



### **COMPONENTS**

### **Components for Students**



Student Book and Workbook with Audio QR Codes



**Classbooster** with extra practice exercises for home study

### **Components for Teachers**



Teacher's Guide with Compass Digital-TG



**Compass Digital-TG** 

The additional digital material is available on the Compass Publishing website!

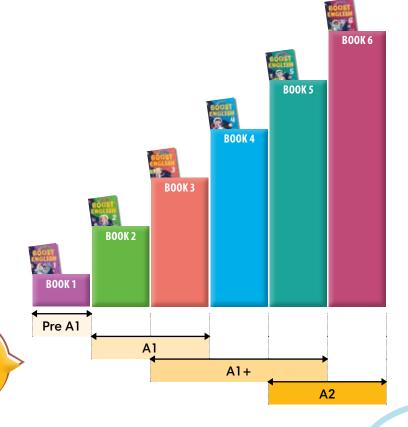


- Theme-based learning through conversations, stories, and language builders
- Engaging exercises that address all four language skills
- Entertaining games and fun and catchy songs with animated videos
- Children-friendly characters and vibrant illustrations and photos
- Teacher's Book with various supplementals

**CEFR** 

### **LEVEL CHART**

B00K1 Pre A1 B00K2 A1 B00K3 A1/A1+
BOOK 3 A1/A1+
711,7111
B00K4 A1+
B00K5 A1+/A2
<b>BOOK 6</b> A2





### **SUPPLEMENTALS**



Books 1 to 4 have fun and catchy songs with animated videos for learners to sing along to!

#### **Class Booster**

Students can find fun, reinforcing digital activities on our mobile and PC application, Bigbox. Use Bigbox to download Class Booster, which provides extra activities for Boost English. Teachers can also use <a href="https://www.classboxenglish.com">www.classboxenglish.com</a> to get access to extra classroom materials, digital presentation tools, and LMS functions.



Classroom materials are downloadable at <u>www.compasspub.com/boostenglish1</u> for free and on Classbox.com.

- **Tests:** Placement, Lesson Review, Unit Review, Final, and Word Tests to measure the progress of learners
- More: Answer Key, Word List, Flash Card, Classroom PPT, Listening Worksheet, Fluency builder Worksheet























### **LEVEL VARIATION**

#### Warm-Up

- From Book 4, students listen to two or three dialogues and number the speakers.
- The Follow-Up activity asks students to answer listening comprehension and personal questions, which increase student engagement and activate background knowledge.



#### Language

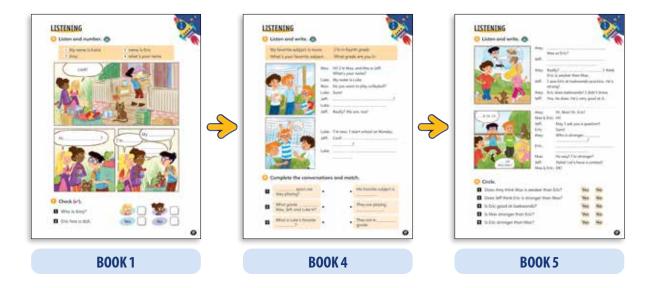
 One full page of Language practice starts from Book 5 to give students more practice using the grammar points in the target sentences.





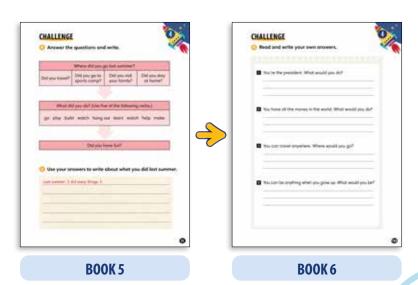
#### Listening

- Books 1 to 6 build listening skills with a methodical progression of dictation.
- Students will listen to the audio and number or write in the blanks to complete the conversations.



### Challenge ]

 From Book 5, students use the language they learned in the lesson to create new sentences and express their ideas with guided writing exercises.



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### **BOOK 1**

	LESSON	LESSON OBJECTIVE	GRAMMAR FOCUS
UNIT 1 In the Neighborhood	1	Students will learn the names of the main characters in the series and the names of their classmates.	• Information question with <b>what</b>
	2	Students will begin to identify family members.	<ul><li>Subject pronouns: he, she</li><li>Information question with who</li></ul>
	3	Students will be able to identify the different times of day.	• Time of day greetings
	4	Students will identify a few singular objects.	<ul><li>Singular nouns</li><li>Information question with what</li></ul>
UNIT 2 At School	1	Students will become familiar with some classroom objects and practice counting.	<ul><li>Plural nouns</li><li>Information question with how many</li></ul>
	2	Students will become familiar with more classroom objects and colors.	Possessive adjectives: your, my
	3	Students will learn how to use plural nouns with numbers.	<ul><li> Information question with how old</li><li> Be verb: is, are</li></ul>
	4	Students will learn how to describe how they feel.	<ul><li>Adjectives of emotions and feelings</li><li>Be verb: is, are</li></ul>
	1	Students will become familiar with discussing, body parts, and colors.	<ul><li>Possessive adjectives: his, her</li><li>Verbs: have, has</li></ul>
UNIT 3 At the Toy Store	2	Students will become familiar with how to talk about body parts and talk about what is wrong with them.	Declarative statements
	3	Students will be able to identify some basic shapes.	• Articles: a, an
	4	Students will become more familiar with how to express quantities and practice the names of some toys.	• Information question with how many

