



ENGLISH CHEST

Liana Robinson



Series Editor
David Paul

ENGLISH CHEST 3 TEACHER'S BOOK

Liana Robinson

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★ Syllabus ★

	Lesson	Lesson Objective	Grammar Focus
Unit 1 At Home	1	Students will talk about routine activities.	<ul style="list-style-type: none"> Prepositional phrases of the different times of day: in the morning/afternoon/evening, at night
	2	Students will be able to identify rooms/areas in a house.	<ul style="list-style-type: none"> Information question with where
	3	Students will be able to identify household items and the location of these items in a house.	<ul style="list-style-type: none"> Prepositions of place: in, on, behind, next to, in front of
	4	Students will talk about activities they are doing.	<ul style="list-style-type: none"> Present progressive: be + (verb)ing
Unit 2 Outdoors	1	Students will learn to identify some occupations.	<ul style="list-style-type: none"> Information question with who
	2	Students will learn how to describe someone or something.	<ul style="list-style-type: none"> Adjectives: blond, fat, thin, cute Look like
	3	Students will learn to describe the weather and give reminders about weather appropriate clothing.	<ul style="list-style-type: none"> Information question with how Command: Don't forget __!
	4	Students will be able to talk about outdoor activities and express their likes.	<ul style="list-style-type: none"> Information question with what Like + infinitive
Unit 3 Cultures and Food	1	Students will tell where they are from and identify some countries.	<ul style="list-style-type: none"> Information question with where
	2	Students will learn about foods and restaurants from different countries.	<ul style="list-style-type: none"> Verb: want Suggestion: Let's go to the __ restaurant.
	3	Students will be able to ask about food choices and articulate their own choices.	<ul style="list-style-type: none"> Coordinate conjunction: or - Do you want __ or __?
	4	Students will learn to identify some additional food items and learn how to ask a polite question.	<ul style="list-style-type: none"> Please and thank you Modal auxiliary: would (for politeness)

Sentence Patterns	Functions	Vocabulary
<ul style="list-style-type: none"> What do you do <u>in the morning</u>? - I/We <u>eat breakfast</u>. What does <u>he</u> do <u>at night</u>? - <u>He brushes his teeth</u>. 	<ul style="list-style-type: none"> Routine activities 	put on my pajamas, take a shower/bath, wake up, eat breakfast, go to school, get dressed, watch television(TV), wash my face, do my homework, brush my hair/teeth, play soccer, feed my dog
<ul style="list-style-type: none"> Where's <u>Grandma</u>? - <u>She's</u> in the <u>kitchen</u>. 	<ul style="list-style-type: none"> Family members Identifying parts of the house 	Mom, Dad, Grandpa, Grandma, brother, sister, garage, kitchen, living room, bedroom, yard, bathroom, dining room, motorcycle, tools, computer, toys, rabbit
<ul style="list-style-type: none"> This is a <u>pretty clock</u>. - Put it <u>in</u> the <u>dining room</u>. These are <u>nice photographs</u>. - Put them <u>on</u> the <u>wall</u>. 	<ul style="list-style-type: none"> Household items Identifying locations 	painting, microwave, vase, toaster, lamp, refrigerator, flowers, picture, photograph, wall, clock, mirror, telephone, sofa, table, bookcase, fan, box, animals, next to, in front of, behind
<ul style="list-style-type: none"> What are you doing? - I'm <u>typing an e-mail</u>. What's <u>she</u> doing? - <u>She's juggling</u>. 	<ul style="list-style-type: none"> Common activities 	running, walking, eating, drinking, playing soccer/baseball/a computer game, watching television(TV)/a movie, doing homework, jogging, washing the dishes, cleaning, shopping, coloring, holding, relaxing, working
<ul style="list-style-type: none"> Who is <u>he</u>? - <u>He's a teacher</u>. Who are they? - They are <u>tennis players</u>. 	<ul style="list-style-type: none"> Identifying people and occupations 	police officer, soccer player, firefighter, student, cook, teacher, mail carrier, librarian, tennis coach, farmer, dentist, shopkeeper, doctor, criminal, dangerous, strong, brave
<ul style="list-style-type: none"> What does <u>she</u> look like? - <u>She's cute</u>. / <u>She's short</u> and <u>pretty</u>. What do they(the books) look like? - They're <u>old</u> and <u>thin</u>. 	<ul style="list-style-type: none"> Describing someone or something 	blond, cute, ugly, fat, thin, small, weak, big, strong, tall, handsome, short, pretty, young, old, different, dark
<ul style="list-style-type: none"> How's the weather today? - It's <u>snowy</u>. Don't forget your <u>winter hat</u>! 	<ul style="list-style-type: none"> Weather Clothing 	lightning, storm, thunder, hot chocolate, rain, blanket, rainy, stormy, snowy, freezing cold, sunny, cloudy, windy, cold, warm, hot, winter hat, sunglasses, sweater, kite, coat, fan, hat, bowling shoes, terrible, hard, loud, bright, scary, safe, horrible
<ul style="list-style-type: none"> What do you like to do? - I like to <u>play golf</u>. What dose <u>she</u> like to do? - <u>She</u> likes to <u>climb trees</u>. 	<ul style="list-style-type: none"> Outdoor activities Expressing likes 	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, play games
<ul style="list-style-type: none"> Where are you from? - I'm from <u>China</u>. Where is <u>Pierre</u> from? - <u>He's</u> from <u>France</u>. 	<ul style="list-style-type: none"> Countries 	France, China, Italy, South Korea, Australia, Canada, India, Egypt, Japan, the United States of America, South Africa, Germany, Brazil, Spain
<ul style="list-style-type: none"> What do you want to eat? - Let's go to the <u>Italian restaurant</u>. OK! I like/love <u>spaghetti</u>! 	<ul style="list-style-type: none"> Identifying food from different countries Expressing wants and likes 	watermelon, meat, rice, food, spaghetti, tacos, dumplings, sausages, sushi, fondue, hamburgers, curry, Indian, French, Italian, Mexican, Chinese, German, Japanese, Swiss
<ul style="list-style-type: none"> Do you want <u>pizza</u> or a <u>sandwich</u>? - I want a <u>sandwich</u>, please. 	<ul style="list-style-type: none"> Food Giving and making choices 	sandwich, chicken, beef, tomato, lettuce, pizza, salad, chicken soup, waffle, scrambled eggs, soda, grape juice, hot dog, hamburger, turkey, apple pie, cheesecake, strawberry shake, chocolate shake, cheeseburger
<ul style="list-style-type: none"> Would you like some <u>pancakes</u>? - Yes, please. / No, thank you. 	<ul style="list-style-type: none"> Food Being polite 	peas, carrots, broccoli, green beans, corn, pancakes, pineapple juice, toast, cereal, yogurt, mashed potatoes, bread, butter, vegetable, milk, healthy, tasty, delicious

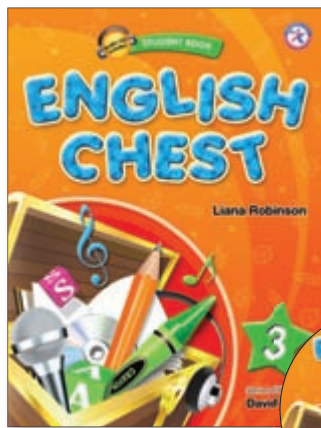
★ Series Components ★

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

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

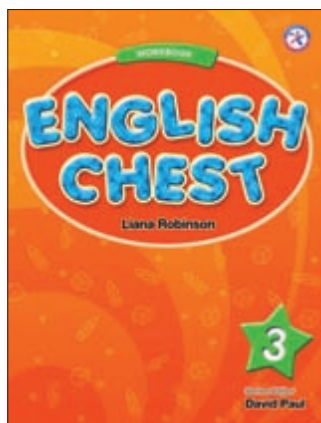
For the Student

Student Book with Audio CD



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

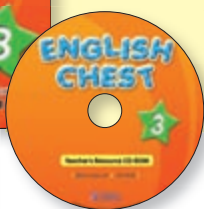
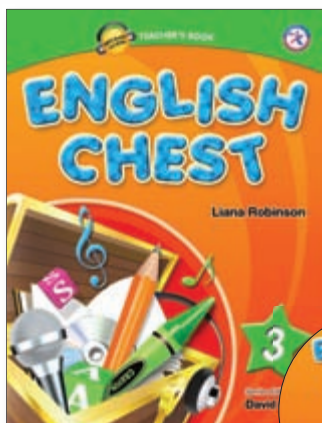
Workbook



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

For the Teacher

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










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



Components of Teacher's Resource CD-ROM

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

MP3	Tests	Flashcards	Word Lists	Songs & Lyrics	Workbook AK	PowerPoint
 <ul style="list-style-type: none"> • Student Book • Tests • Songs 	 <ul style="list-style-type: none"> • Placement • Lesson Review • Unit Review • Final • Vocabulary 	 <ul style="list-style-type: none"> • Picture Cards • Listening Chest Worksheets 		 <ul style="list-style-type: none"> • 12 songs • Lyrics 		

★ How to Use This Book ★

English Chest Characters



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



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



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



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



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



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



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



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



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



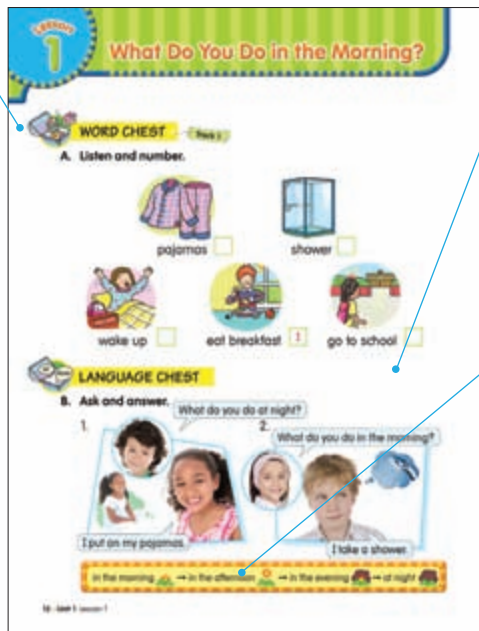
These icons appear before most of the exercises. They signal the different types of activities to students.



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

A Guide for Teachers

Word Chest introduces key vocabulary. Look curiously at the pictures as if you are discovering them with the students. See if the students can help you by identifying any of the words, and then help them discover the words they do not know. The students listen to the audio recording and number the pictures accordingly. The recording presents the words in complete sentences.



Language Chest introduces target patterns. First practice these patterns orally with the books closed. Then open the books and help the students discover what the children are saying.

The grammar boxes help both you and the students identify key grammatical points. It is important not to explain or analyze the grammar. Let the students acquire it through trial and error as they work through the unit.

Listening Chest features the main characters. The target language is used in a real-life situation. The students first practice the dialog orally with books closed, then listen to the dialog, and finally open the books and read it. The target language is highlighted in blue text.



The follow-up activity is a comprehension checking exercise. The format varies from unit to unit.

Talk Chest presents the target language together with the key vocabulary. The students look at the picture, and practice speaking by identifying the items they see. They then try to work out what the children are saying.

TALK CHEST

E. Look and say.

What do you do in the morning/afternoon/evening?
What do you do at night?

Guide:

What do you do in the morning/afternoon/evening?
What do you do at night?

F. Picture prompts. — Unit 1

1. brushes her hair morning
2. eat breakfast morning
3. plays soccer afternoon
4. does her homework evening
5. brushes her teeth night

Guide focuses on key patterns. The students look at the guide and use it to talk about themselves. They can also pretend to speak as if they are puppets or toy animals.

Picture Prompts focus on key patterns. The students first look at the picture and try to work out what to say. They then listen to the audio recording while looking at the pictures.

Reading Chest recycles some of the key vocabulary and/or target patterns. The students try to read the text. They can also talk or write about themselves or the world around them using the patterns in the text.

READING CHEST — Unit 1

G. Read and complete the sentences.

In the morning, I go jogging.
In the afternoon, I play soccer.
In the evening, I do my homework.
At night, I read a book and then go to bed.
In the morning, he sleeps.
In the afternoon, he sleeps.
In the evening, he watches TV.
At night, he eats a lot and then sleeps.

1. She _____ jogging _____ morning.
2. She _____ soccer _____ afternoon.
3. The dog _____ a lot and then _____ at night.

WRITING CHEST

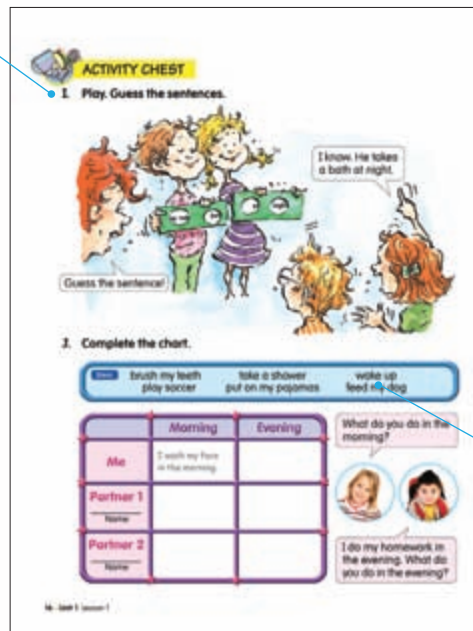
H. Write your own answers.

1. In the morning, I _____
2. In the afternoon, I _____
3. In the evening, I _____
4. At night, I _____

The follow-up activity is a comprehension checking exercise. The format varies from unit to unit.

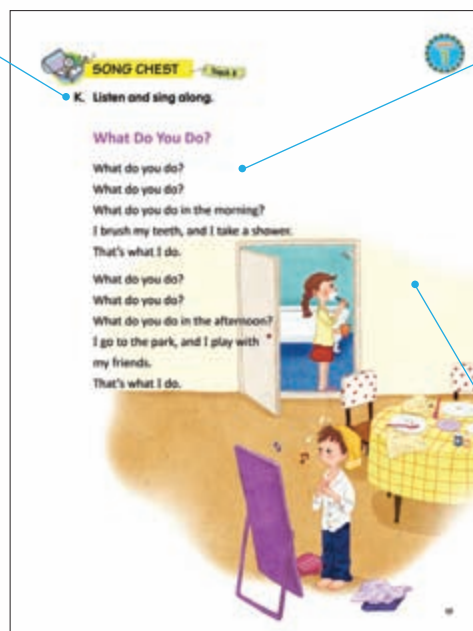
Writing Chest is a simple writing activity that helps consolidate the target patterns.

