



STUDENT BOOK

ENGLISH CHEST

Liana Robinson



Series Editor
David Paul

ASTA

STUDENT BOOK

ENGLISH CHEST

Liana Robinson



Series Editor
David Paul

ENGLISH CHEST 2 STUDENT 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 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, Joan Quick
Designer: Yeon Soo Choi

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

ISBN: 978-1-59966-385-2

17 16 15 14 13 12 11 10
22 21 20 19

Photo Credits

pp. 6, 7, 12, 18, 20, 21, 22, 24, 27, 30, 33, 34, 38, 44,
48, 50, 56, 64, 67, 70, 73, 76, 77, 79, 80, 82, 85, 86 © Shutterstock, Inc.
pp. 6, 7, 12, 18, 20, 21, 22, 24, 27, 28, 30, 33, 38, 41, 44,
46, 48, 50, 53, 56, 64, 65, 66, 67, 72, 77, 79, 80, 82, 86 © iStockphoto Inc.
pp. 56, 82, 85, 86 Courtesy of Liana Robinson

Printed in Korea

 This is made with nontoxic materials.



★ Table of Contents ★

Syllabus 4

How to Use This Book 6

Unit 1 The Weekend

Lesson 1 How Are You Today? 12

Lesson 2 Do You Like Ice Cream? 18

Lesson 3 Look at That Zebra! 24

Lesson 4 Can You Swim? 30

Unit 2 My Things

Lesson 1 What's This? 38

Lesson 2 Is This Your Laptop? 44

Lesson 3 Are Those Your Glasses? 50

Lesson 4 Where Are My Keys? 56

Unit 3 With Friends

Lesson 1 Let's Have a Snack 64

Lesson 2 What's Your Favorite Season? 70

Lesson 3 What Does He Do After School? 76

Lesson 4 How Many Dolphins Are There? 82

★ Syllabus ★

	Lesson	Lesson Objective	Grammar Focus
Unit 1 The Weekend	1	Being able to express feelings	<ul style="list-style-type: none"> Information question with how
	2	Becoming more familiar with how to express likes and dislikes	<ul style="list-style-type: none"> Verb: do
	3	Learning the names of some different animals and how to describe them	<ul style="list-style-type: none"> Adjectives: big, small, cute . . . Demonstrative pronouns: this/that
	4	Learning some common verbs and how to express ability	<ul style="list-style-type: none"> Modal auxiliary: can
Unit 2 My Things	1	Learning to identify some objects and origins	<ul style="list-style-type: none"> Demonstrative pronouns: this/that From
	2	Becoming more familiar with possessives	<ul style="list-style-type: none"> Possessive adjectives: my, your, his, her, its, our, their
	3	Talking about plural objects and learning to identify some clothing items	<ul style="list-style-type: none"> Demonstrative pronouns: these/those
	4	Learning to identify some household items and talking about the location of things	<ul style="list-style-type: none"> Prepositions of place: in, on, under, behind
Unit 3 With Friends	1	Learning some food items and talk about different meals	<ul style="list-style-type: none"> Suggestions: Let's ____. Adverb: too Quantifiers: all/some
	2	Being able to talk about favorites	<ul style="list-style-type: none"> Categories: seasons, animals, flowers, colors
	3	Learning how to express what they do in free time	<ul style="list-style-type: none"> Simple present tense
	4	Becoming familiar with counting, plurals, and the names of animals	<ul style="list-style-type: none"> Information questions with how many There is/are ____.

