



ENGLISH CHEST

Liana Robinson



Series Editor
David Paul



ENGLISH CHEST 4 STUDENT BOOK

Liana Robinson

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★ Syllabus ★

	Lesson	Lesson Objective	Grammar Focus
Unit 1 Free Time	1	Students will learn about school subjects and grades (year in school).	<ul style="list-style-type: none"> Ordinal numbers
	2	Students will learn the numbers 1-59, and practice telling time.	<ul style="list-style-type: none"> Information subject it Hyphenated numbers (twenty-one)
	3	Students will learn how to express their hobbies and share some personal information.	<ul style="list-style-type: none"> Do you have any __ or __?
	4	Students will learn to differentiate types of movies, books, and music while expressing their likes.	<ul style="list-style-type: none"> Like + noun
Unit 2 Occupations and Places	1	Students will learn and identify rules at home and in public places.	<ul style="list-style-type: none"> Commands
	2	Students will talk about occupations and practice asking follow-up questions about the occupations.	<ul style="list-style-type: none"> Coordinating conjunction: and
	3	Students will talk about occupations.	<ul style="list-style-type: none"> Interrogative question with where - Where do you work? Preposition + place (at/in an office)
	4	Students will express where they are going, and give reasons for going to those places.	<ul style="list-style-type: none"> Present progressive: be + (verb)ing Need vs. want
Unit 3 Activities	1	Students will learn about seasonal activities and the frequency in which they do these activities.	<ul style="list-style-type: none"> Adverbs of frequency: sometimes, often, always, rarely, hardly ever, never
	2	Students will talk about the frequency with which they do certain activities.	<ul style="list-style-type: none"> Adverbs of frequency: usually, hardly ever, rarely
	3	Students will learn about the past tense, and talk about what they did yesterday.	<ul style="list-style-type: none"> Regular past tense (-ed, -d) Irregular past tense: be
	4	Students will talk about past social activities.	<ul style="list-style-type: none"> Irregular past tense verbs: read...

