

TEACHER'S BOOK

BOOST ENGLISH

6

BOOST ENGLISH 6 **TEACHER'S BOOK**

Martin Schrader

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior permission in writing from the publisher.

email: info@compasspub.com

<http://www.compasspub.com>

ISBN: 978-1-68591-574-2

Photo Credits © Shutterstock

Printed in Korea

 **This is made with nontoxic materials.**



TABLE OF CONTENTS

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

UNIT 1 Recreation

LESSON 1 Did You Put on Your Hat?	20
LESSON 2 Would You Like to Play Hopscotch?	30
LESSON 3 What's the Best Movie You Have Ever Seen? ...	40
LESSON 4 I Usually Wear Warm Clothes When It's Cold ..	50

UNIT 2 New Experiences

LESSON 1 What Were You Doing at Eight O'clock?	62
LESSON 2 She Was Happy Because She Passed the Test ...	72
LESSON 3 The Nile Is the Longest River in the World	82
LESSON 4 Have You Ever Seen a Panda?	92

UNIT 3 Traveling Around

LESSON 1 I Think You Should Give Her an Apron	104
LESSON 2 Where Can I Play Soccer?	114
LESSON 3 You Should Have Studied Harder	124
LESSON 4 Where Would You Like to Go?	134

SYLLABUS

	LESSON	LESSON OBJECTIVE	GRAMMAR FOCUS
UNIT 1 Recreation	1	Students will learn how to talk about the actions of others using phrasal verbs.	<ul style="list-style-type: none"> Phrasal verbs Modal auxiliary verb: could Future: will
	2	Students will practice extending polite invitations and accepting/declining invitations.	<ul style="list-style-type: none"> Modal auxiliary verb: would Future: will
	3	Students will practice sharing experiences and opinions using comparative and superlative adjectives.	<ul style="list-style-type: none"> Comparative adjectives Superlative adjectives Present perfect tense Past participles
	4	Students will be able to talk about the frequency with which they do certain things and practice asking and answering clarification questions.	<ul style="list-style-type: none"> Adverbs of frequency Adverb: ever When clauses
UNIT 2 New Experiences	1	Students will learn how to use the past progressive tense to talk about two things that were happening at the same time in the past.	<ul style="list-style-type: none"> Past progressive tense When/While clauses
	2	Students will learn how to describe things that happened to other people.	<ul style="list-style-type: none"> Coordinating conjunctions: because, so Reporting information
	3	Students will be able to talk about record-holding animals/things and will learn interesting facts about these animals/things.	<ul style="list-style-type: none"> Superlative adjectives Exclamations
	4	Students will learn to talk about past and present experiences and the relationships between them.	<ul style="list-style-type: none"> Present perfect tense Past participles Adverb: ever
UNIT 3 Traveling Around	1	Students will practice asking for advice and giving suggestions.	<ul style="list-style-type: none"> Modal auxiliary verb: should
	2	Students will be able to talk about possibilities and give multiple suggestions.	<ul style="list-style-type: none"> Modal auxiliary verb: can First conditional
	3	Students will be able to talk about what others should and shouldn't do according to the situation.	<ul style="list-style-type: none"> Modal auxiliary verb: should Past participles
	4	Students will learn how to talk about hypothetical or dream situations and give reasons for the choices they make.	<ul style="list-style-type: none"> Modal auxiliary verb: would Second conditional

