**English Chest 4 Lesson Plan**

**English Chest 4 Weekly Lesson Plan (5 \* 45 min/week)**

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| **Unit1** | **Lesson 1** | | **What Grade Are You in?** | | | |
| **Objective** | Students will learn about school subjects and grades (year in school) | | | | | |
| **New vocabulary/ Grammar** | First, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, science, music, math, Chinese, art, history, PE, English, computers, mountains, plants, forest | | | | | |
| Ordinal numbers | | | | | |
| **1st day**  p.12 | **Test** | **H.W** | | **Warm-up** | **Main lesson** | **Follow-up** |
|  | word list  w/book p.6B | | 1.L/S:**Lesson introduction**  Write the numbers 1-10 on the board. Then ask for student volunteers. Stand one student by the number 1. Say “First. S1 is first.” Choose another volunteer. Say “Second. S2 is second.” Continue up to tenth. The point to each student in turn and say ‘First, second, third…tenth” etc. Have the students repeat.  2.L/S:Word Chest  Look at the pictures with the students. Ask questions:  *What can you see?*  *- I can see mountains. / I can see snow*  *on the mountains.*  • *What are they doing?*  *- They are studying science.* | 1.L/S:Word Chest  **Listen and number** p.12  Look at the pictures again. Play Track 1.Students number the pictures in the book.  2.**Word Chest extension activity**  **Hangman**  Choose one of the new words.  Place one dash on the board for each letter of the word. Leave a space between words.  Draw a "gallows" at the top of the paper - draw a horizontal line at the bottom, a vertical line coming up out of its center, and then a short line off to the right at the top (so that you now have an upside-down "L" on the horizontal line). Draw a short vertical line off the end of the top line - this is your "noose."  Have the students in two teams take turns to guess one letter at a time . Fill in the letter on the appropriate dash each time a team guesses correctly.  Add one [body](http://www.ehow.com/how_13518_play-hangman.html) part to the drawing each time an incorrect letter is chosen. The team which guesses the word before the complete body is drawn, wins. | 1.R/W:Workbook P.6A |
| **2nd day**  **p.12 & p.13** | After homework check  :**word test** | w/book  P7 D | | 1.**H.W check**: word list  2.**Word list test**  3. L/S Language Chest warm up  Look at the pictures and ask questions:  What can you see?  - I can see a (recorder)  • What’s his/her favorite subject?  - His/her favorite subject is science/  music.  • What’s your favorite subject?  - My favorite subject is \_\_\_\_\_. | 1.L/S:Language Chest  **Ask and answer** p.12  Practice the question and answer with the class.  Divide the class in half or put the students in pairs or groups. Write sentences on the board about the children in the class, famous people, or animal characters. The children ask and answer questions based on the sentences.  **Sentences:**  David the duck likes math.  Gordon the gorilla doesn’t like science.  Doris the deer lives in a forest.  **Example questions/answers:**  *S1: What subject does Gordon the Gorilla like?*  *S2: He likes science.*  2.L/S:Listening Chest  **Listen, read, and talk** p.13  Look at the pictures. Play Track 2 and read the conversation. Have the students practice in groups of three.  **Follow-Up 1**  The students ask each other questions.  Example questions:  What grade are you in?  What’s your favorite subject?  Do you want to (eat pizza)?  (they ask each other about 5 ‘Do you want  to…?’ questions).  **Follow-Up 2**  The students throw a ball or soft animal.  The child throwing the ball/animal asks a  question and the child catching answers  the question.  **Example questions:**  What’s your favorite subject/color/animal/  food/vegetable/sport? | 1.R/W:Listening chest :Question D  2.R/W:Workbook p.6B, p. 7C |
| **3rd day**  **p.14** |  | memorizing  :talk chest dialogue | | 1.**H.W check**: workbook  2.L:Talk Chest  Ask questions about the picture:  What can you see?  - I can see…  • What grade is she in?  - She’s in seventh grade.  • What’s her favorite subject?  - Her favorite subject is math. | 1.L/S:Talk Chest  **Look and say**: p. 14  ★Practice the dialog. Have the students practice with three different partners. Shout ‘Change’ each time you want them to change.  2. L/S:**Picture prompts** p.14  Look at the pictures with the students. Practice reading the names. Play track 3.  Have the students role play the conversations, using Guide for help.  **Extension**  The children look at pictures of children or fun animals and ask and answer questions:  • What grade is he/she in?  - I think he’s/she’s in \_\_\_\_\_ grade.  • What’s his/her favorite subject?  - I think his/her favorite subject is \_\_\_\_\_.  **Grammar Point**  Ordinal numbers are used to express positions in a series. For students of this age, common uses of ordinal numbers are: grades in school (I’m in first grade.), floors in a building (I live on the second floor.), position in a race/competition (I got third place.), and dates (Today is Monday, March 4th.) | 1.R/W:Workbook P.8 |
| **4th day**  **p.15** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P9G  writing the whole reading chest | | 1.**H.W check:** speaking test in pairs  2.L/S/R:Reading Chest  Ask questions about the picture:  Where is he?  - He is in a forest.  • What is he doing?  - He is looking at something/a leaf.  • What’s his favorite subject?  - I think his favorite subject is science. | 1.L/S/R:Reading Chest  **Read and answer.** p. 15  Play Track 4 and practice the reading.  **Speed Reading**  Choose a time limit. Tell the students to see how many times they can read the text aloud during the time limit. When the time is up shout ‘Stop.” Ask the students how many times they read the whole text. Applaud the students who have managed to read it the most times.  **Follow-Up**  The children read the text ask and answer each other questions in pairs or around the class.  **Examples:**  • What grade is Steven in?  - He’s in fourth grade.  • What’s his favorite subject?  - His favorite subject is science.  **Extension**  Ask questions about the passage.  • What is his favorite class?  - His favorite class is science.  • Why is science class special today?  - It is special because it is in the forest.  • What do they see a lot of?  - They see a lot of bugs | 1.R/W:Writing Chest H  2. **Writing Chest Follow-Up**  Each child writes sentences about himself/ herself.  I’m in \_\_\_\_\_\_\_\_\_\_ grade.  My favorite subject is \_\_\_\_\_\_\_\_\_\_\_.  My favorite animal is \_\_\_\_\_\_\_\_\_\_\_\_.  My favorite color is \_\_\_\_\_\_\_\_\_\_\_\_\_.  My favorite sport is \_\_\_\_\_\_\_\_\_\_\_\_\_.  My favorite food is \_\_\_\_\_\_\_\_\_\_\_\_\_.  If possible, just prompt with one word to  elicit each sentence. For example, when you say ‘Color’, each child writes ‘My favorite color is (green).’ |
| **5th day**  **p.16 & p.17** | After homework check  :**dictation** | Review of lesson for achievement test | | 1.**H.W check: workbook**  2.**Dictation test: reading chest** | 1.L/S:Activity Chest  **Play. Guess the Answers.** p. 6  **Materials:** Flashcards  **Preparations:** Cut holes in two pieces of thick paper or card, and prepare large pieces on paper which fit behind the pieces of cardboard.  Divide the class into two teams. Select a student from each team to come to the front of the room. Have one student (S1) sit in a chair, and the other student (S2) stand behind him/her.  Give S2 a flashcard with an ordinal number on it. Do not let S1 see the card. S1’s teammates may give him/her non-verbal clues about the number. S1 is only allowed one guess. 5. Then, give S2 a word card with a school subject on it.  S2: What’s your favorite subject?  S1’s teammates pretend to draw and paint.  S1: My favorite subject is art. Next, have S1 and S2 change places.  Give the team one point for every correct answer. If S1 answered the first question incorrectly, talk about the correct answer, and then go on to the second question.  Play until everyone has had a chance to  be S1 and S2.  The team with the most points wins.  S2: What grade are you in?  S1’s teammates hold up ten fingers.  S1: I am in tenth grade.  2.L/S:Song Chest p.23  Talk about the picture with the students:  *What can you see?*  *- I can see \_\_\_\_\_.*  • *Where are the fish?*  *- They are in the ocean (or under the*  *sea).*  • *What grade is this fish in?*  *- It’s in (5th) grade.*  **Listen and sing along** p.23  Play Track 5 and sing the song.  **Extension**  Have everyone sit in a circle and sing the song again. Sing the first two lines together, then have the student sitting to your left sing the first word of the third line  (first). The next student sings the second word (second), and so on. When students  get to the fourth and fifth lines, everyone should sing them together. At the sixth line, individual turns should begin where students left off. Sing the second verse in the same manner, with individual students  singing the school subjects. | 1.R/W:Workbook P.9H  2. **Activity Chest** J |

**Guidelines for the lesson**

1. Outline of each 45 minute lesson

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

2. Check points for each lesson

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

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

**Every 4th day of the lesson, students will have a speaking quiz about the talk chest dialogue.**

**(It does not have to be a formal one. Put students in pairs and have them ask and answer.)**

**Every 5th day of the lesson, students will have a dictation test about the texts of the reading chest , a review test.**

