**English Chest3 Lesson Plan**

**English Chest 3 Weekly Lesson Plan (5 \* 45 min/week)**

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| **Unit1** | **Lesson 1** | | **What Do You Do in the Morning?** | | | |
| **Objective** | Students will talk about daily activities. | | | | | |
| **New vocabulary/ Grammar** | put on my pajamas, wake up, take a shower, watch television, wash my face, go to school, eat breakfast/ lunch/dinner, do my homework, brush my hair, feed  my dog, brush my teeth, sleep with wet hair, dry my hair | | | | | |
| Before/After | | | | | |
| **1st day**  p.12 | **Test** | **H.W** | | **Warm-up** | **Main lesson** | **Follow-up** |
|  | word list  w/book p.6B | | 1.L/S:Lesson introduction  Mime your morning routine (e.g. wake up, take a shower, get dressed. See if the students can guess what you are doing. If any of the students know the appropriate words, encourage them to share with the class.  2.L/S:Word Chest  *Look at the pictures with the students. Ask questions:*  **• What do you do in the morning?**  **• What do you do in the afternoon?**  **• What do you do in the evening?** | 1.L/S:Word Chest  **Listen and number** p.12  Look at the pictures again. Play Track 1.Students number the pictures in the book.  2.Word Chest extension activity  Put students in partners and have them  create (and write down) one sentence for  each new word.  **Examples:**  **1.** I like blue **pajamas**.  **2.** I take a **shower** in the morning.  **3.** I **wake up** at about seven o’clock.  **4.** I **eat** a big **breakfast**.  **5.** I **go to school** after breakfast. | 1.R/W:Workbook P.6A |
| **2nd day**  **p.12 & p.13** | After homework check  :**word test** | w/book  P7 D | | 1.H.W check: word list  2.Word list test  3. L/S Language Chest warm up  Look at the pictures and ask questions about what they can see in the pictures. | 1.L/S:Language Chest  **Ask and answer** p.12  Practice the question and answer with the class.  Follow-Up  Personalize the activity by getting the children to ask each other one of the questions. The students can continue asking each other questions in sequence.  *S1: What do you do after you wake up?*  *S2: I take a shower.*  *S1: What do you do after you take a shower?*  *S2: I eat breakfast.*  2.L/S:Listening Chest  Look at the pictures and talk about what you can see.  **Listen, read, and talk** p.13  Play Track 2 and practice the dialog. Have half the students say Katie’s part and the other half say Amy’s part.  **Follow-Up**  The students ask each other questions.  *Ss: What do you do in the morning? (say three things)*  *Ss: What do you do in the afternoon? (say three things)*  *Ss: What do you do in the evening? (say three things)*  **Follow-Up 2**  The students ask each other pairs of  questions.  S1: Do you (take a bath)?  S2: Yes, I do. / No, I don’t.  S1: When do you (take a bath)?  S2: I take a bath (in the morning/in the  evening). | 1.R/W:Listening chest :Question D  2.R/W:Workbook p.6B, p. 7C |
| **3rd day**  **p.14** |  | memorizing  :talk chest dialogue | | 1.H.W check: workbook  2.L:Talk Chest  Discover the picture with the children and ask questions.  • What can you see?  - I can see…  • What does she do in the morning?  - She washes her face.  • What do they do in the morning?  - They watch television. | 1.L/S:Talk Chest  **Look and say**: p. 20  ★Practice the dialog.  2. L/S:**Picture prompts** p.20  Look 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**  The students ask and answer questions about their family members.  S1: What does your sister do after she gets up?  S2: She washes her face.  S1: What does she do after she washes her face?  S2: She gets dressed. | 1.R/W:Workbook P.8 |
| **4th day**  **p.15** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P9G  writing the whole reading chest | | 1.H.W check: speaking test in pairs  2.L/S/R:Reading Chest  Ask questions about the picture:  Ask questions based on the picture.  • What do you think the story is about?  I think it is about a girl.  • Does the girl like to exercise?  Yes, she does. | 1.L/S/R:Reading Chest  **Read and** p. 15  Play Track 4 and read with the students.  **Extension**  Put students in pairs and have them tell each other two likes and two dislikes.  Then, have students present their partner’s likes and dislikes to the class.  Example:  This is Mark.  He likes chocolate cake. He also likes soccer.  He doesn’t like rain. He doesn’t like orange juice, either.  **Follow-Up**  Ask questions about the passage.  • *What is the story about?*  *- It is about a girl and her daily life.*  • *Did you like the story? Why or why not?*  *- Yes, I did./No, I didn’t.*  *Because \_\_.*  • *Which activities are tiring/relaxing?*  *- Jogging, playing soccer, and doing*  *homework are tiring. Sleeping, eating,*  *and watching TV are relaxing.* | 1.R/W:Writing Chest H |
| **5th day**  **p.16 & p.17** | 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. Guess the sentences** p. 16  **Preparation**: Cut holes in 2 pieces of thick cardboard and prepare large pieces of paper which fit behind the cardboard.  **Materials: Cardboard, thick paper**  -Select two students to begin.  **-** Give the students their cards and show them how to place the cardboard on top.  **-** One or more students write a sentence to hide behind the cardboard.  **-** The student(s) shows a half-hidden  sentence to the other students who try  to guess the sentence.  **-** Play the game until everyone gets a  chance to hold the cards. If time is  limited and a student wins more than  once, have that student choose two  volunteers for the next round.  2.L/S:Song Chest p.17  Ask questions based on the picture.  • *What does the girl do after she eats lunch?*  *- She brushes her teeth.*  • *What does the boy do before he gets*  *dressed?*  *- He takes a shower/bath.*  • *Where is the girl?*  *- She is in the bathroom.*  **Listen and sing along**  Play Track 5 and sing the song.  **Extension**  Divide the class in half and make them sing the song again. Half of the students sing the questions and the other half sing the answers. Encourage students to dance or clap while singing. They could even use gestures for eating lunch and getting dressed. | 1.R/W:Workbook P.9H  2. S/W: J |

**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.**

**English Chest 3 Weekly Lesson Plan (5 \* 45 min/week)**

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| **Unit1** | **Lesson 2** | | **Dad Is in the Garage** | | | |
| **Objective** | Students will be able to identify rooms/areas in a house. | | | | | |
| **New vocabulary/ Grammar** | motorcycle, tools, computer, toys, messy, Mom, Dad, Grandpa, Grandma, brother, sister, garage, kitchen,  living room, bedroom, patio, yard, bathroom, dining room | | | | | |
| Information question with **where**  -Where is\_\_? | | | | | |
| **1st day**  **p.18** | **Test** | **H.W** | | **Warm-up** | **Main lesson** | **Follow-up** |
| Unit 1 Lesson 1 achievement test | word list | | 1.L/S:Lesson introduction  Look around the room and say ‘Classroom. I’m in the class room. We’re in the classroom.” Then ask students ‘Where do you sleep?” Try to elicit bedroom, do not worry too much if students do not know the correct answer in English. Ask similar questions for other rooms.  2.L/S:Word Chest  Look at the pictures with the students. Ask questions:  *What room is this?*  *- It’s a (bedroom).*  *• What can you see in the (bedroom)?*  *- I can see \_\_.* | 1.L/S:Word Chest  **Listen and number** p.18  Look at the pictures again. Play Track 6.Students number the pictures in the book.  2.Word Chest extension activity  Put enlarged pictures of the words from Word Chest on the whiteboard. Ask, “What do you do here?’ Students reply ‘Sleep/Watch TV.’ etc. Ask Continue with all the other rooms/areas. If the students are advanced, have them ask each other. | 1.R/W:Workbook P.10A |
| **2nd day**  **p.18 & p.19** | After homework check  :**word test** | W/book p.11C | | 1.H.W check: word list  2.Word list test  3. L/S Language Chest warm up  Look at the pictures and ask questions:  *What can you see?*  *- I can see \_\_.*  • *Where is he/she?*  *- He’s/She’s in the garage/kitchen.* | 1.L/S:Language Chest  **Ask and answer** p.18  Practice the question and answer with the class.  Personalize the activity by getting the  children to ask each other about the rooms in their house.  • *Where do you sleep?*  *- I (sleep) in the (bedroom).*  2.L/S:Listening Chest  **Listen, read, and talk** p.19  Ask the students about the picture:  Play Track 7 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **Follow-Up**  The students have photographs or pictures of people at home. They ask and answer questions about the photographs/pictures.  *S1: Where is he/she?*  *S2: He’s/She’s in the (living room).*  *S1: What can you see in the (living room)?*  *S2: I can see a television, a sofa…* | 1.R/W:Listening chest :Question D  2.R/W:Workbook p.10B |
| **3rd day**  **p.20** |  | memorizing  :talk chest dialogue | | 1.H.W check: workbook  2.L:Talk Chest **Warm up** - | 1.L/S:Talk Chest  **Look and say**: p. 20  ★Practice the dialog.  2. L/S:**Picture prompts** p.20  Look 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**  Select a student to come to the front of the room. Whisper a sentence  in the student’s ear and have him/her mime actions (without speaking)  to the rest of the class until students guess the correct conversation.  *T: Grandpa is on the patio. (Whispers into S1’s ear.)*  *S1: (Mimes the actions of an old man walking with a cane.)*  *S2: Grandpa! Where is Grandpa?*  *T: Good!*  *S1: (Mimes the actions of sitting at a table and reading a book.)*  *S3: He’s in the living room.*  *T: No.*  *S1: (Mimes the actions of opening a door to go outside.)*  *S4: He’s on the patio!*  *T: Excellent!* | 1.R/W:Workbook P.11D |
| **4th day**  **p.21** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P12  writing the whole reading chest | | 1.H.W check: speaking test in pairs  2.L/S/R:Reading Chest  Ask questions about the picture:  *Where is he?*  *- He’s in the garage.*  • *What can you see?*  *- I can see a motorcycle, a bucket…* | 1.L/S/R:Reading Chest  **Read and Circle** p. 21  Play Track9 and read with the students  **Follow-Up**  Divide the class into small groups, and  have each group write a paragraph based  on the ones they just read. Assign a  different room of the house for each  group. Once finished, have the groups  share their paragraphs with the class.  **Example:**  I have a toy dog in my bedroom.  I have lot of books, too.  It’s not messy.  **Extension**  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:  ***No! …!’***  *His dad has a motorcycle in his bedroom.*  *He has a lot of elephants in the garage.*  *It’s not messy.*  *He has a chimpanzee in his bedroom.*  *He has a lot of bananas, too.*  *It’s not messy.* | 1.R/W:Writing Chest H  2. R/W:Writing Chest Follow-Up  Have students get out their notebooks. Then, put a few flashcards on the board and have students write conversations.  **Example:**  **1. Flashcards:** dad, bedroom  A: Where is dad?  B: He’s in the bedroom.  **2. Flashcards:** grandma, bathroom  A: Where is grandma?  B: She’s in the Bathroom |
| **5th day**  **p.22 & p.23** | 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.** p. 22  **Preparation: Divide class in pairs**  **Materials: Yellow and green paper**  \*Give each set of partners a piece of green paper and yellow paper.  **\*** Each student will choose a color to make  his/her game pieces. Students should rip  their paper into six pieces and write a  family member on each piece of paper.  **\*** To begin the game, all of the game  pieces should be on the correct spaces.  For example, the green piece of paper  with **grandma** written on it should be  covering the green space on the board  with the picture of the grandmother on it.  **\*** Students should play the game as they  would play checkers. They should take  turns moving their pieces toward the  opposite side of the board. There are  arrows on the board to show students  the directions they should be moving  their families.  **\*** Pieces should be moved diagonally.  **\*** With each move, students must follow  the sample dialog.  *S1:* (Moves his brother piece to the  dining room.) *My brother is in the*  *dining room.*  **\*** If a student doesn’t know the answer,  he/she cannot advance along the board.  **\*** Spaces cannot be double occupied. For  example, **mom** and **dad** from the yellow  team cannot be in the same room at the  same time. Nor can **brother** from the  yellow team be in the same room as  **grandpa** from the green team  2.L/S:Song Chest p.23  Talk about the picture with the students:  *Who is he/she?*  *- He/She is his dad/brother/mom/sister.*  • *Where is brother/mom?*  *- He/She is in the kitchen/bathroom.*  **Listen and sing along**  Play 10 Track and sing the song.  **Extension**  Have students work together to add verses to the song. Then, sing it again with the added verses.  **Example:**  Where is Grandma?  She’s in the garage.  Garage! Garage! Here she is!  Where is Kitty?  He’s on the patio.  Patio! Patio! Here he is! | 1..R/W:Workbook P.13 |

