**English Chest 6 Weekly Lesson Plan**

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**Abbreviation**

H.W. – Homework

L – Listening

S – Speaking

R – Reading

W – Writing

L/S – Students will focus on listening and speaking activities.

p.6B – Section B on page 6

This lesson plan is suitable for 12 week courses. Students will study one lesson each week.

**Guidelines for the lesson**

1. Outline of each 45 minute lesson

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| **Procedure** | **Teaching and Learning Activities** | **Time** |
| **Warm-up** | * Test * Homework check * Lesson introduction | 15 min |
| **Main Lesson** | * Main target grammar * Activities | 20 min |
| **Wrap-up** | * Lesson check up * Assignment | 10 min |

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 test.

• 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.

**Week 1**

Unit 1 - Lesson 1: Did You Put on Your Hat?

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| **Objective** | Students will learn how to talk about the actions of others using phrasal verbs. | | | | |
| **New Vocabulary** | take off, throw away, put on, hand in, blow out, try out, pick up, turn up, turn down, blow up, hang up, use up, turn on, turn off, fill out, assignment, candle, scooter, knee pads, elbow pads, volume, glue stick, form | | | | |
| **Grammar** | • Phrasal verbs  • Modal auxiliary: **could**  • Future: **will** | | | | |
| **Day 1**  p.12 | **Test** | **Homework** | **Warm-up** | **Main Lesson** | **Wrap-up** |
|  | word list  w/book p.6B | 1.L/S:**Lesson introduction**  Brainstorm different items of clothing, as studied in EC5. Mime putting on a coat. See if the students know the phrasal verb ‘put on’. If not, teach the verb. Have student volunteers mime putting on other items of clothing. After each mime, have the students say ‘*He/She put on his…..*’  2.L/S:**Word Chest**  Look at the pictures with the students. Ask questions:  • *What can you see?*  *- I can see… (see what the students come up with)*  • *What’s he/she doing?*  *- He/she’s… (see what the students come up with)* | 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. L/S: **Word Chest Follow-up**  Divide class into pairs. Have them compare each other and other things in the classroom using the comparative adjectives from Word Chest.  **Example**  *S1: I am taller than Mary.*  *S2: I am shorter than Jane.*  *S1: This pencil is better than that one.*  Select several students to demonstrate their ideas.  3. L/S **Language Chest warm up**  Look at the pictures on p.12 and ask questions:  • *What can you see?*  *- I can see… (see what the students*  *come up with)*  • *What’s he/she doing?*  *- He/she’s… (see what the students*  *come up with)*  • *What’s he/she wearing?*  *- He/she’s wearing a pink hat/white*  *shirt…*  • *What are they talking about?*  *- I think they are talking about a cake/a*  *birthday party…*  **Ask and answer**  Practice the question and answer with the class. Use the pictures in the **Word Chest** to practice the target language.  **Language Chest Follow-up**  Divide the class into two groups. Show a flashcard, and have everyone  mime the actions associated with the card. Then, have students practice  the target language.  **Example:**  The teacher shows the **throw away** flashcard. Everyone pretends to  throw something away.  *G1: Did you throw away your old socks?*  *G2: Yes, we threw them away.* | 1.R/W:**Workbook** P.6 |
| **Day 2**  p.13 | After homework check  :**word test** | w/book  P7 D | 1.**H.W check**  2.**Word list test**  Pre-teach the vocabulary ‘half pipe’ - A half pipe is a structure used in extreme sports such as skateboarding, snowboarding, and BMX biking. It looks like a pipe cut in half. | 1.L/S:**Listening Chest**  **Warm-up**  Look at the pictures with the students. **Listen, read, and talk** p.13  Play Track 2 and read the conversation. Have the students practice in groups.  **Listening Chest Follow-Up**  The students ask and answer questions about pictures and the dialogs.  **Example:**  • *What can you see?*  *- I can see…*  • *What are they going to try out?*  *- They are going to try out the/a half*  *pipe and the/a skateboard.*  • *What did Max’ brother give him?*  *- He gave him his old skateboard.*  **Extension Activity**  Have the students practice the first conversation again, this time substituting their own ideas for ‘skate park’ e.g. bicycle track/ice rink/inline skating park etc. | 1.R/W:**Listening chest** :Question D  2.R/W:**Workbook** p. 7C |
| **Day 3**  p.14 |  | memorizing  :talk chest dialogue | 1.**H.W check**: workbook  2.L:**Talk Chest**  Discover the picture with the children and ask questions.  • *What can you see?*  *- I can see…*  • *What’s he/she doing?*  *- He/she’s using a computer/picking up*  *his toys…* | 1.L/S:**Talk Chest**  **Look and say** p.14  Look at the picture and ask questions.  ★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 words. Play track 3.  Have the students role play the conversations, using **Guide** for help.  **Talk Chest Follow-up**  Put the students in pairs and give each pair the flash cards.  The students practice conversations with each card using the patterns in  the ‘Guide’.  **Example:**  *S1: Did you turn down the volume?*  *S2: Yes, I did.*  *S1: Could you turn it down some more?*  *S2: OK.* | 1.R/W:**Workbook** p. 8E |
| **Day 4**  p.15 & p.16 | At the beginning of the class  :**speaking quiz(pair )** | writing the whole reading chest | 1.H.W check: speaking test in pairs  2.L/S/R:**Reading Chest Warm-up**  Ask questions about the picture:  • *What can you see?*  *- I can see…*  • *What’s she wearing?*  *- She’s wearing a red hat and red sweater.*  • *Is this an e-mail?*  *- No it’s an instant message.* | 1.L/S/R:**Reading Chest**  **Read and answer the questions.** 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.  **Reading Chest Follow-Up**  Divide students into pairs and have them work together to write an instant  messenger conversation. Once everyone is finished, have them read their conversations aloud. Provide a template for students if necessary.  **Template:**  *A: Hey, \_\_! Why do you have a photo of*  *\_\_?*  *B: Hi! That/Those \_\_.*  *A: It/They look \_\_!*  *B: What are you doing now?*  *A: I’m \_\_.*  *B: Do you want to \_\_?*  *A: I can’t. I have to \_\_.*  *B: That’s too bad! Maybe we can do it*  *tomorrow!*  *A: OK! I \_\_.*  *2* .R/W:**Writing Chest**  **Warm-up**  Ask questions about the pictures.  *What is this?*  *- It’s a radio/living room.*  • *Do they need to turn the volume up or down?*  *- They need to turn the volume down.*  • *How many lights are turned on?*  *- There are two lights turned on.*  Have students complete I and H  3. R/W: **Writing Chest Follow-up**  Ask questions about the writing activities.  • *What does she need to do?*  *- She needs to turn the volume down*  *some more.*  • *What does he need to do?*  *- He needs to turn on some more lights.* | 1.R/W:Workbook p. 8F, 9G  2.R/W:**Writing Chest Extension Activity**  Put the students in pairs. Each pair  practices a conversation for each of the situations in the chart.  **Example:**  *A: Did you hang up the coats?*  *B: Yes, I did.*  *A: Could you hang them up over there/put them on again/hang up my coat, too…*  *B: OK.* |
| **Day 5**  p.17 | After homework check  :**dictation** | Review of lesson for achievement test  Workbook p.9H | 1.H.W check: workbook  2.Dictation test: reading chest | 1. L/S:**Activity Chest**  **Play. Choose an object and make a conversation.**  **Materials:** coins  **1.** Divide the class into partners.  **2.** Give each set of partners a coin.  **3.** 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.  **4.** Have each students place a small object (an eraser, a game piece...) on **START**.  **5.** Students take turns flipping the coin to move along the board.  **6.** At each space on the board, students follow the sample dialog.  *S1: (Flips the coin.) Did he put on his*  *elbow pads?*  *S2: Yes, he put them on.*  *S1: Could he put his knee pads on, too?*  *S2: Yes, I’ll tell him.*  **7.** The first student to reach **FINISH** wins.  2. L/S **Fluency Builder**  Additional speaking practice.  1. Students work in pairs and make questions and answers using the prompts.  2. Students listen to the teacher and repeat.  3. Students talk about themselves using the sentences starters. |  |

**Week 2**

Unit 1 - Lesson 2: Would You Like to Play Hopscotch?