**At the end of the weekly lesson, an achievement test needs to be taken.**

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| **Unit1** | **Lesson 2** | | **It’s Nine Thirty.** | | | |
| **Objective** | Students will learn the numbers 1-59, and practice telling the time. | | | | | |
| **New vocabulary/ Grammar** | clock, watch, alarm clock, minute, hour, second, oh, o’clock | | | | | |
| * Impersonal subject **it** * Hyphenated numbers (**twenty-one)** | | | | | |
| **1st day**  **p.18** | **Test** | **H.W** | | **Warm-up** | **Main lesson** | **Follow-up** |
| Unit 1 Lesson 1 achievement test | word list | | 1.L/S:**Lesson introduction**  **Ball Toss**  Review the ordinals from last week’s lesson. Throw the ball and say ‘First.’ The student who catches the ball says ’Second’ and throws it to the next student. Once you have reached tenth, go back to first and continue until each student has a turn. The play again, this time practicing cardinal numbers. Stop at the last number that the students know confidently.  Next, point to the clock in the classroom. Point to the hour hand, ask what hour it is (e.g One/Nine). Next point to the minute hand . Ask how many minutes it is. Try to elicit the number. If it is a number the students don’t know, give them the answer.  2.L/S:Word Chest  Look at the pictures with the students. Ask questions:  What is this?  - It’s a watch/clock/alarm clock.  • How many seconds are in a minute?  - There are 60 seconds in a minute.  • How many hours are in a day?  - There are 24 hours in a day. | 1.L/S:Word Chest  **Listen and number** p.18  Look at the pictures again. Play Track 6.  Students number the pictures in the book.  Write the numbers 1-59 on the board. Drill the number with the students.  Have the students say the number together, then point to numbers randomly and have the students say the number  2.**Word Chest extension activity**  **Number basketball**  Put a basket at the front of the classroom.  Divide the class into two teams. Give the first student a ball. Show them a number card. If they say the number correctly, they can try to throw the ball into the basket. If it goes in, their team receives a point. Then the first student from the other team has a turn.  T: What number is this?  S1: Twenty-five  T: Good. Throw the ball.  (ball goes in) Great! One point.  Continue until all the students have had at least one turn. | 1.R/W:Workbook P.10A |
| **2nd day**  **P. 18 & p.19** | After homework check  :**word test** | W/book p.11C | | 1.**H.W check**: word list  2.**Word list test**  3. L/S Language Chest warm up  Look at the pictures and ask questions: | 1.L/S:Language Chest  **Ask and answer** p.18  Practice the question and answer with the class.  2.L/S:Listening Chest  **Listen, read, and talk** p.19  Ask the students about the picture.  Play Track 7 and have the students practice the conversation. Choose several pairs to demonstrate the conversation.  **Follow-Up**  The students ask and answer questions  about the dialogs.  **Examples:**  *• What time is the concert?*  *- It starts at five thirty.*  *• What time is it now?*  *- It’s four forty five.*  **Extension**  The students ask each other about their  schedule.  **Examples:**  *• What time is the math lesson?*  *- It starts at \_\_\_\_\_.*  *• What time is (name of TV program)?*  *- It starts at \_\_\_\_\_.* | 1.R/W:Listening chest :Question D  2.R/W:Workbook p.10B |
| **3rd day**  **p.20** |  | memorizing  :talk chest dialogue | | 1.**H.W check**: workbook  2.L:Talk Chest **Warm up**  **Ask questions about the picture:**  What are they doing?  - They’re running.  • What’s wrong?  - They’re late.  • What time is it?  - It is eight o’clock. | 1.L/S:Talk Chest  **Look and say**: p. 20  ★Practice the dialog. Have the students practice in pairs.  2. L/S:**Picture prompts** p.20  Look at the pictures with the students. Practice reading the names. Play track 8.  Have the students role play the conversations, using Guide for help.  **Extension**  Have the students ask the questions to a new partner, encourage them to draw two new clocks in their textbook and ask about those as well. | 1.R/W:Workbook P.11D |
| **4th day**  **p.21** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P12F  writing the whole reading chest | | 1.**H.W check**: speaking test in pairs  2.L/S/R:Reading Chest  Ask questions about the picture:  *What can you see?*  *- I can see \_\_\_\_\_.*  • *Who is he?*  *- He’s (a clock maker).*  • *What’s he doing?*  *- He’s (making a clock).* | 1.L/S/R:Reading Chest  **Read and circle.** p. 21  Play Track 8 and read with the students.  **Follow-Up**  The students look at the text and ask each other questions in pairs or around the class.  Examples:  What is his job?  He’s a clock maker.  What does he make?  He makes many clocks and watches.  **Extension**  Number Race - Divide the class into 2 teams. Give the first player from each team a marker or a piece of chalk. Call out a number. The first student to write the correct digits on the board scores a point for his or her team. Give the marker or chalk to the next player. Continue until each student has at least one turn. | 1.R/W:Writing Chest H  2.R/W:Workbook p.12E |
| **5th day**  **p.22 & p.23** | After homework check  :**dictation** | Review of lesson for achievement test | | 1**.H.W check**: workbook  2.**Dictation test**: reading chest | 1.L/S:Activity Chest  **Play.** p. 22  **Materials: paperclips, pencils, game pieces**  Give each pair a paperclip, and make  sure they have a pencil. Show students how to use the paperclip by looping one end of the paperclip over the eraser end of a pencil. Students can make the paperclip spin by flicking the free end of the paperclip.  Students should take turns spinning the  paperclip and moving along the board.  *S1: (spins the paperclip and lands on*  *‘Hurry!’ Move 2 spaces.) Is this your*  *cell phone?*  *S2: What time is it?*  *S1: It’s nine thirty-seven.*  *S2: Uh, oh! Hurry up!*  If S1 makes a mistake, he/she cannot.  The first student to reach. **FINISH** wins.  2.L/S:Song Chest p.23  Talk about the picture with the students:  What can you see?  - I can see \_\_\_\_\_.  • What time is it? (look at each watch/  clock)  - It’s \_\_\_\_\_.  **Listen and sing along**  Play Track 9 and sing the song.  **Extension**  Put 4 clocks on the wall with different  times. Sing the song again, but sing the  song using the different times. | 1.R/W:Workbook P.13 |

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| **Unit1** | **Lesson 3** | | **Do You Have Any Hobbies?** | | | |
| **Objective** | Students will learn how to express their hobbies and share some personal information. | | | | | |
| **New vocabulary/ Grammar** | collect trading cards, do magic tricks, make jewelry, play the trumpet/piano, read comic books, go camping, skateboard,  only child, kitten, hobbies, | | | | | |
| Do you have any \_\_\_? | | | | | |
| **1st day**  **p.24** | **Test** | **H.W** | | **Warm-up** | **Main lesson** | **Follow-up** |
| Unit 1 Lesson 2 achievement test | word list | | 1.L/S:**Lesson introduction**  Bring something to class related to one of your hobbies (e.g. running shoes, comic books, musical instrument. Hold up the items - Ask ‘What is this?’ Elicit responses. Tell the students ‘I like to (read comic books. My hobby is reading comic books.’ Ask ‘Do you have any hobbies?’ Try to elicit a response from a strong student.  2.L/S:Word Chest  Look at the pictures with the students. Ask questions:  -What does he/she have?  - He/She has books/a rabbit/a trumpet.  • What is she doing?  - She is making jewelry.  • What can you see?  - I can see trees/a fire/a baseball player. | 1.L/S:Word Chest  **Listen and number** p.24  Look at the pictures again. Play Track 11.Students number the pictures in the book.  2.**Word Chest extension activity**  Have the students mime the hobbies in groups. They must guess which activity the other students are miming. | 1.R/W:Workbook P. 14A |
| **2nd day**  **p.24 & p.25** | After homework check  :**word test** | W/book p.15C | | 1.**H.W check**: word list  2.**Word list test**  3. L/S Language Chest warm up  Look at the pictures and ask questions:  What is he/she doing?  - He/She is playing the trumpet/  drinking.  • Where is she?  - She is in the forest/mountains. | 1.L/S:Language Chest  **Ask and answer** p.24  Practice the question and answer with the class.  Personalize the activity by asking students about their hobbies.  The students ask each other about their hobbies.  • Do you have any hobbies?  - Yes, I \_\_\_\_\_.  2.L/S:Listening Chest  **Listen, read, and talk** p.25  Talk about the picture.  Play Track 7 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **Extension**  The students ask and answer questions  about the dialogs:  **Examples:**  *• What’s Eric doing?*  *- He’s looking at his baseball cards.*  *• What are Star cards?*  *- They are game cards from Japan.*  *• What are Rachel’s hobbies?*  *- She likes to play the piano and do*  *ballet.* | 1.R/W:Listening chest :Question D  2.R/W:Workbook p.14B |
| **3rd day**  **p.26** |  | memorizing  :talk chest dialogue | | 1.**H.W check**: workbook  2.L:Talk Chest  **Talk about the picture.**  *- Where are they?*  *- They are in the park/playground.*  • *What are they doing?*  *- They are playing.*  • *What are they wearing?*  *- He is wearing black pants and a blue*  *shirt.*  *- She is wearing pink pants and a white shirt.* | 1.L/S:Talk Chest  **Look and say**: p. 26  ★Practice the dialog.  2. L/S:**Picture prompts** p.26  Look at the pictures with the students. Practice reading the names. Play track 12.  Have the students role play the conversations, using Guide for help.  **Extension**  The students ask each other questions about their family, pets and things they have at home.  Example questions:  Do you have any brothers or sisters?  Do you have any pets?  Do you have any comic books?  Do you have any computer games? | 1.R/W:Workbook P.15D |
| **4th day**  **p.27** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P.16F  writing the whole reading chest | | 1.**H.W check**: speaking test in pairs  2.L/S/R:Reading Chest  Ask questions about the picture:  - What can you see?  - I can see…  • How many rabbits are there?  - There are nine rabbits.  • Where is this rabbit?  - It’s in a hat. | 1.L/S/R:Reading Chest  **Read and answer.** p. 27  Play Track and read with the students.  **Follow-Up**  Act as if you have forgotten the text and  get the children to correct your sentences.  If possible, get them to say loudly after  each incorrect sentence:  ***No! …!***  They have 100 dogs.  They have 500 cats.  They 1,000 fish.  They have one rabbit.  He cleans the cages every year.  The crocodiles play near the cages.  He sometimes swims with the crocodiles.  Her dad uses crocodiles in his magic tricks.  **Extension**  The students look at the text and ask each  other questions in pairs or around the  class.  Example:  • How many dogs do they have?  - They don’t have any dogs.  • How many rabbits do they have?  - They have a lot of rabbits. | 1.R/W:Writing Chest H  2.R/W:Workbook p.16E  3. **Writing Chest Follow-Up**  Write a few sentence son the board, but put the words in the wrong order. Have  students unscramble the sentences and  create a conversation using the sentences. |
| **5th day**  **p.28 & p.29** | After homework check  :**dictation** | Review of lesson for achievement test | | 1.**H.W check**: workbook  2.**Dictation test**: reading chest | 1.L/S:Activity Chest  **Play.** p. 28  **Preparation: Make card by photocopying some flashcards to a hand size. Make two copies of every card for each set. Make enough sets so students can play in groups of 3-4.**  **Materials: cards**  Divide class into groups of 3-4. Give each group a set of cards. One student deals 4 cards to each player, the rest of the cards go in the center of the table. Students take turns trying to find cards to match the cards they have.  Each student is allowed to choose another student (S2) and ask one question.  If the answer is no, S1’s turn is over.  *S1: Meg, do you have any hobbies?*  *S2: Yes, I do.*  *S1: Do you like to skateboard?*  *S2: No, I don’t.*  If the answer is yes, S2 must give the  matching card to S1.  *S1: Rob, do you have any hobbies?*  *S2: Yes, I do.*  *S1: Do you like to skateboard?*  *S2: Yes, I do (as he gives the card to the*  *boy).*  *The student with the most matches wins.*  2.L/S:Song Chest p.29  Talk about the picture with the students:  *What can you see?*  *- I can see…*  • *What animal is this?*  *- It’s a bear.*  • *What’s it doing?*  *- It’s dancing.*  • *What are the children doing?*  *- They are singing.*  • *What’s he/she wearing?*  *- He/she’s wearing...*  **Listen and sing along**  Play Track 15 and sing the song.  **Extension**  Talk to students about their brothers and  sisters. Then group students according to  how many siblings they have (ie. Everyone  with one brother should sit together). Next,  sing the song again, but have the clusters  of students take turns singing their own  information. | 1.R/W:Workbook P.17  2. Activity Chest J |