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| **Unit1** | **Lesson 3** | | **Put the Mirror on the Wall** | | | |
| **Objective** | Students will be able to identify household items and the locations of these items in a house. | | | | | |
| **New vocabulary/ Grammar** | painting, microwave, vase, toaster, refrigerator, lamp, painting, refrigerator, flowers, photograph, picture,  mirror, clock, telephone, sofa, coffee table, bookcase, fan, box, counter, wall, next to, maybe | | | | | |
| Prepositions of place: in, on, under, behind, next to, in front of | | | | | |
| **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 introduction  Make a fist with your left hand. Place your flat right hand on top. Say ‘On”. Have the students copy you. Place your hand under your left fist. Say ‘Under.” Place your hand to the side of your fist. Say “Next to”. Move your hand to locations in relation to your fist to demonstrate all the prepositions.  2.L/S:Word Chest  Look at the pictures with the students. Ask questions:  *What can you see?*  *- I can see a (green toaster).*  • *Is there a (microwave) in your house?*  *- Yes, there is. / No, there isn’t.*  • *Where is it?*  *- It’s in the (kitchen).* | 1.L/S:Word Chest  **Listen and number** p.24  Look at the pictures again. Play Track 1.Students number the pictures in the book.  2.Word Chest extension activity  Review the rooms from U1 lesson 2. Have the students tell you where the new items from Word Chest go.  e.g  T: Where do you put a microwave?  S: In the kitchen  **Repeat the hand gestures that you taught at the start of class to review the prepositions. This serves as a preview for tomorrow.** | 1.R/W:Workbook P.14A |
| **2nd day**  **p.24 & p.25** | After homework check  :**word test** | W/book p.15 | | 1.H.W check: word list  2.Word list test  3. L/S Language Chest warm up  Look at the pictures and ask questions:  *What can you see?*  *- I can see…*  • *What color is/are...?*  *- It is/They are...* | 1.L/S:Language Chest  **Ask and answer** p.24  Practice the question and answer with the class.  The students look at flash cards or other  pictures of household things and act out  the following dialogue.  *S1: What’s this?*  *S2: It’s a (vase).*  *S1: Put it in the (living room).*  2.L/S:Listening Chest  **Listen, read, and talk** p.25  Ask the students about the picture:  Play Track 12 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **Extension**  One student holds up a picture of a  household object and says ‘This is a (nice)  picture!’ The other students suggest where  to put it – ‘Put it in the living room.’ The  activity can continue with pictures of animal, fruit, insects… to stimulate the  children’s imagination.  **Example:**  This is a (cute elephant)! Put it in (my  bedroom) or even (the jungle) or (the zoo). | 1.R/W:Listening chest :Question D  2.R/W:Workbook p. 14B |
| **3rd day**  **p.26** |  | memorizing  :talk chest dialogue | | 1.H.W check: workbook  2.L:Talk Chest  Talk about the picture:  *Where are they?*  *- They are in the kitchen.*  • *Is there a (refrigerator) in the kitchen?*  *- Yes, there is. / No, there isn’t.* | 1.L/S:Talk Chest  **Look and say**: p. 26  ★Practice the dialog.  2. L/S:**Picture prompts** p.26  Look 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**  Each student draws a picture of a house and writes the names of the different rooms (example: living room). In pairs, students take turns to be A and B and do the following activity:  *A: Says ‘Put a (gorilla) in the (kitchen)!’*  *B: draws a (gorilla) in the (kitchen).* | 1.R/W:Workbook P.16E |
| **4th day**  **p.27** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P.16F  writing the whole reading chest | | 1.H.W check: speaking test in pairs  2.L/S/R:Reading Chest  Ask questions about the picture:  *What can you see?*  *- I can see a (white flower)*  • *How many (birds) are there?*  *- There are (two).* | 1.L/S/R:Reading Chest  **Read and Complete** p. 27  Play Track 14 and read with the students. Have a reading race: Group the students in rows of 7. Each student reads one line. See which group can read the whole text the quickest. Applaud the winning group.  **Extension**  Use a variety of pictures of objects or  animals. The children take turns to choose  a picture and say ‘Maybe I can put this(snake) in (your bed).’ | 1.R/W:Writing Chest H  2. Writing Chest Follow-up  The students look at pictures of scenes and write sentences about them describing the location of some of the things in the scene.  **Example:**  **1.** The dog is next to the tree.  **2.** The bird is in the tree  **3.** The tree is behind the house. |
| **5th day**  **p.28 & p. 29** | 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. Toss the ball** p. 28  **Preparation: Draw a giant house on the board.**  **Materials: word cards, marker, ball**  \*Divide the class into two teams.  **\*** Select a student to go first. This student turns over a word card and ask his/her teammates about the object.  *S1: Where does the refrigerator go?*  **\*** His/Her teammates (Team A) decide on an answer and say it together.  Team A: It goes in the kitchen.  **\*** Then, have the student stand far from the board and toss the ball (or another  soft object) at the board. The student  tries to hit the room of the house that  the object goes in.  **\*.** If the student hits the correct room in  the house, he/she earns a point for  his/her team.  *S1: (Tosses the ball and hits the kitchen*  *on the drawing.) Yay!*  *T: Good job! Your team gets a point!*  **\*** For items that can be found in more  than one room in a house, teammates  can decide on where they want the  object to be (ie. a fan could be located  in any room of the house).  **\*** Play the game until everyone has had a  chance to toss the ball at the drawing.  **\*** Make the game more difficult by having  students stand farther from the board  2.L/S:Song Chest p.29  Talk about the picture with the students:  *What can you see?*  *- I can see…*  • *What color is the (mirror)?*  *- It’s (brown, blue and white).*  **Listen and sing along**  Play Track 15 and sing the song.  **Extension**  Give students a few minutes to remember  the song, and sing it once more with open  books.  Next, have everyone close their books.  The students sing the song from memory.  If time permits, sing the song a few more  times, but stop the background music at  random times. Students should try to  continue singing without losing the beat. | 1.R/W:Workbook P.17  2. R/W:Activity Chest J |

