



ENGLISH CHEST

Liana Robinson



Series Editor
David Paul



ENGLISH CHEST 3 STUDENT BOOK

Liana Robinson

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★ Syllabus ★

	Lesson	Lesson Objective	Grammar Focus
Unit 1 At Home	1	Students will talk about routine activities.	<ul style="list-style-type: none"> In the morning/in the afternoon /in the evening/at night
	2	Students will be able to identify rooms/areas in a house.	<ul style="list-style-type: none"> Information question with where. - Where's ___?
	3	Students will be able to identify household items and the location of these items in a house.	<ul style="list-style-type: none"> Prepositions of place: in, on, under, behind, next to, in front of - That is... - These are... - Put it/them...
	4	Students will talk about activities they are doing.	<ul style="list-style-type: none"> Present progressive: be + (verb)ing
Unit 2 Outdoors	1	Students will learn to identify some occupations.	<ul style="list-style-type: none"> Information question with who - Who is ___?
	2	Students will learn how to describe someone or something	<ul style="list-style-type: none"> Adjectives: blond, fat, thin, cute Look like
	3	Students will learn to describe the weather and give reminders about weather appropriate clothing.	<ul style="list-style-type: none"> Information question with how. - How's the weather today? Command: Don't forget ___!
	4	Students will be able to talk about outdoor activities and express their likes.	<ul style="list-style-type: none"> Information question with what. - What do you like to do? Like + infinitive.
Unit 3 Cultures and Food	1	Students will tell where they are from and identify some countries.	<ul style="list-style-type: none"> Information question with where. - Where are you from? - I'm from ___.
	2	Students will learn about foods and restaurants from different countries.	<ul style="list-style-type: none"> Information question with what. - Verb: want - Suggestion: Let's go to the ___ restaurant.
	3	Students will be able to ask about food choices and articulate their own choices.	<ul style="list-style-type: none"> Do you want ___ or ___? I want __, please.
	4	Students will learn to identify some additional food items and learn how to ask a polite question.	<ul style="list-style-type: none"> Please and thank you Would (for politeness) - Would you like some ___?

