/S:Word Chest**Listen and number** p.64Play Track 41Listen and number the pictures.**Grammar Point**Show students the difference between all and some. All refers to the whole number of something; everything or everyone. Some refers to part of something. Use the pizza example given in the book as well as a few others. Draw a picture of a whole pizza on the whiteboard. Next to that, draw 2 slices of pizza. Point to the 2 slices and say “I eat some pizza.’ Next point to the whole pizza. Say “I eat all the pizza.’ Look full and rub your tummy.**Examples:**• Some students at this school are boys.• Some students are girls. All of the students are kids.• Some of us like to read. Some of us don’t like to read. All of us can read.**Word Chest Extension**Review the food vocabulary form Unit 1 Lesson2.Play Food Bingo. For each word you call out, the students must cross out a matching picture. Decide with the students how many ‘Bingo’ rows they must get to win. Give the winning students a sticker. | 1.R/W:Workbook P.42A |
| **2nd day****p.64 & p.65** | After homework check:**word test** | w/book p.43C | .H.W check: word list 2.Word list test3.L/S:Language Chest*What can you see?**- I can see \_\_.*• *Where does he/she want?**- He/she wants.* | 1.L/S:Language Chest **Ask and answer** p.64Practice the dialog with the students.Have them make gestures when they are speaking e.g. rubbing stomach for hungry and rubbing their throat for thirsty.**Follow-up**Write four feelings on the board, hungry/thirsty/tired/sad. Each student secretlywrites down one of the feelings that fitstheir feeling. One student reveals herfeeling – example ‘I’m hungry’. Each of theother students who feels the same waymakes a suggestion saying‘ Me, too! Let’s(have some pizza)!2.L/S:Listening Chest **Listen, read, and talk** p.65Look at the pictures with the students.Play Track 42 and practice the dialog.**Follow-up**Ask a student a question using thepattern:• *Do you want (ice cream) or (cake)?**- I want (ice cream)/I want both.*The students then ask each other similarquestions. Do the same with ‘like’ and ‘have’.*S1: Do you like (soccer) or (baseball)?**S2: I like (soccer)/both.**S1: Do you have (a red pencil) or (a**green pencil)?**S2: I have (a red pencil)/both.* | 1.R/W:Listening chest :Question D2.R/W:Workbook p.42B |
| **3rd day****p.66** | At the beginning of the class:**speaking quiz(pair )** | memorizing:talk chest dialogue  | 1.H.W check: workbook2.L:Talk ChestTalk about the picture:*What can you see?**- I can see \_\_.*• *What does he want to eat?**- He wants to eat pizza.*• *What do you want to eat?**- I want to eat \_\_.* | 1.L/S:Talk Chest**Look and say**: p. 66Practice the dialog with the students. Have some of the students come to the front of the classroom to act out the dialog.2. L/S:**Picture prompts** p. 66Look at the pictures with the students. Practice reading the names. Play track 43.Have the students role play the conversations, using Guide for help.**Extension**The students ask each other personal questions based on the target language.• *What do you eat for a snack?**- I eat \_\_.*• *When do you eat breakfast/lunch/dinner?**- I eat breakfast/lunch/dinner in the morning/afternoon/evening.*• *What is something that you like to drink?**- I like to drink \_\_.* | 1.R/W:Workbook P.43D |
| **4th day****p.67** | After homework check:**dictation** | w/book p. 44writing the whole reading chest | 1.H.W check: speaking test in pairs2.L/S/:Reading ChestAsk questions based on the picture*What can you see?**- I can see \_\_.*• *Where are they?**- They are in the kitchen.*• *How are they?**- They are OK/great/happy.* | 1.L/S/R:Reading Chest**Read and choose** p. 67Play Track 44 and read with the students.Speed Reading. Set a time limit. Ask students to read the story aloud as many times as possible within that time limit. At the end of the time, shout ‘Stop’ Ask students who many times they were able to read the story during that time.**Follow-up**Act as if you have forgotten the text and get the students to correct your sentences.If possible, get them to say loudly after each incorrect sentence:***No! \_\_!****Grandpa likes to play baseball.**He cooks spaghetti for breakfast.**He cooks French fries for lunch.**He cooks eggs for dinner.*The students then say what they eat forbreakfast, lunch, and dinner. | 1.R/W:Writing Chest HWrite2. Writing Chest Follow-upDivide the students into partners. Have thepartners change the conversation aboutbreakfast to lunch or dinner. They shouldwrite the new conversation in theirnotebooks and then share it with the class. |