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| **Unit1** | **Lesson 4** | | **I Like Actions Movies.** | | | |
| **Objective** | Students will learn to differentiate types of movies, books, and music while expressing their likes. | | | | | |
| **New vocabulary/ Grammar** | jazz music, country music, pop music, rap, classical music, rock music, action movies, scary movies, dramas, comedies,  fiction books, fairy tales, mysteries, poetry books, plays | | | | | |
| Like + noun | | | | | |
| **1st day**  p.30 | **Test** | **H.W** | | **Warm-up** | **Main lesson** | **Follow-up** |
| Unit 1 Lesson 3 achievement test | word list | | 1.L/S:**Lesson introduction**  Start the class by playing three very short clips of music: jazz, country and pop. These are easy to find on the Internet. After each clip, ask the students what kind of music it was. Give them the correct answers,  2.L/S:Word Chest  Look at the pictures with the students. Ask questions:  - What can you see?  - I can see…  • What’s he/she doing? / What are they doing?  - He’s/She’s (playing the trumpet). /  They are watching a movie. | 1.L/S:Word Chest  **Listen and number** p.30  Look at the pictures again. Play Track 16.Students number the pictures in the book.  2.Word Chest extension activity  Write the five categories from Word Chest on the board. Have the students work in groups to see if they can think of examples of these (e.g. famous songs or movies).  It might be easier for them to think of movies than music. | 1.R/W:Workbook P.18A |
| **2nd day**  **p.30 & p.31** | After homework check  :**word test** | W/book p.19C | | 1.**H.W check**: word list  2.**Word list test**  3. L/S Language Chest warm up  Look at the pictures and ask questions:  *How does she feel?*  *- She is afraid/scared.*  • *What is he doing?*  *- He is playing the guitar.* | 1.L/S:Language Chest  **Ask and answer** p.30  Practice the question and answer with the class.  Play a quick game with students to practice the target language. Have a  volunteer come to the front of the class and whisper a type of music/  movie for the volunteer to mime or draw for the rest of the class. Give  the students 20 seconds to guess.  **Example:**  *T: (whispers) Jazz music.*  *S1: (draws a picture of a jazz musician on the board without talking)*  *S2: Country music.*  *T: No. Keep guessing.*  2.L/S:Listening Chest  **Listen, read, and talk** p.31  Ask the students about the picture:  Play Track 17 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **Extension**  The students ask each other questions  about the picture and the dialog.  Example:  • What can you see?  - I can see…  • How is the weather?  - It’s raining/rainy.  • What do they want to do?  - They want to see a movie.  • What kind of movies does Katie like?  - She likes action movies.  • What kind of movies does Jeff like?  - She likes scary movies. | 1.R/W:Listening chest :Question D  2.R/W:Workbook p.18B |
| **3rd day**  **p.32** |  | memorizing  :talk chest dialogue | | 1.**H.W check**: workbook  2.L:Talk Chest  Ask questions about the picture:  What’s this?  - It’s a stereo/CD.  • What are they doing?  - They are listening to music and  dancing.  • Do they like the music?  - Yes, they do. | 1.L/S:Talk Chest  **Look and say**: p. 32  ★Practice the dialog.  **Follow-Up**  Talk to students about the different kinds of books, music, and movies. Have them think up some examples they are familiar with for each category.  **Example:**  Books: fiction, comic books, true stories, animal stories, fairy tales, mysteries  Music: classical, pop, jazz, folk  Movies: action, cartoons, comedy, dramas, adventure  The children then ask each other which they like.  Example:  • What kind of \_\_\_\_\_ do you like?  - I like \_\_\_\_\_.  2. L/S:**Picture prompts** p.32  Look at the pictures with the students. Practice reading the names. Play track 18.  Have the students role play the conversations, using Guide for help.  **Extension**  Bring in some different kinds of music and books. Play the music for students and help them identify the different kinds of music. Then, show students the books and help them identify the different types of books. | 1.R/W:Workbook P.19D |
| **4th day**  **p.33** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P.20  writing the whole reading chest | | 1.**H.W check**: speaking test in pairs  2.L/S/R:Reading Chest  Ask questions about the picture:  What can you see?  - I can see…  • How many books are there?  - There are 18 books. | 1.L/S/R:Reading Chest  **Read and circle.** p. 33  Play Track 19 and read with the students.  **Follow-Up**  Act as if you have forgotten the text and  get the children to correct your sentences.  If possible, get them to say loudly after  each incorrect sentence:  ***No! …!***  Ben and Mira don’t like reading  They read about once a week.  Now they are reading fiction.  They are reading about an elephant.  J.K. Rowling writes about elephants.  Mira likes fiction.  Ben likes true stories.  Mira likes fun stories.  Ben likes serious books.  **Extension**  The students look at the text and ask each  other questions in pairs or around the class.  Examples:  How often do they read?  What are they reading now?  What does J.K. Rowling write?  What kind of books does Mira like?  What kind of books does Ben like? | 1.R/W:Writing Chest H  2. **Writing Chest Follow-Up**  Write another set of clues on the board  and have students write a conversation for the clues in their notebooks.  **Example:**  he - fairy tales  she - comic books  A: What kind of books does he like?  B: He likes fairy tales.  What kind does she like?  A: She likes comic books. |
| **5th day**  **p.34 & p.35** | After homework check  :**dictation** | Review of lesson for achievement test | | 1.**H.W check**: workbook  2.**Dictation test**: reading chest | 1.L/S:Activity Chest  **Play.** p.34  **Preparation:** Divide the class into partners.  **Materials**: coins  Give each set of partners a coin.  Show students that they flip a coin to  move along the board. One side of the  coin (heads) means they can move one  space, while the other side of the coin  (tails) means they can move two spaces.  Have each students place a small object  (an eraser, a game piece...) on START.  Students should take turns flipping the  coin and moving along the board  At each space on the board, students  follow one of these two examples:  **A**  S1: Do you like (action movies)?  S2: Yes, I do.  **B**  S1: Do you like (action movies)?  S2: No, I don’t.  S1: What kind of movies do you like?  S2: I like cartoons.  Students should keep track of their  points in the space provided.  2.L/S:Song Chest p.35  Talk about the picture with the students:  What are they doing?  - They are watching a movie/reading  books/listening to music and dancing.  • What kind of movie is it?  - I think it’s a drama/action movie.  • What kind of music are they listening  to?  - I think they’re listening to pop/rock  music.  **Listen and sing along**  Play Track 20 and sing the song.  **Extension**  The children throw a ball or soft animal  around the class while they are singing.  Whoever is holding the ball/animal just  after a question is sung needs to answer  the question.  Example:  All: What kind of movies do you like?  Child with the ball/animal: I like cartoons  and action movies. | 1.R/W:Workbook P.21 |