**English Chest 3 Weekly Lesson Plan (5 \* 45 min/week)**

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| --- | --- | --- | --- | --- | --- | --- |
| **Unit1** | **Lesson 4** | | **What Are You Doing?** | | | |
| **Objective** | Students will talk about their daily activities. | | | | | |
| **New vocabulary/ Grammar** | running, walking, eating, drinking, playing soccer/baseball/a computer game, watching  television/a movie, doing homework, jogging, tired, washing the dishes, cleaning, shopping, coloring,  holding, relaxing, working | | | | | |
| Present progressive: be+ (verb) ing | | | | | |
| **1st day**  p.30 | **Test** | **H.W** | | **Warm-up** | **Main lesson** | **Follow-up** |
| Unit 1 Lesson 3 achievement test | word list | | 1.L/S:Lesson introduction  Mime the actions introduced in Word Chest. Elicit the words from the students. If they do not know the words, tell them.  2.L/S:Word Chest  *Look at the pictures with the students. Ask questions:*  *What can you see?*  *- I can see \_\_.*  • *What’s he/she doing? / What are they doing?*  *- He’s/She’s (eating). / They are playing soccer.* | 1.L/S:Word Chest  **Listen and number** p.30  Look at the pictures again. Play Track 16.Students number the pictures in the book.  2.Word Chest extension activity  Talk about where the students perform the activities. Elicit ideas: e.g. Running - in the park, in the yard, Eating - in the kitchen, in the cafeteria, in the restaurant. Encourage all ideas.  **Grammar Point**  See if the students can conjugate a few verbs in the present  progressive tense.  I **am** play**ing**.  You/We/They **are** play**ing**.  He/She/It **is** play**ing**. | 1.R/W:Workbook P.18A |
| **2nd day**  **p.30, p.31** | After homework check  :**word test** | W/book p.19C | | 1.H.W check: word list  2.Word list test  3. L/S Language Chest warm up  Look at the pictures and ask questions:  *What are they using?*  *- They’re using a computer/laptop.*  • *What are they doing?*  *- They are talking* | 1.L/S:Language Chest  **Ask and answer** p.30  Practice the question and answer with the class.  **Extension**  Use the flashcards to practice the target  language. One at a time, call volunteers  up to the front of the class. The volunteer  should select a flashcard to hold up and  ask about.  *S1: What’s he/she doing?*  *All: He/She is \_\_.*  2.L/S:Listening Chest  **Listen, read, and talk** p.31  Ask the students about the picture:  Play Track 17 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **Extension**  The students ask each other where  members of their family or friends are and  what they are doing.  *S1: Where’s your brother?*  *S2: He’s in the park.*  *S1: What’s he doing?*  *S2: He’s playing soccer.* | 1.R/W:Listening chest :Question D  2.R/W:Workbook p.18B |
| **3rd day**  **p.32** |  | memorizing  :talk chest dialogue | | 1.H.W check: workbook  2.L:Talk Chest  Where are they?  - They’re in the kitchen.  • Is it afternoon?  - No, it’s morning.  • What are they doing?  - They are eating breakfast. | 1.L/S:Talk Chest  **Look and say**: p. 32  ★Practice the dialog.  Have everyone stand up and make a circle. Get students to practice  conjugating the verbs by pretending to do whatever you or a student tells them to do and answering questions about it.  *T: Clean the bathroom! Everyone pretends to clean the bathroom.*  *T: What are you doing?*  *All: We’re cleaning the bathroom.*  *T: Good! Play a computer game. Everyone pretends to play a computer*  *game.*  *T: What are you doing?*  *All: We’re playing computer games.*  2. L/S:**Picture prompts** p.32  Look at the pictures with the students. Practice reading the names. Play track 18.  Have the students role play the conversations, using Guide for help.  **Extension**  **Activity Bingo**  Either prepare Bingo sheets for each student ahead of time, or have the students make their own using the activities from Word Chest and Picture Prompts. The winner is the first student to achieve 3 bingo line. | 1.R/W:Workbook P.19D |
| **4th day**  **p.33** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P.20  writing the whole reading chest | | 1.H.W check: speaking test in pairs  2.L/S/R:Reading Chest  Ask questions about the picture:  *What can you see?*  *- I can see…*  • *What’s he doing? /What are they doing?*  *- He is…/ They are…* | 1.L/S/R:Reading Chest  **Read and answer.** p. 33  Play Track 19 and read with the students.  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:  ***No! …!***  *He’s eating the television.*  *He doesn’t like watching TV.*  *His dad is playing the piano.*  *His dad doesn’t like playing the piano very*  *much.*  *Now they are eating a computer game.*  *They love eating computer games.*  **Extension**  Each student writes a similar paragraph  about him or herself.  **Example:**  I’m studying English.  I like studying English very much.  My friend is sleeping.  He doesn’t like studying English.  Now we are writing.  We love writing! | 1.R/W:Writing Chest H  **2.** R/W:Writing Chest Follow-up  Divide students into partners, and have  students create a telephone conversation that they write down in their notebooks. Then, have the partners share their conversations with the rest of the class.  **Example:**  Ring! Ring!  S1: (Pretends to pick up the telephone.)  Hello?  S2: Hi! What are you doing?  S1: I’m listening to music. What are you  doing?  S2: I’m walking my dog. |
| **5th day**  **p.34 & p.35** | 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. Roll a die.** p. 34  **Preparation: Divide the class into partners**  **Materials: dice**  \*Give each set of partners a die.  **\*** Have students place a small object on  **START** to mark their places.  **4\***Students take turns rolling the die and  moving along the board.  **\***At each space on the board, students  follow the sample dialog.  *S1: (Rolls die and goes to new space on*  *game board.)*  *S2: What are you doing?*  *S1: I’m exercising.*  **\***If a student doesn’t know the answer or  makes a mistake, he/she cannot advance  along the board.  **\***If a student lands on a **Go back to**  **START**! space, they must begin over at  **START**.  **\***The first student to reach **FINISH** wins.  2.L/S:Song Chest p.35  Talk about the picture with the students:  *What can you see?*  *- I can see \_\_.*  • *What’s he/she doing?*  *- He’s/She’s \_\_.*  **Listen and sing along**  Play Track 20 and sing the song.  **Extension**  Have the students form a circle. Use a ball for students to pass around the circle. Play the music and sing the song as the ball is passed around the circle. Secretly stop the music at random. The student holding the ball has to answer a question about a flashcard.  *All: What is he doing? (Teacher is holding*  *up the exercising flashcard).*  *S1: He is exercising.*  Continue playing until everyone has  answered a question or until time runs out. | 1..R/W:Workbook P.21 |

**English Chest 3 Weekly Lesson Plan (5 \* 45 min/week)**

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| **Unit 2** | **Lesson 1** | | **Who Is He?** | | | |
| **Objective** |  | | | | | |
| **New vocabulary/ Grammar** | police officer, soccer player, firefighter, student, cook,  teacher, mail carrier, librarian, coach, farmer, dentist,  shopkeeper, dangerous, criminal, strong, brave | | | | | |
|  | | | | | |
| **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 introduction  2.L/S:Word Chest  *Look at the pictures with the students. Ask questions:*  *What can you see?*  *- I can see \_\_.*  • *Who is he/she?*  *- He/she’s a \_\_.* | 1.L/S:Word Chest  **Listen and number** p.38  Look at the pictures again. Play Track 21.Students number the pictures in the book.  2.Word Chest extension activity  Have the students mime the different jobs in groups and guess each other’s mime. They may also mime other jobs that they already know. | 1.R/W:Workbook P.24A |
| **2nd day**  **p. 38 & p.39** | After homework check  :**word test** | W/book p.25 | | 1.H.W check: word list  2.Word list test  3. L/S Language Chest warm up  Look at the pictures and ask questions:  *How many children does she have?*  *- She has three children.*  • *Who is he/she?*  *- He/she’s a…* | 1.L/S:Language Chest  **Ask and answer** p.38  Practice the question and answer with the class.  The students look at the flashcards or  other pictures of occupations and ask each other to identify the occupations.  • *Who is he/she?*  *- He/she’s a \_\_.*  2.L/S:Listening Chest  **Listen, read, and talk** p.39  Ask the students about the picture:  Play Track 22 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **Extension**  Show the students pictures of your family  and friends and, if possible, get the  students to also bring pictures of their  family and friends to class. The students  ask each other about the people in the  pictures.  *S1: Who is he/she?*  *S2: He’s/She’s my (sister/friend Jane/*  *teacher/father).* | 1.R/W:Listening chest :Question D  2.R/W:Workbook p.24B |
| **3rd day**  **p.40** |  | memorizing  :talk chest dialogue | | 1.H.W check: workbook  2.L:Talk Chest  Ask questions about the picture:  *Where are they?*  *- They are \_\_.*  • *What are they doing?*  *- They are \_\_.*  • *Who is he/she?*  *- He’s/She’s a \_\_.* | 1.L/S:Talk Chest  **Look and say**: p. 40  ★Practice the dialog.  2. L/S:**Picture prompts** p.40  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.  **Extension**  The students look at pictures of occupations and make four sentences  using the following framework.  **Example:**  **1.** He/She isn’t a \_\_.  **2.** He/She isn’t a \_\_.  **3.** He/She isn’t a \_\_.  **4.** He’s/She’s a \_\_. | 1.R/W:Workbook P.26 |
| **4th day**  **p.41** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P.27G  writing the whole reading chest | | 1.H.W check: speaking test in pairs  2.L/S/R:Reading Chest  Ask questions about the picture:  *What can you see?*  *- I can see \_\_.*  • *Who is he/she?*  *- He’s/She’s a \_\_.* | 1.L/S/R:Reading Chest  **Read and circle.** p. 41  Play Track 24 and read with the students.  Dive the class into two groups. Have the students stand up. As soon as they say one line of the reading they can sit down. Repeat the reading until all the students are seated. The first group to have all its members sit is the winner.  **Extension**  Have students read the story again. Then,  ask them to close their books. Write the  story on the board, but leave blanks for a  lot of the words. Have students work  together to fill in the blanks in the story.  **Example:**  His mom is a \_\_\_\_\_\_\_\_\_.  She fights \_\_\_\_\_\_\_\_\_ fires.  His dad is a \_\_\_\_\_\_ officer.  He catches \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_.  He loves his \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_.  They are \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_. | 1.R/W:Writing Chest H  2. R/W :Have students work in pairs to create conversations about adults they see at school. Students should write their  conversations in their notebooks.  **Example:**  **1.** A: Who is she?  B: She’s our principal. Her name is Ms. Jones.  **2.** A: Who’s he?  B: He’s our cook. His name is Mr. Brown. |
| **5th day**  **p.42 & p.43** | 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.** p. 42  **Preparation: Divide the class into partners.**  **Materials: None**  \*Students play ‘rock, scissors, paper’.  **\***Students will move along the board by  doing ‘rock, scissors, paper’ instead of  using dice or coins. The winner of each  round is allowed to move ahead one  space  **\*** Have students place a small object on  **START** to mark their places.  **\*** At each space on the board, students  ask and answer:  *S1: Who is he/she?*  *S2: He’s a/She’s a \_\_.*  **\*** If the students show the same shape  during ‘rock, scissors, paper,’ it’s a tie.  They do it again to find out who gets to  move forward on the board.  **\***The first student to reach **FINISH** wins.  2.L/S:Song Chest p.43  Talk about the picture with the students:  *Who is he?*  *- He’s a cook/principal/waiter.*  • *Who is she?*  *- She’s a doctor/dentist/mail carrier.*  **Listen and sing along**  Play Track 25 and sing the song.  **Extension**  Sing the song once more, but incorporate  a clapping/stomping rhythm to go with the  beat of the song. Have students stand, and incorporate moves such as clapping behind their heads, slapping a foot with a hand, snapping, and slapping their desks. | 1..R/W:Workbook P.27H |

