

TEACHER'S BOOK

BOOST ENGLISH

5

BOOST ENGLISH 5 **TEACHER'S BOOK**

Martin Schrader

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TABLE OF CONTENTS

Syllabus	4
Series Components	6
How to Use This Book	8
Sample Lesson Plans	14

UNIT 1 Friends and Family

LESSON 1 Who Is Taller?	20
LESSON 2 I Want to Be a Photographer	30
LESSON 3 My Brother Is Smart and Athletic	40
LESSON 4 I Went Ice Skating with My Family	50

UNIT 2 School Friends

LESSON 1 Did You Finish Your Homework?	62
LESSON 2 Do You Know How to Play Tennis?	72
LESSON 3 Why Did He Go to the Dentist?	82
LESSON 4 What Are You Going to Do for Your Birthday?	92

UNIT 3 Shopping

LESSON 1 How Do I Get to the Library?	104
LESSON 2 It's Three Dollars and Fifty Cents	114
LESSON 3 It's White with Orange Stripes	124
LESSON 4 We Need a Carton of Eggs and a Jug of Water	134

SYLLABUS

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

SENTENCE PATTERNS	FUNCTIONS	TARGET LANGUAGE
<ul style="list-style-type: none"> Who is taller? - I think Sarah is taller than I am. - I agree. / I disagree. Which is worse, summer or winter? 	<ul style="list-style-type: none"> Comparing things 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
<ul style="list-style-type: none"> What do you want to be? - I want to be a photographer. Why? - I want to take beautiful photographs. 	<ul style="list-style-type: none"> Describing career ambitions Discussing professions 	photographer, architect, lifeguard, computer programmer, soldier, president, artist, lawyer, professional basketball player, musician, veterinarian (vet), astronaut, make 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"> What's your brother like? - He's smart and athletic. Does he help you with your homework? - Yes, he does. / No, he doesn't. 	<ul style="list-style-type: none"> Describing 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
<ul style="list-style-type: none"> What did you do last winter? - I went ice skating with my family. Did you enjoy it? - Yes, I did. / No, I didn't. 	<ul style="list-style-type: none"> Discussing seasonal activities Asking follow-up questions about the past 	played rugby, played badminton, went to soccer camp, went surfing, went water skiing, 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"> 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. 	<ul style="list-style-type: none"> Discussing school subjects Asking for help Asking about the recent past 	muscle, 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"> Do you know how to sail a boat? - Yes, I do. Do you? / No, I don't. Can you teach me? - Sure! 	<ul style="list-style-type: none"> Discussing skills and abilities Sharing knowledge and information 	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"> Why did Mark go to the nurse? - He went to the nurse because he got a bloody nose. Is he OK now? - Yes, he is. / No, he isn't. 	<ul style="list-style-type: none"> Describing injuries and sicknesses Asking for and giving reasons for past events 	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"> 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. 	<ul style="list-style-type: none"> Describing future plans Discussing months and dates 	Ferris wheel, roller coaster, bumper cars, theme park, horseback riding, water park, go out to dinner, go bowling, go to the movies, eat cake, have a sleepover, play mini golf, go on a treasure hunt, have a party
<ul style="list-style-type: none"> 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! 	<ul style="list-style-type: none"> Asking for and giving directions Using prepositions of place 	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"> 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! 	<ul style="list-style-type: none"> Discussing prices Making transactions 	dollars, cents, magazines, board game, newspaper, shampoo, conditioner, crackers, gum, toothpaste, batteries, soap, expensive, cheap
<ul style="list-style-type: none"> What do your swim shorts look like? - They're green with yellow pockets. Are these them? - Yes, they are. / No, they aren't. 	<ul style="list-style-type: none"> Describing clothing and accessories Asking about ownership 	dots, stripes, patterned, buttons, zipper, wallet, purse, swim shorts, pockets, swimsuit, belt, tights, vest, scarf, raincoat, shoelaces, sunglasses
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Making a shopping list Asking for confirmation 	soup, soda, butter, mayonnaise, ketchup, bread, eggs, jam, tuna, rice, cereal, milk, juice, water, potato chips, cookies, ice cream, sugar, beans, potatoes, 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

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 images 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 in 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.