Sentence Patterns	Functions	Vocabulary
<ul style="list-style-type: none"> How are you today? - I'm <u>good</u>! - I feel <u>bad</u>. 	<ul style="list-style-type: none"> Greetings Feelings 	good, bad, fine, not so good, terrific, great, OK, basketball, soccer, ballet, baseball, cold, tennis
<ul style="list-style-type: none"> Do you like <u>ice cream</u>? - Yes, I do. / No, I don't. 	<ul style="list-style-type: none"> Food Expressing likes and dislikes 	cake, chocolate, ice cream, chicken, rice, fish, pizza, candy, tea, eggs, soup, salad, camping, hiking, fishing
<ul style="list-style-type: none"> Look at this/that <u>zebra</u>! - Wow! It's <u>cute</u>! 	<ul style="list-style-type: none"> Describing animals Descriptive words 	zebra, monkey, lion, frog, rabbit, spider, horse, turtle, butterfly, elephant, big, small, cute, fast, slow, old, young, pet, zoo
<ul style="list-style-type: none"> Can you <u>swim</u>? - Yes, I can. / No, I can't. 	<ul style="list-style-type: none"> Expressing abilities 	read, swim, juggle, sing, dance, ride, laugh, play the guitar, run fast, jump high, walk on one's hands, pool, clown
<ul style="list-style-type: none"> What's this/that? - It's a <u>seashell</u>. It's from <u>the ocean</u>. 	<ul style="list-style-type: none"> Identifying objects and their origins 	seashell, sea, beach, tail, wing, helmet, robot, string, yo-yo, tail, toy horse, mask, costume, roof, doll house, lid, paint set
<ul style="list-style-type: none"> Is this/that your <u>laptop</u>? - Yes, it is. - No, it isn't. It belongs to <u>my sister</u>. 	<ul style="list-style-type: none"> Possessions Electronic equipment Singular items 	laptop, pencil sharpener, glue, stapler, stereo, CD, pencil case, cell phone, MP3 player, computer, camera, TV
<ul style="list-style-type: none"> Are these/those your <u>glasses</u>? - Yes, they are. / No, they're not. 	<ul style="list-style-type: none"> Possessions Plural items Clothing 	socks, shoes, glasses, sandals, scissors, mittens, boots, gloves, pants, sweaters, shorts, dresses
<ul style="list-style-type: none"> Where are my <u>keys</u>? - They're <u>under</u> your <u>book</u>. Where is my <u>watch</u>? - It's <u>in</u> the <u>bathroom</u>. 	<ul style="list-style-type: none"> Prepositions of place Locating lost items 	keys, bathroom, cap, watch, comb, brush, hair bands, toothbrush, earrings, towel, cup, sink, drawer, shelf, door, bed, bedroom, bathroom, in, under, on, behind
<ul style="list-style-type: none"> I'm <u>hungry</u>! - Me, too! Let's have <u>a snack</u>! Good idea! 	<ul style="list-style-type: none"> Expressing hunger and thirst Food Making a suggestion 	pizza, chips, hamburger, Coke, French fries, grapes, cookies, lemonade, hungry, thirsty, breakfast, lunch, dinner, snack
<ul style="list-style-type: none"> What's your favorite <u>color</u>? - My favorite <u>color</u> is <u>pink</u>. 	<ul style="list-style-type: none"> Expressing favorites Seasons 	sunshine, leaves, bugs, snow, rain, flower, rose, animal, monkey, dog, season, winter, spring, fall, summer
<ul style="list-style-type: none"> What do you do after school? - I <u>paint pictures</u>. What does he/she do after school? He/She <u>goes to the library</u>. 	<ul style="list-style-type: none"> Activities Talking about free time 	paint pictures, watch TV, do one's homework, play basketball/baseball, go to the library, play computer games, go jogging, read books, draw pictures, listen to music, practice the piano, play the guitar
<ul style="list-style-type: none"> How many <u>crabs</u> are there? - There are <u>twelve crabs</u>. - There is only one <u>dolphin</u>. 	<ul style="list-style-type: none"> Cardinal numbers 11-15 Sea and nocturnal animals 	eleven, twelve, thirteen, fourteen, fifteen, crab, whale, shark, dolphin, jellyfish, seahorse, owl, mice, snake, bat, panther

★ 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
How Are You Today?

WORD CHEST Track 1

A. Listen and number.

bad ☐ basketball ☐ good ☐
soccer ☐ ballet ☐ baseball ☐

LANGUAGE CHEST

B. Ask and answer.

1. How are you today?
I'm good!

2. How are you today?
I feel bad.

12 • Unit 1 Lesson 1

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.

Hi, Katie!
Hi!

How are you today?
Fine. How are you?
Not so good. I have a cold.
Oh, no!

D. Trace and write.

1. How is  ? She's
2. How is  ? He has
3. How are you? _____

13

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