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| **Objective** | Students will practice extending polite invitations and accepting/declining the invitations. | | | | |
| **New Vocabulary** | ice cubes, go on a tour, chalk, play hopscotch, make lemonade, make a poster, decorate my bedroom, wash my new puppy, feed the ducks, make bracelets, go to the horse races, go s rfing, mow the lawn, go camping, go to the petting zoo, dog shampoo, bread, sunglasses, beads, string, cushions, binoculars, flashlight, tent | | | | |
| **Grammar** |  | | | | |
| **1st day**  p.18 | **Test** | **Homework** | **Warm-up** | **Main Lesson** | **Wrap-up** |
| Unit 1 Lesson 1 achievement test | word list  W/book p. 10B | 1.L/S:**Lesson introduction**  Ask students about different kinds of events we receive invitations to - elicit events such as wedding, dinner, birthday party, anniversary party. Brainstorm the students’ ideas for what they think are polite ways to invite someone. DO not write the ideas on the board, because at this stage there will probably be a lot of incorrect answers.  2.L/S:**Word Chest Warm-up**  Look at the pictures with the students. Ask questions:  • *What can you see?*  *- I can see…*  • *What’s he/she doing?*  *- He/she’s making lemonade/playing*  *hopscotch…* | 1.L/S:**Word Chest**  **Listen and number** p.18  Look at the pictures again. Play Track 5.Students number the pictures in the book.  2. L/S:**Language Chest**  **Warm-up**  Ask questions about the pictures:  • *What can you see?*  *- I can see …*  • *What are they going to do?*  *- I think they are going to play*  *hopscotch/make lemonade.*  **Ask and answer** p.18  Practice the question and answer with the class.  3. L/S:**Language Chest Follow-up**  Have students think of some things that they can do with the items from  the Word Chest. Make a list on the board. Then, divide the class in half  and practice the target language.  **Example:**  *T: What can we do with chalk?*  *S1: We can draw pictures!*  *T: (writes draw pictures on the board) What can we do with a poster?*  *S2: We can hang it on a wall.*  *T: (writes hang on wall on the board)* | 1.R/W:Workbook P.10A |
| **2nd day**  **p.19** | After homework check  :**word test** | W/book p.11C | 1.**H.W check: word list**  2.**Word list test**  3. L/S **Word Chest review**  **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 board - 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.L/S:**Listening Chest**  **Warm-up**  Look at the pictures with the students.  **Listen, read, and talk** p.19  Play Track 6 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  2. **Listening Chest Follow-up**  The students ask and answer questions about the dialogs.  **Example:**  **Example:**  • *What can you see?*  *- I can see…*  • *What do they need to do?*  *- They need to go shopping.*  • *What poster does she want?*  *- She wants a Jonas Brothers poster.*  • *Where’s she going to put the poster?*  *- On the wall next to her bed.*  Ask students what they think of Any and Katie’s plans for decorating Katie’s bedroom. | 1.R/W:**Listening chest** :Question D |
| **3rd day**  **p.20** |  | memorizing  :talk chest dialogue | 1.H.W check: workbook  2.L:**Talk Chest Warm up** -  Ask the students questions about the picture:  • *What can you see?*  *- I can see…*  • *What’s she holding?*  *- She’s holding a puppy.*  • *What are they going to do?*  *- I think they are going to wash the*  *puppy.* | 1.L/S:**Talk Chest**  **Look and say**: p. 20  Read the dialog with the students.  ★Practice the dialog.  2. L/S:**Picture prompts** p.20  Look at the pictures with the students. Practice reading the jobs. Play track 7.  Have the students role play the conversations, using Guide for help.  **Talk Chest Follow-up**  Use the flashcards and some clues to practice the target language.  **Example:**  *T: (holds up the* ***surfing*** *flashcard, points to tomorrow on a calendar,*  *and draws a picture of some surfboards and some swimsuits on the*  *board) Megan, you’re first.*  *All: Megan, would you like to go surfing tomorrow?*  *S1: Sure! I’d love to.*  *All: OK. We’ll need surfboards and swimsuits.* | 1.R/W:Workbook p.11D |
| **4th day**  **p.21** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P.12  writing the whole reading chest | 1.H.W check: speaking test in pairs  2.L/S/R:**Reading Chest Warm-up**  Ask questions about the picture:  • *What can you see?*  *- I can see…*  • *Is this from an e-mail?*  *- No, it’s from a diary.*  • *What animals can you see?*  *- I can see a polar bear and a goat.* | 1.L/S/R:**Reading Chest**  **Read and answer the questions.** p.21  Play Track 8 and read with the students.  **Reading Chest 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! …!***  **Examples:**  *Today, he went on a tour of the airport*  *near his house.*  *He helped the pilots.*  *He watched them feed the pilots.*  *The pilots eat a lot!*  *It’s easy to feed them all.*  2. R/W:**Writing Chest Warm-up**  Ask questions based on the picture.  • *What is he/she doing?*  *- He is riding a horse in a horse race. /*  *She is playing hopscotch.*  • *What is this? What do you think they*  *are going to do?*  *- It’s a surfboard/tent. I think they are*  *going to go surfing/camping.*  Have students complete I and H.  3. R/W: **Writing Chest Follow-up**  Ask questions about the writing activities.  • *Why can’t B go to the horse races?*  *- He/She has to mow the lawn.*  • *What will they need in order to play*  *hopscotch?*  *- They will need some chalk and a few*  *stones.*  • *Is anyone going to go surfing?*  *- No, no one is going to go surfing.*  • *What are they going to do?*  *- They are going to go camping.* | 1. R/W: **Writing Chest extension activity**:  Write a conversation on the board with some mistakes in it. Then, have students find the mistakes together. Once they have found all of the mistakes, have students  write the correct conversation in their notebooks.  **Example:**  *A: Could you likes to feeding the ducks with you?*  *B: Sure? I’d liking to.*  *A: OK. We’re need some ice cream.* |
| **5th day**  **p.22** | After homework check  :**dictation** | Review of lesson for achievement test | 1.H.W check: workbook  2.Dictation test: reading chest | 1.L/S:**Activity Chest**  **Play.** p. 22  **Preparation:** Place all of the clue word cards (beads, flashlight...) in one box, and yes/no word cards in another box.  **materials:** word cards, yes/no cards, two boxes  **1.** Divide the class into two teams.  **2.** Select two students from one team to go first, and have them choose word cards from the boxes.  *T: Team A, it’s your turn. Get your clues.*  **3.** The students make a conversation using the clues on their cards.  *S1: Would you like to make bracelets*  *with me?*  *S2: Sure! I’d love to.*  *S1: OK. We’ll need some beads and*  *string.*  **4.** Play until everyone has had a chance to select a card from one of the boxes..  2. L/S **Fluency Builder**  Additional speaking practice.  1. Students work in pairs and make questions and answers using the prompts.  2. Students listen to the teacher and repeat.  3. Students talk about themselves using the sentences starters. | 1..R/W:Workbook P.13 |

**Week 3**

Unit 1 - Lesson 3: What’s the Best Movie You Have Ever Seen?

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| **Objective** | Students will practice sharing experiences and opinions using comparative and superlative adjectives. | | | | |
| **New Vocabulary** | awful, fireworks, smooth skin, bitter, wonderful sounds, amazing, difficult, push-ups, sit-ups, chin-ups, expensive, jacket, beautiful, sunflowers, roses, orchids, adventurous, going to the water park, intelligent, parrot, dolphin, colorful, delicious, kiwi, mango, biggest, best, loudest, nicest, worst, interesting, walking your dog | | | | |
| **Grammar** | • Comparative adjectives  • Superlative adjectives  • Present perfect tense  • Participles | | | | |
| **1st day**  **p.24** | **Test** | **Homework** | **Warm-up** | **Main Lesson** | **Wrap-up** |
| Unit 1 Lesson 2 achievement test | word list  Workbook p. 14B | 1.L/S:**Lesson introduction**  2.L/S:**Word Chest**  Look at the pictures with the students. Ask questions:  • *What can you see?*  *- I can see…*  • *What’s he/she doing?*  *- He/she’s watching TV/playing the*  *guitar…* | 1.L/S:**Word Chest**  **Listen and number** p.24  Look at the pictures again. Play Track 9. Students number the pictures in the book.  2.**Word Chest extension activity**  Brainstorm with students to make lists on the board related to the adjectives in the ‘Word Chest’ section.  • *big: whale, truck, New York*  • *nice: mother, teacher, friend*  • *good: sister, dog, me*  • *bad: brother, monster, cat*  • *loud: rock music, dog barking, father*  • *interesting: movie, TV show, friend*.  3. L/S **Language Chest warm up** p.24  Look at the pictures and ask questions:  • *What can you see?*  *- I can see…*  • *What color is/are his/her blouse/shirt/hair/glasses?*  *- It’s/they are…*  **Language Chest**  Practice the question and answer on p.24 with the class.  4. L/S **Language Chest Follow-up**  The students ask each other personal questions using the target language.  **Example:**  *S1: What’s the best movie you have seen?*  *S2: \_\_\_\_\_ is the best movie I have seen.* | 1.R/W:Workbook P.14A |
| **2nd day**  **p.25** | After homework check  :**word test** | W/book p. 15D, 16E | 1.**H.W check**: word list  2.**Word list test**  **3. Language Chest**  **Review**  Review the adjectives from Word Chest by saying the base form of the adjective and having the students say the superlative. Review the questions from Language Chest and choose random students to answer. | 1. L/S**:Listening Chest**  **Warm-up**  Look at the pictures with the students. **Listen, read, and talk** p.25  Play Track 10 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **2. Listening Chest Follow-up**  The students ask and answer questions  about the dialogs.  **Example:**  • *What can you see…?*  *- I can see…*  • *What does Eric love?*  *- He loves fireworks.*  • *What does/did Eric want to show*  *Rachel?*  *- He wants/wanted to show her pictures of a fireworks show in China.* | 1.R/W:**Listening chest** :Question D  2.R/W:Workbook p.15C |
| **3rd day**  **p.26** |  | memorizing  :talk chest dialogue | 1.H.W check: workbook  2.L:**Talk Chest**  Ask questions about the picture:  • *What do you think they are talking about?*  *- I think they are talking about exercise.*  • *Can you do this?*  *- Yes, I can. / No, I can’t.*  • *Who do you think is stronger, the boy or the girl?*  *- I think the boy/girl is stronger than the girl/boy.* | 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 11.  Have the students role play the conversations, using Guide for help.  **Talk Chest Follow-up**  Have students ask one another personal questions based on the target language. Give the student asking the question verbal clues to guide his/ her question.  **Example:**  *T: Strawberry ice cream/vanilla ice cream.*  *S1: Which is more delicious, strawberry ice cream or vanilla ice cream?*  *S2: I think strawberry ice cream is more delicious than vanilla ice cream.*  *S1: What is the most delicious ice cream you have ever tasted?*  *S2: Chocolate chip ice cream is the most delicious ice cream I have ever*  *tasted.* | 1.R/W:Workbook P.16F |
| **4th day**  **p.27** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P.17G  writing the whole reading chest | 1.H.W check: speaking test in pairs  2.L/S/R:**Reading Chest Warm-up**  Ask questions about the picture:  • *What do you think the boy is talking about?*  *- I think he is talking about the country/an old house/a farm.*  • *Who do you think he is talking to?*  *- I think he is talking to his classmates. I think he is giving a speech.*  • *What season is it in the picture? How do you know?*  *- It is fall/autumn. The leaves on the trees changed colors and the*  *grass/field is very dry.* | 1.L/S/R:**Reading Chest**  **Read and answer the questions.** p. 27  Play Track 12 and read with the students. Answer the questions. Have the students practice the conversation in pairs. Make sure everyone practices their speed, intonation, and pronunciation.  2. **Reading Chest 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! …!***  **Examples:**  *He spent last winter in his dog’s house.*  *His dog lives on the beach.*  *His dog has a big TV.*  *His dog has three phones.*  *Staying in the dog’s house was one of the*  *most difficult things he has ever done.*  **3. R/W:Writing Chest**  Warm-up  Ask questions about the picture.  • *Which jacket/flowers do you like the*  *best?*  *- I like the blue and white jacket/purple*  *flowers the best.*  • *Which jacket is the largest?*  *- The black jacket is the largest.*  • *Which flowers are the most expensive?*  *- The red flowers/roses are the most*  *expensive.*Have students complete I and H.  **Writing Chest Follow-up**  Ask questions about the writing activities.  • *Whose jacket is more colorful, Kara’s or Dena’s?*  *- Kara’s jacket is more colorful than*  *Dena’s jacket.*  • *Which flowers are the cheapest?*  *- The sunflowers are the cheapest.*  • *Which exercise was the easiest for Kelly?*  *- Jogging was the easiest for her.*  • *Which dog is the best?*  *- Tom’s dog is the best (dog).* | 1. R/W: **Writing Chest extension activity**:  Write a list of adjectives on the board. Each student writes sentences using the superlative form of each adjective.  **Example:**  *interesting: I think \_\_\_\_\_ is the most interesting TV show.*  *loud: My mother is the loudest*  *person in my family.* |
| **5th day**  **p.28** | 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  **Materials**: paperclips  **1.** Divide students into pairs.  **2.** Give each pair a paperclip, and make sure they have a pencil.  **3.** Show students how to use the paperclip.  Students loop one end of a paperclip  over the eraser end of a pencil. They can make the paperclip spin by flicking the free end of the paperclip.  **4.** Students take turns spinning the  paperclip and answering questions.  *S1: (spins the paperclip) Most beautiful!*  *S2: What’s the most beautiful thing you have ever seen?*  *S1: A sunset over the ocean is the most beautiful thing I have ever seen.*  **5.** Students answer the questions with their own information.  **6.** Play the game until everyone has had a chance to spin the paperclip 5 times or until time runs out..  2. L/S **Fluency Builder**  Additional speaking practice.  1. Students work in pairs and make questions and answers using the prompts.  2. Students listen to the teacher and repeat.  3. Students talk about themselves using the sentences starters. | 1.R/W:Workbook P.17H |

