



# ENGLISH CHEST

Liana Robinson



Series Editor  
**David Paul**

ASTA



STUDENT BOOK

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Series Editor  
**David Paul**

 **Compass  
Publishing**



## ENGLISH CHEST 1 STUDENT BOOK

Liana Robinson

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# ★ Syllabus ★

	Lesson	Lesson Objective	Grammar Focus
<b>Unit 1</b> In the Neighborhood	1	Students will learn the names of the main characters in the series and the names of their classmates.	<ul style="list-style-type: none"> <li>Information question with <b>what</b></li> </ul>
	2	Students will begin to identify family members.	<ul style="list-style-type: none"> <li>Subject pronouns: he, she</li> <li>Information question with <b>who</b></li> </ul>
	3	Students will be able to identify the different times of day (morning, evening, afternoon, night).	<ul style="list-style-type: none"> <li>Time of day greetings</li> </ul>
	4	Students will identify a few singular objects.	<ul style="list-style-type: none"> <li>Singular nouns</li> <li>Information question with <b>what</b></li> </ul>
<b>Unit 2</b> At School	1	Students will become familiar with some classroom objects and practice counting.	<ul style="list-style-type: none"> <li>Plural nouns</li> <li>Information question with <b>how many</b></li> </ul>
	2	Students will become familiar with more classroom objects and colors.	<ul style="list-style-type: none"> <li>Possessive adjectives: your, my</li> </ul>
	3	Students will extend their knowledge of plurals and numbers.	<ul style="list-style-type: none"> <li>Information question with <b>how old</b></li> <li>Be-verb: is, are</li> </ul>
	4	Students will learn how to describe how they feel (hungry, hot . . . ).	<ul style="list-style-type: none"> <li>Adjectives: hungry, thirsty . . .</li> <li>Be-verb: is, are</li> </ul>
<b>Unit 3</b> At the Toy Store	1	Students will become more familiar with some clothing, body parts, and colors.	<ul style="list-style-type: none"> <li>Possessive adjectives: his, her</li> <li>Verb: have (has)</li> </ul>
	2	Students will become more familiar with how to talk about body parts and talk to a doctor about things that are wrong with them.	<ul style="list-style-type: none"> <li>Statements: <i>I hurt my</i> __.</li> </ul>
	3	Students will be able to identify some basic shapes.	<ul style="list-style-type: none"> <li>Articles: a, an</li> </ul>
	4	Students will become more familiar with how to express quantities and practice the names of some toys.	<ul style="list-style-type: none"> <li>Information question with <b>how many</b></li> </ul>