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**English Chest 3 Weekly Lesson Plan (5 \* 45 min/week)**

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| **Unit 2** | **Lesson 2** | | **What Does She Look Like?** | | | |
| **Objective** | Students will learn how to describe someone or something. | | | | | |
| **New vocabulary/ Grammar** | blond, cute, ugly, fat, thin, small, weak, big, strong, tall, handsome, short, pretty, young, old, different, dark | | | | | |
| Adjectives: blond, fat, thin  Look like | | | | | |
| **1st day**  **p.44** | **Test** | **H.W** | | **Warm-up** | **Main lesson** | **Follow-up** |
| Unit Lesson achievement test | word list | | 1.L/S:Lesson introduction  Draw a picture of a very thin man on the board. Point and say ‘Thin. He’s thin.’ Next, draw a picture of a very fat cat and say ‘Fat. It’s fat.’ Next, point to your face, smile and say ‘Cute. I’m cute.’ If students understand this word they may laugh or say ‘No!’  2.L/S:Word Chest  Look at the pictures with the students. Ask questions:  *What can you see?*  *- I can see \_\_.*  • *What color is (his hair)?*  *- It’s \_\_.*  • *What does he/she/it look like?*  *- He’s/She’s/It’s \_\_.* | 1.L/S:Word Chest  **Listen and number** p.44  Look at the pictures again. Play Track 26.Students number the pictures in the book.  2.Word Chest extension activity  Put pictures of cartoon characters and actors/TV stars popular with your students. Have the students describe them using the adjectives they have just studied.  In most circumstances, it is mean to  call someone fat or ugly. It is OK to  describe objects or fictional  characters with these words, but not  actual people. Do not allow students  to describe themselves or their  classmates in negative terms. | 1.R/W:Workbook P.28A |
| **2nd day**  **p.44 & p.45** | After homework check  :**word test** | W/book p.29 | | 1.H.W check: word list  2.Word list test  3. L/S Language Chest warm up  Look at the pictures and ask questions:  *What color is his/her hair?*  *- His hair is black/blond.*  *- Her hair is light/dark brown.*  • *What is this?*  *- It’s a basketball.* | 1.L/S:Language Chest  **Ask and answer** p.44  Practice the question and answer with the class.  Draw some people and animals on the board (or bring in some pictures from magazines) and get the students to ask each other questions about the pictures.  • *What does this puppy look like?*  *- It’s \_\_.*  • *What does he/she look like?*  *- He/She is \_\_.*  2.L/S:Listening Chest  **Listen, read, and talk** p.45  Ask the students about the picture:  Play Track 27 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **Extension**  The students look at pictures of people in  scenes such as in the park, on the beach,  shopping…  One student chooses a person in the  picture. The other student(s) ask questions  to find out which person he/she has  chosen.  *S1: What’s he/she doing?*  *S2: He’s/She’s \_\_.*  *S1: What does he/she look like?*  *S2: He’s/She’s \_\_.* | 1.R/W:Listening chest :Question D  2.R/W:Workbook p.28B |
| **3rd day**  **p.46** |  | memorizing  :talk chest dialogue | | 1.H.W check: workbook  2.L:Talk Chest  Talk about the picture:  *What can you see?*  *- I can see \_\_.*  • *What does he/she/the bird look like?*  *- He’s/She’s/It’s \_\_.* | 1.L/S:Talk Chest  **Look and say**: p. 46  ★Practice the dialog.  2. L/S:**Picture prompts** p.46  Look at the pictures with the students. Practice reading the names. Play track 28.  Have the students role play the conversations, using Guide for help.  **Extension**  Use the illustrations for additional practice. Have students describe the  people/things in the pictures that do not have arrows pointing to them.  **Example:**  • *What does he look like? (Pointing to the man in the purple shirt.)*  *- He is short and blond.*  • *What does this dog look like?*  *- It is small and weak.* | 1.R/W:Workbook P.30E |
| **4th day**  **p.47** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P30F  writing the whole reading chest | | 1.H.W check: speaking test in pairs  2.L/S/R:Reading Chest  Ask questions about the picture:  *What color is his (hair/shirt)?*  *- It’s \_\_.*  • *What does he look like?*  *- He’s \_\_.* | 1.L/S/R:Reading Chest  **Read and choose.** p. 47  Play Track 29 and read with the students.  **Follow-Up**  The students write descriptions of  members of their family, friends or people  in pictures.  **Example:**  She is tall and has black hair.  **Extension**  The students describe members of their  family or friends and say how they are the  same or different.  **Example:**  My sister is short and cute.  I am short but I’m not so cute.  We are different. | 1.R/W:Writing Chest H  2. R/W Writing Chest Follow-Up  Divide students into pairs, and have them write descriptions of the other people in the illustration.  **Example:**  **1.** The boy is cute and nice. He has brown hair.  **2.** The girl is young and pretty. She has red hair.  **3.** The man is thin and short. He has  brown hair.  **4.** The man is thin and blond. He is not  strong. |
| **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. Who is it?**p. 48  **Preparation: Tape pictures to the board.**  **Materials: pictures, tape**  \*Divide the class into two teams.  **\*** Each team secretly selects a photograph. Without pointing to it or removing it from the board, they write a description of the photograph  **\*** Then, select a team to go first. This  team is allowed to ask two questions  about the other team’s photo.  *Team A: It’s a girl.*  *Team B: What does the girl look like?*  *Team A: She is blond and cute.*  *Team B: Is she tall?*  *Team A: No, she isn’t.*  **\*** The team guesses the photograph. If  they guess correctly, they get a point for  their team.  *Team B: We think it’s her. (Pointing to*  *the blond woman with the*  *yellow and pink dress).*  *Team A: No, it’s the baby! Teacher: Uh,*  *oh! Your guess was incorrect.*  *You don’t get a point.*  **\*** Have the teams switch roles.  **\*** Play for as long as time permits.  2.L/S:Song Chest p.49  Talk about the picture with the students:  **Listen and sing along**  Play Track 30 and sing the song.  **Extension**  Divide the class into two groups. If possible, make it boys vs. girls. Have the teams decide how they are going to sing the song. They could sing the song in different voices, dividing the song up into parts for different people to sing, or singing the song all together with a dance. Give  students a few minutes to practice, and  then have the groups present their songs. | 1.R/W:Workbook P.31  2.R/W: Activity Chest: J |