**Week 4**

Unit 1 - Lesson 4: I Usually Wear Warm Clothes When It’s Cold

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| **Objective** | Students will be able to talk about the frequency with which they do certain things and practice asking and answering clarification questions. | | | | |
| **New Vocabulary** | quarter to, a quarter past, half past, dodge ball, paint ball, once/twice a year/month/week, every few years/months/ weeks,  3 times a year/month/week, tired, worried, bored, stay in a hotel, wear warm clothes, raining hard, go to bed early, stay home, cry,  take a vacation, go skating, go to bed late | | | | |
| **Grammar** | • Information questions with **how often**.  • Expressions of frequency: once a year, every other week...  • **When** clauses | | | | |
| **1st day**  **p.30** | **Test** | **Homework** | **Warm-up** | **Main Lesson** | **Wrap-up** |
| Unit 1 Lesson 3 achievement test | word list | 1.L/S:Lesson introduction  Ask the students about activities they do every day e.g. brush teeth, get dressed, study, and things they never do. Then elicit activities they do a few times a week.  2.L/S:**Word Chest**  Look at the pictures with the students. Ask questions:  • *What can you see?*  *- I can see…*  • *How does he feel?*  *- I think he’s (tired).*  • *What time is it?*  *- It’s (half past nine).* | 1.L/S:**Word Chest**  **Listen and number** p.30  Look at the pictures again. Play Track 13.Students number the pictures in the book.  **Word Chest Extension Activity**  Practice the new time terminology with  students. Use a clock (or draw a clock on the board) to quiz students about the time.  **Example:**  *T: (sets the clock to 1:15) What time is*  *it?*  *S1: It’s a quarter past one.*  2. L/S **Language Chest warm up**  Look at the pictures and ask questions:  • *Where do you think this family is?*  *- I think they are at a hotel.*  • *What season is it?*  *- It is winter..*  3. L/S:**Language Chest**  **Ask and answer** p.30  Practice the question and answer with the class.  **Language Chest Follow-up**  Play a game with students to practice the target language. Sit in a circle  and ask a question word for word. Once the question has been asked,  the next student in the circle should answer the question with his/her  own information.  **Example:**  *T: (points to the hotel) We will go clockwise. When...*  *S1: (to the left of the teacher) do*  *S2: you*  *S3: usually*  *S4: stay*  *S5: in*  *S6: a*  *S7: hotel?*  *S8: My family usually stays in a hotel when we take a vacation.* | 1.R/W:Workbook P.18A |
| **2nd day**  **p.31** | After homework check  :**word test** | W/book p.19C | 1.H.W check: word list  2.Word list test  3. **Language Chest Review**  Draw 3 clock faces on the board. Divide the class into 3 teams. Have one students from each team stand in front of a clock face. Say a time and have the students draw the time on the clock face. The first student to draw the correct time gets a point for their tea. Continue until all students have had a turn. | 1. L/S:**Listening Chest**  **Warm-up**  Look at the pictures with the students.  **Listen, read, and talk** p.31  Play Track 14 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  2. **Listening Chest Follow-up**  The students ask each other questions about the picture and the dialogs.  **Example:**  • *How often does Amy practice?*  *- She practices every day.*  • *When does she throw well?*  *- She throws well when she’s fine.*  • *When does she throw badly?*  *- She throws badly when she’s tired.-* | 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.  • *Where are these kids?*  *- They are in a forest/the woods.*  • *What do they all have?*  *- They all have vests, toy guns, and goggles.*  • *What do you think this pink stuff is?*  *- I think it is paint.* | 1.L/S:**Talk Chest**  **Look and say**: p. 32  ★Practice the dialog.  2. L/S:**Picture prompts** p.32  Look at the pictures with the students. Practice reading the names. Play track 15. Have the students role play the conversations, using Guide for help.  **Talk Chest Follow-up**  Ask students personal questions based on the target language. Have the whole class ask the follow up question together.  **Example:**  *T: Susan, when do you usually go to bed early?*  *S1: I usually go to bed early when I have to wake up early.*  *All: How often do you have to wake up early?*  *S1: I have to wake up early about twice a week.* | 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 Warm-up**  Ask questions about the picture:  • *What are they doing?*  *- They are kayaking.*  • *Look at the title. Where do you think they are?*  *- I think they are in Alaska?*  • *How does the water look? Do you see any big waves?*  *- It looks calm. No, I don’t see any big waves.* | 1.L/S/R:**Reading Chest**  **Read and answer the questions.** p. 33  Play Track 16 and read with the students.  **Reading Chest Follow-up**  The students look at the text and ask each other questions in pairs or around the class.  **Examples:**  • *Who does he live with?*  *- He lives with his parents and younger sister.*  • *What does he do when the weather is nice?*  *- When the weather is nice, he goes to*  *the beach or to the park with his sister.*  • *What does he do when it’s raining?*  *- When it’s raining, he stays home and*  *watches TV with his family.*3. R/W:**Writing** Chest  Warm-up  • *What do you think she is going to do?*  *- I think she is going to play dodge ball.*  • *Do you think the ball is hard?*  *- No, I think the ball is soft.*  • *How does he feel?*  *- He feels tired/sleepy.*  • *What do you think he did last night?*  Have students complete I and H.  **Writing Chest Follow-up**  Ask students to look through their  answers, and then close their books and talk about what they wrote.  **Example:**  *When the weather is nice, I often play*  *soccer. When it’s raining, I play soccer, too. When it’s snowing, I like to make a snowman.* | 1.R/W:**Writing Chest Extension Activity**  Divide students into small groups. Have each group come up with a few survey questions. Give them time to write their questions down. Then, allow the groups to take turns surveying their classmates.  **Example:**  *G1: When do you usually eat chocolate?*  Everyone writes down their answers.  *G1: George, what is your answer?*  *S1: I usually eat chocolate when I go to my grandparents’ house.*  *G1: How often do you go to your*  *grandparents’ house?*  *S1: I go there every few months.* |
| **5th day**  **p.34** | 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**: Create two covers for the word cards by cutting random holes in two pieces of thick paper (or cardboard). Then, make a chart similar to the one found in the illustration on a giant piece of paper.  Tape this chart to the board.  **Materials:** ball  **1.** Divide students into two teams.  **2.** Select two students from one team to go first.  **3.** Give them each a word card that has already been covered. No one should see the word cards.  **4.** The two students should look at their covered cards and try to figure out the first part of the conversation.  *S1: When do you go to the beach?*  *S2: I usually go to the beach when the*  *weather is nice.*  **5.** To find out the answer to the second part of the conversation, S2 should toss the ball at the chart.  *S1: How often do you go to the beach?*  *S2: About three or four times a year.*  **6.** Then, uncover the word cards to see if the students figured the conversation out correctly.  **7.** Play the game until everyone has had a chance to try to figure out a  conversation.  2.  L/S **Fluency Builder**  Additional speaking practice.  1. Students work in pairs and make questions and answers using the prompts.  2. Students listen to the teacher and repeat.  3. Students talk about themselves using the sentences starters. | 1..R/W:Workbook P.21  2. R/W: Activity Chest K |

**Week 5**

Unit 2 - Lesson 1: What Were You Doing at Eight O’clock?