Activity Chest is a classroom game or board game. It is a fun way for the students to practice and consolidate the patterns and vocabulary introduced in the unit. The activities can be used in a variety of classrooms and do not require a lot of preparation.



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

Song Chest is a song set to a familiar tune. Ending a unit with a song is a great way to help students retain the unit's language targets. We can introduce the song by playing the audio recording, getting the students to read the song before playing the recording, or simply by starting to sing it with the students.



Many of the songs can be altered to include the personal information of the students in the class. The students can also listen to the song again at home or in the car with their parents.

A special illustration accompanies each song. This makes the song more interesting and memorable for the students.

Sample Lesson Plans

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

One Lesson per Class Meeting

50 minutes per lesson / 10 hours total per level

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

Half a Lesson per Class Meeting

90 minutes per lesson / 18 hours total per level

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

Frequently Asked Questions

When should students use the workbooks?

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

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

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

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

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

How can I get students to correct their own mistakes?

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



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

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

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

All: What's your favorite color?

S1: My favorite color is yellow.

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

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

S2: Is your favorite animal a zebra?

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

S3: Is your favorite animal a skunk?

S1: Yes, it is!

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

S1 pretends to ski down a mountain.

T: What is she doing?

S2: She is dancing.

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

S3: She is skiing!

Why should I encourage students to speak in complete sentences?

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

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

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

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

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





At Home

- Lesson 1** What Do You Do in the Morning?
- Lesson 2** Dad Is in the Garage
- Lesson 3** Put the Mirror on the Wall
- Lesson 4** What Are You Doing?



Lesson Objective

Students will talk about daily activities.

Grammar Focus

- Prepositional phrases of the different times of day: in the morning/afternoon/evening, at night

Word Chest Warm-up

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

- What can you see?
- I can see (pajamas).
- What is this?
- It's (a clock).

Audio Scripts



- Eat breakfast. I eat breakfast.
- Wake up. I wake up.
- Shower. I take a shower.
- Go to school. I go to school.
- Pajamas. I put on pajamas.

Word Chest Extension Activity

Put students in partners and have them create (and write down) one sentence for each new word.

Example:

- I like blue **pajamas**.
- I take a **shower** in the morning.
- I **wake up** at about seven o'clock.
- I **eat** a big **breakfast**.
- I **go to school** after breakfast.

Lesson

1

What Do You Do in the Morning?



WORD CHEST

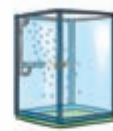
Track 1

A. Listen and number.



pajamas

5



shower

3



wake up

2



eat breakfast

1



go to school

4



LANGUAGE CHEST

B. Ask and answer.

1.



I put on my pajamas.

What do you do at night?

2.



I take a shower.

What do you do in the morning?

in the morning → in the afternoon → in the evening → at night

12 • Unit 1 Lesson 1

Language Chest Follow-up

Personalize the activity by getting the students to ask each other one of the questions. The students can continue asking each other questions in sequence.

Example:

S1: What do you do in the morning?

S2: I take a shower.

S1: What do you do after you take a shower?

S2: I eat breakfast.



LISTENING CHEST

Track 2



C. Talk, listen, and read.



D. Complete the sentences for **Katie**.

1. gets dressed in the morning.
2. takes a shower before she goes to bed.
3. dries wet hair.

13

Listening Chest Warm-up

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

Listening Chest Follow-up Activity 1

The students ask each other the following questions.

- What do you do in the morning? (say three things)
- What do you do in the afternoon? (say three things)
- What do you do in the evening? (say three things)

Listening Chest Follow-up Activity 2

The students ask each other pairs of questions.

Example:

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/evening).

Story Notes

Tell the class a story about the picture.

Amy is at Katie's house.

They have on pajamas.

They are in bed.

But they are not sleeping.

They are talking.

Amy asks Katie, "What do you do in the morning?"

Katie says she gets dressed.

She takes a shower at night.

Amy asks, "Do you sleep with wet hair?"

Katie says she doesn't sleep with wet hair.

She dries her hair at night.

Teaching Tip

Before telling the story, ask students to make or tell their own story about the pictures. Encourage them to use their imagination.

Extension Activity

- **Advanced classes:** Have students continue the story. Ask them to tell what happens next.
- **Intermediate classes:** Have students role-play the dialog.
- **Beginning classes:** Ask the class to brainstorm any words that they know related to the picture.

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- What can you see?
- I can see ____.
- What does he do in the morning?
- He washes his face.
- What do they do in the morning?
- They watch television.

Story Notes

Tell the class a story about the picture.

The boy and the girl have some wood. They make a fire.

The boy asks her, "What do you do in the morning?"

The girl says she watches television. She watches television with her mom and dad.

The boy says he washes his face in the morning.

Activity for F. Picture Prompts

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

Audio Scripts

1. Boy: What does she do in the morning?
Girl: She brushes her hair.
2. Girl: What do they do in the morning?
Boy: They eat breakfast.
3. Boy: What does he do in the afternoon?
Girl: He plays soccer.
4. Girl: What does she do in the evening?
Boy: She does her homework.
5. Boy: What does she do at night?
Girl: She brushes her teeth.

TALK CHEST

E. Look and say.



Guide

What do you do in the morning/afternoon/evening?
What do you do at night? I ____.

F. Picture prompts. Track 3



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Talk Chest Follow-up

The students ask and answer questions about their family members.

Example:

S1: What does your sister do in the morning?

S2: She washes her face.

S1: What does she do after she washes her face?

S2: She gets dressed.



READING CHEST

Track 4



G. Read and complete the sentences.

In the morning, I go jogging.
 In the afternoon, I play soccer.
 In the evening, I do my homework.
 At night, I read a book and then go to bed.
 In the morning, he sleeps.
 In the afternoon, he sleeps.
 In the evening, he watches TV.
 At night, he eats a lot and then sleeps.



1. She goes jogging in the morning.
2. She plays soccer in the afternoon.
3. The dog eats a lot and then sleeps at night.



WRITING CHEST

H. Write your own answers.

1. In the morning, I eat breakfast*
2. In the afternoon, I do my homework*
3. In the evening, I watch TV*
4. At night, I sleep*

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Reading Chest Extension Activity

Put students in pairs and have them tell each other about his/her daily activities. Then, have students present their partner's daily activities to the class.

Example:

*Mark goes jogging in the morning.
 He does his homework in the afternoon.
 He takes a bath in the evening.*

Reading Chest 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.

Reading Chest Warm-up

Discover the picture with the students and ask questions.

- What can you see?
 - I can see (a girl).
- Does the girl like to exercise?
 - Yes, she does.

Activity Chest Directions for I

Materials

cardboard,
large pieces of thick
paper



Preparation: Cut holes in two pieces of thick paper or cardboard, and prepare large pieces of paper which fit behind the pieces of cardboard.

1. Select two students to begin.
2. Give the students their cards and show them how to place the cardboard on top.
3. One or more students write a sentence to hide behind the cardboard.
4. The student(s) shows a half-hidden sentence to the other students who try to guess the sentence.
5. 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.



ACTIVITY CHEST

I. Play. Guess the sentences.



J. Complete the chart.

	brush my teeth play soccer	take a shower put on my pajamas	wake up feed my dog
Me	I wash my face in the morning.	I feed my dog in the evening.*	<p>What do you do in the morning?</p> <p>I wash my face in the morning. What do you do in the morning?</p>
Partner 1 Susan* Name	She brushes her teeth in the morning.*	She plays soccer in the evening.*	
Partner 2 Trevor* Name	He takes a shower in the morning.*	He does his homework in the evening.*	

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Directions for J

1. Divide students into pairs.
2. Have students ask one another questions based on the model at the side of the chart.
S1: What do you do in the morning?
S2: What do you do in the evening?
3. All answers should be given in complete sentences.
4. Students record their partner's answers in the chart.
5. Have students change partners and repeat.

**K. Listen and sing along.****What Do You Do?**

What do you do?

What do you do?

What do you do in the morning?

I brush my teeth, and I take a shower.

That's what I do.

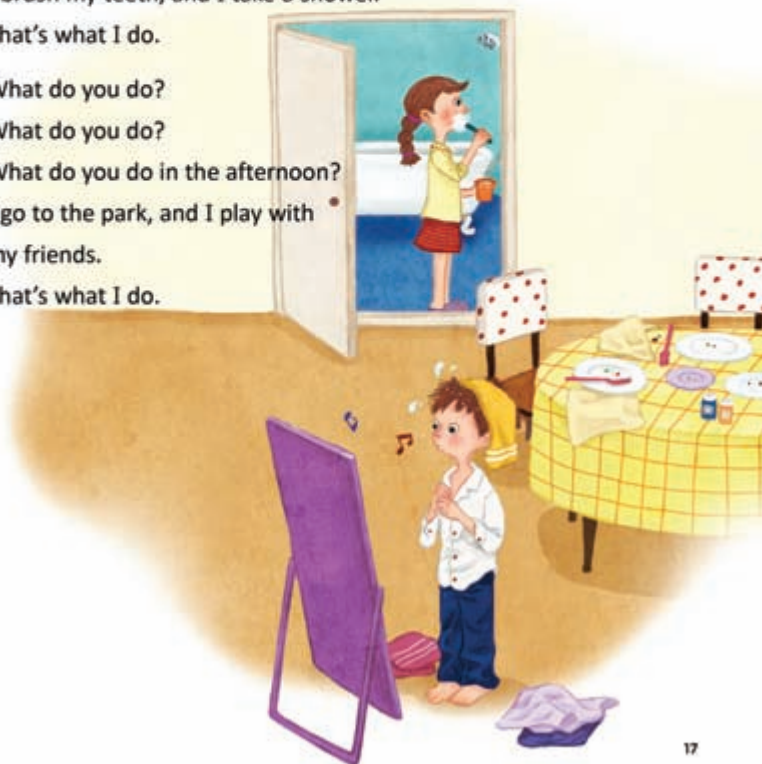
What do you do?

What do you do?

What do you do in the afternoon?

I go to the park, and I play with
my friends.

That's what I do.



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Song Chest Warm-up

Ask questions based on the picture.

- *What does the girl do in the morning?*
- *She brushes her teeth.*
- *What does the boy do in the afternoon?*
- *He goes to the park.*
- *Where is the girl?*
- *She is in the bathroom.*

Song Chest Extension Activity

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.

Story Notes

Tell the class a story about the picture.

The girl wakes up.
The boy wakes up.
What do they do in the morning?
The girl eats breakfast.
The boy eats breakfast.
The girl brushes her teeth.
The boy gets dressed.
That's what they do in the morning.

Teacher's Notes

Lesson Objective

Students will be able to identify rooms/areas in a house.

Grammar Focus

- Information question with **where**
- *Where's ___?*

Word Chest Warm-up

Discover the pictures with the students and ask questions.

- *What room is this?*
- *It's a (bedroom).*
- *What can you see in the (bedroom)?*
- *I can see ____.*

Audio Scripts



1. Kitchen. It is a kitchen.
2. Bedroom. It is a bedroom.
3. Living room. It is a living room.
4. Garage. It is a garage.
5. Yard. It is a yard.

Language Chest Warm-up

Discover the pictures with the students.

- *What can you see?*
- *I can see ____.*
- *Where is he?*
- *He's in the garage.*
- *Where is she?*
- *She's in the kitchen.*

Language Chest Follow-up

Personalize the activity by getting the students to ask each other about the rooms in their house.

Example:

S1: *What do you do in the (bedroom)?*

S2: *I (sleep) in the (bedroom).*

Lesson 2

Dad Is in the Garage



WORD CHEST

Track 6

A. Listen and number.



bedroom

2



yard

5



living room

3



garage

4



kitchen

1



LANGUAGE CHEST

B. Ask and answer.

1.



2.





LISTENING CHEST

Track 7



C. Talk, listen, and read.



D. Match.

- | | | |
|--------------|---|----------------------|
| 1. Max | • | • got an A. |
| | | • got a B. |
| 2. Max's dad | • | • is in the bedroom. |
| | | • is in the kitchen. |

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Listening Chest Follow-up

The students have photographs or pictures of people at home. They ask and answer questions about the photographs/pictures.

Example:

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 . . .

Story Notes

Tell the class a story about the picture.

Max comes home.

He is excited.

He got an A on his test.

He wants to show his dad his test.

His dad is in the kitchen.

Max shows his dad the test.

His dad says, "Good job, Max!"

Listening Chest Warm-up

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

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- What can you see?
- I can see ____.
- Where is he/she?
- He's/She's in the (living room).

Story Notes

Tell the class a story about the picture.

The children are outside.
They are in the yard.
Where is Grandpa?
He is in the living room.
Where is Mom?
She is in the kitchen.
Where is the dog?
It is in the yard with the children.

Activity for F. Picture Prompts

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

Audio Scripts



1. Boy: Where's Cindy?
Girl: She's in her bedroom.
2. Girl: Where's Brian?
Boy: He's in the kitchen.
3. Boy: Where's Frodo?
Girl: He's in the yard.
4. Girl: Where's Dad?
Boy: He's in the bathroom.
5. Boy: Where's Grandma?
Girl: She's in the dining room.



TALK CHEST

E. Look and say.



Guide

Where's ____? He's/She's in the ____.

F. Picture prompts.

Track 8

1.



Cindy / in her bedroom

2.



Brian / in the kitchen

3.



Frodo / in the yard

4.



Dad / in the bathroom

5.



Grandma / in the dining room

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Talk Chest Follow-up

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.

Example:

T: Grandpa is in the living room. (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 kitchen.

T: No.

S1: (mimes the actions of watching television)

S4: He's in the living room!

T: Excellent!



READING CHEST

Track 9



G. Read and circle Yes or No.

My dad has a motorcycle in the garage.
He has a lot of tools, too.
It's very messy.

I have a computer in my bedroom.
I have a lot of toys, too.
It's very messy, too.



- Are there a lot of toys in the garage?
- Is there a motorcycle in his bedroom?
- Are there a lot of toys in his bedroom?