**English Chest 3 Weekly Lesson Plan (5 \* 45 min/week)**

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| **Unit 2** | **Lesson 3** | | **How’s the Weather Today?** | | | |
| **Objective** | Students will learn to describe the weather and give reminders about weather appropriate clothing. | | | | | |
| **New vocabulary/ Grammar** | lightning, storm, thunder, hot chocolate, blankets, rainy, stormy, snowy, freezing cold, winter hat, sunny,  sunglasses, cloudy, sweater, windy, kite, cold, coat, warm, fan, hot, hat, bowling shoes, terrible, outside,  hard, loud, bright, scary, safe, horrible | | | | | |
|  | | | | | |
| **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 introduction  Bring rain and cold weather gear such as hat, umbrella and a blanket to class.  Say to the students “It’s cold.” Put on the hat and blanket. ”Umm, a blanket. It’s warm.” “It’s raining.” Put up the umbrella. Pick up a cup. “Say ‘Yum, hot chocolate.” Do it again, encourage the students to say some of the words with you.  2.L/S:Word Chest  *Look at the pictures with the students. Ask questions:*  *What can you see?*  *- I can see \_\_.*  • *How’s the weather?*  *- It’s (rainy/raining). There’s (thunder).* | 1.L/S:Word Chest  **Listen and number** p.50  Look at the pictures again. Play Track 31.Students number the pictures in the book.  2.*Word Chest extension activity*  *Rock, scissors, paper train:*  Have the students draw one of the pictures from Word Chest on a sheet of paper. They keep their picture secret. Next, have them walk around the room. When you shout ‘Stop” they must do rock, scissors, paper. The loser shows his or picture and says “I see/hear\_\_\_.” The winner takes the picture. The losing student holds the waist of the winner. The activity continues, with more and more losing students lining up behind the winners. Eventually , there will be just two chains of students. They do rock, scissors paper to determine the winner.  ***Lightning*** *is what we see (the flashes*  *of light during thunder and lightning),*  *and* ***thunder*** *is what we hear (the*  *booming sound during thunder and*  *lightning).* | 1.R/W:Workbook P.32A |
| **2nd day**  **p.50 & p.51** | After homework check  :**word test** | W/book p.33 | | 1.H.W check: word list  2.Word list test  3. L/S Language Chest warm up  Look at the pictures and ask questions:  *What does she have?*  *- She has an umbrella/a cell phone.*  • *How’s the weather?*  *- It’s \_\_.* | 1.L/S:Language Chest  **Ask and answer** p.50  Practice the question and answer with the class.  Play a quick game with students to practice the vocabulary. Secretly give the hot chocolate flashcard and the blanket flashcard to two students. Make sure they hide the cards. Then, have students try to find the cards by asking one another questions.  *T: Kerri, you can start.*  *S1: OK! How’s the weather today, Henry?*  *S2: It’s stormy!*  *S1: Do you have a blanket?*  *S2: No, I don’t.*  *T: Now it’s your turn, Henry.*  *S2: How’s the weather today, Mike?*  *S3: It’s rainy!*  *S2: Do you have a blanket?*  *S3: Yes, I do.*  2.L/S:Listening Chest  **Listen, read, and talk** p.51  Ask the students about the picture:  Play Track 32 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **Extension**  The students take turns to secretly pick up  a flash card or picture of rain/snow/  sunshine etc… A child who didn’t pick up  the card/picture asks how the weather is.  The dialogue could go like this.  *S1: How’s the weather?*  *S2: It’s sunny.*  *S1: Let’s go swimming.* | 1.R/W:Listening chest :Question D  2.R/W:Workbook p.32B |
| **3rd day**  **P.52** |  | memorizing  :talk chest dialogue | | 1.H.W check: workbook  2.L:Talk Chest  Talk about the pictures:  *What can you see?*  *- I can see \_\_.*  • *What color is \_\_?*  *- It’s \_\_.* | 1.L/S:Talk Chest  **Look and say**: p. 52  ★Practice the dialog.  *S1: (Rolls the ball and hits the sunglasses flashcard.) Sunglasses!*  *Team A: How’s the weather today?*  *S1: It’s hot. (Students can pick anything that goes with the object.)*  *Team A: Don’t forget your sunglasses!*  2. L/S:**Picture prompts** p.52  Look 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**  Practice the target language with the flashcards and a ball. Set up a few  object flashcards (hat, kite, sweater...) against the wall. Make sure there  is plenty of space between the cards, and play a modified version of bowling. Divide students into teams, and select a player to go first. The player should roll the ball towards the flashcards. Then, the player and his/her teammates should come up with a conversation for the card that  was hit. | 1.R/W:Workbook P.34E |
| **4th day**  **p.53** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P.34F  writing the whole reading chest | | 1.H.W check: speaking test in pairs  2.L/S/R:Reading Chest  Ask questions about the picture:  *How is the weather?*  *- It’s cloudy/rainy/stormy.*  • *What are they doing?*  *- They’re drinking hot chocolate.*  • *Are they cold? What do they have?*  *- No, they’re not. They have a blanket.* | 1.L/S/R:Reading Chest  **Read and circle** p. 53  Play Track 34 and read with the students.  Write some sentences on the board for  students to read and answer in small  groups. Then, talk about the answers  as a class.  **1.** We drink \_\_ in the cold.  **2.** You hear \_\_ and you see \_\_.  **3.** My mom puts more \_\_ on my bed in  winter.  **Answers:**  **1.** hot chocolate  **2.** thunder, lightning  **3.** blankets  **Extension** | 1.R/W:Writing Chest H  2. Writing Chest Follow-Up  Ask students about the weather today  and have them write the question and  two sentences about it in their notebooks.  **Example:**  • Q: How’s the weather today?  - It’s warm and sunny.  - It’s also windy. |
| **5th day**  **p.54 & p.55** | 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.** p. 54  **Preparation: Divide class into partners.**  **Materials: dice**  **\***Students take turns rolling the die and  moving along the board.  **\*** At each space on the board, students  follow the sample dialog.  *S1: (Rolls die and goes to new space on*  *game board.)*  *S2: How’s the weather today?*  *S1: It’s sunny.*  **\*** If there is an object on the space,  students extend the dialog.  *S1: (Rolls die and goes to new space on*  *game board.)*  *S2: How’s the weather today?*  *S1: It’s cold. Don’t forget your sweater!*  **\*** If a student doesn’t know the answer or  makes a mistake, he/she cannot advance  along the board.  **\*** The object of the game is to move to  the inner circles, eventually reaching  **FINISH**. The only way to move in, is to  land on a space with a green arrow  pointing in. Students circle the board  until they land on one of these special  spaces and complete the conversation  correctly. The **cold** space with the  **sweater** is one of these special spaces.  If students complete the conversation  correctly, they are allowed to move to  the smaller circle.  *S2: Good! You’re on an arrow. Move to*  *the inner circle.*  *S1: (Moves her game piece to the snowy*  *space.) Yay!*  2.L/S:Song Chest p.55  Talk about the picture with the students:  *What can you see?*  *- I can see \_\_.*  • *How’s the weather?*  *- It’s \_\_.*  • *What does he/she look like?*  *- He’s/She’s \_\_.*  **Listen and sing along**  Play Track 35 and sing the song.  **Extension**  Have everyone sit in a circle with their  chairs. Chairs should be arranged so that  everyone’s back is to the inside of the  circle. Then, have everyone stand up, and  remove one chair. Play the music while  everyone sings along and walks around  the chairs. Secretly stop the music at a  random point. Students should scramble  to sit in one of the chairs. Since there is  one less chair than their students, one  student will remain standing. That student  is out of the game and should become  your helper. Then, remove another chair  and start the music again. Play until there  is only one chair left. | 1..R/W:Workbook P.35 |

**English Chest 3 Weekly Lesson Plan (5 \* 45 min/week)**

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| **Unit 2** | **Lesson 4** | | **What Do You Like to Do?** | | | |
| **Objective** | Students will be able to talk about outdoor activities and express their likes. | | | | | |
| **New vocabulary/ Grammar** | play golf, talk on the phone, play chess, go sailing, write in my diary, play tennis, climb trees, jog, fly kites,  play catch, have picnics, play frisbee, walk the dog, take pictures, excited, vacation | | | | | |
| * Information questions with **what**   - What do you like to do?   * Like + infinitive | | | | | |
| **1st day**  p.56 | **Test** | **H.W** | | **Warm-up** | **Main lesson** | **Follow-up** |
| Unit Lesson achievement test | word list | | 1.L/S:Lesson introduction  Mime playing golf. Ask “What am I doing?” Students may not be able to give a complete sentence, but encourage them to answer.  T: What am I doing?  Ss: Golf! Playing golf.  T: I am playing golf. I like to play golf.  Next mime talking on the phone.  T: What am I doing?  Ss: Talking/phone (answers will vary)  T: I’m talking on the phone. I like to talk on the phone.  Have the students repeat the target language  2.L/S:Word Chest  Look at the pictures with the students. Ask questions:  *What is he doing?*  *- He is playing soccer/the piano.*  • *What are they doing?*  *- They are sailing.*  • *What does she look like?*  *- She is cute and thin.* | 1.L/S:Word Chest  **Listen and number** p.56  Look at the pictures again. Play Track 36.Students number the pictures in the book.  2.Word Chest extension activity  Tic-tac-toe  On the white board draw a grid of two horizontal and two vertical lines.  Divide the class into two teams. One team is “O” and the other team is “X” Hold up an activity flashcard. Students should raise their hands. Choose a student to answer. If they answer correctly they choose a place in the grid.  Show another card. **0**  Play as before. **X**  Continue until one team has three spaces in a row. If no team gets a row, there is no winner.  Example:  T: (holds up soccer card)  S1: He is playing soccer.  T: (holds up golf card)  S2: He is playing golf. | 1.R/W:Workbook P.36A |
| **2nd day**  **p.56 & p.57** | After homework check  :**word test** | W/book p.37 | | 1.H.W check: word list  2.Word list test  3. L/S Language Chest warm up  Look at the pictures and ask questions:  *What can you see?*  *- I can see \_\_.*  • *What does he/she like to do?*  *- He/She likes to \_\_.* | 1.L/S:Language Chest  **Ask and answer** p.56  Practice the question and answer with the class.  Use the flashcards to practice the target  language.  • *What does he/she like to do?*  *- He/She likes to \_\_.*  2.L/S:Listening Chest  **Listen, read, and talk** p.57  Ask the students about the picture:  Play Track 37 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **Extension**  The students ask each other questions  using one of these two dialogues  depending on the answer to the first  question. If necessary, write some of the  dialogue on the board and then gradually  erase it each time they successfully  complete the dialogue.  *S1: What do you like to do on the*  *weekends?*  *S2: I like to (play tennis).*  *S1: I can’t (play tennis). I’d love to learn.*  *S2: I can teach you.*  *S1: Let’s (play tennis) (on Sunday).*  *S2: (Sunday)? Yes, OK/No, I’m busy.* | 1.R/W:Listening chest :Question D  2.R/W:Workbook p.36B |
| **3rd day**  **p.58** |  | memorizing  :talk chest dialogue | | 1.H.W check: workbook  2.L:Talk Chest  Ask questions about the picture:  *Where are they?*  *- They are in the park.*  • *What is he doing?*  *- He is jogging.* | 1.L/S:Talk Chest  **Look and say**: p. 58  ★Practice the dialog.  2. L/S:**Picture prompts** p.58  Look 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**  Have everyone sit in a circle and play a memory game with students.  Everyone should try to remember all of the answers. Play until students  start to make mistakes. Then, start over.  *All: What do you like to do?*  *S1: I like to play catch.*  *All: Max likes to play catch. What do you like to do?*  *S2: I like to jog.*  *All: Max likes to play catch. Sarah likes to jog. What do you like to do?*  *S3: I like to write in my diary.*  *All: Max...* | 1.R/W:Workbook P.38E |
| **4th day**  **p.59** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P.38F  writing the whole reading chest | | 1.H.W check: speaking test in pairs  2.L/S/R:Reading Chest  Ask questions about the picture:  *What can you see?*  *- I can see \_\_.*  • *What is she doing?*  *- She’s (writing).*  • *What does she like to do?*  *- She likes to (go sailing).* | 1.L/S/R:Reading Chest  **Read and choose.** p. 59  Play Track and read with the students  **Extension**  The students ask each other a series of  questions from prompts written on the  board. Gradually erase the prompts as they get better at using the patterns.  *S1: What do you like to do (in summer/in*  *winter/on Sunday/in the evening…)?*  *S2: I like to \_\_.*  *S1: Where do you like to \_\_?*  *S2: I like to \_\_.*  *S1: Who do you like to \_\_ with \_\_?*  *S2: I like to \_\_ with \_\_.* | 1.R/W:Writing Chest H  2. Writing Chest Follow-Up  Have students answer the three questions from the exercise about themselves. They should write the answers in their notebooks.  **Example:**  **1.** I like to watch TV after school.  **2.** I like to go to the beach on sunny days.  **3.** I like to relax on Fridays. |
| **5th day**  **p.60 & p.61** | 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.** p. 60  **Preparation: divide students into teams.**  **Materials: marker, timer**  Select two volunteers from one team  (Team A) to come to the front of the  class. One student will be the illustrator  and the other will be the actor. Neither  volunteer may talk.  Whisper a question and answer to the  volunteers. Then, set the timer for 30  seconds, and allow the illustrator and  actor to begin. Their teammates try to  guess the question and answer before  their time runs out.  *S1: What does she like to do at the*  *park?*  *T: Good!*  *S2: She likes to climb trees.*  Teammates may make as many guesses  as they can in 30 seconds.  2.L/S:Song Chest p.61  Talk about the picture with the students:  *Where are they?*  *- They are in the park.*  • *What does he/she have?*  *- He/She has a kite/dog/bike.*  • *What does he/she like to do?*  *- He/She likes to fly his kite/walk her*  *dog/ride her bike.*  **Listen and sing along**  Play Track 40 and sing the song.  **Extension**  Sing the song again, but add gestures and  voices to the song. Select a pattern for  everyone to follow.  **Gesture Ideas:**  Shrugging the shoulders with palms up for  the questions, pretending to walk a dog,  looking far into the distance, pretending to  fly a kite on a very windy day, looking up  high into the sky, pretending to ride a bike,  pretending to pedal the bike fast  **Voice Ideas:**  Sing in very **high** pitched voices for high,  sing some lines with deep voices, some  lines with quiet voices, some lines with  loud voices, some lines with baby voices,  and other lines with the voices of old  people. | 1..R/W:Workbook P.39  2. Activity Chest J |