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| **Objective** | Students will learn how to use the past progressive tense to talk about two things that were happening at the same time in the past. | | | | |
| **New Vocabulary** | taking a walk, getting dressed, washing the dishes, daydreaming, waiting for a bus, taking care of, pushing my bike, started to rain,  waiting for someone, riding on a ferry, doorbell rang, daydreaming, saw a car accident, watching a baseball game, a close game, broke her leg, snowboarding, painful, fire alarm went off, taking a quiz, earthquake | | | | |
| **Grammar** | • Past progressive tense  • **When/While** clauses | | | | |
| **1st day**  **p.38** | **Test** | **Homework** | **Warm-up** | **Main Lesson** | **Wrap-up** |
| Unit 1 Lesson 4 achievement test | word list | 1.L/S:**Lesson introduction**  Draw a clock on the board. Set it the present time. Next, draw a man reading a book next to the clock. Ask what he is doing : ‘He is reading a book.’ Set it to 8 p.m., last night. Ask what he was doing at 8pm: “He was reading a book.” Draw a woman with a telephone (or use pictures from the Internet). Ask what she did: “She called the man”. Join the two sentences for the students. She called when the man was reading a book.  **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?*  *- He/she’s taking a walk/getting*  *dressed…* | 1.L/S:**Word Chest**  **Listen and number** p.38  Look at the pictures again. Play Track 17. Students number the pictures in the book.  2.**Word Chest extension activity**  Slow Reveal - hide the flashcards behind a book. Very slowly reveal part of the card. Students try to guess which word it is. Make sure they students can only see a small part of the cards at a time.  3. L/S **Language Chest warm up**  Ask questions about the pictures.  • *What two things is she doing?*  *- She is reading a book and talking on*  *the phone.*  • *What’s he/she wearing?*  *- He/she’s wearing a hat/ a white shirt…*  4. L/S:**Language Chest**  **Ask and answer** p.38  Practice the question and answer with the class.  **Language Chest Follow-up**  Play a game with students to practice the target language. Hand out 5 of the 6 flashcards from the Word Chest. Five different students should have the cards. Have students begin passing the cards around the classroom.  At a random point, have everyone stop what they are doing and pretend  that the event represented by the 6th flashcard (the one not being passed  around) has just happened. Ask the students with the flashcards what they were doing when the event occurred.  **Example:**  The teacher hands out the flashcards (all except the card for **washing the dishes**) and students start to pass them around. The teacher shouts ‘Stop!’ The students stop passing the cards around.  *T: What were you doing when I was washing the dishes?*  *S1: (holds up the* ***waiting for a bus*** *card for everyone to see) I was*  *waiting for a bus at eight o’clock. Repeat the activity so other*  *students have a chance to speak.* | 1.R/W:Workbook P.24A |
| **2nd day**  **p.39** | After homework check  :**word test** | W/book p.25C | 1.H.W check: word list  2.Word list test  3. **Language Chest Review**  Have one of the students come to the front of the class. Ask the class “What was he doing when \_\_\_\_\_(insert your own idea)?” Show one of the flashcards from Word Chest to the student. Have the student mime the actions.  **Example:**  T: *What was he doing when the bus came?*  S1: (mimes reading a book)  Ss: *He was reading a book when the bus came.* | 2.L/S:**Listening Chest**  **Warm-up**  Look at the pictures with the students.  **Listen, read, and talk** p.39  Ask the students about the picture:  Play Track 18 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **3. Listening Chest Follow-up**  The students ask each other questions  about the picture and the dialogs.  **Example:**  • *What’s wrong with Jeff?*  *- He lost his bicycle when he was*  *cycling around town today.*  • *When does he think he lost it?*  *- He thinks he lost it when he was*  *watching a fire engine.* | 1.R/W:Listening chest :Question D  2.R/W:Workbook p.24B |
| **3rd day**  **p.40** |  | memorizing  :talk chest dialogue | 1.H.W check: workbook  2.L:**Talk Chest**  Ask questions about the picture:  • *What can you see?*  *- I can see…*  • *What is the boy giving the girl?*  *- He is giving her a towel.*  • *Why is she wet?*  *- She was waiting in the rain.* | 1.L/S:**Talk Chest**  **Look and say**: p. 40  ★Practice the dialog. Have students demonstrate in pairs.  2. L/S:**Picture prompts** p.40  Look at the pictures with the students. Practice reading the names. Play track 19.  Have the students role play the conversations, using Guide for help.  **Talk Chest Follow-up**  Put students in small groups and whisper a different scenario to each  group. For each group, whisper what happened (the power went out)  and when (watching a baseball game on TV). Then, have the groups take  turns acting out their scenarios and talking about them.  **Example:**  *G1: Home run! Rodriguez is my favorite... Hey! What happened?*  *S1: I think the power went out.*  *T: What happened?*  *All: The power went out.*  *T: What were they doing when the power went out?*  *All: They were watching a baseball game on TV when the power went*  *out.*  *T: While they were watching a baseball game, the power went out!* | 1.R/W:Workbook P.25D |
| **4th day**  **p.41 & 42** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P.26  writing the whole reading chest | 1.H.W check: speaking test in pairs  2.L/S/R:**Reading Chest Warm-up**  Ask questions about the picture:  • *What is this? Is it a diary?*  *- No, it’s a letter.*  • *What do you think this is?*  *- I think it’s a game.*  • *What does he have?*  *- He has a flashlight.*  • *What do you think the story is about?*  *- I think it’s about the power going out.* | 1.L/S/R:**Reading Chest**  **Read and answer the questions.** p. 41  Play Track 20 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! …!***  **Examples:**  *He was thinking about them when he was*  *taking a shower.*  *He decided to send them an e-mail.*  *It’s boring there at the moment.*  *There was an alien invasion yesterday*  *morning.*  *Their house jumped up and* 2. R/W:**Writing Chest** p.42  **Warm-up**  Ask questions about the picture:  • *What is he doing?*  *- He is looking at the airplane/ringing*  *the doorbell.*  • *What is she doing?*  *- She is talking on the phone.*  • *What do you think happened while she was on the phone?*  *- I think the doorbell rang while she*  *was on the phone.*  Have students complete I and H.  **Writing Chest Follow-up**  Ask questions about the writing activities.  **Example:**  • *What were the people on the plane*  *doing while Rick was waiting for them?*  *- They were getting off the plane while*  *he was waiting for them.*  • *Who was she talking to when the*  *doorbell rang?*  *- She was talking to Lewis when the*  *doorbell rang.*  • *What happened while John was*  *sleeping?*  *- His sister borrowed his MP3 player*  *while he was sleeping.* | 1. R/W:**Writing Chest Extension Activity**  Have students write questions for all of the sentences in part I.  **Example:**  **1.** *What was Tom doing when the science teacher was talking?*  **2.** *What was she doing when you woke up at six thirty this morning?*  **3.** *What was John doing when he was taking a walk?*  **4.** *What was Helen doing when the*  *telephone rang?*  **5.** *What was Kevin doing when he saw the car accident?*  **6.** *What was he doing when he saw a famous actor?* |
| **5th day**  **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. 43  **Materials:** board markers  **1.** Divide students into two teams.  **2.** Select two students from each team to go first.  **3.** Have students decide which teammate will write on the board (recorder) and which teammate will mime the actions for everyone to guess (actor).  **4.** Whisper a sentence to the actors.  *T: (whispers) While/When you were*  *getting ready to leave, the fire alarm*  *went off.*  **5.** Signal the actors to begin.  *T: Ready, set, go!*  **6.** The rest of the teammates should try to figure out the correct scenario to tell their recorder. Once they have figured it out, the recorder should quickly put the answers on the board.  *S1: While he was getting ready to leave, the fire alarm went off.*  **7.** The recorder must write the sentences two different ways on the board. His/Her teammates should shout as much help to the recorder as they can. He was getting ready to leave when the fire alarm went off. When the fire alarm went off, he was getting ready to leave.  **8.** Play the game until everyone has had a chance to be either the actor or the recorder.  **9.** The team with the most points wins.  2.  L/S **Fluency Builder**  Additional speaking practice.  1. Students work in pairs and make questions and answers using the prompts.  2. Students listen to the teacher and repeat.  3. Students talk about themselves using the sentences starters. | 1. S/W: Activity Chest K  2.R/W:Workbook P.27 |

**Week 6**

Unit 2 - Lesson 2: She Was Happy Because She Passed the Test

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| **Objective** | Students will learn how to talk about things that happened to other people and talk about how the situation would differ for them. | | | | |
| **New Vocabulary** | gave a speech, ripped his jeans, failed a test, passed a test, spilled juice, in a hurry, nervous, had to give a speech, forgot to set his alarm clock, late, confused, didn’t understand, forgot her key, frustrated, embarrassed, slipped on the ice, lost the race, was disappointed, tired, went to bed late, have flu, spilled milk | | | | |
| **Grammar** | • Coordinating conjunction: **so**  • Subordinating conjunctions: **because**, **if** | | | | |
| **1st day**  **p.44** | **Test** | **Homework** | **Warm-up** | **Main Lesson** | **Wrap-up** |
| Unit 2 Lesson 1 achievement test | word list | 1.L/S:**Lesson introduction**  Start the lesson by acting as if you are very sad. Say “I’m so sad.” Encourage the students to ask ‘Why?’ Show them a paper with a 0/100 or F grade. Say’ I failed the test. I’m sad because I failed the test. I failed the test, so I am sad.’  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 wearing?*  *- He/she’s wearing a green and orange*  *T-shirt…*  • *What did he/she do?*  *- I think he/she passed a test/ripped his*  *jeans…* | 1.L/S:**Word Chest**  **Listen and number** p.44  Look at the pictures again. Play Track 21. Students number the pictures in the book.  2. L/S **Language Chest warm up**  Look at the pictures and ask questions:  • *What can you see?*  *- I can see…*  • *What are they doing?*  *- I think they are taking a picture, using the Internet, watching a movie.*  3.L/S:**Language Chest**  **Ask and answer** p.44  Practice the question and answer with the class.  **Language Chest Follow-up**  Play a quick game to practice the target language. Put all six of the Word Chest flashcards face down on a table. Then, allow two students to turn over one card each. If the two cards can be made into a conversation, the students have made a match and the cards should be removed from the table. If the cards don’t make sense together, they should be turned back over.  **Example:**  S1 turns over **failed a test** and S2 turns over **spilled juice**.  *S1: How was Luke?*  *S2: He failed the test, so he spilled juice all over the floor.*  *T: Does that make sense?*  *All: No!*  *T: OK. Turn the cards back over and mix them all up, please.*  S3 turns over **in a hurry** and S4 turns over **ripped jeans**.  *S3: How was Helen?*  S4: She ripped her jeans because she was in a hurry.  *T: Does that make sense?*  *All: Yes, it does!*  *T: Good job!* | 1.R/W:Workbook P.28A |
| **2nd day**  **p.45** | After homework check  :**word test** | W/book p.29 | 1.H.W check: word list  2.Word list test  **3. Language Chest Review**  Mill Activity  Give each student a copy of one of the flashcards from Word Chest. Have the students stand up and move round the classroom asking questions to other students about about the person on the card. Encourage them to ask as many different students as they can. The student being asked should answer with their own ideas.  **Example**  *S1: How was he/she?*  *S2: (shows ‘spilled juice’ card) She spilled juice so she was angry.*  Set a time limit. | 2.L/S:**Listening Chest**  **Warm-up**  Look at the pictures with the students.  **Listen, read, and talk** p.45  Play Track 22 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **Listening Chest Follow-up**  The students look at the pictures and the dialog and ask each other questions.  **Example:**  • *What can you see?*  *- I can see…*  • *Why did his goldfish die?*  *- His goldfish died because he forgot to feed it.*  • *Why did he rip his jacket?*  *- He ripped his jacket because he was in a hurry.* | 1.R/W:**Listening chest** :Question D  2.R/W:Workbook p. 28B |
| **3rd day**  **p.46** |  | memorizing  :talk chest dialogue | 1.H.W check: workbook  2.L:**Talk Chest**  Ask questions about the picture.  • *What can you see?*  *- I can see…*  • *Where are they?*  *- I think they are in a classroom.*  • *What’s he/she doing?*  *- He/she’s giving a speech.* | 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 23.  Have the students role play the conversations, using Guide for help.  **Talk Chest Follow-up**  Give one or two small pieces of paper to each student. Have each student write a different cause or effect on the piece of paper. Collect all of the papers in a box. Then, have students take turns selecting pieces of paper and making conversations.  **Example:**  *T: Julie and Tom, you’re first.*  S1 & S2 select **was tired** from the box and decide on their conversation.  *S1: What happened to Kelly?*  *S2: She was tired because she stayed up all night studying for the test.* | 1.R/W:Workbook P.30 |
| **4th day**  **p.47 & 48** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P.31  writing the whole reading chest | 1.H.W check: speaking test in pairs  2.L/S/R:**Reading Chest Warm-up**  Ask questions about the picture:  • *What can you see?*  *- I can see…*  • *What’s she doing?*  *- She’s writing.*  • *What do you think she’s writing?*  *- I think she’s writing this story.* | 1.L/S/R:**Reading Chest**  **Read and answer the questions** p. 47  Play Track 24 and read with the students  **Reading Chest Follow-up**  The students ask each other questions about the text.  **Examples:**  • *When does she feel happy?*  *- She feels happy when she passes a*  *test.*  • *When does she feel disappointed?*  *- She feels disappointed when she fails a test.*  • *When does she feel nervous?*  *- She feels nervous when her teacher*  *asks her a question.*  R/W**:Writing Chest** p.48  **Warm-up**  • *What’s he/she doing?*  *- He/she’s pointing/studying…*  • *How was he/she?*  *- I think she was embarrassed/*  *frustrated…*  • *How was John?*  *- He was tired.*  • *So, what did he do?*  *- He spilt milk all over the counter.* Have students complete I and H.  **Writing Chest Follow-up**  Ask questions about the writing activities.  • *Why was Gina frustrated?*  *- She was frustrated because she did*  *her homework wrong.*  • *How did Wesley rip his shirt?*  *- I don’t know. It only says that he*  *ripped his shirt. It doesn’t tell us how.*  • *Why did Sarah forget her house keys?*  *- She forgot them because she was in a rush.*  • *Did Sarah have to go over to her*  *neighbor’s house in her pajamas?*  *- No, she didn’t.* | 1. R/W **Writing Chest Extension**:  Give students some additional practice with because, so, and if. Write some incomplete sentences on the board and have students complete the sentences in their notebooks.  **Example:**  *She was very hot, so…*  *I put on my jacket because…*  *The power went out, so…*  *She got up late because…*  *I studied very hard, so…*  *She brushes her teeth because…* |
| **5th day**  **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. 49  **Materials:coins**  **1.** Divide the class into partners.  **2.** Give each set of partners a coin.  **3.** 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.  **4.** Have each students place a small object (an eraser, a game piece...) on **START**  **5.** Students take turns flipping the coin to move along the board.  **6.** At each space on the board, students follow the sample dialog.  *S1: (Flips the coin.) Nervous!*  *S2: How were you?*  *S1: I was nervous because I had to give a speech.*  **7.** If S2 makes a mistake, he/she must  move his/her game piece back one  space on the board.  **8.** If a student lands on a **You won a**  **contest**! space, the student may move his/her game piece forward the  designated number of spaces.  **9.** If a student lands on a **You lost a**  **contest**! space, the student must move his/her game piece back the designated number of spaces.  **10.** The first student to reach **FINISH** wins.  2.L/S: **Fluency Builder**  Additional speaking practice.  1. Students work in pairs and make questions and answers using the prompts.  2. Students listen to the teacher and repeat.  3. Students talk about themselves using the sentences starters. | 1. **Activity Chest** K |

