



TEACHER'S BOOK

ENGLISH CHEST

Liana Robinson



Series Editor
David Paul

ENGLISH CHEST 6 TEACHER'S BOOK

Liana Robinson

© 2011 Compass Publishing

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior permission in writing from the publisher.

Series Editor: David Paul
Acquisitions Editor: Liana Robinson
Development Editors: Jenna Myers, Caroline Murphy
Cover/Interior Design: Design Plus

Email: info@compasspub.com
<http://www.compasspub.com>

ISBN: 978-1-59966-508-5

10 9 8 7 6 5 4 3 2 1
15 14 13 12 11

Photo Credits

pp. T8, T9, T10, T11, 6, 7, 8, 9, 12, 14, 16, 17, 18, 20, 21, 22, 24, 26, 28, 29, 30, 32, 33, 34, 38, 40, 41, 42, 44, 46, 47, 48, 49, 50, 52, 55, 58, 59, 60, 64, 66, 68, 69, 70, 72, 73, 74, 76, 78, 79, 80, 84, 86, 87 © Shutterstock, Inc.
pp. T8, T9, T10, T11, 6, 7, 8, 9, 12, 14, 15, 17, 18, 20, 21, 22, 24, 26, 27, 32, 34, 40, 41, 42, 46, 49, 50, 52, 54, 55, 56, 58, 59, 60, 64, 66, 67, 68, 69, 70, 72, 73, 74, 76, 79, 82, 84, 86, 87 © iStockphoto Inc.
pp. 20, 66, 68, 69 Courtesy of Liana Robinson
pp. 53, 59, 85 © JupiterImages Corporation

★ Table of Contents ★



| | |
|-----------------------------------|-----------|
| Syllabus | T4 |
| Series Components | T6 |
| How to Use This Book | T8 |

Unit 1 Recreation

| | | |
|-----------------|---|-----------|
| Lesson 1 | Did You Put on Your Hat? | 12 |
| Lesson 2 | Would You Like to Play Hopscotch? | 18 |
| Lesson 3 | What's the Best Movie You Have Ever Seen?.. | 24 |
| Lesson 4 | I Usually Wear Warm Clothes When It's Cold | 30 |

Unit 2 New Experiences

| | | |
|-----------------|--|-----------|
| Lesson 1 | What Were You Doing at Eight O'clock? | 38 |
| Lesson 2 | She Was Happy Because She Passed the Test | 44 |
| Lesson 3 | The Nile Is the Longest River in the World | 50 |
| Lesson 4 | Have You Ever Seen a Panda? | 56 |

Unit 3 Traveling Around

| | | |
|-----------------|---|-----------|
| Lesson 1 | I Think You Should Give Her an Apron | 64 |
| Lesson 2 | Where Can I Play Soccer? | 70 |
| Lesson 3 | You Should Have Studied Harder | 76 |
| Lesson 4 | Where Would You Like to Go? | 82 |

★ Syllabus ★

| | Lesson | Lesson Objective | Grammar Focus |
|----------------------------|--------|--|---|
| Unit 1 Recreation | 1 | Students will learn how to talk about the actions of others using phrasal verbs. | <ul style="list-style-type: none"> Phrasal verbs: take off, throw away . . . Modal auxiliary: could Future: will |
| | 2 | Students will practice extending polite invitations and accepting/declining invitations. | <ul style="list-style-type: none"> Modal auxiliary: would Future: will |
| | 3 | Students will practice sharing experiences and opinions using comparative and superlative adjectives. | <ul style="list-style-type: none"> Comparative adjectives Superlative adjectives Present perfect tense Participles |
| | 4 | Students will be able to talk about the frequency with which they do certain things and practice asking and answering clarification questions. | <ul style="list-style-type: none"> Information questions with how often Expressions of frequency: usually, sometimes, often When clauses |
| Unit 2 New Experiences | 1 | 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. | <ul style="list-style-type: none"> Past progressive tense When/While clauses |
| | 2 | Students will learn how to talk about things that happened to other people. | <ul style="list-style-type: none"> Coordinating conjunction: so Subordinating conjunction: because |
| | 3 | Students will be able to talk about record-holding animals/things and will learn interesting facts about these animals/things. | <ul style="list-style-type: none"> Superlative adjectives Exclamations |
| | 4 | Students will learn how to talk about new experiences and ask questions using Have you ever ___? | <ul style="list-style-type: none"> Present perfect tense Past participles Adverb: ever |
| Unit 3 Traveling Around | 1 | Students will practice asking for advice and giving suggestions. | <ul style="list-style-type: none"> Auxiliary modal: should |
| | 2 | Students will be able to talk about possibilities and give multiple suggestions. | <ul style="list-style-type: none"> Auxiliary modal: can First conditional |
| | 3 | Students will be able to talk about what others should and shouldn't do according to the usual manner of doing things. | <ul style="list-style-type: none"> Auxiliary modal: should Past participles |
| | 4 | Students will learn how to talk about hypothetical or dream situations and give reasons for the choices they make. | <ul style="list-style-type: none"> Auxiliary modal: would Second conditional |

| Sentence Patterns | Functions | Vocabulary |
|--|---|--|
| <ul style="list-style-type: none"> Did he <u>pick up</u> all of his toys? - Yes, he <u>picked them up</u>. - Could he <u>pick the rest of the toys up</u>? - OK. | <ul style="list-style-type: none"> Talking about actions | 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, candle, half pipe, knee pads, elbow pads, volume, glue stick, form, scooter |
| <ul style="list-style-type: none"> Would you like to <u>help me wash my puppy</u>? - Sure! I'd love to. / Thanks, but I can't. OK. We'll need <u>dog shampoo</u> and <u>a hose</u>. | <ul style="list-style-type: none"> Extending an invitation Accepting/Declining an invitation | lemonade, ice cubes, tour, poster, hopscotch, chalk, decorate my bedroom, wash my puppy, feed the ducks, make bracelets, go to the horse races, go surfing, mow the lawn, go camping, go to the zoo, dog shampoo, bread, sunglasses, beads, string, cushions, binoculars, flashlight, tent |
| <ul style="list-style-type: none"> Which <u>were</u> more <u>difficult</u>, the <u>push-ups</u> or the <u>sit-ups</u>? - I thought the <u>push-ups</u> <u>were</u> more <u>difficult</u> than the <u>sit-ups</u>. What's the most <u>difficult exercise</u> you have ever <u>done</u>? - <u>Chin-ups</u> are the most <u>difficult exercise</u> I have ever <u>done</u>. | <ul style="list-style-type: none"> Sharing experiences and opinions | biggest animal, best movie, loudest music, nicest person, worst TV program, most interesting book, fireworks, push-ups, sit-ups, chin-ups, difficult, expensive, beautiful, adventurous, intelligent, colorful, delicious, jacket, sunflowers, roses, orchids, going to the water park, walking your dog, parrot, dolphin, kiwi, mango |
| <ul style="list-style-type: none"> Do you <u>play paint ball</u> sometimes? - Yes, I sometimes <u>play</u> when my cousins come to <u>town</u>. When do your <u>cousins</u> come to <u>town</u>? - <u>In the summer vacation</u> when the weather is nice. | <ul style="list-style-type: none"> Talking about the frequency Asking and answering clarification questions | tired, worried, bored, a quarter to, a quarter past, half past, sometimes, usually, stay in a hotel, take a vacation, wear warm clothes, stay home, dodge ball, paint ball, goes to bed early, talks with her mom, shouts, cries, hungry, angry, sad |
| <ul style="list-style-type: none"> What <u>were</u> you doing when it <u>started to rain</u>? - I <u>was</u> <u>waiting for my brother</u> when it <u>started to rain</u>. | <ul style="list-style-type: none"> Talking about two things happening at the same time in the past | walking, getting dressed, washing dishes, daydreaming, waiting for a bus, taking care of, watching a fire engine, pushing my bike, doorbell rang, saw the car accident, broke her leg, fire alarm went off, ride on a ferry, daydream, walk her dog, watch a baseball game, snowboard, do homework, earthquake |
| <ul style="list-style-type: none"> How was <u>William</u>? - He was <u>nervous</u> because he <u>had to give a speech</u>. / He <u>had to give a speech</u>, so he was <u>nervous</u>. | <ul style="list-style-type: none"> Talking about things happened to other people Cause and effect | gave a speech, ripped his jeans, failed a test, passed a test, spilled juice, in a hurry, had to give a speech, got up late, didn't understand the teacher, forgot her key, slipped on the ice, lost the race, went to bed late, late for school, couldn't open the door, confused, embarrassed, disappointed, tired, nervous |
| <ul style="list-style-type: none"> Which <u>are</u> <u>bigger</u>, <u>white rhinos</u> or <u>blue whales</u>? - <u>Blue whales</u> <u>are</u> <u>bigger</u> than <u>white rhinos</u>. <u>They</u> are the <u>biggest animal in the world</u>. | <ul style="list-style-type: none"> Sharing the interesting facts about record-holding animals and things | the Nile, Mount Everest, Russia, cheetah, blue whale, giraffe, Britain, France, Channel Tunnel, Seikan Tunnel, in the world, African/Asian elephants, Saturn, Jupiter, gazelles, gray wolves, red wolves, Alaska, Texas, tallest, largest, fastest, rarest, heaviest, red-eyed tree frogs, howler monkeys |
| <ul style="list-style-type: none"> Have you ever <u>been to a chocolate factory</u>? - Yes, I <u>went to one last year</u>. How was it? - It was <u>interesting</u>. | <ul style="list-style-type: none"> Talking about new experiences | hammock, orchard, traditional clothes, mosquito, acrobat, rainforest, musical instruments, been snorkeling, been to a circus/rodeo/chocolate factory, been stung by a bee, given a speech, swum with dolphins |
| <ul style="list-style-type: none"> What should I get/buy my <u>younger brother</u> for his <u>birthday</u>? - How about <u>a lizard</u>? That's a good idea. / Are you sure? / No, I don't think so. | <ul style="list-style-type: none"> Asking for suggestions Expressing personal opinions | gift certificate, basket, apron, graduation, Mother's/Father's Day, anniversary, picture frame, basket, fan, lizard, pocket knife, headphones, robe, slippers, webcam, coffee cups, coin bank, necklace, perfume, laptop bag |
| <ul style="list-style-type: none"> What can I do to <u>improve my English</u>? - Why don't you <u>listen to a little English every day</u>? - How about <u>listening to a little English every day</u>? | <ul style="list-style-type: none"> Giving multiple suggestions | sell cakes, babysit, travel around the world, earn money, volunteer, speak fluently, save rhinos, exercise, learn first aid, help the environment, study English/Spanish/French, London, Australia, Canada, New Zealand |
| <ul style="list-style-type: none"> What happened? - <u>That boy</u> <u>ate</u> too <u>quickly</u>. - He shouldn't have <u>eaten</u> <u>quickly</u>. - I know. He should have <u>eaten</u> <u>slowly</u>. | <ul style="list-style-type: none"> Expressing the usual manner of doing things | stay up late, drop, cross the street, eat too much, have an accident, eat slowly/quickly, stretched, dropped the trash, backed up her files, listened to his mom, driven slowly, crossed the street |
| <ul style="list-style-type: none"> <u>Who</u> would you like to <u>meet</u>? - I'd like to <u>meet the Queen of England</u>. Why? - I'd like to <u>talk to her about her life</u>. | <ul style="list-style-type: none"> Talking about hypothetical situations | windmill, platypus, clogs, seal, a pair (of shoes), glacier, meet the Queen of England, go to Mount Kilimanjaro, be a doctor, live in Hawaii, travel around the world, buy a helicopter, be good at gymnastics |

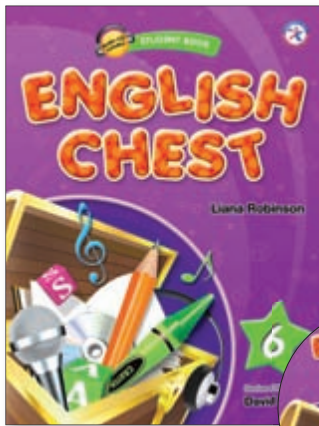
★ Series Components ★

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

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

For the Student

Student Book with Audio CD



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

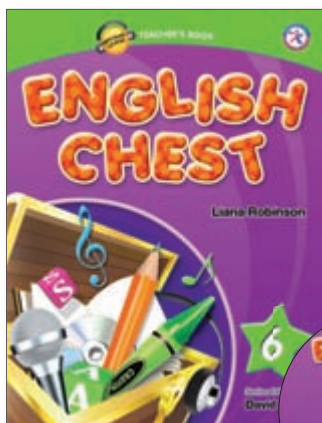
Workbook



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

For the Teacher

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










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



Components of Teacher's Resource CD-ROM

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

| MP3 | Tests | Flashcards | Word Lists | Fluency Builder | Workbook AK | PowerPoint |
|---|--|---|---|--|---|---|
|  <ul style="list-style-type: none"> • Student Book • Tests |  <ul style="list-style-type: none"> • Placement • Lesson Review • Unit Review • Final • Vocabulary |  <ul style="list-style-type: none"> • Picture Cards • Listening Chest Worksheets |  |  <ul style="list-style-type: none"> • Speaking practice |  |  |

★ How to Use This Book ★

English Chest Characters



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



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



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



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



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



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



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



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



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



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



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

A Guide for Teachers

Word Chest begins every lesson. It introduces students to important vocabulary found in the lesson. Students see pictorial representations for the words with labels underneath. First, the teacher goes over the words with students. Then, students listen to the audio and number the pictures accordingly. The audio presents the words in sentence form. This activity helps students increase their vocabulary and trains them to listen for key words in sentences.

Language Chest exposes students to some of the target language found in the lesson. Students can identify with the children in the activity because they are similar to the students themselves. After students review the material, they should practice talking to each other. This activity gets students acquainted with the target language.

