



ENGLISH CHEST

Liana Robinson



Series Editor
David Paul



ENGLISH CHEST 6 STUDENT BOOK

Liana Robinson

© 2011 Compass Publishing

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior permission in writing from the publisher.

Series Editor: David Paul
Acquisitions Editor: Liana Robinson
Development Editors: Jenna Myers, Caroline Murphy
Cover/Interior Design: Design Plus

Email: info@compasspub.com
<http://www.compasspub.com>

ISBN: 978-1-59966-389-0

10 9 8 7 6 5 4 3 2 1
15 14 13 12 11

Photo Credits

pp. 6, 7, 8, 9, 12, 14, 16, 17, 18, 20, 21, 22, 24, 26, 28, 29, 30, 32, 33, 34, 38, 40, 41, 42, 44, 46, 47, 48, 49, 50, 52, 55, 58, 59, 60, 64, 66, 68, 69, 70, 72, 73, 74, 76, 78, 79, 80, 84, 86, 87 © Shutterstock, Inc.
pp. 6, 7, 8, 9, 12, 14, 15, 17, 18, 20, 21, 22, 24, 26, 27, 32, 34, 40, 41, 42, 46, 49, 50, 52, 54, 55, 56, 58, 59, 60, 64, 66, 67, 68, 69, 70, 72, 73, 74, 76, 79, 82, 84, 86, 87 © iStockphoto Inc.
pp. 20, 66, 68, 69 Courtesy of Liana Robinson
pp. 53, 59, 85 © JupiterImages Corporation