**Week 7**

Unit 2 - Lesson 3: The Nile Is the Longest River in the World

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| **Unit 2** | **Lesson 3** | | **The Nile Is the Longest River in the World.** | | | |
| **Objective** | Students will be able to talk about record-holding animals/things and will learn interesting facts about these animals/things. | | | | | |
| **New vocabulary/ Grammar** | the Nile, Mount Everest, Russia, cheetah, blue whale, giraffe, Channel Tunnel, Seikan Tunnel, world, Alaska, Texas, state, Saturn,  the Amazon, Jupiter, feet, miles, pounds, red-eyed tree frogs white rhinos, African elephants, Asian elephants, gazelles, gray wolves,  red wolves, Britain, rare, howler monkey, heavy | | | | | |
| • Superlative adjectives  • As \_\_ as  • Exclamations | | | | | |
| **1st day**  **p. 50** | **Test** | **H.W** | | **Warm-up** | **Main lesson** | **Follow-up** |
| Unit 2 Lesson 2 achievement test | word list | | 1.L/S:**Lesson introduction**  Bring in a picture of Mt. Everest from the Internet. Put it on the board. Elicit what it is and its name. Get students to shout out words to describe it - big, tall, high, snowy. Next, put a picture of another smaller mountain on the board. Ask ‘Which is bigger?’ Students shout out the answer. Add a third mountain to the board. Ask “Which is the biggest?” elicit answers. ‘Say ‘Mount Everest is the highest mountain in the world.”  2.L/S:**Word Chest**  Look at the pictures with the students. Ask questions:  • *What can you see?*  *- I can see…*  • *Where is the Nile/Mount Everest?*  *- It’s in Egypt/Nepal.*  • *Where do cheetahs/blue whales/giraffes*  *live?*  *- In Africa/the ocean.* | 1.L/S:**Word Chest**  **Listen and number** p.50  Look at the pictures again. Play Track 25. Students number the pictures in the book. Have students practice the pronunciation of the words.  2.**Word Chest extension activity**  **Hangman** (see directions for Unit 1, Lesson 3, 2nd day)  3. L/S **Language Chest warm up**  Look at the pictures and ask questions  • *What’s she thinking about?*  *- She’s thinking about a tunnel/a bird.*  4.L/S:**Language Chest**  **Ask and answer** p.50  Practice the question and answer with the class.  The children ask each other questions using vocabulary in Word Chest.  **Language Chest Follow-up**  **Example:**  Ask students about things in the classroom to practice the target  language.  **Example:**  *T: Is Emily the tallest student in our class?*  *All: No, she’s not. Jordan is the tallest student in our class.*  *Ideas: longest hair/fingernails, loudest boy/girl, funniest student, heaviest*  *backpack* | 1.R/W:Workbook P.32A |
| **2nd day**  **p.51** | After homework check  :**word test** | W/book p.33C | | 1.H.W check: word list  2.**Word list test**  3. **Language Chest Review**  **Quick draw**: choose one of the items from Word Chest. Start to draw a picture of the word on the board. Students must shout out the correct vocabulary item. Depending on the size and dynamics of the class, either let a student draw the next picture, or draw it yourself to save time. | 1.L/S:**Listening Chest**  **Warm-up**  Look at the pictures with the students.  **Listen, read, and talk** p.51  Play Track 26 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **Reading Race**  Have the students line up in teams of 4. Each student reads one line then runs to the back of the line. Students continue taking turns to read until they have completed both dialogs. As soon as a team has finished the whole dialog they should sit down. The first team to sit is the ‘winner’.  **Listening Chest Follow-up**  The students look at the pictures and the dialog and ask each other questions.  **Example:**  • *What can you see?*  *- I can see…*  • *How was Jeff’s trip?*  *- It was fantastic.*  • *Where did he go?*  *- He went to Britain and France.*  • *How long was he in Britain?*  *- He was there for one week.* | 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**  Ask questions about the picture:  • *Where are they?*  *- They are at the zoo.*  • *What is he thinking about?*  *- He is thinking about a whale and a rhino.*  • *Which is bigger, the whale or the rhino?*  *- The whale is bigger than the rhino.* | 1.L/S:**Talk Chest**  **Look and say**: p. 52  ★Practice the dialog.  2. L/S:**Picture prompts** p.52  Look at the pictures with the students. Practice reading the names. Play track 27.  Have the students role play the conversations, using Guide for help. Encourage students to have additional conversations using their own ideas if practical.  **Talk Chest Follow-up**  Make a list of all of the record-holding animals and things on the board.  Then, go through all of the record-holders one-by-one. Divide the class  into two groups.  **Example:**  The teacher writes a list on the board (giraffes, the Seikan Tunnel, Jupiter,  cheetahs, red wolves, the Burj Dubai, African elephants, blue whales).  *G1: Are white rhinos as tall as giraffes?*  *G2: No, they’re not. Giraffes are the tallest animals on land.* | 1.R/W:Workbook P.33D & P.34E |
| **4th day**  **p.53 & p.54** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P.34F  writing the whole reading chest | | 1.H.W check: speaking test in pairs  2.L/S/R:**Reading Chest Warm-up**  Ask questions about the picture:  • *What can you see?*  *- I can see…*  • *Who wrote this?*  *- Josiah Wallace wrote it.*  • *What class is it for?*  *- It’s for science class.* | 1.L/S/R:**Reading Chest**  **Read and answer the questions.** p. 53  Play Track and read with the students.  Play the track a second time and have the students read along with the CD to practice speed and intonation.  **2. Reading Chest Follow-up**  In pairs, the students ask and answer  questions about the text.  • *What are one of the most colorful frogs in the world?*  *- Red-eyed frogs are one of the most*  *colorful frogs in the world.*  • *What color are their bodies?*  *- Their bodies are green with blue and*  *yellow striped sides.*  3. R/W**:Writing Chest** p.54  **Warm-up**  Ask questions about the picture:  • *What are these animals doing?*  *- They are running.*  • *How heavy is the rhino?*  *- It is 5,000 pounds.*  • *What is the biggest animal on the page?*  *- The blue whale is the biggest animal*  *on the page.*  Have students complete I and H.  **Writing Chest Follow-up**  Ask questions about the writing activities.  • *How fast can zebras run?*  *- They can run about 40 miles per hour.*  • *How heavy are white rhinos?*  *- They weigh up to five thousand*  *pounds.*  • *What is louder than a jet?*  *- A blue whale is louder than a jet.* | 1 .R/W:**Writing Chest Extension**  Give students some additional information about cheetahs, and have them write paragraphs in their notebooks. Provide students with a template if necessary.  **Information:**  weight = up to140 lbs,  size = 3rd largest cat (tiger largest, lion second largest)  **Example:**  *Cheetahs are the third largest cats. They can weigh up to 140 pounds. Tigers are the largest cats, and lions are the second largest cats. Cheetahs can run about 70*  *miles per hour. They are the fastest animals on land!* |
| **5th day**  **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. 55  **Materials:** pencils  **1.** Divide the class into partners.  **2.** Have students do ‘rock, scissors, paper’ to figure out who goes first.  **3.** Students take turns choosing a space on the board (except the **FREE** space), and following the sample dialog.  *S1: Tigers are not as colorful as red-eyed tree frogs. Red-eyed tree frogs are one of the most colorful animals on Earth.*  *S2: That’s correct!*  **4.** If S1 is correct, he/she should mark the space with his/her initials. This means that the space is closed and the other player may not use the space.  **5.** If S1 makes a mistake, he/she is not allowed to mark the space, and it  remains open for the other player to use if he/she chooses to do so.  **6.** The **FREE** space should remain open for either student to use.  **7.** The first student to have four in a row wins. Rows can be diagonal, vertical, or horizontal.  2.L/S: **Fluency Builder**  Additional speaking practice.  1. Students work in pairs and make questions and answers using the prompts.  2. Students listen to the teacher and repeat.  3. Students talk about themselves using the sentences starters. | 1..R/W:Workbook P.35 |

**Week 8**

Unit 2 - Lesson 4: What Are You Going to Do for Your Birthday?