| **5th day****p.68 & p.69** | After homework check:**dictation** | Review of lesson for achievement test | 1.H.W check: workbook 2.Dictation test: reading chest | 1.L/S:Activity Chest **Play. Find the matching cards** p. 68**Preparation:** Divide the class into 2 teams.**Materials:** food flashcards.Place the flashcards facedown. Students take it in turns to turn over a card. Based on the card, the student declares “I’m hungry/I’m thirsty.”S1: I’m thirsty.S2: (turning card of juice). Me, too. Let’s have some juice.If the cards match, each student earns a pint for their team, and the cards are removed. If they do not match, turn the cards back over.2.L/S:Song Chest p. 69Talk about the picture:*I can see \_\_.*• *Which do you like?**- I like (pizza).***Listen and sing along**Play Track 45 and sing the song.**Extension**Ask questions about the song, and then sing it again.• *What do they eat for lunch?**- They eat pizza, apples, and chips.*• *What do they drink?**- They drink juice.*• *What do they eat for dinner?**- They eat hamburgers, French fries, and grapes.*• *What do they drink?**- They drink coke.* | 1.R/W:Activity Chest:Question J2.R/W:Workbook P.45 |

**English Chest 2 Weekly Lesson Plan (5 \* 45 min/week)**

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| **Unit 3** | **Lesson 2** | **What’s Your Favorite Season?** |
| **Objective** | Students will be able to talk about their favorite things. |
| **New vocabulary/ Grammar** | Sunshine, leaves, bugs, snow, rain, fall, summer, winter, spring |
| Categories: seasons, animals, flowers, colors |
|  | **Test** | **H.W** | **Warm-up** | **Main lesson** | **Follow-up** |
| **1st day****p.70** | Unit 3 Lesson 1 achievement test | word list | 1.L/S:Lesson introductionPoint out the window (or to a picture on the board, if there is not window). Ask ‘How is the weather?’ Elicit - sunny/rainy etc.Draw a picture of the sun or stick the ‘sunshine’ flashcard on the board. Say ‘Summer. My favorite season is summer.’ Next, stick a picture of snow on the board. Say ‘Snow. My favorite season is winter.’ Have the students repeat. 2.L:Word ChestLook at the pictures and ask questions:*Do you like snow/rain?**- Yes, I do. / No, I don’t.*• *What are these?**- They are leaves.* | 1.L/S:Word Chest**Listen and number** p.70Play Track 46 and number the pictures.2.Word Chest extension activityIntroduce the four seasons: spring, summer, fall, winter. Write the words on the whiteboard. Check that the students understand the meaning of these words.Put the flashcards for the Word Chest words on the whiteboard.Say ‘Winter.” Point to the flashcards and look confused. Have the students call out the words that are appropriate for winter. This will vary on your location. Eg. Winter - snow | 1.R/W:Workbook P. 46A |
| **2nd day****p.70 & p.71** | After homework check:**word test** | w/book p.47 | .H.W check: word list 2.Word list test3.L/S:Language ChestLook at the pictures and ask questions:*What color is her hat/shirt?**- It’s pink.*• *What season is it?**- It’s winter.* | 1.L/S:Language Chest **Ask and answer** p.70Practice the questions and answers with the students.**Follow-up**Personalize the activity by getting studentsto ask each other about their favoritecolors and seasons.• *What’s your favorite color/season?**- My favorite color/season is \_\_.*2.L/S:Listening Chest **Listen, read, and talk** p.71Look at the pictures with the students. Play Track 47 and practice the dialog.**Follow-Up**1. Ask questions about the picture.• *What can you see?**- I can see \_\_.*• *What season is it?**- It’s winter.*• *What’s his favorite season?**- His favorite season is winter.*• *What’s his favorite color?**- His favorite color is white.***2.** Get the students to ask each other about all their favorite things?**Sample Questions:**• What’s your favorite baseball team/TVprogram/computer game…?• Encourage them to think of their own questions. Give suggestions if necessary. | 1.R/W:Listening chest :Question D2.R/W:Workbook p.46B |