**English Chest 3 Weekly Lesson Plan (5 \* 45 min/week)**

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| **Unit 3** | **Lesson 1** | | **Where Are You From?** | | | |
| **Objective** | Students will tell where they are from and identify some countries. | | | | | |
| **New vocabulary/ Grammar** | France, China, Italy, South Korea, Australia, Canada, India, Egypt, Japan, the United States of America,  South Africa, Germany, Brazil, Spain, welcome | | | | | |
| * Information question with where.   - Where are you from?  -I’m from \_\_\_. | | | | | |
|  | **Test** | **H.W** | | **Warm-up** | **Main lesson** | **Follow-up** |
| **1st day**  **p.64** | Unit 2 Lesson 4 achievement test | word list | | 1.L/S:Lesson introduction  Slow Reveal  Slowly show the students part of one of the country flashcards. Make it difficult to see. Have the students call out when they think they know the country.  2.L/S:Word Chest  *Look at the pictures with the students. Ask questions:*  *What can you see?*  *- I can see \_\_.*  • *What country is this?*  *- It’s (Canada).*  • *What color is this flag?*  *- It’s (red and white).* | 1.L/S:Word Chest  **Listen and number** p.64  Look at the pictures again. Play Track 41.Students number the pictures in the book.  2. Follow-up  Talk about the famous Monument/Item Name for each country  France - Eiffel Tower,  China - The Great Wall of China  Italy - The Leaning Tower of Pisa  South Korea – Gyeongbok Palace  Australia - a kangaroo  Canada - Niagara Falls  Try to elicit other famous places or things from these countries.  3. L/S Word Chest extension activity  Put the flags and country names on the board. Stick one weather card under each country. Ask the students questions:  T: What country is this? (points to China)  Ss: It’s China.  T: How’s the weather in China?(points to rain)  Ss: It’s raining.  If the students are advanced, have them ask each other questions in pairs. | 1.R/W:Workbook P.42A |
| **2nd day**  **p.64 & p.65** | After homework check  :**word test** | W/book p.43 | | 1.H.W check: word list  2.Word list test  3. L/S Language Chest warm up  Look at the pictures and ask questions:  • *What can you see?*  *- I can see \_\_.*  • *Where is he/she from?*  *- He’s/She’s from \_\_.* | 1.L/S:Language Chest  **Ask and answer** p.64  Practice the question and answer with the class.  Play a quick game with students to practice the target language. Choose  a country, and put one space on the board for every letter it has. Have students take turns guessing the word. Once the country has been guessed, everyone should practice the target language together.  *T: OK. Here is the country. (Writes on the board: \_ \_ \_ \_ \_ )*  *Where am I from?*  *S1: Are you from France?*  *T: No, I’m not.*  *S2: Are you from Italy?*  *T: Yes, I am! You can fill in the letters.*  *S2: (Comes to the front of the room and fills in the blanks with: Italy.)*  2.L/S:Listening Chest  **Listen, read, and talk** p.65  Ask the students about the picture:  *What can you see?*  *- I can see \_\_.*  • *Where is he from?*  *- He’s from (Italy/South Korea)*  • *Where are you from?*  *- I’m from \_\_.*  Play Track 42 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **Extension**  The students look at pictures of people and try and guess where they are from either using the pattern ‘He’s/She’s from \_\_.’ or ‘I think he’s/she’s from \_\_.’ | 1.R/W:Listening chest :Question D  2.R/W:Workbook p.42B |
| **3rd day**  **p.66** |  | memorizing  :talk chest dialogue | | 1.H.W check: workbook  2.L:Talk Chest  Ask questions about the picture:  *Look at the map. Where are we?*  *- We are here. (Pointing at the correct*  *part of the map.)*  • *Where is Canada/South Korea/Italy?*  *- It’s here. (Pointing at the correct part*  *of the map.)* | 1.L/S:Talk Chest  **Look and say**: p. 66  ★Practice the dialog.  2. L/S:**Picture prompts** p.66  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.  **Extension**  Personalize the activity by getting students  to ask each other where they are from.  *S1: Where are you from?*  *S2: I’m from \_\_.*  If everyone is from the same country, give  each student a flashcard of a different  country for additional practice. | 1.R/W:Workbook P.44E |
| **4th day**  **p.67** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P.45  writing the whole reading chest | | 1.H.W check: speaking test in pairs  2.L/S/R:Reading Chest  Ask questions about the picture: | 1.L/S/R:Reading Chest  **Read and** p. 67  Play Track and read with the students.  Give students a few minutes to remember  the story, and then have everyone close  their books. Write the story on the board,  but write the sentences out of order. Divide the class into small groups, and have them work together to write the sentences down in the correct order.  **Extension**  The students look at a globe or a map of  the world. They choose a country they  would like to visit and make sentences:  **Example:**  I want to go to Britain.  I want to see London.  I want to eat fish and chips.  It is best if the children have access to the  Internet or reference books (in their native  language) so they can try to find out about  the food/drink/famous places/animals… in  a country and make appropriate sentences. | 1.R/W:Writing Chest H  2. R/W:Workbook P.44F |
| **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.** p.68  **Preparation: divide the class into groups of 4-5**  **Materials: flashcards, timer, box**  Place all of the country flashcards in the  box. If no box is available, place all of  the cards in a pile (face down).  Select a team to compete first, and have each student on the team get a card  from the box.  Make sure the team is lined up, and  then time the team as they all say where  they are from according to their  flashcards.  *T: Ready, set, go!*  *S1: I am from Brazil. Where are you*  *from?*  *S2: I am from Italy. Where are you from?*  *S3: I am from France. Where are you*  *from?*  *S4: I am from South Korea. Stop! We’re*  *done!*  2.L/S:Song Chest p.69  Talk about the picture with the students:  *What can you see \_\_?*  *- I can see \_\_.*  • *Where is he/she from?*  *- He’s/She’s from \_\_.*  **Listen and sing along**  Play Track and sing the song.  **Extension**  Have students add a verse to the song and sing it once more.  **Example:**  This little boy, he’s from Brazil.  Where is he from?  He’s from Brazil. He’s from Brazil.  This little boy’s from Brazil. | 1.R/W: Activity Chest J |