★ Table of Contents ★



Syllabus 4

How to Use This Book 6

Unit 1 Recreation

Lesson 1 Did You Put on Your Hat? 12

Lesson 2 Would You Like to Play Hopscotch? 18

Lesson 3 What's the Best Movie You Have Ever Seen?.. 24

Lesson 4 I Usually Wear Warm Clothes When
It's Cold 30

Unit 2 New Experiences

Lesson 1 What Were You Doing at Eight o'clock? 38

Lesson 2 She Was Happy Because She Passed
the Test 44

Lesson 3 The Nile Is the Longest River in the World 50

Lesson 4 Have You Ever Seen a Panda? 56

Unit 3 Traveling Around

Lesson 1 I Think You Should Give Her an Apron 64

Lesson 2 Where Can I Play Soccer? 70

Lesson 3 You Should Have Studied Harder 76

Lesson 4 Where Would You Like to Go?..... 82

★ 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 Modal auxiliary: could Future: will
	2	Students will practice extending polite invitations and accepting/declining invitations.	<ul style="list-style-type: none"> Modal auxiliaries: would, have 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 <i>how often</i>. Expressions of frequency: once a year, every other week... <i>When</i> 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 <i>When/While</i> clauses
	2	Students will learn how to talk about things that happened to other people and talk about how the situation would differ for themselves.	<ul style="list-style-type: none"> Coordinating conjunction: so Subordinating conjunctions: because, if
	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 As ___ as 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 Future: will
	2	Students will be able to talk about possibilities and give multiple suggestions.	<ul style="list-style-type: none"> First conditional Auxiliary modal: could Future: will
	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 modals: could, 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</u> them <u>up</u>. - Could he <u>pick the rest of the toys up</u>? - OK. 	<ul style="list-style-type: none"> Phrasal verbs 	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, assignment, candle, scooter, knee pads, elbow pads, volume, glue stick, form
<ul style="list-style-type: none"> Would you like to <u>help me wash my new puppy</u>? - Sure! I'd love to. / Thanks, but I can't. OK. We'll need <u>dog shampoo</u>. 	<ul style="list-style-type: none"> Extending an invitation Accepting/Declining an invitation Future tense Responsibilities 	ice cubes, go on a tour, chalk, play hopscotch, make lemonade, make a poster, decorate my bedroom, wash my new puppy, feed the ducks, make bracelets, go to the horse races, go surfing, mow the lawn, go camping, go to the petting zoo, dog shampoo, bread, sunglasses, beads, string, cushions, binoculars, flashlight, tent
<ul style="list-style-type: none"> Which were <u>more difficult, the push-ups or the sit-ups</u>? - I thought the <u>push-ups were more difficult than the sit-ups</u>. What's the most <u>difficult exercise</u> you have ever <u>done</u>? - Chin-ups are the most <u>difficult exercise</u> have ever done. 	<ul style="list-style-type: none"> Comparative Superlative Participles 	awful, fireworks, smooth skin, bitter, wonderful sounds, amazing, difficult, push-ups, sit-ups, chin-ups, expensive, jacket, beautiful, sunflowers, roses, orchids, adventurous, going to the water park, intelligent, parrot, dolphin, colorful, delicious, kiwi, mango, biggest, best, loudest, nicest, worst, interesting, walking your dog
<ul style="list-style-type: none"> Do you <u>play paint ball sometimes</u>? - Yes, I some times play when <u>my cousins come to town</u>. <u>When do your cousins come to town</u>? - In the summer vacation <u>when</u> the weather is nice. 	<ul style="list-style-type: none"> Frequency expressions Time When clauses 	a quarter to, a quarter past, half past, dodge ball, paint ball, once/twice a year/month/week, every few years/months/ weeks, 3 times a year/month/week, tired, worried, bored, stay in a hotel, wear warm clothes, raining hard, go to bed early, stay home, cry, take a vacation, go skating, go to bed late
<ul style="list-style-type: none"> What were you doing when <u>it started to rain</u>? - I was <u>waiting for my brother</u> when <u>it started to rain</u>. 	<ul style="list-style-type: none"> Past progressive When/While clauses 	taking a walk, getting dressed, washing the dishes, daydreaming, waiting for a bus, taking care of, pushing my bike, started to rain, waiting for someone, riding on a ferry, doorbell rang, daydreaming, saw a car accident, watching a baseball game, a close game, broke her leg, snowboarding, painful, fire alarm went off, taking a quiz, earthquake
<ul style="list-style-type: none"> How was <u>William</u>? - <u>He was nervous</u> because <u>he had to give a speech</u>. / <u>He had to give a speech</u>, so <u>he was nervous</u>. 	<ul style="list-style-type: none"> Cause and Effect If Because and so 	gave a speech, ripped his jeans, failed a test, passed a test, spilled juice, in a rush, nervous, had to give a speech, forgot to set his alarm clock, late, confused, didn't understand, forgot her key, frustrated, embarrassed, slipped on the ice, lost the race, was disappointed, tired, went to bed late, have flu, spilled milk
<ul style="list-style-type: none"> Which are <u>bigger, white rhinos or blue whales</u>? - <u>Blue whales are bigger</u> than white rhinos. They are the <u>biggest animal in the world</u>. 	<ul style="list-style-type: none"> Superlatives as ___ as 	the Nile, Mount Everest, Russia, cheetah, blue whale, giraffe, Channel Tunnel, Seikan Tunnel, world, Alaska, Texas, state, Saturn, the Amazon, Jupiter, feet, miles, pounds, red-eyed tree frogs white rhinos, African elephants, Asian elephants, gazelles, gray wolves, red wolves, Britain, rare, howler monkey, heavy
<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? - <u>It was interesting</u>. 	<ul style="list-style-type: none"> Talking about new experiences Past participles 	hammock, orchard, traditional clothing, mosquito, musical instruments, rainforest, chocolate factory, trip to the ocean, circus, rodeo, went snorkeling, ate popcorn, saw a bull, gave a speech, swam with dolphins, been, eaten, gone, seen, stung given, swum, slept, bitten, acrobat, jugglers, make a kite
<ul style="list-style-type: none"> What should I 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 Modal – should 	gift certificate, basket, apron, lizard(gecko), pocket knife, headphones, robe, slippers, webcam, coffee cup, coin bank, necklace, cologne, tool belt, perfume, laptop bag, anniversary, graduation, Mother's/Father's day
<ul style="list-style-type: none"> What can I <u>do to improve my English</u>? - Why don't <u>you 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"> Modal – could Giving multiple suggestions Conditionals 	bake sale, sell cakes, babysit, travel around the world, earn money, volunteer, speak fluently, recycling center, exercise, study English/Spanish/French, United Kingdom, Australia, United States, France, parts of Canada/Switzerland, learn first aid, volunteer at an old people's home, wash cars, help the environment, recycle
<ul style="list-style-type: none"> What happened? - That boy just <u>ate too quickly and choked</u>. - He shouldn't <u>have eaten quickly</u>. - I know. <u>He should have eaten slowly</u>. 	<ul style="list-style-type: none"> Modal – should Expressing the usual - manner of doing things 	stay up late, drop, cross the street, eat too much, have an accident, hit, eat slowly/quickly, choke, daydream, stretched, dropped his trash, lose all the information on your computer, back up your files, disobey, obey, drive recklessly/carefully, be polite, listened to his mother
<ul style="list-style-type: none"> Who 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"> Conditionals Modals – could, would Hypothetical situations 	windmill, platypus, clogs, a pair (of shoes), glacier, seal, meet the Queen of England, Kenya, climb Mount Kilimanjaro, cure cancer, a helicopter, learn about different cultures, Hawaii, Antarctica, live on an island, gymnastics, Olympic skater, the Netherlands, professional dancer, balcony, Macchu Picchu

★ 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.