| **3rd day****p.72** | At the beginning of the class:**speaking quiz(pair )** | memorizing:talk chest dialogue  | 1.H.W check: workbook2.L/S:Talk ChestAsk questions about the picture.• *What is this?**- It’s a beach/snow.*• *What are these?**- They are flowers/leaves.* | 1.L/S:Talk Chest**Look and say**: p. 72 Practice the dialog with the students.2. L/S:**Picture prompts** p. 72Look at the pictures with the students. Practice reading the names. Play track48.Have the students role play the conversations, using Guide for help.**Extension**Ask students personal questions based on the target language.• *What’s your favorite season/animal?**- My favorite season/animal is \_\_.* | 1.R/W:Workbook P.48 |
| **4th day****p.73** | After homework check:**dictation** | w/book p. 49writing the whole reading chest | 1.H.W check: speaking test in pairs*2.* L/S/R:Reading Chest*Ask questions about the picture:**What is this?**- It’s snow/a sun/a tree/a leaf/a flower/rain.*• *What season is this?**- It’s spring/summer/fall/winter.* | 1.L/S/R:Reading Chest**Read and choose** p. 73Play Track 49 and read with the students.**Follow-Up****1.** The students use the same patterns as in the story but say the things that they like and don’t like in each season.**Example:**Spring, summer, fall, and winter!I like the cherry trees in spring.I don’t like school in spring.**2.** Ask the students what they do in each season.**Example:**What do you do in summer?I go swimming. Each students then secretly writes down three things they do in each season. They then all read out their sentences. They get a point for every student that has the same sentence. For example, If three otherstudents have the same sentence they get three points. The students with the lowest points at the end is the winner. | 1.R/W:Writing Chest H**Unscramble and write.**2. Writing Chest Follow-upHave students ask you about your favoritethings.Students should write the answers in theirnotebooks.• My teacher’s favorite season is \_\_.• My teacher’s favorite color is \_\_.• My teacher’s favorite animal is \_\_.• My teacher’s favorite flower is \_\_. |
| **5th day****p.74 & p. 75** | After homework check:**dictation** | Review of lesson for achievement test | 1.H.W check up: workbook 2.Dictation test: reading chest | 1.L/S:Activity Chest **Play.** p. 74**Preparation:** Write a title on each piece of paper, then tape them to the board.**Materials:** 3 large pieces of paper, markers/crayons- Divide students into two teams.**-** Select a volunteer from one of the teams to come to the front of the room.**-** The volunteer’s team mates ask about his/her favorite things. As the volunteer answers the questions, he/she writes his/her favorite things on the correct pieces of paper.*Team A: What’s your favorite color?**S1: My favorite color is blue.*(Student writes **blue** on the Colorpiece of paper.)*Team A: What’s your favorite season?**S1: My favorite season is winter.*(Student writes **winter** on theSeason piece of paper.)*Team A: What’s your favorite animal?**S1: My favorite animal is a tiger.*(Student writes **tiger** on the Animalpiece of paper.)*T: Good job! Team A gets three points!*- Play the game until everyone has a turn.2.L/S:Song ChestAsk questions about the picture:• *What animal is this?**- It’s a frog/monkey/bird/horse/cat.*• *Which do you like?**- I like the horse/frog….*• *What season is this?**- It’s spring/summer/winter/fall.***Listen and sing along**Play Track 50 and sing the song. | 1.R/W:Activity Chest:Question J |

**English Chest 2 Weekly Lesson Plan (5 \* 45 min/week)**

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| **Unit 3** | **Lesson 3** | **What Does He Do After School?** |
| **Objective** | Students will learn how to express what they do in their free time. |
| **New vocabulary/ Grammar** | Watch TV, paint pictures, do one’s homework, play basketball, go to the library, play computer games, go jogging, read books, draw pictures |
| Simple past tense |
|  | **Test** | **H.W** | **Warm-up** | **Main lesson** | **Follow-up** |