Sentence Patterns	Functions	Vocabulary
<ul style="list-style-type: none"> What grade are you in? - I'm in <u>fourth</u> grade. What's your favorite class? - My favorite class is <u>science</u>. 	<ul style="list-style-type: none"> Ordinal numbers (1st~10th) School subjects 	<p>first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, science, music, math, Chinese, art, history, PE, English, computers, mountains, plants, forest</p>
<ul style="list-style-type: none"> What time is it? - It's <u>nine thirty</u>. Uh, oh! Hurry up. - Great! We have plenty of time. 	<ul style="list-style-type: none"> Telling time Numbers (1-59) 	<p>clock, watch, alarm clock, minute, hour, second, oh, o'clock</p>
<ul style="list-style-type: none"> Do you have any <u>hobbies</u>? - Yes, I <u>like to go camping</u>. Do you have any <u>brothers</u> or <u>sisters</u>? - No, I'm an only child. 	<ul style="list-style-type: none"> Hobbies Sharing personal information 	<p>collect trading cards, do magic tricks, make jewelry, play the trumpet/piano, read comic books, go camping, skateboard, only child, kitten, hobbies,</p>
<ul style="list-style-type: none"> What kind of movies do you like? - I like scary movies. What kind do you like? - I like action movies. 	<ul style="list-style-type: none"> Types of music/ books/ movies Expressing likes 	<p>jazz music, country music, pop music, rap, classical music, rock music, action movies, scary movies, dramas, comedies, fiction books, fairy tales, mysteries, poetry books, plays</p>
<ul style="list-style-type: none"> What should we do at the movie theater? - Show your ticket. And? - Yes, be quiet. 	<ul style="list-style-type: none"> Rules Commands 	<p>don't cheat, no food, don't write in the books, no drinks, be quiet, listen to your teacher, put on your seat belt, don't touch anything, don't wear shoes in the house, take out the trash, don't chew gum, don't run near the pool, wear a swim cap, show your ticket and passport, don't let strangers in your house, eat [all of] your vegetables</p>
<ul style="list-style-type: none"> What do your parents do? - My mom is a <u>fashion designer</u> and my dad is a <u>reporter</u>. Cool! Does your mom/dad <u>make nice clothes</u>? - Sure!/No, I don't think so. 	<ul style="list-style-type: none"> Occupations Willingness 	<p>baker, writer, reporter, homemaker, professor, fashion designer, hairdresser, taxi driver, dentist, shopkeeper, actress, actor, scientist, nurse, lawyer, give us haircuts</p>
<ul style="list-style-type: none"> Where do you work? - I work at/in <u>an office</u>. What do you do? - I <u>make web pages</u>. / I'm a <u>web designer</u>. 	<ul style="list-style-type: none"> Occupations Job descriptions Occupational places 	<p>fire station, firefighter, put out fires, restaurant, waiter, waitress, serve food, office, web pages, web designer, city, catch criminals, police officer, flower shop, sell flowers, florist, garage, fix cars, mechanic, airport, fly airplanes, pilot, library, help people find books, librarian</p>
<ul style="list-style-type: none"> Where are you going? - I'm going to the museum. Why? - I want/need to see the paintings. 	<ul style="list-style-type: none"> Present progressive Need vs. want Places Giving reasons 	<p>supermarket, bread, butter, post office, packages, letter, museum, see the paintings, library, a new book to read, bank, some money, mall, sweatshirt, pharmacy, medicine, movie theater, movie, gas station, gas</p>
<ul style="list-style-type: none"> Do you ever <u>jump in mud puddles</u> in <u>spring</u>? - Yes, I <u>often jump in them in spring</u>. Why? - It's <u>fun</u>! 	<ul style="list-style-type: none"> Frequency Seasons Activities 	<p>have a snowball fight, play with water guns, play tag, jump in mud puddles, go swimming, go skiing, wear snow boots, play tag, wear shorts, go rafting, sometimes, often, always, rarely, hardly ever, never, fountain, playground</p>
<ul style="list-style-type: none"> I <u>never go hiking early in the morning</u>. How often do you see a full moon? - Maybe <u>once a year</u>. 	<ul style="list-style-type: none"> Frequency Activities Asking for clarification 	<p>watch the sunrise/ sunset, see a shooting star, look at the see an eclipse, stay home all weekend, check my e-mail, read the newspaper, get a sunburn, hardly ever, regularly, usually, once, twice</p>
<ul style="list-style-type: none"> What did you do yesterday? - I <u>watched cartoons</u>. Were they good? - Yes, they were good. 	<ul style="list-style-type: none"> Past tense (-ed, -d) Past tense (Be) 	<p>cleaned his room, watered the flowers, climbed a mountain, called her friend, washed the car, cooked dinner, watched cartoons, learned how to make pasta, practiced the xylophone, exercised at the gym, painted a picture, played cards, fixed one of my brother's toys, fun, interesting, exciting, boring, hard, easy, was, were</p>
<ul style="list-style-type: none"> Did you have a good time with <u>Richard</u>? - Yes, we <u>told scary stories</u>. - That sounds <u>fun</u>! Can I come next time? - Sure! 	<ul style="list-style-type: none"> Irregular past tense - y → i - Double consonants 	<p>read, studied, made a made a sandcastle/music video, came, told scary stories, had dessert/a barbecue, saw a boxing/tennis match, wrote a short story, went sledding, went to the pet shop, cool, neat, last week, last month, last weekend, the day before yesterday</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.



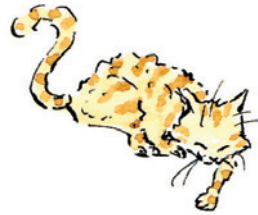
Jeff is funny and adventurous. He likes to tell jokes and water-ski. He also likes to watch scary movies.



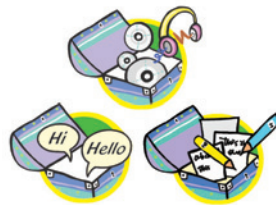
These six children are the main characters of the book. They appear in the **Listening Chest**. They are all friends, and they go to the same school. They help teach students the target language and conversational expressions.



