**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 listw/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.12Look at the pictures again. Play Track 1.Students number the pictures in the book.2.Word Chest extension activityPut students in partners and have themcreate (and write down) one sentence foreach 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/bookP7 D | 1.H.W check: word list 2.Word list test3. L/S Language Chest warm upLook at the pictures and ask questions about what they can see in the pictures. | 1.L/S:Language Chest **Ask and answer** p.12Practice the question and answer with the class.Follow-UpPersonalize 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.13Play 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 ofquestions.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 theevening). | 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 ChestDiscover 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.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**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/bookP9Gwriting the whole reading chest | 1.H.W check: speaking test in pairs2.L/S/R:Reading ChestAsk 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. 15Play 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-hiddensentence to the other students who tryto guess the sentence.**-** Play the game until everyone gets achance to hold the cards. If time islimited and a student wins more thanonce, have that student choose twovolunteers for the next round.2.L/S:Song Chest p.17Ask 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.9H2. 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 ChestLook 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.18Look at the pictures again. Play Track 6.Students number the pictures in the book.2.Word Chest extension activityPut 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 test3. L/S Language Chest warm upLook 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.18Practice the question and answer with the class.Personalize the activity by getting thechildren 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.19Ask 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 D2.R/W:Workbook p.10B |
| **3rd day****p.20** |  | memorizing:talk chest dialogue  | 1.H.W check: workbook2.L:Talk Chest **Warm up** - | 1.L/S:Talk Chest**Look and say**: p. 20★Practice the dialog. 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**Select a student to come to the front of the room. Whisper a sentencein 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/bookP12writing the whole reading chest | 1.H.W check: speaking test in pairs2.L/S/R:Reading ChestAsk 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. 21Play Track9 and read with the students**Follow-Up**Divide the class into small groups, andhave each group write a paragraph basedon the ones they just read. Assign adifferent room of the house for eachgroup. Once finished, have the groupsshare 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 andget the children to correct your sentences.If possible, get them to say loudly aftereach 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 H2. R/W:Writing Chest Follow-UpHave students get out their notebooks. Then, put a few flashcards on the board and have students write conversations.**Example:****1. Flashcards:** dad, bedroomA: Where is dad?B: He’s in the bedroom.**2. Flashcards:** grandma, bathroomA: 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 makehis/her game pieces. Students should riptheir paper into six pieces and write afamily member on each piece of paper.**\*** To begin the game, all of the gamepieces should be on the correct spaces.For example, the green piece of paperwith **grandma** written on it should becovering the green space on the boardwith the picture of the grandmother on it.**\*** Students should play the game as theywould play checkers. They should taketurns moving their pieces toward theopposite side of the board. There arearrows on the board to show studentsthe directions they should be movingtheir families.**\*** Pieces should be moved diagonally.**\*** With each move, students must followthe sample dialog.*S1:* (Moves his brother piece to thedining 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. Forexample, **mom** and **dad** from the yellowteam cannot be in the same room at thesame time. Nor can **brother** from theyellow team be in the same room as**grandpa** from the green team2.L/S:Song Chest p.23Talk 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 ChestLook 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.24Look at the pictures again. Play Track 1.Students number the pictures in the book.2.Word Chest extension activityReview the rooms from U1 lesson 2. Have the students tell you where the new items from Word Chest go.e.gT: 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 test3. L/S Language Chest warm upLook 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.24Practice the question and answer with the class.The students look at flash cards or otherpictures of household things and act outthe 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.25Ask 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 ahousehold object and says ‘This is a (nice)picture!’ The other students suggest whereto put it – ‘Put it in the living room.’ Theactivity can continue with pictures of animal, fruit, insects… to stimulate thechildren’s imagination.**Example:**This is a (cute elephant)! Put it in (mybedroom) or even (the jungle) or (the zoo). | 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:*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.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**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/bookP.16Fwriting 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 a (white flower)*• *How many (birds) are there?