



STUDENT BOOK



ENGLISH CHEST

Liana Robinson



Series Editor
David Paul

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ISBN: 978-1-59966-386-9

16 15 14 15 14 13 12
21 20 19 18

Photo Credits

pp. 6, 7, 8, 9, 12, 14, 16, 18, 22, 24, 30, 34, 38, 40, 41, 42, 44, 50, 53,
54, 56, 58, 64, 65, 66, 67, 70, 73, 74, 76, 78, 79, 80, 82, 84, 85, 86 © Shutterstock, Inc.
pp. 6, 7, 8, 9, 12, 14, 16, 18, 22, 24, 34, 38, 40, 41, 42, 50, 53, 54,
56, 58, 59, 64, 66, 67, 68, 70, 72, 73, 74, 76, 78, 79, 82, 84 © iStockphoto Inc.

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★ Syllabus ★

	Lesson	Lesson Objective	Grammar Focus
Unit 1 At Home	1	Students will talk about routine activities.	<ul style="list-style-type: none"> Prepositional phrases of the different times of day: in the morning/afternoon/evening, at night
	2	Students will be able to identify rooms/areas in a house.	<ul style="list-style-type: none"> Information question with where
	3	Students will be able to identify household items and the location of these items in a house.	<ul style="list-style-type: none"> Prepositions of place: in, on, behind, next to, in front of
	4	Students will talk about activities they are doing.	<ul style="list-style-type: none"> Present progressive: be + (verb)ing
Unit 2 Outdoors	1	Students will learn to identify some occupations.	<ul style="list-style-type: none"> Information question with who
	2	Students will learn how to describe someone or something.	<ul style="list-style-type: none"> Adjectives: blond, fat, thin, cute Look like
	3	Students will learn to describe the weather and give reminders about weather appropriate clothing.	<ul style="list-style-type: none"> Information question with how Command: Don't forget __!
	4	Students will be able to talk about outdoor activities and express their likes.	<ul style="list-style-type: none"> Information question with what Like + infinitive
Unit 3 Cultures and Food	1	Students will tell where they are from and identify some countries.	<ul style="list-style-type: none"> Information question with where
	2	Students will learn about foods and restaurants from different countries.	<ul style="list-style-type: none"> Verb: want Suggestion: Let's go to the __ restaurant.
	3	Students will be able to ask about food choices and articulate their own choices.	<ul style="list-style-type: none"> Coordinate conjunction: or - Do you want __ or __?
	4	Students will learn to identify some additional food items and learn how to ask a polite question.	<ul style="list-style-type: none"> Please and thank you Modal auxiliary: would (for politeness)