Yes ☒ No
Yes ☒ No
Yes ☒ No



WRITING CHEST

H. Write the missing words.

yard bedroom Where Mom dining room kitchen rabbit



Where is my rabbit? I can't find him! He's not in my bedroom. He's not in the kitchen. He's not in the dining room. Where is my rabbit? There he is! He's with Mom. They are in the yard.

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Reading Chest Warm-up

Discover the picture with the students and ask questions.

- What can you see?
- I can see a motorcycle, a bucket . . .
- Where is he?
- He's in the garage.

Reading Chest Follow-up Activity 1

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.

Reading Chest Follow-up Activity 2

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

No! ...!

Examples:

His dad has a motorcycle in his **bedroom**.
(→ garage)
He has a lot of **elephants** in the garage.
(→ tools)
It's **not** messy. (→ very)
He has a **chimpanzee** in his bedroom.
(→ computer)
He has a lot of **bananas**, too. (→ toys)
It's **not** messy. (→ very)

Writing Chest Follow-up

Have students get out their notebooks. Then, put a few flashcards on the board and have students write conversations.

Examples:

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.

Activity Chest Directions

Materials

yellow and green paper



1. Divide the class into partners, and give each set of partners a piece of green paper and yellow paper.
2. 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.
3. 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.
4. 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.
5. Pieces should be moved diagonally.
6. 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.
7. If a student doesn't know the answer, he/she cannot advance along the board.
8. 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.
9. The first student to move all of his/her pieces to the opposite side of the board wins. Game pieces do not have to match up with their counterpart on the opposite side of the board. For example, the green **sister** game piece can finish anywhere on the other end of the board. She does not have to finish on the space with the yellow photograph of a sister.



ACTIVITY CHEST

- I. Play. Move your family to the other side of the board.



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10. If students know the rules to checkers, they may jump spaces to capture the game pieces of their opponent. In this case, the first student to capture all of his/her opponent's pieces wins.

Picture Notes



- | | |
|----------------------------------|----------------------------------|
| 1 My ___ is in the bathroom. | 2 My ___ is in the yard. |
| 3 My ___ is in his/her bedroom. | 4 My ___ is in the garage. |
| 5 My ___ is in his/her bedroom. | 6 My ___ is in the kitchen. |
| 7 My ___ is in the bathroom. | 8 My ___ is in the living room. |
| 9 My ___ is in the dining room. | 10 My ___ is in the yard. |
| 11 My ___ is in his/her bedroom. | 12 My ___ is in the bathroom. |
| 13 My ___ is in the garage. | 14 My ___ is in the living room. |
| 15 My ___ is in the kitchen. | 16 My ___ is in the dining room. |
| 17 My ___ is in the bathroom. | 18 My ___ is in his/her bedroom. |

**J. Listen and sing along.****Where Are They?**

Where is Father?

He's in the garage.

Garage! Garage! Here he is!

Where is Mother?

She's in the bathroom.

Bathroom! Bathroom! Here she is!

Where is Billy?

He's in the kitchen.

Kitchen! Kitchen! Here he is!

Where is Rosy?

She's in her bedroom.

Bedroom! Bedroom! Here she is!

**Song Chest Warm-up**

Ask questions based on the picture.

- Who is he/she?
 - He/She is his dad/brother/mom/sister.
- Where is his brother/mom?
 - He/She is in the kitchen/bathroom.

Song Chest Extension Activity

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!

Story Notes

Tell the class a story about the picture.

Do you play hide-and-seek?

This family plays hide-and-seek!

Tom counts.

One, two, three, four, five.

Tom looks.

Where's Father?

He's in the garage.

Where's Mother?

She's in the bathroom.

Where's Billy?

He's in the kitchen.

Where's Rosy?

She's in the bedroom.

Tom finds them all!

Teacher's Notes

Lesson Objective

Students will be able to identify household items and the location of these items in a house.

Grammar Focus

- Prepositions of place: in, on, behind, next to, in front of

Word Chest Warm-up

Discover the pictures with the students and 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).

Audio Scripts



1. Toaster. It's a toaster.
2. Microwave. It's a Microwave.
3. Painting. It's a painting.
4. Lamp. It's a lamp.
5. Refrigerator. It's a refrigerator.
6. Vase. It's a vase.

Language Chest Warm-up

Discover the pictures with the students.

- What can you see?
- I can see ____.
- What color is/are ____?
- It is/They are ____.

Language Chest Follow-up

The students look at flash cards or other pictures of household things and act out the following dialog.

Example:

S1: What's this?

S2: It's a (vase).

S1: Put it in the (living room).

Lesson 3

Put the Mirror on the Wall



WORD CHEST

Track 11

A. Listen and number.



painting

3



microwave

2



vase

6



toaster

1



lamp

4



refrigerator

5



LANGUAGE CHEST

B. Read and say.

1.

This is a great toaster!



Put it in the kitchen.

put it

2.

These are nice flowers.



Put them in the living room.

put them



LISTENING CHEST

Track 12



C. Talk, listen, and read.



D. Complete the sentences.

1. The picture is pretty.
2. The microwave is heavy.
3. The lamp is nice.

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Listening Chest Extension Activity

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 animals, fruit, insects. . . to stimulate the students' imaginations.

Example:

S1: This is a (cute elephant)!

S2: Put it in (my bedroom)!

S3: Put it in (the jungle)!

S4: Put it in (the zoo)!

Story Notes

Tell the class a story about the picture.

Today is cleaning day!

Rachel's family is cleaning the house.

Rachel's grandpa has a lamp.

He says, "This is a nice lamp."

Rachel's mother says, "Put it in the dining room."

Rachel's grandpa has a picture.

He says, "This is a pretty picture."

Rachel's mother says, "Put it in the bathroom."

Rachel's friend has a microwave.

He says, "This is a heavy microwave."

Rachel says, "Put it next to the refrigerator."

Listening Chest Warm-up

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

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- Where are they?
- They are in the kitchen.
- Is there a (refrigerator) in the kitchen?
- Yes, there is. / No, there isn't.

Story Notes

Tell the class a story about the picture.

The boy has some photographs.

They are nice photographs.

The girl says, "Put them on the wall."

The girl has a clock.

It is a pretty clock.

The boy says, "Put it in the dining room."

Activity for F. Picture Prompts

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

Audio Scripts



1. Girl: Put the mirror in the bathroom.
2. Boy: Put the telephone in the bedroom.
3. Girl: Put the sofa in the living room.
4. Boy: Put the table in front of the sofa.
5. Girl: Put the bookcase next to the painting.
6. Boy: Put the fans in the box in the garage.

TALK CHEST

E. Look and say.



Guide

This is a _____. Put it in/on the _____.
These are _____. Put them in/on the _____.

F. Picture prompts. Track 13

1. put / mirror
bathroom
2. put / telephone
bedroom
3. put / sofa
living room
4. put / table
in front of / sofa
5. put / bookcase
next to / painting
6. put / fans
box / garage

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Talk Chest Follow-up

Each student draws a picture of a house and writes the names of the different rooms (i.e. 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).



READING CHEST

Track 14



G. Read and complete the sentences.

This is a nice painting.
 Look at the beautiful flower!
 And can you see two animals?
 Maybe I can put it in the living room.
 Maybe I can put it in the kitchen.
 I know. I can put it in my bedroom.
 I can put it on the wall next to my bookcase.



1. How many animals can you see in the picture?

I can see two animals.

2. Where is her bookcase?

It's in her bedroom.



WRITING CHEST

H. Unscramble the words and write the sentences.

1. The n f a is e t n x to the television.

The fan is next to the television.

2. The table is n i o t f n r fo the red chair.

The table is in front of the red chair.

3. The e o t l e p n h e is on the l b a e t.

The telephone is on the table.

4. The s o b o k c e a is n i e b h d the sofa.

The bookcase is behind the sofa.



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Reading Chest Follow-up

Use a variety of pictures of objects or animals. The students take turns to choose a picture and say 'Maybe I can put this (snake) in (your bed).'

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.

Reading Chest Warm-up

Discover the picture with the students and ask questions.

- What can you see?
- I can see a (white flower).
- How many (birds) are there?
- There are (two).

Activity Chest Directions for I

Materials

word cards, marker,
ball



Preparation: Draw a giant house on the board. Then, tape the word cards to the board or spread them out on a table (face down).

1. Divide the class into two teams.
2. Select a student to go first. This student turns over a word card and asks his/her teammates about the object.

S1: Where does the refrigerator go?

3. His/Her teammates (Team A) decide on an answer and say it together.

Team A: It goes in the kitchen.

4. 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.

5. 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!

6. 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 (i.e. a fan could be located in any room of the house).
7. Play the game until everyone has had a chance to toss the ball at the drawing.
8. Make the game more difficult by having students stand farther from the board.



ACTIVITY CHEST

I. Play. Toss the ball at the correct room.

Put the refrigerator in the kitchen!



J. Write about where things are in your house.

1. There is a table in the bedroom*
2. There is a television in the living room *
3. There is a refrigerator in the dining room *
4. There is a picture in my parents' room and the hall/hallway *

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Directions for J

Students should answer the questions about the location of things in their houses. Once everyone has finished, go over all of the information together.

Activity Chest Extension Activity

Divide students into partners, and have the partners sit back to back. One partner chooses a room in his/her house to describe. The other partner listens to the description and draws the room. Once the description is complete, the describer should look at the drawing to see how close it is to the real thing. Then, students should reverse roles.

**K. Listen and sing along.****Put the Mirror on the Wall**

Put the mirror on the wall.

On the wall, on the wall in the bedroom.

La! La-la-la!

La! La! La-la-la!

Put it on the wall in the bedroom.

Put the fan on the table.

On the table, on the table in the living room.

La! La-la-la!

La! La! La-la-la!

Put it on the table in the living room.

**Song Chest Warm-up**

Discover the picture with the students and ask questions.

- *What can you see?*
 - *I can see ____.*
- *What color is the (mirror)?*
 - *It's (brown, blue, and white).*

Song Chest Extension Activity

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.

Story Notes

Tell the class a story about the picture.

The boy has a mirror.

It is a magic mirror.

He puts the magic mirror on the wall.

He puts it on the wall in his bedroom.

It jumps down and runs away!

The girl has a fan.

It is a magic fan.

She puts the fan on the table.

She puts it on the table in the living room.

It jumps down and runs away!

Teacher's Notes

Lesson Objective

Students will talk about activities they are doing.

Grammar Focus

- Present progressive: be + (verb)ing

Word Chest Warm-up

Discover the pictures with the students and ask questions.

- *What can you see?*
- *I can see ____.*
- *What's he/she doing?*
- *He's/She's (eating).*
- *What are they doing?*
- *They are playing soccer.*

Audio Scripts



1. They are playing soccer.
2. She is running.
3. He is drinking.
4. She is eating.
5. He is walking.

Language Chest Warm-up

Discover the pictures with the students.

- *What are they doing?*
- *They are talking.*
- *What's the boy doing?*
- *He's watching television.*

Language Chest Follow-up

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.

Example:

S1: *What's he/she doing?*

All: *He/She is ____.*

Lesson 4

What Are You Doing?



WORD CHEST

Track 16

A. Listen and number.



running

2



walking

5



eating

4



drinking

3



playing soccer

1



LANGUAGE CHEST

B. Ask and answer.

1.



What are you doing?

I'm watching television.

2.

What are you doing?



I'm doing my homework.

play + ing = playing
do + ing = doing
eat + ing = eating

watch + ing = watching
drink + ing = drinking
run + ing = running

Grammar Point

See if the students can conjugate a few verbs in the present progressive tense.

I **am** playing.

You/We/They **are** playing.

He/She/It **is** playing.



LISTENING CHEST

Track 17



C. Talk, listen, and read.



D. Circle Yes or No.

1. Is Eric in the park?
2. Is Eric playing baseball?
3. Is Eric running?

Yes No
 Yes No
 Yes No

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Listening Chest Extension Activity

The students ask each other where members of their family or friends are and what they are doing.

Example:

S1: Where's your brother?

S2: He's in the park.

S1: What's he doing?

S2: He's playing soccer.

Story Notes

Tell the class a story about the picture.

Max goes to Eric's house.
 He asks Eric's mom, "Where's Eric?"
 Eric's mom says Eric is in the park.
 She thinks he is jogging.
 Max goes to the park.
 He finds Eric.
 Eric is not jogging.
 Eric is walking.
 Eric is very tired.

Listening Chest Warm-up

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

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- *Where are they?*
- *They're in the kitchen.*
- *Is it afternoon?*
- *No, it's morning.*
- *What are they doing?*
- *They are eating breakfast.*

Story Notes

Tell the class a story about the picture.

In the morning, the family eats breakfast.
They eat in the kitchen.
Dad is at the table.
What is he doing?
He is eating breakfast.
The girl is not at the table.
She is at the sink.
What is she doing?
She is washing the dishes.

Activity for F. Picture Prompts

Prompt the students to ask and answer the questions about each picture in turn. Encourage them to practice without your help if possible. Finally, play the audio recording.

Audio Scripts



1. Boy: What's she doing?
Girl: She's cleaning the bedroom.
2. Girl: What's she doing?
Boy: She's shopping.
3. Boy: What's he doing?
Girl: He's coloring a picture.
4. Girl: What's she doing?
Boy: She's watching a movie.
5. Boy: What's he doing?
Girl: He's holding a baby.
6. Girl: What's she doing?
Boy: She's relaxing on the sofa.

TALK CHEST

E. Look and say.



Guide

What are you doing? I'm _____.

F. Picture Prompts. Track 18

1. clean / bedroom
2. shopping
3. color / picture
4. watch / movie
5. hold / baby
6. relax / sofa

32 • Unit 1 Lesson 4

Talk Chest Follow-up

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.

Example:

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.



READING CHEST

Track 19



G. Read and answer the questions.

I'm watching television.
 I like watching TV very much.
 My dad is working.
 He doesn't like working very much.
 Now we are playing a computer game.
 We love playing computer games!



1. What is he doing?
2. What is his dad doing?
3. What do they love doing?



1. He's watching television.
2. He's working.
3. They love playing computer games.



WRITING CHEST

H. Complete the conversations. Use the hints!

do play relax do clean

1.  A: What are you doing?
 B: I'm doing my homework. What are you doing?
 A: I'm playing with my little sister.
2.  A: What are you doing?
 B: I'm cleaning the house. What are you doing?
 A: I'm relaxing.