**- There are (two).* | 1.L/S/R:Reading Chest**Read and Complete** p. 27Play 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 oranimals. The children take turns to choosea picture and say ‘Maybe I can put this(snake) in (your bed).’ | 1.R/W:Writing Chest H2. Writing Chest Follow-upThe 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 anothersoft object) at the board. The studenttries to hit the room of the house thatthe object goes in.**\*.** If the student hits the correct room inthe house, he/she earns a point forhis/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 morethan one room in a house, teammatescan decide on where they want theobject to be (ie. a fan could be locatedin any room of the house).**\*** Play the game until everyone has had achance to toss the ball at the drawing.**\*** Make the game more difficult by havingstudents stand farther from the board2.L/S:Song Chest p.29Talk 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 rememberthe song, and sing it once more with openbooks.Next, have everyone close their books.The students sing the song from memory.If time permits, sing the song a few moretimes, but stop the background music atrandom times. Students should try tocontinue singing without losing the beat. | 1.R/W:Workbook P.172. 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, watchingtelevision/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.30Look at the pictures again. Play Track 16.Students number the pictures in the book.2.Word Chest extension activityTalk 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 presentprogressive 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 test3. L/S Language Chest warm upLook 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.30Practice the question and answer with the class.**Extension**Use the flashcards to practice the targetlanguage. One at a time, call volunteersup to the front of the class. The volunteershould select a flashcard to hold up andask about.*S1: What’s he/she doing?**All: He/She is \_\_.*2.L/S:Listening Chest **Listen, read, and talk** p.31Ask 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 wheremembers of their family or friends are andwhat 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 D2.R/W:Workbook p.18B |
| **3rd day****p.32** |  | memorizing:talk chest dialogue  | 1.H.W check: workbook2.L:Talk ChestWhere 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 practiceconjugating 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.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.**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/bookP.20writing 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…*• *What’s he doing? /What are they doing?**- He is…/ They are…* | 1.L/S/R:Reading Chest**Read and answer.** p. 33Play Track 19 and read with the students.Act as if you have forgotten the text andget the children to correct your sentences.If possible, get them to say loudly aftereach 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 paragraphabout 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-upDivide students into partners, and havestudents 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 youdoing?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 andmoving along the board.**\***At each space on the board, studentsfollow 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 ormakes a mistake, he/she cannot advancealong 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.35Talk 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 hasanswered a question or until time runs out. | 1..R/W:Workbook P.21 |

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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.38Look at the pictures again. Play Track 21.Students number the pictures in the book.2.Word Chest extension activityHave 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 test3. L/S Language Chest warm upLook 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.38Practice the question and answer with the class.The students look at the flashcards orother 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.39Ask 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 familyand friends and, if possible, get thestudents to also bring pictures of theirfamily and friends to class. The studentsask each other about the people in thepictures.*S1: Who is he/she?**S2: He’s/She’s my (sister/friend Jane/**teacher/father).* | 1.R/W:Listening chest :Question D2.R/W:Workbook p.24B |
| **3rd day****p.40** |  | memorizing:talk chest dialogue  | 1.H.W check: workbook2.L:Talk ChestAsk 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.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.**Extension**The students look at pictures of occupations and make four sentencesusing 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/bookP.27Gwriting 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 \_\_.*• *Who is he/she?**- He’s/She’s a \_\_.* | 1.L/S/R:Reading Chest**Read and circle.** p. 41Play 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 thestory on the board, but leave blanks for alot of the words. Have students worktogether 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 H2. R/W :Have students work in pairs to create conversations about adults they see at school. Students should write theirconversations 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 bydoing ‘rock, scissors, paper’ instead ofusing dice or coins. The winner of eachround is allowed to move ahead onespace**\*** Have students place a small object on**START** to mark their places.**\*** At each space on the board, studentsask and answer:*S1: Who is he/she?**S2: He’s a/She’s a \_\_.