| **1st day****p.76** | Unit 3 Lesson 2 achievement test | word list | 1.L/S:Lesson introductionDraw a clock on the board. Draw the hands so that they show the time your school finishes. Say ‘After school’. Check that students understand what this means. Ask the class ’What do you do after school?’ Try to elicit responses. Do not worry if the structure is incorrect at this stage. Praise their answers. 2.L:Word ChestAsk questions about the pictures:*What can you see?**- I can see \_\_.*• *Where is he/she?**- He/she is (in the living room).* | 1.L/S:Word Chest**Listen and number** p.76**Grammar Point**Help the students discover how to conjugate a few verbs in the simple present tense.• I/You/We/They paint •He/She/It paint**s**• I/You/We/They watch • He/She/It watch**es**2.Word Chest extension activityMime one of the actions from Word Chest. Have the students guess what you are doing. Have a student come to the front of the room and mime the next action. | 1.R/W:Workbook P.50A |
| **2nd day****p.76 & p.77** | After homework check:**word test** | w/book p. 51 | .H.W check: word list 2.Word list test3.L/S:Language ChestAskquestions about the picture:*What can you see?**- I can see \_\_.*• *What does he/she do after school?**- He/she \_\_.* | 1.L/S:Language Chest **Ask and answer** p.76Practice the questions and answers with the students.**Follow-up**Personalize the activity by having students talk to one another. Call two students up to the front of the classroom at a time. Have them ask and answer the question.• *What do you do after school?**- I \_\_.*2.L/S:Listening Chest **Listen, read, and talk** p.77Look at the pictures. Play Track 52 and practice the conversation.**Follow-Up****1.** Ask questions about the picture.• *What can you see?**- I can see \_\_.*• *What does he/she do after school?**- He/she \_\_.*• *What do you do after school?**- I \_\_ (Encourage the student to give**three answers.)*The students then ask each other thequestion. The student who is answeringgives three answers.**2.** Go through a student’s daily routine.**Example:**• *What do you do after you get up?**- I wash my face.*• *What do you do after you wash your**face?**- I brush my hair. The students do the**same activity in pairs.* | 1.R/W:Listening chest :Question D2.R/W:Workbook p.50B |
| **3rd day****p.78** | At the beginning of the class:**speaking quiz(pair )** | memorizing:talk chest dialogue  | 1.H.W check: workbook2.L:Talk Chest*Ask questions about the picture:**Where are they, on a school bus or at school?**- They are on a school bus.*• *What does she do after school?**- She reads books.* | 1.L/S:Talk Chest**Look and say**: p. 78Practice the conversation with the students.2. L/S:**Picture prompts** p. 46Look at the pictures with the students. Practice reading the names. Play track 23.Have the students role play the conversations, using Guide for help.**Follow-Up**Select seven students to come to the front of the room. Have them line up in front of the board so that you can write a subject (I, you, he, we, she, it, they) above each one of their heads. Say a verb and time students as they recite sentences using their subjects. Then, have students change the order that they are standing in and say a new verb. Play the gameuntil each student has had a chance to conjugate a few verbs.**Example:***T: Draw. Ready, set, go!**S1: I draw pictures.**S2: You draw pictures.**S3: He draws pictures.**S4: We draw pictures.**S5: She draws pictures.**S6: It draws pictures.**S7: They draw pictures.**T: Good!*Your time was one minute and ten seconds! | 1.R/W:Workbook P.52E |
| **4th day****p.79** | After homework check:**dictation** | w/book p. 52Fwriting the whole reading chest | 1.H.W check: speaking test in pairs2. L/S/R:Reading ChestAsk questions about the picture:• *What is her name?**- Her name is Cara/Becky/Megan.*• *What can you see in the sky?**- I can see clouds.*• *What color is her shirt/jacket?**- It’s pink/green/blue.* | 1.L/S/R:Reading Chest**Read and choose** p. 79Play Track 54 and read the story.**Extension**Have students read the story again. Then,ask them to close their books. Show themimages of the different musical instrumentsand ask questions about the story. Thestudent touch or point to a girl in thepicture when they answer a question.• Who plays the guitar/piano/drums?- Megan plays the guitar.- Cara plays the piano.- She plays the drums.• Who sings?- Becky and the author sing. | 1.R/W:Writing Chest H**Use the correct form.**2.Writing Chest Follow-upDictate some incomplete sentences tostudents. They should write the sentencesdown as they hear them. Then, afterstudents have written all of the sentencesdown, they should go back and fill in themissing words.**Example:****1.** Mary \_\_ her homework every night.**2.** Jack \_\_ jogging with his dad.**3.** They \_\_ and \_\_ pictures.**Answers:****1.** does **2.** goes **3.** draw, paint |
