



STUDENT BOOK



ENGLISH CHEST

Liana Robinson



Series Editor
David Paul

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★ Syllabus ★

	Lesson	Lesson Objective	Grammar Focus
Unit 1 Friends and Family	1	Students will learn how to compare things and ask for the opinions of others.	<ul style="list-style-type: none"> Comparative adjectives: taller, shorter Expressing agreement/disagreement
	2	Students will learn some more professions, and talk about their dreams for the future.	<ul style="list-style-type: none"> Giving reasons for things Using want to talk about the future: <i>want</i> +infinitive
	3	Students will describe people based on personal characteristics, and practice asking follow-up questions.	<ul style="list-style-type: none"> Adjectives: smart, athletic... Using the preposition '<i>like</i>' to ask for descriptions of personalities.
	4	Students will talk about past activities and practice asking follow-up questions.	<ul style="list-style-type: none"> Past tense Past tense time expressions: yesterday, yesterday morning/afternoon/evening, last week/month/summer (season)
Unit 2 School Friends	1	Students will learn how to ask for help, and talk about school subjects.	<ul style="list-style-type: none"> Past tense Modal Auxiliary: <i>can</i> - Can you help me?
	2	Students will learn how to talk about their skills and abilities.	<ul style="list-style-type: none"> Infinitive verbs: to drive, to knit Catenative verb: know Auxiliary verb: <i>will</i>
	3	Students will learn about injuries and sicknesses and talk about some of their own past injuries.	<ul style="list-style-type: none"> Subordinating conjunction: because Information questions with <i>why</i>. - Why did ____?
	4	Students will talk about their future birthday plans.	<ul style="list-style-type: none"> Future: <i>be going to</i> Ordinal numbers (1st-31st) Information questions with <i>when</i> and <i>what</i>.
Unit 3 Shopping	1	Students will be able to ask for and give directions.	<ul style="list-style-type: none"> Commands Coordinating conjunction: <i>and</i> Information questions with <i>how</i>.
	2	Students will be able to ask about the prices of different items.	<ul style="list-style-type: none"> Written numbers: 1-100 Exclamations: That's cheap/expensive! Information questions with <i>how much</i>.
	3	Students will learn how to give detailed descriptions of clothing and accessories.	<ul style="list-style-type: none"> Preposition: with Look like
	4	Students will practice making shopping lists, and learn about different containers or quantities of food.	<ul style="list-style-type: none"> Uncountable nouns Partitives: a ____ of

Sentence Patterns	Functions	Vocabulary
<ul style="list-style-type: none"> Who is taller? - I think Sarah is taller than I am. - I agree. / I disagree. Which is worse, summer or winter? 	<ul style="list-style-type: none"> Comparatives Expressing agreement/disagreement 	taller, shorter, stronger, weaker, better, worse, faster, slower, smoother, rougher, cleaner, dirtier, larger, smaller, softer, harder, younger, older, lighter, heavier, rocks, plate, wooden chair, armchair, feather, brick, agree, disagree
<ul style="list-style-type: none"> What do you want to be? - I want to be a photographer. Why? - I want to take beautiful photographs. 	<ul style="list-style-type: none"> Future dreams Professions 	photographer, architect, lifeguard, computer programmer, soldier, president, artist, lawyer, professional basketball player, musician, veterinarian (vet), astronaut, write computer programs, make our country better, design unique houses, paint and draw, help people in trouble, play in a band, take care of animals, visit another planet, play basketball all the time
<ul style="list-style-type: none"> What's your brother like? - He's smart and athletic. Does he help you with your homework? - Yes, he does. / No, he doesn't. 	<ul style="list-style-type: none"> Personal characteristics Asking follow-up questions 	smart, athletic, quiet, energetic, serious, nice, honest, shy, friendly, funny, talkative, hard-working, outgoing, fun, read a lot, have a lot of friends, tell a lot of jokes, talk to everyone, have a lot of fun, work all the time
<ul style="list-style-type: none"> What did you do last winter? - I went ice skating with my family. Did you enjoy it? - Yes, I did. / No, I didn't. 	<ul style="list-style-type: none"> Seasonal activities Asking follow-up questions Past tense 	played rugby, played badminton, went to football camp, learned how to surf, learned how to water-ski, went ice skating, helped my dad at work, built a tree house, traveled to Germany, hung out with my friends, went to space camp, see any sharks, get paid, paint it, study German, enjoy it, wear a space suit
<ul style="list-style-type: none"> Did you memorize the play for drama club? - Yes, I did. / No, I didn't. It's difficult. Can you help me? - Of course! / Sure! / No problem. 	<ul style="list-style-type: none"> School subjects Asking for help Past tense 	muscles, heart, brain, blood, health class, PE (Physical Education), geography, drama club, science class, finish the project, study for the English test, learn the song, music class, learn the formulas, math class, make an animal, art class, history class
<ul style="list-style-type: none"> Do you know how to sail a boat? - Yes, I do. Do you? / No, I don't. Can you teach me? - Sure! 	<ul style="list-style-type: none"> Skills and abilities Knowledge 	drive a car, fence, knit a scarf, play the flute, whistle, play table tennis, ice fish, sail a boat, use chopsticks, play chess, do a cartwheel, do laundry, make cookies, fold a paper airplane
<ul style="list-style-type: none"> Why did Mark go to the nurse? - He/She went to the nurse because he/she got a bloody nose. Is he OK now? - Yes, he is. / No, he isn't. 	<ul style="list-style-type: none"> injuries and sicknesses Giving reasons Past tense 	toothbrush, dental floss, cavity, hospital, x-ray, broken bone, stomachache, headache, flu, bloody nose, fever, need braces, sore throat, earache, toothache, nurse, doctor, dentist, everything
<ul style="list-style-type: none"> What are you going to do for your birthday? - I'm going to go out to dinner with my family. When is it? - It's on April 9th. 	<ul style="list-style-type: none"> Future tense—<i>be going to</i> Months Ordinal numbers (1st-31st) 	Ferris wheel, roller coaster, bumper cars, amusement park, horseback riding, water park, go out to dinner, go bowling, invite some friends to my house, open presents and eat cake, have a sleep over, play mini golf, go on a treasure hunt, have a party
<ul style="list-style-type: none"> How do I get to the video game store? - Go over the bridge, and turn left after three blocks. You can't miss it. - Thank you! 	<ul style="list-style-type: none"> Giving directions Commands 	left, crosswalk, right, block, hill, bridge, go straight for (two) blocks, cross the street at the crosswalk, around the corner, walk up/down the hill, under/over the bridge, turn right/left, through the park, straight on Keller Street
<ul style="list-style-type: none"> How much is this shampoo? It's two dollars and twenty-five cents. - That's cheap! I'll take two. / That's expensive! No thanks! 	<ul style="list-style-type: none"> Asking prices Shopping transactions 	dollars, cents, magazines, DVD, newspaper, shampoo, conditioner, crackers, gum, toothpaste, batteries, soap, expensive, cheap
<ul style="list-style-type: none"> What do your swim shorts look like? - They're green with yellow pockets. Are these them? - Yes, they are. / No, they aren't. 	<ul style="list-style-type: none"> Describing clothing and accessories 	dots, stripes, patterned, buttons, zipper, wallet, purse, swim shorts, pockets, swimsuit, belt, tights, vest, scarf, raincoat, shoelaces, sunglasses
<ul style="list-style-type: none"> What do we need from the supermarket? - We need a tub of butter and a ____. Is that all? - Yes, it is. / No, it isn't. We also need a jar of mayonnaise. 	<ul style="list-style-type: none"> a ____ of Shopping list Food 	soup, soda, butter, mayonnaise, ketchup, bread, eggs, jam, tuna, rice, cereal, milk, juice, water, potato chips, cookies, ice cream, sugar, beans, potatoes, hot dogs, honey, chocolate, a can of, a bag of, a pack of, a jar of, a carton of, a bottle of, a jug of, a tub of, a loaf of, a box of, a bar of

