



STUDENT BOOK



ENGLISH CHEST

Liana Robinson



Series Editor
David Paul

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★ Syllabus ★

	Lesson	Lesson Objective	Grammar Focus
Unit 1 Recreation	1	Students will learn how to talk about the actions of others using phrasal verbs.	<ul style="list-style-type: none"> Phrasal verbs: take off, throw away . . . Modal auxiliary: could Future: will
	2	Students will practice extending polite invitations and accepting/declining invitations.	<ul style="list-style-type: none"> Modal auxiliary: would Future: will
	3	Students will practice sharing experiences and opinions using comparative and superlative adjectives.	<ul style="list-style-type: none"> Comparative adjectives Superlative adjectives Present perfect tense Participles
	4	Students will be able to talk about the frequency with which they do certain things and practice asking and answering clarification questions.	<ul style="list-style-type: none"> Information questions with how often Expressions of frequency: usually, sometimes, often When clauses
Unit 2 New Experiences	1	Students will learn how to use the past progressive tense to talk about two things that were happening at the same time in the past.	<ul style="list-style-type: none"> Past progressive tense When/While clauses
	2	Students will learn how to talk about things that happened to other people.	<ul style="list-style-type: none"> Coordinating conjunction: so Subordinating conjunction: because
	3	Students will be able to talk about record-holding animals/things and will learn interesting facts about these animals/things.	<ul style="list-style-type: none"> Superlative adjectives Exclamations
	4	Students will learn how to talk about new experiences and ask questions using <i>Have you ever ___?</i>	<ul style="list-style-type: none"> Present perfect tense Past participles Adverb: ever
Unit 3 Traveling Around	1	Students will practice asking for advice and giving suggestions.	<ul style="list-style-type: none"> Auxiliary modal: should
	2	Students will be able to talk about possibilities and give multiple suggestions.	<ul style="list-style-type: none"> Auxiliary modal: can First conditional
	3	Students will be able to talk about what others should and shouldn't do according to the usual manner of doing things.	<ul style="list-style-type: none"> Auxiliary modal: should Past participles
	4	Students will learn how to talk about hypothetical or dream situations and give reasons for the choices they make.	<ul style="list-style-type: none"> Auxiliary modal: would Second conditional

