

## ENGLISH CHEST



STUDENT BOOK

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#### **ENGLISH CHEST 2** STUDENT BOOK

Liana Robinson

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## ★ Syllabus ★

	Lesson	Lesson Objective	Grammar Focus
	1	Being able to express feelings	• Information question with <b>how</b>
Unit 1	2	Becoming more familiar with how to express likes and dislikes	• Verb: do
The Weekend	3	Learning the names of some different animals and how to describe them	<ul> <li>Adjectives: big, small, cute</li> <li>Demonstrative pronouns: this/that</li> </ul>
	4	Learning some common verbs and how to express ability	Modal auxiliary: can
	1	Learning to identify some objects and origins	<ul> <li>Demonstrative pronouns:</li> <li>this/that</li> <li>From</li> </ul>
Unit 2	2	Becoming more familiar with possessives	Possessive adjectives: my, your, his, her, its, our, their
My Things	3	Talking about plural objects and learning to identify some clothing items	Demonstrative pronouns:     these/those
	4	Learning to identify some household items and talking about the location of things	Prepositions of place: in, on, under, behind
	1	Learning some food items and talk about different meals	<ul> <li>Suggestions: Let's</li> <li>Adverb: too</li> <li>Quantifiers: all/some</li> </ul>
Unit 3	2	Being able to talk about favorites	Categories: seasons, animals, flowers, colors
With Friends	3	Learning how to express what they do in free time	Simple present tense
	4	Becoming familiar with counting, plurals, and the names of animals	<ul> <li>Information questions with how many</li> <li>There is/are</li> </ul>

Sentence Patterns	Functions	Vocabulary
<ul> <li>How are you today?</li> <li>I'm good!</li> <li>I feel bad.</li> </ul>	Greetings     Feelings	good, bad, fine, not so good, terrific, great, OK, basketball, soccer, ballet, baseball, cold, tennis
<ul> <li>Do you like <u>ice cream</u>?</li> <li>Yes, I do. / No, I don't.</li> </ul>	<ul><li>Food</li><li>Expressing likes and dislikes</li></ul>	cake, chocolate, ice cream, chicken, rice, fish, pizza, candy, tea, eggs, soup, salad, camping, hiking, fishing
<ul> <li>Look at this/that <u>zebra</u>!</li> <li>Wow! It's <u>cute</u>!</li> </ul>	<ul><li>Describing animals</li><li>Descriptive words</li></ul>	zebra, monkey, lion, frog, rabbit, spider, horse, turtle, butterfly, elephant, big, small, cute, fast, slow, old, young, pet, zoo
<ul> <li>Can you <u>swim</u>?         <ul> <li>Yes, I can. / No, I can't.</li> </ul> </li> </ul>	• Expressing abilities	read, swim, juggle, sing, dance, ride, laugh, play the guitar, run fast, jump high, walk on one's hands, pool, clown
<ul> <li>What's this/that?</li> <li>It's a <u>seashell</u>. It's from <u>the ocean</u>.</li> </ul>	<ul> <li>Identifying objects and their origins</li> </ul>	seashell, sea, beach, tail, wing, helmet, robot, string, yo-yo, tail, toy horse, mask, costume, roof, doll house, lid, paint set
<ul> <li>Is this/that your <u>laptop</u>?         <ul> <li>Yes, it is.</li> <li>No, it isn't. It belongs to <u>my sister</u>.</li> </ul> </li> </ul>	<ul><li>Possessions</li><li>Electronic equipment</li><li>Singular items</li></ul>	laptop, pencil sharpener, glue, stapler, stereo, CD, pencil case, cell phone, MP3 player, computer, camera, TV
<ul> <li>Are these/those your glasses?</li> <li>Yes, they are. / No, they're not.</li> </ul>	<ul><li>Possessions</li><li>Plural items</li><li>Clothing</li></ul>	socks, shoes, glasses, sandals, scissors, mittens, boots, gloves, pants, sweaters, shorts, dresses
<ul> <li>Where are my keys? <ul> <li>They're under your book.</li> </ul> </li> <li>Where is my watch? <ul> <li>It's in the bathroom.</li> </ul> </li> </ul>	<ul><li>Prepositions of place</li><li>Locating lost items</li></ul>	keys, bathroom, cap, watch, comb, brush, hair bands, toothbrush, earrings, towel, cup, sink, drawer, shelf, door, bed, bedroom, bathroom, in, under, on, behind
<ul> <li>I'm <u>hungry</u>! <ul> <li>Me, too! Let's have <u>a snack</u>!</li> <li>Good idea!</li> </ul> </li> </ul>	<ul><li>Expressing hunger and thirst</li><li>Food</li><li>Making a suggestion</li></ul>	pizza, chips, hamburger, Coke, French fries, grapes, cookies, lemonade, hungry, thirsty, breakfast, lunch, dinner, snack
<ul> <li>What's your favorite <u>color</u>?</li> <li>My favorite <u>color</u> is <u>pink</u>.</li> </ul>	<ul><li>Expressing favorites</li><li>Seasons</li></ul>	sunshine, leaves, bugs, snow, rain, flower, rose, animal, monkey, dog, season, winter, spring, fall, summer
<ul> <li>What do you do after school? <ul> <li>I paint pictures.</li> <li>What does he/she do after school?</li> <li>He/She goes to the library.</li> </ul> </li> </ul>	<ul><li>Activities</li><li>Talking about free time</li></ul>	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> <li>How many <u>crabs</u> are there?         <ul> <li>There are <u>twelve</u> <u>crabs</u>.</li> <li>There is only one <u>dolphin</u>.</li> </ul> </li> </ul>	<ul> <li>Cardinal numbers 11-15</li> <li>Sea and nocturnal animals</li> </ul>	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.



