

TEACHER'S BOOK

BOOST ENGLISH

2

BOOST ENGLISH 2 **TEACHER'S BOOK**

Martin Schrader

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SYLLABUS

	LESSON	LESSON OBJECTIVE	GRAMMAR FOCUS
UNIT 1 The Weekend	1	Students will learn how to express feelings.	<ul style="list-style-type: none"> Information question with how
	2	Students will become more familiar with expressing likes and dislikes.	<ul style="list-style-type: none"> Verb: do
	3	Students will learn the names of animals and how to describe them.	<ul style="list-style-type: none"> Adjectives of appearance Demonstrative pronouns: this/that
	4	Students will learn the names of various activities and how to describe ability.	<ul style="list-style-type: none"> Modal auxiliary verb: can Verbs and verb phrases
UNIT 2 My Things	1	Students will learn to discuss things from nature and toys.	<ul style="list-style-type: none"> Demonstrative pronouns: this, that From
	2	Students will learn various stationery items and discuss ownership of them.	<ul style="list-style-type: none"> Possessive adjectives: my, your, his, her, its, our, their Possessive pronouns: mine, yours, his, hers, its, ours, theirs
	3	Students will discuss clothing items, accessories, and other items.	<ul style="list-style-type: none"> Demonstrative pronouns: these, those Singular and plural nouns
	4	Students will learn how to identify household items and talk about where they are.	<ul style="list-style-type: none"> Prepositions of place: in, on, under, behind
UNIT 3 With Friends	1	Students will learn to discuss meals and various kinds of foods.	<ul style="list-style-type: none"> Suggestions: Let's ____. Adverb: too Quantifiers: all, some
	2	Students will learn to describe their favorite weather and seasons.	<ul style="list-style-type: none"> Categories: seasons, animals, flowers, colors
	3	Students will learn to discuss free time.	<ul style="list-style-type: none"> Simple present tense verbs
	4	Students will learn to identify certain animals and ask and answer questions about how many there are.	<ul style="list-style-type: none"> Information questions with how many Be verbs: is, are