33

Reading Chest Warm-up

Discover the pictures with the students and ask questions.

- What can you see?
- I can see ____.
- What's he doing?
- He's ____.
- What are they doing?
- They're ____.

Reading Chest Follow-up 1

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

No! ...!

Examples:

He's **eating** the television. (→ watching)
 He **doesn't like** watching TV. (→ like)
 His dad is **playing the piano**. (→ working)
 His dad doesn't like **playing the piano** very much. (→ working)
 Now they are **eating** a computer game. (→ playing)
 They love **eating** computer games. (→ playing)

Reading Chest Follow-up 2

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!

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.

Activity Chest Directions for I

Materials

dice



1. Divide the class into partners.
2. Give each set of partners a die.
3. Have students place a small object on **START** to mark their places.
4. Students take turns rolling the die and moving along the board.
5. At each space on the board, students follow the sample dialog.
S1: (rolls die and goes to new space on game board)
S2: What's he doing?
S1: He's sleeping.
6. If a student doesn't know the answer or makes a mistake, he/she cannot advance along the board.
7. If a student lands on a **Go back to START!** space, they must begin over at **START**.
8. The first student to reach **FINISH** wins.



ACTIVITY CHEST

I. Play. Roll a dice to move around the board.

What's he doing?

He's sleeping.



34 • Unit 1 Lesson 4

Picture Notes



- | | |
|--------------------------------|-------------------------------------|
| 1 She's running/jogging. | 2 She's eating ice cream. |
| 3 She's drinking milk. | 4 She's shopping. |
| 5 He's watching a movie. | 6 They are playing a computer game. |
| 7 They are coloring a picture. | 8 He's playing baseball. |
| 9 He's relaxing. | 10 She's watching television. |
| 11 He's eating breakfast. | 12 He's doing his homework. |
| 13 He's playing soccer. | 14 She's playing tennis. |
| 15 She's walking. | 16 He's swimming. |



J. Listen and sing along.

What Are You Doing?

What, what are you doing?

I'm relaxing.

What, what are you doing?

I'm coloring a picture.

Walking to the music store!

Cleaning my bedroom!

Playing a game!

What are you doing?

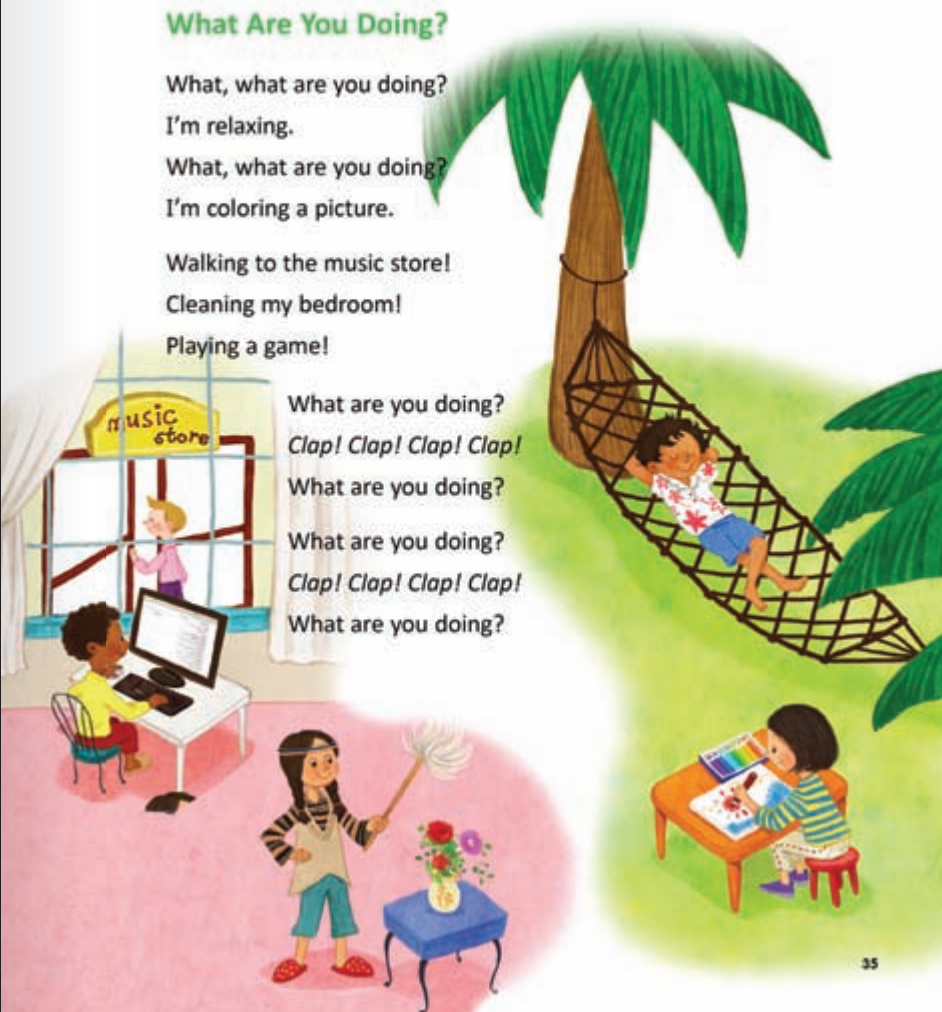
Clap! Clap! Clap! Clap!

What are you doing?

What are you doing?

Clap! Clap! Clap! Clap!

What are you doing?



35

Song Chest Warm-up

Discover the picture with the students and ask questions.

- What can you see?
- I can see ____.
- What's he/she doing?
- He's/She's ____.

Song Chest Extension Activity

Have everyone form a circle. Use a ball (or another soft object) 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.

Example:

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.

Story Notes

Tell the class a story about the picture.

Look at the kids.
What are they doing?
A boy is in a hammock.
What is he doing?
He is relaxing.
A girl has some colored pencils.
What is she doing?
She is coloring a picture.
A boy is at a computer.
What is he doing?
He is playing a game.
A girl has a duster.
What is she doing?
She is cleaning her bedroom.
A boy is by a door.
What is he doing?
He is walking to the music store.

Teacher's Notes





Outdoors

- Lesson 1** Who Is He?
- Lesson 2** What Does She Look Like?
- Lesson 3** How's the Weather Today?
- Lesson 4** What Do You Like to Do?



Lesson Objective

Students will learn to identify some occupations.

Grammar Focus

- Information question with **who**
- *Who is ___?*

Word Chest Warm-up

Discover the pictures with the students and ask questions.

- *What can you see?*
- *I can see ___.*
- *Who is he/she?*
- *He's/She's a ___.*

Audio Scripts



1. Firefighter. He is a firefighter.
2. Student. She is a student.
3. Police officer. He is a police officer.
4. Soccer player. She is a soccer player.
5. Cook. He is a cook.

Language Chest Warm-up

Discover the pictures with the students.

- *How many children does she have?*
- *She has three children.*
- *Who is he/she?*
- *He's/She's a ___.*

Language Chest Follow-up

The students look at the flashcards or other pictures of occupations and ask each other to identify the occupations.

Example:

S1: *Who is he/she?*

S2: *He's/She's a ___.*

Lesson 1

Who Is He?



WORD CHEST

Track 21

A. Listen and number.



police officer

3



soccer player

4



firefighter

1



student

2



cook

5



LANGUAGE CHEST

B. Ask and answer.

1.

Who is he?



He's a teacher.

2.

Who is she?



She's a police officer.



LISTENING CHEST

Track 22



C. Talk, listen, and read.



D. Circle Yes or No.

- | | | |
|---|--------------------------------------|-------------------------------------|
| 1. Is there a firefighter at the barbecue? | Yes | <input checked="" type="radio"/> No |
| 2. Is there a police officer at the barbecue? | <input checked="" type="radio"/> Yes | No |
| 3. Is there an mail carrier at the barbecue? | <input checked="" type="radio"/> Yes | No |

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Listening Chest Follow-up

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.

Example:

S1: Who is he/she?

S2: He's/She's my (sister/friend Jane/teacher/father).

Story Notes

Tell the class a story about the picture.

Jeff is in the backyard.
 He is cooking hot dogs.
 A man says hi to Jeff.
 Jeff asks Katie, "Who is he?"
 Katie says the man is their mail carrier.
 Now Jeff remembers him.
 Jeff sees a man in a cap.
 Jeff asks Katie, "Who is he?"
 Katie says the man is a librarian.
 Now Jeff remembers him.

Listening Chest Warm-up

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

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- What can you see?
- I can see ____.
- What are they doing?
- They are ____.
- Who is he/she?
- He's/She's a ____.

Story Notes

Tell the class a story about the picture.

The children are looking at pictures.
The boy sees a woman with a white hat.

The boy asks, "Who is she?"

The girl says the woman is a cook.

The boy sees a doctor.

The boy asks, "Who is he?"

The girl says the man is her dad.

Activity for F. Picture Prompts

Prompt the students to ask and answer the questions about each picture in turn. Encourage them to practice without your help if possible. Finally, play the audio recording.

Audio Scripts



1. Girl: Who is he?
Boy: He's a mail carrier.
2. Boy: Who is she?
Girl: She's a tennis coach.
3. Girl: Who is he?
Boy: He's a farmer.
4. Boy: Who is she?
Girl: She's a dentist.
5. Girl: Who is he?
Boy: He's a shopkeeper.



TALK CHEST

E. Look and say.



Guide

Who is he/she? He's/She's ____.

F. Picture prompts. Track 23

1.



mail carrier

2.



tennis coach

3.



farmer

4.



dentist

5.



shopkeeper

Talk Chest Follow-up

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 ____.



READING CHEST

Track 24



G. Read and circle Yes or No.

My mom is a firefighter.
 She fights dangerous fires.
 My dad is a police officer.
 He catches dangerous criminals.
 I love my mom and dad.
 They are strong and brave.



- | | | |
|---|--------------------------------------|-------------------------------------|
| 1. Does his mom fight dangerous monsters? | Yes | <input checked="" type="radio"/> No |
| 2. Is his mom brave? | <input checked="" type="radio"/> Yes | No |
| 3. Is she a firefighter? | <input checked="" type="radio"/> Yes | No |
| 4. Is his dad a teacher? | Yes | <input checked="" type="radio"/> No |
| 5. Does he catch dangerous animals? | Yes | <input checked="" type="radio"/> No |
| 6. Is he strong? | <input checked="" type="radio"/> Yes | No |



WRITING CHEST

H. Answer the questions and number the pictures from 1-4.

- Who is he?
He is a mail carrier.
- Who is she?
She is a soccer player.
- Who are they?
They are tennis players.
- Who is he?
He is a baseball player.



Reading Chest Warm-up

Discover the pictures with the students and ask questions.

- What can you see?
- I can see ____.
- Who is he/she?
- He's/She's a ____.

Reading Chest Follow-up 1

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 ____.

Reading Chest Follow-up 2

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

No! ...!

Examples:

His mom is a **teacher**. (→ firefighter)
 She fights dangerous **students**. (→ fires)
 His dad is a **soccer player**.
 (→ police officer)
 He catches dangerous **animals**.
 (→ criminals)
 He loves his **dog** and **cat**. (→ mom, dad)
 They are **big** and **dangerous**.
 (→ strong, brave)

Writing Chest Follow-up

Have students work in pairs to create conversations about adults they see at school. Students should write their conversations in their notebooks.

Example:

- A: Who's she?
B: She's our principal. Her name is Ms. Jones.
- A: Who's he?
B: He's our cook. His name is Mr. Brown.

Activity Chest Directions for I

1. Divide the class into partners.
2. The students practice playing 'Rock, scissors, paper.'
3. 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.
4. Have students place a small object on **START** to mark their places.
5. At each space on the board, students ask and answer:
S1: *Who is he/she?*
S2: *He's/She's a ____.*
6. 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.
7. The first student to reach **FINISH** wins.



ACTIVITY CHEST

- I. Play. Do 'rock, scissors, paper' to move around the board.



42 • Unit 2 Lesson 1

Picture Notes



- | | |
|-------------------------|----------------------------|
| 1 He's a teacher. | 2 She's a police officer. |
| 3 He's an artist. | 4 She's a cook. |
| 5 She's a student. | 6 He's a soccer player. |
| 7 He's a tennis player. | 8 He's a mail carrier. |
| 9 He's a firefighter. | 10 He's a baseball player. |
| 11 She's a doctor. | |



SONG CHEST

Track 25



J. Listen and sing along.

Who Are They?

Doctor, cook, and teacher!

Dentist and mail carrier!

Do you or I or anyone know who they are?

I think he is a dentist.

I think she is a teacher.

Tra-la-la-la...

Who is he? Who is she?

He is a shopkeeper, and she is a doctor.



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Song Chest Warm-up

Discover the picture with the students and ask questions.

- *Who is he?*
 - *He's a cook/principal/waiter.*
- *Who is she?*
 - *She's a doctor/dentist/mail carrier.*

Song Chest Extension Activity

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.

Story Notes

Tell the class a story about the picture.

Find the man in the white hat.

Who is he?

He is a cook.

Find the woman with the brown bag.

Who is she?

She is a mail carrier.

Find the man with the red tie.

Who is he?

He is a waiter.

Find the woman with the blue shirt.

Who is she?

She is a dentist.

Find the man with the glasses.

Who is he?

He is a teacher.

Find the woman with the white coat.

Who is she?

She is a doctor.

Teacher's Notes

Lesson Objective

Students will learn how to describe someone or something.

Grammar Focus

- Adjectives: blond, fat, thin, cute
- Look like

Word Chest Warm-up

Discover the pictures with the students and 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 ____.*

Audio Scripts



1. Cute. The baby is cute.
2. Fat. The cat is fat.
3. Ugly. The monster is ugly.
4. Blond. The boy is blond.
5. Thin. The cat is thin.

Language Notes



1. 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.
2. Sometimes a person's hair looks more orange than red. However, we still refer to the hair as red. We don't use the term orange when describing a person's natural hair color. For example, the baby's hair in the illustration looks quite orange, but we would still say that the baby has red hair.

