* Table of Contents *

Syllabus	•••••	. 4
How to Us	e This Book	. 6

Unit 1 Friends and Family

Lesson 1	Who Is Taller? 12
Lesson 2	I Want to Be a Photographer 18
Lesson 3	My Brother Is Smart and Athletic 24
Lesson 4	I Went Ice Skating with My Family

Unit 2 School Friends

Did You Finish Your Homework? 3	8
Do You Know How to Play Tennis? 4	14
Why Did He Go to the Dentist? 5	i 0
What Are You Going to Do for Your Birthday? 5	i6
	Do You Know How to Play Tennis?

Unit3 Shopping

Lesson 1	How Do I Get to the Library?64
Lesson 2	It's Three Dollars and Fifty Cents70
Lesson 3	It's White with Orange Stripes
Lesson 4	We Need a Carton of Eggs and a Jug of Water 82

\star Syllabus 🖈

	Lesson	Lesson Objective	Grammar Focus
	1	Students will learn how to compare things and ask for the opinions of others.	 Comparative adjectives: taller, shorter Expressing agreement/disagreement
Unit 1	2	Students will learn some more professions, and talk about their dreams for the future.	 Giving reasons for things Using want to talk about the future: want +infinitive
Friends and Family	3	Students will describe people based on personal characteristics, and practice asking follow-up questions.	 Adjectives: smart, athletic Using the preposition <i>'like'</i> to ask for descriptions of personalities.
	4	Students will talk about past activities and practice asking follow-up questions.	 Past tense Past tense time expressions: yesterday, yesterday morning/afternoon/evening, last week/month/summer (season)
	1	Students will learn how to ask for help, and talk about school subjects.	 Past tense Modal Auxiliary: <i>can</i> - Can you help me?
Unit 2	2	Students will learn how to talk about their skills and abilities.	 Infinitive verbs: to drive, to knit Catenative verb: know Auxiliary verb: <i>will</i>
School Friends	3	Students will learn about injuries and sicknesses and talk about some of their own past injuries.	 Subordinating conjunction: because Information questions with <i>why</i>. Why did?
	4	Students will talk about their future birthday plans.	 Future: be going to Ordinal numbers (1st-31st) Information questions with when and what.
	1	Students will be able to ask for and give directions.	 Commands Coordinating conjunction: <i>and</i> Information questions with <i>how</i>.
Unit 3	2	Students will be able to ask about the prices of different items.	 Written numbers: 1-100 Exclamations: That's cheap/expensive! Information questions with <i>how much</i>.
Shopping	3	Students will learn how to give detailed descriptions of clothing and accessories.	 Preposition: with Look like
	4	Students will practice making shopping lists, and learn about different containers or quantities of food.	 Uncountable nouns Partitives: a of