SENTENCE PATTERNS	FUNCTIONS	TARGET LANGUAGE
<ul style="list-style-type: none"> How are you today? - I'm good! - I feel bad. 	<ul style="list-style-type: none"> Greetings Asking and answering questions about emotions and feelings 	good, bad, fine, not so good, terrific, great, OK, basketball, soccer, ballet, baseball, tennis
<ul style="list-style-type: none"> Do you like ice cream? - Yes, I do. / No, I don't. 	<ul style="list-style-type: none"> Asking and answering questions about likes and dislikes 	cake, chocolate, ice cream, chicken, rice, fish, pizza, candy, tea, egg, soup, salad, camping, hiking, fishing
<ul style="list-style-type: none"> Look at this/that zebra! - Wow! It's cute! 	<ul style="list-style-type: none"> Discussing animals Describing the appearance of things 	zebra, monkey, lion, frog, rabbit, spider, horse, turtle, butterfly, elephant, big, small, cute, fast, slow, old, young, pet, zoo
<ul style="list-style-type: none"> Can you swim? - Yes, I can. / No, I can't. 	<ul style="list-style-type: none"> Asking and answering questions about abilities 	read, swim, juggle, sing, dance, ride, laugh, play the guitar, run fast, jump high, walk on one's hands, pool, clown
<ul style="list-style-type: none"> What's this/that? - It's a seashell. It's from the beach. 	<ul style="list-style-type: none"> Identifying objects and their origins 	seashell, sea, beach, tail, wing, helmet, robot, string, yo-yo, tail, toy horse, mask, costume, roof, doll house, lid, paint set
<ul style="list-style-type: none"> Is this/that your laptop? - Yes, it is. - No, it isn't. It belongs to my sister. 	<ul style="list-style-type: none"> Asking and answering questions about ownership Asking and answering questions about singular items 	laptop, pencil sharpener, glue, stapler, stereo, CD, pencil case, smartphone, MP3 player, computer, camera, TV
<ul style="list-style-type: none"> Are these/those your glasses? - Yes, they are. / No, they're not. 	<ul style="list-style-type: none"> Asking and answering questions about ownership Asking and answering questions about items 	socks, shoes, glasses, sandals, scissors, mittens, boots, gloves, pants, sweater, shorts, dress
<ul style="list-style-type: none"> Where are my keys? - They're under your book. Where is my watch? - It's in the bathroom. 	<ul style="list-style-type: none"> Describing places Asking and answering questions about where things are 	key, bathroom, cap, watch, comb, brush, hair band, toothbrush, earrings, towel, cup, sink, drawer, shelf, door, bed, bedroom, bathroom, in, under, on, behind
<ul style="list-style-type: none"> I'm hungry! - Me, too! Let's have a snack! Good idea! 	<ul style="list-style-type: none"> Asking and answering questions about feelings Making suggestions 	pizza, chips, burger, Coke, French fries, grapes, cookie, lemonade, hungry, thirsty, breakfast, lunch, dinner, snack
<ul style="list-style-type: none"> What's your favorite color? - My favorite color is pink. 	<ul style="list-style-type: none"> Expressing opinions Describing seasons 	sunshine, leaves, bug, snow, rain, flower, rose, animal, monkey, dog, season, winter, spring, fall, summer
<ul style="list-style-type: none"> What do you do after school? - I paint pictures. What does he/she do after school? He/She goes to the library. 	<ul style="list-style-type: none"> Asking and answering questions about habits and routines Describing places 	paint pictures, watch TV, do one's homework, play basketball, play baseball, go to the library, play computer games, go jogging, read books, draw pictures, listen to music, practice the piano, play the guitar
<ul style="list-style-type: none"> How many crabs are there? - There are twelve crabs. - There is only one dolphin. 	<ul style="list-style-type: none"> Understanding and using cardinal numbers 11-15 Giving precise information 	eleven, twelve, thirteen, fourteen, fifteen, crab, whale, shark, dolphin, jellyfish, seahorse, owl, mice, snake, bat, panther

SERIES COMPONENTS

Boost English is a six-level children's English curriculum designed to engage young learners and facilitate their language acquisition through lessons that tap into the multiple learning-styles of the class. Each unit in Boost English moves students through thematically structured units focusing on basic vocabulary study, listening practice, speaking and pronunciation, reading, writing, games, and songs.

For the Student

Student Book



The Student Book serves as the core component of the Boost English series. Each book contains level-appropriate language targets, activities, stories, and songs. There are three units per book, each containing four lessons linked to the unit's theme. Skill and activity headings subdivide each lesson so that lessons can be easily adapted to suit a variety of course structures.

For the Student

Workbook



The Workbook parallels the structure of the Student Book, providing additional practice and reinforcement of each lesson's language targets. Six pages of workbook activities correspond to each lesson in the Student Book. Suitable for either in-class use or as a homework supplement, the Workbook provides useful practice to enhance the development of students' English language skills.

For the Teacher

Teacher's Book



The Teacher's Book includes teaching strategies and supplemental activity ideas to accompany each section of the lesson presented in the Student Book. Step-by-step instructions guide teachers through each section with warm-up or introduction ideas, activity organization, and optional follow-up tips. Explanations are also accompanied by full-color pictures of the Student Book pages to help teachers see how activity instructions and tips relate to what the students see in their own books during the lesson.

HOW TO USE THIS BOOK

BOOST ENGLISH CHARACTERS



AMY

Amy is fun and outgoing. She likes to go to the mall and talk to her friends on the phone.



MAX

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

Eric is smart and easygoing. He enjoys science, photography, and taekwondo. Some of his family lives in China!



RACHEL

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



JEFF

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



KATIE

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

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



MS. LINDSEY



MR. WESLEY

Ms. Lindsey and **Mr. Wesley** appear in various activities. They ask students questions about themselves.



MR. KITTY

Mr. Kitty appears in the **LISTENING**. He helps draw attention to important parts of conversations.