Lesson 2

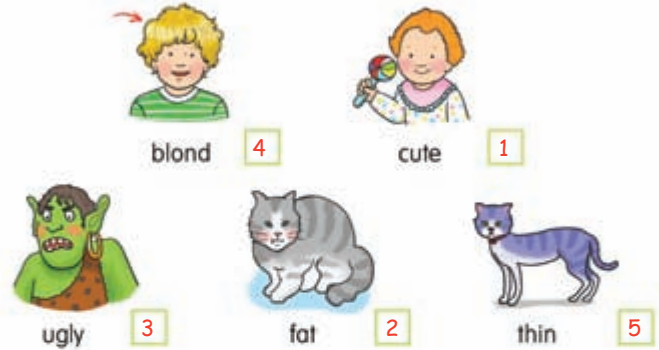
What Does She Look Like?



WORD CHEST

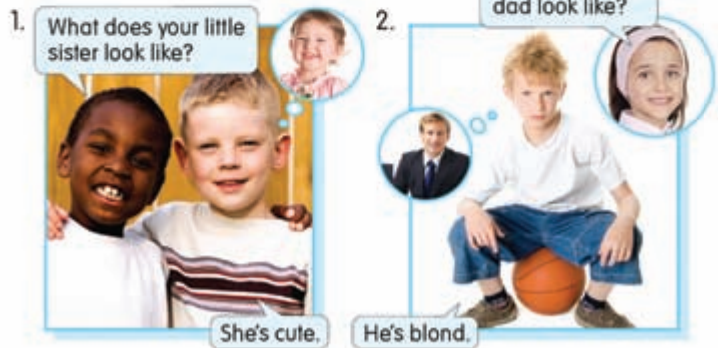
Track 26

A. Listen and number.



LANGUAGE CHEST

B. Ask and answer.



44 • Unit 2 Lesson 2

Language Chest Warm-up

Discover the pictures with the students.

- *What color is his/her hair?*
- *His hair is black/blond.*
- *Her hair is light/dark brown.*
- *What is this?*
- *It's a basketball.*

Language Chest Follow-up

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.

Examples:

- *What does this puppy look like?*
- *It's ____.*
- *What does he/she look like?*
- *He/She is ____.*



LISTENING CHEST

Track 27



C. Talk, listen, and read.



D. Choose the correct answers.

- Who is in the park?
 - Max and Cody are in the park.
 - ☒ Cody and Rachel are in the park.
 - Rachel and Max are in the park.
- What does Cody look like?
 - He's ugly.
 - He's cute and fat.
 - He's very thin.
 - ☒ He's cute and blond.

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Listening Chest Follow-up

The students look at pictures of people in scenes such as in the park, on the beach, in the shopping mall . . . One student chooses a person in the picture. The other student(s) ask questions to find out which person he/she has chosen.

Example:

S1: What's he/she doing?

S2: He's/She's ____.

S1: What does he/she look like?

S2: He's/She's ____.

Story Notes

Tell the class a story about the picture.

Max calls Rachel.

Rachel is at the park.

Max says his brother is in the park, too.

His brother is Cody.

Rachel looks for Cody.

She asks Max, "What does he look like?"

Cody says, "He looks like me. He's cute!"

Rachel sees a blond boy.

The boy looks like Max.

She tells Max, "I think I see him."

Listening Chest Warm-up

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

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- What can you see?
- I can see ____.
- What does he/she/the bird look like?
- He's/She's/It's ____.

Story Notes

Tell the class a story about the picture.

A boy finds a baby bird.
He puts the bird in a box.
He feeds the baby bird.
A girl sees the baby bird.
She asks, "What does it look like?"
The boy says it is small and weak.
The bird grows.
The girl sees the bird again.
The boy asks, "What does it look like now?"
The girl says it is big and strong.

Activity for F. Picture Prompts

Prompt the students to ask and answer the questions about each picture in turn. Encourage them to practice without your help if possible. Finally, play the audio recording.

Audio Scripts



1. Girl: What does he look like?
Boy: He's tall and handsome.
2. Boy: What does the dog look like?
Girl: It's big and strong.
3. Girl: What does she look like?
Boy: She's short and pretty.
4. Boy: What does the baby look like?
Girl: He's young and cute.
5. Girl: What do the books look like?
Boy: They're old and thin.

TALK CHEST

E. Look and say.



Guide

What does it/he/she look like? It's/He's/She's ____ and ____.
What do they look like? They're ____ and ____.

F. Picture prompts. Track 28



46 • Unit 2 Lesson 2

Talk Chest Follow-up

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.



READING CHEST

Track 29



G. Read and choose the correct answers.

Todd and Warren are different!
 Todd is handsome. He is short and thin.
 He has black hair and dark brown eyes.
 Warren is handsome, too.
 He is tall, but he is not thin.
 He is strong!
 He has blond hair and blue eyes.
 Todd and Warren are different, but
 they are best friends!



1. What does Todd look like? Circle the words that describe him.

bl~~ue~~ eyes ☆ thin handsome ☆ strong short dark brown eyes ☆

2. What does Warren look like? Star the words that describe him.



WRITING CHEST

H. Unscramble the words and write the sentences.

Girl: I can't find my d d a .
 I can't find my dad.

Boy: What s o d e he look l e i k ?
 What does he look like?

Girl: He is b g i and n s o t r g .
 He is big and strong.

Boy: Is he b n d l o ?
 Is he blond?

Girl: No, he has red a h i r .
 No, he has red hair.

Boy: Look! I think I e s e him.
 Look! I think I see him.

Girl: Yes, that's him. n h T a k you!
 Yes, that's him. Thank you!



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Reading Chest Follow-up Activity 1

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.

Reading Chest Follow-up Activity 2

The students write descriptions of members of their family, friends or people in pictures.

Example:

She is tall and has black hair.

Writing Chest Follow-up

Divide students into pairs, and have them write descriptions of the other people in the illustration.

Examples:

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.

Reading Chest Warm-up

Discover the pictures with the students and ask questions.

- What color is his (hair/shirt)?
- It's ____.
- What does he look like?
- He's ____.

Activity Chest Directions for I



Preparation: Collect pictures of diverse looking people and objects from magazines.

1. Tape the pictures to the board so that all of the pictures can be clearly seen. Talk about each picture with students as you tape it up. Get students to describe the pictures. If you cannot get pictures from magazines, use the flashcards or the illustration provided for this activity.
2. Divide the class into two teams.
3. Each team secretly selects a picture. Without pointing to it or removing it from the board, they write a description of the picture.
4. Then, select a team to go first. This team is allowed to ask two questions about the other team's picture.
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.
5. The team guesses the picture. 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.
6. Have the teams switch roles.
7. Play for as long as time permits.



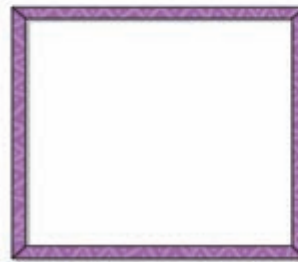
ACTIVITY CHEST

I. Play. Who or what is it? Ask two questions and make a guess.



J. Answer the questions and draw.

1. What do you look like?



I am tall* and handsome*.

2. What does your mom, dad, grandma, or grandpa look like?



My dad* is short* and blond*.

48 • Unit 2 Lesson 2

Directions for J

Students should draw and describe themselves in the space provided. Then, students should select a family member (mom, dad, grandma, or grandpa) to draw and describe. Do not allow them to use negative terms.



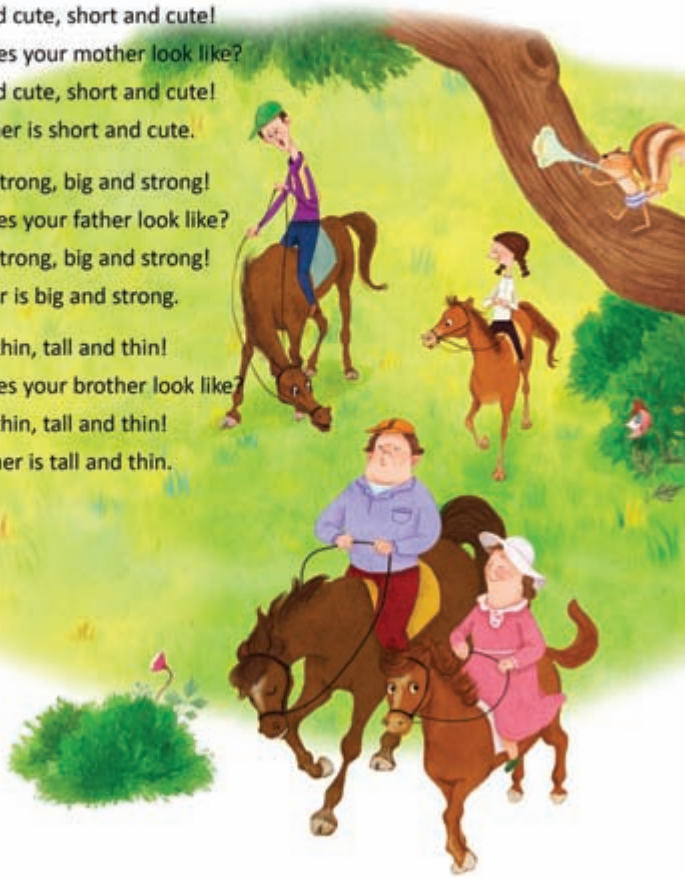
K. Listen and sing along.

Short and Cute

Short and cute, short and cute!
What does your mother look like?
Short and cute, short and cute!
My mother is short and cute.

Big and strong, big and strong!
What does your father look like?
Big and strong, big and strong!
My father is big and strong.

Tall and thin, tall and thin!
What does your brother look like?
Tall and thin, tall and thin!
My brother is tall and thin.



Song Chest Warm-up

Discover the picture with the students and ask questions.

- What are they doing?
- They are riding horses.
- What does this horse look like?
- It is short and young/tall and thin.
- What does he/she look like?
- He/She is big and strong/young and cute.

Song Chest Extension Activity

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.

Story Notes

Tell the class a story about the picture.

A family is in the park.
They are riding horses.
The girl is short and thin.
Point to the girl.
Her mother is short and cute.
Point to her mother.
Her father is big and strong.
Point to her father.
Her brother is tall and thin.
Point to her brother.

Teacher's Notes

Lesson Objective

Students will learn to describe the weather and give reminders about weather appropriate clothing.

Grammar Focus

- Information question with **how**
 - *How is ___?*
- Command: Don't forget ___!

Word Chest Warm-up

Discover the picture with the students and ask questions.

- What can you see?*
 - *I can see ___.*
- How's the weather?*
 - *It's (rainy/raining). There's (thunder).*

Audio Scripts



- Hot chocolate. I can see hot chocolate.
- Blanket. I can see a blanket.
- Storm. I can see a snow storm.
- Rain. I can see rain.
- Thunder. I can hear thunder.
- Lightning. I can see lightning.

Language Notes



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).

Language Chest Warm-up

Discover the pictures with the students.

- What does she have?*
 - *She has an umbrella/a cell phone.*
- How's the weather?*
 - *It's ___.*

Lesson 3

How's the Weather Today?



WORD CHEST

Track 31

A. Listen and number.



lightning

6



storm

3



thunder

5



hot chocolate

1



rain

4



blanket

2



LANGUAGE CHEST

B. Ask and answer.

1. How's the weather today?



It's rainy.

2. How's the weather today?



It's stormy.

Language Chest Follow-up

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 figure out the cards by asking one another questions.

Example:

- 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.



LISTENING CHEST

Track 32



C. Talk, listen, and read.



D. Circle the correct answers.

1. The weather is (good / bad) this morning.
2. It is (rainy / stormy) now.
3. Eric and Amy can't go (swimming / bowling) because of the weather.
4. Eric and Amy are going (swimming / bowling).

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Listening Chest Follow-up

The students take turns to secretly pick up a flash card or picture of rain/snow/sunshine etc... A student who didn't pick up the card/picture asks how the weather is. The dialog could go like this:

S1: *How's the weather?*

S2: *It's sunny.*

S1: *Let's go swimming.*

Story Notes

Tell the class a story about the picture.

Eric wakes up in the morning. He asks his parents, "How's the weather?" They say it is rainy. Eric calls Amy. He says, "We can't go swimming." Eric has an idea. He says, "Let's go bowling!" Amy thinks that sounds fun. Eric's mom says, "Don't forget your bowling shoes."

Listening Chest Warm-up

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

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- What can you see?
- I can see ____.
- What color is ____?
- It's ____.

Story Notes

Tell the class a story about the picture.

A girl calls her friends.
Her friends are in Alaska!
She asks, "How's the weather today?"
One friend says, "It's snowy."
The other friend says, "It's freezing cold!"
The girl says, "Don't forget your winter hat!"

Activity for F. Picture Prompts

Prompt the students to ask and answer the questions about each picture in turn. Encourage them to practice without your help if possible. Finally, play the audio recording.

Audio Scripts



- Boy: How's the weather today?
Girl: It's sunny.
Boy: Don't forget your sunglasses!
- Boy: How's the weather today?
Girl: It's cloudy.
Boy: Don't forget your sweater!
- Girl: How's the weather today?
Boy: It's windy.
Girl: Don't forget your kite.
- Girl: How's the weather today?
Boy: It's cold.
Girl: Don't forget your coat.
- Boy: How's the weather today?
Girl: It's warm.
Boy: Don't forget your fan!
- Girl: How's the weather today?
Boy: It's hot.
Girl: Don't forget your hat.



TALK CHEST

E. Look and say.



Guide

How's the weather today? It's _____. Don't forget your _____!

F. Picture prompts.

Track 33



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Talk Chest Follow-up

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.

Example:

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!



READING CHEST

Track 34



G. Read and circle the correct answers.

There is a terrible storm outside.
It is raining hard, and there is a lot of
thunder and lightning.
The thunder is loud! The lightning is bright!
It is scary, but we are safe.
We have blankets and hot chocolate.
We can watch the storm from our window.
The weather is horrible today!



1. How is the weather today? It is (good / horrible / bad).
2. What can the family hear?
They can hear the (thunder / blankets / lightning).
3. What do they have?
They have blankets and (windows / hot chocolate / rain).

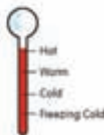


WRITING CHEST

H. Write the missing words.



1. How's the weather this morning?
It's hot and sunny.
2. How's the weather this evening?
It's warm and rainy.
3. How's the weather tonight?
It's freezing cold and snowy.
4. How's the weather this afternoon?
It's cold and cloudy.



Reading Chest Warm-up

Discover the pictures with the students and ask questions.

- 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.