**English Chest 3 Weekly Lesson Plan (5 \* 45 min/week)**

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| **Unit 3** | **Lesson 2** | | **Let’s Go to the Italian Restaurant** | | | |
| **Objective** | Students will learn about foods and restaurants from different countries. | | | | | |
| **New vocabulary/ Grammar** | watermelon, meat, rice, food, spaghetti, tacos, dumplings, sausages, sushi, fondue, Indian, French,  Italian, Mexican, Chinese, German, Japanese, Swiss, hamburger, curry | | | | | |
| * Information question with where   - Verb : want  - Suggestion: Let’s go to the \_\_\_ restaurant. | | | | | |
|  | **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 introduction  Ask the students about their favorite foods. Ask if they know the names of foods from any other countries.  2.L/S:Word Chest  Look at the pictures with the students. Ask questions:  *What is it?*  *- It’s meat/rice.*  • *Do you like this?*  *- Yes, I do./No, I don’t.* | 1.L/S:Word Chest  **Listen and number** p.70  Look at the pictures again. Play Track 46.Students number the pictures in the book.  2.Word Chest extension activity  On the board, brainstorm foods that the students know in English (e.g. meat, rice, watermelon, cake, chocolate, fish, pizza). In groups, give them 5 minutes to create their own ‘new’ dish. Have a volunteer from each group introduce the dish.  Example:  S1: This is chocolate fish pizza. It is pizza with chocolate, fish and cheese. | 1.R/W:Workbook P.46A |
| **2nd day**  **p.70 & p.71** | After homework check  :**word test** | W/book p.47 | | 1.H.W check: word list  2.Word list test  3. L/S Language Chest warm up  Look at the pictures and ask questions:  *What is it?*  *- It’s meat/rice.*  • *Do you like this?*  *- Yes, I do./No, I don’t.* | 1.L/S:Language Chest  **Ask and answer** p.70  Practice the question and answer with the class.  Talk about some food that is commonly eaten by your students. What country does the food come from? What kind of restaurant would the food be found in?  *T: What do you like to eat?*  *S1: I like to eat hamburgers.*  *T: Where do you eat hamburgers?*  *S2: McDonalds and Burger King!*  *T: OK. Those are American restaurants. Let’s practice our dialog.*  *All: Where do you want to eat? Let’s go to the American restaurant.*  \* **Ideas:** pizza - Italian, bibimbap - Korean,  curry - Indian, sushi - Japanese  2.L/S:Listening Chest  **Listen, read, and talk** p.71  Ask the students about the picture:  Play Track 47 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  Follow-Up  *What can you see?*  *- I can see...*  • *Where does she want to eat?*  *- She wants to eat at an Indian*  *restaurant.*  • *What does she want to eat?*  *- She wants to eat curry.*  **Extension**  The students ask each other questions  about food. Write the questions on the  board and erase more and more of the  words in the sentences as they ask the  questions to different students.  **Example:**  **1.** Where do you want to eat this evening?  **2.** What do you want to eat this evening?  **3.** Where do you want to eat breakfast?  **4.** What do you want to eat for breakfast?  **5.** Where do you want to eat lunch?  **6.** What do you want to eat for lunch? | 1.R/W:Listening chest :Question D  2.R/W:Workbook p.46B |
| **3rd day**  **p.72** |  | memorizing  :talk chest dialogue | | 1.H.W check: workbook  2.L:Talk Chest  Ask questions about the picture:  *What can you see?*  *- I can see \_\_.*  • *What restaurant is this?*  *- It’s (a Mexican/an Italian) restaurant.*  • *Where does he want to eat?*  *- He wants to go to the Italian restaurant* | 1.L/S:Talk Chest  **Look and say**: p. 72  ★Practice the dialog.  2. L/S:**Picture prompts** p.72  Look at the pictures with the students. Practice reading the names. Play track 48.  Have the students role play the conversations, using Guide for help.  **Extension**  Divide students into small groups. Have everyone pretend that they are hungry and trying to decide on a restaurant. They must talk about three or more restaurants.  *S1: Where do you want to eat? S2: Let’s go to the Chinese restaurant.*  *S3: No, I don’t like Chinese food. S4: Let’s go to an Italian restaurant.*  *S5: No, I don’t want pizza or spaghetti.*  *S1: OK. Let’s go to a Japanese restaurant.*  *S3: OK! I love sushi! S4: Me, too!*  *S2 & S5: Good idea!* | 1.R/W:Workbook P.48 |
| **4th day**  **p.73** | At the beginning of the class  :**speaking quiz(pair )** | writing the whole reading chest | | 1.H.W check: speaking test in pairs  2.L/S/R:Reading Chest  Ask questions about the picture:  *What can you see?*  *- I can see…*  • *Do you like (pizza/sushi/tea)?*  *- Yes, I do/No, I don’t.* | 1.L/S/R:Reading Chest  **Read and answer** p. 73  Play Track49 and read with the students.  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:  ***No! …!***  *Hamburgers come from India.*  *Sushi comes from Egypt.*  *Pizza comes from China.*  *Sandwiches come from Brazil.*  **Extension**  Write the names of popular sports on the  board and see if the students can guess  which country they come from using the  pattern ‘I think (golf) comes from).  **Example:**  Soccer (Britain)  Judo (Japan)  Basketball (United States)  Baseball (United States)  Tennis (Britain or France)  Golf (Britain) | 1.R/W:Writing Chest H |
| **5th day**  **p.74 & p.75** | 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.** p. 74  **Preparation: make a set of small photocopies of the food flashcards for each team of 4 students**  **Materials: photocopies of flashcards, dice**  Divide the class into groups with four  students each.  Tell the students to pick a partner from  their group. This will be their partner in  the game.  Next, give each group their food  flashcards and a die. Have the players put their game pieces on **START**.  Select a team to go first. This team turns  over a flashcard, and rolls the die.  *S1: Where do you want to eat?* (Turns  over the curry flashcard.)  *S2: Let’s go to the Indian restaurant.*  *S1: OK. I like curry.* (Rolls a 4 on the dice.)  *S2: Oh no!*  Make sure the teams continue to move  their game pieces.  *S3: (The team from above needed to roll*  *a 2 on the die instead of a 4. They wanted to land on the Indian restaurant, but they did not. Now they have to wait for the other team to go. After that, they get another try. The team shouldn’t turn over a*  *new food card until they successfully land on the Indian restaurant.) Keep trying on every turn. You need to get to the Indian restaurant!*  The teams continue rolling the die and  trying to land on the correct restaurant.  Their game piece travels around and  around the circle until they land on the  correct restaurant. Once they land on  the correct restaurant, they may add the  points to their score, and turn over  another food card.  2.L/S:Song Chest p.75  Talk about the picture with the students:  *Where are they?*  *- They are at a restaurant.*  • *What does the waiter have?*  *- He has tacos and spaghetti.*  • *What does the waitress have?*  *- She has sausages and dumplings.*  **Listen and sing along**  Play Track 50 and sing the song.  **Extension**  Divide the class into two groups. Have one  group sing all of the questions, and the  other group sings the answers. Everyone  should sing the chorus together. | 1..R/W:Workbook P.49 |

**English Chest 3 Weekly Lesson Plan (5 \* 45 min/week)**

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| **Unit 3** | **Lesson 3** | | **I Want a Sandwich, Please.** | | | |
| **Objective** | Students will be able to ask about food choices and articulate their own choices. | | | | | |
| **New vocabulary/ Grammar** | sandwich, tomato, lettuce, salad, chicken soup, waffle, scrambled eggs, soda, grape juice, hot dog,  hamburger, turkey, apple pie, cheesecake, strawberry shake, chocolate shake, beef, eat out, stay home,  present, cheeseburger | | | | | |
| * Do you want \_\_\_ or \_\_\_? * I want \_\_\_, please. | | | | | |
|  | **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 introduction  On the board, put pictures of cake and fish. Ask “Do you want cake or fish?’ Students shout out their reply. Teacher points to cake “I want cake.”  Put pictures of a sandwich and Indian food on the board. Ask “Do you want a sandwich or Indian food?” Again students shout out replies. Say “ I want a sandwich.”  Repeat the process using the same pictures. This time encourage the students to reply using ‘I want\_\_\_’  2.L/S:Word Chest  Look at the pictures with the students. Ask questions:  *What can you see?*  *- I can see \_\_.*  • *Do you like (beef)?*  *- Yes, I do. / No, I don’t.* | 1.L/S:Word Chest  **Listen and number** p. 76  Look at the pictures again. Play Track 51.Students number the pictures in the book.  2.Word Chest extension activity  Food Bingo  Either prepare sheets ahead of time, or have students prepare their own sheets by drawing pictures of nine foods in a grid. Set a strict time limit for preparation if the students are to prepare their own sheets.  Call the foods. Student cross out the pictures on their sheets when they hear the relevant words. The winner is the first student to get three bingo lines. | 1.R/W:Workbook P.50A |
| **2nd day**  **p.** 76 & p.77 | After homework check  :**word test** | W/book p.51C | | 1.H.W check: word list  2.Word list test  3. L/S Language Chest warm up  Look at the pictures and ask questions:  *What can you see?*  *- I can see \_\_.*  • *Do you like (pizza)?*  *- Yes, I do. / No, I don’t.* | 1.L/S:Language Chest  **Ask and answer** p.76  Practice the question and answer with the class.  Put students in small groups, and have them list as many different kinds of sandwiches as they can think of. Then, have the groups take turns conversing using the target language.  *S1: Do you want a beef sandwich or a cheese sandwich?*  *S2: I want a cheese sandwich, please.*  \* **Sandwich Ideas:** tomato and lettuce, chicken, meat, chicken tomato  and lettuce, peanut butter and banana, meat lettuce and tomato, meat and cheese, tomato and cheese  2.L/S:Listening Chest  **Listen, read, and talk** p.77  Ask the students about the picture:  *What can you see?*  *- I can see \_\_.*  • *Does he want to eat out or stay home?*  *- He wants to stay home.*  • *Do you want to eat out or stay home*  *(tonight/tomorrow/on Sunday…)*  *- I want to \_\_.*  Play Track 52 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **Extension**  The students ask each other about the pictures questions.  • *Does he want salad or chicken soup?*  *- He wants chicken soup.*  • *Do you want (pizza or spaghetti/fish or*  *cheese/a banana or an apple…) for*  *(breakfast/lunch/dinner)*  *- I want \_\_.*  The students then ask each other similar  questions. | 1.R/W:Listening chest :Question D  2.R/W:Workbook p.50B |
| **3rd day**  **p.78** |  | memorizing  :talk chest dialogue | | 1.H.W check: workbook  2.L:Talk Chest  Ask questions about the picture:  *What can you see?*  *- I can see…*  • *Where are they?*  *- They are in a/the kitchen.*  • *What’s he/she doing?*  *- He’s cooking. /She’s drinking.* | 1.L/S:Talk Chest  **Look and say**: p. 78  ★Practice the dialog.  2. L/S:**Picture prompts** p.78  Look at the pictures with the students. Practice reading the names. Play track 53.  Have the students role play the conversations, using Guide for help.  **Extension**  Select one student (S1) to come to the front of the room. Hand the student two flashcards. S1 should hold up the cards so that everyone can see, putting one card in each hand. Then, S1 should put the cards behind his/her back and shuffle them. S1 should select another classmate (S2) to  come to the front of the room. S2 should choose a food and try to guess which hand that flashcard is in. Then, select another volunteer to come to the front of the room and give him/her two different flashcards. | 1.R/W:Workbook P.51D & P.52 E |
| **4th day**  **p.79** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P52 F  writing the whole reading chest | | 1.H.W check: speaking test in pairs  2.L/S/R:Reading Chest  Ask questions about the picture:  *What can you see?*  *- I can see…*  • *What does he have?*  *- He has a bag and a sandwich.* | 1.L/S/R:Reading Chest  **Read and** p. 79  Play Track 54 and read with the students  **Extension**  Look at the text with the students and ask:  • *What does Liam want?*  *- He wants egg sandwiches, chicken*  *sandwiches and beef sandwiches.*  The students then ask each other:  • *What do you want?*  *- I want (a banana), (a computer), and*  *(a bicycle).*  Look at the picture and text with the  students and ask:  • *What does he have in his right hand?*  *- He has a bag.*  • *What does he have in his left hand?*  *- He has a lettuce, tomato and turkey*  *sandwich.*  The students then pick things up and ask  each other:  • *What do you have in your right hand?*  *- I have…*  • *What do you have in your left hand?*  *- I have…* | 1.R/W:Writing Chest H  2. Writing Chest Follow-Up  Make a list of desserts and drinks with  students. Have a couple of students write the lists on the board. Then, divide  students into partners and have them work together to write a conversation about 2 of the drinks and 2 of the desserts. Finally, have the partners share their conversations with the class.  **Example:**  A: I’m hungry.  B: Me, too! Do you want strawberry cake  or chocolate pie?  A: I want strawberry cake!  B: Do you want lemonade or water to  drink?  A: I want water, please.  B: Me, too! |
| **5th day**  **p.80 & p.81** | 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.** p. 80  **Preparation: Tape flashcards to the board in 3 categories. Write points under each category, then cover the points with paper.**  **Materials: Flashcards, tape, marker, paper**  Divide students into teams.  Select a student from one team to go first. Have the student choose between the categories, and then ask a question using two items from that category.  *T: Do you want orange juice or*  *strawberry milk?*  *S1: I want strawberry milk, please.*  If the student says everything correctly,  reveal the number of points under the choice and award the points to the correct team.  *T: (Removes the piece of paper under*  *the strawberry milk picture.)*  *S2: Strawberry milk is one point.*  Have the student who just played come  to the front and switch places with you.  Help the student if necessary. He/She selects a student from the other team to play next. Play until everyone has asked and answered a question.  2.L/S:Song Chest p.81  Talk about the picture with the students:  *- They are in the park.*  • *What does he/she have?*  *- He/She has a hot dog/salad.*  • *Do they like the food?*  *- Yes, they do.*  **Listen and sing along**  Play Track 55 and sing the song.  **Extension**  Choose a student to sing Molly’s parts,  and another student to sing her dad’s  parts. All the rest of the students should  sing the narrator’s parts. The students  singing for Molly and her dad should act  while they sing. | 1.R/W:Workbook P.53  2. R/W:Activity Chest J |