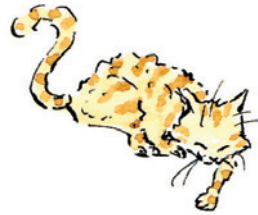
Jeff is funny and adventurous. He likes to tell jokes and water-ski. He also likes to watch scary movies.



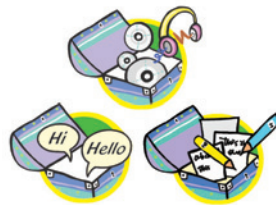
These six children are the main characters of the book. They appear in the **Listening Chest**. They are all friends, and they go to the same school. They help teach students the target language and conversational expressions.



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 1
Did You Put on Your Hat?

WORD CHEST - Track 1

A. Listen and number.

take off throw away put on

hand in 1 blow out try out

LANGUAGE CHEST

B. Ask and answer.

1. Did you put on your hat?
Yes, I put it on.

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

She put on her hat.
She put her hat on.
She put it on.

He didn't blow out the candles.
He didn't blow the candles out.
He didn't blow them out.

12 - Unit 1 Lesson 1

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 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 show me, please?
Max: See!
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

13

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.

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.

F. Picture Prompts. Track 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

14 • Unit 1 Lesson 1

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 **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 Track 4

G. Read and answer the questions.

Karen: Hey, Morgan! Why do you have a photo of old shoes?
 Morgan: Hi! Those were my favorite shoes!
 Karen: They look terrible!
 Morgan: Know, but they were so comfortable. I threw them away three months ago. I still miss them.
 Karen: You threw those beautiful shoes away! Hat Hat! 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: Hey, do you have any tape?
 Karen: Of course!
 Morgan: I just used up all of the tape in our house, and I still need more.
 Karen: Do you want me to bring some over?
 Morgan: Do you mind?
 Karen: No, not at all. It's fun off my computer and ride over to your house on 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?


15


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.

WRITING CHEST

H. Complete the conversations.

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

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

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.		

16 - Unit 1 Lesson 1

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

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

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

START

FINISH

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.

Move 1 space.
Move 2 spaces.

17



Unit
1

Recreation

- Lesson 1** Did You Put on Your Hat?
- Lesson 2** Would You Like to Play Hopscotch?
- Lesson 3** What's the Best Movie You Have Ever Seen?
- Lesson 4** I Usually Wear Warm Clothes When It's Cold



Did You Put on Your Hat?



WORD CHEST

Track 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.

2.

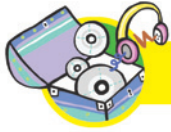
Did he blow out the candles?



No, he didn't blow them out.

She **put on** her hat.
She **put** her hat **on**.
She **put** it **on**.

He **didn't blow out** the candles.
He **didn't blow** the candles **out**.
He **didn't blow** them **out**.

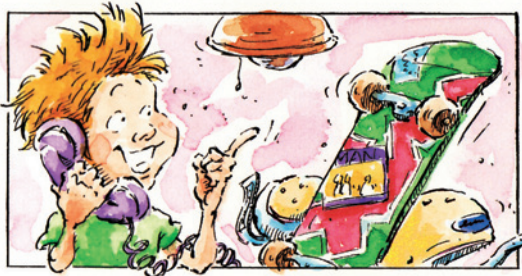


LISTENING CHEST

Track 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 show me, please?

Max: See!

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 |



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.

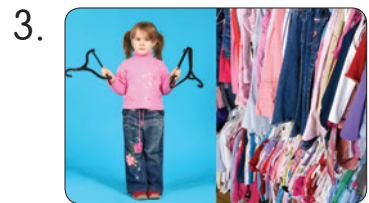
F. Picture Prompts. Track 3



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



READING CHEST

Track 4

G. Read and answer the questions.

— □ ✕

Karen Hey, Morgan! Why do you have a photo of old shoes?

Morgan Hi! Those were my favorite shoes!

Karen They look terrible!

Morgan I know, but they were so comfortable. I threw them away three months ago. I still miss them. 😞

Karen You threw those beautiful shoes away! Ha! Ha! 😊 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 Hey, do you have any tape?

Karen Of course!


Morgan I just used up all of the tape in our house, and I still need more.

Karen Do you want me to bring some over?

Morgan Do you mind?


Karen No, not at all. I'll turn off my computer and ride over to your house on my new scooter.

Karen



Thank you very much!

Morgan



1. 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.
2. Why can't Morgan try out Karen's new scooter today?

3. What does Karen need to do before she rides her scooter to Morgan's house?



WRITING CHEST

H. Complete the conversations.

1.



A: _____ she _____
_____ on the radio?

B: Yes, _____.

A: Could she _____
_____ some more?

B: OK.

2. A: _____ he _____
_____ 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.		



ACTIVITY CHEST

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



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.