Reading Chest Follow-up Activity 1

Write some sentences on the board for students to read and answer in small groups. Then, talk about the answers as a class.

Examples:

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

Reading Chest Follow-up Activity 2

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

No! ...!

Examples:

There is a **wonderful** storm outside.

(→ terrible)

It is **snowing** hard, and there are a lot of **monsters** and **aliens**.

(→ raining, thunder, lightning)

The **monsters** are loud! The **aliens** are bright! (→ thunder is, lightning is)

It is **fun**, but we are **not safe**.

(→ scary, safe)

We have **potatoes** and **tomatoes**.

(→ blankets, hot chocolate)

I can see the **aliens** from the window.

(→ storm)

The weather is **wonderful** today!

(→ horrible)

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.

Activity Chest Directions for I

Materials

dice



1. Divide the class into partners.
2. Give each set of partners a die.
3. Have students place a small object on **START** to mark their places.
4. Students take turns rolling the die and moving along the board.
5. 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.
6. 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!
7. If a student doesn't know the answer or makes a mistake, he/she cannot advance along the board.
8. 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!
9. The first student to reach **FINISH** wins.



ACTIVITY CHEST

- I. Play. Go around and around the board until you land on an arrow.



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Picture Notes



- 1 It's rainy. Don't forget your umbrella.
- 2 It's cold. Don't forget your sweater.
- 3 It's sunny.
- 4 It's snowy. Don't forget your coat.
- 5 It's hot. Don't forget your sunglasses.
- 6 It's terrible. There is lightning.
- 7 It's cold. Don't forget your winter hat.
- 8 It's cloudy.
- 9 It's hot. Don't forget your hat.
- 10 It's bad. There is lightning.
- 11 It's windy. Don't forget your kite.
- 12 It's snowy.
- 13 It's stormy. Don't forget your coat.
- 14 It's horrible. There is thunder and lightning.
- 15 It's cloudy. Don't forget your blanket.
- 16 It's stormy. Don't forget your winter hat.
- 17 It's bad. There is thunder and lightning.
- 18 It's sunny.
- 19 It's rainy.

**J. Listen and sing along.****How Is the Weather?**

Mother, it is cold outside.
There is thunder and lightning.
Oh, Mother it is stormy.
Cold, stormy weather!

Weather hot! Weather cold!
How is the weather?
Snowy, sunny, rainy!
Weather hot! Weather cold!

Father, it is warm outside.
There is wind and sunshine.
Oh, Father it is sunny.
Warm, sunny weather!



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Song Chest Warm-up

Discover the picture with the students and ask questions.

- *What can you see?*
- *I can see ____.*
- *How's the weather?*
- *It's ____.*
- *What does he/she look like?*
- *He's/She's ____.*

Song Chest Extension Activity

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.

Story Notes

Tell the class a story about the picture.

The children want to play in the park.
How is the weather?
Is the weather cold?
Is the weather hot?
Let's see!
Is it cold?
No, it's warm.
Is it stormy?
No, it's sunny.
Is there thunder and lightning?
No, there is wind and sunshine.
It's a warm, sunny day.
The children can play in the park.

Teacher's Notes

Lesson Objective

Students will be able to talk about outdoor activities and express their likes.

Grammar Focus

- Information question with **what**
 - *What do you like to do?*
- Like + infinitive

Word Chest Warm-up

Discover the pictures with the students and ask questions.

- *What is he doing?*
 - *He is playing golf/chess.*
- *What are they doing?*
 - *They are sailing.*
- *What does she look like?*
 - *She is cute and thin.*

Audio Scripts



1. I like to talk on the phone.
2. I like to go sailing.
3. I like to write in my diary.
4. I like to play golf.
5. I like to play chess.

Language Chest Warm-up

Discover the pictures with the students.

- *What can you see?*
 - *I can see __.*
- *What does he/she like to do?*
 - *He/She likes to __.*

Language Chest Follow-up

Use the flashcards to practice the target language.

- *What does he/she like to do?*
 - *He/She likes to __.*

Lesson

4

What Do You Like to Do?



WORD CHEST

Track 36

A. Listen and number.



play golf

4



talk on the phone

1



go sailing

2



write in my diary

3



play chess

5



LANGUAGE CHEST

B. Ask and answer.

1. What do you like to do?



I like to play golf.

2. What do you like to do?



I like to play chess.



LISTENING CHEST

Track 37



C. Talk, listen, and read.



D. Circle Yes or No.

1. Can Max play golf?
2. Can Jeff play golf?
3. Does Jeff want to learn golf?
4. Are they playing golf on Sunday?
5. Are they playing golf on Saturday?

Yes	No
Yes	No
Yes	No
Yes	No
Yes	No

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Listening Chest Follow-up

The students ask each other questions using one of these two dialogs depending on the answer to the first question. If necessary, write some of the dialog on the board and then gradually erase it each time they successfully complete the dialog.

Example:

1. 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.

Or

2. S1: What do you like to do on the weekends?
S2: I like to (go swimming).
S1: Me, too. Let's (go swimming) (on Sunday).
S2: (Sunday)? Yes, OK. / No, I'm busy.

Story Notes

Tell the class a story about the picture.

Jeff and Max are walking.
They are walking on the beach.
Jeff asks, "What do you like to do on the weekends?"
Max says he likes to play golf.
Jeff says, "I can't play golf. I'd love to learn."
Max says, "I can teach you."
Max can teach Jeff on Saturday.

Listening Chest Warm-up

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

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- Where are they?
- They are in the park.
- What is he doing?
- He is jogging.

Story Notes

Tell the class a story about the picture.

Where are the people?

They are in the park.

What does the man like to do in the park?

He likes to jog.

What do the children like to do in the park?

They like to climb trees.

What do you like to do in the park?

Activity for F. Picture Prompts

Prompt the students to ask and answer the questions about each picture in turn. Encourage them to practice without your help if possible. Finally, play the audio recording.

Audio Scripts



1. Boy: Do you like to fly kites?
2. Girl: Do you like to play catch?
3. Boy: Do you like to have picnics?
4. Girl: Do you like to walk the dog?
5. Boy: Do you like to take pictures?
6. Girl: Do you like to play frisbee?

TALK CHEST

E. Look and say.

What do you like to do in the park?



Guide

What do you like to do ____? I/We like to ____.

F. Picture prompts. Answer the questions. Track 38

- | | | |
|--|---|--|
| 1. 
Do / fly kites? | 2. 
Do / play catch? | 3. 
Do / have picnics? |
| 4. 
Do / walk the dog? | 5. 
Do / take pictures? | 6. 
Do / play frisbee? |

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Talk Chest Follow-up

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.

Example:

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 . . .



READING CHEST

Track 39

G. Read and choose the correct answers.

It's summer vacation!
I'm excited! We're going to grandma and grandpa's house.
They live near the sea, and they have a sailboat.
I like to go sailing. I also like to play games with grandpa.
My grandpa is very good at games.
I'm not very good at games or sailing, but they are fun.



- Are they going to her grandpa and grandma's house? ☒ Yes ☐ No
- Do they live in the mountains? ☐ Yes ☒ No
- Do they have a sailboat? ☒ Yes ☐ No
- Is she good at sailing? ☐ Yes ☒ No
- What are you good at? I'm good at playing soccer.*



WRITING CHEST

H. Unscramble the sentences and number the pictures from 1-3.

- do / after / you / ? / like / school / What / to / do
What do you like to do after school?
like / pictures / to / , / I / take
I like to take pictures.
- do / What / you / to / do / on / ? / like / sunny / days
What do you like to do on sunny days?
frisbee / We / play / like / , / to / in / the / park
We like to play frisbee in the park.
- do / like / you / to / ? / do / on / What / Fridays
What do you like to do on Fridays?
like / I / to / catch / play / with / , / my / friends
I like to play catch with my friends.



1



3



2

Reading Chest Warm-up

Discover the pictures with the students and ask questions.

- 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).

Reading Chest Follow-up Activity 1

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

No! ...!

Examples:

It's **winter** vacation. (→ summer)
They're going to their **dog** and **cat's** house. (→ grandma, grandpa's)
They live near the **mountains**. (→ sea)
They have a **big ship**. (→ sailboat)
She likes to go **jogging**. (→ sailing)
She also likes to play **the violin** with grandpa. (→ games)
Her grandpa is very good at **the violin**. (→ games)

Reading Chest Follow-up Activity 2

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.

Example:

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 ____.

Writing Chest Follow-up

Have students answer the three questions from the exercise about themselves. They should write the answers in their notebooks.

Example:

- I like to watch TV after school.
- I like to go to the beach on sunny days.
- I like to relax on Fridays.

Activity Chest Directions for I



Materials

marker, timer

1. Divide students into teams.
2. 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.
3. 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.
4. Teammates may make as many guesses as they can in 30 seconds.

* Question Ideas:

What does he/she like to do . . .

- on rainy/sunny/snowy/stormy/windy days?
- during winter/summer vacation?
- in the fall/winter/summer/spring?
- at home/school/the park?



ACTIVITY CHEST

I. Play. Guess the question and answer.

What does she like to do in the park?



Good! One point for the question, and one point for the answer.

J. Write in your diary.



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Directions for J

Read the diary entry together. Then, have students write a diary entry for themselves. Students can write about the current season, or choose a season of their choice. Encourage students to fill the space, and help them while they are writing. If time permits, have students trade books and proofread one another's entries. Finally, have everyone share their diary entries with the class. If there is no more time, read the entries at the beginning of the next class.



SONG CHEST

Track 40



K. Listen and sing along.

What Do You Like to Do?

What do you like to do, do, do?

I like to walk my dog, dog, dog.

I like to walk it far, far, far.

I like to walk my dog, dog, dog.

What does he like to do, do, do?

He likes to fly his kite, kite, kite.

He likes to fly it high, high, high.

He likes to fly his kite, kite, kite.

What does she like to do, do, do?

She likes to ride her bike, bike, bike.

She likes to ride it fast, fast, fast.

She likes to ride her bike, bike, bike.



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Song Chest Warm-up

Discover the picture with the students and ask questions.

- *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.*

Song Chest Extension Activity

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 some lines with very high pitched voices, 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.

Story Notes

Tell the class a story about the picture.

What do the children like to do?
 They like to do many things.
 Who likes to walk her dog?
 She likes to walk her dog.
 She likes to walk it far, far, far.
 Who likes to fly a kite?
 He likes to fly a kite.
 He likes to fly it high, high, high.
 Who likes to ride her bike?
 She likes to ride her bike.
 She likes to ride it fast, fast, fast.

Teacher's Notes





Cultures and Food

- Lesson 1** Where Are You From?
- Lesson 2** Let's Go to the Italian Restaurant
- Lesson 3** I Want a Sandwich, Please
- Lesson 4** Would You Like Some Broccoli?



Lesson Objective

Students will tell where they are from and identify some countries.

Grammar Focus

- Information question with **where**
 - Where are you from?

Word Chest Warm-up

Discover the pictures with the students and 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).

Audio Scripts



- Canada. I'm from Canada.
- China. I'm from China.
- Australia. I'm from Australia.
- France. I'm from France.
- Italy. I'm from Italy.
- South Korea. I'm from South Korea.

Language Notes



Monument/Item Name:

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

Language Chest Warm-up

Discover the pictures with the students.

- What can you see?
 - I can see ____.
- Where is he/she from?
 - He's/She's from ____.

Lesson 1

Where Are You From?



WORD CHEST

Track 41

A. Listen and number.



France

4



China

2



Italy

5



South Korea

6



Australia

3



Canada

1



LANGUAGE CHEST

B. Ask and answer.

1. Where are you from?



I'm from China.

2.

Where are you from?



I'm from Australia.

Language Chest Follow-up

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.

Example:

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)



LISTENING CHEST



Track 42



C. Talk, listen, and read.



D. Match the questions and answers.

1. What country does  like? •
2. What country does  like? •



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Listening Chest Follow-up Activity 1

Discover the pictures with the students and ask questions:

- What can you see?
- I can see ____.
- Where is he from?
- He's from (Italy/South Korea).
- Where are you from?
- I'm from ____.

Listening Chest Follow-up Activity 2

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 ____.'

Story Notes

Tell the class a story about the picture.

Eric and Katie are at a race.

It is a car race.

Men drive the cars.

Where are the men from?

One man has glasses.

He is from Italy.

The other man is from South Korea.

Eric wants South Korea to win.

Katie wants Italy to win.

Listening Chest Warm-up

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

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- 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)

Story Notes

Tell the class a story about the picture.

The children are from different places. The boy asks, "Where are you from?" The girl says she is from India. Do you see India on the map? The girl asks, "Where are you from?" The boy says he is from Egypt. Do you see Egypt on the map?

Activity for F. Picture Prompts

Prompt the students to ask and answer the questions about each picture in turn. Encourage them to practice without your help if possible. Finally, play the audio recording.

Audio Scripts



1. Girl: Where is he from?
Boy: He's from Japan.
2. Boy: Where is she from?
Girl: She's from the United States of America.
3. Girl: Where is he from?
Boy: He's from South Africa.
4. Boy: Where is she from?
Girl: She's from Germany.
5. Girl: Where are they from?
Boy: They're from Brazil.
6. Boy: Where is she from?
Girl: She's from Spain.

TALK CHEST

E. Look and say.



Guide

Where are you from? I'm from _____.

F. Picture prompts. Track 43



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Talk Chest Follow-up

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.



READING CHEST

Track 44



G. Read and choose the correct answers.

Summer camp in Australia is fun.
 We hike and swim. We ride horses, too.
 I have a lot of friends at camp.
 I have friends from all over the world.
 Canada, Germany, India . . . Everywhere!
 This year I have a friend from China.
 Her name is Da-Wei.
 I have a friend from France, too.
 His name is Pierre.



- Where is the summer camp?
 a. It is in the USA. b. It is in India. **c. It is in Australia.**
- Where is Da-Wei from?
 a. She is from Canada. **b. She is from China.** c. She is from India.
- Where is Pierre from?
 a. He is from Germany. **b. He is from France.** c. He is from Australia.



WRITING CHEST

H. Find the mistakes and rewrite the conversations.

- A: Where ~~are~~ Anita from?
Where is Anita from?
 B: I'm not sure. I think she's ~~for~~ Brazil.
I'm not sure. I think she's from Brazil.
 C: No, she's ~~Spain~~ from.
No, she's from Spain.
- A: What are your parents from?
Where are your parents from?
 B: My mom is from South America.
My mom is from South Africa.
 My dad ~~are~~ from Italy.
My dad is from Italy.