The grammar boxes remind teachers to go over the grammar points and help students understand the grammar. It is important to allow teachers to not explain the grammar, but to have students acquire the grammar points through trial and error.

Listening Chest features the main characters. Here, the target language is used in a conversation that emulates a real-life situation. Students read and listen to the conversation with their attention being drawn to the target language in blue. This activity helps motivate students to learn by showing them a practical application for the target language. It also helps students define the new words and concepts.

The follow-up activity is a comprehension checking exercise. It helps students summarize what happened in the conversation. The format varies from lesson to lesson in order to help students become better test-takers.

Talk Chest presents the complete target language and new vocabulary. Previously, students were introduced to these concepts. But, **Talk Chest** is where students can memorize the new language. The students and teacher talk about the big picture first. Then, students try to fill in the missing words. This activity gives students their first chance to produce the target language.

TALK CHEST

E. Look and say.

pick up all of your toys? we picked up...

pick the rest of the toys up? OK

Guide

| | |
|-----------------------|-------------|
| Did he/she/you ...? | Yes/No, ... |
| Could he/she/you ...? | OK |

E. Picture Prompts. (Task 1)

1. turn up the volume
2. blow up the balloons
3. hang up the clothes
4. use up the whole glue stick
5. turn off the lights
6. fill out the form

Guide shows students the language pattern. All of the words that do not change from one example to another are printed in the guide. The words that change are represented by blank lines. This helps students with sentence construction.

Picture Prompts give students further practice. The words under each picture fit into the framework of the guide above. First, students listen to each conversation. Then, they practice through role-playing with partners.

Reading Chest recycles some of the vocabulary and/or target language in a written passage. The passages come in a variety of formats such as newspaper articles, diary entries, letters, emails, and magazine articles. The new context is interesting for students and applicable to their lives. This activity shows students how much they have learned. It also helps to increase reading proficiency.

READING CHEST

G. Read and answer the questions.

Hey, Morgan! Why do you have a photo of old shoes?
Hi! Those were my favorite shoes!
They look terrible!
Awful, but they were so comfortable. I threw them away three months ago. I can't wear them anymore!
You threw those beautiful shoes away? What are you doing right now?
Homeless, I'm afraid!
I just got a new scooter. Do you want to come over and try it out?
I can't. I have to find a job to pay for my scooter. I need more money. I have a lot of work to do.
That's too bad!
Hey, do you have any tips?
Of course!
I can't wait up all of the tips in our house, and I still need more. Do you want me to bring some over?
Do you mind?
No, not at all. I'll turn off my computer and ride over to your house to get my new scooter.
Thank you very much!


1. What happened to Morgan's old shoes?
a. He took the shoes off. b. He put the shoes on.
c. He threw the shoes away. d. He picked the shoes up.
2. Why can't Morgan try out Karen's new scooter today?
3. What does Karen need to do before she rides her scooter to Morgan's house?

The follow-up activity is a comprehension checking exercise. It helps students summarize what happened in the passage. The format varies from lesson to lesson in order to help students become better test-takers.

Writing Chest is an activity that challenges students to use the skills they have learned. In order to remain interesting, the format varies from lesson to lesson. Students should be encouraged to proofread their work and correct any mistakes that they find.

WRITING CHEST

H. Complete the conversations.

1.  A: _____ she _____ on the radio?
B: Yes, _____
A: Could she _____ some more?
B: OK.

2. A: _____ he _____ in the living room?
B: Yes, _____
A: I can't see well. Could he _____ some more lights?
B: OK.

1. Complete the chart.

| | | | |
|---------------------|---------------------------|---------------------------|-------------------|
| 1. fill out form | He filled out the form. | He filled the form out. | He filled it out. |
| 2. take off sweater | | She took her sweater off. | |
| 3. hang up coats | They hung up their coats. | | |
| 4. pick up boxes | | We picked the boxes up. | |
| 5. use up milk | | | I used it all up. |
| 6. put on uniforms | We put on our uniforms. | | |

Each **Writing Chest** page contains two different writing activities.

Activity Chest appears as a classroom game or board game. It is a fun way for students to play constructively in the classroom. This activity consolidates everything that students have learned in the lesson, and gives the teacher one last chance to evaluate everyone's progress. The activities are adaptable for use in a variety of classrooms. In addition, they do not require excessive preparation from the teacher.

ACTIVITY CHEST

J. Play. Flip a coin to move along the board.

START

Did he put on his elbow pads?
Yes, he put them on.

Could he put his knee pads on, too?
Yes, I'll tell him.

FINISH

Sample Lesson Plans

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

One Lesson per Class Meeting

50 minutes per lesson / 10 hours total per level

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

Half a Lesson per Class Meeting

90 minutes per lesson / 18 hours total per level

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

Frequently Asked Questions

When should students use the workbooks?

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

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

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

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

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

How can I get students to correct their own mistakes?

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



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

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

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

All: What's your favorite color?

S1: My favorite color is yellow.

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

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

S2: Is your favorite animal a zebra?

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

S3: Is your favorite animal a skunk?

S1: Yes, it is!

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

S1 pretends to ski down a mountain.

T: What is she doing?

S2: She is dancing.

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

S3: She is skiing!

Why should I encourage students to speak in complete sentences?

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

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

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

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

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



Unit 1

Recreation

- Lesson 1 Did You Put on Your Hat?
- Lesson 2 Would You Like to Play Hopscotch?
- Lesson 3 What's the Best Movie You Have Ever Seen?
- Lesson 4 I Usually Wear Warm Clothes When It's Cold



Lesson Objective

Students will learn how to talk about the actions of others using phrasal verbs.

Grammar Focus

- Phrasal verbs: take off, throw away . . .
- Modal auxiliary: could
- Future: will

Word Chest Warm-up

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

- *What can you see?*
- *I can see ____.* (see what the students come up with)
- *What's he/she doing?*
- *He's/She's ____.* (see what the students come up with)

Audio Scripts



1. Girl: He handed in the assignment to his teacher.
2. Boy: She put on her gloves.
3. Girl: She blew out the candles.
4. Boy: He tried out his new scooter.
5. Girl: He threw away his old socks.
6. Boy: She took off her coat.

Language Chest Warm-up

Discover the pictures with the students and ask questions as if you are not sure what the answers are.

- *What can you see?*
- *I can see ____.* (see what the students come up with)
- *What's he/she doing?*
- *He's/She's ____.* (see what the students come up with)
- *What's he/she wearing?*
- *He's/She's wearing a pink hat/white shirt...*
- *What are they talking about?*
- *I think they are talking about a cake/a birthday party...*

Lesson 1

Did You Put on Your Hat?



WORD CHEST

Track 1

A. Listen and number.



take off

6



throw away

5



put on

2



hand in

1



blow out

3



try out

4



LANGUAGE CHEST

B. Ask and answer.

1.

Did you put on your hat?



Yes, I put it on.

2.

Did he blow out the candles?



No, he didn't blow them out.

She put on her hat.
She put her hat on.
She put it on.

He didn't blow out the candles.
He didn't blow the candles out.
He didn't blow them out.

12 • Unit 1 Lesson 1

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.



LISTENING CHEST

Track 2



C. Talk, listen, and read.



Max: Let's go to the skate park!
 Jeff: Yeah! We can try out the new half pipe.
 Max: Great! I'll meet you there in an hour.
 Jeff: Perfect. Don't forget your helmet!
 Max: I won't. My brother gave me his old skateboard.
 Jeff: Wow! That's great. We can try it out.
 Max: Cool! See you in a bit.



Max: Mom, I'm going to the skate park.
 Mom: Did you put on your knee pads and elbow pads?
 Max: Yes, I put them on.
 Mom: Could you show me, please?
 Max: See!
 Mom: Thank you! Be back in time for dinner, please.
 Max: I will. Bye!



D. Circle Yes or No.

- | | | |
|--|---------------------------|--------------------------|
| 1. Are Max and Jeff going surfing? | Yes | <input type="radio"/> No |
| 2. Is there a new half pipe at the skate park? | <input type="radio"/> Yes | No |
| 3. Are the boys going to try out a surfboard? | Yes | <input type="radio"/> No |
| 4. Has Max put his knee pads on? | <input type="radio"/> Yes | No |
| 5. Has Max put his elbow pads on? | <input type="radio"/> Yes | No |

13

Listening Chest Follow-up

The students ask and answer questions about pictures and the dialogs.

Examples:

- 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's brother give him?
- He gave him his old skateboard.

Language Notes



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.

Listening Chest Warm-up

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

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- What can you see?
- I can see ____.
- What's he/she doing?
- He's/she's using a computer/picking up his toys...

Picture Prompts Activity

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

Audio Scripts



1. Boy: Did he turn up the volume?
Girl: Yes, he turned it up.
2. Girl: Did he blow up the balloons?
Boy: Yes, he blew them up.
3. Boy: Did she hang up the clothes?
Girl: Yes, she hung them up.
4. Boy: Did she use up the whole glue stick?
Girl: Yes, she used it all up.
5. Girl: Did he turn off the lights?
Boy: Yes, he turned them off.
6. Girl: Did she fill out the form?
Boy: Yes, she filled it out.



TALK CHEST

E. Look and say.

Did you pick up your toys?

Yes, we picked them up.



Could you pick the rest of the toys up?

OK.

Guide

Did he/she/you _____? Yes/No, _____
Could he/she/you _____? OK.

F. Picture Prompts. Track 3

1.



turn up the volume

2.



blow up the balloons

3.



hang up the clothes

4.



use up the whole glue stick

5.



turn off the lights

6.



fill out the form

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.



READING CHEST

Track 4



G. Read and answer the questions.

The screenshot shows a chat window with a title bar and window controls. On the right side, there are two profile pictures: Karen's (a girl in a red hat) and Morgan's (a pair of sneakers). The chat history on the left shows the following messages:

- Karen:** Hey, Morgan! Why do you have a photo of old shoes?
- Morgan:** Hi! Those were my favorite shoes!
- Karen:** They look terrible!
- Morgan:** I know, but they were so comfortable. I threw them away three months ago. I still miss them. 😞
- Karen:** You threw those beautiful shoes away! Ha! Ha! 😂 What are you doing right now?
- Morgan:** Homework. 📖
- Karen:** I just got a new scooter. Do you want to come over and try it out?
- Morgan:** I can't. I have to hand in my science project tomorrow, and I have a lot of work to do.
- Karen:** That's too bad!
- Morgan:** Hey, do you have any tape?
- Karen:** Of course!
- Morgan:** I just used up all of the tape in our house, and I still need more.
- Karen:** Do you want me to bring some over?
- Morgan:** Do you mind?
- Karen:** No, not at all. I'll turn off my computer and ride over to your house on my new scooter.

At the bottom of the chat window, there is a text input field with the message: "Thank you very much!"

- What happened to Morgan's old shoes?
 - He took the shoes off.
 - He put the shoes on.
 - He threw the shoes away.**
 - He picked the shoes up.
- Why can't Morgan try out Karen's new scooter today?

Because he has to hand in his science project tomorrow, and has a lot of work to do.
- What does Karen need to do before she rides her scooter to Morgan's house?

She needs to turn off her computer.

15

Reading Chest Follow-up Activity 1

The students ask each other questions about the dialog.

Examples:

- Why does Morgan have a photo of his shoes?
 - They were his favorite shoes.
- What's Morgan doing?
 - He's doing his homework.
- What did Karen just get?
 - She just got a new scooter.

Reading Chest Follow-up Activity 2

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 __.

Reading Chest Warm-up

Discover the picture with the students and ask questions.

- 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 conversation.

Writing Chest Warm-up

Ask questions based on the picture.

- 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.

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.

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.



WRITING CHEST

H. Complete the conversations.

1.



A: Did she turn down the volume on the radio?

B: Yes, she did.

A: Could she turn the volume down some more?

B: OK.

2. A: Did he turn on the lights in the living room?

B: Yes, he did.

A: I can't see well. Could he turn some more lights on?

B: OK.



I. Complete the chart.

| | | | |
|---------------------|---------------------------|---------------------------|--------------------|
| 1. fill out form | He filled out the form. | He filled the form out. | He filled it out. |
| 2. take off sweater | She took off her sweater. | She took her sweater off. | She took it off. |
| 3. hang up coats | They hung up their coats. | They hung their coats up. | They hung them up. |
| 4. pick up boxes | We picked up the boxes. | We picked the boxes up. | We picked them up. |
| 5. use up milk | I used up all the milk. | I used all the milk up. | I used it all up. |
| 6. put on uniforms | We put on our uniforms. | We put our uniforms on. | We put them on. |



ACTIVITY CHEST

J. Play. Flip a coin to move along the board.



17

Picture Notes



- 1 Did he put on his elbow pads? Yes, he put them on.
- 2 Did he/she fill out the form? No, he/she didn't fill it out.
- 3 Did he/she blow up the balloons? Yes, he/she blew them up.
- 4 Did he/she turn off the computer? Yes, he/she turned it off.
- 5 Did she hand in her assignment? Yes, she handed it in.
- 6 Did he/she use up the glue? Yes, he/she used it up.
- 7 Did he try out his/the scooter? Yes, he tried it out.
- 8 Did he/she throw away her/his socks? No, he/she didn't throw them away.
- 9 Did he/she turn up the volume? Yes, he/she turned it up.
- 10 Did he/she turn on the light? Yes, he/she turned it on.

- 11 Did he take off his hat and scarf? Yes, he took them off.
- 12 Did he/she hang up his/her T-shirt? Yes, he/she hung it up.
- 13 Did he pick up the books? Yes, he picked them up.
- 14 Did he/she blow out the candles? Yes, he/she blew them out.
- 15 Did he/she turn down the volume? Yes, he/she turned it down.

Activity Chest Directions for J

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 student 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: (flip 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.

Lesson Objective

Students will practice extending polite invitations and accepting/declining the invitations.