***\*** If the students show the same shapeduring ‘rock, scissors, paper,’ it’s a tie.They do it again to find out who gets tomove forward on the board.**\***The first student to reach **FINISH** wins.2.L/S:Song Chest p.43Talk 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 incorporatea clapping/stomping rhythm to go with thebeat 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, thinLook 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 ChestLook 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.44Look at the pictures again. Play Track 26.Students number the pictures in the book.2.Word Chest extension activityPut 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 tocall someone fat or ugly. It is OK todescribe objects or fictionalcharacters with these words, but notactual people. Do not allow studentsto describe themselves or theirclassmates 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 test3. L/S Language Chest warm upLook 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.44Practice 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.45Ask 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 inscenes such as in the park, on the beach,shopping…One student chooses a person in thepicture. The other student(s) ask questionsto find out which person he/she haschosen.*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 D2.R/W:Workbook p.28B |
| **3rd day****p.46** |  | 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/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.46Look 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 thepeople/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/bookP30Fwriting the whole reading chest | 1.H.W check: speaking test in pairs2.L/S/R:Reading ChestAsk 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. 47Play Track 29 and read with the students.**Follow-Up**The students write descriptions ofmembers of their family, friends or peoplein pictures.**Example:**She is tall and has black hair.**Extension**The students describe members of theirfamily or friends and say how they are thesame 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 H2. R/W Writing Chest Follow-UpDivide 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 hasbrown hair.**4.** The man is thin and blond. He is notstrong. |
| **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. Thisteam is allowed to ask two questionsabout 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. Ifthey guess correctly, they get a point fortheir 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.49Talk 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. Givestudents a few minutes to practice, andthen have the groups present their songs. | 1.R/W:Workbook P.312.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.50Look 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 test3. L/S Language Chest warm upLook 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.50Practice 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.51Ask 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 upa flash card or picture of rain/snow/sunshine etc… A child who didn’t pick upthe 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 D2.R/W:Workbook p.32B |
| **3rd day****P.52** |  | memorizing:talk chest dialogue  | 1.H.W check: workbook2.L:Talk ChestTalk 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.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**Practice the target language with the flashcards and a ball. Set up a fewobject flashcards (hat, kite, sweater...) against the wall. Make sure thereis 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 thatwas hit. | 1.R/W:Workbook P.34E |
| **4th day****p.53** | At the beginning of the class:**speaking quiz(pair )** | w/bookP.34Fwriting the whole reading chest | 1.H.W check: speaking test in pairs2.L/S/R:Reading ChestAsk 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. 53Play Track 34 and read with the students.Write some sentences on the board forstudents to read and answer in smallgroups. Then, talk about the answersas a class.**1.** We drink \_\_ in the cold.**2.** You hear \_\_ and you see \_\_.**3.** My mom puts more \_\_ on my bed inwinter.**Answers:****1.** hot chocolate**2.** thunder, lightning**3.** blankets**Extension** | 1.R/W:Writing Chest H2. Writing Chest Follow-UpAsk students about the weather todayand have them write the question andtwo 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 andmoving along the board.**\*** At each space on the board, studentsfollow 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 ormakes a mistake, he/she cannot advancealong the board.**\*** The object of the game is to move tothe inner circles, eventually reaching**FINISH**. The only way to move in, is toland on a space with a green arrowpointing in. Students circle the boarduntil they land on one of these specialspaces and complete the conversationcorrectly. The **cold** space with the**sweater** is one of these special spaces.If students complete the conversationcorrectly, they are allowed to move tothe 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.55Talk 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 theirchairs. Chairs should be arranged so thateveryone’s back is to the inside of thecircle. Then, have everyone stand up, andremove one chair. Play the music whileeveryone sings along and walks aroundthe chairs. Secretly stop the music at arandom point. Students should scrambleto sit in one of the chairs. Since there isone less chair than their students, onestudent will remain standing. That studentis out of the game and should becomeyour helper. Then, remove another chairand start the music again. Play until thereis 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 language2.L/S:Word ChestLook 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.56Look at the pictures again. Play Track 36.Students number the pictures in the book.2.Word Chest extension activityTic-tac-toeOn 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 test3. L/S Language Chest warm upLook 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.56Practice the question and answer with the class.Use the flashcards to practice the targetlanguage.• *What does he/she like to do?**- He/She likes to \_\_.*2.L/S:Listening Chest **Listen, read, and talk** p.57Ask 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 questionsusing one of these two dialoguesdepending on the answer to the firstquestion. If necessary, write some of thedialogue on the board and then graduallyerase it each time they successfullycomplete 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 D2.R/W:Workbook p.36B |
