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# ★ Syllabus ★

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

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

**UNIT 1**  
**What Do You Do in the Morning?**

**WORD CHEST** (Task 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

## 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** (Task 2)

C. Talk, listen, and read.

What do you do in the morning, Katie?  
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 \_\_\_\_\_.

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.**

**Guide:**  
What do you do in the morning/afternoon/evening?  
What do you do at night? I \_\_\_\_\_

**F. Picture prompts. - Task 3**

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

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**

**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 \_\_\_\_\_

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** is 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**

1. Play Guess the sentences.

2. Complete the chart.

	Morning	Evening
<b>Me</b>	I wash my face in the morning.	
<b>Partner 1</b>		
<b>Partner 2</b>		

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

What do you do in the morning?

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

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**

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.

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.