Sentence Patterns	Functions	Vocabulary
<ul style="list-style-type: none"> <li>Hi! / Hello!</li> <li>What's your name?               <ul style="list-style-type: none"> <li>- I'm <u>Amy</u>.</li> <li>- My name is <u>Eric</u>.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Greetings</li> <li>Names</li> </ul>	doll, ball, train, Katie, Amy, Rachel, Eric, Max, Jeff, girl, boy
<ul style="list-style-type: none"> <li>Who is <u>he</u>?               <ul style="list-style-type: none"> <li>- <u>He's</u> my <u>dad</u>.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Family members</li> <li>Asking about people</li> <li>Identifying people</li> </ul>	dad, mom, grandma, grandpa, brother, sister, cake, balloon, present
<ul style="list-style-type: none"> <li>Good <u>morning</u>!</li> <li>It is <u>day</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Greetings</li> <li>Times of day</li> </ul>	morning, afternoon, evening, night, day, good-bye, sun, moon, clouds, stars
<ul style="list-style-type: none"> <li>What is it?               <ul style="list-style-type: none"> <li>- It's a <u>kite</u>.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identifying objects</li> <li>Singular objects</li> </ul>	flower, tree, cat, bear, dog, kite, teddy bear, skateboard
<ul style="list-style-type: none"> <li>How many <u>chairs</u>?</li> <li>Let's count!               <ul style="list-style-type: none"> <li>- OK! One, two, . . . , <u>four</u>! <u>Four chairs</u>!</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Cardinal numbers 1-5</li> <li>Plural objects</li> </ul>	one, two, three, four, five, desk, chair, door, umbrella, rain, pencil, book, ruler
<ul style="list-style-type: none"> <li>What color is <u>your pen</u>?               <ul style="list-style-type: none"> <li>- It's <u>black</u>.</li> <li>- <u>My pen</u> is <u>orange</u>.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Classroom objects</li> <li>Making comparisons</li> <li>Colors</li> </ul>	rainbow, crayon, pen, backpack, paper, eraser, notebook, pencil case, paintbrush, marker, red, orange, yellow, green, blue, black
<ul style="list-style-type: none"> <li>How old are you?               <ul style="list-style-type: none"> <li>- I'm <u>eight</u> years old.</li> </ul> </li> <li>How old is <u>he</u>?               <ul style="list-style-type: none"> <li>- <u>He's</u> <u>six</u> years old.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Cardinal numbers 6-10</li> <li>Asking age</li> <li>Telling age</li> </ul>	six, seven, eight, nine, ten, slide, swing, seesaw, toy
<ul style="list-style-type: none"> <li>Are you <u>hungry</u>?               <ul style="list-style-type: none"> <li>- Yes, I am. / No, I'm not.</li> </ul> </li> <li>Is <u>he</u> thirsty?               <ul style="list-style-type: none"> <li>- Yes, <u>he</u> is. / No, <u>he</u> isn't.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Asking about state of being</li> <li>Identifying state of being</li> </ul>	hot, cold, thirsty, hungry, sleepy, apple, milk, banana, orange juice, melon
<ul style="list-style-type: none"> <li>What color is <u>his hair</u>?               <ul style="list-style-type: none"> <li>- <u>He</u> has <u>dark brown hair</u>.</li> </ul> </li> <li>What color are <u>her eyes</u>?               <ul style="list-style-type: none"> <li>- <u>She</u> has <u>light blue eyes</u>.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Body parts</li> <li>Clothing</li> <li>Colors</li> </ul>	shirt, socks, pants, shoes, hat, shorts, eyes, nose, hair, teeth, light, dark, white, purple, pink, brown, gray
<ul style="list-style-type: none"> <li>Are you OK?               <ul style="list-style-type: none"> <li>- Yes, I am.</li> <li>- No, I'm not. I hurt my <u>knee</u>.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Body parts</li> <li>Expressing pain</li> </ul>	doctor, nurse, arm, hand, leg, foot, head, knee, elbow, toe, finger
<ul style="list-style-type: none"> <li>What shape is it?               <ul style="list-style-type: none"> <li>- It's a <u>circle</u>.</li> <li>- It's an <u>oval</u>.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Shapes</li> </ul>	teacher, magician, artist, oval, circle, triangle, heart, square, rectangle, star
<ul style="list-style-type: none"> <li>How many <u>toy cars</u> are there?               <ul style="list-style-type: none"> <li>- There is one <u>toy car</u>.</li> <li>- There are <u>four toy cars</u>.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Toys</li> <li>Asking the number of objects</li> <li>Identifying the number of objects</li> </ul>	bus, boat, skates, house, car, airplane, puzzle, sticker, puppet



# ★ How to Use This Book ★

## English Chest Characters



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



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



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



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



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



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



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



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



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



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



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



# A Guide for Teachers

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

**Lesson 1**  
**What Is Your Name?**

**WORD CHEST** Track 1

A. Listen and number.

Katie ☐ Eric ☐ Amy ☐  
doll ☐ train ☐ ball ☐

**LANGUAGE CHEST**

B. Ask and answer.

1. What's your name? 2. What's your name?

I'm Jenny. My name is Tom.

What's = What is | I'm = I am

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

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

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

**LISTENING CHEST** Track 2

C. Talk, listen, and read.

Look!

Hi, what's your name?

My name is Eric.  
I'm Amy.  
My name is Katie.

D. Trace and write your name.

1. Amy. My name is  
2. Katie. My name is  
3.  My name is

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