| **3rd day****p.58** |  | memorizing:talk chest dialogue  | 1.H.W check: workbook2.L:Talk ChestAsk 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.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**Have everyone sit in a circle and play a memory game with students.Everyone should try to remember all of the answers. Play until studentsstart 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/bookP.38Fwriting 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 \_\_.*• *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. 59Play Track and read with the students**Extension**The students ask each other a series ofquestions from prompts written on theboard. 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 H2. Writing Chest Follow-UpHave 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 theclass. One student will be the illustratorand the other will be the actor. Neithervolunteer may talk.Whisper a question and answer to thevolunteers. Then, set the timer for 30seconds, and allow the illustrator andactor to begin. Their teammates try toguess the question and answer beforetheir 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 guessesas they can in 30 seconds.2.L/S:Song Chest p.61Talk 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 andvoices to the song. Select a pattern foreveryone to follow.**Gesture Ideas:**Shrugging the shoulders with palms up forthe questions, pretending to walk a dog,looking far into the distance, pretending tofly a kite on a very windy day, looking uphigh 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, somelines with quiet voices, some lines withloud voices, some lines with baby voices,and other lines with the voices of oldpeople. | 1..R/W:Workbook P.392. 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 RevealSlowly 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.64Look 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 countryFrance - Eiffel Tower,China - The Great Wall of ChinaItaly - The Leaning Tower of PisaSouth Korea – Gyeongbok PalaceAustralia - a kangarooCanada - Niagara FallsTry to elicit other famous places or things from these countries.3. L/S Word Chest extension activityPut 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 test3. L/S Language Chest warm upLook 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.64Practice the question and answer with the class.Play a quick game with students to practice the target language. Choosea 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.65Ask 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 D2.R/W:Workbook p.42B |
| **3rd day****p.66** |  | memorizing:talk chest dialogue  | 1.H.W check: workbook2.L:Talk ChestAsk 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.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**Personalize the activity by getting studentsto ask each other where they are from.*S1: Where are you from?**S2: I’m from \_\_.*If everyone is from the same country, giveeach student a flashcard of a differentcountry for additional practice. | 1.R/W:Workbook P.44E |
| **4th day****p.67** | At the beginning of the class:**speaking quiz(pair )** | w/bookP.45writing the whole reading chest | 1.H.W check: speaking test in pairs2.L/S/R:Reading ChestAsk questions about the picture: | 1.L/S/R:Reading Chest**Read and** p. 67Play Track and read with the students.Give students a few minutes to rememberthe story, and then have everyone closetheir 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 ofthe world. They choose a country theywould 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 theInternet or reference books (in their nativelanguage) so they can try to find out aboutthe food/drink/famous places/animals… ina country and make appropriate sentences. | 1.R/W:Writing Chest H2. 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 thebox. If no box is available, place all ofthe cards in a pile (face down).Select a team to compete first, and have each student on the team get a cardfrom the box.Make sure the team is lined up, andthen time the team as they all say wherethey are from according to theirflashcards.*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.69Talk 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 ChestLook 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.70Look at the pictures again. Play Track 46.Students number the pictures in the book.2.Word Chest extension activityOn 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 test3. L/S Language Chest warm upLook 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.70Practice 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 - Japanese2.L/S:Listening Chest **Listen, read, and talk** p.71Ask 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 questionsabout food. Write the questions on theboard and erase more and more of thewords in the sentences as they ask thequestions 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 D2.R/W:Workbook p.46B |