| **5th day****p.80 & 81** | After homework check:**dictation** |  | 1.H.W check: workbook 2.Dictation test: reading chest | 1.L/S:Activity Chest **Play. Roll a die** p. 80**Preparation:** Divide the class into pairs.**Materials:** dice- Give each set of partners a die.**-** Have students place a small object on **START** to mark their places.**-** Students take turns rolling the die and moving along the board.**-** At each space on the board, studentsfollow the sample dialog.*S1:* (Rolls die and goes to new space ongame board.)*S2: What do you do after school?**S1: I watch TV.**-* If a student doesn’t know the answer ormakes a mistake, he/she cannot advancealong the board.**-** If a student lands on yellow space(You forgot your books! Go back toschool!), they go back to **START**2.L/S:Song ChestAsk questions about the picture:• *Is it morning?**- No, it’s afternoon.*• *Are they going to school?**- No, they’re going home.*• *What does he/she do after school?**- He plays the drums/baseball/the guitar.**- She draws/goes jogging/skateboards.***Listen and sing along** p.81Play Track 55 and sing the song.**Extension**Sing the song once more, but have students pretend they are doing the things in the song. For example, while students sing the third line of the song they should pretend to be drawing pictures. | 1.R/W:Workbook P.53 |

**English Chest 2 Weekly Lesson Plan (5 \* 45 min/week)**

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| **Unit 3** | **Lesson 4** | **How Many Dolphins Are There?** |
| **Objective** | Students will become familiar with counting, plurals, and the names of animals. |
| **New vocabulary/ Grammar** | Whale, shark, dolphin, crab, jellyfish, seahorse, owl, mice, snake, bat, panther |
| Information questions with how many- How many \_\_\_ are there?- There are\_\_\_\_.- There is only one \_\_\_. |
|  | **Test** | **H.W** | **Warm-up** | **Main lesson** | **Follow-up** |
| **1st day****p.82** | Unit 3Lesson 3 achievement test | word list | 1.L/S:Lesson introductionPoint to various things around the classroom and ask ‘How many?’Choose things which have a count of 10 or less. Then, hold up eleven pens. Try to elicit the word ‘eleven’. Hold up further items and try to elicit the words eleven to fifteen. Have the students repeat the words.2.L:Word ChestAsk questions about the pictures:*It’s a whale/crab/shark.*• *Which animal is big?**- The whale is big.* | 1.L/S:Word Chest**Listen and number** p.82Play Track 56 and number the pictures.2.Word Chest extension activityBingoHave the students fill in nine numbers from 1-15 in a grid on a piece of paper. Call out numbers. Students cross the numbers on their sheet as you call them. The winner is the first student to get three rows. | 1.R/W:Workbook P.54A |
| **2nd day****p.82 & p.83** | After homework check:**word test** | w/book p.55C | .H.W check: word list 2.Word list test3.L/S:Language Chest*Ask questions about the picture:**What animal is this?**- It’s a dolphin.*• *How many crabs are there?**- One, two... twelve! There are twelve crabs.* | 1.L/S:Language Chest **Ask and answer** p.82Practice the questions and the answers with the students.**Follow-up**Get the students to ask each other questions.• *How many chairs are there in our classroom?**- There are \_\_ chairs.*• *Are there fifteen of anything in the classroom?**- Yes, there are fifteen.***Grammar Point**Remind students how to spell 1-10, and help them discover how tospell 0 and 11-15.2.L/S:Listening Chest **Listen, read, and talk** p.83Look at the pictures. Play Track 57 and practice the dialog with the students.**Follow-Up**Ask questions about the picture.• *What can you see?**- I can see \_\_.*• *How many \_\_ are there?**- There is/are \_\_.*Give pictures of scenery to the students.They ask each other ‘How many…?’ questions about the pictures.*S1: How many birds are there?**S2: One, two, three…. There are ten birds.* | 1.R/W:Listening chest :Question D2.R/W:Workbook p. 54B |