ACTIVITY GUIDE

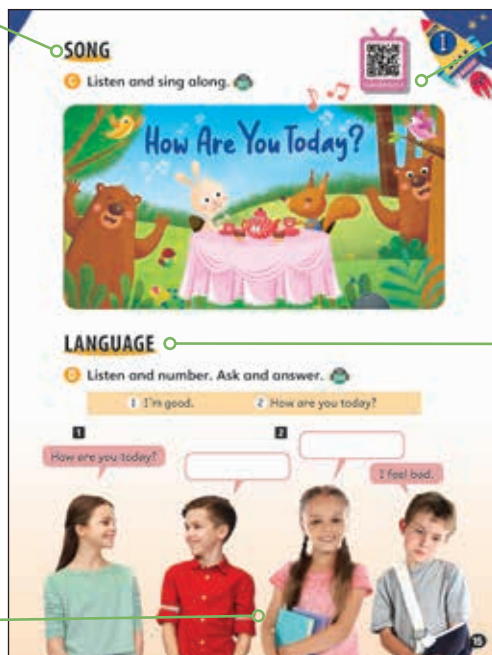
The **WARM-UP** activity introduces the key language and expressions taught in the lesson. Look at the picture with students and see if they can identify the different characters and objects. Help students discover words they don't know. Then, listen to the audio recording.



In the opening activity, students listen to and repeat the key language and expressions extracted from the dialog they will hear later.

The follow-up activity is a dialog. Listen to the audio and look at the picture with students. Find the speakers.

The **SONG** activity helps students retain key vocabulary and expressions. The songs are set to familiar tunes and feature colorful illustrations. Downloadable MP3 audio recordings and animated videos bring the songs to life. Many of the songs can be personalized with students' own information. Lyrics are provided at the back of the book.



Audio and video can be played on mobile devices by scanning the QR codes (internet required). Files are also available for free download at compasspub.com.

The **LANGUAGE** activity focuses on the target language structure. Listen to the audio and number. Then, repeat the conversation aloud and have students follow along. Next, practice the conversation again with students' books closed. Finally, students should open their books and listen and repeat again. This time, they should follow along with the text.

Function boxes are used to help students analyze and use the key language of the lesson. Have students focus on listening and repeating the examples to acquire the language naturally through trial and error over the course of the unit.

The **VOCABULARY** activity introduces the key vocabulary of the lesson. Explore the illustrations with the students and check which words they do and do not know. Listen to the audio recording and number the pictures accordingly.

VOCABULARY

1 Listen and number.



bad basketball good
soccer ballet baseball

2 Find pictures of the words above on page 14 and circle.

3 Listen and circle.



The follow-up activity tests students' memory retention. Go to the **WARM-UP** picture and ask students to find the objects taught in the **VOCABULARY** activity.


This follow-up activity checks students' comprehension of the vocabulary words and tests students' ability to recognize the words with various activities.

The **LISTENING** activity shows the target language being used in an everyday situation and features the main characters. Listen to the audio and number. Then, repeat the conversation aloud and have students follow along. Next, practice the conversation again with students' books closed. Finally, students should open their books and listen and repeat again. This time, they should follow along with the text.

LISTENING

1 Listen and number.

1 Fine 2 How are you
3 Not so good 4 today



Hi, Katie!
Hi!



How are you?
I have a cold. Oh, no!

2 Circle.

1 How is ? a. Good. b. Fine. c. Not so good.
2 How is ? a. Good. b. Fine. c. Not so good.

The follow-up activity checks students' comprehension of the conversation with various activities meant to retain student engagement.

The **SPEAKING** activity presents the target language together with the key vocabulary. Look at the picture and talk about it. Identify the things and children in the picture. Next, try to work out what they are saying.

SPEAKING

1 Look and say.



How are you?

Great!

Not good.

2 Picture prompts.



great fine not so good OK



not so good fine/OK good great/terrific

The guide focuses on the target language. Students can refer to the guide and use it to talk about themselves. They can also use puppets or toy animals for role playing.