Grammar Focus

- Modal auxiliary: would
- Future: will

Word Chest Warm-up

Discover the pictures with the students and ask questions.

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

Audio Scripts



1. Girl: Ice cubes are made from water.
2. Boy: She is playing hopscotch outside.
3. Girl: I like that poster on the wall.
4. Boy: They are taking a tour of the city.
5. Girl: He is making lemonade at his lemonade stand.
6. Boy: He is drawing a picture with chalk.

Language Chest Warm-up

Discover the pictures with the students and ask questions as if you are not sure what the answers are.

- What can you see?
- I can see ____.
- What are they going to do?
- I think they are going to play hopscotch/make lemonade.

Lesson 2

Would You Like to Play Hopscotch?



WORD CHEST

Track 5

A. Listen and number.



lemonade

5



ice cubes

1



tour

4



poster

3



hopscotch

2



chalk

6



LANGUAGE CHEST

B. Ask and answer.

1. Would you like to play hopscotch?



Sure! I'd love to!

2. Would you like to make lemonade with me?



Thanks, but I can't.

18 • Unit 1 Lesson 2

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 **same as above** on the board)



LISTENING CHEST

Track 6



C. Talk, listen, and read.



Katie: Would you like to help me decorate my bedroom?

Amy: I would love to.

Katie: We need to go shopping.

Amy: Great! There's a new music store in the mall. It has some good posters.

Katie: I hope there's a Jonas Brothers poster.

Amy: I think there is.

Amy: Where are you going to put the poster?

Katie: On the wall next to my bed.

Amy: I have an idea. What's your favorite color?

Katie: Purple.

Amy: Let's paint your other walls purple.

Katie: That's a great idea.

Amy: I'll get the paint and paintbrushes.

Katie: Umm ... I hope my parents like purple.

D. Complete the summary.

parents walls shopping paint decorate poster favorite likes

Katie asked Amy to help her decorate her new bedroom. They went shopping and bought a poster. Katie's favorite color is purple, so they are going to paint the walls of Katie's bedroom purple. Katie likes this idea. Amy is going to get the paint and paintbrushes. Katie hopes her parents like purple.

19

Listening Chest Follow-up

The students ask and answer questions about pictures and the dialogs.

Examples:

- 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.

Notes



The **Jonas Brothers** are an American boy band consisting of three brothers: Kevin Jonas, Joe Jonas, and Nick Jonas. They became popular from the Disney Channel children's TV network.

Listening Chest Warm-up

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

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- What can you see?
- I can see ____.
- What's she holding?
- She's holding a puppy.
- What are they going to do?
- I think they are going to wash the puppy.

Picture Prompts Activity

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

Audio Scripts



1. Boy: Would you like to feed the ducks?
Girl: Sure! I'd love to.
Boy: OK. We'll need bread and sunglasses.
2. Girl1: Would you like to make bracelets?
Girl2: Sure! I'd love to.
Girl1: OK. We'll need beads and string.
3. Boy: Would you like to go to the horse races?
Girl: Sure! I'd love to.
Boy: OK. We'll need cushions and binoculars.
4. Boy1: Would you like to go surfing?
Boy2: Thanks, but I can't. I have to mow the lawn.
5. Girl: Would you like to go camping?
Boy: Sure! I'd love to.
Girl: OK. We'll need flashlights and a tent.
6. Girl: Would you like to go to the zoo?
Boy: Thanks, but I can't. I have to wash the dishes.



TALK CHEST

E. Look and say.



Guide

Would you like to _____?
Sure! I'd love to. / Thanks, but I can't. I have to _____.
OK. We'll need (a/an) _____ and (a/an) _____.

F. Picture Prompts. Track 7



20 • Unit 1 Lesson 2

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.



READING CHEST

Track 8



G. Read and answer the questions.

Dear Diary,

July 15th

Today, I went on a tour of the zoo near our house. I learned a lot, and I helped the zookeepers. I watched them feed the animals, and I carried some of the food. Those animals eat a lot! It's hard work to feed them all.



The weather was extremely hot today. In fact, it was hot all week. Some of the animals got special snacks because of the heat. We made big ice cubes with fruit in the middle. Then, we gave the ice cubes to some of the animals. The polar bears got ice cubes with fish in the middle!

My favorite part of the zoo was the petting zoo. I gave baths to some of the pigs. Normally, they don't get baths, but the cold water made them happy.

Actually, some of the goats liked the water, too. They played with the water from the hose. I liked the petting zoo because I could get close to the animals. It was fun!

😊 Victor



- What did Victor NOT do at the zoo today?
 - He helped feed some of the animals.
 - He gave baths to the polar bears.
 - He touched some of the animals.
- How was the weather at the zoo today?
It was extremely hot.
- What was Victor's favorite part of the zoo? Why?
His favorite part was the petting zoo.
- Which animals were in the petting zoo?
 - Pigs
 - Elephants
 - Rabbits
 - Tigers

21

Reading Chest Follow-up Activity 1

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

No! ___!

Examples:

Today, he went on a tour of the **airport** near his house. (→ zoo)

He helped the **pilots**. (→ zookeepers)

He watched them feed the **pilots**.

(→ animals)

The **pilots** eat a lot! (→ animals)

It's **easy** to feed them all. (→ hard)

Reading Chest Follow-up Activity 2

Each student tries to write a diary entry about what they did on one day recently. Encourage them to also write about what they want to be.

Reading Chest Warm-up

Discover the picture with the students and ask questions.

- What can you see?
- I can see ____.
- Is this from an email?
- No, it's from a diary.
- What animals can you see?
- I can see a polar bear and a goat.

Writing Chest Warm-up

Discover the picture with the students and ask questions.

- *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.*

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.*

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? (→ *Would, like, feed*)

B: Sure? I'd **liking** to. (→ *like*)

A: OK. **We're** need **some ice cream**. (→ *We, bread*)



WRITING CHEST

H. Separate the conversations and write the missing words.

A: OK. We'll need some chalk and a few stones.

A: Would you like to go to the horse races tomorrow?

A: Would you like to play hopscotch with me?

B: Thanks, but I can't. I have to mow the lawn.

B: Sure! I'd love to.

1.



A: Would you like to go to the horse races with me?

B: Thanks, but I can't. I have to mow the lawn.

2.



A: Would you like to play hopscotch with me?

B: Sure! I've love to.

A: OK. We'll need some chalk and a few stones.

I. Use the clues to complete the conversation.

would – surfing – next weekend

A: Would you like to go surfing next weekend?

thanks – can't

B: Thanks, but I can't. I am going to go camping with my family.

would – go – camping – with us

Would you like to go camping with us?

sure – love to

A: Sure! I'd love to.

OK – a tent – a flashlight

B: OK. We'll need a tent and a flashlight.



ACTIVITY CHEST



J. Play. Make a conversation with your clues.



K. Work with a partner and complete the chart.

| | |
|---|---------------------------------------|
| 1. You're going to make lemonade. What will you need? | We'll need ice cubes and lemons*. |
| 2. You're going to go surfing. What will you need? | We'll need surfboards and sun cream.* |
| 3. You're going to go on a tour of the city. What will you need? | We'll need a guide book and a map.* |
| 4. You're going to make a poster. What will you need? | We'll need paper and pens.* |
| 5. You're going to decorate your bedroom. What will you need? | We'll need paint and brushes.* |



BONUS What else do you need to do those things? Write down these ideas, too.

* Answers will vary.

23

Activity Chest Directions for J

Materials

word cards, yes/no cards, two boxes



Preparation: Place all of the clue word cards (beads, flashlight. . .) in one box, and yes/ no word cards in another box.

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.

Directions for K

1. Divide students into partners.
2. The partners work together to come up with ideas to answer the questions.
3. Students write two items in each sentence.
4. All answers should be given in complete sentences.
5. If time permits, have students do the bonus activity. The partners work together to think of some additional items for each situation.

Lesson Objective

Students will practice sharing experiences and opinions using comparative and superlative adjectives.

Grammar Focus

- Comparative adjectives
- Superlative adjectives
- Present perfect tense
- Participles

Word Chest Warm-up

Discover the pictures with the students and ask questions.

- What can you see?
- I can see ____.
- What's he/she doing?
- He's/She's watching TV/playing the guitar...

Audio Scripts



1. Boy: Harry Potter is the best movie I have ever seen.
2. Girl: Tom is the nicest person I have ever seen.
3. Boy: That was the worst TV program I have ever seen.
4. Girl: That elephant is the biggest animal at the zoo.
5. Boy: It is the most interesting book I have ever read.
6. Girl: Rock is the loudest music he has ever listened to.

Word Chest Extension Activity

Brainstorm with students to make lists on the board related to the adjectives in the 'Word Chest' section.

Examples:

- 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

Lesson 3

What's the Best Movie You Have Ever Seen?



WORD CHEST

Track 9

A. Listen and number.



biggest animal 4



best movie 1



loudest music 6



nicest person 2



worst TV program 3



most interesting book 5



LANGUAGE CHEST

B. Ask and answer.

1. What's the most interesting book you have ever read?



A book about animals in Africa.

2. What's the best movie you have ever seen?



An action movie that I saw last year.

24 • Unit 1 Lesson 3

Language Chest Warm-up

Discover the pictures with the students.

- What can you see?
- I can see ____.
- What color is/are his/her blouse/shirt/hair/glasses?
- It's/They are ____.

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.



LISTENING CHEST

Track 10



C. Talk, listen, and read.



Rachel: Are you looking forward to the fireworks tonight?
Eric: Yes! I love fireworks!
Rachel: Me, too, but they are a bit loud.
Eric: Oh! I want to show you my pictures of a fireworks show in China.
Rachel: They are beautiful!
Eric: Yes, *it was the most amazing fireworks show I have ever seen!*



Rachel: These are great photos!
Eric: *Which is more beautiful, the gold one or the green one?*
Rachel: *Umm ... I think the green one is more beautiful.*
Eric: *I don't think so. I think the gold one is more beautiful.*
Rachel: What's that smell?
Eric: My mom is baking chocolate cake.
Rachel: It smells good.
Eric: *Yes, my mom's chocolate cake is the best cake I have ever tasted.*

D. Answer the questions.

1. What are Eric and Rachel going to do tonight?
They are going to see fireworks.
2. Where was the most amazing fireworks show Eric has ever seen?
It was in China.
3. Which does Rachel think is more beautiful, the photo of the green firework or the gold one?
She thinks the photo of the green firework is more beautiful.

25

Listening Chest Follow-up

The students ask and answer questions about the dialogs.

Examples:

- 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.

Listening Chest Warm-up

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

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- What 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.

Picture Prompts Activity

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

Audio Scripts



- Boy: Which was more expensive, the red jacket or the pink jacket?
Girl: I thought the red jacket was more expensive than the pink jacket.
- Boy: Which were more beautiful, the sunflowers or the roses?
Girl: I thought the roses were more beautiful than the sunflowers.
- Girl: Which was more adventurous, going to the water park or walking your dog?
Boy: I thought going to the water park was more adventurous.
- Girl: Which was more intelligent, the parrot or the dolphin?
Boy: I thought the dolphin was more intelligent than the parrot.
- Girl: Which was more colorful, the painting of the sailboats or the painting of the heart?
Boy: I thought the painting of the sailboats was more colorful than the painting of the heart.
- Boy: Which was more delicious, the kiwi or the mango?
Girl: I thought the mango was more delicious than the kiwi.



TALK CHEST

E. Look and say.

Which were more difficult, the push-ups or the sit-ups?

What's the most difficult exercise you have ever done?

I think the push-ups were more difficult than the sit-ups.

Chin-ups are the most difficult exercise I have ever done.

Guide

Which _____ more _____ or _____?
I thought _____ more _____ than _____.
What's the most _____ you have ever _____?
_____ the most _____ I have ever _____.

F. Picture Prompts. Track 11

- expensive / the red jacket the pink jacket
- beautiful / the sunflowers the roses
- adventurous / going to the water park / walking your dog
- intelligent the parrot / the dolphin
- colorful / painting of the sailboats painting of the heart
- delicious the kiwi / the mango

26 • Unit 1 Lesson 3

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.



READING CHEST

Track 12



G. Read and answer the questions.

A Lesson from Grandpa

I spent last summer at my grandparents' house. They live in the country, and their house is very simple. They don't have a TV. They don't even have a phone. Staying at their house was one of the most difficult things I have ever done, but I'm glad I did it.

One day, Grandpa took me to his special place. We hiked for a long time, and then we sat under a giant tree. I was bored and I wanted to have an adventure in the forest, but Grandpa made me stay. He told me to close my eyes and take deep breaths. Then, he asked me if I noticed anything new. What did I smell, feel, and hear? I didn't notice anything at first, but after a few minutes it was incredible! There was a wonderful smell from the trees. The ground was hard. I could hear a frog. I even heard the wind blowing through the trees. Finally, I opened my eyes. Everything was so colorful! It was the most beautiful place I have ever seen.



- Which house is simpler, his parents' house or his grandparents' house?
His grandparents' house is simpler.
- What is one of the most difficult things he has ever done?
 - Making a TV with his grandpa
 - ☒ Staying at his grandparents' house all summer
 - Sitting under the tree with his grandpa
- What did he notice after he closed his eyes?
He noticed a wonderful smell from the trees.

27

Reading Chest Follow-up Activity 1

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

No! ___!

Examples:

He spent last **winter** in his **dog's** house.

(→ summer, grandparents')

His **dog** lives **on the beach**.

(→ grandparents, in the country)

His **dog** has a **big TV**.

(→ grandparents don't have a TV)

His **dog** has **three phones**.

(→ grandparents don't have a phone)

Staying in **the dog's** house was one of the most **easy** things he has ever done.

(→ his grandparents', difficult)

Reading Chest Follow-up Activity 2

The students look at the text and ask each other questions in pairs or around the class.

Examples:

- Where did he go last summer?
- Where do his grandparents live?
- What don't they have?
- What was one of the most difficult things he has ever done?

