BOSST ENGLISH

BOOST ENGLISH 5 TEACHER'S BOOK

Martin Schrader

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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.	Comparative adjectives: taller, shorter Expressing agreement/disagreement
	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
	3	Students will describe people based on personal characteristics and practice asking follow-up questions.	 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.	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.	Past tense verbsModal auxiliary verb: canCan you help me?
	2	Students will learn how to talk about their skills and abilities.	 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.	Subordinating conjunction: because Information questions with why Why did?
	4	Students will talk about their plans for their birthdays in the future.	 Future tense verb: be going to Ordinal numbers (1st - 31st) Information questions with when and what
	1	Students will be able to ask for and give directions.	 Imperatives Coordinating conjunction: and Information questions with how
UNIT 3	2	Students will be able to ask about the prices of different items.	 Written numbers: one - one hundred Exclamations: That's cheap/expensive! Information questions with how much
Shopping	3	Students will learn how to give detailed descriptions of clothing and accessories.	 Preposition: with Information questions with look like
	4	Students will practice making shopping lists and learn about different containers or quantities of food.	Uncountable nouns Partitives: a/many/some of

SENTENCE PATTERNS	FUNCTIONS	TARGET LANGUAGE
 Who is taller? I think Sarah is taller than I am. I agree. / I disagree. Which is worse, summer or winter? 	Comparing thingsExpressing 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. 	Describing career ambitionsDiscussing professions	photographer, architect, lifeguard, computer programmer, soldie president, artist, lawyer, professional basketball player, musician, veterinarian (vet), astronaut, make computer programs, make ou country better, design unique houses, paint and draw, help peoplin 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. 	Describing characteristicsAsking follow-up questions	smart, athletic, quiet, energetic, serious, nice, honest, shy, friendly funny, talkative, hard-working, outgoing, fun, read a lot, have a lo of friends, tell a lot of jokes, talk to everyone, have a lot of fun, wor 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. 	 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
 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. 	 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 fo 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! 	 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
 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. 	 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, so 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. 	 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
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!	Asking for and giving directionsUsing prepositions of place	left, crosswalk, right, block, hill, bridge, go straight for (two) block cross the street at the crosswalk, around the corner, walk up/dowl 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!	Discussing pricesMaking transactions	dollars, cents, magazines, board game, 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 accessoriesAsking about ownership	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 aIs that all?Yes, it is. / No, it isn't. We also need a jar of mayonnaise. 	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

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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 is fun and outgoing. She 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 easygoing. 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.



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



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



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.

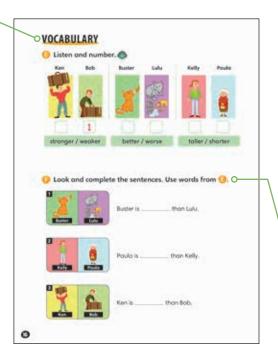
The LANGUAGE activity focuses on the target language structure. Listen to the audio and number. Then, repeat the conversation aloud and have students follow along. Next, practice the conversation again with students' books closed. Finally, students should open their books and listen and repeat again.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



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

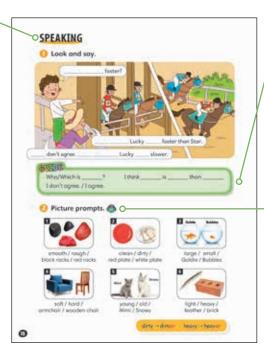
The **LISTENING** activity shows the target language being used in an everyday situation and features the main characters. Listen to the audio and have students fill in the blanks to complete the conversation. Then, repeat the conversation aloud and have students follow along. Next, practice the conversation 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.



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.



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.



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.



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.

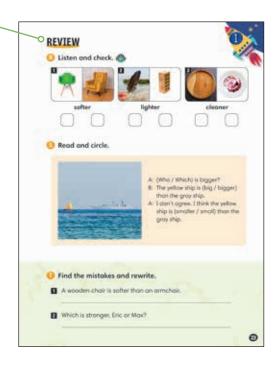
The **CHALLENGE** activity allows students to use the language they have learned in the lesson to create new meaning and express their own ideas through guided writing exercises.



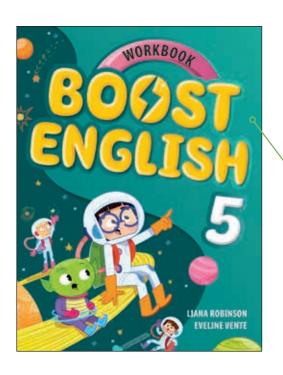


The **REVIEW** activity ends the lesson. By completing this section, students assess their listening,

reading, and writing skills.



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