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| --- | --- | --- | --- | --- | --- |
| **Objective** | Students will learn how to talk about new experiences and ask questions using **Have you ever**…? | | | | |
| **New Vocabulary** | hammock, orchard, traditional clothing, mosquito, musical instruments, rainforest, chocolate factory, trip to the ocean, circus,  rodeo, went snorkeling, ate popcorn, saw a bull, gave a speech, swam with dolphins, been, eaten, gone, seen, stung given,  swum, slept, bitten, acrobat, jugglers, make a kite | | | | |
| **Grammar** | • Present perfect tense  • Past participles  • Adverb: **ever** | | | | |
| **1st day**  p.56 | **Test** | **Homework** | **Warm-up** | **Main Lesson** | **Wrap-up** |
| Unit 2 Lesson 3 achievement test | word list | 1.L/S:**Lesson introduction**  Put a picture of a hammock on the board. Find students who have slept in a hammock. Put a picture of a mosquito on the board. Ask who has been bitten by a mosquito. Finally, put a picture of traditional clothes from your country on the board. Ask who has worn these clothes. Write the number who have for each activity next to the picture.  2.L/S:**Word Chest**  Look at the pictures with the students. Ask questions:  • *What kind of tree can you see?*  *- I can see an apple tree.*  • *What animals can you see?*  *- I see a monkey, a snake, a bird, and a mosquito.*  • *Which of these things can we sleep in?*  *- We can sleep in a hammock.* | 1.L/S:**Word Chest**  **Listen and number** p. 56  Look at the pictures again. Play Track 29. Students number the pictures in the book.  2. L/S **Language Chest warm up** p.56  Look at the pictures and ask questions:  *• What do you think her favorite color is?*  *- I think her favorite color is red.*  • *What do you think the mosquitoes did?*  *- I think the mosquitoes bit him.* 3.L/S:**Language Chest**  **Ask and answer**  Practice the question and answer with the class. Have the students practice the questions with different partners.  **Language Chest Follow-up**  Make a list of different animals and different types of places (jungle,  forest…) with students. Then, divide the class into two groups and  practice the target language.  **Example:**  *G1: How was the jungle?*  *G2: It was scary! A lion attacked me.*  **Ideas:**  *Animals: monkeys, snakes, birds (toucans, parrots, vultures), crocodiles,*  *lizards, spiders...*  *places: jungle, city, desert, forest, ocean, mountain, lake...* | 1.R/W:Workbook P.36A |
| **2nd day**  **p.57** | After homework check  :**word test** | W/book p.37D | 1.H.W check: word list  2.**Word list test**  3. **Language Chest Review**  **Whiteboard Target**  Draw a box, 3 squares by 3 squares, on the board. Write a number in each square. Divide the class into 2 teams. A student from Team 1 picks up a flashcard from Word Chest (use the words from this unit, and any form other units that you wish to review). If S1 can say the word correctly, he/she throws a sticky ball or scrunched up newspaper at the board. Note the number in the square the ball hits and award points to its value to the student. Next, choose a student from Team 2. Continue until everyone has a turn. The team with the most points wins | 1.L/S:**Listening Chest**  **Warm-up**  Look at the pictures with the students.  **Listen, read, and talk** p.57  Play Track 30 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **Listening Chest Follow-up**  The students look at the pictures and the dialog and ask each other questions.  **Example:**  • *What can you see?*  *- I can see…*  • *What did Rachel see?*  *- She saw a lot of birds and monkeys.*  • *Has Max ever seen a wild monkey?*  *- No, he hasn’t.*  • *What did Rachel do for the first time?*  *- She saw a wild monkey for the first*  *time and she slept in a hammock for*  *the first time.* | 1.R/W:**Listening chest** :Question D  2.R/W:Workbook p.36B, 37C |
| **3rd day**  **p.58** |  | memorizing  :talk chest dialogue | 1.H.W check: workbook  2.L:**Talk Chest Warm-up**  Ask questions about the picture:  • *What can you see?*  *- I can see…*  • *Where are they?*  *- I think they are in a park.*  • *What’s he making?*  *- He’s making chocolate.* | 1.L/S:**Talk Chest**  **Look and say**: p. 58  ★Practice the dialog.  2. L/S:**Picture prompts** p.58  Look at the pictures with the students. Practice reading the names. Play track 31.  Have the students role play the conversations, using Guide for help. Students should practice with three different partners. Encourage them to use ideas of their own the third time they practice.  **Talk Chest Follow-up**  The students ask each other ‘Have you ever been to …?’ about local places. Students answer either ‘No, I haven’t.’, or ‘Yes, I went there last week/two years ago etc…’  If the student answers, ‘Yes’, the student asking the question follows up with ‘How was it?  **Example:**  *S1: Have you been to the zoo?*  *S2: Yes, I went there in August.*  *S1: How was it?*  *S2: It was great. I could see many*  *interesting animals.* | 1.R/W:Workbook P.38 |
| **4th day**  **p.59 & p. 60** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P.39G  writing the whole reading chest | 1.H.W check: speaking test in pairs  2.L/S/R:**Reading Chest Warm-up**  Ask questions about the picture:  • *What can you see?*  *- I can see…*  • *Is this a letter?*  *- No, it’s an e-mail.*  • *What so you think the e-mail is about?*  *- I think it’s about a circus.* | 1.L/S/R:**Reading Chest**  **Read and answer the questions.** p. 59  Play Track 32 and read with the students  **Reading Chest Follow-up**  The students ask each other questions about the passage.  **Examples:**  • *What did Dan do last week?*  *- He went to a circus.*  • *What did he see at the circus?*  *- He saw elephants, acrobats, and*  *jugglers.*  • *Where did the man put his head?*  *- He put his head in a lion’s mouth.*  • *How fast did the elephants run?*  *- They ran very fast.*  R/W**:Writing Chest** p.60  **Warm-up**  Ask questions about the picture.  • *What do you think they did?*  *- I think Kim (picked fruit).*  *- I think Nate (went snorkeling).*  *- I think Nina went to a (forest).*  *- I think Tyler (watched a rodeo).* Have students complete I and H.  **Writing Chest Follow-up**  Ask questions about the writing activities.  • *Who has been snorkeling?*  *- Nate and Tyler have been snorkeling.*  • *Who has never seen a waterfall?*  *- Kim and Tyler have never seen a*  *waterfall.*  • *What did he do in Korea for the first*  *time?*  *- He wore traditional Korean clothes*  *and made a traditional Korean kite for*  *the first time.* | 1.R/W:**Writing Chest Extension Activity**  Have students write a collective paragraph about traditional things in their country. If students are from different countries, have them work individually. Brainstorm about  traditional things, and then form sentences around these ideas. Finally, put the sentences in a paragraph.  **Example:**  ***Brainstorm:*** *kilt, haggis, bagpipes, New Year, coal*  ***Sentences:*** *Kilts are traditional Scottish clothing. Haggis is a traditional Scottish food. Bagpipes are traditional Scottish musical instruments. The New Year is a*  *special time in Scotland. We give coal to our neighbors so their house will keep warm next year.*  ***Paragraph:*** *There are many traditions in Scotland. We have different traditions in different parts of the country, but some things are the same. Kilts are traditional Scottish clothing. Bagpipes are traditional musical instruments, and haggis is a traditional food. There are also some traditions for different times of the year. The New Year is a special time in Scotland. We give a small piece of coal to our neighbors so their house will keep warm during the next year. Scotland has many traditional*  *things!* |
| **5th day**  **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.61  **preparation: Make some small yes and no word cards that can be put on students’ foreheads.**  **Materials: word cards**  **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 should take turns rolling the die to moving along the board.  **5.** At each space on the board, students must follow the sample dialog.  *S1:* (Rolls die and goes to new space on game board.)  *S2: What are you going to do on your*  *birthday?*  *S1: I’m going to go horseback riding.*  *S2: When is it?*  *S1: It’s on July 19th.*  **6.** If a student lands on a **Go back to**  **START**! space, they must begin over at **START**.  **7.** The first student to reach **FINISH** wins.  2.L/S: **Fluency Builder**  Additional speaking practice.  1. Students work in pairs and make questions and answers using the prompts.  2. Students listen to the teacher and repeat.  3. Students talk about themselves using the sentences starters. | 1.R/W:Workbook P.39H  2. R/W: Activity Chest K |

**Week 9**

Unit 3 - Lesson 1: I Think You Should Give Her an Apron

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| **Objective** | Students will practice asking for advice and giving suggestions. | | | | |
| **New Vocabulary** | gift certificate, basket, apron, lizard (gecko), pocket knife, headphones, robe, slippers, webcam, coffee cup, coin bank,  necklace, cologne, tool belt, perfume, laptop bag, anniversary, graduation, Mother’s/Father’s day | | | | |
| **Grammar** | • Auxiliary modal: should  • Future: **will** | | | | |
| **1st day**  **p.64** | **Test** | **Homework** | **Warm-up** | **Main Lesson** | **Wrap-up** |
| Unit 2 Lesson 4 achievement test | word list | 1.L/S:**Lesson introduction**  Ask some of the students to tell them when their birthdays are. Ask them what they did for their last birthday. Then try to elicit their ideas for what they will do for their next birthday. Don’t worry too much if they are unable to use ‘will’ correctly at this stage.  2.L/S:**Word Chest**  Look at the pictures with the students. Ask questions:  • *What can you see?*  *- I can see…*  • *What’s in the basket?*  *- There are apples in the basket.*  • *What day is it?*  *- It’s Mother’s Day/their wedding*  *anniversary.* | 1.L/S:**Word Chest**  **Listen and number** p.64  Look at the pictures again. Play Track 33.Students number the pictures in the book.  2. L/S **Language Chest warm up**  Look at the pictures and ask questions:  • *Do you think they are family?*  *- Yes, I think they are brother and*  *sister./No, I think they are friends.*  • *What do you think he/she is going to*  *buy?*  *- I think he/she is going to buy an*  *apron/a gift certificate.*3. L/S:**Language Chest**  **Ask and answer** p.64  Practice the question and answer with the class.  **Language Chest Follow-up**  Put students in small groups, and have them practice the target language. One student asks a question, and everyone in the group gives a suggestion.  **Example:**  *S1: What should I buy my grandparents for their anniversary?*  *S2: I think you should buy them movie tickets.*  *S3: I think you should buy them dinner.*  *S4: I don’t think you should buy them anything. I think you should make them something.*  *S5: I think you should buy them a card.* | 1.R/W:Workbook P.42A |
| **2nd day**  **p.65** | After homework check  :**word test** | W/book p. 43D | 1.H.W check: word list  2.Word list test  3. **Language Chest Review**  Review the vocabulary from Word Chest. Say an occasion and elicit suggestions for a suitable gift. | 1.L/S:**Listening Chest**  **Warm-up**  Look at the pictures with the students  **Listen, read, and talk** p.65  . Play Track 34 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **Listening Chest Follow-up**  The students look at the pictures and the  dialog and ask each other questions.  **Example:**  • *What can you see?*  *- I can see…*  • *Where does Eric often go?*  *- He often goes to the market.*  • *Why does Katie want to buy a present?*  *- It’s her mom’s birthday next week.*  • *Why does Eric want to buy a present?*  *- It’s his parents’ anniversary soon.-* | 1.R/W:**Listening chest** :Question D  2.R/W:Workbook p. 42B, 43C |
| **3rd day**  **p.66** |  | memorizing  :talk chest dialogue | 1.H.W check: workbook  2.L:**Talk Chest**  Ask questions about the picture:  • *Where are they?*  *- They are at/in a pet store.*  • *What is he wearing?*  *- He is wearing a light blue shirt, blue striped pants, and black boots.*  • *What is he looking at?*  *- He is looking at some ants/a lizard.* | 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 35.  Have the students role play the conversations, using Guide for help.  **Talk Chest Follow-up**  Put the students in pairs. The students take turns to ask for advice and  give advice. Encourage the students to supplement the patterns in the  ‘Guide’ with further questions and reasons.  **Example:**  *S1: What should I get my sister for her birthday?*  *S2: How old is she?*  *S1: She’s ten years old.*  *S2: How about some slippers.*  *S1: No, I don’t think so. She already has some nice slippers.*  *S2: How about some headphones?*  *S1: That’s a good idea. She likes listening to music.* | 1.R/W:Workbook P.44 |
| **4th day**  **p.67 &p. 68** | At the beginning of the class  :**speaking quiz(pair )** | w/book  P45G  writing the whole reading chest | 1.H.W check: speaking test in pairs  2.L/S/R:**Reading Chest Warm-up**  Ask questions about the picture:  • *How old do you think he is?*  *- I think he is about nine years old.*  • *What is on his shoulder?*  *- There is a gecko on his shoulder.*  • *What do you think the story is about?*  *- I think it is about the boy and his pet gecko.* | 1.L/S/R:**Reading Chest**  **Read and answer the questions.** p. 67  Play Track 36 and read with the students.  **Reading Chest Follow-up**  Ask questions about the passage.  • *How old is David now? How old will he be tomorrow?*  *- He is seven years old. He will be eight years old tomorrow.*  • *What will they eat at the party?*  *- They will eat sandwiches and cookies.*  • *Where did Katrina buy the gecko?*  *- She bought the gecko at the pet*  *store.*  R/W**:Writing Chest** p.68  **Warm-up**  • *What is this?*  *- It is perfume/a necklace.*  • *Who do you think these aprons are for?*  *- I think they are for someone’s*  *grandparents.*  • *What special day is it?*  *- I think it’s her graduation.*  Have students complete I and H.  **Writing Chest Follow-up**  Ask questions about the writing activities.  • *What will A buy his/her sister for her*  *birthday?*  *- He/She will buy her a necklace.*  • *Why will A buy his/her parents some*  *coffee cups?*  *- He/She will buy them coffee cups for*  *their anniversary.*  • *What present will A get his sister?*  *- He will get her a coin bank.* | 1.R/W:**Writing Chest Extension Activity**  Write some additional sentences on the  board with mistakes in them. Have  students find and correct the mistakes. Then, have everyone write the correct sentences in their notebooks.  **Example:**  **1.** *What should I bought (buy) my dad at (for) Father’s Day?*  **2.** *Who (How/What) about buying him an (a) laptop bag?*  **3.** *How about buy (buying) him a ticket (pocket) knife.*  **4.** *He think (thinks) these (this) cologne smells nice (nicer) than that cologne.*  ***5.*** *What would (should) they buy they (their) brother little (little brother) for her (his) birthday! (?)* |
| **5th day**  **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. 69  **Materials:** paperclips, pencils  **1.** Divide students into teams of 3, and  assign teams to play one another.  **2.** Give each group a paperclip, and make sure they have a pencil.  **3.** Show students how to use the paperclip.  They can make the paperclip spin by  flicking the free end of the paperclip.  **4.** Teams take turns spinning the paperclip and trying to earn points.  *S1: What should I buy my dad for*  *Father’s Day?*  *S2: (spins the paperclip) How about that webcam?*  *S3: (spins the paperclip) Are you sure? I think this cologne is better.*  **5.** If S3 spins the paperclip and lands on a bad gift for the situation, he/she should spin the paperclip again. For example, perfume is for women. If S3 had landed on perfume, he/she should have spun the paperclip again because perfume isn’t a good gift for Father’s Day.  2.L/S: **Fluency Builder**  Additional speaking practice.  1. Students work in pairs and make questions and answers using the prompts.  2. Students listen to the teacher and repeat.  3. Students talk about themselves using the sentences starters. | 1.R/W:Workbook P.45H  2. R/W: Activity Chest K |