Reading Chest Warm-up

Discover the picture with the students and ask questions.

- 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.

Writing Chest Warm-up

Discover the picture with the students and ask questions.

- 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.

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).

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.



WRITING CHEST

H. Complete the conversations.

1. A: Whose _____ jacket is more colorful, Brad's or Dena's?



B: Dena's jacket is more colorful.

A: Which is the most colorful?

B: Kara's jacket is the most colorful.

2. A: Which are more _____ expensive, the orchids or the sunflowers?



B: The orchids are more expensive.

A: Which are the most expensive flowers?

B: The bunch of roses is the most expensive.

I. Read and answer the questions.

1. Kelly exercised a lot today. Some of the exercises she did were more difficult than the others. She jogged for a long time because it is her favorite exercise. It is always easy to jog. Then, she did push-ups and sit-ups. She thought that the sit-ups were OK, but she hated the push-ups. They were too hard!

a. Which was more difficult, jogging or doing sit-ups?

Doing sit-ups was more difficult.

b. Which exercise was the most difficult?

Doing push-ups was the most difficult exercise.

2. Tom's dog listens very well. He can do a lot of tricks, and he never does anything bad. Sarah's dog can't do any tricks. Sarah tries to teach her dog, but her dog never learns. Pam's dog knows a few tricks, but not as many tricks as Tom's dog.

a. Which dog is more intelligent, Pam's or Sarah's?

Pam's dog is more intelligent.

b. Which dog is the most intelligent?

Tom's dog is the most intelligent.



ACTIVITY CHEST



J. Play. Spin the paperclip and answer the questions with your own information.

What's the most beautiful thing you have ever seen?

A sunset over the ocean is the most beautiful thing I have ever seen.



29

Activity Chest Directions for J

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.

Lesson Objective

Students will be able to talk about the frequency with which they do certain things and practice asking and answering clarification questions.

Grammar Focus

- Information questions with **how often**
- Expressions of frequency: usually, sometimes, often
- **When** clauses

Word Chest Warm-up

Discover the pictures with the students and 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).*

Audio Scripts



1. Girl: It's half past nine.
2. Boy: I'm worried about my grandma.
3. Girl: I couldn't sleep last night. I'm tired.
4. Boy: It's a quarter past eight.
5. Boy: Doing homework is not fun. I'm bored.
6. Boy: It's a quarter to eight.

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.*

Language Chest Warm-up

Discover the pictures with the students.

- *Where do you think this family is?*
- *I think they are at a hotel.*
- *What season is it?*
- *It is winter.*

Lesson 4

I Usually Wear Warm Clothes When It's Cold



WORD CHEST

Track 13

A. Listen and number.



tired

3



worried

2



bored

5



a quarter to

6



half past

1



a quarter past

4



LANGUAGE CHEST

B. Ask and answer.

1. Do you stay in a hotel sometimes?



Yes, we usually stay in a hotel when we take a vacation.

2.

When do you wear warm clothes?



We usually wear warm clothes when it's cold.

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.*



LISTENING CHEST

Track 14



C. Talk, listen, and read.



Max: Are you ready for the dodge ball game?

Amy: Well, I practice every day. Look!

Max: That's great! You can throw very well.

Amy: Yes, I can throw well when I'm fine, but I throw badly when I'm tired.

Max: Me, too.

Amy: Look, it's a quarter to ten. We should go.

Max: It's OK. The game starts at half past ten.



Amy: It's great to play dodge ball when the weather is nice.

Max: I like playing when it's cold, too.

Amy: Do you play when it's snowing?

Max: No, I go skiing when it's snowing.

Amy: How about when it's raining hard?

Max: No, I stay home when it's raining hard!

Amy: Me, too.



D. Answer the questions.

- What time is it?
It's nine forty-five.
- What time does the game start?
The game starts at ten thirty.
- What does Max do when it's snowing?
He goes skiing.
- What does Amy do when it's raining hard?
She stays home.

31

Listening Chest Follow-up

The students ask each other questions about the picture and the dialogs.

Examples:

- 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.

Listening Chest Warm-up

- Practice the patterns in the dialog orally with the books closed.
- Open the book and discover the dialog with the students. Act as if you are not sure what is written and see if the students can teach you. Hint and help when they find something difficult.
 - What is Amy doing?
- She is throwing a ball at a target.
 - Do you think this ball hit Max?
- No, I don't think it did.
 - Why are all these kids wearing the same shirts?
- They are wearing the same shirts because they are on the same team.

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- *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.

Picture Prompts Activity

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

Audio Scripts



1. Girl: When does he watch TV?
Boy: He sometimes watches TV when he is bored.
2. Girl: When does he eat cookies?
Boy: He usually eats cookies when he is hungry.
3. Boy: Does she go to bed early?
Girl: Yes, She goes to bed early when she is tired.
4. Boy: When does she talk with her mom?
Girl: She usually talks with her mom when she is worried.
5. Girl: When does he shout?
Boy: He sometimes shouts when he is angry.
6. Boy: When does she cry?
Girl: She usually cries when she is sad.



TALK CHEST

E. Look and say.



Guide

Do you _____? No/Yes, I usually/sometimes _____ when _____.
When do you/your _____? _____

F. Picture Prompts. Track 15

- | | | |
|--|---|---|
| 1.  watches TV / bored | 2.  eats cookies / hungry | 3.  goes to bed early / tired |
| 4.  talks with her mom / worried | 5.  shouts / angry | 6.  cries / sad |

32 • Unit 1 Lesson 4

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.



READING CHEST

Track 16



G. Read and answer the questions.

My Family

I live with my parents and my younger sister. I like my family a lot. We have a lot of fun together, and they help me a lot.

When the weather is nice, I go to the beach or to the park with my sister. When it's raining, we stay home and watch TV together. When it's snowing, we play in the snow together.

When I'm worried, I talk with my mom and dad. They always try to help me. When I'm sad, I sometimes cry, and my mom and dad get very worried. My mom makes my favorite cake or ice cream, and my dad sits next to me and talks with me.

When my dad is busy, he comes home late, but he always comes to our room to say good night. When he is not busy, we sometimes go hiking in the mountains together. The happiest time for me is when I am in the mountains with my mom, my dad, and my little sister.



1. What does she do when the weather is nice?
She goes to the beach or to the park with her sister.
2. What does she do when it's snowing?
She plays in the snow with her sister.
3. When she is sad, what does her mom do?
Her mom makes her favorite cake or ice cream.
4. What do they sometimes do when her dad is not busy?
They sometimes go hiking together.
5. When is the happiest time for her?
The happiest time is when she is in the mountains with her mom, dad, and little sister.

33

Reading Chest Follow-up Activity 1

The students look at the text and ask each other questions in pairs or around the class.

Examples:

- *Who does she live with?*
- *She lives with her parents and younger sister.*
- *What does she do when the weather is nice?*
- *When the weather is nice, she goes to the beach or to the park with her sister.*
- *What does she do when it's raining?*
- *When it's raining, she stays home and watches TV with her family.*

Reading Chest Follow-up Activity 2

Each student writes about their family. Specify that they should use 'When. . .' a certain number of times (for example, three times or five times). Let them write freely, but give prompts when necessary.

Reading Chest Warm-up

Discover the pictures with the students and ask questions.

- *Look at the title. Where do you think they are?*
- *I think they are in (someplace).*
- *How does the water look? Do you see any big waves?*
- *It looks calm. No, I don't see any big waves.*

Writing Chest Warm-up

Discover the pictures with the students and ask questions.

- *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?*
- *I think he went to bed late.*

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.*

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.*



WRITING CHEST

H. Write your own answers.

1. A: What do you do when the weather is nice?

B: I play outside with my friends.*

A: What do you do when it's raining?

B: I stay home and watch TV.*

A: What do you do when it's snowing?

B: I make a snowman.*



2. A: What do you do when you are bored?

B: I play video games.*

A: What do you do when you are tired?

B: I take a nap.*

A: What do you do when you are worried?

B: I talk to my parents.*



I. Rewrite the sentences.

* Answers will vary.

1. When they take a vacation, they usually stay in a hotel.

They usually stay in a hotel when they take a vacation.

2. When she is hungry, she often eats too much.

She often eats too much when she is hungry.

3. When it's snowing, he wears warm clothes.

He wears warm clothes when it's snowing.

4. When he goes to the park, he usually plays soccer or dodge ball.

He usually plays soccer or dodgeball when he goes to the park.

5. When he gets up early, his mother makes him a big breakfast.

His mother makes him a big breakfast when he gets up early.

6. When his dad is not busy, they sometimes go skating together.

They sometimes go skating together when his dad is not busy.



ACTIVITY CHEST



J. Play. Figure out the conversation.



K. Complete the chart.

| | Partner 1 David* Name | Partner 2 Tom* Name |
|--------------------------------------|--------------------------------|--------------------------------------|
| 1. When does he/she go to the beach? | when it is hot* | in the summer vacation* |
| How often? | once a year* | three or four times a year* |
| 2. When does he/she go to bed late? | when he has a lot of homework* | when he goes to his grandma's house* |
| How often? | once a month* | twice a year* |
| 3. When does he/she take a vacation? | when his dad is not busy* | in the summer vacation* |
| How often? | once a year* | once a year* |

* Answers will vary.

35

Directions for K

1. Divide students into partners.
2. The partners ask one another questions in order to complete the chart.
3. Once students have answered all of the questions with their partner, have them change partners and do it again.

Activity Chest Directions for J

Materials

ball



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.

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.





New Experiences

- Lesson 1** What Were You Doing at Eight O'clock?
- Lesson 2** She Was Happy Because She Passed the Test
- Lesson 3** The Nile Is the Longest River in the World
- Lesson 4** Have You Ever Seen a Panda?



Lesson 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.

Grammar Focus

- Past progressive tense
- **When/While** clauses

Word Chest Warm-up

Discover the pictures with the students and ask questions.

- *What can you see?*
- *I can see ____.*
- *What's he/she doing?*
- *He's/She's taking a walk/getting dressed...*

Audio Scripts



1. Girl: She is waiting for a bus.
2. Boy: He is washing dishes.
3. Girl: She is taking care of her sister.
4. Boy: She is daydreaming about new shoes.
5. Girl: She is getting dressed.
6. Boy: She is walking in the park.

Language Chest Warm-up

Discover the pictures with the students.

- *What two things is she doing?*
- *She is reading a book and talking on the phone.*
- *What's he/she wearing?*
- *He's/She's wearing a hat/a white shirt...*

Lesson 1

What Were You Doing at Eight O'clock?



WORD CHEST

Track 17

A. Listen and number.



walking

6



getting dressed

5



washing dishes

2



daydreaming

4



waiting for a bus

1



taking care of

3



LANGUAGE CHEST

B. Ask and answer.

1. What were you doing when I called you?



I was reading a book.

2. What were you doing at eight o'clock this morning?



I was taking a walk.

I was reading a book **when** you called me.
When you called me, I was reading a book.
 You called me **when/while** I was reading a book.
When/While I was reading a book, you called me.

38 • Unit 2 Lesson 1

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 when the teacher was washing the dishes.*

Repeat the activity so other students have a chance to speak.



LISTENING CHEST

Track 18



C. Talk, listen, and read.



Rachel: How are you? Jeff?
Jeff: Terrible!
Rachel: What's wrong?
Jeff: I lost my bicycle when I was cycling around town today.
Rachel: You lost your bicycle?
Jeff: Yes, I think I lost it when I was watching a fire engine.



Rachel: What happened?
Jeff: Well, I was pushing my bicycle near the library when a fire engine passed by.
Rachel: Then what happened?
Jeff: I think somebody took my bicycle when I was following the fire engine.
Rachel: Somebody took it!
Jeff: I just left it for a few minutes.

D. Answer the questions.

1. What was Jeff doing when he lost his bicycle?
He was watching a fire engine.
2. What was Jeff doing when the fire engine passed by?
He was pushing his bicycle near the library.
3. When does Jeff think somebody took his bicycle?
When he was following the fire engine.

39

Listening Chest Follow-up

The students ask each other questions about the pictures and the dialogs.

Examples:

- 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.

Listening Chest Warm-up

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

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- What can you see?
- I can see ____.
- What is the boy giving the girl?
- He is giving her a towel.
- Why is she wet?
- She was waiting in the rain.

Picture Prompts Activity

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

Audio Scripts



1. Boy: What were you doing at ten o'clock?
Girl: We were riding on a ferry.
2. Girl: What was he doing when the doorbell rang?
Boy: He was daydreaming.
3. Boy: What was she doing when she saw the car accident?
Girl: She was walking her dog.
4. Girl: What were they doing at eleven o'clock?
Boy: They were watching a baseball game.
5. Boy: What was she doing when she broke her leg?
Girl: She was snowboarding.
6. Girl: What was he doing when the fire alarm went off?
Boy: He was doing homework.



TALK CHEST

E. Look and say.

What were you doing
when it started to rain?



I was waiting for my brother.

Guide

What was/were _____ doing when/at _____?
_____ was/were _____.

F. Picture Prompts.

Track 19

1.



ten o'clock
ride on a ferry

2.



doorbell rang
daydream

3.



saw the car accident
walk her dog

4.



eleven o'clock
watch a baseball game

5.



broke her leg
snowboard

6.



fire alarm went off
do homework

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!



READING CHEST

Track 20



G. Read and answer the questions.

Dear Uncle Tony,

How are you and Aunt Susan? I was thinking about you when I was taking a walk this morning, and decided to write you a letter.

It's exciting here at the moment. There was an earthquake yesterday morning. Our house shook a lot, but we are all fine. When the earthquake happened, I was watching TV, Dad was taking a walk, Mom was washing the dishes, and Katie was getting dressed.

Suddenly, the building shook. I ran downstairs. When I got to the kitchen, Mom was picking up broken dishes, and Dad was running through the front door. I don't know what Katie was doing, but I saw her a little later when I was cleaning the rooms upstairs. I think she was hiding in her bedroom.