Sentence Patterns	Functions	Vocabulary
<ul style="list-style-type: none"> Did he <u>pick up all of his toys</u>? - Yes, he <u>picked them up</u>. - Could he <u>pick the rest of the toys up</u>? - OK. 	<ul style="list-style-type: none"> Talking about actions 	take off, throw away, put on, hand in, blow out, try out, pick up, turn up, turn down, blow up, hang up, use up, turn on, turn off, fill out, candle, half pipe, knee pads, elbow pads, volume, glue stick, form, scooter
<ul style="list-style-type: none"> Would you like to <u>help me wash my puppy</u>? - Sure! I'd love to. / Thanks, but I can't. OK. We'll need <u>dog shampoo</u> and <u>a hose</u>. 	<ul style="list-style-type: none"> Extending an invitation Accepting/Declining an invitation 	lemonade, ice cubes, tour, poster, hopscotch, chalk, decorate my bedroom, wash my puppy, feed the ducks, make bracelets, go to the horse races, go surfing, mow the lawn, go camping, go to the zoo, dog shampoo, bread, sunglasses, beads, string, cushions, binoculars, flashlight, tent
<ul style="list-style-type: none"> Which <u>were more difficult, the push-ups or the sit-ups</u>? - I thought <u>the push-ups were more difficult than the sit-ups</u>. What's the most <u>difficult exercise</u> you have ever <u>done</u>? - <u>Chin-ups are the most difficult exercise</u> I have ever <u>done</u>. 	<ul style="list-style-type: none"> Sharing experiences and opinions 	biggest animal, best movie, loudest music, nicest person, worst TV program, most interesting book, fireworks, push-ups, sit-ups, chin-ups, difficult, expensive, beautiful, adventurous, intelligent, colorful, delicious, jacket, sunflowers, roses, orchids, going to the water park, walking your dog, parrot, dolphin, kiwi, mango
<ul style="list-style-type: none"> Do you <u>play paint ball sometimes</u>? - Yes, I <u>sometimes play</u> when <u>my cousins come to town</u>. When do <u>your cousins come to town</u>? - <u>In the summer vacation when the weather is nice</u>. 	<ul style="list-style-type: none"> Talking about the frequency Asking and answering clarification questions 	tired, worried, bored, a quarter to, a quarter past, half past, sometimes, usually, stay in a hotel, take a vacation, wear warm clothes, stay home, dodge ball, paint ball, goes to bed early, talks with her mom, shouts, cries, hungry, angry, sad
<ul style="list-style-type: none"> What <u>were you</u> doing when <u>it started to rain</u>? - I <u>was waiting for my brother</u> when <u>it started to rain</u>. 	<ul style="list-style-type: none"> Talking about two things happening at the same time in the past 	walking, getting dressed, washing dishes, daydreaming, waiting for a bus, taking care of, watching a fire engine, pushing my bike, doorbell rang, saw the car accident, broke her leg, fire alarm went off, ride on a ferry, daydream, walk her dog, watch a baseball game, snowboard, do homework, earthquake
<ul style="list-style-type: none"> How was <u>William</u>? - He was <u>nervous</u> because he <u>had to give a speech</u>. / He <u>had to give a speech</u>, so he <u>was nervous</u>. 	<ul style="list-style-type: none"> Talking about things happened to other people Cause and effect 	gave a speech, ripped his jeans, failed a test, passed a test, spilled juice, in a hurry, had to give a speech, got up late, didn't understand the teacher, forgot her key, slipped on the ice, lost the race, went to bed late, late for school, couldn't open the door, confused, embarrassed, disappointed, tired, nervous
<ul style="list-style-type: none"> Which <u>are bigger, white rhinos or blue whales</u>? - <u>Blue whales are bigger</u> than <u>white rhinos</u>. <u>They are the biggest animal in the world</u>. 	<ul style="list-style-type: none"> Sharing the interesting facts about record-holding animals and things 	the Nile, Mount Everest, Russia, cheetah, blue whale, giraffe, Britain, France, Channel Tunnel, Seikan Tunnel, in the world, African/Asian elephants, Saturn, Jupiter, gazelles, gray wolves, red wolves, Alaska, Texas, tallest, largest, fastest, rarest, heaviest, red-eyed three frogs, howler monkeys
<ul style="list-style-type: none"> Have you ever <u>been to a chocolate factory</u>? - Yes, I <u>went to one last year</u>. How was it? - It was <u>interesting</u>. 	<ul style="list-style-type: none"> Talking about new experiences 	hammock, orchard, traditional clothes, mosquito, acrobat, rainforest, musical instruments, been snorkeling, been to a circus/rodeo/chocolate factory, been stung by a bee, given a speech, swum with dolphins
<ul style="list-style-type: none"> What should I get/buy <u>my younger brother</u> for <u>his birthday</u>? - How about <u>a lizard</u>? That's a good idea. / Are you sure? / No, I don't think so. 	<ul style="list-style-type: none"> Asking for suggestions Expressing personal opinions 	gift certificate, basket, apron, graduation, Mother's/Father's Day, anniversary, picture frame, basket, fan, lizard, pocket knife, headphones, robe, slippers, webcam, coffee cups, coin bank, necklace, perfume, laptop bag
<ul style="list-style-type: none"> What can I do <u>to improve my English</u>? - Why don't you <u>listen to a little English every day</u>? - How about <u>listening to a little English every day</u>? 	<ul style="list-style-type: none"> Giving multiple suggestions 	sell cakes, babysit, travel around the world, earn money, volunteer, speak fluently, save rhinos, exercise, learn first aid, help the environment, study English/Spanish/French, London, Australia, Canada, New Zealand
<ul style="list-style-type: none"> What happened? - <u>That boy ate too quickly</u>. - He <u>shouldn't have eaten quickly</u>. - I know. He <u>should have eaten slowly</u>. 	<ul style="list-style-type: none"> Expressing the usual manner of doing things 	stay up late, drop, cross the street, eat too much, have an accident, eat slowly/quickly, stretched, dropped the trash, backed up her files, listened to his mom, driven slowly, crossed the street
<ul style="list-style-type: none"> <u>Who</u> would you like to <u>meet</u>? - I'd like to <u>meet the Queen of England</u>. Why? - I'd like to <u>talk to her about her life</u>. 	<ul style="list-style-type: none"> Talking about hypothetical situations 	windmill, platypus, clogs, seal, a pair (of shoes), glacier, meet the Queen of England, go to Mount Kilimanjaro, be a doctor, live in Hawaii, travel around the world, buy a helicopter, be good at gymnastics

★ 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
Did You Put on Your Hat?

WORD CHEST Track 1

A. Listen and number.

take off ☐ throw away ☐ put on ☐
hand in ☒ blow out ☐ try out ☐

LANGUAGE CHEST

B. Ask and answer.

1. Did you put on your hat?
Yes, I put it on.

2. Did he blow out the candles?
No, he didn't blow them out.

She put on her hat.
She put her hat on.
She put it on.

He didn't blow out the candles.
He didn't blow the candles out.
He didn't blow them out.

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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.

Max: Let's go to the skate park!
Jeff: Yeah! We can try out the new half pipe.
Max: Great! I'll meet you there in an hour.
Jeff: Perfect. Don't forget your helmet!
Max: I won't. My brother gave me his old skateboard.
Jeff: Wow! That's great. We can try it out.
Max: Cool! See you in a bit.

Max: Mom, I'm going to the skate park.
Mom: Did you put on your knee pads and elbow pads?
Max: Yes, I put them on.
Mom: Could you show me, please?
Max: See!
Mom: Thank you! Be back in time for dinner, please.
Max: I will. Bye!

D. Circle Yes or No.

1. Are Max and Jeff going surfing?	Yes	No
2. Is there a new half pipe at the skate park?	Yes	No
3. Are the boys going to try out a surfboard?	Yes	No
4. Has Max put his knee pads on?	Yes	No
5. Has Max put his elbow pads on?	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.