



# BNGUSH CHEST

Liana Robinson







Series Editor

David Paul

STUDENT BOOK

# BNGLISH CHBS7



#### **ENGLISH CHEST 3** 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, Caroline Murphy

Designer: Yeon Soo Choi

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

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.

Printed in Korea



This is made with nontoxic materials.

## \* Table of Contents \*

Syllabus	•••••	4
How to Us	se This Book	6
Unit 1	At Home	
Lesson 1	What Do You Do in the Morning?	12
Lesson 2	Dad Is in the Garage	18
Lesson 3	Put the Mirror on the Wall	24
Lesson 4	What Are You Doing?	30
Unit 2	Outdoors	
Lesson 1	Who Is He?	38
Lesson 2	What Does She Look Like?	44
Lesson 3	How's the Weather Today?	50
Lesson 4	What Do You Like to Do?	56
Unit 3	Cultures and Food	
Lesson 1	Where Are You From?	64
Lesson 2	Let's Go to the Italian Restaurant	70
Lesson 3	I Want a Sandwich, Please	76
Lesson 4	Would You Like Some Broccoli?	82

★ Syllabus ★

	Lesson	Lesson Objective	Grammar Focus
Unit 1 At Home	1	Students will talk about routine activities.	<ul> <li>Prepositional phrases of the different times of day: in the morning/afternoon/ evening, at night</li> </ul>
	2	Students will be able to identify rooms/areas in a house.	Information question with where
	3	Students will be able to identify household items and the location of these items in a house.	<ul> <li>Prepositions of place: in, on, behind, next to, in front of</li> </ul>
	4	Students will talk about activities they are doing.	Present progressive: be + (verb)ing
	1	Students will learn to identify some occupations.	• Information question with <b>who</b>
Unit 2	2	Students will learn how to describe someone or something.	<ul> <li>Adjectives: blond, fat, thin, cute</li> <li>Look like</li> </ul>
Outdoors	3	Students will learn to describe the weather and give reminders about weather appropriate clothing.	<ul> <li>Information question with how</li> <li>Command: Don't forget!</li> </ul>
	4	Students will be able to talk about outdoor activities and express their likes.	<ul> <li>Information question with what</li> <li>Like + infinitive</li> </ul>
	1	Students will tell where they are from and identify some countries.	Information question with where
Unit 3	2	Students will learn about foods and restaurants from different countries.	<ul> <li>Verb: want</li> <li>Suggestion: Let's go to the restaurant.</li> </ul>
Cultures and Food	3	Students will be able to ask about food choices and articulate their own choices.	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> <li>Please and thank you</li> <li>Modal auxiliary: would (for politeness)</li> </ul>

