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# ★ Syllabus ★

	Lesson	Lesson Objective	Grammar Focus
<b>Unit 1</b> <b>Friends and Family</b>	1	Students will learn how to compare things and ask for the opinions of others.	<ul style="list-style-type: none"> <li>Comparative adjectives: taller, shorter</li> <li>Expressing agreement/disagreement</li> </ul>
	2	Students will learn some more professions, and talk about their dreams for the future.	<ul style="list-style-type: none"> <li>Giving reasons for things</li> <li>Using want to talk about the future: <i>want</i> +infinitive</li> </ul>
	3	Students will describe people based on personal characteristics, and practice asking follow-up questions.	<ul style="list-style-type: none"> <li>Adjectives: smart, athletic...</li> <li>Using the preposition '<i>like</i>' to ask for descriptions of personalities.</li> </ul>
	4	Students will talk about past activities and practice asking follow-up questions.	<ul style="list-style-type: none"> <li>Past tense</li> <li>Past tense time expressions: yesterday, yesterday morning/afternoon/evening, last week/month/summer (season)</li> </ul>
<b>Unit 2</b> <b>School Friends</b>	1	Students will learn how to ask for help, and talk about school subjects.	<ul style="list-style-type: none"> <li>Past tense</li> <li>Modal Auxiliary: <i>can</i> - Can you help me?</li> </ul>
	2	Students will learn how to talk about their skills and abilities.	<ul style="list-style-type: none"> <li>Infinitive verbs: to drive, to knit</li> <li>Catenative verb: know</li> <li>Auxiliary verb: <i>will</i></li> </ul>
	3	Students will learn about injuries and sicknesses and talk about some of their own past injuries.	<ul style="list-style-type: none"> <li>Subordinating conjunction: because</li> <li>Information questions with <i>why</i>. - Why did ___?</li> </ul>
	4	Students will talk about their future birthday plans.	<ul style="list-style-type: none"> <li>Future: <i>be going to</i></li> <li>Ordinal numbers (1<sup>st</sup>-31<sup>st</sup>)</li> <li>Information questions with <i>when</i> and <i>what</i>.</li> </ul>
<b>Unit 3</b> <b>Shopping</b>	1	Students will be able to ask for and give directions.	<ul style="list-style-type: none"> <li>Commands</li> <li>Coordinating conjunction: <i>and</i></li> <li>Information questions with <i>how</i>.</li> </ul>
	2	Students will be able to ask about the prices of different items.	<ul style="list-style-type: none"> <li>Written numbers: 1-100</li> <li>Exclamations: That's cheap/expensive!</li> <li>Information questions with <i>how much</i>.</li> </ul>
	3	Students will learn how to give detailed descriptions of clothing and accessories.	<ul style="list-style-type: none"> <li>Preposition: with</li> <li>Look like</li> </ul>
	4	Students will practice making shopping lists, and learn about different containers or quantities of food.	<ul style="list-style-type: none"> <li>Uncountable nouns</li> <li>Partitives: a ___ of</li> </ul>