| **3rd day****p.84** | At the beginning of the class:**speaking quiz(pair )** | memorizing:talk chest dialogue  | 1.H.W check: workbook2.L:Talk ChestAsk questions about the picture:*Where are they, in a jungle or on a boat?**- They are in a jungle.*• *Is it morning?**- No, it’s evening/night.*• *How many \_\_ are there?**- There is/are \_\_.* | 1.L/S:Talk Chest**Look and say**: p. 84Practice the dialog with the students.2. L/S:**Picture prompts** p. 84Look at the pictures with the students. Practice reading the names. Play track 58.Have the students role play the conversations, using Guide for help.**Follow-Up**Practice the target language while doing addition on the board. Draw one of the animal son the board, or show the flashcard. Then, write an addition problem on the board for students to solve. If students are old enough, dosome subtraction as well.**Example:***T: What is this?**All: It’s a snake.**T: (Writes on the board: 8 + 6 = ?) How many snakes are there?**All: One, two... fourteen! There are fourteen snakes.*If the math problems are too easy for students, make the problems more complex.**Examples:**• 3 + 5 + 1 + 4 = ?• 8 + 7 - 2 = ? | 1.R/W:Workbook P.55D |
| **4th day****p.85** | After homework check:**dictation** | w/book p. 56Fwriting the whole reading chest | 1.H.W check: speaking test in pairs2. Reading ChestAsk questions about the picture:*What is this?**- It’s a seashell.*• *Are these sharks? What are they?**- No! They are dolphins.*• *How many dolphins are there?**- There are fourteen dolphins.* | 1.L/S/R:Reading Chest**Read and circle** p. 85Play Track 59 and read the story.**Follow-Up**Act as if you have forgotten the text and get the students to correct your sentences. If possible, get them to say loudly after each incorrect sentence:***No! \_\_!****There is a zoo near the house.**There are 16 dolphins in the zoo.**The gorillas are beautiful.**They play tennis and watch TV.**They also fight each other.**Dolphins are crazy.*Suddenly ask the students to close their books. See if they can remember the text and say it aloud together. | 1.R/W:Writing Chest H**Count and Write**2.R/W:Workbook P.56E |
| **5th day****p.86 & p.87** | After homework check:**dictation** |  | 1.H.W check up: workbook 2.Dictation test: reading chest | 1.L/S:Activity Chest **Play. Drop coins.** p. 86**Preparation:** Divide the class into partners.**Materials:** coins, pencils\*Give each set of partners two coins. If there aren’t enough coins, students can use erasers instead of coins.**\*** Students take turns dropping the coins on the boards. Make sure students don’t cheat by holding their arms very close to the board when they drop the coins. Students hold their arms high above the boards.**\***Each time the coins are dropped on the board, students follow the sample dialog.*S1: (Drops the coins. One coin lands on**the number 11 and the other coin**lands on the picture of the**seahorse.) Seahorses!**S2: How many seahorses are there?**S1: There are eleven seahorses.***\*** If a student answers the question correctly, he/she puts his/her mark on the picture of the animal. If a student doesn’t know the answer, or makes a mistake, he/she cannot put his/her mark on the board.**\*** If a student drops a coin on a space that has already been marked, the student’s turn is over. He/She waits until his/her next turn to try again.**\*** The first student with 6 marks on the board (signifying that the student has made 6 correct sentences) wins.2.L/S:Song ChestAsk questions about the picture:*What animals can you see?**- I can see panthers and sharks.*• *How many panthers are there?**- There are thirteen panthers.***Listen and sing along**Play Track 60 and sing the song.**Extension**Clear a space in the classroom and havestudents form a circle with their chairs.The chairs should be arranged so that thestudents’ backs face the inside of the circleand their knees are on the outside of thecircle. Explain to students that the chairsare safe. They are like the boat in theillustration. Then, tell students that thespace around the chairs is filled with sharksand panthers. Have everyone stand up,and remove a chair from the circle. Playthe music. Students should sing along asthey walk in a circle around the outsideof the chairs. Stop the music suddenly.Students should quickly try to find a chair.One student will be left without a chair.This student is out. He/She gets eaten bythe sharks and panthers. Then, removeanother chair and continue to play. Playthe game until there is only one studentleft in the boat. | 1.R/W:Activity Chest:Question J2.R/W:Workbook P.57 |