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Reading Chest Warm-up

Discover the pictures with the students and ask questions.

- What can you see?
 - I can see ____.
- What color is his/her shirt?
 - It's ____.
- Where do you think he/she is from?
 - I think he/she is from ____.

Give answers that question stereotypes – for example, from left to right: Canada, France, South Africa, Spain, India.

Reading Chest Follow-up 1

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.

Reading Chest Follow-up 2

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 students 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 in English.

Writing Chest Follow-up

Have students write about their parents/aunts and uncles in their notebooks. If everyone's parents/aunts and uncles are from the same country, have them write cities instead of countries (i.e. My dad is from Los Angeles.).

Template:

- Q: Where is my dad/uncle from?
 - He is from ____.
- Q: Where is my mom/aunt from?
 - She is from ____.

Activity Chest Directions for I

Materials

flashcards, timer,
box



1. Divide the class into teams of 4-5 players.
2. Place all of the country flashcards in the box. If no box is available, place all of the cards in a pile (face down).
3. Select a team to compete first, and have each student on the team get a card from the box.
4. 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!



ACTIVITY CHEST

- I. Play.** Work with your teammates to get the fastest time.



- J. Answer the questions.**

1. Where are you from?

I'm from Brazil.*

2. Where is your teacher from?

He is from Canada.*

3. Where are hamburgers from?

They are from the United States of America/Germany.

4. Where is pizza from?

It is from Italy.



Directions for J

Students should answer the questions with their own information. If some of the students are from the same country, have them write cities instead of countries.



SONG CHEST

Track 45



K. Listen and sing along.

Where Are They From?

This little girl, she's from France.

Where is she from?

She's from France. She's from France.

This little girl's from France.

This little boy, he's from Spain.

Where is he from?

He's from Spain. He's from Spain.

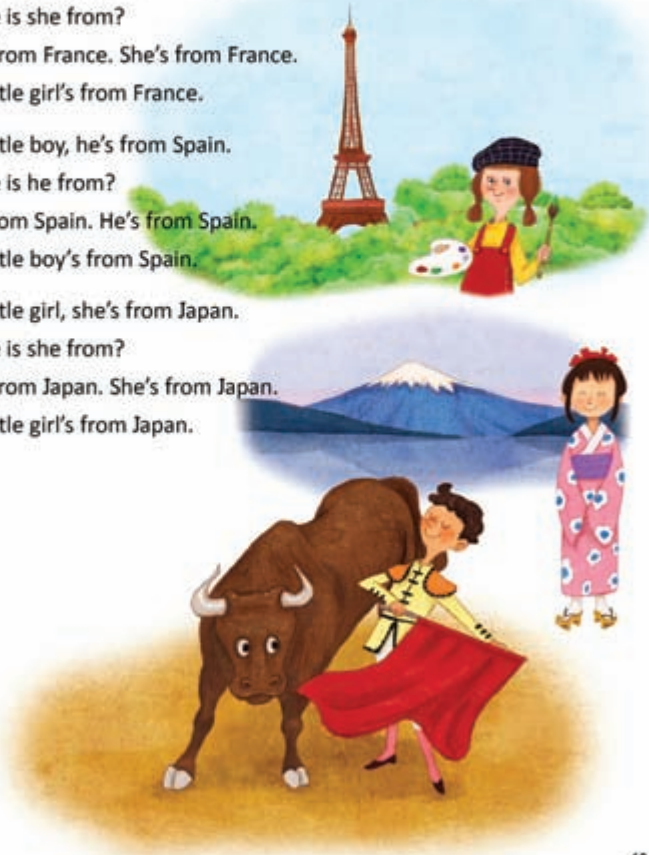
This little boy's from Spain.

This little girl, she's from Japan.

Where is she from?

She's from Japan. She's from Japan.

This little girl's from Japan.



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Song Chest Warm-up

Discover the picture with the students and ask questions.

- What can you see ___?
- I can see ___.
- Where is he/she from?
- He's/She's from ___.

Song Chest Extension Activity

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.

Story Notes

Tell the class a story about the picture.

I see a girl with a beret.

I see the Eiffel Tower.

Where is she from?

She is from France!

I see a girl with a kimono.

I see Mount Fuji.

Where is she from?

She is from Japan!

I see a boy with a red cape.

I see a bull.

Where is he from?

He is from Spain!

Teacher's Notes

Lesson Objective

Students will learn about foods and restaurants from different countries.

Grammar Focus

- Verb: *want*
- Suggestion:
Let's go to the __ restaurant.

Word Chest Warm-up

Discover the pictures with the students and ask questions.

- *What can you see?*
- *I can see __.*
- *Do you like (meat)?*
- *Yes, I do. / No, I don't.*

Audio Scripts



1. Meat. I like meat.
2. French food. I like French food.
3. Indian food. I like Indian food.
4. Watermelon. I like Watermelon.
5. Rice. I like rice.

Language Notes



1. The Indian food on the plate is rice, curry, and dal. There are many different kinds of curry and dal in Indian food.
2. French food names:
Yellow dish = escargot
Pink plate = crepe
Blue plate = croissants

Language Chest Warm-up

Discover the pictures with the students.

- *What can you see?*
- *I can see __.*
- *Do you like (French food)?*
- *Yes, I do. / No, I don't.*

Lesson 2

Let's Go to the Italian Restaurant



WORD CHEST

Track 46

A. Listen and number.



watermelon

4



meat

1



rice

5



Indian food

3



French food

2



LANGUAGE CHEST

B. Ask and answer.

1. What do you want to eat?



Let's go to the French restaurant.

2. What do you want to eat?



Let's go to the Indian restaurant.

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Language Chest Follow-up

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?

Example:

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: *What do you want to eat? Let's go to the American restaurant.*

* **Ideas:** pizza - Italian, bibimbap - Korean,
curry - Indian, sushi - Japanese



LISTENING CHEST

Track 47



C. Talk, listen, and read.



D. Choose the correct answers.

- Where are they eating tonight?
 - ☒ They are eating out.
 - ☐ They are eating at home.
- What are they eating tonight?
 - ☒ They are eating Indian food.
 - ☐ They are eating French food.

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Listening Chest Warm-up

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

Listening Chest Follow-up Activity 1

Ask questions about the picture.

- What can you see?
 - I can see ____.
- Where does she want to eat?
 - She wants to eat at an Indian restaurant.
- What does he want to eat?
 - He wants to eat curry.

Listening Chest Follow-up Activity 2

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.

Examples:

- Where do you want to eat this evening?
- What do you want to eat this evening?
- Where do you want to eat breakfast?
- What do you want to eat for breakfast?
- Where do you want to eat lunch?
- What do you want to eat for lunch?

Story Notes

Tell the class a story about the picture.

Jeff asks, "What's for dinner?"
 His mother says they're eating out.
 In the car, Jeff's dad asks, "What do you want to eat?"
 Jeff's mother says, "Let's go to the Indian restaurant."
 They all like the idea.
 Jeff wants curry!

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- 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.

Story Notes

Tell the class a story about the picture.

The children want to eat.
They can eat tacos.
They can eat sandwiches.
They can eat spaghetti.
One girl asks, "What do you want to eat?"
The boy says, "Let's go to the Italian restaurant."
They are going to eat spaghetti!

Activity for F. Picture Prompts

Prompt the students to ask and answer the questions about each picture in turn. Encourage them to practice without your help if possible. Finally, play the audio recording.

Audio Scripts



1. Boy: Do you want to go to a Mexican restaurant?
Girl: Do you like tacos?
2. Girl: Do you want to go to a Chinese restaurant?
Boy: Do you like dumplings?
3. Boy: Do you want to go to a German restaurant?
Girl: Do you like sausages?
4. Girl: Do you want to go to a Japanese restaurant?
Boy: Do you like sushi?
5. Boy: Do you want to go to a Swiss restaurant?
Girl: Do you like fondue?

TALK CHEST

E. Look and say.



Guide

What do you want to eat?

Let's go to the _____. OK! I like/love _____!

F. Picture prompts.

Track 48

1.



Do / Mexican restaurant?
Do / tacos?

2.



Do / Chinese restaurant?
Do / dumplings?

3.



Do / German restaurant?
Do / sausages?

4.



Do / Japanese restaurant?
Do / sushi?

5.



Do / Swiss restaurant?
Do / fondue?

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Talk Chest Follow-up

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.

Example:

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!



READING CHEST

Track 49



G. Read and answer the questions.

Food is interesting.
Hamburgers come from the USA.
Sushi comes from Japan.
Pizza comes from Italy.
Sandwiches come from Britain.
What food comes from your country?

Drinks are interesting, too.
Coffee is popular in the USA.
Green tea is popular in Japan.
Strong coffee is popular in Italy.
Tea is very popular in Britain.
What drink is popular in your country?



1. What food comes from Japan? 1. Sushi comes from Japan.
2. What food comes from Britain? 2. Sandwiches come from Britain.
3. What drink is popular in the USA? 3. Coffee is popular in the USA.
4. What drink is popular in Italy? 4. Strong coffee is popular in Italy.



WRITING CHEST

H. Write the missing words.

restaurant Swiss want do chocolate idea What Japanese don't you

A: What do you want to eat?

B: Let's go to the Japanese restaurant.

A: I don't like Japanese food.

B: Really? You don't like sushi?

A: No, I don't.

B: OK. Do you like fondue?

A: Yes, I do. I like cheese fondue, and I love chocolate fondue!

B: Great! Let's go to the Swiss restaurant.

A: Good idea!



Reading Chest Warm-up

Discover the pictures with the students and ask questions.

- What can you see?
- I can see ____.
- Do you like (pizza/sushi/tea)?
- Yes, I do. / No, I don't.

Reading Chest Follow-up Activity 1

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

No! ...!

Examples:

Hamburgers come from **India**.

(→ the USA)

Sushi comes from **Egypt**. (→ Japan)

Pizza comes from **China**. (→ Italy)

Sandwiches come from **Brazil**. (→ Britain)

Reading Chest Follow-up Activity 2

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 ____.'

Examples:

1. Soccer (Britain)
2. Judo (Japan)
3. Basketball (United States)
4. Baseball (United States)
5. Tennis (Britain or France)
6. Golf (Britain)

Writing Chest Follow-up

Play a quick writing game on the board. Select two students to come up to the board, and give each one a marker. Then, show the rest of the class a food flashcard. Half of the class (Team A) should ask a question and the other half (Team B) should answer the question. As soon as they have finished talking, the writers should race to write the conversation on the board. The first student to finish gets to select the next two writers.

Example:

T: (shows the **sausages** flashcard) One, two, three, go!

Team A: What do you want to eat?

Team B: Let's go to the German restaurant.

Team A: OK. I like sausages!

S1 & S2: (race to write the conversation on the board)

Activity Chest Directions for I

Materials

photocopied cards,
dice



Preparation: Make one set of small photocopies of the food flashcards for every team of 4 students.

1. Divide the class into groups with four students each.
2. Tell the students to pick a partner from their group. This will be their partner in the game.
3. Next, give each group their food flashcards and a die.
4. Have the players put their game pieces on **START**.
5. 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!*
6. 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!*
7. 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.



ACTIVITY CHEST

- I. **Play.** Turn over a card with your partner. Then, roll the dice until you land on the correct restaurant. Try to get 10 points!



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8. If a team lands on the wrong restaurant, they do not get to add the points from that square to their score.
9. The first team with 10 points wins.

Picture Notes



- 1 Let's go to the Indian restaurant. OK! I like/love curry.
- 2 Let's go to the German restaurant. OK! I like/love sausages.
- 3 Let's go to the Swiss restaurant. OK! I like/love fondue.
- 4 Let's go to the Chinese restaurant. OK! I like/love dumplings.
- 5 Let's go to the Mexican restaurant. OK! I like/love tacos.
- 6 Let's go to the Italian restaurant. OK! I like/love spaghetti.
- 7 Let's go to the Japanese restaurant. OK! I like/love sushi.



SONG CHEST

Track 50



J. Listen and sing along.

Let's All Go Out!

Where do you want to eat?

German, Japanese, Chinese, Mexican!

Let's all go out!

Out to a restaurant!

Everyone is hungry.

Out to a restaurant!

Let's all go out!

What do you want to eat?

Curry, sausages, sushi, dumplings!

We want spaghetti!

Out to a restaurant!

Everyone is hungry.

Out to a restaurant!

Let's all go out!



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Song Chest Warm-up

Discover the picture with the students and ask questions.

- *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.*

Song Chest Extension Activity

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.

Story Notes

Tell the class a story about the picture.

They are in a restaurant.

The restaurant has many kinds of food.

The restaurant has Mexican food.

They can eat tacos.

The restaurant has Italian food.

They can eat spaghetti.

The restaurant has German food.

They can eat sausages.

The restaurant has Chinese food.

They can eat dumplings.

What do they want to eat?

Everything!

Teacher's Notes

Lesson Objective

Students will be able to ask about food choices and articulate their own choices.

Grammar Focus

- Coordinate conjunction: or
- Do you want __ or __?

Word Chest Warm-up

Discover the pictures with the students and ask questions.

- What can you see?
- I can see __.
- Do you like (beef)?
- Yes, I do. / No, I don't.

Audio Scripts



- Sandwich. I want a sandwich.
- Tomato. I want some tomato.
- Lettuce. I want some lettuce.
- Chicken. I want some chicken.
- Beef. I want some beef.

Language Chest Warm-up

Discover the pictures with the students.

- What can you see?
- I can see __.
- Do you like (pizza)?
- Yes, I do. / No, I don't.

Lesson 3

I Want a Sandwich, Please



WORD CHEST

Track 51

A. Listen and number.



sandwich

1



chicken

4



beef

5



tomato

2



lettuce

3



LANGUAGE CHEST

B. Ask and answer.

1.

Do you want pizza or a sandwich?



I want a sandwich, please.

2.

Do you want tomato or lettuce in your sandwich?



I want tomato, please.

Language Chest Follow-up

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.

Example:

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



LISTENING CHEST

Track 52



C. Talk, listen, and read.



D. Complete the sentences.

1. Is Max very hungry?
Yes, he is starving.
2. Does Max want to eat out or stay home?
He wants to stay home.
3. Does Max want salad or chicken soup?
He wants chicken soup.