Mrs. Keller, one of our neighbors, is staying with us now. She doesn't want to be home alone, so we are taking care of her for a few days. We don't have any power, so we are using candles and flashlights, and I am playing board games with Mrs. Keller. It's fun.

Hope to see you soon!

😊 Gavin



1. What were Gavin and his dad doing when the earthquake started?

Gavin was watching TV and his dad was taking a walk.

2. Was anyone hurt during the earthquake?

No, no one was hurt.

3. What are they using in order to see while the power is off?

They are using candles and flashlights.

41

Reading Chest Warm-up

Discover the picture with the students and ask questions.

- 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.

Reading Chest Follow-up Activity 1

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

No! ___!

Examples:

*He was thinking about them when he was taking a **shower**.* (→ walk)

*He decided to **send them an e-mail**.*

(→ write them a letter)

*It's **boring** there at the moment.*

(→ exciting)

*There was an **alien invasion** yesterday morning.* (→ earthquake)

*Their house **jumped up and down** a lot.*

(→ shook)

*He ran **upstairs to the roof**.*

(→ downstairs)

Reading Chest Follow-up Activity 2

The students ask each other questions about the text.

Examples:

- Who was he thinking about?
 - He was thinking about his aunt and uncle.
- When was he thinking about them?
 - He was thinking about them when he was taking a walk.
- What did he decide to do?
 - He decided to write them a letter.

Writing Chest Warm-up

Discover the picture with the students and ask questions.

- *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.*

Writing Chest Follow-up

Ask questions about the writing activities.

- *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.*
- *What was she/he doing when Valerie was talking on the phone?*
- *She/He was daydreaming.*

Writing Chest Extension Activity

Have students write questions for all of the sentences in part I.

Examples:

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?



WRITING CHEST

H. Use the clues to write the conversations.

1.



what - Rick - doing - when - we - got off - plane ?

A: What was Rick doing when we got off the plane?

waiting - you.

B: He was waiting for you.

what - you - doing?

A: What were you doing?

home - thinking about you.

B: I was at home thinking about you.

2.

what - Valerie - doing - when - doorbell?

A: What was Valerie doing when the doorbell rang?

talking - phone.

B: She was talking on the phone.

what - you - doing?

A: What were you doing?

daydreaming.

B: I was daydreaming.



I. Rewrite the sentences.

1. Tom was daydreaming when the science teacher was talking.
When the science teacher was talking, Tom was daydreaming.
2. When you woke up at six thirty this morning, I was sleeping.
I was sleeping when you woke up at six thirty this morning.
3. When John was taking a walk, he was thinking about his homework.
John was thinking about his homework when he was taking a walk.
4. Helen was washing the dishes when the telephone rang.
When the telephone rang, Helen was washing the dishes.
5. Kevin was taking a walk when he saw the car accident.
When Kevin saw the car accident, he was taking a walk.
6. I saw a famous actor when I was walking on the beach.
When I was walking on the beach, I saw a famous actor.



ACTIVITY CHEST



J. Play. Write your team's answers on the board.



K. Complete the chart.

| | | |
|---------------------|---|--|
| Name <u>Greg</u> | What was he/she doing when he/she saw a dog? What was the dog doing? | He was walking in the park when he saw a very big dog. The dog was thinking about something. Maybe it was thinking about a bone. |
| Name <u>Tom*</u> | What was he/she doing when the telephone rang? When was it? | He was brushing his teeth when the telephone rang. It was at nine o'clock. It was his grandmother.* |
| Name <u>Bob*</u> | What was he/she doing when the teacher asked him/her a question? What was the question? | He was daydreaming when the teacher asked him a question. He was daydreaming about being famous. The question was 'What is the capital of Russia?' |
| Name <u>Rob*</u> | What was he/she doing when he/she saw a bird? What was the bird doing? | He was walking to school when he saw a bird. The bird was eating a piece of bread. The bread was dirty.* |

* Answers will vary.

43

Directions for K

Have students talk to four different classmates in order to complete the chart. All answers should be given in complete sentences.

Activity Chest Directions for J

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 leaving home, 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 leaving home, 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 leaving home when the fire alarm went off. When the fire alarm went off, he was leaving home.)
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.

Lesson Objective

Students will learn how to talk about things that happened to other people.

Grammar Focus

- Coordinating conjunction: so
- Subordinating conjunctions: because

Word Chest Warm-up

Discover the pictures with the students and ask questions.

- What can you see?
- I can see ____.
- What's he/she wearing?
- He's/She's wearing a green and orange T-shirt...
- What did he/she do?
- I think he/she passed a test/ripped his jeans....

Audio Scripts



- Girl: Oh, no! He ripped his favorite pair of jeans.
- Boy: She is going to miss her train, so she is in a hurry.
- Girl: He passed a test.
- Boy: He gave a speech yesterday.
- Girl: She failed the history test.
- Boy: He spilled juice all over the counter.

Language Chest Warm-up

Discover the pictures with the students.

- What are they going to do?
- I think they are going to play football.
- How is she?
- She is nervous/worried.
- Who do you think she is?
- I think she is a teacher.

Lesson 2

She Was Happy Because She Passed the Test



WORD CHEST

Track 21

A. Listen and number.



gave a speech 4



ripped his jeans 1



failed a test 5



passed a test 3



spilled juice 6



in a hurry 2



LANGUAGE CHEST

B. Ask and answer.

1. How was Emma?



She was happy because she passed the test.

2.

How was Zack?



He got the flu, so he had to stay in bed.

She was happy **because** she passed the test.
She passed the test, **so** she was happy.

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!



LISTENING CHEST

Track 22



C. Talk, listen, and read.



Katie: How was Max?
 Eric: He's having a bad day.
 Katie: What happened?
 Eric: His goldfish died because his brother forgot to feed it.
 Katie: That's very sad!
 Eric: He also ripped his new jacket because he was in a hurry this morning.



Eric: Then, he failed his math test.
 Katie: He failed a math test! He always gets A's in math.
 Eric: He forgot to study because he was helping his mother.
 Katie: I want to help him.
 Eric: Me, too. Let's make a card for him.

D. Complete the summary.

failed because jacket upset card so ripped forgot hurry bad

Max is having a bad day. His brother forgot to feed his goldfish, so it died. Max was very upset because he loved his fish. Then, Max ripped his new jacket because he was in a hurry. Then, Max found out that he failed the math test because he forgot to study for it. Katie and Eric feel sorry for Max because he is having such a bad day. They decide to make a card for him.

45

Listening Chest Follow-up

The students look at the pictures and the dialogs and ask each other questions.

Examples:

- 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.

Listening Chest Warm-up

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

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- What can you see?
- I can see ____.
- Where are they?
- I think they are in a classroom.
- What's he/she doing?
- He's/She's giving a speech.

Picture Prompts Activity

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

Audio Scripts



1. Girl: How was Nick?
Boy: He got up late, so he was late for school.
2. Boy: How was Katrina?
Girl: She was confused, because she didn't understand the teacher.
3. Boy: How was Jennifer?
Girl: She forgot her key, so she couldn't open the door.
4. Girl: How was Travis?
Boy: He was embarrassed because he slipped on the ice.
5. Boy: How was Whitney?
Girl: She lost the race, so she was disappointed.
6. Girl: How was Mike?
Boy: He was tired because he went to bed late.



TALK CHEST

E. Look and say.



Guide

How was _____?
_____ so/because _____.

F. Picture Prompts. Track 23

1. Nick
got up late late for school
2. Katrina
confused / didn't understand the teacher
3. Jennifer
forgot her key couldn't open the door
4. Travis
embarrassed slipped on the ice
5. Whitney
lost the race disappointed
6. Mike
tired went to bed late

46 • Unit 2 Lesson 2

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.



G. Read and answer the questions.

My Feelings

I feel happy when I pass a test, but very disappointed when I fail. I feel nervous when my teacher asks me a question, and very surprised when I can answer! I feel shy when I have to give a speech, but very excited when I can speak well. I was very upset and worried last week because my mom was sick, but



now I am very glad because she is much better. I was afraid because she looked so bad, but now I am very happy because she looks so fine.



I practice soccer every day, so I am often very tired. Last week we lost an important game, so I was frustrated. We lost 6-0, so I was very embarrassed!

1. When does she feel disappointed?
She feels disappointed when she fails a test.
2. When does she feel shy?
She feels shy when she has to give a speech.
3. Why was she worried last week?
She was worried because her mom was sick.
4. Why is she very happy now?
She is fine now because her mom is much better.
5. Why is she often tired?
She is often tired because she practices soccer every day.
6. Why was she embarrassed last week?
She was embarrassed because her team lost an important game.

Reading Chest Follow-up Activity 1

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.

Reading Chest Follow-up Activity 2

The students write about their own feelings. Ask them to use 'when' a certain number of times (for example, at least three times or five times). Encourage them to write freely, and prompt when necessary.

Reading Chest Warm-up

Discover the pictures with the students and ask questions.

- 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.

Writing Chest Warm-up

Discover the pictures with the students and ask questions.

- What's he/she doing?
- He's/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 spilled milk all over the counter.

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.

Writing Chest Extension Activity

Give students some additional practice with because and so. Write some incomplete sentences on the board and have students complete the sentences in their notebooks.




Examples:

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...



WRITING CHEST

H. Use the clues to write the conversations.

| | | |
|---|--|--|
| 1.  embarrassed because / rip his shirt | 2.  do her homework wrong / so / frustrated | 3.  spill milk all over the counter because / tired |
|---|--|--|

1. A: How was Wesley?
B: He was embarrassed because he ripped his shirt.
2. A: How was Gina?
B: She did her homework wrong so she was frustrated.
3. A: How was John?
B: He spilled milk all over the counter because he was tired.

I. Complete the conversation.

| | | | | | |
|--------------|---------|------|------|--------|--------|
| because (x2) | worried | wait | give | open | catch |
| key | wet | when | so | was | forgot |
| | | | | forget | get |

- A: How was Sarah?
B: She was late yesterday because she forgot to bring her clock.
- A: I bet she was frustrated when she couldn't open the door.
B: Yes, she had to wait for an hour in the rain.
- A: How did she get in?
B: Her dad came home and opened the door.
Sarah was very wet, so her dad was worried about her.
- A: Did she catch a cold?
B: Yes, she did, so she didn't go to school today. She didn't have to give a speech because she was home in bed.
- A: Wow! I want to forget my key tomorrow.





ACTIVITY CHEST

2

J. Play. Flip a coin to move along the board.

How were you?



I was nervous because I had to give a speech.



Move 1 space.

Move 2 spaces.



Activity Chest Directions for J

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 passed a test!** space, the student may move his/her game piece forward the designated number of spaces.
9. If a student lands on a **You failed a test!** space, the student must move his/her game piece back the designated number of spaces.
10. The first student to reach **FINISH** wins.

Picture Notes



- 1 I was in pain because I hurt my leg.
- 2 I was nervous because I had to give a speech.
- 3 I was late for school because I got up late.
- 4 I was frustrated because I spilled my milk.
- 5 I was disappointed because I ripped my jeans.
- 6 I was afraid because I had a big test.
- 7 I was in a hurry because I had to catch a train.
- 8 I was tired because I lost my keys.
- 9 I was confused because I didn't understand the formula.
- 10 I was angry because I got an 'F' on my book report.
- 11 I was upset because I didn't win the race.
- 12 I was embarrassed because I fell down.

Lesson Objective

Students will be able to talk about record-holding animals/things and will learn interesting facts about these animals/things.

Grammar Focus

- Superlative adjectives
- Exclamations

Word Chest Warm-up

Discover the pictures with the students and 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.

Audio Scripts



1. Girl: Russia is the largest country in the world.
2. Boy: Cheetahs are the fastest animals in the world.
3. Girl: Blue whales are the biggest animals in the world.
4. Boy: The Nile is the longest river in the world.
5. Girl: Giraffes are the tallest animals in the world.
6. Boy: Mount Everest is the highest mountain in the world.

Language Chest Warm-up

Discover the pictures with the students.

- What's she thinking about?
- She's thinking about a tunnel/a bird.

Lesson 3

The Nile Is the Longest River in the World



WORD CHEST

Track 25

A. Listen and number.



the Nile 4



Mount Everest 6



Russia 1



cheetah 2



blue whale 3



giraffe 5



LANGUAGE CHEST

B. Ask and answer.

1. Which is longer, the Nile or the Amazon?



The Nile is longer than the Amazon. It's the longest river in the world.

2. Which is larger, Canada or Russia?



Russia is larger than Canada. It's the largest country in the world.

50 • Unit 2 Lesson 3

Language Chest Follow-up

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



LISTENING CHEST

Track 26



C. Talk, listen, and read.



Amy: How was your trip?
Jeff: It was fantastic!
Amy: Where did you go?
Jeff: We went to Britain for a week, and then we went to France for two weeks.
Amy: Did you fly from Britain to France?
Jeff: No, we went under the English Channel. We took the Channel Tunnel.



Amy: Which is longer, the Channel Tunnel or the Seikan Tunnel in Japan?
Jeff: The Seikan Tunnel is longer. It's the longest undersea tunnel in the world.
Amy: What was the best part of your trip?
Jeff: Disneyland in Paris was great! But, I think the science museum in London was the best. I saw the oldest steam engine in the world and the first jet engine in the world!

D. Answer the questions.

- Where did Jeff go? How long was his trip?
He went to Britain and France. It was three weeks long.
- What is the longest tunnel in the world? Did Jeff go through it?
The Seikan Tunnel is the longest undersea tunnel in the world. Jeff didn't go through it.
- What does the Channel Tunnel go under?
The Channel Tunnel goes under the English Channel.
- Did Jeff go to the science museum in Britain or France?
He went to the Science Museum in Britain.

51

Listening Chest Follow-up

The students look at the pictures and the dialogs and ask each other questions.