SENTENCE PATTERNS	FUNCTIONS	TARGET LANGUAGE
<ul style="list-style-type: none"> Did he pick up all of his toys? - Yes, he picked them up. - Could he pick the rest of the toys up? - OK. 	<ul style="list-style-type: none"> Discussing actions that occurred in the past 	take off, throw away, put on, hand in, blow out, try out, pick up, turn up, turn down, blow up, hang up, use up, turn on, turn off, fill out, candle, half pipe, knee pads, elbow pads, volume, glue stick, form, scooter
<ul style="list-style-type: none"> Would you like to help me wash the car? - Sure! I'd love to. / Thanks, but I can't. OK. We'll need a sponge and a hose. 	<ul style="list-style-type: none"> Extending an invitation Accepting/Declining an invitation 	lemonade, ice cubes, tour, poster, hopscotch, chalk, decorate my bedroom, wash the car, feed the ducks, make bracelets, go to the horse races, go surfing, mow the lawn, go camping, go to the zoo, sponge, bread, sunglasses, bead, string, cushion, binoculars, flashlight, tent
<ul style="list-style-type: none"> Which were more difficult, the push-ups or the sit-ups? - I thought the push-ups were more difficult than the sit-ups. What's the most difficult exercise you have ever done? - Chin-ups are the most difficult exercise I have ever done. 	<ul style="list-style-type: none"> Sharing experiences and opinions 	biggest animal, best movie, loudest music, nicest person, worst TV program, most interesting book, firework, push-ups, sit-ups, chin-ups, difficult, expensive, beautiful, adventurous, intelligent, colorful, delicious, jacket, sunflower, rose, orchid, going to the water park, walking in the park, parrot, dolphin, kiwi, mango
<ul style="list-style-type: none"> Do you play paintball sometimes? - Yes, I sometimes play when my cousins come to town. When do your cousins come to town? - In the summer when the weather is nice. 	<ul style="list-style-type: none"> Describing frequency Asking and answering clarification questions 	tired, worried, bored, a quarter to, a quarter past, half past, sometimes, usually, stay in a hotel, take a vacation, wear warm clothes, stay home, dodgeball, paintball, go to bed early, talk with her mom, shout, cry, hungry, angry, sad
<ul style="list-style-type: none"> What were you doing when it started to rain? - I was waiting for my brother when it started to rain. 	<ul style="list-style-type: none"> Explaining events that happened at the same time and the relationship between them 	walking, getting dressed, washing dishes, daydreaming, waiting for a bus, taking care of, watching a fire engine, pushing my bicycle, doorbell rang, saw the car accident, broke her leg, fire alarm went off, ride on a ferry, daydream, walk home, watch a baseball game, snowboard, do homework, earthquake
<ul style="list-style-type: none"> How was William? - He was nervous because he had to give a speech. / He had to give a speech, so he was nervous. 	<ul style="list-style-type: none"> Reporting information Explaining cause-and-effect relationships 	gave a speech, ripped his jeans, failed a test, passed a test, spilled juice, in a hurry, had to give a speech, got up late, didn't understand the teacher, forgot her key, slipped on the ice, lost the race, went to bed late, late for school, couldn't open the door, confused, embarrassed, disappointed, nervous
<ul style="list-style-type: none"> Which are bigger, white rhinos or blue whales? - Blue whales are bigger than white rhinos. - They are the biggest animals in the world. 	<ul style="list-style-type: none"> Comparing and contrasting factual information 	the Nile, Mount Everest, Russia, cheetah, blue whale, giraffe, Britain, France, Channel Tunnel, Seikan Tunnel, in the world, African/Asian elephant, Saturn, Jupiter, gazelle, gray wolf, red wolf, Alaska, Texas, tallest, largest, fastest, rarest, heaviest, red-eyed tree frog, howler monkey
<ul style="list-style-type: none"> Have you ever been to a chocolate factory? - Yes, I went to one last year. How was it? - It was interesting. 	<ul style="list-style-type: none"> Talking about past and present experiences 	hammock, orchard, traditional clothes, mosquito, acrobat, rainforest, musical instrument, been snorkeling, been to a circus/rodeo/chocolate factory, been stung by a bee, given a speech, swum with dolphins
<ul style="list-style-type: none"> What should get/buy my younger brother for his birthday? - How about a lizard? That's a good idea. / Are you sure? / No, I don't think so. 	<ul style="list-style-type: none"> Asking for suggestions Expressing personal opinions 	gift certificate, basket, apron, graduation, Mother's/Father's Day, anniversary, picture frame, basket, fan, lizard, pocket knife, headphones, robe, slippers, webcam, coffee cup, coin bank, necklace, perfume, laptop bag
<ul style="list-style-type: none"> What can I do to improve my English? - Why don't you listen to a little English every day? - How about listening to a little English every day? 	<ul style="list-style-type: none"> Asking for and giving suggestions 	sell cakes, babysit, travel around the world, earn money, volunteer, speak fluently, save rhinos, exercise, learn first aid, help the environment, study English/Spanish/French, London, Australia, Canada, New Zealand
<ul style="list-style-type: none"> What happened? - That boy ate too quickly. - He shouldn't have eaten quickly. - I know. He should have eaten slowly. 	<ul style="list-style-type: none"> Discussing obligation and necessity 	stay up late, drop, cross the street, eat too much, have an accident, eat slowly/quickly, stretched, dropped the trash, backed up her files, listened to his mom, driven slowly, crossed the street
<ul style="list-style-type: none"> Who would you like to meet? - I'd like to meet the King of England. Why? - I'd like to talk to him about his life. 	<ul style="list-style-type: none"> Talking about hypothetical situations 	windmill, platypus, clogs, seal, a pair (of shoes), glacier, meet the King of England, go to Mount Kilimanjaro, be a doctor, live in Hawaii, travel around the world, buy a helicopter, be good at gymnastics

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 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.


 take off


 throw away


 put on


 hand in


 blow out


 try out

2 Look, write, and find the words.








w	y	t	r	y	o	u	t	
g	h	a	n	d	i	n	h	
f	o	k	w	o	n	v	r	
a	u	e	s	i	p	b	o	
b	l	o	w	o	u	t	w	
h	i	f	s	y	t	s	a	
e	p	f	x	g	o	d	w	
c	r	e	t	i	n	v	a	
k	n	o	m	a	x	w	p	y

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 complete the dialog.