Sentence Patterns	Functions	Vocabulary
<ul style="list-style-type: none"> What do you do <u>in the morning/ afternoon/evening</u>? - I play soccer. - At night he watches TV. 	<ul style="list-style-type: none"> Routine activities 	<p>put on my pajamas, wake up, take a shower, watch television, wash my face, go to school, eat breakfast/ lunch/dinner, do my homework, brush my hair, feed my dog, brush my teeth, sleep with wet hair, dry my hair</p>
<ul style="list-style-type: none"> Where's <u>Grandma</u>? - <u>She's in the kitchen</u>. - <u>Dad's in the garage</u>. 	<ul style="list-style-type: none"> Family members Identifying parts of the house 	<p>motorcycle, tools, computer, toys, messy, Mom, Dad, Grandpa, Grandma, brother, sister, garage, kitchen, living room, bedroom, patio, yard, bathroom, dining room</p>
<ul style="list-style-type: none"> This is a pretty clock. These are nice photographs. Put it in the dining room. Put them on the wall. 	<ul style="list-style-type: none"> Household items Identifying locations 	<p>painting, microwave, vase, toaster, refrigerator, lamp, painting, refrigerator, flowers, photograph, picture, mirror, clock, telephone, sofa, coffee table, bookcase, fan, box, counter, wall, next to, maybe</p>
<ul style="list-style-type: none"> What are you doing? - I'm <u>typing an e-mail</u>. What is he/she doing? - <u>He is exercising</u>. What are they doing? - They are playing soccer. 	<ul style="list-style-type: none"> Common activities Present progressive 	<p>running, walking, eating, drinking, playing soccer/baseball/a computer game, watching television/a movie, doing homework, jogging, tired, washing the dishes, cleaning, shopping, coloring, holding, relaxing, working</p>
<ul style="list-style-type: none"> Who is <u>he</u>? - <u>He's principal teacher</u>. 	<ul style="list-style-type: none"> Identifying people and occupations 	<p>police officer, soccer player, firefighter, student, cook, teacher, mail carrier, librarian, coach, farmer, dentist, shopkeeper, dangerous, criminal, strong, brave</p>
<ul style="list-style-type: none"> What does she look like? - <u>She's cute</u>. What do <u>they</u> look like? - <u>They're old</u>. It is small and weak. - They are big and strong. 	<ul style="list-style-type: none"> Describing someone or something 	<p>blond, cute, ugly, fat, thin, small, weak, big, strong, tall, handsome, short, pretty, young, old, different, dark</p>
<ul style="list-style-type: none"> How's the weather today? - It's <u>snowy</u>. Don't forget your <u>winter</u> hat! 	<ul style="list-style-type: none"> Weather Clothing 	<p>lightning, storm, thunder, hot chocolate, blankets, rainy, stormy, snowy, freezing cold, winter hat, sunny, sunglasses, cloudy, sweater, windy, kite, cold, coat, warm, fan, hot, hat, bowling shoes, terrible, outside, hard, loud, bright, scary, safe, horrible</p>
<ul style="list-style-type: none"> What do you like to do? - I like to <u>play golf</u>. 	<ul style="list-style-type: none"> Outdoor activities Expressing likes 	<p>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, excited, vacation</p>
<ul style="list-style-type: none"> Where are you from? - I'm from <u>China</u>. 	<ul style="list-style-type: none"> Countries 	<p>France, China, Italy, South Korea, Australia, Canada, India, Egypt, Japan, the United States of America, South Africa, Germany, Brazil, Spain, welcome</p>
<ul style="list-style-type: none"> What do you want to eat? - Let's go to the <u>Italian restaurant</u>. OK! I like/love <u>spaghetti</u>! 	<ul style="list-style-type: none"> Identifying food from different countries Expressing wants and likes 	<p>watermelon, meat, rice, food, spaghetti, tacos, dumplings, sausages, sushi, fondue, Indian, French, Italian, Mexican, Chinese, German, Japanese, Swiss, hamburger, curry</p>
<ul style="list-style-type: none"> Are you hungry? - Yes, I am. Do you want a <u>waffle</u> or <u>scrambled eggs</u>? - I want a waffle, please. 	<ul style="list-style-type: none"> Food Giving and making choices 	<p>sandwich, tomato, lettuce, salad, chicken soup, waffle, scrambled eggs, soda, grape juice, hot dog, hamburger, turkey, apple pie, cheesecake, strawberry shake, chocolate shake, beef, eat out, stay home, present, cheeseburger</p>
<ul style="list-style-type: none"> Would you like some <u>pancakes</u>? - Yes, please. / No, thank you. 	<ul style="list-style-type: none"> Food Being polite 	<p>peas, carrots, broccoli, green beans, corn, pancakes, pineapple juice, toast, cereal, yogurt, mashed potatoes, bread, butter, vegetable, healthy, tasty, delicious</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.



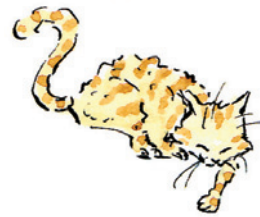
Jeff is funny and adventurous. He likes to tell jokes and water-ski. He also likes to watch scary movies.



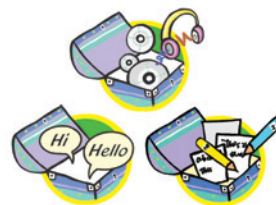
These six children are the main characters of the book. They appear in the **Listening Chest**. They are all friends, and they go to the same school. They help teach students the target language and conversational expressions.



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
What Do You Do in the Morning?

WORD CHEST Track 1

A. Listen and number.

pajamas shower

wake up eat breakfast go to school

LANGUAGE CHEST

B. Ask and answer.

1. What do you do at night?
I put on my pajamas.

2. What do you do in the morning?
I take a shower.

in the morning → in the afternoon → in the evening → at night

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.

What do you do in the morning, Katie?
I get dressed.

Do you take a shower?
No, I take a shower before I go to bed.

Really? Do you sleep with wet hair?
No, I dry it.