Examples:

- 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.

Listening Chest Warm-up

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

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- *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.*

Picture Prompts Activity

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

Audio Scripts



- Boy: Which are taller, African elephants or giraffes?
Girl: Giraffes are taller than African elephants. They are the tallest animals in the world.
- Girl: Which is larger, Saturn or Jupiter?
Boy: Jupiter is larger than Saturn. It is the largest planet.
- Boy: Which are faster, gazelles or cheetahs?
Girl: Cheetahs are faster than gazelles. They are the fastest animals on land.
- Girl: Which are rarer, gray wolves or red wolves?
Boy: Red wolves are rarer than gray wolves. They are the rarest animals on Earth.
- Boy: Which is larger, Alaska or Texas?
Girl: Alaska is larger than Texas. It is the largest state in America.
- Girl: Which are heavier, Asian elephants or African elephants?
Boy: African elephants are heavier than Asian elephants. They are the heaviest animals on land.



TALK CHEST



E. Look and say.



Guide

Which is/are _____ or _____?
_____ is/are _____ than _____. It's/They are _____.

F. Picture Prompts. Track 27

| | | |
|---|--|--|
| 1.  African elephants / giraffes tallest animals | 2.  Saturn / Jupiter largest planet | 3.  gazelles / cheetahs fastest animal |
| 4.  gray wolves / red wolves rarest animal | 5.  Alaska / Texas largest state | 6.  Asian elephants African elephants heaviest animal |

1 foot [ft] = .305 meters [m] 1 mile [mi] = 1.61 kilometers [km] 1 pound [lb] = .454 kilograms [kg]

52 • Unit 2 Lesson 3

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 taller than giraffes?*

G2: *No, they're not. Giraffes are the tallest animals on land.*



READING CHEST

Track 28



G. Read and answer the questions.

Josiah Wallace
Science Class
January 20th

Frogs with Many Colors

Red-eyed tree frogs are one of the most colorful frogs in the world. Their bodies are bright green with blue and yellow striped sides. They have red eyes and orange feet. The bright colors protect them from other animals.

Dangerous animals cannot see the frogs. They are green so they can hide in trees. The frogs put their orange legs under their bodies, so they are completely green. The frogs can sit on leaves, and other animals cannot see them. The colors red, orange, yellow, and blue also help the frogs.

When a hungry snake or bird sees a frog, the frog quickly shows all its bright colors. The colors make the snake or bird surprised, and the frog can jump away. All of the colors on the red-eyed tree frog are useful!




1. Why are the frogs called red-eyed tree frogs?
Because they have red eyes and they hide in trees.
2. How does the color green protect the frogs?
Other animals cannot see them in the trees.
3. Why do the frogs show all of their colors?
Because the bright colors surprise hungry birds and snakes so the frog can jump away.
4. What parts of a red-eyed tree frog are orange?
It's feet are orange.

53

Reading Chest Follow-up Activity 1

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

No! ___!

Examples:

Blue-eared tree frogs are one of the most **dangerous** frogs in the world.

(→ Red-eyed, colorful)

Their bodies are bright **pink** with **orange** and **purple** striped sides.

(→ green, blue, yellow)

They have **black** eyes and **blue** feet.

(→ red, orange)

The bright colors protect them from **aliens**.

(→ other animals)

Reading Chest Follow-up Activity 2

In pairs, the students ask and answer questions about the text.

Examples:

- What are one of the most colorful frogs in the world?
- Red-eyed tree 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.

Reading Chest Warm-up

Discover the pictures with the students and ask questions.

- What can you see?
- I can see ____.
- Who wrote this?
- Josiah Wallace wrote it.
- What class is it for?
- It's for science class.

Writing Chest Warm-up

Discover the pictures with the students and ask questions.

- 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.

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.

Writing Chest Extension Activity

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 to 140 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!



WRITING CHEST

H. Complete the conversations.

1.



A: Which are faster, gray wolves or gazelles?

B: Gazelles are faster than gray wolves.
They can run about 50 miles per hour.

A: Which are faster, zebras or cheetahs?

B: Cheetahs are faster than zebras. They can run about 70 miles per hour.

2. A: Which are heavier, Asian elephants or white rhinos?

B: Asian elephants are heavier than white rhinos. They weigh about 11,000 lbs.

A: Which are heavier, giraffes or African elephants?

B: African elephants are heavier than giraffes. They weigh about 15,000 lbs.



I. Write the missing words and answer the questions.

Blue whales are the largest (large) animals on Earth. They are the biggest, (big), longest (long), and the heaviest. The whales can be up to 100 feet long, and they can weigh over 220,000 pounds. That's the weight of over fifteen African elephants! While howler monkeys are the loudest (loud) animals on land, blue whales are the loudest animals on Earth. They are louder than a jet!



length = up to 100 ft
weight = over 220,000 lbs

1. What are the longest animals on Earth?

Blue whales are the longest animals on Earth.

2. Which are heavier, blue whales or African elephants?

No, howler monkeys are not as loud as blue whales.

3. Are howler monkeys the loudest animals on Earth?

No, African elephants are not as heavy as blue whales.



ACTIVITY CHEST



J. Play Tic-Tac-Toe. Four in a row wins!

Red-eyed tree frogs are more colorful than tigers. They are one of the most colorful animals on Earth.



That's correct!



55

- 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.
- 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.
- The **FREE** space should remain open for either student to use.
- The first student to have four in a row wins. Rows can be diagonal, vertical, or horizontal.

Picture Notes



- African elephants are heavier than giraffes. They are the heaviest animals on Earth.
- The Seikan Tunnel is longer than the Channel Tunnel. It is one of the longest tunnels in the world.
- Blue whales are bigger than white rhinos. They are the biggest animals on Earth.
- Cheetahs are faster than rabbits. They are the fastest animals on Earth.
- Russia is larger than Canada. It is the largest country in the world.
- Jupiter is larger than Saturn. It is the largest planet (in the solar system).
- Red wolves are rarer than gray wolves. They are the rarest animals on Earth.
- Giraffes are taller than horses. They are the tallest animals on Earth.
- Cheetahs are faster than gazelles. They are the fastest animals on Earth.
- The Nile is longer than the Amazon. It is the longest river in the world.
- Red-eyed tree frogs are more colorful than tigers. They are one of the most colorful animals on Earth.
- Alaska is larger than Texas. It is the largest state in America.
- Blue whales are louder than howler monkeys. They are the loudest animals on Earth.
- African elephants are heavier than Asian elephants. They are one of the heaviest animals on Earth.
- Jupiter is bigger than Earth. It is the largest planet (in the solar system).

Activity Chest Directions for J



Materials

pencils

- Divide the class into partners.
- Have students do rock, paper, scissors to figure out who goes first.
- Students take turns choosing a space on the board (except the **FREE** space)- and following the sample dialog.
S1: Red-eyed tree frogs are more colorful than tigers. They are one of the most colorful animals on Earth.
S2: That's correct!

Lesson Objective

Students will learn how to talk about new experiences and ask questions using **Have you ever** ____?

Grammar Focus

- Present perfect tense
- Past participles
- Adverb: ever

Word Chest Warm-up

Discover the pictures with the students and 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.

Audio Scripts



1. Boy: A mosquito just bit me.
2. Girl: Traditional Japanese clothes are very interesting.
3. Boy: The hammock is between two trees.
4. Girl: Apples grow on trees in apple orchards.
5. Boy: The rainforest is home to many animals.
6. Girl: The acrobat in the circus was amazing.

Language Chest Warm-up

Discover the pictures with the students.

- 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.

Lesson 4

Have You Ever Seen a Panda?



WORD CHEST

Track 29

A. Listen and number.



hammock 3



orchard 4



traditional clothes 2



mosquito 1



acrobat 6



rainforest 5



LANGUAGE CHEST

B. Ask and answer.

1. Have you ever picked apples?



Yes, I have. I went to an orchard last year.

2.

Have you ever been bitten by a mosquito?



Yes, I have. I was bitten yesterday!

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...



LISTENING CHEST

Track 30



C. Talk, listen, and read.



Max: How was your trip to the rainforest?
Rachel: It was amazing! We saw a lot of birds and monkeys.
Max: Cool! I've never seen a wild monkey.
Rachel: That was my first time. I also slept in a hammock for the first time. Have you ever slept in one?
Max: No, I haven't.
Rachel: They're comfortable!



Max: What else did you do?
Rachel: Well ... I was bitten by a lot of mosquitoes.
Max: Ha! Ha!
Rachel: We went to a traditional village one day.
Max: What did you do there?
Rachel: I played one of the traditional musical instruments.
Max: Could you play it?
Rachel: Not really. It was my first time!

D. Answer the questions.

1. Who saw a wild monkey for the first time?
Rachel saw a wild monkey for the first time.
2. Has Max ever slept in a hammock?
Max has never slept in a hammock.
3. What did Rachel do in the traditional village? Was it her first time?
Rachel played a traditional musical instrument. It was her first time.

57

Listening Chest Follow-up

The students look at the pictures and the dialogs and ask each other questions.

Examples:

- 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.

Listening Chest Warm-up

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

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- What can you see?
- I can see ____.
- Where are they?
- I think they are in a park.
- What's he making?
- He's making chocolate.

Picture Prompts Activity

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

Audio Scripts



1. Boy: Have you ever been snorkeling?
Girl: Yes, I have.
2. Girl: Have you ever been to a circus?
Boy: Yes, I went to one last year.
3. Boy: Have you ever been to a rodeo?
Girl: Yes, I went to one last month.
4. Girl: Have you ever been stung by a bee?
Boy: No, I haven't.
5. Boy: Have you ever given a speech?
Girl: Yes, I have.
6. Girl: Have you ever swum with dolphins?
Boy: No, I haven't.



TALK CHEST

E. Look and say.



Guide

Have you ever _____? Yes/No, I _____.

How was it? It _____.

F. Picture Prompts. Track 31

1. been snorkeling
2. been to a circus
3. been to a rodeo
4. been stung by a bee
5. given a speech
6. swum with dolphins

58 • Unit 2 Lesson 4

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.



G. Read and answer the questions.

Send Save Draft

To: chris.peters@mail.com

CC:

Subject: Summer Vacation

Hi Chris!

How are you? Are you having a good time?





Have you ever been to a circus? I went last week. It was my first time, and I enjoyed it a lot. I saw elephants, acrobats, jugglers . . . I even saw a man put his head in a lion's mouth. It was scary.

Have you ever seen elephants running? The elephants are so big and heavy, but they run very fast. I was surprised. One of the elephants even played with a soccer ball. I want him on my team!

I have never seen so many animals, and I have never eaten so much popcorn. When I was watching the circus, I was eating and eating. My mom and dad were angry. Now, I'm on a diet. I've never been on a diet before. I don't like it!

I hope you are not working too hard.

😊 Dan

1. What did Dan do for the first time?

He went to a circus for the first time.

2. Why was Dan scared?

Because he saw a man put his head in a lion's mouth.

3. What did one of the elephants do?

It played with a soccer ball.

4. Why did Dan go on a diet?

Because he ate too much popcorn.

59

Reading Chest Follow-up Activity 1

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.

Reading Chest Follow-up Activity 2

Each student writes an e-mail to a friend about something they did recently. They need to include 'Have you ever...?' a certain number of times (for example, three times). If necessary, help the students think of topics to write about, and encourage them to write freely about what happened and not worry if they make mistakes.

Reading Chest Warm-up

Discover the pictures with the students and ask questions.

- What can you see?
- I can see ____.
- Is this a letter?
- No, it's an email.
- What do you think the e-mail is about?
- I think it's about a circus.

Writing Chest Warm-up

Discover the pictures with the students and ask questions.

- 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).

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.

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.



WRITING CHEST

H. Complete the conversation.



- Nina:** How was your trip to the ocean, Nate?
- Nate:** It was amazing! I went snorkeling for the first time. Have you ever been snorkeling?
- Nina:** No, I haven't. Have you, Tyler?
- Tyler:** Yes, I went snorkeling once. It was fun. How was the rainforest, Nina?
- Nina:** It was wonderful! I saw a waterfall for the first time.
- Kim:** Cool! I've never seen a waterfall.
- Tyler:** What did you do Kim?
- Kim:** I went to a cherry orchard. I picked cherries for the first time.
- Nate:** That sounds fun!
- Kim:** It was fun, but it was also a lot of work. Didn't you go to the rodeo, Tyler?
- Tyler:** Yes, I did! It was exciting!

I. Find the mistakes and rewrite the conversation.



- A:** How was your trip to Korea?
How was your trip to Korea?
- B:** It was interest. I wearing traditional Korean clothes for the first time. I also make a traditional Korean kite with my grandpa.
It was interesting. I wore traditional Korean clothes for the first time. I also made a traditional Korean kite with my grandpa.
- A:** Neat! Have you never make a kite before?
Neat! Have you ever made a kite before?
- B:** No, I haven't. My grandpa teaches me how to made it.
No, I haven't. My grandpa taught me how to make it.

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!



ACTIVITY CHEST



J. Play. Try to guess the card on your head.



K. Complete the chart.

| | Partner 1 David* Name | Partner 2 Julie* Name |
|--|-----------------------------|-----------------------------|
| 1. Has he/she ever eaten popcorn? | Yes, she has.* | No, he hasn't.* |
| 2. Has he/she ever been to an orchard? | No, he hasn't.* | Yes, she has.* |
| 3. Has he/she ever swum in the ocean? | Yes, he has.* | Yes, she has.* |
| 4. Has he/she ever seen a bull? | Yes, he has.* | No, she hasn't.* |
| 5. Has he/she ever given a speech? | Yes, he has.* | Yes, she has.* |
| 6. Has he/she ever been to a circus? | No, he hasn't.* | Yes, she has.* |

* Answers will vary.

