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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 | <p>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</p> |
| <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 | <p>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</p> |
| <ul style="list-style-type: none"> Which <u>were</u> more <u>difficult</u>, <u>the push-ups</u> or <u>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 | <p>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</p> |
| <ul style="list-style-type: none"> Do you <u>play paint ball</u> sometimes? - Yes, I sometimes <u>play</u> when <u>my cousins come to town</u>. When do <u>your cousins come to town</u>? - <u>In the summer vacation</u> when the weather is nice. | <ul style="list-style-type: none"> Talking about the frequency Asking and answering clarification questions | <p>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</p> |
| <ul style="list-style-type: none"> What <u>were you</u> doing when <u>it started to rain</u>? - <u>I 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 | <p>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</p> |
| <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 was <u>nervous</u>. | <ul style="list-style-type: none"> Talking about things happened to other people Cause and effect | <p>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</p> |
| <ul style="list-style-type: none"> Which <u>are bigger</u>, <u>white rhinos</u> or <u>blue whales</u>? - <u>Blue whales are bigger than 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 | <p>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</p> |
| <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 | <p>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</p> |
| <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 | <p>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</p> |
| <ul style="list-style-type: none"> What can I do to <u>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 | <p>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</p> |
| <ul style="list-style-type: none"> What happened? - <u>That boy ate too quickly</u>. - He shouldn't have <u>eaten quickly</u>. - I know. He should have <u>eaten slowly</u>. | <ul style="list-style-type: none"> Expressing the usual manner of doing things | <p>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</p> |
| <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 | <p>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</p> |

★ 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.

WORD CHEST (Task 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.
 She put on her hat.
 She put her hat on.
 She got it on.

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

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 (Task 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 please?
 Max: Sure!
 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 |

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.

Talk Chest presents the complete target language and new vocabulary. Previously, students were introduced to these concepts. But, **Talk Chest** is where students can memorize the new language. The students and teacher talk about the big picture first. Then, students try to fill in the missing words. This activity gives students their first chance to produce the target language.

TALK CHEST

E. Look and say.

pick up all of your toys? we picked up

pick the rest of the toys up? OK

Guide

| | |
|-------------------------|---------------|
| Did he/she/you _____? | Yes/No, _____ |
| Could he/she/you _____? | OK |

E. Picture Prompts. (Task 3)

- Turn up the volume
- Blow up the balloons
- Hang up the clothes
- Use up the whole glue stick
- Turn off the lights
- Fill out the form

Guide shows students the language pattern. All of the words that do not change from one example to another are printed in the guide. The words that change are represented by blank lines. This helps students with sentence construction.

Picture Prompts give students further practice. The words under each picture fit into the framework of the guide above. First, students listen to each conversation. Then, they practice through role-playing with partners.

Reading Chest recycles some of the vocabulary and/or target language in a written passage. The passages come in a variety of formats such as newspaper articles, diary entries, letters, e-mails, and magazine articles. The new context is interesting for students and applicable to their lives. This activity shows students how much they have learned. It also helps to increase reading proficiency.

READING CHEST (Task 4)

G. Read and answer the questions.

Karen: Why do you have a photo of all shoes?
Morgan: Hi! Those were my favorite shoes!
Karen: They look terrible!
Morgan: Sorry, but they were so comfortable. I threw them away three months ago. I can't wear them.
Karen: You threw those beautiful shoes away? Not fair! What are you doing right now?
Morgan: Homework.
Karen: I just got a new scooter. Do you want to come over and try it out?
Morgan: I can't. I have to hand in my science project tomorrow, and I have a lot of work to do.
Karen: That's too bad.
Morgan: May I see your new scooter?
Karen: Of course!
Morgan: I just used up all of the tape in our house, and I still need more. Do you want me to bring some more?
Karen: Do you need?
Morgan: No, not at all. It's fun to see your computer screen read to you. Please call my new scooter.
Thank you very much!


- What happened to Morgan's old shoes?
a. He took the shoes off. b. He put the shoes on.
c. He threw the shoes away. d. He picked the shoes up.
- Why can't Morgan try out Karen's new scooter today?
- What does Karen need to do before she rides her scooter to Morgan's house?

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

Writing Chest is an activity that challenges students to use the skills they have learned. In order to remain interesting, the format varies from lesson to lesson. Students should be encouraged to proofread their work and correct any mistakes that they find.

WRITING CHEST

H. Complete the conversations.

1.  A: _____ the _____ on the radio?
B: Yes, _____
A: Could she _____ some more?
B: OK.

2. A: _____ the _____ in the living room?
B: Yes, _____
A: I can't see well. Could he _____ some more lights?
B: OK.

I. Complete the chart.

| | | | |
|---------------------|---------------------------|--------------------------------|-------------------|
| 1. fill out form | He filled out the form. | He filled the form out. | He filled it out. |
| 2. take off sweater | | She took her sweater off. | |
| 3. hang up coats | They hung up their coats. | | |
| 4. pick up boxes | | We picked the boxes up. | |
| 5. use up milk | | | I used it all up. |
| 6. put on uniforms | We put on our uniforms. | | |

Each **Writing Chest** page contains two different writing activities.

Activity Chest appears as a classroom game or board game. It is a fun way for students to play constructively in the classroom. This activity consolidates everything that students have learned in the lesson, and gives the teacher one last chance to evaluate everyone's progress. The activities are adaptable for use in a variety of classrooms. In addition, they do not require excessive preparation from the teacher.

ACTIVITY CHEST

J. Play. Flip a coin to move along the board.

START

Did he put on his elbow pads?
Yes, he put them on.

Could he put his knee pads on, too?
Yes, I'll tell him.

FINISH