D. Complete the sentences for Katie.

1. _____ dressed _____ morning.

2. _____ shower before she _____ to bed.

3. _____ dries _____.

13

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.

in the morning? _____

_____ wash my face.

_____ watch television with my mom and _____.
How about you?

Guide

What do you do in the morning/afternoon/evening?
What do you do at night? I _____

F. Picture prompts. - track 3

- brushes her hair / morning
- eat breakfast / morning
- plays soccer / afternoon
- does her homework / evening
- brushes her teeth / night

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 complete the sentences.

In the morning I go jogging.
In the afternoon I play soccer.
In the evening I do my homework.
At night I read a book and then go to bed.

In the morning he sleeps.
In the afternoon he sleeps.
In the evening he watches TV.
At night he eats a lot and then sleeps.

- She _____ jogging _____ morning.
- She _____ soccer _____ afternoon.
- The dog _____ a lot and then _____ at night.

WRITING CHEST

H. Write your own answers.

- In the morning I _____
- In the afternoon I _____
- In the evening I _____
- At night I _____

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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. Guess the sentences.

II. Complete the chart.

	brush my teeth play soccer	take a shower put on my pajamas	wake up feed rfly dog
Me	I wash my face in the morning.		
Partner 1	Name _____		
Partner 2	Name _____		

What do you do in the morning?

I do my homework in the evening. What do you do in the evening?

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.

What Do You Do?

What do you do?
What do you do?
What do you do in the morning?
I brush my teeth, and I take a shower.
That's what I do.

What do you do?
What do you do?
What do you do in the afternoon?
I go to the park, and I play with my friends.
That's what I do.

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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

At Home

- Lesson 1** What Do You Do in the Morning?
- Lesson 2** Dad Is in the Garage
- Lesson 3** Put the Mirror on the Wall
- Lesson 4** What Are You Doing?



What Do You Do in the Morning?



WORD CHEST

Track 1

A. Listen and number.



pajamas



shower



wake up



eat breakfast



go to school



LANGUAGE CHEST

B. Ask and answer.

1.

What do you do at night?



I put on my pajamas.

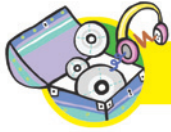
2.

What do you do in the morning?



I take a shower.




in the morning → in the afternoon → in the evening → at night



C. Talk, listen, and read.



D. Complete the sentences for **Katie**.

-  _____ dressed _____ morning.
-  _____ shower before she _____ to bed.
-  dries _____.



TALK CHEST

E. Look and say.



Guide

What do you do in the morning/afternoon/evening?
What do you do at night? I _____.

F. Picture prompts. Track 3



brushes her hair / morning



eat breakfast / morning



plays soccer / afternoon



does her homework / evening



brushes her teeth / night



READING CHEST

Track 4

G. Read and complete the sentences.

In the morning, I go jogging.
 In the afternoon, I play soccer.
 In the evening, I do my homework.
 At night, I read a book and then go to bed.
 In the morning, he sleeps.
 In the afternoon, he sleeps.
 In the evening, he watches TV.
 At night, he eats a lot and then sleeps.



1. She _____ jogging _____ morning.
2. She _____ soccer _____ afternoon.
3. The dog _____ a lot and then _____ at night.



WRITING CHEST

H. Write your own answers.

1. In the morning, I _____.
2. In the afternoon, I _____.
3. In the evening, I _____.
4. At night, I _____.



ACTIVITY CHEST

I. Play. Guess the sentences.



J. Complete the chart.

- Ideas** brush my teeth take a shower wake up
 play soccer put on my pajamas feed my dog

	Morning	Evening
Me	I wash my face in the morning.	
Partner 1 _____ Name		
Partner 2 _____ Name		

What do you do in the morning?



I do my homework in the evening. What do you do in the evening?



K. Listen and sing along.

What Do You Do?

What do you do?

What do you do?

What do you do in the morning?

I brush my teeth, and I take a shower.

That's what I do.

What do you do?

What do you do?

What do you do in the afternoon?

I go to the park, and I play with
my friends.

That's what I do.