Max: Let's go to the skate park!

Jeff: Yeah! We can try out the new half pipe.

Max: Great! I'll meet you there in an hour.

Jeff: Perfect. Don't forget your helmet!

Max: I won't. My brother gave me his old skateboard.

Jeff: Wow! That's great.

Max: Cool! See you in a bit.

Max: Mum, I'm going to the skate park.

Mom: _____ and _____?

Max: _____

Mom: See!

Max: Thank you! Be back in time for dinner, please.

Max: I will. Bye!

2 Circle.

1 Are Max and Jeff going surfing?

2 Is there a new half pipe at the skate park?

3 Are the boys going to try out a surfboard?

4 Has Max put his knee pads on?

5 Has Max put his elbow pads on?

Yes	No
Yes	No
Yes	No
Yes	No
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.

pick up your toys? we picked up

pick the rest of the toys up? OK!

5/10/20

Did he/she/you _____?	Yes/No _____
Could he/she/you _____?	OK _____

2 Picture prompts.

1 turn up the volume 2 blow up the balloons 3 hang up the clothes

4 use up the whole glue stick 5 turn off the lights 6 fill out the form

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 Read and answer the questions.

Karen: Hey, Morgan! Why do you have a photo of old shoes?

Morgan: Ah! Those were my favorite shoes!

Karen: They look terrible!

Morgan: I know, but they were so comfortable. I threw them away three months ago. I still miss them.

Karen: You threw those beautiful shoes away? Haha! What are you doing right now?

Morgan: Homework.

Karen: I just got a new scooter. Do you want to come over and try it out?

Morgan: I can't. I have to hand in my science project tomorrow, and I have a lot of work to do.

Karen: That's too bad!

Morgan: Hey, do you have any tape?

Karen: Of course!

Morgan: I just used up all of the tape in our house, and I still need more.

Karen: Do you want me to bring some over?

Morgan: Do you mind?

Karen: No, not at all. I'll turn off my computer and ride over to your house on my new scooter.

Morgan: Thank you very much!

1 What happened to Morgan's old shoes?

a. He took the shoes off. b. He put the shoes on.

c. He threw the shoes away. d. He picked the shoes up.

2 Why can't Morgan try out Karen's new scooter today?

3 What does Karen need to do before she rides her scooter to Morgan's house?

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 Complete the conversations.



A: _____ she _____ on the radio?
B: Yes, _____
A: Could she _____ some more?
B: OK.

A: _____ he _____ in the living room?
B: Yes, _____
A: I can't see well. Could he _____ some more lights _____?
B: OK.



2 Complete the chart.

1 fill out form	He filled out the form.	He filled the form out.	He filled it out.
2 take off sweater		She took her sweater off.	
3 hang up coats	They hung up their coats.		
4 pick up boxes		We picked the boxes up.	
5 use up milk			I used it all up.
6 put on uniforms	We put on our uniforms.		

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 Read and match.

- | | | |
|------------------------------------|---|-------------------------------------|
| 1 My mom threw | • | • out the candle? |
| 2 Could you turn | • | • up your clothes before you leave? |
| 3 The naughty children didn't pick | • | • down the radio, please? |
| 4 I think you should put | • | • up their toys. |
| 5 Did the wind blow | • | • away my old socks and shoes. |
| 6 Could you please hang | • | • on a warm coat. |

2 Use four of the verbs in the box to write about what you did or didn't do last weekend.

hang up blow out turn down try out put on
use up pick up turn off throw away hand in

Last weekend, I didn't have any homework because I

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. Flip a coin to move along the board.



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

REVIEW

1 Listen and check.



☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

2 Read and circle.

A: Did you (hand in / hand out) the science project?
B: Yes, I handed (in it / it in). What about you?
A: I didn't hand it (out / in)! The teacher was not happy.
B: Why didn't you?
A: Because I used (up / to) all of the glue in my glue stick.

A: What are you going to do now?
B: I'm going to go to the mall. I need a new blouse. I threw (up / away) the old yellow one.
A: Let's go together, then. I need to buy a new glue stick.



3 Find the mistakes and rewrite.

1 We didn't fill up the new library forms.

2 Could you hang down your scarf, please?

23

• 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 **Workbook** 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 guided writing exercise	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