**English Chest 3 Weekly Lesson Plan (5 \* 45 min/week)**

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| **Unit 3** | **Lesson 4** | | **Would You Like Some Broccoli?** | | | |
| **Objective** | Students will learn to identify some additional food items and learn how to ask a polite question. | | | | | |
| **New vocabulary/ Grammar** | peas, carrots, broccoli, green beans, corn, pancakes, pineapple juice, toast, cereal, yogurt, mashed potatoes, bread, butter, vegetable, healthy, tasty, delicious | | | | | |
| * Please and thank you * Would (for politeness)   - Would you like some\_\_\_\_? | | | | | |
|  | **Test** | **H.W** | | **Warm-up** | **Main lesson** | **Follow-up** |
| **1st day**  **p.82** | Unit 3 Lesson 3 achievement test | word list | | 1.L/S:Lesson introduction  Put a picture of broccoli on the board. Try to elicit the vocabulary. Ask “Do you want some broccoli?” to a few individual students. Now change the question to the new target question: “Would you like some broccoli?” Ask the whole class. If they understand, ask some individual students.  2.L/S:Word Chest  Look at the pictures with the students. Ask questions:  *What can you see?*  *- I can see \_\_.*  • *Do you like (peas)?*  *- Yes, I do. No, I don’t* | 1.L/S:Word Chest  **Listen and number** p.82  Look at the pictures again. Play Track 56.Students number the pictures in the book.  2.Word Chest extension activity  Quick draw  Divide the class into 2l groups. Give them photocopies of food cards (the new Word Chest and some food words from previous lessons). Student take it in turn to send one volunteer to draw one of the flashcards on the board. The other students have to guess the word. | 1.R/W:Workbook P.54A |
| **2nd day**  **p.82 & p.83** | After homework check  :**word test** | W/book p. 55C | | 1.H.W check: word list  2.Word list test  3. L/S Language Chest warm up  Look at the pictures and ask questions:  *What can you see?*  *- I can see \_\_.*  • *What does he/she have?*  *- He/She has \_\_.* | 1.L/S:Language Chest  **Ask and answer** p.82  Practice the question and answer with the class.  Sit in a circle and display one of the vegetable flashcards. Create a rhythm by slapping your palms against your chair and clapping (boom-boom-clap).  Have everyone join in. Then, chant the question (with everyone) to the rhythm. After the question, each student should give a thumbs up or thumbs down signal as they chant their answer. Students may not change their answers. If the student’s answer matches the teacher’s answer, he/she remains in the game. If it is different, he/she should help make sure no one cheats. Play the game until only one or two students are left.  **Example:**  T: (Shows the corn flashcard and begins the rhythm.) Boom-boom-clap...  All: Boom-boom-clap... Would you like some corn? Boom-boom-clap...  Yes, I would (thumbs up)./No, I wouldn’t (thumbs down).  2.L/S:Listening Chest  **Listen, read, and talk** p.83  Ask the students about the picture:  Play Track 57 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **Extension**  Ask questions about the picture.  • *What can you see?*  *- I can see \_\_.*  • *What does she want?*  *- She wants (hamburgers / corn).*  The students offer each other objects or  pictures of animals/things/insects/food…  using the pattern:  *S1: Would you like (an ant) or (a spider)?*  *S2: Oh, I want a (spider) please. I love*  *(spiders)!*  The fun part is that the students have to  choose one thing even if both are horrible. | 1.R/W:Listening chest :Question D  2.R/W:Workbook p.54B |
| **3rd day**  **p.84** |  | memorizing  :talk chest dialogue | | 1.H.W check: workbook  2.L:Talk Chest  Ask questions about the picture:  *What can you see?*  *- I can see \_\_.*  • *What is he/she doing?*  *- He’s/She’s (drinking coffee).* | 1.L/S:Talk Chest  **Look and say**: p. 84  ★Practice the dialog.  2. L/S:**Picture prompts** p.84  Look at the pictures with the students. Practice reading the names. Play track 58.  Have the students role play the conversations, using Guide for help.  **Extension**  Play a variation of ‘rock, scissors, paper’ to practice the target language.  Call five students to the front of the classroom and have them line up so that everyone can see them. Then show everyone a food flashcard.  Everyone should chant the question as the five students move their fists up and down. After the question, each of the five students should show a thumbs up or a thumbs down sign as they chant their answers. The majority rules, and the winners remain where they are. The losers return to their desks and are replaced by new students (so that there are always  five students in the front of the room). Play until everyone has a chance to go up to the front. | 1.R/W:Workbook P.55D |
| **4th day**  **p.85** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P.56  writing the whole reading chest | | 1.H.W check: speaking test in pairs  2.L/S/R:Reading Chest  Ask questions about the picture:  *What can you see?*  *- I can see \_\_.*  • *What does she have?*  *- She has broccoli.* | 1.L/S/R:Reading Chest  **Read and choose.** p.85  Play Track 59and read with the students.  The students make a list of all the things  they can think of that are healthy. They  then make a list of all the things they can  think that are not healthy.  **Extension**  Each student write five sentences listing  five vegetables they eat.  **Example:**  I eat (peas).  They then write sentences listing five things they do not eat. Encourage them to write about silly things.  **Example:**  I don’t eat (cars). | 1.R/W:Writing Chest H |
| **5th day**  **p.86 & p.87** | 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.** p. 86  **Preparation: Divide the class into teams.**  **Materials: flashcards, a plate, a partition**  Give each team a set of food flashcards.  Have the teams sit facing each other, and use something as a partition so that the players on opposite teams can barely see one another.  Give one team a plate (or draw a plate on a piece of paper), and have them decide on four items to place on the plate.  While they are doing this, each student on the other team should select a flashcard from their pile.  Each player on the team without the plate is allowed to ask one question. They are trying to guess the items on the other team’s plate for points.  *S1: Would you like some bread?*  *S2: Yes, please! (It is on the plate.)*  *S3: Would you like some steak?*  *S4: No, thank you. (It is not on the*  *plate.)*  *S5: Would you like some milk?*  *S6: Yes, please.*  *S7: Would you like some corn?*  *S8: No, thank you.*  *T: Team A gets 2 points! Bread and milk.*  Give the plate to the other team, and  reverse roles.  Play as many rounds as time permits.  The team with the most points wins.  2.L/S:Song Chest p.87  Talk about the picture with the students:  *What does she have?*  *- She has toast and butter.*  • *What are they eating?*  *- They are eating cereal.*  **Listen and sing along**  Play Track 60 and sing the song.  **Extension**  Sing the song again, but have everyone  close their eyes. Make sure no one speaks.  Hide all of the food flashcards mentioned  in the song. Then, have everyone open  their eyes, and search for the flashcards.  The students who find the cards hold on  to them. Once all of the cards have been  found, sing the song again. The students  with the flashcards should hold the food  items up at the appropriate time during  the song. Also, the students with the flashcards should sing the ‘I like’ line of  the song without assistance from the rest  of the class. For example, everyone sings  the first three lines of the song together.  Then, the student with the milk flashcard  and the student with the cereal flashcard  would sing the fourth line together. | 1.R/W:Workbook P.57  1. Activity Chest J |