Directions for K

1. Divide the class into partners.
2. The partners should take turns asking one another all 6 questions.
3. All answers should be written in complete sentences.
4. Then, have students change partners and survey their new partner.
5. If time permits, have students share some of the interesting answers with the class.

Activity Chest Directions for J

Materials

word cards



Preparation: Make some small **yes** and **no** word cards that can be put on students' foreheads.

1. Divide the class into two teams.
2. Put a **yes** or **no** card on each student's forehead. Do not allow anyone to see his/her own card.
3. Place all of the word/picture cards on a table.
4. One student asks a student from the other team a 'Have/has ...ever?' question connected with one of the cards on the table. The other student tries to guess whether 'yes' or 'no' is on his/her forehead and answers 'Yes, ... has/have.' or 'No, ... hasn't/haven't'.

S1: Has Amanda ever given a speech?

S2: No, she hasn't.

5. If S1 guesses the same answer as the card on his/her head, he/she earns 2 points for his/her team.
6. If S1 guesses incorrectly, one point is subtracted from the team's total.
T: Uh, oh! Sarah guessed wrong.
Minus one point for the girls.
7. Change the card on the student's forehead after each question.





Traveling Around

- Lesson 1** I Think You Should Give Her an Apron
- Lesson 2** Where Can I Play Soccer?
- Lesson 3** You Should Have Studied Harder
- Lesson 4** Where Would You Like to Go?



Lesson Objective

Students will practice asking for advice and giving suggestions.

Grammar Focus

- Auxiliary modal: should

Word Chest Warm-up

Discover the pictures with the students and 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.

Audio Scripts



1. Boy: We went to my sister's high school graduation today.
2. Girl: The basket is full of fruit.
3. Boy: Today was my grandparents' fiftieth wedding anniversary.
4. Girl: My dad always wears an apron when he cooks on the barbecue.
5. Boy: I gave my mother a gift for Mother's Day.
6. Girl: I bought a new belt with the gift certificate I got for my birthday.

Language Chest Warm-up

Discover the pictures with the students.

- 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.

Lesson 1

I Think You Should Give Her an Apron



WORD CHEST

Track 33

A. Listen and number.



gift certificate 6



basket 2



apron 4



graduation 1



Mother's Day 5



anniversary 3



LANGUAGE CHEST

B. Ask and answer.

1. What should I get Mom for Mother's Day?



How about an apron?

2. What should I get my brother for graduation?



How about a gift certificate?

64 • Unit 3 Lesson 1

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.



LISTENING CHEST

Track 34



C. Talk, listen, and read.



Katie: This market is very good.
Eric: I know! I often come here.
Katie: It's my mom's birthday next week. Let's look for a present for her.
Eric: OK. And it's my parents' anniversary soon. What should I give them?
Katie: How about a picture frame?
Eric: That's a good idea, but I don't think this market has picture frames.



Katie: What should I get mom for her birthday?
Eric: How about this basket?
Katie: Yes, it's nice.
Eric: How about this fan?
Katie: Yes, I like the fan better than the basket. I'll get the fan.
Eric: I think your mom is going to like it a lot.
Katie: I think so, too.

D. Complete the sentences.

1. They are shopping for a present for Katie's mom's birthday.
2. It's Eric's parents' anniversary soon.
3. Eric wants to buy a picture frame for his parents.
4. Katie likes the fan better than the basket.
5. Eric thinks Katie's mom is going to like the fan a lot.

65

Listening Chest Follow-up

The students look at the pictures and the dialogs and ask each other questions.

Examples:

- 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.

Listening Chest Warm-up

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

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- Where are they?
- They are 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.

Picture Prompts Activity

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

Audio Scripts



- Girl: What should I get my older brother for graduation?
Boy: How about headphones?
Girl: That's a good idea.
- Boy: What should I get my mom for Mother's Day?
Girl: How about slippers?
Boy: That's a good idea.
- Boy: What should I get my parents for their anniversary?
Girl: How about a webcam?
Boy: Are you sure?
Girl: How about coffee cups?
Boy: That's a good idea.
- Boy: What should I get my younger sister for her birthday?
Girl: How about a coin bank?
Boy: That's a good idea.
- Girl: What should I get my dad for Father's day?
Boy: How about a hat?
Girl: I don't think so.
Boy: How about a book?
Girl: That's a good idea.
- Girl: What should I get my older sister for graduation?
Boy: How about a laptop bag?
Girl: That's a good idea.



TALK CHEST

E. Look and say.

How about a lizard?

What should I get my brother for his birthday?

That's a good idea!



Guide

What should I get/buy _____ for _____?
How about _____?
That's a good idea. / Are you sure? / No, I don't think so.

F. Picture Prompts. Track 35

- | | | |
|---|---|---|
| 1. older brother / graduation pocket knife / headphones | 2. mom / Mother's Day robe / slippers | 3. parents / anniversary webcam / coffee cups |
| 4. younger sister / birthday coin bank / necklace | 5. dad / Father's Day book / hat | 6. older sister / graduation perfume / laptop bag |

66 • Unit 3 Lesson 1

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.



READING CHEST

Track 36



G. Read and answer the questions.

David's Lizard

Katrina's little brother, David, is having a party tomorrow. It's his birthday, and he is very excited. All of his classmates are going to the party. He and Katrina were in the kitchen all morning. They made sandwiches and cookies for all David's friends.



In the afternoon, Katrina looked for a present for David. Her friend, Tony, thought she should give David an album because he has a lot of photos. Katrina's mom thought she should give David a book because David likes reading. Katrina's dad thought she should give David a board game so Katrina and David can play together.

Suddenly, Katrina had a good idea. David often goes to the pet store and looks at the lizards. How about getting David a lizard? Katrina hurried to the pet store and bought a lizard for David.

David is going to have a wonderful birthday!

- What is happening tomorrow?
Katrina's little brother is having a party.
- What did Katrina and David do this morning?
They made sandwiches and cookies.
- Why did Tony think Katrina should get an album?
Because he has a lot of photos.
- Why did Katrina's mom think she should get a book?
Because David likes reading.
- Why did Katrina's dad think she should get a board game?
So that Katrina and David can play together.
- What did Katrina get David for his birthday?
She bought a lizard for David.

67

Reading Chest Warm-up

Discover the picture with the students and ask questions.

- How old do you think he is?
- I think he is about nine years old.
- What is on his shoulder?
- There is a geckollizard on his shoulder.
- What do you think the story is about?
- I think it is about the boy and his pet geckollizard.

Reading Chest Follow-up Activity 1

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

No! ___!

Examples:

Katrina's little **dog** is having a party tomorrow. (→ brother)

It's his **wedding anniversary**.

(→ birthday)

All of **the other dogs** are going.

(→ his classmates)

They made **dog food** and **dog cookies**.

(→ sandwiches, cookies)

In the **evening**, Katrina looked for a **bone** for **her dog**. (→ afternoon, present, David)

Reading Chest Follow-up Activity 2

The students ask each other questions about the text.

Examples:

- Who is having a party?
- Katrina's little brother, David, is having a party.
- Who is going to the party?
- All of his classmates are going to the party.
- Where were he and Katrina all morning?
- They were in the kitchen all morning.

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.

Writing Chest Warm-up

Discover the picture with the students and ask questions.

- *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.*

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.*

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! (→?)



WRITING CHEST

H. Use the clues to complete the conversations.

1. A: What should I get my sister for her birthday?
B: How about this perfume?
A: No, she doesn't like perfume.
C: How about these slippers?
B: They are nice, but I think this bracelet is nicer.
A: Yes! That's a good idea!
2. A: What should I get my parents for their anniversary?
B: How about these aprons?
C: I think these coffee cups are better.
B: No, I like the aprons better.
A: Hmm... I think the coffee cups are better.

I. Unscramble the conversation.

- buy / for / should / I / my / What / ? / younger / graduation / sister's
- A: What should I buy my younger sister for graduation?
- robe / about / that / How / ?
- B: How about getting her that robe?
- coin / ? / you / sure / I / . / think / Are / this / cuter / bank / is
- C: Are you sure? I think this coin bank is cuter.
- bank / Wow / That / ! / is / ! / I'll / get / . / cute / the / coin
- A: Wow! That is cute! I'll get the coin bank.





ACTIVITY CHEST



- J. Play in teams of 3. Spin the paperclip to find your suggestion. Then, create a conversation with your teammates.



Picture Notes



- | | | |
|---------------|-------------|---------------------|
| 1 robe | 2 slippers | 3 webcam |
| 4 book | 5 coin bank | 6 necklace/bracelet |
| 7 perfume | 8 hat | 9 perfume |
| 10 bag | 11 lizard | 12 basket |
| 13 apron | 14 fan | 15 pocket knife |
| 16 headphones | | |

Activity Chest Directions for J

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.

Lesson Objective

Students will be able to talk about possibilities and give multiple suggestions.

Grammar Focus

- Auxiliary modal: can
- First conditional

Word Chest Warm-up

Discover the pictures with the students and 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...*

Audio Scripts



1. Girl: Julie often babysits her little sister.
2. Boy: Mary can speak French fluently.
3. Girl: I can earn money with a part-time job.
4. Boy: I want to travel around the world in my summer vacation.
5. Girl: I can sell cakes in my mom's bakery.
6. Boy: You can volunteer in many different ways.

Language Chest Warm-up

Discover the pictures with the students.

- *What can you see?*
- *I can see ____.*
- *What's he/she wearing?*
- *He's/She's wearing a red and white striped T-shirt...*
- *How old do you think they are?*
- *I think he/she's...*

Lesson 2

Where Can I Play Soccer?



WORD CHEST

Track 37

A. Listen and number.



sell cakes

5



babysit

1



travel around the world

4



earn money

3



volunteer

6



speak fluently

2



LANGUAGE CHEST

B. Ask and answer.

1. Where can I play soccer?



Maybe in the park near the river?

2.

Where can I buy a nice sweater?



How about the department store near the station?

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.



LISTENING CHEST

Track 38



C. Talk, listen, and read.



Max: Look, Rachel! We can be volunteers in Africa. We can help save rhinos!

Rachel: Wow! That sounds great!

Max: I want to go next summer. How about you?

Rachel: Of course.

Max: We can go for two or three weeks.

Rachel: How much is it?

Max: I'm not sure.



Rachel: What can we do to earn some money?

Max: We can wash cars. Umm... we can babysit.

Rachel: We can make cakes and sell them.

Max: That's a great idea! Let's talk to our parents tonight.

Rachel: OK.

D. Complete the summary.

three sell rhinos parents wash volunteer earn

Max and Rachel want to volunteer in Africa. They want to help save rhinos. They can go for two or three weeks. They need to earn money. They can wash cars and sell cakes. They are going to talk to their parents.

71

Listening Chest Follow-up

The students look at the pictures and the dialogs and ask each other questions.

Examples:

- 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.

Listening Chest Warm-up

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

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- Where are they?
- They are 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.

Picture Prompts Activity

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

Audio Scripts



1. Boy: Where can I exercise?
Girl: Why don't you join a gym?
2. Boy: Where can I go to study English?
Girl: How about the United Kingdom or Australia?
3. Girl: What can I do to learn first aid?
Boy: Why don't you take a first aid class?
4. Girl: Where can I go to study Spanish?
Girl: How about Spain or Mexico?
5. Girl: What can I do to help the environment?
Boy: Maybe you could recycle or use cloth bags.
6. Boy: Where can I go to study French?
Girl: How about France or parts of Canada?



TALK CHEST

E. Look and say.



Guide

Where can _____ (go to _____)?
What can _____ (do to _____)?
How about _____? / Maybe _____ / Why don't you/they?
/ Why doesn't he/she _____?

F. Picture Prompts. Track 39

1. where / exercise
2. where / study English
3. what / learn first aid
4. where / study Spanish
5. what / help the environment
6. where / study French

72 • Unit 3 Lesson 2

Talk Chest 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.



READING CHEST

Track 40



G. Read and answer the questions.

KID'S MAGAZINE

My English Dream

I like English very much, but I want to speak and write much better than now. Maybe I can read stories in English.

I like sports, so I can read about famous soccer players.

I want to enjoy English. I like animals, too, so I can read and listen to animal stories.

I want to study English in another country. Where can I go? Maybe I can

go to Britain. I want to visit London. There are many parks, museums, and wonderful old buildings. Maybe I can go to Australia. There are a lot of interesting animals there. I want to see koalas, kangaroos, and emus.

I think my English is getting better and better. In the future, I want to speak English fluently.

Maybe I can travel around the world and speak in English with people in many different countries. That's my dream.

1. What does she want to do much better than now?

She wants to speak and write English much better than now.

2. What does she want to read about?

She wants to read about famous soccer players.

3. Why does she want to visit London?

She wants to visit London because there are many parks, museums, and wonderful old buildings.

4. Why does she want to go to Australia?

She wants to visit Australia because she wants to see kangaroos, koalas, and emus.

5. What does she want to do in the future?

In the future she wants to speak English fluently.

Reading Chest Follow-up Activity 1

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 sports, so what can he do?*
- *He likes sports, 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.*

Reading Chest Follow-up Activity 2

Each student writes an article for a real or imaginary school magazine. They write about their dreams, and write about how they can achieve their dreams using the pattern 'Maybe I can...' Encourage the students to write freely without worrying about making mistakes. Prompt and hint when they need help.

Reading Chest Warm-up

Discover the picture with the students and ask questions.

- *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.*

Writing Chest Warm-up

Ask questions about the pictures.

- 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.

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.

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?



WRITING CHEST

H. Use the clues to write the conversations.

1.



what - they - do - earn some money

A: What can they do to earn money?

they - make - cakes - sell

B: They can make cakes to sell.

that's - idea

A: That's a good idea.

also - babysit - wash - cars

B: They can also babysit and wash cars.

2.

where - she - volunteer

A: Where can she volunteer?

she - volunteer - old people's home

B: She can volunteer at an old people's home.

that's - idea

A: That's a good idea.