Look at the picture prompts and have students work out what to say. Then, listen to the audio recording while looking at the pictures. Finally, pair students together to practice and present their dialogs to the class.

The **READING** activity uses some of the target vocabulary and language in a fun, new context. An audio recording is available, so the passage can be used for a variety of approaches to reading instruction, including follow-along and listen-and-repeat. Students can also use the passage as a model to talk or write about themselves or the world around them.

READING

1 Find and circle the words in the reading.



baseball soccer great

2 Read and circle.

Today is sports day.
My dad plays tennis.
My mom plays soccer.
And I play baseball.
We feel great!



1 Does his dad play baseball? Yes No

2 Does his mom play soccer? Yes No

3 Do they feel great today? Yes No

4 Read and circle.

1 He plays (baseball / ballet).

2 His mom plays (soccer / tennis).

3 They feel (not so good / great).

4 His dad (feels / plays) tennis.

A brief warm-up activity is used to reinforce the vocabulary before students read the passage.

The final **READING** activity presents an additional comprehension task in various formats.

Each reading passage is followed by a comprehension activity. The comprehension activity varies from lesson to lesson.

The **WRITING** activity develops handwriting and spelling, and reinforces students' learning of the target language and vocabulary. The activity varies from lesson to lesson.

WRITING

1 Trace.

1 I am bad.

2 He is fine.

3 She is not so good.

2 Unscramble the words and write.

1 His name is Sam. He plays **abakslelb**.

2 Her **maen** is Jill. She does **iebita**.

3 **erhit** names are Kelly and Nick. They play **ceocir**.

ACTIVITY 1 is a classroom game or group project. The activities allow students to move around and interact with one another. It is a fun way for students to practice and consolidate their language learning.

ACTIVITY 1

1 Play. Try to go under the bridge without getting caught.

How are you today?

I'm fine.

2 Draw yourself and write your own answer.

How are you today?

ACTIVITY 2 is a more personalized activity. Students should first work on their own before presenting and sharing their work with their classmates.

ACTIVITY 2

1 Draw pictures of the things you need to play your favorite sport or game.

I do ballet.

2 Present to your classmates. Guess each other's favorite sport or game. Then, write your answer below the picture.

3 What are your classmates' favorite activities?

The **REVIEW** activity ends the lesson. By completing this section, students assess their listening, reading, and writing skills.

REVIEW

1 Listen and number.



2 Read and circle.

1  She does ballet.
Yes No

1  He plays baseball.
Yes No

1  He is fine.
Yes No

3 Choose and write.

good bad not so good OK

A How are you today?
B I'm _____

In this activity, students use what they have learned throughout the lesson to complete a writing task that gives students a greater degree of freedom.

• WORKBOOK •



The **Workbook** parallels the structure of the **Student Book**, and provides additional practice of the target language from each lesson. Every **Student Book** lesson has a corresponding six-page workbook lesson filled with activities. Students can utilize the content in the **Workbooks** either in class or as a homework supplement.

SAMPLE LESSON PLANS

There are many ways that teachers can use lessons from Boost English in the classroom. Depending on a course's weekly schedule and daily time allotment, teachers can pace the students' work through each lesson to best suit the general skill level and needs of the students. The following lesson plans are suggestions for general approaches to pacing lessons from this series.

One Lesson per Class Meeting

55 minutes per lesson / 11 hours total per level

	Activity	Time
Warm-Up	Preview picture, listen and repeat, warm-up activity	5 min
Song	Preview picture, listen, watch the video, and sing along	5 min
Language	Oral practice as a whole class followed by pair work	5 min
Vocabulary	Preview pictures, listen, read aloud, complete follow-up activity	5 min
Listening	Preview story, listen, read aloud, complete follow-up activity	5 min
Speaking	Preview picture, listen, oral practice as pair work	5 min
Reading	Preview picture, listen and read along, read aloud, complete comprehension questions	5 min
Writing	Complete writing activity	5 min
Activity 1&2	Play a classroom game or do a group project and complete the personalized activity	10 min
Review	Review of the lesson's target language structure	5 min