★ 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 begins every lesson. It introduces students to important vocabulary found in the lesson. Students see pictorial representations for the words with labels underneath. First, the teacher goes over the words with students. Then, students listen to the audio and number the pictures accordingly. The audio presents the words in sentence form. This activity helps students increase their vocabulary and trains them to listen for key words in sentences.

Lesson 1 Who Is Taller?

WORD CHEST Track 1

A. Listen and number.

Ken Bob Buster Lulu Kelly Paula

stronger / weaker better / worse taller / shorter

LANGUAGE CHEST

B. Ask and answer.

1. Who is taller? I think Sarah is taller than I am.

2. Which are better? I think the pink ones are better than the yellow ones.

strong → stronger weak → weaker
tall → taller good → better
short → shorter bad → worse

who = people or animals with names
which = objects or animals without names

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Language Chest exposes students to some of the target language found in the lesson. Students can identify with the children in the activity because they are similar to the students themselves. After students review the material, they should practice talking to each other. This activity gets students acquainted with the target language.

The grammar boxes remind teachers to go over the grammar points and help students understand the grammar. It is important to allow teachers to not explain the grammar, but to have students acquire the grammar points through trial and error.

Listening Chest features the main characters. Here, the target language is used in a conversation that emulates a real-life situation. Students read and listen to the conversation with their attention being drawn to the target language in blue. This activity helps motivate students to learn by showing them a practical application for the target language. It also helps students define the new words and concepts.

LISTENING CHEST Track 2

C. Talk, listen, and read.

Amy: Who is stronger, Max or Eric?
Jeff: I think Eric is stronger than Max.
Amy: Really? I don't agree. I think Eric is weaker than Max.
Jeff: I saw Eric at Taekwondo class. He's strong!
Amy: Eric does Taekwondo! I didn't know.
Jeff: Yes, he does. He's very good.

Amy: Hi, Max! Hi, Eric!
Max & Eric: Hi!
Jeff: May I ask you a question?
Eric: Sure!
Amy: Who is stronger, you or Max?
Eric: I think I'm stronger than Max.
Max: No way! I'm stronger!
Jeff: Ha! Ha! Let's have a contest!
Max & Eric: OK!

D. Circle Yes or No.

1. Does Amy think Max is weaker than Eric? Yes No
2. Does Jeff think Eric is stronger than Max? Yes No
3. Is Eric good at Taekwondo? Yes No
4. Was Amy right? Is Max stronger than Eric? Yes No
5. Was Jeff right? Is Eric stronger than Mac? Yes No

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The follow-up activity is a comprehension checking exercise. It helps students summarize what happened in the conversation. The format varies from lesson to lesson in order to help students become better test-takers.