Eric is smart and easy-going.

He enjoys science, photography,
and taekwondo. Some of his
family lives in China!



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



Max is energetic and kind.

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



Katie is friendly and nice.

She likes to sing and dance.

Her parents are from France, and she speaks French.



Jeff is funny and adventurous.

He likes to tell jokes and water-ski.

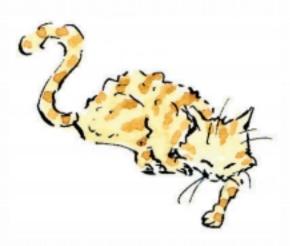
He also likes to watch scary
movies.



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.



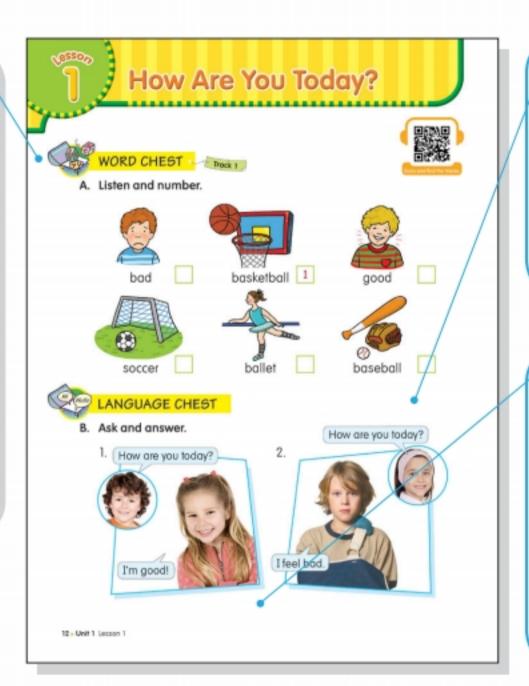
These icons appear before most of the exercises. They signal the different types of activities to students.



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

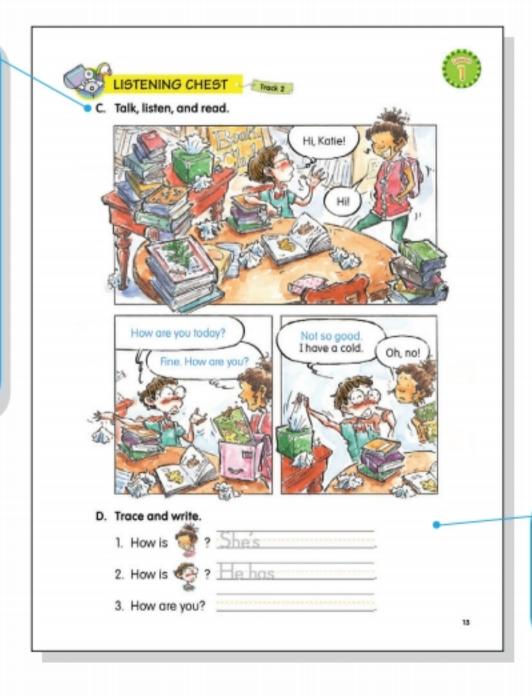
Word Chest introduces key vocabulary. Look curiously at the pictures as if you are discovering them with the students. See if the students can help you by identifying any of the words, and then help them discover the words they do not know. The students listen to the audio recording and number the pictures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



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.

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.



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