**English Chest 4 Weekly Lesson Plan (5 \* 45 min/week)**

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| **Unit 2** | **Lesson 1** | | **Be Quiet!** | | | |
| **Objective** | Students will learn and identify rules at home and in public places. | | | | | |
| **New vocabulary/ Grammar** | don’t cheat, no food, don’t write in the books, no drinks, be quiet, listen to your teacher, put on your seat belt, don’t touch anything, don’t wear shoes in the house, take out the trash,  don’t chew gum, don’t run near the pool, wear a swim cap, show your ticket and passport, don’t let strangers in your house, eat (all of) your vegetables | | | | | |
| Commands | | | | | |
| **1st day**  **p.38** | **Test** | **H.W** | | **Warm-up** | **Main lesson** | **Follow-up** |
| Unit 1 Lesson 4 achievement test | word list | | 1.L/S:**Lesson introduction**  Hold up a library book. Ask the students “Can I write in here?” Have them reply together ‘No.’ Next, hold up a cell phone. Ask “Can I call my friend?’ Have them reply ‘No.’ Ask ‘Can I sleep in the classroom?’ Have students reply “No.’  2.L/S:Word Chest  Look at the pictures with the students. Ask questions:  *What can you see?*  *- I can see…*  • *What is he/she doing?*  *- He/she is...* | 1.L/S:Word Chest  **Listen and number** p.38  Look at the pictures again. Play Track 21.Students number the pictures in the book.  2.**Word Chest extension activity**  Put the students in pairs. They take it in turns to point to one of the pictures. The other students must say the command.  **Example**  S1: (points to ‘don’t cheat’)  S2: Don’t cheat on the test. | 1.R/W:Workbook P.24A |
| **2nd day**  **p.38 & p.39** | After homework check  :**word test** | W/book p.25C | | 1.**H.W check**: word list  2.**Word list test**  3. L/S Language Chest warm up  Look at the pictures and ask questions:  Where is he?  - He’s at the movie theater/library.  • What is he/she doing?  - He/she is... | 1.L/S:Language Chest  **Ask and answer** p.38  Practice the question and answer with the class.  Help the students think of school rules or other things they should or shouldn’t do and say them in English.  **Example:**  Wash your hands before dinner.  Don’t walk on the grass.  Go to bed early.  Don’t be late for school.  2.L/S:Listening Chest  **Listen, read, and talk** p.39  Ask the students about the picture:  Play Track 22 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **Extension**  Say ‘In a car…’ Help the students think of  the rules in the car:  Don’t touch anything!  Put on your seat belt!  Be quiet!  Now choose another situation  Examples:  ‘At school…’ ‘In the park…’ ‘At the  pool...’  The students think of things they should or  shouldn’t do.  Examples:  Study hard!  Do your homework!  Be quiet! | 1.R/W:Listening chest :Question D  2.R/W:Workbook p.24B |
| **3rd day**  **p.40** |  | memorizing  :talk chest dialogue  w/book  P.26E | | 1.**H.W check**: workbook  2.L:Talk Chest  Ask questions about the pictures:  Discover the picture with the children and  ask questions.  • What can you see?  - I can see…  • Where are they?  - They are in a house  • What are they doing?  - They are…  • Who is he/she?  - He’s/She’s a… | 1.L/S:Talk Chest  **Look and say**: p. 40  ★Practice the dialog. Have several pairs demonstrate the dialog in front of the class.  2. L/S:Picture **prompts** p.40  Look at the pictures with the students. Practice reading the names. Play track 23.  Have the students role play the conversations, using Guide for help.  **Extension**  Play a quick game with students to practice the target language. Have them mime/role-play the good and bad behaviors.  **Example:**  Slowly reveal the ‘don’t run’ flashcard  All: Don’t run!  T: OK. Run!  (Everyone should run in place.)  Show the flashcard again  All: Don’t run! | 1.R/W:Workbook P.25D |
| **4th day**  **p.41** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P.26F & p.27G  writing the whole reading chest | | 1.H**.W check**: speaking test in pairs  2.L/S/R:Reading Chest  Ask questions about the picture:  What can you see?  - I can see…  • What is she doing?  - She is... | 1.L/S/R:Reading Chest  **Read and answer.** p. 41  Play Track 24and read with the students  **Follow-Up**  Act as if you have forgotten the text and  get the children to correct your sentences.  If possible, get them to say loudly after  each incorrect sentence:  No! …!  She should get up late.  She should brush her ears.  She should be late for school.  She shouldn’t study in class.  She should eat quickly.  She shouldn’t eat vegetables.  She should play computer games after  dinner.  She should go to bed late. | 1.R/W:Writing Chest H  **2. Writing Chest Follow-up**  Write sentences on the board for the  children to complete.  She should get \_\_\_\_\_\_\_\_\_\_\_\_\_.  She should brush \_\_\_\_\_\_\_\_\_\_\_.  She should study \_\_\_\_\_\_\_\_\_\_\_\_.  She shouldn’t sleep \_\_\_\_\_\_\_\_\_\_.  She shouldn’t play \_\_\_\_\_\_\_\_\_\_.  She should do \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  She should go \_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **5th day**  **p.42 & p.43** | After homework check  :**dictation** | Review of lesson for achievement test | | 1.**H.W check**: workbook  2.**Dictation test**: reading chest | 1.L/S:Activity Chest  **Play.** p. 42  **Preparation: Divide the class into two teams.**  **Materials: paperclips, pencils, game pieces**  Place a desk/table in the front of the room and put a buzzer (or something for students to put their hands on) in the middle of it.  Select one student from each team to compete first. Have these students stand  equally far from the desk/table. Ask them a question. The first student to buzz in (or touch the designated object) gets a chance to earn a point.  *T: What should we do at the movie*  *theater?*  If the student gives a valid answer,  award a point to his/her team.  *S1: Show your ticket!*  *T: Good! That’s one point for Team A.*  Have the same two students stand  equally far from the desk/table once  again. Ask a follow-up question or a  new question, and award another point  to the winning answer.  *T: And?*  *S2: Be quiet!*  2.L/S:Song Chest p.43  Talk about the picture with the students:  What can you see?  - I can see…  • What’s he/she doing?  - He’s/She’s (taking out the trash).  • What should/shouldn’t he/she do?  - She should (show her passport).  **Listen and sing along**  Play Track 25 and sing the song.  **Extension**  Make photocopies of the song from the  Student Book (one copy per student).  Replace some of the words with blank  lines. In class, hand out the photocopies  and play the song again. Students should  write the missing words as they listen to  the song.  **Example for Verse One**:  Show your \_\_\_\_. \_\_\_\_ good-bye!  \_\_\_\_ your passport and \_\_\_\_ on the \_\_\_\_.  Find \_\_\_\_ seat. Sit \_\_\_\_.  Put \_\_\_\_ your \_\_\_\_ and \_\_\_\_ away. | 1.R/W:Workbook P.27H  2. Activity Chest J |

**English Chest 4 Weekly Lesson Plan (5 \* 45 min/week)**

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| **Unit 2** | **Lesson 2** | | **What Do Your Parents Do?** | | | |
| **Objective** | Students will talk about occupations and practice asking follow-up questions about the occupations. | | | | | |
| **New vocabulary/ Grammar** | baker, writer, reporter, homemaker, professor, fashion designer, hairdresser, taxi driver, dentist, shopkeeper, actress, actor,  scientist, nurse, lawyer, give us haircuts | | | | | |
| Coordinating conjunction: **and** | | | | | |
| **1st day**  **p.44** | **Test** | **H.W** | | **Warm-up** | **Main lesson** | **Follow-up** |
| Unit 2 Lesson 1 achievement test | word list | | 1.L/S:**Lesson introduction**  With the students try to brainstorm different jobs in English.  2.L/S:Word Chest  Look at the pictures with the students. Ask questions:  What can you see?  - I can see…  • What is he/she doing?  - He/she is writing/cleaning…  • What is he/she wearing?  - He/she is wearing (a blue jacket and a red sweater). | 1.L/S:Word Chest  **Listen and number** p.44  Look at the pictures again. Play Track 26.Students number the pictures in the book.  2.**Word Chest extension activity**  Have the students work in small groups and mime the jobs. Students have to guess the jobs other students are miming. If they know additional jobs, have them mime those, too. | 1.R/W:Workbook P.28A |
| **2nd day**  **p.44 & p.45** | After homework check  :**word test** | W/book p. 29C | | 1.**H.W check**: word list  2.**Word list test**  3. L/S Language Chest warm up  Look at the pictures and ask questions:  *What can you see?*  *- I can see…*  • *What is he/she wearing?*  *- He/she is wearing…* | 1.L/S:Language Chest  **Ask and answer** p.44  Practice the question and answer with the class. Personalize the activity by getting the students to ask each other questions about their parents. If they don’t know how to express what their parents do in English, have them look it up in a dictionary or describe it so that everyone understands.  **Example:**  T: What does your mom/dad do?  S1: My \_\_\_\_\_ is a \_\_\_\_\_.  In some classes, this question can lead to tension or even discrimination If there is any danger of this happening, don’t use this activity. Give students pictures of occupations and have them practice.  Example:  S1: (holding up picture) What does he do?  S2: He is a farmer.  2.L/S:Listening Chest  **Listen, read, and talk** p.45  Ask the students about the picture:  Play Track 27 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **Extension**  The students look at the pictures and the dialogue and ask each other questions.  **Examples:**  *• What can you see?*  *- I can see…*  *• What color is the bus?*  *- It’s (yellow).*  *• What’s his/her job?*  *- He’s/she’s a (reporter).* | 1.R/W:Listening chest :Question D  2.R/W:Workbook p. 28B |
| **3rd day**  **p.46** |  | memorizing  :talk chest dialogue  W/book p. 30E | | 1.**H.W check**: workbook  2.L:Talk Chest  Ask about the picture:  What can you see?  - I can see…  • What’s his/her job?  - He/she’s a (writer/hairdresser**).** | 1.L/S:Talk Chest  **Look and say**: p. 46  Practice the dialog.  2. L/S:**Picture prompts** p.46  Look at the pictures with the students. Practice reading the names. Play track 28.  Have the students role play the conversations, using Guide for help.  **Extension**  Use the flashcards to practice the target language. Put all of the cards in a pile and select students to come to the front of the room in groups of two. One student draws a boy or a girl on the board and asks ‘What do his/her parents do?’ The other student picks up two flashcards and says  ‘His mom’s a (lawyer) and his dad’s a (dentist).’  **Example:**  S1: What do his/her parents do?  S2: (Turns over the lawyer and dentist cards.) His/Her mom is a lawyer and his/her dad is a dentist. | 1.R/W:Workbook P.29D |
| **4th day**  **p.47** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P30F  writing the whole reading chest | | 1.H**.W check**: speaking test in pairs  2.L/S/R:Reading Chest  Ask questions about the picture:  *What’s he wearing?*  *- He’s wearing a (pirate costume).*  • *What’s he holding?*  *- He’s holding a sword.* | 1.L/S/R:Reading Chest  **Read and answer** p. 47  Play Track 29 and read with the students.  Ask questions about the passage:  What’s his mom’s job?  What’s his dad’s job?  What movie are they acting in?  What’s it about?  What does Kyle usually do?  What does he do in summer?  What does he want to be?  What do you want to be?  **Extension**  The students read the story again.  They then ask each other questions about  their summer vacations and about movies.  If necessary, write the questions on the  board.  **Example:**  What do you do in summer?  What movie do you like?  What’s it about?  What do you want to be? | 1.R/W:Writing Chest H  2. **Writing Chest Follow-Up**  Have students write about their family members and/or neighbors in their notebooks.  Example:  1. My aunt is a homemaker and my uncle is a lawyer.  2. One of my neighbors is a dentist, and  his wife is a teacher. |
| **5th day**  **p.48 & p.49** | After homework check  :**dictation** | Review of lesson for achievement test | | 1.**H.W check**: workbook  2.**Dictation test**: reading chest | 1.L/S:Activity Chest  **Play.** p. 48  **Preparation: Divide the class into pairs.**  **Materials: game pieces**  Have each students place a small object  (an eraser, a game piece...) on **START**.  Students take turns to answer the question ‘What’s his/her job?’ about the  picture they are on. They answer ‘He/  She’s a \_\_\_’ and then make a follow-up  sentence about the occupation. After a student answers a question, he/ she plays rock, scissors, paper with his/ her partner. If he/she wins he/she moves to one of the neighboring pictures, following the arrow of his/her choice. If he/she loses, the partner chooses which arrow he/should follow. Students try to find a path to **FINISH**. The first student to reach **FINISH** wins.  2.L/S:Song Chest p.49  Talk about the picture with the students:  *What can you see?*  *- I can see...*  • *Does he/she do?*  *- He/she’s a...*  • *What’s he/she wearing?*  *- He/she is wearing...*  **Listen and sing along**  Play Track 30 and sing the song.  **Extension**  The children sit on chairs in a circle except  for one child in the center of the circle. The  child in the center calls out an occupation  and all the children sing a verse of the song with that occupation.  As soon as they sing the last ‘too’, they all  rush to another chair. The child in the center also tries to sit down. The next child  in the center then calls out a different occupation. The same occupation cannot  be used more than once. | 1.R/W:Workbook P.31 |