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.

In the opening activity, students listen to two or three dialogs and number the speakers.

The follow-up activity asks students to answer listening comprehension and personal questions. This is meant to increase student engagement and activate background knowledge.

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 practice the grammar points in the target sentences.

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.

Ken	Bob	Buster	Lulu	Kelly	Paula
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
stronger / weaker		better / worse		taller / shorter	

2 Look and complete the sentences. Use words from 1.

1 Buster is _____ than Lulu.

2 Paula is _____ than Kelly.

3 Ken is _____ than Bob.

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 have students fill in the blanks to complete the conversation. 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 write.

Amy: _____
Max or Eric?
Jeff: _____
Amy: Really? _____ I think
Eric is weaker than Max.
Jeff: I saw Eric at taekwondo practice. He's strong!
Amy: Eric does taekwondo? I didn't know.
Jeff: Yes, he does. He's very good at it.

Amy: Hi, Max! Hi, Eric!
Max & Eric: Hi!
Jeff: May I ask you a question?
Eric: Sure!
Amy: Who is stronger, _____?
Eric: _____
Max: No way! I'm stronger!
Jeff: Haha! Let's have a contest!
Max & Eric: OK!

2 Circle.

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 Is Max stronger than Eric?	Yes	No
5 Is Eric stronger than Max?	Yes	No

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.



Who/Which is _____? I think _____ is _____ than _____.

I don't agree. / I agree.

2 Picture prompts.

1	2	3
smooth / rough / black rocks / red rocks	clean / dirty / red plate / white plate	large / small / Goldie / Bubbles
4	5	6
soft / hard / armchair / wooden chair	young / old / Miss / Snowy	light / heavy / leather / brick

dirty → dirtier heavy → heavier

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

3 Read and answer the questions.

SPORTS NEWS

Tuesday, November 1st

Tigers Beat the Heat!

The Los Angeles Tigers beat the Hollywood Heat 3-2 yesterday in the final game of the Middle School Soccer Tournament. It was very exciting.

Matt 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. 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!"



1 Which team has taller and stronger players than the other team?
The _____ has _____ and _____ players than the _____.

2 Which team had better teamwork?
a. The Tigers had better teamwork.
b. Both teams had good teamwork.
c. The Heat had better teamwork.

3 Who is Tony Cox?
He is the _____ of the Los Angeles _____.


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


The **WRITING** activity allows students to practice spelling and practical use of the target grammar and vocabulary. The activity varies from lesson to lesson.

WRITING

1 Write the missing words.

tennis ball	smoother	smaller	think	rougher
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.

3 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?

20

The **CHALLENGE** activity allows students to use the language they have learned in the lesson to create new meaning and express their own ideas through guided writing exercises.

CHALLENGE

1 Write sentences using the words in the box.

tall	heavy	dirty	big	short	small	light	clean
------	-------	-------	-----	-------	-------	-------	-------

1  red shoe / blue shoe

2  red basket / yellow basket

3  Tim / his little brother

4  stone / feather

2 Write your own answers using the words in the boxes.

father	mother	old	strong	tall
grandmother	grandfather	fast	young	short
brother	sister	weak	slow	

a. How many people are in your family? Who are they?
b. Compare them to you and to each other.

a. In my family, there are _____ people: my _____
my _____, and me.

b. My father is _____
My _____

21

The **ACTIVITY** page is either 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 Play. Choose a person or object and make a conversation.

Who is taller?
I think I'm taller than you are.
I don't agree. I think you're shorter than I am.
Great! You used taller and shorter.

2 Talk to your classmates and complete the chart.

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

22

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

REVIEW

1 Listen and check.

1  softer ☐ ☐

2  lighter ☐ ☐

3  cleaner ☐ ☐

2 Read and circle.



A: (Who / Which) is bigger?
B: The yellow ship is (big / bigger) than the gray ship.
A: I don't agree. I think the yellow ship is (smaller / small) than the gray ship.

3 Find the mistakes and rewrite.

1 A wooden chair is softer than an armchair. _____

2 Which is stronger, Eric or Max? _____

• 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
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 the writing activity	5 min
Challenge	Complete the challenge activity	5 min
Activity	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