



ENGLISH CHEST

Liana Robinson



Series Editor
David Paul



ENGLISH CHEST 2 STUDENT BOOK

Liana Robinson

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★ Syllabus ★

	Lesson	Lesson Objective	Grammar Focus
Unit 1 The Weekend	1	Being able to express feelings	<ul style="list-style-type: none"> Information question with how
	2	Becoming more familiar with how to express likes and dislikes	<ul style="list-style-type: none"> Verb: do
	3	Learning the names of some different animals and how to describe them	<ul style="list-style-type: none"> Adjectives: big, small, cute... Demonstrative pronouns: this/that
	4	Learning some common verbs and how to express ability	<ul style="list-style-type: none"> Modal auxiliary: can
Unit 2 My Things	1	Learning to identify some objects and origins	<ul style="list-style-type: none"> Demonstrative pronouns: this/that From
	2	Becoming more familiar with possessives	<ul style="list-style-type: none"> Possessive adjectives: my, your, his, her, its, our, their
	3	Talking about plural objects and learning to identify some clothing items	<ul style="list-style-type: none"> Demonstrative pronouns: these/those
	4	Learning to identify some household items and talking about the location of things	<ul style="list-style-type: none"> Prepositions of place: in, on, under, behind
Unit 3 With Friends	1	Learning some food items and talk about different meals	<ul style="list-style-type: none"> Suggestions: Let's __. Adverb: too Quantifiers: All/Some
	2	Being able to talk about favorites	<ul style="list-style-type: none"> Categories: seasons, animals, flowers, colors
	3	Learning how to express what they do in free time	<ul style="list-style-type: none"> Simple present tense
	4	Learning how to express what they do in free time	<ul style="list-style-type: none"> Information questions with how many There is/are

Sentence Patterns	Functions	Vocabulary
<ul style="list-style-type: none"> How are you today? - I'm <u>good</u>! - I feel <u>bad</u>. 	<ul style="list-style-type: none"> Greetings Feelings 	good, bad, fine, not so good, terrific, great, OK, basketball, soccer, ballet, baseball, cold, tennis
<ul style="list-style-type: none"> Do you like <u>ice cream</u>? - Yes, I do. / No, I don't. 	<ul style="list-style-type: none"> Food Expressing likes and dislikes 	cake, chocolate, ice cream, chicken, rice, fish, pizza, candy, tea, eggs, soup, salad, camping, hiking, fishing
<ul style="list-style-type: none"> Look at this/that <u>zebra</u>! - Wow! It's <u>cute</u>! 	<ul style="list-style-type: none"> Describing animals Descriptive words 	zebra, monkey, lion, frog, rabbit, spider, horse, turtle, butterfly, elephant, big, small, cute, fast, slow, old, young, pet, zoo
<ul style="list-style-type: none"> Can you <u>swim</u>? - Yes, I can. / No, I can't. 	<ul style="list-style-type: none"> Expressing abilities 	read, swim, juggle, sing, dance, ride, laugh, play the guitar, run fast, jump high, walk on one's hands, pool, clown
<ul style="list-style-type: none"> What's this/that? - It's a <u>seashell</u>. It's from <u>the ocean</u>. 	<ul style="list-style-type: none"> Identifying objects and their origins 	seashell, sea, beach, tail, wing, helmet, robot, string, yo-yo, tail, toy horse, mask, costume, roof, doll house, lid, paint set
<ul style="list-style-type: none"> Is this/that your <u>laptop</u>? - Yes, it is. - No, it isn't. It belongs to <u>my sister</u>. 	<ul style="list-style-type: none"> Possessions Electronic equipment Singular items 	laptop, pencil sharpener, glue, stapler, stereo, CD, pencil case, cell phone, MP3 player, computer, camera, TV
<ul style="list-style-type: none"> Are these/those your <u>glasses</u>? - Yes, they are. / No, they're not. 	<ul style="list-style-type: none"> Possessions Plural items Clothing 	socks, shoes, glasses, sandals, scissors, mittens, boots, gloves, pants, sweaters, shorts, dresses
<ul style="list-style-type: none"> Where are my <u>keys</u>? - They're <u>under</u> your <u>book</u>. Where is my <u>watch</u>? - It's <u>in</u> the <u>bathroom</u>. 	<ul style="list-style-type: none"> Prepositions of place Locating lost items 	keys, bathroom, cap, watch, comb, brush, hair bands, toothbrush, earrings, towel, cup, sink, drawer, shelf, door, bed, bedroom, bathroom, in, under, on, behind
<ul style="list-style-type: none"> I'm <u>hungry</u>! - Me, too! Let's have <u>a snack</u>! Good idea! 	<ul style="list-style-type: none"> Expressing hunger and thirst Food Making a suggestion 	pizza, chips, hamburger, Coke, French fries, grapes, cookies, lemonade, hungry, thirsty, breakfast, lunch, dinner, snack
<ul style="list-style-type: none"> What's your favorite <u>color</u>? - My favorite <u>color</u> is <u>pink</u>. 	<ul style="list-style-type: none"> Expressing favorites Seasons 	sunshine, leaves, bugs, snow, rain, flower, rose, animal, monkey, dog, season, winter, spring, fall, summer
<ul style="list-style-type: none"> What do you do after school? - I <u>paint pictures</u>. What does he/she do after school? He/She <u>goes to the library</u>. 	<ul style="list-style-type: none"> Activities Talking about free time 	paint pictures, watch TV, do one's homework, play basketball/baseball, go to the library, play computer games, go jogging, read books, draw pictures, listen to music, practice the piano, play the guitar
<ul style="list-style-type: none"> How many <u>crabs</u> are there? - There are <u>twelve crabs</u>. - There is only one <u>dolphin</u>. 	<ul style="list-style-type: none"> Cardinal numbers 11-15 Sea and nocturnal animals 	eleven, twelve, thirteen, fourteen, fifteen, crab, whale, shark, dolphin, jellyfish, seahorse, owl, mice, snake, bat, panther