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** 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 3
I Helped My Dad Clean the House

WORD CHEST Track 21

A. Listen and number.

cleaned his room watered flowers climbed a mountain
called her friend washed the car cooked dinner

LANGUAGE CHEST

B. Ask and answer.

1. What did you do yesterday?
I cleaned my room.

2. What did you do yesterday?
I played soccer.

clean + ed = clean^{ed} water + ed = water^{ed} climb + ed = climb^{ed}
call + ed = call^{ed} wash + ed = wash^{ed} cook + ed = cook^{ed}

76 Unit 3 Lesson 3

The **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 appear when necessary. They remind teachers to go over the grammar points and help students understand the grammar.

The **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 22

C. Talk, listen, and read.

Cody: I don't like cleaning. This isn't fun.
Max: I know. I washed all the windows this morning.
Cody: All the windows?
Max: Yes, every window in our house. Then, I cleaned the bathroom, washed the dishes, cleaned my room. . . .
Cody: Wow!

Max: What did you do yesterday?
Cody: I washed the car and cleaned the kitchen.
Dad: Well done, boys! Everything is clean! Let's go swimming!
Cody: Great!

D. Answer the questions.

1. What did Max wash this morning?
He _____

2. What did Max wash after that?

3. What did Cody clean yesterday?

77

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.

The **Talk Chest** presents the complete target language and new vocabulary. Previously students were introduced to these concepts, but the **Talk Chest** is where students 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.

_____ yesterday?
 _____ they good?
 _____ they were good.

Guide

What did you do yesterday? I _____
 Was it/Were they _____? Yes, _____ / No, _____

F. Picture prompts. — Track 53

- learn how to make pasta / interesting / yes
- practice the xylophone / fun / yes
- exercise at the gym / hard / yes
- paint a picture / interesting / yes
- play cards / exciting / no / boring
- fix one of my brother's toys / hard / no / easy

78 • Unit 3 Lesson 3

The **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.

The role-play section gives 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.

The **Reading Chest** recycles some of the vocabulary and/or target language in a written passage. 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 — Track 54

G. Read and answer the questions.

Long Distance
 James is from Britain. He usually studies very hard, but not in the summer vacation. He can relax and have fun. Last week, he played golf, he hiked in the forest, he climbed a mountain, he played the piano, he painted a picture, and he listened to music. He enjoyed his vacation a lot. He had a lot of fun.
 But school started today. Now, he has to study again. Today, he studied math, he studied music, and he studied art. In the art class, he colored a picture, and he learned to draw. He enjoyed it. School is fun, too!

- What sport did James play?
He _____
- What did James paint?

- What did James learn to do?

WRITING CHEST

H. Complete the conversation.

listened what did do watched do was stayed painted enjoyed

A: What _____ you _____ yesterday?
 B: I _____ my face. I _____ it. It _____ fun.
 _____ did you do?
 A: I _____ home and _____ my homework.
 Then, I _____ to music and _____ TV.

79

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.

The **Writing Chest** is a simple 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.

The **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

I. Play. Guess the answers to get points for your team.

J. Talk to your friends and complete the sentences.

- _____ played _____ last week.
- _____ watched _____ last week.
- _____ listened to _____ last week.
- _____ painted _____ last week.
- _____ learned _____ last week.
- _____ cleaned _____ last week.
- _____ colored _____ last week.
- _____ climbed _____ last week.
- _____ studied _____ last week.
- _____ brushed _____ last week.

80 • Unit 9 Lesson 3

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

The **Song Chest** wraps-up each lesson. Ending the day with a song is a great way for students to retain the language they have learned. All of the songs are set to familiar tunes in order to make it easier for students to remember the lyrics. Many of the songs can be altered to use the personal information of the students in class. In addition, students can review the songs at home.

SONG CHEST Track 55

K. Listen and sing along.

Yesterday

What did you do yesterday?
I cleaned my room.
I watched cartoons.
I practiced the guitar.
That's what I did yesterday!
Da-da-da-da-da-da!

What did she do yesterday?
She planted flowers.
She helped her mom.
She hiked up a mountain.
That's what she did yesterday!
Da-da-da-da-da-da!