**English Chest 4 Weekly Lesson Plan (5 \* 45 min/week)**

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| **Unit 2** | **Lesson 3** | | **Where Do You Work?** | | | |
| **Objective** | Students will talk about occupations. | | | | | |
| **New vocabulary/ Grammar** | fire station, firefighter, put out fires, restaurant, waiter, waitress, serve food, office, web pages, web designer, city, catch criminals, police officer, flower shop, sell flowers, florist, garage, fix cars, mechanic, airport, fly airplanes, pilot, library, help people find books, librarian | | | | | |
| * Interrogative questions with **where**   *- Where do you work?*   * Preposition + place (at/in an office) | | | | | |
| **1st day**  **p.50** | **Test** | **H.W** | | **Warm-up** | **Main lesson** | **Follow-up** |
| Unit 2 Lesson 2 achievement test | word list | | 1.L/S:**Lesson introduction**  Put a picture of a fire fighter on the board. Next to the firefighter, draw a fire. Point to the firefighter and ask: “What does he do?” Try to elicit answers such as “He puts out fires./He saves people.”  Next, put up a picture of restaurant. Ask “Who works here?” Try to elicit answer such as ‘A waiter/waitress/server/chef/cook”  2.L/S:Word Chest  Look at the pictures with the students. Ask questions:  *- I can see…*  • *What’s his job?*  *- He’s a (firefighter).*  • *Where does he work?*  *- He works at a (fire station).*  • *What does he do?*  *- He (puts out fires).* | 1.L/S:Word Chest  **Listen and number** p.50  Look at the pictures again. Play Track 31. Students number the pictures in the book.  2.**Word Chest extension activity**  Tic-tac-toe - Use the job flashcards from Word Chest and Unit 2 Lesson 2.  On the white board draw a grid of two horizontal and two vertical lines.  Divide the class into two teams. One team is “O” and the other team is “X” Hold up a job flashcard. Students should raise their hands. Choose a student to answer. If they answer correctly they choose a place in the grid.  Show another card. **0**  Play as before. **X**  Continue until one team has three spaces in a row. If no team gets a row, there is no winner.  Example:  T: (holds up dentist card)  S1: She is a dentist.  T: (holds up waiter card)  S2: He is a waiter. | 1.R/W:Workbook P.32A |
| **2nd day**  **p. 50 & p.51** | After homework check  :**word test** | W/book p. 33 | | 1.**H.W check**: word list  2.**Word list test**  3. L/S Language Chest warm up  Look at the pictures and ask questions:  *What are their jobs?*  *- They are firefighters.*  • *Where do they work?*  *- They work at a fire station.*  • *What do they do?*  *- They put out fires.* | 1.L/S:Language Chest  **Ask and answer** p.50  Practice the question and answer with the class.  The children ask each other questions about professions they are already familiar with.  **Example:**  *T: Where do teachers work?*  *All: They work at schools.*  *T: What do teachers do?*  *S1: They help children learn.*  *T: What do they do?*  *All: They help children learn.*  \* **Ideas:** doctors, homemakers, taxi drivers  2.L/S:Listening Chest  **Listen, read, and talk** p.51  Ask the students about the picture:  Play Track 32 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **Extension**  Write an occupation on the back of  pictures of people. The children look at the picture and try to guess their occupations.  **Examples:**  *S1: What’s her job?*  *S2: I think she’s a doctor.*  *S3: I think she’s an actress.* | 1.R/W:Listening chest :Question D  2.R/W:Workbook p.32B |
| **3rd day**  **p.52** |  | memorizing  :talk chest dialogue | | 1.**H.W check**: workbook  2.L:Talk Chest  Look at the picture with the students. Ask questions:  What can you see?  - I can see…  • What are they wearing?  - He/she’s wearing a... | 1.L/S:Talk Chest  **Look and say**: p. 52  ★Practice the dialog. Choose three students to demonstrate it.  2. L/S:**Picture prompts** p.52  Look at the pictures with the students. Practice reading the names. Play track 33.  Have the students role play the conversations, using Guide for help.  **Extension**  Select a student to come to the front of the room. Whisper a word to the student and have him/her draw clues on the board for the rest of the class to guess. Once the word has been guessed, get everyone to say the dialog for that word together.  **Example:**  *T: (Whispers) Garage.*  *S1 draws a car and a garage on the board.*  *S2: Garage!*  *T: Yes! Now, everyone say the dialog together.*  *All: Where do you work? I work in a garage. What do you do? I fix cars.*  *I’m a mechanic.* | 1.R/W:Workbook P.34 |
| **4th day**  **p.53** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P.35 G  writing the whole reading chest | | 1.**H.W check**: speaking test in pairs  2.L/S/R:Reading Chest  Ask questions about the picture:  *What can you see?*  *- I can see…*  • *What’s the man’s job?*  *- I think he’s a (mechanic).* | 1.L/S/R:Reading Chest  **Read and answer.**p. 53  Play Track 34 and read with the students.  Act as if you have forgotten the text and  get the children to correct your sentences.  If possible, get them to say loudly after  each incorrect sentence:  ***No! …!***  There are a lot of chimpanzees in Cory’s  family.  His grandpa is a lion.  His dad is a hippopotamus.  His mom is a shark.  His grandfather works in the zoo.  His dad works in the jungle.  His mom works under the sea.  **Extension**  The children talk about people in their  families.  **Example Sentences:**  My aunt is a teacher.  She works at a high school.  She teaches math. | 1.R/W:Writing Chest H  2. **Writing Chest Follow-Up**  Write another clue on the board and have students write a conversation for the clue in their notebooks. Students can work in small groups or alone.  **Example:**  **CLUE:** flower  *A: Where do you work?*  *B: I work at a flower shop.*  *A: What do you do?*  *B: I sell flowers. I’m a florist.* |
| **5th day**  **p.54 & p.55** | After homework check  :**dictation** | Review of lesson for achievement test | | 1.**H.W check**: workbook  2.**Dictation test**: reading chest | 1.L/S:Activity Chest  **Play.** p. 54  **Preparation:** make some word cards with professions on them. Make 2 cards for each profession.  **Materials:** word cards, box  Have each student select a card from  the box. Students talk to one another and try to find the student with the matching card.  *S1: Where do you work?*  *S2: I work at a hospital. Where do you*  *work?*  *S1: I work at a school. We don’t match.*  Put students in pairs and have them  answer all of the questions in complete  sentences. As students find their partners, they should sit down at their desks.  *S3: Where do you work?*  *S4: I work at a flower shop. Where do*  *you work?*  *S3: I work at a flower shop, too! Are*  *you a florist?*  *S4: Yes, I am!*  Give students a certain amount of time  to find their partners. Count aloud to  100. Award the students who found their  partners something small (an extra star  on the board, a small sticker...).  If time permits, play again.  2.L/S:Song Chest p.55  Talk about the picture with the students:  *What does he/she have?*  *- He/She has flowers/a toy airplane/a*  *computer.*  • *What is he doing?*  *- He is playing with his airplane.*  • *What is she wearing?*  *- She is wearing a white and brown shirt, a dark purple skirt, light purple socks, and purple shoes.*  **Listen and sing along**  Play Track 35 and sing the song.  **Extension**  Have a small group of students stand in a circle and hold hands. Then, have the rest of the students make a bigger circle around the small circle. The students in the big circle hold hands as well. There should be two separate circles, one inside the other. Then, divide the song up into two parts (questions and answers). Assign a role to each group. While singing the song, have one circle walk in a clockwise direction and the other circle walk in a counter-clockwise direction. | 1.R/W:Workbook P.35H |