★ 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.



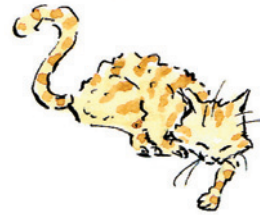
Jeff is funny and adventurous. He likes to tell jokes and water-ski. He also likes to watch scary movies.



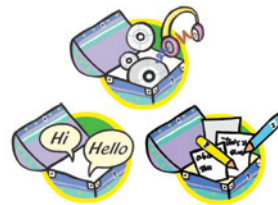
These six children are the main characters of the book. They appear in the **Listening Chest**. They are all friends, and they go to the same school. They help teach students the target language and conversational expressions.



Ms. Monster appears in various personalization activities. She asks students questions about themselves.



Mr. Kitty appears in the **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 the **Language Chest**, and they introduce part of the target language of each unit.

A Guide for Teachers

The Word Chest

introduces key vocabulary. Look curiously at the pictures as if you are discovering them with the children. See if the children 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
How Are You Today?

WORD CHEST — Track 1

A. Listen and number.

bad basketball 1 good

soccer ballet baseball

LANGUAGE CHEST

B. Ask and answer.

1. How are you today?
I'm good!

2. How are you today?
I feel bad.

12 - Unit 1 Lesson 1

The 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 Listening Chest

features the main characters. The target language is used in a real-life situation. The children first practice the dialogue orally with books closed, then listen to the dialogue, 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.

Hi, Katie!
Hi!

How are you today?
Fine. How are you?
Not so good. I have a cold. Oh, no!

D. Trace and write.

1. How is ? She's

2. How is ? He has

3. How are you? _____

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

The **Talk Chest** presents the target language together with the key vocabulary. The students look at the picture and talk about it - such as by identifying the things and children in the picture. They then try to work out what the children are saying.

TALK CHEST
E. Look and say.

How are you _____?

Great! Not _____ good.

Guide
How are you today? _____

F. Picture prompts. Track 3

- great
- fine
- not so good
- OK

not so good fine/OK great terrific

14 Unit 1 Lesson 1

The Guide focuses on key patterns. The children look at the guide and either use it to talk about themselves or pretend they are a puppet or toy animal and imagine what the puppet/animal would say.