Sentence Patterns	Functions	Vocabulary
<ul> <li>What do you do <u>in the morning</u>? <ul> <li>I/We <u>eat breakfast</u>.</li> <li>What does <u>he</u> do <u>at night</u>?</li> <li><u>He brushes his teeth</u>.</li> </ul> </li> </ul>	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> <li>Where's <u>Grandma</u>?</li> <li>She's in the <u>kitchen</u>.</li> </ul>	<ul> <li>Family members</li> <li>Identifying parts of the house</li> </ul>	Mom, Dad, Grandpa, Grandma, brother, sister, garage, kitchen, living room, bedroom, yard, bathroom, dining room, motorcycle, tools, computer, toys, rabbit
<ul> <li>This is a <u>pretty clock</u>.</li> <li>Put it <u>in</u> the <u>dining room</u>.</li> <li>These are <u>nice photographs</u>.</li> <li>Put them <u>on</u> the <u>wall</u>.</li> </ul>	<ul><li>Household items</li><li>Identifying locations</li></ul>	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> <li>What are you doing? <ul> <li>I'm typing an e-mail.</li> </ul> </li> <li>What's she doing? <ul> <li>She's jogging.</li> </ul> </li> </ul>	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> <li>Who is <u>he</u>? <ul> <li>He's <u>a teacher</u>.</li> </ul> </li> <li>Who are they? <ul> <li>They are <u>tennis players</u>.</li> </ul> </li> </ul>	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> <li>What does <u>she</u> look like? <ul> <li>She's <u>cute</u>. / <u>She's short</u> and <u>pretty</u>.</li> </ul> </li> <li>What do they(the books) look like? <ul> <li>They're <u>old</u> and <u>thin</u>.</li> </ul> </li> </ul>	Describing someone or something	blond, cute, ugly, fat, thin, small, weak, big, strong, tall, handsome, short, pretty, young, old, different, dark
<ul> <li>How's the weather today?</li> <li>It's <u>snowy</u>.</li> <li>Don't forget your <u>winter hat!</u></li> </ul>	<ul><li>Weather</li><li>Clothing</li></ul>	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> <li>What do you like to do? <ul> <li>I like to play golf.</li> </ul> </li> <li>What does she like to do? <ul> <li>She likes to climb trees.</li> </ul> </li> </ul>	<ul><li>Outdoor activities</li><li>Expressing likes</li></ul>	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> <li>Where are you from? <ul> <li>I'm from <u>China</u>.</li> <li>Where is <u>Pierre</u> from?</li> <li><u>He's</u> from <u>France</u>.</li> </ul> </li> </ul>	<ul> <li>Countries</li> </ul>	France, China, Italy, South Korea, Australia, Canada, India, Egypt, Japan, the United States of America, South Africa, Germany, Brazil, Spain
<ul> <li>What do you want to eat?</li> <li>Let's go to the <u>Italian restaurant</u>.</li> <li>OK! I like/love <u>spaghetti!</u></li> </ul>	<ul> <li>Identifying food from different countries</li> <li>Expressing wants and likes</li> </ul>	watermelon, meat, rice, food, spaghetti, tacos, dumplings, sausages, sushi, fondue, hamburgers, curry, Indian, French, Italian, Mexican, Chinese, German, Japanese, Swiss
<ul> <li>Do you want <u>pizza</u> or <u>a sandwich</u>?</li> <li>I want <u>a sandwich</u>, please.</li> </ul>	<ul><li>Food</li><li>Giving and making choices</li></ul>	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> <li>Would you like some <u>pancakes</u>?</li> <li>Yes, please. / No, thank you.</li> </ul>	<ul><li>Food</li><li>Being polite</li></ul>	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.



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.



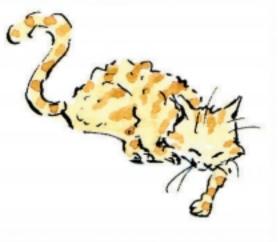
These six children are the main characters of the book. They appear in **Listening Chest**. They are all friends, and they go to the same school. They help teach students the target language and conversational expressions.



## 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

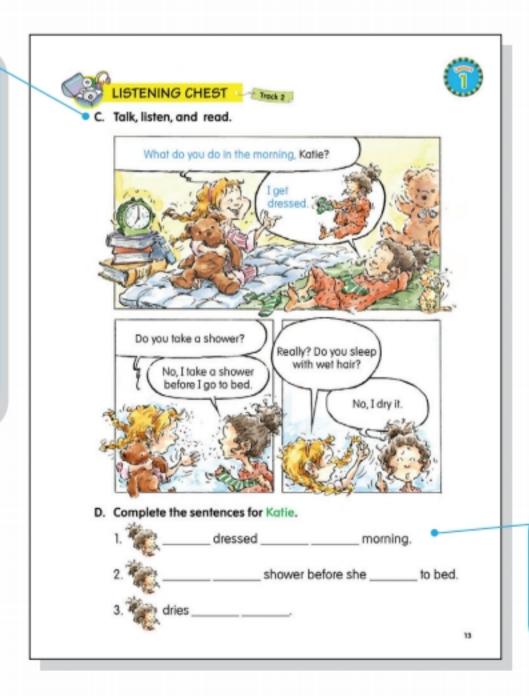
Word Chest introduces key vocabulary. Look curiously at the pictures as if you are discovering them with the students. See if the students can help you by identifying any of the words, and then help them discover the words they do not know. The students listen to the audio recording and number the pictures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