Sentence Patterns	Functions	Vocabulary
<ul style="list-style-type: none"> What do you do <u>in the morning</u>? - I/We <u>eat breakfast</u>. What does <u>he</u> do <u>at night</u>? - <u>He brushes his teeth</u>. 	<ul style="list-style-type: none"> Routine activities 	put on my pajamas, take a shower/bath, wake up, eat breakfast, go to school, get dressed, watch television(TV), wash my face, do my homework, brush my hair/teeth, play soccer, feed my dog
<ul style="list-style-type: none"> Where's <u>Grandma</u>? - <u>She's</u> in the <u>kitchen</u>. 	<ul style="list-style-type: none"> Family members Identifying parts of the house 	Mom, Dad, Grandpa, Grandma, brother, sister, garage, kitchen, living room, bedroom, yard, bathroom, dining room, motorcycle, tools, computer, toys, rabbit
<ul style="list-style-type: none"> This is a <u>pretty clock</u>. - Put it <u>in the dining room</u>. These are <u>nice photographs</u>. - Put them <u>on the wall</u>. 	<ul style="list-style-type: none"> Household items Identifying locations 	painting, microwave, vase, toaster, lamp, refrigerator, flowers, picture, photograph, wall, clock, mirror, telephone, sofa, table, bookcase, fan, box, animals, next to, in front of, behind
<ul style="list-style-type: none"> What are you doing? - I'm <u>typing an e-mail</u>. What's <u>she</u> doing? - <u>She's jogging</u>. 	<ul style="list-style-type: none"> Common activities 	running, walking, eating, drinking, playing soccer/baseball/a computer game, watching television(TV)/a movie, doing homework, jogging, washing the dishes, cleaning, shopping, coloring, holding, relaxing, working
<ul style="list-style-type: none"> Who is <u>he</u>? - <u>He's a teacher</u>. Who are they? - They are <u>tennis players</u>. 	<ul style="list-style-type: none"> Identifying people and occupations 	police officer, soccer player, firefighter, student, cook, teacher, mail carrier, librarian, tennis coach, farmer, dentist, shopkeeper, doctor, criminal, dangerous, strong, brave
<ul style="list-style-type: none"> What does <u>she</u> look like? - <u>She's cute</u>. / <u>She's short and pretty</u>. What do they(the books) look like? - They're <u>old</u> and <u>thin</u>. 	<ul style="list-style-type: none"> Describing someone or something 	blond, cute, ugly, fat, thin, small, weak, big, strong, tall, handsome, short, pretty, young, old, different, dark
<ul style="list-style-type: none"> How's the weather today? - It's <u>snowy</u>. Don't forget your <u>winter hat</u>! 	<ul style="list-style-type: none"> Weather Clothing 	lightning, storm, thunder, hot chocolate, rain, blanket, rainy, stormy, snowy, freezing cold, sunny, cloudy, windy, cold, warm, hot, winter hat, sunglasses, sweater, kite, coat, fan, hat, bowling shoes, terrible, hard, loud, bright, scary, safe, horrible
<ul style="list-style-type: none"> What do you like to do? - I like to <u>play golf</u>. What does <u>she</u> like to do? - <u>She</u> likes to <u>climb trees</u>. 	<ul style="list-style-type: none"> Outdoor activities Expressing likes 	play golf, talk on the phone, play chess, go sailing, write in my diary, play tennis, climb trees, jog, fly kites, play catch, have picnics, play frisbee, walk the dog, take pictures, play games
<ul style="list-style-type: none"> Where are you from? - I'm from <u>China</u>. Where is <u>Pierre</u> from? - <u>He's</u> from <u>France</u>. 	<ul style="list-style-type: none"> Countries 	France, China, Italy, South Korea, Australia, Canada, India, Egypt, Japan, the United States of America, South Africa, Germany, Brazil, Spain
<ul style="list-style-type: none"> What do you want to eat? - Let's go to the <u>Italian restaurant</u>. OK! I like/love <u>spaghetti</u>! 	<ul style="list-style-type: none"> Identifying food from different countries Expressing wants and likes 	watermelon, meat, rice, food, spaghetti, tacos, dumplings, sausages, sushi, fondue, hamburgers, curry, Indian, French, Italian, Mexican, Chinese, German, Japanese, Swiss
<ul style="list-style-type: none"> Do you want <u>pizza</u> or <u>a sandwich</u>? - I want <u>a sandwich</u>, please. 	<ul style="list-style-type: none"> Food Giving and making choices 	sandwich, chicken, beef, tomato, lettuce, pizza, salad, chicken soup, waffle, scrambled eggs, soda, grape juice, hot dog, hamburger, turkey, apple pie, cheesecake, strawberry shake, chocolate shake, cheeseburger
<ul style="list-style-type: none"> Would you like some <u>pancakes</u>? - Yes, please. / No, thank you. 	<ul style="list-style-type: none"> Food Being polite 	peas, carrots, broccoli, green beans, corn, pancakes, pineapple juice, toast, cereal, yogurt, mashed potatoes, bread, butter, vegetable, milk, healthy, tasty, delicious

★ 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 Do You Do in the Morning?

WORD CHEST Track 1

A. Listen and number.

pajamas shower

wake up eat breakfast go to school

LANGUAGE CHEST

B. Ask and answer.

1. What do you do at night?
I put on my pajamas.

2. What do you do in the morning?
I take a shower.

in the morning → in the afternoon → in the evening → at night

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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.

What do you do in the morning, Katie?

I get dressed.

Do you take a shower?

No, I take a shower before I go to bed.

Really? Do you sleep with wet hair?

No, I dry it.

D. Complete the sentences for Katie.

1. _____ dressed _____ morning.

2. _____ shower before she _____ to bed.

3. _____ dries _____

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