**English Chest 4 Weekly Lesson Plan (5 \* 45 min/week)**

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| **Unit 2** | **Lesson 4** | | **I’m Going to the Post Office.** | | | |
| **Objective** | Students will express where they are going, and give reasons for going to those places. | | | | | |
| **New vocabulary/ Grammar** | supermarket, bread, butter, post office, packages, letter, museum, see the paintings, library, a new book to read, bank,  some money, mall, sweatshirt, pharmacy, medicine, movie theater, movie, gas station, gas | | | | | |
| * Present progressive: be + (verb)ing * Need vs. Want | | | | | |
| **1st day**  **p.56** | **Test** | **H.W** | | **Warm-up** | **Main lesson** | **Follow-up** |
| Unit 2 Lesson 3 achievement test | word list | | 1.L/S:**Lesson introduction**  Put pictures of a restaurant, a post office and a supermarket on the board. Ask questions about them: *What can we find here, who works here?* Try to elicit other places near the school (e.g. bank, library)  2.L/S:Word Chest  *Look at the pictures with the students. Ask questions:*  *What can you see?*  *- I can see (a supermarket).*  *• What’s this?*  *- It’s (butter).*  *• Who works at a (post office)?*  *- Mail carriers work at a post office.* | 1.L/S:Word Chest  **Listen and number** p.56  Look at the pictures again. Play Track 36.Students number the pictures in the book.  2.**Word Chest extension activity**  Shopping List - memory game  T: I’m going to the supermarket. I want bread.  S1: I’m going to the supermarket. I want bread and a pencil  The next student has to remember what the teacher and S1 said, then add one more item.  S2: I’m going to the supermarket. I want bread, a pencil, and ice cream.  S3 I’m going to the supermarket. I want….  The game continues until all the students have had a turn. | 1.R/W:Workbook P.36A |
| **2nd day**  **p.56 & p.57** | After homework check  :**word test** | W/book p. 37C | | 1.**H.W check**: word list  2.**Word list test**  3. L/S Language Chest warm up  Look at the pictures and ask questions:  *What can you see?*  *- I can see...*  • *What does he/she like to do?*  *- He/She likes to...* | 1.L/S:Language Chest  **Ask and answer** p.56  Practice the question and answer with the class.  2.L/S:Listening Chest  **Listen, read, and talk** p.57  Ask the students about the picture:  Play Track 7 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **Extension**  The students write a list of places or draw a small town map with the names of buildings on the board. One child then stands up and walks to the board. The other children say ‘Where are you going?’ The child answers and marks one of the words or buildings.  **Example:**  *Class: Where are you going?*  *S: I’m going to the supermarket.*  *The student then marks the supermarket on the board.* | 1.R/W:Listening chest :Question D  2.R/W:Workbook p.36B |
| **3rd day**  **p.58** |  | memorizing  :talk chest dialogue | | 1.**H.W check**: workbook  2.L:Talk Chest  Ask questions about the picture:  *What can you see?*  *- I can see…*  • *What is he wearing?*  *- He is wearing…*  • *Where is he going?*  *- He is going to a museum.* | 1.L/S:Talk Chest  **Look and say**: p. 58  ★Practice the dialog.  Tape the places flashcards up all over the classroom. Each child has a list  of places to visit in a different order. Have everyone stand up and walk to  their destinations. Every time a student meets another student while  walking, they say:  *S1: Hi! (Sarah) Where are you going?*  *S2: Hi! I’m going to the mall.*  *S1: Why?*  *S2: I want a new dress. Where are you going?*  *S1: I’m going to the library.*  *S2: Why?*  *S1: I want to do my homework.*  2. L/S:**Picture prompts** p.58  Look at the pictures with the students. Practice reading the names. Play track 38.  Have the students role play the conversations, using Guide for help.  **Follow-Up**  Ask questions about the dialog.  *• Where is Jeff going?*  *- He’s going to the supermarket.*  *• Why?*  *- He wants bread, butter, and some*  *tomatoes.*  *• What is his mom making?*  *- He thinks she’s making spaghetti.* | 1.R/W:Workbook P.37D |
| **4th day**  **p.59** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P.38  writing the whole reading chest | | 1.**H.W check**: speaking test in pairs  2.L/S/R:Reading Chest  Ask questions about the picture:  *What is she doing?*  *- She’s walking outside.*  • *Where do you think she is going?*  *- I think she is going to the movie theater/mall/music store.* | 1.L/S/R:Reading Chest  **Read and answer.** p. 59  Play Track 39 and read with the students.  Act as if you have forgotten the text and get the children to correct your sentences.  If possible, get them to say loudly after each incorrect sentence:  ***No! …!***  Mia and her family are living in Australia.  They are from Brazil.  Canada is the same as Italy.  Mia is skiing to the mall.  She wants to buy some food.  She wants to buy a present for her dog.  She misses her dog very much.  **Extension**  The students look at pictures of people walking along a street and try to make tell  stories about them using similar patterns to the ones in the reading passage.  **Example:**  Tom and his family are living in New York.  They are from California.  California is very different from New York.  Today Tom is going to a museum... | 1.R/W:Writing Chest H  2. **Writing Chest Follow-Up**  Divide students into partners, and have students create a conversation that they write down in their notebooks. The partners should share their conversations with the rest of the class. They should also think about how their conversation takes place (while they are walking, riding bikes, on the subway, talking on the phone...).  **Example:**  *S1: Hi, Jason!*  *S2: Hi! I like your bike.*  *S1: Thanks! I like your skateboard. Where*  *are you going?*  *S2: I’m going to the dentist.*  *S1: Why?*  *S2: I have a toothache. Where are you*  *going?*  *S1: I’m going to the park.*  *S2: Why?*  *S1: I want to fly my kite.* |
| **5th day**  **p.60 & p.61** | After homework check  :**dictation** | Review of lesson for achievement test | | 1.**H.W check**: workbook  2.**Dictation test**: reading chest | 1.L/S:Activity Chest  **Play.** p. 60  **Preparation: Divide the class into pairs.**  **Materials: dice, paperclips**  Give each set of partners a die and a  paperclip. Have students place a small object on **START** to mark their places.  The first student finds his/her need/want  by spinning the paperclip.  *S1: (spins the paperclip and lands on the*  *money. This means he is going to*  *the bank.)*  *S2: Where are you going?*  *S1: I’m going to the bank.*  Then, this student should roll the die to move along the board. If the student does not succeed in landing on the correct space, he/she should still move his/her game piece. Next time, he/she will begin by rolling the die instead of spinning the paperclip. The student should not spin the paperclip again until he/she has landed on his/her desired destination. Students may move around and around the board as many times as necessary. Once a student has arrived at his/her destination, students must follow the sample dialog.  *S1: (Rolls die and lands on the bank*  *space.)*  *S2: Where are you going?*  *S1: I’m going to the bank.*  *S2: Why?*  *S1: I need some money.*  2.L/S:Song Chest p. 61  Talk about the picture with the students:  *Where are they?*  *- They are at the library/museum/mall.*  • *What is he/she wearing?*  *- He/She is wearing a red dress and*  *black shoes.*  • *What does he want?*  *- He wants a new shirt.*  **Listen and sing along**  Play Track 40 and sing the song.  **Extension**  Tape the library and mall flashcards on different walls of the classroom. Next, have everyone line up behind you. Sing the song again, but this time has everyone follow you (copying your actions) as you go to each place. Weave around desks, hop over things, go in circles, and do other fun things as you go to your destinations. | 1.R/W:Workbook P.39 |

**English Chest 4 Weekly Lesson Plan (5 \* 45 min/week)**

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| **Unit 3** | **Lesson 1** | | **Do You Ever Have Snowball Fights?** | | | |
| **Objective** | Students will learn about seasonal activities and the frequency in which they do these activities. | | | | | |
| **New vocabulary/ Grammar** | Jump in mud puddles, have a snowball fight, play with water guns, play tag, go swimming, go skiing, wear snow boots,  play tag, wear shorts, go rafting, sometimes, often, always, rarely, hardly ever, never, fountain, playground | | | | | |
| * Adverbs of frequency: sometimes, often, always, rarely, hardly ever, never | | | | | |
|  | **Test** | **H.W** | | **Warm-up** | **Main lesson** | **Follow-up** |
| **1st day**  **p.64** | Unit 2 Lesson 4 achievement test | word list | | 1.L/S:**Lesson introduction**  Put a picture of either a snow scene or a hot summer day on the board (depending on your location). Ask the students what they like to do on days like that (e.g. make a snowman, stay home, throw snowballs/ go to the beach, eat ice cream)  2.L/S:Word Chest  *Look at the pictures with the students. Ask questions:*  *What can you see?*  *- I can see…*  • *What are they doing?*  *- They are (having a snowball fight).*  • *What season is it?*  *- It’s (winter).* | 1.L/S:Word Chest  **Listen and number** p.64  Look at the pictures again. Play Track 41.Students number the pictures in the book.  2. Word Chest extension activity  Quick Draw  Review the flashcards for this and the previous lesson.  Divide the class into two groups. Give to the first student. The student will try to draw the word on the board. The other students must guess the word. Have a student from the other team come to the board to draw the next word. | 1.R/W:Workbook P.42A |
| **2nd day**  **p.64 & p.65** | After homework check  :**word test** | W/book p.43C | | **1.H.W check: word list**  **2.Word list test**  **3. L/S Language Chest warm up**  **Look at the pictures and ask questions:**  **Discover the pictures with the children.**  **• *Who is cold/hot?***  ***- The girl is cold/boy is hot.***  **• *What does he/she have?***  ***- He has a water gun. / She has a***  ***snowball.*** | 1.L/S:Language Chest  **Ask and answer** p.64  Practice the question and answer with the class.  Personalize the activity by getting students  to ask each other questions with the target  language.  **Example:**  *• Do you ever ski?*  *- Yes, I sometimes do in winter.*  2.L/S:Listening Chest  **Listen, read, and talk** p.65  Ask the students about the picture:  Play Track 42 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **Follow-up**  Ask questions about the dialog.  • *What do they always do on the first hot*  *day of summer?*  *- They always have a water gun fight.*  • *Where is Katie’s gun?*  *- It’s behind her.*  • *Where are the kids playing?*  *- They are playing in the fountain.*  • *Where does Max never play?*  *- He never plays in the fountain.* | 1.R/W:Listening chest :Question D  2.R/W:Workbook p.42B |
| **3rd day**  **p.66** |  | memorizing  :talk chest dialogue | | **1.H.W check: workbook**  **2.L:Talk Chest**  **Ask questions about the picture:**  ***What can you see?***  ***- I can see…***  **• *What are the boy and girl doing?***  ***- They are walking.***  **• *What are the boy and dog doing?***  ***- They are playing (in a puddle).*** | 1.L/S:Talk Chest  **Look and say**: p. 66  ★Practice the dialog.  2. L/S:**Picture prompts** p.66  Look at the pictures with the students. Practice reading the names. Play track 43.  Have the students role play the conversations, using Guide for help.  **Extension**  The children ask each other questions  using the dialogue.  **Example:**  *• Do you ever play soccer?*  *- Yes, I often do in fall and winter.*  *• Why?*  *- It’s fun! My brother likes it, too.* | 1.R/W:Workbook P.43D |
| **4th day**  **p.67** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P.44  writing the whole reading chest | | 1.**H.W check**: speaking test in pairs  2.L/S/R:Reading Chest  Ask questions about the picture:  *What can you see?*  *- I can see…*  • *What color she wearing?*  *- She’s wearing…*  • *What is she doing?*  *- She’s (lying in the snow).* | 1.L/S/R:Reading Chest  **Read and complete.** p. 67  Play Track and read with the students.  The students ask each other what they do  in different vacations.  **Example:**  *• What do you do every spring/summer/*  *fall/winter?*  *- I... every...*  *• What do you usually do in spring/*  *summer/fall/winter?*  *- I usually…*  *• What do you sometimes do in spring/*  *summer/fall/winter?*  *- I sometimes…*  *• What do you never do in spring/*  *summer/fall/winter?*  *- I never…*  **Extension**  The students ask each other questions  about the dialogue.  **Example:**  *• What do Diana’s family do every winter?*  *- They always go skiing in Colorado.*  *• What do Diana and her brother do every*  *day?*  *- They ski every day.* | 1.R/W:Writing Chest H  2. **Writing Chest Follow-Up**  Put students in pairs, and have them come up with a dialog and write it in their notebooks. Then, have the partners say the dialog in front of the class.  **Example:**  *A: Do you ever wear rain boots in fall?*  *B: Yes, I sometimes do.*  *A: Why?*  *B: It rains a lot.* |
| **5th day**  **p.68 & p.69** | After homework check  :**dictation** | Review of lesson for achievement test | | 1.**H.W check**: workbook  2.**Dictation test**: reading chest | 1.L/S:Activity Chest  **Play.** p. 68  **Preparation**: Divide the class into pairs.  **Materials:** paperclips, pencils, dice  Show students how to use the paperclip. Students loop one end of the paperclip over the eraser end of a pencil. Then, they make the paperclip spin by flicking the free end. Students take turns rolling the die to  move along the board. They also spin  the paperclip at this time.  *S1: (rolls the die and spins the paperclip)*  *Do you ever wear shorts?*  *S2: Yes, I sometimes wear them in*  *spring.*  Students may answer the **Why? / How?**  question with anything that makes sense.  *S1: Why?*  *S2: Sometimes, it’s hot!*  Every third turn, the students throw the  die and move back towards ‘**START**’.  The following turn they move towards  FINISH’ again. The first child to reach  ‘**FINISH**’ is the winner.  2.L/S:Song Chest p.69  Talk about the picture with the students:  • *What can you see…?*  *- I can see…*  • *What is he/she doing?*  *- He/she’s (skiing).*  • *What season is it?*  *- It’s (summer).*  **Listen and sing along**  Play Track 45 and sing the song.  **Extension**  Make photocopies of the song with blanks  for some of the words (ie. Do you \_\_ go \_\_  in winter, in \_\_?). Give each student a copy, and have them listen to the song once more while filling in the missing words. Then, sing the song together one last time. | 1.R/W:Workbook P.45 |