What did he do yesterday?
He fixed his toy.
He washed his bike.
He played a fun card game.
That's what he did yesterday!
Da-da-da-da-da-da-da!

81

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



Unit
1

Free Time

- Lesson 1** What Grade Are You in?
- Lesson 2** It's Nine Thirty
- Lesson 3** Do You Have Any Hobbies?
- Lesson 4** I Like Action Movies



What Grade Are You in?



WORD CHEST

Track 1

A. Listen and number.



mountains



plants



forest



music



science



LANGUAGE CHEST

B. Ask and answer.

1. What's your favorite subject?

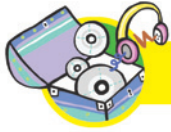


My favorite subject is music.

2. What's your favorite subject?



My favorite subject is science.



LISTENING CHEST

Track 2



C. Talk, listen, and read.



Max: Hi! I'm Max, and this is Jeff.
What's your name?

Luke: My name is Luke.

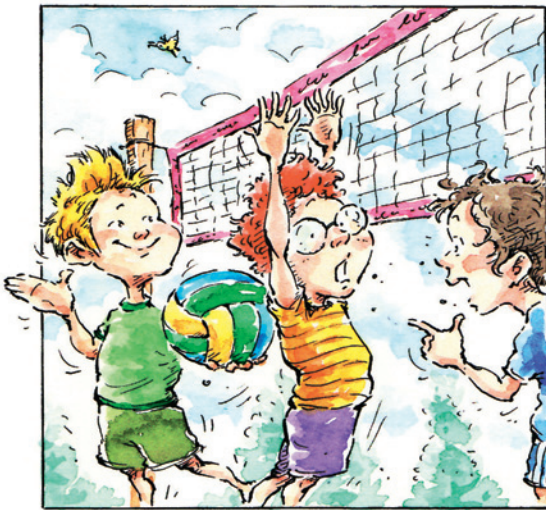
Max: Do you want to play volleyball?

Luke: Sure!

Jeff: What grade are you in?

Luke: I'm in fourth grade.

Jeff: Really? We are, too!



Luke: I'm new. I start school on Monday.

Jeff: Cool! What's your favorite subject?

Luke: My favorite subject is music.

D. Write the missing words and match.

1. _____ sport are they playing?

2. What grade _____ Max, Jeff, and Luke in?

3. What is Luke's favorite _____?

His favorite subject is _____.

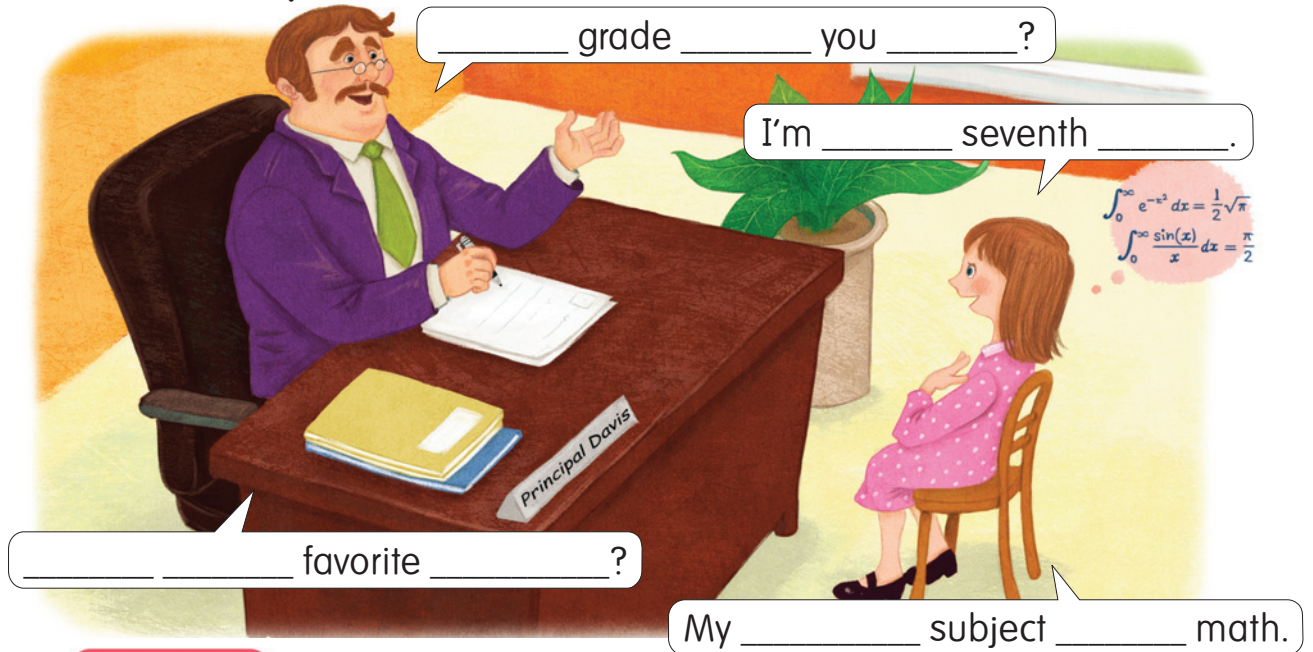
They are playing _____.