**Week 10**

Unit 3 - Lesson 2: Where Can I Play Soccer?

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| **Objective** | Students will be able to talk about possibilities and give multiple suggestions. | | | | |
| **New Vocabulary** | bake sale, sell cakes, babysit, travel around the world, earn money, volunteer, speak fluently, recycling center, exercise, study  English/Spanish/French, United Kingdom, Australia, United States, France, parts of Canada/Switzerland, learn first aid, volunteer at  an old people’s home, wash cars, help the environment, recycle | | | | |
| **Grammar** | • First conditional  • Auxiliary modal: **can; could** | | | | |
| **1st day**  **p.70** | **Test** | **Homework** | **Warm-up** | **Main Lesson** | **Wrap-up** |
| Unit 3 Lesson 1 achievement test | word list | 1.L/S:**Lesson introduction**  Ask the students for ideas how to improve their English. If one of them says ‘*go to America/Australia etc.*’ respond *’Oh, good. But it’s expensive. How can we make money to travel?*’ Elicit ideas for ways to earn money.  2.L/S:**Word Chest**  Look at the pictures with the students. Ask questions:  • *What can you see?*  *- I can see….*  • *Where are they?*  *- They are in Paris*  • *What’s this?*  *- It’s the Earth/the Eiffel Tower/*  *money…* | 1.L/S:**Word Chest**  **Listen and number** p.70  Look at the pictures again. Play Track 37. Students number the pictures in the book. If possible show the students dollars and cents, or bring in pictures of dollars and cents from the Internet. Students might be interested to know the value of $1 in their own currency.  2. L/S **Language Chest warm up** p.70  Look at the pictures and ask questions:  • *What can you see?*  *- I can see…*  • *What’s he/she wearing?*  *- He/she’s wearing a red and white*  *striped T-shirt…*  • *How old do you think they are?*  *- I think he/she’s…*  3.L/S:**Language Chest**  **Ask and answer**  Practice the question and answer with the class.  **Language Chest Follow-up**  Have students think about things they can do to volunteer, earn some money, and help the environment. Then, put students in pairs and have  them make up a conversation.  *S1: What can we do to help the environment?*  *S2: We can pick up trash/litter along the roads..* | 1.R/W:Workbook P.46A |
| **2nd day**  **p.71** | After homework check  :**word test** | W/book p.47 | 1.H.W check: word list  2.Word list test  3. **Language Chest Review**  Review some of the ideas the students had yesterday in their conversations. Give a situation, and elicit ideas.  **Example**  T: *Help the environment*  Ss: *recycle paper/reuse things* | 2.L/S:**Listening Chest**  **Warm-up**  Look at the pictures with the students.  **Listen, read, and talk** p.71  Play Track 38 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **Listening Chest Follow-up**  The students look at the pictures and the dialog and ask each other questions.  **Example:**  • *What can you see?*  *- I can see…*  • *What does Max want to do?*  *- He wants to go to Africa next summer.*  • *What does he want to do in Africa?*  *- He wants to be a volunteer. He wants to help save rhinos.*  • *How long can they go there?*  *- They can go for two or three weeks.* | 1.R/W:**Listening chest** :Question D  2.R/W:Workbook p.46B |
| **3rd day**  **p.72** |  | memorizing  :talk chest dialogue | 1.H.W check: workbook  2.L:**Talk Chest**  Ask questions about the picture:  • *Where are they?*  *- They are outside/in a yard.*  • *What are they thinking about?*  *- They are thinking about benches.*  • *Why are they thinking about benches?*  *- I think they want to sit down. / I think they are tired.* | 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 39.  Have the students role play the conversations, using Guide for help.  **Follow-up**  Make a pile of all of the flashcards from this unit. Divide students into  partners and have them take turns making a conversation with the card  that they turn over.  **Example:**  *T: Greg and Hilary are first.*  *S1: (turns over the study Spanish card). Where can my sister go to study Spanish?*  *S2: Why doesn’t she go to Chile or Venezuela?*  *S1: Those are good ideas.*  **Grammar Point**  The **first conditional** is used for talking about possibilities in the  present or future.  The possibilities are real. They are things that may happen.  *• If it rains tomorrow, I will use my new umbrella.* | 1.R/W:Workbook P.48E |
| **4th day**  **p.73 &p.74** | 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 Warm-up**  Ask questions about the picture:  • *What can you see?*  *- I can see…*  • *Where is this story?*  *- It’s in a magazine.*  • *Where is this bus/koala?*  *- It’s in London/Australia.* | 1.L/S/R:Reading Chest  **Read and answer the questions.** p. 73  Play Track 40 and read with the students. Answer the questions.  **Reading Chest Follow-up**  The students ask each other questions  about the reading passage.  **Examples:**  *What does he want to do better than*  *now?*  *He wants to speak and write English much better than now.*  *He likes sport, so what can he do?*  *He likes sport, so maybe he can read about famous soccer players.*  *He likes animals, so what can he do?*  *He likes animals, so maybe he can read and listen to animal stories.*  R/W**:Writing Chest** p.74  **Warm-up**  • *What can you see?*  *- I can see…*  • *Where do you think they are?*  *- I think they are in a park.*  • *Does he have big muscles?*  *- No, he doesn’t.*  Have students complete I and H.  **Writing Chest Follow-up**  Ask questions about the writing activities.  • *What can they sell?*  *- They can sell cakes.*  • *What can they wash?*  *- They can wash cars.*  • *Where can she volunteer?*  *- She can volunteer at an old people’s*  *home.*  • *What can she save?*  *- She can save rhinos.* | 1.R/W:**Writing Chest** **Extension Activity**  In groups, one student states a dream, aim, or problem. Each of the students writes down a certain number (for example, three) of pieces of advice to achieve the  dream/aim or solve the problem. When they have finished, another student states a dream/aim or problem.  **Example:**  *S1: I want to be a professional soccer player.*  *- Why don’t you practice hard every day?*  *- Maybe you can go to a soccer school.*  *- How about finding a good coach?* |
| **5th day**  **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. 75  **1.** Divide students into teams.  **2.** Select one player to come to the front of the room, and whisper a hint to him/ her.  *T: (whispers) Study English!*  **3.** Then, select one student from each  team to play. These players should give as many suggestions as they can to the player asking the question.  *S1: Where can I go to study English?*  *S2: How about going to Canada?*  *S3: Or how about New Zealand?*  **4.** The players giving suggestions earn points for their teams for every correct suggestion.  *T: Excellent! Two points for each team. Is there any where else he could go?*  *S2: He could also go to Scotland!*  *T: Good job! Team A gets another*  *point!*  **5.** Change players and play again.  **6.** Play until everyone has had a chance to give suggestions.  2.L/S: **Fluency Builder**  Additional speaking practice.  1. Students work in pairs and make questions and answers using the prompts.  2. Students listen to the teacher and repeat.  3. Students talk about themselves using the sentences starters. | 1.R/W:Workbook P.49H  2. S/W: Activity Chest K |