Africa - save rhinos

B: She can also go to Africa to save rhinos.



I. Complete the conversation.

stories improve where read listening school like

A: Hi Carla. How are you?

B: I'm a bit depressed. What can I do to improve my English?

A: How about listening to English a little every day? Or why don't you read stories in English?

B: What kind of stories?

A: Anything you like.

B: And where can I go to study English?

A: How about going to an English school?

Or you can speak English with me.





ACTIVITY CHEST



J. Play. Earn points for your team by giving suggestions.



K. Work with a partner to come up with as many suggestions as you can.

1. What can we do to help the environment?

- We can recycle.*
- We can also pick up trash.*
- We can also turn off lights when we leave a room.*
- _____
- _____
- _____
- _____
- _____

* Answers will vary.

2. Where can we go to volunteer?

- We can go to an old people's home.*
- We can also go to a children's home.*
- We can also go to tidy a park.*
- _____
- _____
- _____
- _____
- _____

* Answers will vary.

75

Activity Chest Directions for J

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.

Directions for K

1. Divide students into partners.
2. The partners work together to complete the lists of suggestions.
3. Even though students are working together, everyone should write in their own books.
4. If time permits, have students share their best suggestions with the class.

Lesson Objective

Students will be able to talk about what others should and shouldn't do according to the usual manner of doing things.

Grammar Focus

- Auxiliary modal: should
- Past participles

Word Chest Warm-up

Discover the pictures with the students and 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...

Audio Scripts



1. Boy: You shouldn't have crossed the street.
2. Girl: She shouldn't have hit her friend.
3. Boy: He had a car accident yesterday.
4. Girl: He stayed up late last night to do his homework.
5. Boy: She dropped the ball.
6. Girl: Don't eat too much at night.

Language Chest Warm-up

Discover the pictures with the students.

- What can you see?
- I can see ____.
- Where do you think they are?
- I think they are (at school).

Lesson 3

You Should Have Studied Harder



WORD CHEST

Track 41

A. Listen and number.



stay up late 4



drop 5



cross the street 1



eat too much 6



hit 3



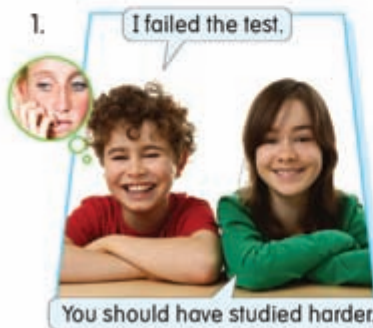
have an accident 2



LANGUAGE CHEST

B. Read and say.

1.



2.



76 • Unit 3 Lesson 3

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.



LISTENING CHEST

Track 42



C. Talk, listen, and read.



Jeff: What happened?
 Amy: My sister nearly had an accident. She crossed the street when the signal was red.
 Jeff: She shouldn't have crossed the street!
 Amy: I know. She should have been more careful.
 Jeff: Maybe she was daydreaming.
 Amy: Well, she shouldn't have been daydreaming!



Jeff: This guide book was very expensive.
 Amy: What does it say?
 Jeff: It says we should say 'thank you' and we should say 'sorry.'
 Amy: What else?
 Jeff: It says we shouldn't buy expensive things.
 Amy: It's too late.

D. Answer the questions.

- What happened to Amy's sister?
She nearly had an accident.
- Why did Amy's sister nearly have an accident?
Because she crossed the street when the signal was red.
- What shouldn't her sister have done?
She shouldn't have crossed the street.
- What does the guide book say?
It says we should say 'thank you. and 'sorry'.

77

Listening Chest Follow-up

The students look at the pictures and the dialogs and ask each other questions.

Examples:

- 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.

Listening Chest Warm-up

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

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- 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.

Picture Prompts Activity

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

Audio Scripts



1. Boy: She should have stretched before she exercised.
2. Girl: He shouldn't have dropped the trash.
3. Boy: She should have backed up her files.
4. Girl: He should have listened to his mother.
5. Boy: He should have driven slowly.
6. Girl: He shouldn't have crossed the street.



TALK CHEST

E. Look and say.



Guide

What happened? _____
_____ should/shouldn't have _____

F. Picture Prompts. Track 43



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.



G. Read and answer the questions.

Last Night

Last night, it was Todd's parents' anniversary. They went out to a nice restaurant.

And Todd was home alone. He had a lot of homework and he had to study for a test this morning, but he didn't do his homework and he didn't study for the test.

First, he watched TV for a long time, then he played computer games for a very long time. He made egg sandwiches for his dinner, but he dropped the eggs on the floor and made a mess, and then he spilled milk on the sofa when he was watching TV.

When his parents came home, they were very angry. He shouldn't have watched TV so long, and he shouldn't have played computer games. He shouldn't have dropped the eggs, and he shouldn't have spilled the milk. He should have done his homework, and he should have studied for the test.

This morning, Todd failed the test.



1. Why did Todd's parents go to a nice restaurant?

They went to a nice restaurant because it was their anniversary.

2. What four things shouldn't Todd have done?

He shouldn't have watched TV so long. He shouldn't have played computer games.

He shouldn't have dropped the eggs and he shouldn't have spilled milk.

3. What two things should Todd have done?

He should have done his homework and he should have studied for the test.

Reading Chest Follow-up Activity 1

The students ask each other questions about the text.

Examples:

- Why did Todd's parents go out?
- It was their wedding anniversary.
- What did Todd have to do last night?
- He had to do his homework and study for a test.
- What did he do first?
- He watched TV for a long time.

Reading Chest Follow-up Activity 2

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.

Reading Chest Warm-up

Discover the pictures with the students and ask questions.

- 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).

Writing Chest Warm-up

Discover the pictures with the students and ask questions.

- 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.

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.

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.

Examples:

'I should...'

'I shouldn't...'

'I should have...'

'I shouldn't have...'



WRITING CHEST

H. Complete the conversations and number the pictures from 1-3.



1. A: He hurt his foot. He didn't stretch before playing.
B: Oh, no! He should have stretched before playing.
2. A: She feels sick. She ate too much.
B: Oh, no! She shouldn't have eaten so much.
3. A: He lost all of his files. He didn't back up his files.
B: Oh, no! He should have backed up his files.

I. Change the sentences with **shouldn't have**.

1. He should have played well.
He shouldn't have played badly.
2. He should have gone to bed early.
He shouldn't have gone to bed late.
3. He should have eaten slowly.
He shouldn't have eaten quickly.
4. He should have used his right hand.
He shouldn't have used his left hand.
5. He should have bought a cheap guide book.
He shouldn't have bought an expensive guide book.
6. He should have watched TV for a short time.
He shouldn't have watched TV for a long time.



ACTIVITY CHEST



J. Play. Guess the actions and make 'should/shouldn't have' sentences.



K. Work with a partner, and answer the questions.

1. What two things should you have done yesterday?

I should have done my homework.*

I should have eaten vegetables.*

2. What two things shouldn't you have done yesterday?

I shouldn't have eaten too much candy.*

I shouldn't have told a lie.*

3. What two things should you do today?

I should study for a test.*

I should call my grandma.*

4. What two things shouldn't you do today?

I shouldn't eat potato chips.*

I shouldn't go to bed late.*

* Answers will vary.

81

Activity Chest Directions for J

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.

Lesson Objective

Students will learn how to talk about hypothetical or dream situations and give reasons for the choices they make.

Grammar Focus

- Auxiliary modals: would
- Second conditional

Word Chest Warm-up

Discover the pictures with the students and ask questions.

- *What can you see?*
- *I can see ____.*
- *Where can we find clogs/a seal?*
- *We can find clogs/a seal... in the Netherlands in cold countries...*

Audio Scripts



1. Boy: The seal is doing a trick with the ball.
2. Girl: Windmills use the wind to provide power.
3. Boy: Glaciers are huge pieces of ice.
4. Girl: I want to have a pair of wooden clogs.
5. Boy: There is a pair of shoes.
6. Girl: Australia is the home of the platypus.

Language Chest Warm-up

Discover the pictures with the students.

- *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.*

Lesson 4

Where Would You Like to Go?



WORD CHEST

Track 45

A. Listen and number.



windmill

2



platypus

6



clogs

4



seal

1



a pair (of shoes)

5



glacier

3



LANGUAGE CHEST

B. Ask and answer.

1. Where would you like to go?



I'd like to go to the moon.

2. What would you like to have?



I'd like to have a pet platypus.

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?'

Example:

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.



LISTENING CHEST

Track 46



C. Talk, listen, and read.



Eric: Where would you like to go?

Amy: I'd like to go to Antarctica.

Eric: Why?

Amy: I want to see the seals and walk on a glacier.

Eric: But Antarctica is so cold!

Amy: So where would you like to go?

Eric: I'd like to go to the Netherlands.



Amy: Why?

Eric: I want to see the windmills, and visit the Van Gogh Museum.

Amy: I hope you'll buy me a pair of wooden clogs!

Eric: Sure! I'll get two pairs. One pair for you and one for me. We can wear them to school every day.

Amy: Sounds like fun!

D. Answer the questions.

1. Where would Amy like to go?

Amy would like to go to Antarctica.

2. Why?

She wants to see seals and walk on glaciers.

3. Where would Eric like to go?

Eric would like to go to Holland.

4. Why?

He wants to see the windmills and visit the Van Gogh Museum.

83

Listening Chest Follow-up

The students look at the pictures and the dialog and ask each other questions.

Examples:

- 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.

Listening Chest Warm-up

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

Talk Chest Warm-up

Discover the picture with the students and ask questions.

- What can you see?
- I can see ____.
- Where do you think they are?
- I think they are (on TV).
- What do you think they are talking about?
- I think...

Picture Prompts Activity

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

Audio Scripts



1. Boy: Where would you like to go?
Girl: I'd like to go to Mount Kilimanjaro.
2. Girl: What would you like to be?
Boy: I'd like to be a doctor.
3. Girl: Where would you like to live?
Boy: I would like to live in Hawaii.
4. Girl: What would you like to do?
Boy: I'd like to travel around the world.
5. Boy: What would you like to buy?
Girl: I want to buy a helicopter.
6. Girl: What would you like to be good at?
Boy: I want to be good at gymnastics.

TALK CHEST

E. Look and say.



Guide

Where/what/who would you like to ____? I'd like to ____.
Why? I want to/I'd like to ____.

F. Picture Prompts. Track 47

- | | | |
|---|--|---|
| 1.  go to Mount Kilimanjaro | 2.  be a doctor | 3.  live in Hawaii |
| 4.  travel around the world | 5.  buy a helicopter | 6.  be good at gymnastics |

84 • Unit 3 Lesson 4

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 go ____.



G. Read and answer the questions.

My Dreams

In the future, I would like to live in Austria.

I saw *The Sound of Music*, and the mountains were wonderful. My dream is to live in a house in the mountains, have many flowers on the balcony, and take long walks every day.



I would like to be a writer. Writers can work from home. I want to stay in the mountains and write stories. My books will be popular all over the world, but I will live quietly in my beautiful home.

Sometimes, I would like to travel to other countries. I would like to go to China and see the Great Wall. I would like to go to Peru and see Machu Picchu. I would like to go to Egypt and see the Pyramids. Actually, there are a lot of places I would like to visit.

1. Where would she like to live? Why?

She would like to live in Austria because she likes the mountains in 'The Sound of Music.'

2. What would she like to be? Why?

She would like to be a writer because writers can work from home.

3. Which three countries would she like to visit? Why?

She would like to visit China, Peru and Egypt because she wants to see the Great Wall, Machu Picchu, and the Pyramids.

Reading Chest Follow-up Activity 1

The students ask each other questions about the text.

Examples:

- *Where would he/she like to go?*
- *He'd/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.*

Reading Chest Follow-up Activity 2

The students write about places they would like to visit or live and give reasons. Encourage them to write freely without worrying about making mistakes. If necessary, prompt or make suggestions.

Reading Chest Warm-up

Discover the picture with the students and ask questions.

- *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.*

Writing Chest Warm-up

Discover the picture with the students and ask questions.

- 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.

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 a new 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.

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.

Examples:

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...

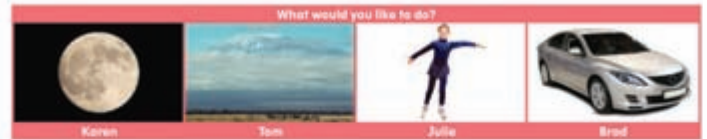
I would like to buy... because...

I would like to be good at... because...



WRITING CHEST

H. Complete the conversation.



Karen: What are your dreams? What would you like to do?

Brad: I'd like to buy my parents a new car. The car we have now is really old.

Julie: I'd like to learn how to ice-skate. I'd like to be an Olympic skater.

Tom: I'd like to go to Kenya. I'd like to climb Mount Kilimanjaro. Where would you like to go?

Karen: I'd like to go to the moon!

I. Use the clues to write the conversations.

1.



where - live

A: Where would you like to live?

Australia

B: I'd like to live in Australia.

why

A: Why?

see a kangaroo and a platypus

B: Because I'd like to see a kangaroo and a platypus.

2.

what - good at

A: What would you like to be good at?

dancing

B: I'd like to be good at dancing.

why

A: Why?

be a professional dancer

B: Because I'd like to be a professional dancer.





ACTIVITY CHEST

4

J. Play. Find a path to the end. Start over if you get stuck.

I'd like to write a book.
I love writing stories.

I wouldn't like to write a book.
Writing is very difficult.



Activity Chest Directions for J

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.

Picture Notes



- | | |
|--------------------------------|---------------------------|
| 1 meet the Queen of England | 2 travel around the world |
| 3 live in Hawaii | 4 go to Antarctica |
| 5 go to Mount Kilimanjaro | 6 go to the Netherlands |
| 7 the United states of America | 8 be good at gymnastics |
| 9 buy a horse | 10 buy a helicopter |
| 11 learn how to skate | |