They are in _____ grade.



TALK CHEST

E. Look and say.



$$\int_0^{\infty} e^{-x^2} dx = \frac{1}{2}\sqrt{\pi}$$

$$\int_0^{\infty} \frac{\sin(x)}{x} dx = \frac{\pi}{2}$$

Guide

What grade are you in? I'm in _____ grade.
 What's your favorite subject/class? My favorite subject/class is _____.

F. Picture prompts. Track 3

1.



5th
Chinese

2.



1st
art

3.



10th
history

4.



8th
PE

5.



3rd
English

6.



6th
computers

1 st first	2 nd second	3 rd third	4 th fourth	5 th fifth	6 th sixth	7 th seventh	8 th eighth	9 th ninth	10 th tenth
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READING CHEST

Track 4

G. Read and answer the questions.

Nature

My name is Steven, and I am in fourth grade. My favorite subject is science. I am learning about mountains, forests, animals, and oceans. We are lucky. There is a forest near my school. Today, science class is in the forest!

I can see a lot of plants and animals. The forest is very interesting. There are big trees and big bears. There are also small leaves and small bugs. Can we see any bears? No, but we can see a lot of bugs!

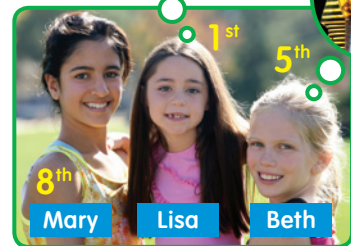


1. What grade is Steven in?

He is in _____

2. Where is Steven's science class today?

- The class is on a mountain.
- The class is on a boat in the ocean.
- The class is in the forest.



WRITING CHEST

H. Complete the conversation.

Mary: What grade are you in, Lisa?

Lisa: I'm in _____ grade. _____ grade are you in?

Mary: I'm in _____. How about you, Beth?

Beth: I'm in _____ grade. _____ your favorite _____?

Lisa: My _____ subject is _____.

Mary: That's _____ favorite subject, too!

Beth: Really? I don't like _____. My _____ is history.



ACTIVITY CHEST

I. Play. Guess the answers to get points for your team.



J. Answer the questions.

1. What grade are you in?

2. What's your favorite class?

3. Who likes music?

4. Who likes art?

5. Who likes PE?

6. Who likes English?



SONG CHEST

Track 5

K. Listen and sing along.

What Grade Are You in?

Oh, what grade are you in?

What grade are you in?

First, second, third, fourth, fifth!

Oh, I'm in fifth grade.

I'm in fifth grade.

First, second, third, fourth, fifth!

Oh, what's your favorite class?

What's your favorite class?

Art, music, science, history!

Oh, my favorite class is history.

My favorite class is history.

Art, music, science, history!

Oh, what grade are you in?

What grade are you in?

Sixth, seventh, eighth, ninth, tenth!

Oh, I'm in tenth grade.

I'm in tenth grade.

Sixth, seventh, eighth, ninth, tenth!