**Week 11**

Unit 3 - Lesson 3: You Should Have Studied Harder

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| --- | --- | --- | --- | --- | --- |
| **Objective** | Students will be able to talk about what others should and shouldn’t do according to the usual manner of doing things. | | | | |
| **New vocabulary/ Grammar** | stay up late, drop, cross the street, eat too much, have an accident, hit, eat slowly/quickly, choke, daydream, stretched, dropped his trash, lose all the information on your computer, back up your files, disobey, obey, drive recklessly/carefully, be polite, listened to his mother | | | | |
| • Auxiliary modal: **should**  • Past participles | | | | |
|  | **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**  Pretend you have a stomach ache. Say “ooh, I ate too much (breakfast/lunch/dinner)” then list all the food you ate - this will be an imaginary list. After you list them, say ”I shouldn’t have eaten so much. I should have eaten less.” Have the students repeat the sentences.  2.L/S:**Word Chest**  Look at the pictures with the students. Ask questions:  • *What can you see?*  *- I can see…*  • *What should he/she do?*  *- He/she should go to bed/pick the ball up…*  • *What should he/she have done?*  *- He/she should have studied earlier/ been more careful…* | 1.L/S:**Word Chest**  **Listen and number** p.76  Look at the pictures again. Play Track 41.Students number the pictures in the book.  2. L/S **Language Chest warm up**  p. 76  Look at the pictures and ask questions:  • *What can you see?*  *- I can see…*  • *Where do you think they are?*  *- I think they are (at school).* 3.L/S:Language Chest  **Ask and answer**  Practice the question and answer with the class.  **Language Chest Follow-up**  Work with students to make a list of things they should do and things  they shouldn’t do. Then, divide the class into two groups, and talk about  things on the list using the target language.  **Example:**  *T: What are some things we should do?*  *S1: We should brush our teeth often.*  *S2: We should do our homework!*  *S3: We should be nice to our brothers and sisters.*  *T: Good! What are some things we shouldn’t do?*  *S4: We shouldn’t talk with our mouths full of food.*  *S5: We shouldn’t be late to class.*  *S6: We shouldn’t stick gum under our chairs.* | 1.R/W:Workbook P.50A |
| **2nd day**  **p.77** | After homework check  :**word test** | W/book p.51D | 1.H.W check: word list  2.Word list test  3.L/S:**Language Chest Review**  Have the students work in groups of 3 or 4. Give the students copies of the expressions from Word Chest. Have each group place the cards face down. One students picks up a card without showing the others. The student starts to draw a picture of the expression from the card. The other students guess what the expression is. The first student to guess the answer is the next to take a turn to draw. | 1. L/S:**Listening Chest** p.77  **Warm-up**  Look at the pictures with the students.  **Listen, read, and talk**  Play Track 42 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **Listening Chest Follow-up**  The students look at the pictures and the dialog and ask each other questions.  **Example:**  • *What can you see?*  *- I can see…*  • *What happened to Amy’s sister?*  *- She crossed the street when the signal was red.*  • *What should she have done?*  *- She should have been more careful.*  • *What shouldn’t she have done?*  *- She shouldn’t have crossed the street and she shouldn’t have been daydreaming.* | 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 Warm-up** p. 78 Ask questions about the picture.  • Where are they?  - They are at a (nice) restaurant.  • What meal are they eating?  - They are eating dinner.  • What is wrong with the boy?  - He is choking/coughing.  • What do you think the boy will do next?  - I think he will drink some water next. | 1.L/S:**Talk Chest**  **Look and say**:  ★Practice the dialog.  2. L/S:**Picture prompts** p.78  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.  **Talk Chest Follow-up**  Select one student to come to the front of the class and ask him/her to  do something bad (whisper or secretly write down what he/she should  do). Ask the class ‘What happened?’. After they answer, prompt them to  make ‘He/she should have…‘ and ‘He/she shouldn’t have…’ sentences.  Example:  A boy takes a pencil from another student and starts writing with it.  T: What happened?  All: He took her pencil.  S1: He shouldn’t have taken her pencil.  S2: He should have used the pencil in his pencil case. | 1.R/W:Workbook P.51C |
| **4th day**  **p.79 & p.80** | 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** **Warm-up**  p.79  Ask questions about the picture:  • *What can you see?*  *- I can see…*  • *Who do you think she is?*  *- I think she’s his mother/teacher.*  • *How do you think she feels?*  *- I think she is (angry).* | 1.L/S/R:**Reading Chest**  **Read and answer the questions.** p. 79  Play Track 44 and read with the students. Answer the questions.  **Reading Chest Follow-up**  The students write a story about bad  things they did and what they should or shouldn’t have done. They can write about things they did when they should have helped their parents, things they did when they should have done their homework, things they did when they should have gone to bed… Make suggestions if necessary. Encourage them to write freely  and not worry about making mistakes.  R/W**:Writing Chest** p.48  **Warm-up**  • What is he/she doing?  - He/She is sitting on the grass/  coughing/choking.  • How does he feel?  - He is upset/angry/tired/frustrated.  • What game should he be playing?  - He should be playing soccer.  Have students complete I and H.  **Writing Chest Follow-up**  Ask questions about the writing activities.  • *Why isn’t the boy playing soccer?*  *- He isn’t playing because he hurt his*  *foot.*  • *Why is this man upset?*  *- He is upset because he lost all of his*  *files.*  • *Why is the girl sick?*  *- She ate too quickly.* | 1.R/W:**Writing Chest Extension Activity**  Each student writes a certain number (for example, three) of sentences starting with each of the following patterns. Encourage  them to work by themselves and think of their own ideas.  **Example:**  *‘I should…’*  *‘I shouldn’t…’*  *‘I should have…’*  *‘I shouldn’t have…’* |
| **5th day**  **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. 81  **Materials:** flashcards  1. Divide students into partners.  2. Select one set of partners to go first, and have everyone else line up.  3. Give each student in line a flashcard. They should not show their flashcards to anyone.  4. The students with the flashcards are actors. Each student should act out the scenario on his/her flashcard during his/ her turn. Only one actor should go at a time.  5. The partners should try to have as many conversations about the actors as they can.  S1 pretends to litter.  S2: What happened?  S3: He dropped paper on the floor.  S2: He shouldn’t have littered.  S3: I know. He should have put the  paper in the trash can.  6. Give each set of partners a time limit to have as many conversations about the actors as they can.  7. Play the game until everyone has had a chance to converse.  8. Make sure that the actors switch cards for each new round.  2.L/S: **Fluency Builder**  Additional speaking practice.  1. Students work in pairs and make questions and answers using the prompts.  2. Students listen to the teacher and repeat.  3. Students talk about themselves using the sentences starters. | 1.R/W:Workbook P.53  2.R/W: Activity Chest K |

**Week 12**

Unit 3 - Lesson 4: Where Would You Like to Go?

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| **Objective** | Students will learn how to talk about hypothetical or dream situations and give reasons for the choices they make. | | | | |
| **New Vocabulary** | windmill, platypus, clogs, a pair (of shoes), glacier, seal, meet the Queen of England, Kenya, climb Mount Kilimanjaro, cure cancer, a helicopter, learn about different cultures, Hawaii, Antarctica, live on an island, gymnastics, Olympic skater, the Netherlands, professional dancer, balcony, Macchu Picchu | | | | |
| **Grammar** |  | | | | |
| **1st day**  **p.82** | **Test** | **Homework** | **Warm-up** | **Main Lesson** | **Wrap-up** |
| Unit Lesson achievement test | word list | 1.L/S:**Lesson introduction**  Brainstorm traditional items/souvenirs that people from overseas can buy in your country. Discuss things that overseas visitors like to see in your country.  2.L/S:**Word Chest**  Look at the pictures with the students. Ask questions:  • What can you see…?  - I can see…  • Where can we find clogs/a seal?  - We can find clogs/a seal… in Holland/ in cold countries… | 1.L/S:**Word Chest**  **Listen and number** p.82  Look at the pictures again. Play Track 45. Students number the pictures in the book.  2. L/S **Language Chest warm up**  Look at the pictures and ask questions:  *What is this?*  *- It’s the moon/a platypus.*  *• What do you think he/she wants to do?*  *- I think he wants to see a platypus/she*  *wants to walk on the moon.*  2. L/S:**Language Chest**  **Ask and answer** p. 82  Practice the question and answer with the class.  **Language Chest Follow-up**  Ask a ‘Where would you like to?’ question and throw a ball or soft  animal to one of the students. He/she answers the question and then  asks the same question and throws the ball to another student to answer.  Continue for a while and then do the same activity with ‘What would  you like to do?’  S1: Where would you like to go?  S2: I’d like to go to Germany.  Where would you like to go?  S3: I’d like to go to Kenya. | 1.R/W:Workbook P.54A |
| **2nd day**  **p.83** | After homework check  :**word test** | W/book p.55C | 1.H.W check: word list  2.Word list test  3. **Language Chest Review**  Divide the class into small groups. Call out the names of some famous sights or well-known products from your own and other countries which you expect the students to be familiar with. Students must raise their hands to answer. Call out a sight/product. Show a picture if you can. Pick a student from the first group to raise their hands. The student must the country related to the item  **Example**  T: *Platypus*  S1: *Australia.*  T: *Good. One point! Eiffel Tower*  S2: *Spain*  T: *Sorry, not Spain. Eiffel Tower*  S3: *…* | 2.L/S:**Listening Chest**  **Warm-up**  Look at the pictures with the students.  **Listen, read, and talk** p.83  Play Track 46 and have the students practice the conversation.  Choose several pairs to demonstrate the conversation.  **Listening Chest Follow-up**  The students look at the pictures and the dialog and ask each other questions.  **Example:**  • *Where would Amy like to go?*  *- She’d like to go to Antarctica.*  • *Why?*  *- She’d like to see the seals and walk on a glacier.*  • *Where would Eric like to go?*  *- He’d like to go to Holland.* | 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** p. 84  Ask questions about the picture.  *• What can you see?*  *- I can see…*  *• Where do you think they are?*  *- I think they are (on TV).*  *• What do you think they are talking about?*  *- I think…* | 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 47.  Have the students role play the conversations, using Guide for help.  **Talk Chest Follow-up**  Repeat the Language Chest follow-up activity, but this time the students  add ‘Why?’ after each question. The students first throw the ball/animal  and ask ‘Where would you like to go?’ for a while. They then switch to  ‘What would you like to do?’ and then to ‘Who would you like to meet?’  **Example:**  *S1: Where would you like to go?*  *S2: I’d like to go to Egypt.*  *S1: Why?*  *S2: I’d like to see the Pyramids. Where would you like to go?*  *S3: I’d like to…* | 1.R/W:Workbook P.55D |
| **4th day**  **p.85 & p.86** | 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 Warm-up**  Ask questions about the picture:  • *What can you see?*  *- I can see…*  • *Which country is this?*  *- I think it’s (Austria).*  • *Do you think the writer is a boy or a girl?*  *- I think the writer is a boy/girl.* | 1.L/S/R:**Reading Chest**  **Read and answer the questions.** p. 85  Play Track 48 and read with the students.  **Reading Chest Follow-up**  The students ask each other questions  about the text.  **Examples:**  • *Where would he/she like to go?*  *- He/she’d like to go to Austria.*  • *What did he/she think was/is wonderful?*  *- He/she thought the mountains in*  *Austria were/are wonderful.*  • *What is his/her dream?*  *- His/her dream is to live in a house in*  *the mountains.*  R/W**:Writing Chest** p.86  **Warm-up**  Ask questions about the picture**.**  *• What do you think Karen’s dream is?*  *- I think Karen would like to walk on*  *the moon.*  *• What country is this?*  *- It’s Australia.*  *• What do you think he would like to do?*  *- I think he would like to dance on a*  *stage.*  Have students complete I and H.  **Writing Chest Follow-up**  Ask questions about the writing activities.  • Why would Brad like to buy a new car?  - He would like to buy his parents anew car because the one they have now is really old.  • What would Tom like to do in Kenya?  - He would like to climb Mount  Kilimanjaro.  • What would Julie like to learn?  - She’d like to learn how to ice skate. | 1.R/W:**Writing Chest Extension Activity**  Each student writes one or more sentences with each of the following patterns.  Encourage them to work by themselves and think of their own ideas.  **Example:**  *I would like to... because...*  *I would like to go... because...*  *I would like to meet... because...*  *I would like to see... because...*  *I would like to live... because...*  *I would like to buy... because...*  *I would like to be good at... because...* |
| **5th day**  **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  1. Divide the class into partners.  2. Have each students place a small object (an eraser, a game piece...) on START.  3. Students take turns answering  questions. Each space has arrows  leading away from it to show the  answer choices. Students choose which of the choices they would like to do most.  S1: What would you like to do?  S2: I’d like to travel around the world. I  want to meet people in many  different countries.  4. Students can either aim to get to  ‘Finish’ or just enjoy doing the activity  without worrying about whether they  reach ‘Finish’ or not.  2.L/S: **Fluency Builder**  Additional speaking practice.  1. Students work in pairs and make questions and answers using the prompts.  2. Students listen to the teacher and repeat.  3. Students talk about themselves using the sentences starters. | 1..R/W:Workbook P.57 |