ENGLISH CHEST

Liana Robinson

Series Editor
David Paul
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<td>1</td>
<td>Students will learn how to compare things and ask for the opinions of others.</td>
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<td>Students will learn some more professions, and talk about their dreams for the future.</td>
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<td>Students will describe people based on personal characteristics, and practice asking follow-up questions.</td>
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<tr>
<td>1</td>
<td>Students will learn how to ask for help, and talk about school subjects.</td>
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<td>2</td>
<td>Students will learn how to talk about their skills and abilities.</td>
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<td>Students will learn about injuries and sicknesses and talk about some of their own past injuries.</td>
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<td><strong>Lesson</strong></td>
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<tr>
<td>1</td>
<td>Students will be able to ask for and give directions.</td>
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<td>2</td>
<td>Students will be able to ask about the prices of different items.</td>
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<td>3</td>
<td>Students will learn how to give detailed descriptions of clothing and accessories.</td>
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<td>4</td>
<td>Students will practice making shopping lists, and learn about different containers or quantities of food.</td>
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We need a tub of butter and a ____.

Yes, I do. Do you?

Yes, he does. / No, he doesn’t.

He’s smart and athletic.

Go over the bridge, and turn left after three blocks. You can’t miss it.

Sure!

Yes, he is. / No, he isn’t.

They’re green with yellow pockets.

He/She went to the nurse because he/she got a bloody nose.

Yes, she did. / No, she didn’t.

It’s two dollars and twenty-five cents.

Ferris wheel, roller coaster, bumper cars, amusement park, horseback riding, water park, go out to dinner, go bowling, invite some friends to my house, open presents and eat cake, have a sleep over, play mini golf, go on a treasure hunt, have a lot of fun, work all the time
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.

**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.

**Eric** is smart and easy-going. He enjoys science, photography, and taekwondo. Some of his family lives in China!

**Rachel** is talkative and athletic. She likes to go to the park and spend time outdoors. She also likes to play the piano.

**Max** is energetic and kind. He likes to listen to music and skateboard. He also likes to hang out with his older brother, Cody.

**Katie** is friendly and nice. She likes to sing and dance. Her parents are from France, and she speaks French.

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

**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.
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.

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.

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 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.

The **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.

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 **Picture Prompts** 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 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 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.

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.

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

A personalization activity accompanies the classroom games. This gives students the opportunity to express themselves and talk to one another.
Friends and Family

Lesson 1  Who Is Taller?
Lesson 2  I Want to Be a Photographer
Lesson 3  My Brother Is Smart and Athletic
Lesson 4  I Went Ice Skating with My Family
**WORD CHEST**

A. Listen and number.

Ken  Bob  Buster  Lulu  Kelly  Paula

stronger / weaker  better / worse  taller / shorter

**LANGUAGE CHEST**

B. Ask and answer.

1. Who is taller?

   I think Sarah is taller than I am.

2. Which are better?

   I think the pink ones are better than the yellow ones.

- strong → stronger
- weak → weaker
- tall → taller
- short → shorter
- good → better
- bad → worse
- who = people or animals with names
- which = objects or animals without names
C. Talk, listen, and read.

Amy: Who is stronger, Max or Eric?
Jeff: I think Eric is stronger than Max.
Amy: Really? I don’t agree. I think Eric is weaker than Max.
Jeff: I saw Eric at Taekwondo class. He’s strong!
Amy: Eric does Taekwondo! I didn’t know.
Jeff: Yes, he does. He’s very good.

D. Circle Yes or No.

1. Does Amy think Max is weaker than Eric?  
   Yes  No
2. Does Jeff think Eric is stronger than Max?  
   Yes  No
3. Is Eric good at Taekwondo?  
   Yes  No
4. Was Amy right? Is Max stronger than Eric?  
   Yes  No
5. Was Jeff right? Is Eric stronger than Max?  
   Yes  No
E. Look and say.

___ faster?

______ Lucky ___ faster than Star.

___ don’t agree. ________ Lucky ___ slower.

**Guide**

Who/Which is ____? I think ____ is ____ than ____.
I don’t agree. / I agree.

F. Picture Prompts.

1. smooth / rough / black rocks / red rocks
2. clean / dirty / red plate / white plate
3. large / small / Goldie / Bubbles
4. soft / hard / armchair / wooden chair
5. young / old / Mimi / Snowy
6. light / heavy / feather / brick

dirty → dirtier  heavy → heavier
Tigers Beat the Heat!
The Los Angeles Tigers beat the Hollywood Heat 3-2 yesterday in the final of the middle school soccer tournament. It was a very exciting game.

Matt Brown of the Tigers said, “We were worried because the Heat has older, taller, and stronger players. I think we won because we were faster and we tried very hard.”

The Tigers had good teamwork and their kicking was excellent.

The Tigers coach, Tony Cox, said: “The boys played very well. Their passing and teamwork were better than the Heat. The boys practiced hard all year and now they are champions! Go Tigers!”

1. Which team was taller and stronger than the other team?
   The _________ was _________ and _________ than the _________.

2. Which team had better teamwork?
   a. The Tigers had better teamwork.
   b. Both teams had good teamwork.
   c. The Heat had better teamwork.

3. Who is Tony Cox?
   He is the _________ of the Los Angeles _________.
H. Complete the conversations.

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<tr>
<th>tennis ball</th>
<th>smoother</th>
<th>smaller</th>
<th>think</th>
<th>rougher</th>
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<tr>
<td>red bag</td>
<td>which</td>
<td>baseball</td>
<td>agree</td>
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1. A: ____________ is larger?
   B: I think the ____________ is larger than the baseball.
   A: I don’t ____________. I think the tennis ball is ____________ than the ____________.

2. A: ____________ is ____________?
   B: I think the ____________ is rougher than the light brown bag.
   A: I don’t ____________. I ____________ the red bag is ____________ than the light brown bag.

I. Answer the questions.

1. Which is heavier, a cat or a shoe?
   I think a ____________ is ____________ than a ____________.

2. Who is stronger, a boy or a man?
   __________________________________________

3. Which is worse, summer or winter?
   __________________________________________

4. Who is taller, you or your teacher?
   __________________________________________
J. Play. Choose an object and make a conversation.

Who is taller?

I think I’m taller than you are.

I don’t agree. I think you’re shorter than I am.

Good! You used taller and shorter.

K. Talk to your classmates and complete the chart.

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<td>____________ is taller than I am.</td>
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<td>2. Who has cleaner shoes than you?</td>
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<td>3. Who has a heavier backpack than you?</td>
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<td>4. Who has larger hands than you?</td>
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<td>5. Who can run faster than you?</td>
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