Sentence Patterns	Functions	Vocabulary
 Who is taller? I think Sarah is taller than I am. I agree. / I disagree. Which is worse, summer or winter? 	 Comparatives Expressing agreement/ disagreement 	taller, shorter, stronger, weaker, better, worse, faster, slower, smoother, rougher, cleaner, dirtier, larger, smaller, softer, harder, younger, older, lighter, heavier, rocks, plate, wooden chair, armchair, feather, brick, agree, disagree
 What do you want to be? I want to be a photographer. Why? I want to take beautiful photographs. 	Future dreamsProfessions	photographer, architect, lifeguard, computer programmer, soldier, president, artist, lawyer, professional basketball playe musician, veterinarian (vet), astronaut, write computer programs make our country better, design unique houses, paint and draw, help people in trouble, play in a band, take care of animals, visit another planet, play basketball all the time
 What's your brother like? - He's smart and athletic. Does he help you with your homework? - Yes, he does. / No, he doesn't. 	 Personal characteristics Asking follow-up questions 	smart, athletic, quiet, energetic, serious, nice, honest, shy, friendly, funny, talkative, hard-working, outgoing, fun, read a lot, have a lot of friends, tell a lot of jokes, talk to everyone, have a lot of fun, work all the time
 What did you do last winter? I went ice skating with my family. Did you enjoy it? Yes, I did. / No, I didn't. 	 Seasonal activities Asking follow-up questions Past tense 	played rugby, played badminton, went to football camp, learned how to surf, learned how to water-ski, went ice skating, helped my dad at work, built a tree house, traveled to Germany, hung out with my friends, went to space camp, see any sharks, get paid, paint it, study German, enjoy it, wear a space suit
 Did you memorize the play for drama club? Yes, I did. / No, I didn't. It's difficult. Can you help me? Of course! / Sure! / No problem. 	School subjectsAsking for helpPast tense	muscles, heart, brain, blood, health class, PE (Physical Education), geography, drama club, science class, finish the project, study for the English test, learn the song, music class learn the formulas, math class, make an animal, art class, history class
 Do you know how to sail a boat? Yes, I do. Do you? / No, I don't. Can you teach me? Sure! 	Skills and abilitiesKnowledge	drive a car, fence, knit a scarf, play the flute, whistle, play table tennis, ice fish, sail a boat, use chopsticks, play chess, do a cartwheel, do laundry, make cookies, fold a paper airplane
 Why did Mark go to the nurse? He/She went to the nurse because he/she got a bloody nose. Is he OK now? Yes, he is. / No, he isn't. 	injuries and sicknessesGiving reasonsPast tense	toothbrush, dental floss, cavity, hospital, x-ray, broken bone, stomachache, headache, flu, bloody nose, fever, need braces sore throat, earache, toothache, nurse, doctor, dentist, everything
 What are you going to do for your birthday? I'm going to go out to dinner with my family. When is it? It's on April 9th. 	 Future tense—be going to Months Ordinal numbers (1st-31st) 	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 party
 How do I get to the video game store? Go over the bridge, and turn left after three blocks. You can't miss it. Thank you! 	Giving directionsCommands	left, crosswalk, right, block, hill, bridge, go straight for (two) blocks, cross the street at the crosswalk, around the corner, walk up/down the hill, under/over the bridge, turn right/ left, through the park, straight on Keller Street
 How much is this shampoo? It's two dollars and twenty-five cents. That's cheap! I'll take two. / That's expensive! No thanks! 	Asking pricesShopping transactions	dollars, cents, magazines, DVD, newspaper, shampoo, conditioner, crackers, gum, toothpaste, batteries, soap, expensive, cheap
 What do your swim shorts look like? They're green with yellow pockets. Are these them? Yes, they are. / No, they aren't. 	 Describing clothing and accessories 	dots, stripes, patterned, buttons, zipper, wallet, purse, swim shorts, pockets, swimsuit, belt, tights, vest, scarf, raincoat, shoelaces, sunglasses
 What do we need from the supermarket? We need a tub of butter and a Is that all? Yes, it is. / No, it isn't. We also need a jar of mayonnaise. 	 a of Shopping list Food 	soup, soda, butter, mayonnaise, ketchup, bread, eggs, jam, tuna, rice, cereal, milk, juice, water, potato chips, cookies, ice cream, sugar, beans, potatoes, hot dogs, honey, chocolat a can of, a bag of, a pack of, a jar of, a carton of, a bottle of, a jug of, a tub of, a loaf of, a box of, a bar of

★ 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.



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.

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.



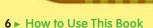


Mr. Kitty appears in the Listening Chest. He helps draw attention to important parts in conversations.

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.

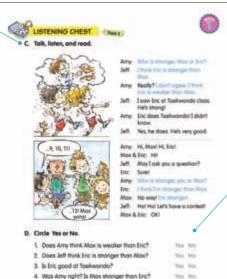


The Language Chest

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 taraet 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.

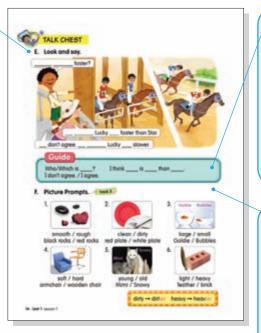


Was Arty right? Is Max shonger than Eric?
 Was Jeff right? Is Eric stronger than Mac?

kas Jeff right? Is Eric stronger than Mac?

Ten Ann

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 **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.



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.

H. Ce	mplete the co				
	tennis ball red bag			ink rough ogree (x2)	
L	D	B: 1 think th the base	eboli.	rt is larger than	
				think the lennis b	
2		8-1 think th light bro A: 1 don't	wn bag. Is	than the light	a the
L Ar	ower the ques	tions.)
	Which is head I think a			00.0	
2	Who is stronge	r, a boy or a in	1007		
3.	Which is worse	, summer or s	windert		
	-	ou or your tea	122		-

ach **Writing Chest** page contains two different vriting 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.

Electron and and a second seco	Ron Law
Month Rit?	in the second
aik to your classmates, and comp 1. Who is tailer than you?	viete the chart.
Construction of the second second	viete the chart.
1. Who is taller than you?	viele the chart.
Who is tailer than you? Who has cleaner shoes than you? Who has a heavier	Vete the chart.

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