The picture prompts focus on key patterns. The students first look at the picture and try to work out what to say. They then listen to the audio recording while looking at the pictures.

The **Reading Chest** recycles some of the key vocabulary and/or target patterns. The students try to read the text. They can also talk or write about themselves or the world around them using the patterns in the text.

READING CHEST Track 4

G. Read and circle Yes or No.

Today is sports day.
My dad plays tennis.
My mom plays soccer.
And I play baseball.
We feel great!

- Does his dad play baseball? Yes No
- Does his mom play soccer? Yes No
- Do they feel great today? Yes No

WRITING CHEST

H. Unscramble and write the sentence.

- His name is Sam. He plays a b a k e t b a l l .

- Her m a e n is Jill. She does l e b t a .

- e r h i T names are Kelly and Nick.
They play c e o c s r .

15

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

The **Writing Chest** is a simple writing activity that helps consolidate the target patterns.

The **Activity Chest** a classroom game or board game. It is a fun way for the students to practice and consolidate the patterns and vocabulary introduced in the unit. The activities can be used in a variety of classrooms and do not require a lot of preparation.

ACTIVITY CHEST

I. Play. Try to go under the bridge without getting caught.

J. Answer and draw yourself.

16 - Unit 1 Lesson 1

A personalization activity accompanies the classroom games. This gives the children another opportunity to express themselves.

The **Song Chest** is a song set to a familiar tune. Ending a unit with a song is a great way to help students retain the unit language targets. We can introduce the song by playing the audio recording, getting the children to read the song before playing the recording, or simply by starting to sing it with the children.

SONG CHEST Track 2

K. Listen and sing along.

How Are You Today?

How are you today?
 How are you today?
 How are you? How are you?
 How are you today?
 I'm great!
 I'm great!
 Great! Great! Great! Great!
 I'm great today!

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Many of the songs can be altered to include the personal information of the students in the class. The students can also listen to the song again at home or in the car with their parents.

A special illustration accompanies each song. This makes the song more interesting and memorable for the students.



Unit
1

The Weekend

- Lesson 1 How Are You Today?
- Lesson 2 Do You Like Ice Cream?
- Lesson 3 Look at That Zebra!
- Lesson 4 Can You Swim?



Lesson
1

How Are You Today?



WORD CHEST

Track 1

A. Listen and number.



bad



basketball

1



good



soccer



ballet



baseball



LANGUAGE CHEST

B. Ask and answer.

1. How are you today?



I'm good!



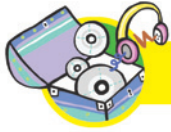
2.

How are you today?



I feel bad.





C. Talk, listen, and read.



D. Trace and write.

1. How is  ? She's

2. How is  ? He has

3. How are you? _____



TALK CHEST

E. Look and say.



Guide

How are you today? _____.

F. Picture prompts. Track 3

1.



great

2.



fine

3.



not so good

4.



OK





READING CHEST

Track 4

G. Read and circle Yes or No.

Today is sports day.
My dad plays tennis.
My mom plays soccer.
And I play baseball.
We feel great!



- | | | |
|--------------------------------|-----|----|
| 1. Does his dad play baseball? | Yes | No |
| 2. Does his mom play soccer? | Yes | No |
| 3. Do they feel great today? | Yes | No |



WRITING CHEST

H. Unscramble and write the sentence.

1. His name is Sam. He plays **a b a k s l e t b l**.



2. Her **m a e n** is Jill. She does **l e b l t a**.



3. **e r h i T** names are Kelly and Nick.

They play **c e o c s r**.





ACTIVITY CHEST

I. Play. Try to go under the bridge without getting caught.



J. Answer and draw yourself.





SONG CHEST

Track 5

K. Listen and sing along.

How Are You Today?

How are you today?
 How are you today?
 How are you? How are you?
 How are you today?

I'm great!
 I'm great!
 Great! Great! Great! Great!
 I'm great today!