**English Chest 4 Weekly Lesson Plan (5 \* 45 min/week)**

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| **Unit 3** | **Lesson 2** | | **How Often Do you See a Beautiful Sunset?** | | | |
| **Objective** | Students will talk about the frequency with which they do certain activities. | | | | | |
| **New vocabulary/ Grammar** | watch the sunrise/ sunset, see a shooting star, look at the see an eclipse, stay home all weekend, check my e-mail, read the  newspaper, get a sunburn, hardly ever, regularly, usually, once, twice | | | | | |
| * Adverbs of frequency: usually, hardly ever, rarely | | | | | |
|  | **Test** | **H.W** | | **Warm-up** | **Main lesson** | **Follow-up** |
| **1st day**  **p.70** | Unit 3 Lesson 1 achievement test | word list | | 1.L/S:**Lesson introduction**  Direct the students’ attention to the sky outside (or a picture if there is no window). Ask the students what they can see in the sky e.g. sun/clouds. Ask them what they can usually see in the sky at night., (If your lesson takes place in the evening or at night, alter this and ask what they can see in the sky during the day.)  2.L/S:Word Chest  Look at the pictures with the students. Ask questions*:*  *What can you see?*  *- I can see...*  • *What’s this?*  *- It’s a (shooting star).* | 1.L/S:Word Chest  **Listen and number** p.70  Look at the pictures again. Play Track 46. Students number the pictures in the book.  2.**Word Chest extension activity** | 1.R/W:Workbook P.46A |
| **2nd day**  **p.70 & p.71** | After homework check  :**word test** | W/book p.47 | | 1.**H.W check**: word list  2.**Word list test**  3. L/S Language Chest warm up  Look at the pictures and ask questions:  *What can you see?*  *- I can see…*  • *What are they doing?*  *- They are watching a sunset.* | 1.L/S:Language Chest  **Ask and answer** p.70  Practice the question and answer with the class. The students ask each other personalized questions.  **Example:**  *• How often do you see the sunrise?*  *- I...*  *• How often do you play baseball?*  *- I...*  2.L/S:Listening Chest  **Listen, read, and talk** p.71  Ask the students about the picture:  Play Track 42 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **Follow-Up**  Ask questions about the dialog.  *What does Amy never do?*  *- She never goes hiking early in the*  *morning.*  • *What do you never do?*  *- I never...*  • *What does Eric love doing?*  *- He loves seeing a beautiful sunrise.*  • *What do you love doing?*  *- I love...*• *Where does Max never play?*  *- He never plays in the fountain.* | 1.R/W:Listening chest :Question D  2.R/W:Workbook p.46B |
| **3rd day**  **p.72** |  | memorizing  :talk chest dialogue | | 1.**H.W check**: workbook  2.L:Talk Chest p.72  Ask questions about the picture:  *Where is he/she?*  *- He is at home on the sofa. / She is in a clothing store.*  • *What is he/she doing?*  *- He/She is relaxing/shopping.*  • *What is she wearing?*  *- She is wearing a yellow shirt, red*  *pants, and black shoes.* | 1.L/S:Talk Chest  **Look and say**: p. 72  ★Practice the dialog.  2. L/S:**Picture prompts** p.72  Look at the pictures with the students. Practice reading the names. Play track 8.  Have the students role play the conversations, using Guide for help.  **Follow-Up**  Divide students into partners and have them ask each other questions using the target language.  **Example:**  *S1: How often do you (check your E-mail)?*  *S2: Maybe once a week.* | 1.R/W:Workbook P.48E |
| **4th day**  **p.73** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P.48F & 49G  writing the whole reading chest | | 1.**H.W check**: speaking test in pairs  2.L/S/R:Reading Chest  Ask questions about the picture:  *What can you see?*  *- I can see…*  • *What time is it?*  *- I think it’s...* | 1.L/S/R:Reading Chest  **Read and answer.** p. 73  Play Track 49 and read with the students.  Act as if you have forgotten the text and get the children to correct your sentences.  If possible, get them to say loudly after each incorrect sentence:  ***No! …!***  Colin and his dad like to look at the sea. They go swimming four or five times a year.  Sometimes they can see many crocodiles.  Sometimes there is no moon and there are  many clouds.  A green sky at night usually means good  weather.  A brown sky in the morning usually means  bad weather.  Colin’s dream is to see a gorilla.  **Extension**  The students ask each other personalized  questions using some of the patterns used  in the reading passage.  **Examples:**  What do you like to look at?  How often do you go camping?  What do you do two or three times a year?  What can you sometimes see?  How often is there a full moon?  What is your dream?  What do you want to see? | 1.R/W:Writing Chest H |
| **5th day**  **p.74 & p.75** | After homework check  :**dictation** | Review of lesson for achievement test | | 1.**H.W check**: workbook  2.**Dictation test**: reading chest | 1.L/S:Activity Chest  **Play.** p. 74  **Preparation:** Make 2 large signs similar to the illustration in the student book**.**  **Materials:**2 balls, paper, tape  Divide the class into partners, and call one set of partners to the front of the room. Have them stand far from the board, and give each of them a ball.  Each child throws a ball at one of the signs. They can either choose which sign  to throw at or one child can throw at one sign and the other child at the other sign.If a child throws at the sign with vocabulary on it, they practice the following dialogue:  *S1: How often do you (see a sunrise)?*  *S2: I never (I never see a sunrise).*  If a child throws at the sign with  frequencies on it, they practice the  following dialogue:  *S1: What do you do (once a week)?*  *S2: I (play soccer once a week).*  2.L/S:Song Chest p.75  Talk about the picture with the students:  *What animals can you see?*  *- I can see…*  • *Where are they?*  *- They are (at home).*  **Listen and sing along**  Play Track 50 and sing the song.  **Extension**  Clear a space in the classroom, and have everyone make a giant circle. Select one student to stand in the middle of the circle blindfolded. Play the song again, and have everyone sing along. Everyone in the circle should hold hands and move counterclockwise. The student in the center of the circle should put one arm out to point and spin clockwise. Randomly stop the music and have everyone freeze (stop what they are doing). The student in the middle and the student being pointed at should make a conversation based on where the song was stopped.  **Example:**  The teacher stops the music during the fifth line.  *S1: What do you do once a week?*  *S2: I play baseball once a week.*  Then, change the person in the middle and play again. | 1.R/W:Workbook P.49H  2. Activity Chest J |