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Listening Chest Follow-up

Ask questions 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 ____.

The students then ask each other similar 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 ____.

Story Notes

Tell the class a story about the picture.

Max and Cody are at home.

Their parents are out.

It is time for lunch.

Cody asks, "Are you hungry?"

Max says he is starving.

Cody asks, "Do you want to eat out or stay home?"

Max wants to stay home.

They can eat salad or chicken soup.

Max wants to eat chicken soup.

Listening Chest Warm-up

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

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- What can you see?
- I can see ____.
- Where are they?
- They are in a/the kitchen.
- What's he/she doing?
- He's cooking.
- She's drinking.

Story Notes

Tell the class a story about the picture.

Grandma is making breakfast.

She asks, "Are you hungry?"

The girl says she is.

Grandma asks, "Do you want a waffle or scrambled eggs?"

The girl wants a waffle for breakfast.

Activity for F. Picture Prompts

Prompt the students to ask and answer the questions about each picture in turn. Encourage them to practice without your help if possible. Finally, play the audio recording.

Audio Scripts



1. Girl: Do you want some soda or some grape juice?
2. Boy: Do you want a hot dog or a hamburger?
3. Girl: Do you want some turkey or some beef?
4. Boy: Do you want some apple pie or some cheesecake?
5. Girl: Do you want a strawberry shake or a chocolate shake?

TALK CHEST

E. Look and say.



Guide

Are you _____?

Yes, I am. / No, I'm not.

Do you want _____ or _____?

I want _____, please.

F. Picture prompts. Answer the questions.

Track 53

1. soda or grape juice?
2. hot dog or hamburger?
3. turkey or beef?
4. apple pie or cheesecake?
5. strawberry shake or chocolate shake?

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Talk Chest Follow-up

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.



READING CHEST

Track 54



G. Read and choose the correct answers.

Liam always wants sandwiches.
 He wants egg sandwiches.
 He wants chicken sandwiches.
 He wants beef sandwiches.
 Today he is making his favorite sandwich.
 It has lettuce, tomato, and turkey.
 But he doesn't want it.
 It is a present for his teacher.



- What is Liam's favorite sandwich?
 - Tomato, cheese, and beef
 - Egg, chicken, and lettuce
 - Tomato, lettuce, and turkey
 - Beef, egg, and tomato
- Liam's favorite sandwich is a present for _____.
 - his mother
 - his teacher
 - his grandpa
 - his doctor



WRITING CHEST

H. Write the missing words.

apple hamburger dog want do drink juice please

- A: I'm thirsty!
 B: Me, too! What do you want to drink?
 A: Do you have any orange juice?
 B: Yes, we do. We have apple juice, too.
 Do you want orange juice or apple juice?
 A: Mmm! I want apple juice, please.
 B: OK. Do you want to have dinner with us?
 A: Sure!
 B: Do you want a hot dog, a hamburger, or a cheeseburger?
 A: I want a cheeseburger, please.



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Reading Chest Warm-up

Discover the pictures with the students and ask questions.

- What can you see?
 - I can see ____.
- What does he have?
 - He has a bag and a sandwich.

Reading Chest Follow-up

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 ____.

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!

Activity Chest Directions for I

Materials

flashcards, tape,
marker, paper



Preparation: Tape the flashcards to the board in 3 categories (food, drinks, desserts). Then, write points under each flashcard and tape a small piece of paper over the points. The points range between 1-5.

1. Divide students into teams.
2. Select a student from one team to go first.
3. 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.
4. 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.
5. 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.
6. Play until everyone has asked and answered a question.
7. If you would like, go through all of the flashcards from books 1-3 and take out all of the food and drink cards. Play the game with all of the cards.



ACTIVITY CHEST

I. Play. Choose what you want. The team with the most points wins.



J. Which do you like more? Write about yourself.

1. Do you like apple pie or cheesecake?

I like pie.*

2. Do you like milk or juice?

I like milk.*

3. Do you like pizza or sushi?

I like sushi.*

4. Do you like ice cream or chocolate?

I like chocolate.*



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Directions for J

Students should answer all of the questions about themselves in complete sentences.



SONG CHEST

Track 55



K. Listen and sing along.

Do You Want This or That?

"I'm hungry!" says Molly to her dad, dad, dad.

"Do you want some steak or a hot, hot dog?"

"I want a hot dog and a salad."

So they eat lunch with a *munch, munch, crunch!*

"I'm full!" says Molly to her dad, dad, dad.

"Do you want some cake or pie, pie, pie?"

"Oh, no! Oh, my, my, my! No, thank you. No, no, no."

"I'm thirsty!" says Molly to her dad, dad, dad.

"Do you want some soda or strawberry milk?"

"I want a soda, please, please, please."

So they drink soda with a *slurp, slurp, burp!*



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Song Chest Warm-up

Discover the picture with the students and ask questions.

- *Where are they?*
- 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.

Language Notes



1. **Munch** and **crunch** represent sounds that we make when we chew loudly.
2. **Slurp** represents a sound that we make when we drink liquids loudly.
3. **Burp** is the sound we make when gas comes up through our mouths from our stomachs.

Song Chest Extension Activity

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.

Story Notes

Tell the class a story about the picture.

Molly and her dad are in the park.
It is time for lunch.

Molly's dad asks, "Do you want some steak? Do you want a hot dog?"

Molly wants a hot dog.

Molly's dad asks, "Do you want some pie?"

No, Molly is not hungry.

She is full.

She does not want pie.

But Molly is thirsty.

Her dad asks, "Do you want some soda or strawberry milk?"

Molly wants soda.

Teacher's Notes

Lesson Objective

Students will learn to identify some additional food items and learn how to ask a polite question.

Grammar Focus

- Please and thank you
- Modal auxiliary: would (for politeness)
 - *Would you like some ___?*

Word Chest Warm-up

Discover the pictures with the students and ask questions.

- *What can you see?*
 - *I can see ___.*
- *Do you like (peas)?*
 - *Yes, I do. / No, I don't.*

Audio Scripts



1. Corn. Would you like some corn?
2. Peas. Would you like some peas?
3. Broccoli. Would you like some broccoli?
4. Green beans. Would you like some green beans?
5. Carrots. Would you like some carrots?

Language Chest Warm-up

Discover the pictures with the students.

- *What can you see?*
 - *I can see ___.*
- *What does he/she have?*
 - *He/She has ___.*

Lesson

4

Would You Like Some Broccoli?



WORD CHEST

Track 56

A. Listen and number.



peas

2



carrots

5



broccoli

3



green beans

4



corn

1



LANGUAGE CHEST

B. Ask and answer.

1. Would you like some broccoli?



2. Would you like some carrots?



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Language Chest Follow-up

Play a quick game with students to practice the target language. 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).

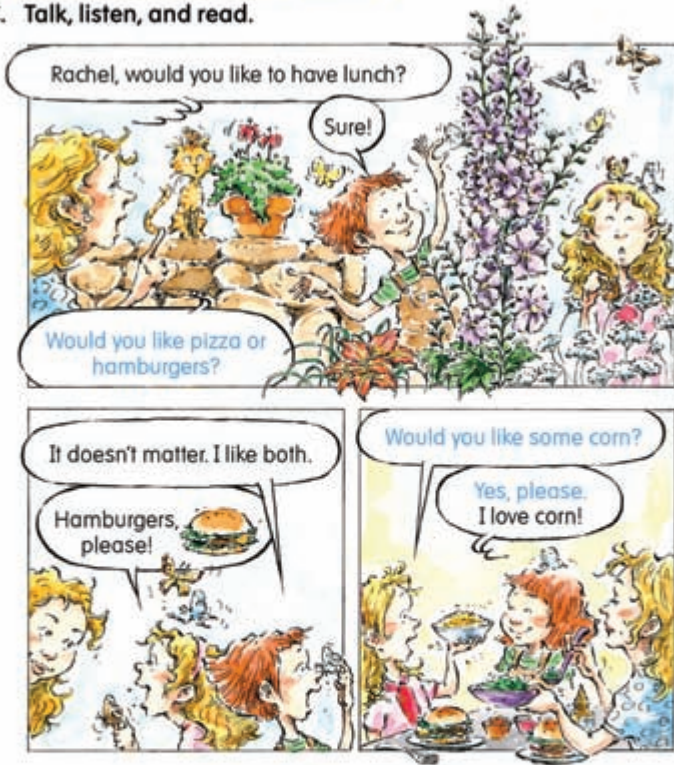


LISTENING CHEST

Track 57



C. Talk, listen, and read.



D. Circle Yes or No.

- | | | |
|--|--------------------------------------|-------------------------------------|
| 1. Does Rachel want to have lunch? | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 2. Does Rachel like both hamburgers and pizza? | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 3. Does Amy want pizza for lunch? | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| 4. Does Rachel like corn? | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

Listening Chest Warm-up

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

Listening Chest Follow-up Activity 1

Ask questions about the picture.

- What can you see?
- I can see ____.
- What does she want?
- She wants (hamburgers/corn).

Listening Chest Follow-up Activity 2

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.

Story Notes

Tell the class a story about the picture.

Rachel is at Amy's house.

They are in the garden.

It is time for lunch.

Amy's mom asks the girls, "Would you like pizza or hamburgers?"

Rachel says it doesn't matter.

She likes both.

Amy wants to eat hamburgers.

They also have corn.

Amy asks, "Would you like some corn?" Rachel says yes.

She loves corn!

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- What can you see?
- I can see ____.
- What is he/she doing?
- He's/She's (drinking coffee).

Story Notes

Tell the class a story about the picture.

They are having breakfast.

The boy asks, "Would you like some pancakes?"

His mother says yes.

She would like some pancakes.

The father asks, "Would you like some pineapple juice?"

The girl says no.

She would not like pineapple juice.

Activity for F. Picture Prompts

Prompt the students to ask and answer the questions about each picture in turn. Encourage them to practice without your help if possible. Finally, play the audio recording.

Audio Scripts



1. Boy: Would you like some toast?
2. Girl: Would you like some cereal?
3. Boy: Would you like some yogurt?
4. Girl: Would you like some mashed potatoes?
5. Boy: Would you like some bread?
6. Girl: Would you like some butter?

Language Notes



All of the food items on this page are common breakfast food items in Western cultures except for the mashed potatoes.

They are traditionally eaten at dinner or lunch.



TALK CHEST

E. Look and say.



Guide

Would you like some _____? Yes, please. / No, thank you.

F. Picture prompts. Answer the questions. Track 58

1.



Would / toast?

2.



Would / cereal?

3.



Would / yogurt?

4.



Would / mashed potatoes?

5.



Would / bread?

6.



Would / butter?

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Talk Chest Follow-up

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.



READING CHEST

Track 59



G. Read and choose the correct answers.

Vegetables are good for you.
 They are healthy. They are also tasty.
 Do you eat your vegetables?
 Broccoli, corn, and carrots are delicious!
 We should eat vegetables every day.
 Would you like some peas?
 How about some green beans?
 Let's make a salad!



- Which is NOT a vegetable?
 a. Corn b. Broccoli **c. A pineapple** d. A carrot
- Why are vegetables good for you?
a. They are healthy. b. They are green.
 c. They're not tasty. d. They are in salads.



WRITING CHEST

H. Use the clues to complete the conversation.

- A: Would you like some pancakes ?
- B: Yes, please. Is there any butter ?
- A: Here you are.
- B: Thank you. Would you like some yogurt ?
- A: What kind of yogurt is it?
- B: It's pineapple yogurt.
- A: No, thank you.

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Reading Chest Follow-up Activity 1

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 of that are not healthy.

Reading Chest Follow-up Activity 2

Each student writes 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).

Writing Chest Follow-up

Have students write three food items and one drink that they would like to have now in their notebooks. Write your own example on the board so that students can use it as a template.

Template:

I would like some cereal.

I would like some bread, and I would like some chicken.

I would also like some apple juice.

Reading Chest Warm-up

Discover the students with the students and ask questions.

- What can you see?
- I can see ____.
- What does she have?
- She has broccoli.

Activity Chest Directions for I

Materials

flashcards, a plate,
a partition



1. Divide the class into teams and give each team a set of food flashcards.
2. 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.
3. 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.
4. While they are doing this, each student on the other team should select a flashcard from their pile.
5. 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.
6. Give the plate to the other team, and reverse roles.
7. Play as many rounds as time permits.
8. The team with the most points wins.



ACTIVITY CHEST

I. Play. Try to guess what the other team wants to eat.



J. Complete the chart. Then, draw a plate of food you would like to have.

	Partner 1 Luke*	Partner 2 Penny*
Would you like some broccoli?	Yes, please.	No, thank you.*
Would you like some mashed potatoes?	No, thank you.*	Yes, please.*
Would you like some yogurt?	Yes, please.*	Yes, please.*
Would you like some <u>bread</u> ?	No, thank you.*	No, thank you.*



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Directions for J

1. Divide the class into partners.
2. The partners should take turns asking one another questions and recording their partner's answers in the chart.
3. Students may choose their own food items for the last question.
4. Have everyone change partners and do it again.
5. Finally, students should draw food items on their plate that they would like to have. They may draw whatever they would like.
6. If time permits, get students to share their drawings with the class.



SONG CHEST

Track 60



K. Listen and sing along.

Would You Like Some?

Would you like some cereal?

Would you like some milk?

Yes, please. Yes, please.

I like milk on my cereal!

Would you like some pizza?

Would you like some corn?

Yes, I would. Yes, I would.

I like corn on my pizza!

Would you like some toast?

Would you like some butter?

Yes, please. Yes, please.

I like butter on my toast!



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Song Chest Warm-up

Discover the picture with the students and ask questions.

- What does she have?
 - She has toast and butter.
- What are they eating?
 - They are eating cereal.

Song Chest Extension Activity

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.

Story Notes

Tell the class a story about the picture.

They have cereal.

They have milk.

The boy asks, "Would you like some?"

The girl says, "Yes, please. I like milk on my cereal!"

They have pizza.

They have corn.

One girl asks, "Would you like some?"

The other girl says, "Yes, please. I like corn on my pizza!"

They have toast.

They have butter.

One girl asks, "Would you like some?"

The other girl says, "Yes, please. I like butter on my toast."

Teacher's Notes