Sentence Patterns	Functions	Vocabulary
<ul style="list-style-type: none"> <li>Who is taller? - I think Sarah is taller than I am. - I agree. / I disagree.</li> <li>Which is worse, summer or winter?</li> </ul>	<ul style="list-style-type: none"> <li>Comparatives</li> <li>Expressing agreement/disagreement</li> </ul>	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
<ul style="list-style-type: none"> <li>What do you want to be? - I want to be a photographer.</li> <li>Why? - I want to take beautiful photographs.</li> </ul>	<ul style="list-style-type: none"> <li>Future dreams</li> <li>Professions</li> </ul>	photographer, architect, lifeguard, computer programmer, soldier, president, artist, lawyer, professional basketball player, 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
<ul style="list-style-type: none"> <li>What's your brother like? - He's smart and athletic.</li> <li>Does he help you with your homework? - Yes, he does. / No, he doesn't.</li> </ul>	<ul style="list-style-type: none"> <li>Personal characteristics</li> <li>Asking follow-up questions</li> </ul>	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
<ul style="list-style-type: none"> <li>What did you do last winter? - I went ice skating with my family.</li> <li>Did you enjoy it? - Yes, I did. / No, I didn't.</li> </ul>	<ul style="list-style-type: none"> <li>Seasonal activities</li> <li>Asking follow-up questions</li> <li>Past tense</li> </ul>	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
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>School subjects</li> <li>Asking for help</li> <li>Past tense</li> </ul>	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
<ul style="list-style-type: none"> <li>Do you know how to sail a boat? - Yes, I do. Do you? / No, I don't. Can you teach me? - Sure!</li> </ul>	<ul style="list-style-type: none"> <li>Skills and abilities</li> <li>Knowledge</li> </ul>	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
<ul style="list-style-type: none"> <li>Why did Mark go to the nurse? - He/She went to the nurse because he/she got a bloody nose.</li> <li>Is he OK now? - Yes, he is. / No, he isn't.</li> </ul>	<ul style="list-style-type: none"> <li>injuries and sicknesses</li> <li>Giving reasons</li> <li>Past tense</li> </ul>	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
<ul style="list-style-type: none"> <li>What are you going to do for your birthday? - I'm going to go out to dinner with my family.</li> <li>When is it? - It's on April 9<sup>th</sup>.</li> </ul>	<ul style="list-style-type: none"> <li>Future tense—<i>be going to</i></li> <li>Months</li> <li>Ordinal numbers (1<sup>st</sup>-31<sup>st</sup>)</li> </ul>	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
<ul style="list-style-type: none"> <li>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!</li> </ul>	<ul style="list-style-type: none"> <li>Giving directions</li> <li>Commands</li> </ul>	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
<ul style="list-style-type: none"> <li>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!</li> </ul>	<ul style="list-style-type: none"> <li>Asking prices</li> <li>Shopping transactions</li> </ul>	dollars, cents, magazines, DVD, newspaper, shampoo, conditioner, crackers, gum, toothpaste, batteries, soap, expensive, cheap
<ul style="list-style-type: none"> <li>What do your swim shorts look like? - They're green with yellow pockets.</li> <li>Are these them? - Yes, they are. / No, they aren't.</li> </ul>	<ul style="list-style-type: none"> <li>Describing clothing and accessories</li> </ul>	dots, stripes, patterned, buttons, zipper, wallet, purse, swim shorts, pockets, swimsuit, belt, tights, vest, scarf, raincoat, shoelaces, sunglasses
<ul style="list-style-type: none"> <li>What do we need from the supermarket? - We need a tub of butter and a ____.</li> <li>Is that all? - Yes, it is. / No, it isn't. We also need a jar of mayonnaise.</li> </ul>	<ul style="list-style-type: none"> <li>a ____ of</li> <li>Shopping list</li> <li>Food</li> </ul>	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, chocolate, 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.



**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 Who Is Taller?**

**WORD CHEST** (Task 1)

**A. Listen and number.**

stranger / 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 - strong, weak - weak, good - good, bad - bad, people or animals with names, objects or animals without names

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** (Task 2)

**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.  
 Amy: Hi, Max! Hi, Eric.  
 Max & Eric: Hi!  
 Jeff: May I ask you a question?  
 Eric: Sure!  
 Amy: Who is stronger, you or Max?  
 Eric: I think Eric is stronger than Max.  
 Max: No way! I'm stronger!  
 Jeff: Ha! Ha! Let's have a contest!  
 Max & Eric: OK!

**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

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.

Who/Which is \_\_\_\_\_? I think \_\_\_\_\_ is \_\_\_\_\_ than \_\_\_\_\_.

I don't agree. / I agree.

F. Picture Prompts. — Unit 3

- smooth / rough  
black rocks / red rocks
- clean / dirty  
red plate / white plate
- large / small  
Goldsie / Bubbles
- soft / hard  
couch / wooden chair
- young / old  
Mimi / Snowy
- light / heavy  
leather / brick

dirty → dirt    heavy → heavy

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** — Unit 3

G. Read and answer the questions.

Sunday, November 1<sup>st</sup>

**Sports News**

**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.

Max 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.

Max Brown getting across the scoring goal.

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!"

- Which team was taller and stronger than the other team?  
The \_\_\_\_\_ was \_\_\_\_\_ and \_\_\_\_\_ than the \_\_\_\_\_.
- Which team had better teamwork?  
a. The Tigers had better teamwork.  
b. Both teams had good teamwork.  
c. The Heat had better teamwork.
- Who is Tony Cox?  
He is the \_\_\_\_\_ of the Los Angeles \_\_\_\_\_.


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.

tennis ball   smooth   small   think   rough  
red bag   which (x2)   baseball   agree (x2)

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?  
\_\_\_\_\_




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. Choose an object and make a conversation.



K. Talk to your classmates, and complete the chart.

1. Who is taller than you?	_____ is taller than I am.
2. Who has cleaner shoes than you?	_____
3. Who has a heavier backpack than you?	_____
4. Who has larger hands than you?	_____
5. Who can run faster than you?	_____

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