| **3rd day****p.72** |  | memorizing:talk chest dialogue  | 1.H.W check: workbook2.L:Talk ChestAsk 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.72Look 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 pairs2.L/S/R:Reading ChestAsk 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. 73Play Track49 and read with the students.Act as if you have forgotten the text andget the children to correct your sentences.If possible, get them to say loudly aftereach 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 theboard and see if the students can guesswhich country they come from using thepattern ‘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 fourstudents each.Tell the students to pick a partner fromtheir group. This will be their partner inthe game.Next, give each group their foodflashcards and a die. Have the players put their game pieces on **START**.Select a team to go first. This team turnsover a flashcard, and rolls the die.*S1: Where do you want to eat?* (Turnsover 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 movetheir 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 andtrying to land on the correct restaurant.Their game piece travels around andaround the circle until they land on thecorrect restaurant. Once they land onthe correct restaurant, they may add thepoints to their score, and turn overanother food card.2.L/S:Song Chest p.75Talk 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 onegroup sing all of the questions, and theother group sings the answers. Everyoneshould 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 ChestLook 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. 76Look at the pictures again. Play Track 51.Students number the pictures in the book.2.Word Chest extension activityFood BingoEither 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 test3. L/S Language Chest warm upLook 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.76Practice 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 tomatoand lettuce, peanut butter and banana, meat lettuce and tomato, meat and cheese, tomato and cheese2.L/S:Listening Chest **Listen, read, and talk** p.77Ask 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 similarquestions. | 1.R/W:Listening chest :Question D2.R/W:Workbook p.50B |
| **3rd day****p.78** |  | memorizing:talk chest dialogue  | 1.H.W check: workbook2.L:Talk ChestAsk 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.78Look 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) tocome 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/bookP52 Fwriting 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…*• *What does he have?**- He has a bag and a sandwich.* | 1.L/S/R:Reading Chest**Read and** p. 79Play 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 thestudents 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 askeach 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 H2. Writing Chest Follow-UpMake a list of desserts and drinks withstudents. Have a couple of students write the lists on the board. Then, dividestudents 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 cakeor chocolate pie?A: I want strawberry cake!B: Do you want lemonade or water todrink?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 cometo 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.81Talk 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’sparts. All the rest of the students shouldsing the narrator’s parts. The studentssinging for Molly and her dad should actwhile they sing. | 1.R/W:Workbook P.532. 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 ChestLook 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.82Look at the pictures again. Play Track 56.Students number the pictures in the book.2.Word Chest extension activityQuick drawDivide 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 test3. L/S Language Chest warm upLook 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.82Practice 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.83Ask 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 orpictures 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 tochoose one thing even if both are horrible. | 1.R/W:Listening chest :Question D2.R/W:Workbook p.54B |
| **3rd day****p.84** |  | memorizing:talk chest dialogue  | 1.H.W check: workbook2.L:Talk ChestAsk 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.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.**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 alwaysfive 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/bookP.56writing 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 \_\_.*• *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 thingsthey can think of that are healthy. Theythen make a list of all the things they canthink that are not healthy.**Extension**Each student write five sentences listingfive 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, andreverse roles.Play as many rounds as time permits.The team with the most points wins.2.L/S:Song Chest p.87Talk 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 everyoneclose their eyes. Make sure no one speaks.Hide all of the food flashcards mentionedin the song. Then, have everyone opentheir eyes, and search for the flashcards.The students who find the cards hold onto them. Once all of the cards have beenfound, sing the song again. The studentswith the flashcards should hold the fooditems up at the appropriate time duringthe song. Also, the students with the flashcards should sing the ‘I like’ line ofthe song without assistance from the restof the class. For example, everyone singsthe first three lines of the song together.Then, the student with the milk flashcardand the student with the cereal flashcardwould sing the fourth line together. | 1.R/W:Workbook P.571. Activity Chest J |