**English Chest 4 Weekly Lesson Plan (5 \* 45 min/week)**

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| **Unit 3** | **Lesson 3** | | **I Helped My Dad Clean the House.** | | | |
| **Objective** | Students will learn about the past tense, and talk about what they did yesterday. | | | | | |
| **New vocabulary/ Grammar** | cleaned his room, watered the flowers, climbed a mountain, called her friend, washed the car, cooked dinner, watched cartoons, learned how to make pasta, practiced the xylophone,  exercised at the gym, painted a picture, played cards, fixed one of my brother’s toys, fun, interesting, exciting, boring, hard, easy, was, were | | | | | |
| * Regular past tense (-ed, -d) * Irregular past tense: be | | | | | |
|  | **Test** | **H.W** | | **Warm-up** | **Main lesson** | **Follow-up** |
| **1st day**  **p.76** | Unit 3 Lesson 2 achievement test | word list | | 1.L/S:**Lesson introduction**  Explain **yesterday** to students by using a calendar. Point to today and yesterday. Then, have students pretend that today was another day and ask them what yesterday would have been. Make sure to go through a few examples in order to see that everyone understands.  Next, hold up a cell phone or picture of a phone. Say “I call my friend.” Pretend to make a call. Then pointing to the calendar, say ‘Yesterday I called my friend.’ Repeat. Next, point to some flowers or picture of flowers. Hold water up to the flowers. Say ‘I water the flowers. Yesterday I watered the flowers.’  2.L/S:Word Chest  Look at the pictures with the students. Ask questions:  *What can you see?*  *- I can see…*  • *What is he/she doing?*  *- He/she is…* | 1.L/S:Word Chest  **Listen and number** p.76  Look at the pictures again. Play Track 51. Students number the pictures in the book.  2.Word Chest extension activity  Guess the Activity  Divide the students into small groups, Have the students take turns to mime and guess the activities. Encourage them to answer using the past tense. | 1.R/W:Workbook P.50A |
| **2nd day**  **p.76 & p.77** | After homework check  :**word test** | W/book p.51C | | 1.**H.W check**: word list  2.**Word list test**  3. L/S Language Chest warm up  Look at the pictures and ask questions:  *What can you see?*  *- I can see?*  • *What did he/she do yesterday?*  *- He/she...* | 1.L/S:Language Chest  **Ask and answer** p.76  Practice the question and answer with the class. The children ask each other questions backwards and forwards about what they did yesterday.  **Example:**  *S1: What did you do yesterday?*  *S2: I got up at 7 o’clock. What did you do yesterday?*  *S1: I washed my face. What did you do yesterday?*  *S2: I cleaned my room. What did you do yesterday?*  2.L/S:Listening Chest  **Listen, read, and talk** p.77  Play Track 52 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **Follow-Up**  *What did Max do this morning?*  *- He washed all the windows.*  • *What did he do after that?*  *- He brushed the floor, washed the*  *dishes, cleaned his room.*  • *What did Cody do yesterday?*  *- He washed the car and cleaned the*  *kitchen.* | 1.R/W:Listening chest :Question D  2.R/W:Workbook p.50B |
| **3rd day**  **p.78** |  | memorizing  :talk chest dialogue | | 1**.H.W check**: workbook  2.L:Talk Chest  Ask questions about the picture:  *What can you see?*  *- I can see…*  • *What are they doing?*  *- They are jumping.* | 1.L/S:Talk Chest  **Look and say**: p. 78  ★Practice the dialog.  Have several pairs demonstrate the conversation.  2. L/S:**Picture prompts** p.78  Look at the pictures with the students. Practice reading the names. Play track 53.  Have the students role play the conversations, using Guide for help.  **Extension**  Assign a different action for each student to write down on a piece of paper. Collect all of the pieces of paper and put them in a box or a hat. Then, have students take  turns selecting pieces of paper from the hat and creating a dialog.  **Example:**  *T: Nate and Chelsea, you’re first.*  *S1 & S2: (Choose a piece of paper from the box.) Exercise.*  *S1: What did you do yesterday?*  *S2: I played soccer.*  *S1: Was it fun?*  *S2: No, it was hard.* | 1.R/W:Workbook P.51D |
| **4th day**  **p.79** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P.52  writing the whole reading chest | | 1.**H.W check**: speaking test in pairs  2.L/S/R:Reading Chest  Ask questions about the picture:  *What can you see?*  *- I can see...*  • *What is he doing?*  *- He is playing golf/hiking.* | 1.L/S/R:Reading Chest  **Read and answer.** p. 79  Play Track 54 and read with the students  Act as if you have forgotten the text and get the children to correct your sentences.  If possible, get them to say loudly after each incorrect sentence:  ***No! …!***  James is from Korea.  Last week he played tennis,  …he hiked in the mountains,  …he climbed a giraffe,  …he played the guitar,  …he painted his face,  …he listened to his mother,  Today he learned to speak English. | 1.R/W:Writing Chest H  2. **Writing Chest Follow-Up**  Write prompts on the board. The children write a personalized sentence for each of the prompts.  Example:  cleaned  I cleaned my room yesterday.  watched  I watched TV yesterday.  brushed  I brushed my hair this morning. |
| **5th day**  **p.80 & p.81** | After homework check  :**dictation** | Review of lesson for achievement test | | 1.**H.W check**: workbook  2.**Dictation test**: reading chest | 1.L/S:Activity Chest  **Play.** p. 80  **Preparation**: Divide the class into teams.  **Materials**: none  One student from one team secretly thinks of something he/she did yesterday and writes the first letter of the key words in the sentence on the board. The other student from the same team ask ‘What did he do yesterday?’  The students from the other team try to guess the activity. When they guess correctly, the first team asks ‘Was it fun/  hard/easy…?’  The activity continues with each team taking turns to make guesses. It is possible to award points for correct guesses. Have two players from the other team come to the front to take their turn.Play until everyone has had a chance to  come to the front of the room.  2.L/S:Song Chest p.81  Talk about the picture with the students:  *What can you see?*  *- I can see…*  • *What are they doing?*  *- They are jumping rope.*  • *What did he/she do yesterday?*  *- She played the guitar. / She watered*  *the flowers / He fixed his toy.*  **Listen and sing along**  Play Track 55 and sing the song.  **Extension**  The students take turns to say something  they did yesterday. The whole class then  sing about what that student did.  **Example:**  *S1: I played baseball yesterday.*  *Class sings: What did he/she do yesterday?*  *He/she played baseball…* | 1.R/W:Workbook P.53  2. Activity Chest J |

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

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| --- | --- | --- | --- | --- | --- | --- |
| **Unit 3** | **Lesson 4** | | **I Ate Pizza Yesterday.** | | | |
| **Objective** | Students will talk about past social activities. | | | | | |
| **New vocabulary/ Grammar** | read, studied, made a made a sandcastle/music video, came, told scary stories, had dessert/a barbecue, saw a boxing/tennis match, wrote a short story, went sledding,  went to the pet shop, cool, neat, last week, last month, last weekend, the day before yesterday | | | | | |
| * Irregular past tense verbs: ate, read… | | | | | |
|  | **Test** | **H.W** | | **Warm-up** | **Main lesson** | **Follow-up** |
| **1st day**  **p.82** | Unit 3 Lesson 3 achievement test | word list | | 1.L/S:**Lesson introduction**  Elicit different things they do before school from the students. Encourage all answer then write a few on the board - e.g brush teeth, eat breakfast, drink (milk).  Say “ I brush my teeth. Yesterday, I …” Elicit brushed my teeth. Next, say “ I eat breakfast. Yesterday I..” (students may shout out ‘eated’ - smile, shake your head and say “I ate breakfast.” Do the same for drink.  2.L/S:Word Chest  Look at the pictures with the students. Ask questions:  *What can you see?*  *- I can see…*  • *What did they do?*  *- They ate/read…* | 1.L/S:Word Chest  **Listen and number** p.82  Look at the pictures again. Play Track 56. Students number the pictures in the book.  2.**Word Chest extension activity**  Put 2 pages from a calendar on the board.  Point to days on the calendar and have the students call out the correct responses, e.g. yesterday, last month.  Then, give the students photocopies of the calendar and have them work in pairs. S1 points to a day, S2 gives the response. Have them take to turns to ask and answer. | 1.R/W:Workbook P.54A |
| **2nd day**  **p.82 & p.83** | After homework check  :**word test** | W/book p.55C | | 1.**H.W check**: word list  2.**Word list test**  3. L/S Language Chest warm up  Look at the pictures and ask questions:  *What can you see?*  *- I can see…*  • *What did she do?*  *- She...* | 1.L/S:Language Chest  **Ask and answer** p.82  Practice the question and answer with the class. The students ask each other a series of questions about what they did  yesterday.  **Examples:**  *• What did you do yesterday morning?*  *- I washed my face.*  *• What did you do after that?*  *- I put on my clothes.*  *• What did you do after that?*  *- I ate breakfast.*  2.L/S:Listening Chest  **Listen, read, and talk** p.83  Ask the students about the picture:  Play Track 57 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **Follow-Up**  Ask questions about the dialog.  -What did Jeff and Eric do last weekend?  -They did their homework and went to bed early.  - What did Rachel and Amy do last weekend?  -They made a music video.  -What did you do last weekend?  I…(5 different things) | 1.R/W:Listening chest :Question D  2.R/W:Workbook p.54B |
| **3rd day**  **p.84** |  | memorizing  :talk chest dialogue | | 1.**H.W check**: workbook  2.L:Talk Chest  Ask questions about the pictures:  *What can you see?*  *- I can see…*  • *What are they doing?*  *- He’s/She’s...* | 1.L/S:Talk Chest  **Look and say**: p. 84  ★Practice the dialog.  2. L/S:**Picture prompts** p.84  Look at the pictures with the students. Practice reading the names. Play track 58.  Have the students role play the conversations, using Guide for help.  **Follow-Up**  Write a list of past times on the board. The students ask each other personalized questions for each past time:  **Example:**  Last night  *• What did you do last night?*  *- I did my homework.*  On Sunday  *• What did you do on Sunday?*  *- I went to the pool.* | 1.R/W:Workbook P.55D |
| **4th day**  **p.85** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P.56  writing the whole reading chest | | 1.**H.W check**: speaking test in pairs  2.L/S/R:Reading Chest  Ask questions about the picture:  *What can you see?*  *- I can see…*  • *What are they doing?*  *- They are having a barbecue.* | 1.L/S/R:Reading Chest  **Read and answer.** p. 85  Play Track 59 and read with the students.  Act as if you have forgotten the text and get the children to correct your sentences.  If possible, get them to say loudly after each incorrect sentence:  ***No! …!***  They had a barbecue on Tuesday.  His dad made pizza and spaghetti.  His mom brought some bananas.  A friend gave them an elephant.  They ate the elephant very quickly.  It was delicious.  After the elephant they went to school.  They rode on a camel.  They met a crocodile at the pool.  It began to snow.  **Extension**  The students ask each other personalized  questions from word prompts.  **Example:**  Eat  *• What did you eat this yesterday?*  *- I ate a hamburger.*  Meet  *• Who did you meet on Sunday?*  *- I met my friends.* | 1.R/W:Writing Chest H |
| **5th day**  **p.86 & p.87** | After homework check  :**dictation** | Review of lesson for achievement test | | 1.**H.W check**: workbook  2.**Dictation test**: reading chest | 1.L/S:Activity Chest  **Play.** p. 86  **Preparation**: Divide the class into partners.  **Materials**: Dice  Give each set of partners a die. Have students place a small object on **START** to mark their places. Students take turns rolling the die and moving along the board.  At each space on the board, students follow the sample dialog.  *S2: Did you have a good time?*  *S1: Yes, I saw a boxing match.*  *S2: How was it?*  *S1: Exciting.*  **6.** The first student to reach **FINISH** wins.  2.L/S:Song Chest p.87  Talk about the picture with the students:  *What can you see?*  *- I can see...*  • *What did they do?*  *- They…*  • *What did they wear?*  *- They wore…*  **Listen and sing along**  Play Track 60 and sing the song.  **Extension**  Divide the class into two groups. Have one  group sing the questions and the other groups sing the answers. Give the group  that will sing the answers all of the flashcards for this unit. The students from  this group hold up the correct flashcards as the sing the different lines of the song. | 1.R/W:Workbook P.57  2. **Writing Chest Follow-up**  Add more information to number 1.  The students try to continue the story in  number 1 using their own ideas.  **Example:**  They ate ice cream and they drank juice.  The tennis match was exciting.  They met their favorite player. |