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SENTENCE PATTERNS	FUNCTIONS	TARGET LANGUAGE
<ul><li>Hi! / Hello!</li><li>What's your name?</li><li>I'm Amy.</li><li>My name is Eric.</li></ul>	Greetings     Asking for and giving personal information	doll, ball, train, Katie, Amy, Rachel, Eric, Max, Jeff, girl, boy
• Who is he? - He's my dad.	Discussing family members	dad, mom, grandma, grandpa, brother, sister, cake, balloon, present
<ul><li>Good morning!</li><li>It is day.</li></ul>	Greetings     Describing weather conditions	morning, afternoon, evening, night, day, good-bye, sun, moon, cloud, star
• What is it? - It's a kite.	<ul><li> Identifying objects</li><li> Asking and answering questions about things</li></ul>	flower, tree, cat, bear, dog, kite, teddy bear, skateboard
<ul><li>How many chairs?</li><li>Let's count!</li><li>OK! One, two, , four! Four chairs!</li></ul>	<ul> <li>Understanding and using cardinal numbers 1-5</li> <li>Asking and answering questions about things</li> </ul>	one, two, three, four, five, desk, chair, door, umbrella, rain, pencil, book, ruler
<ul><li>What color is your pen?</li><li>It's black.</li><li>My pen is orange.</li></ul>	<ul><li>Asking and answering questions about classroom objects</li><li>Comparing things</li></ul>	rainbow, crayon, pen, backpack, paper, eraser, notebook, pencil case, paintbrush, marker, red, orange, yellow, green, blue, black
<ul> <li>How old are you?</li> <li>I'm eight years old.</li> <li>How old is he?</li> <li>He's six years old.</li> </ul>	<ul> <li>Understanding and using cardinal numbers 6-10</li> <li>Asking for and giving personal information</li> </ul>	six, seven, eight, nine, ten, slide, swing, seesaw, toy
<ul> <li>Are you hungry?</li> <li>Yes, I am. / No, I'm not.</li> <li>Is he thirsty?</li> <li>Yes, he is. / No, he isn't.</li> </ul>	Asking and answering questions about feelings	hot, cold, thirsty, hungry, sleepy, apple, milk, banana, orange juice, melon
<ul> <li>What color is his hair?</li> <li>He has dark brown hair.</li> <li>What color are her eyes?</li> <li>She has light blue eyes.</li> </ul>	<ul><li>Describing body parts</li><li>Describing the appearance of things</li></ul>	shirt, socks, pants, shoes, hat, shorts, eyes, nose, hair, teeth, light, dark, white, purple, pink, brown, gray
<ul><li>Are you OK?</li><li>Yes, I am.</li><li>No, I'm not. I hurt my knee.</li></ul>	<ul><li>Describing body parts</li><li>Asking and answering questions about feelings</li><li>Giving precise information</li></ul>	doctor, nurse, arm, hand, leg, foot, head, knee, elbow, toe, finger
<ul><li>What shape is it?</li><li>It's a circle.</li><li>It's an oval.</li></ul>	<ul> <li>Describing the appearance of things</li> <li>Talking about careers</li> </ul>	teacher, magician, artist, oval, circle, triangle, heart, square, rectangle, star
<ul><li>How many toy cars are there?</li><li>There is one toy car.</li><li>There are four toy cars.</li></ul>	<ul><li>Asking and answering questions about objects</li><li>Understanding and using numbers</li></ul>	bus, boat, skates, house, car, airplane, puzzle, sticker, puppet

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### B00K2

	LESSON	LESSON OBJECTIVE	GRAMMAR FOCUS
UNIT 1 The Weekend	1	Students will learn how to express feelings.	• Information question with <b>how</b>
	2	Students will become more familiar with expressing likes and dislikes.	• Verb: do
	3	Students will learn the names of animals and how to describe them.	<ul><li>Adjectives of appearance</li><li>Demonstrative pronouns: this/that</li></ul>
	4	Students will learn the names of various activities and how to describe ability.	<ul><li> Modal auxiliary verb: can</li><li> Verbs and verb phrases</li></ul>
	1	Students will learn to discuss things from nature and toys.	<ul><li>Demonstrative pronouns: this, that</li><li>From</li></ul>
UNIT 2	2	Students will learn various stationery items and discuss ownership of them.	<ul> <li>Possessive adjectives: my, your, his, her, its, our, their</li> <li>Possessive pronouns: mine, yours, his, hers, its, ours, theirs</li> </ul>
My Things	3	Students will discuss clothing items, accessories, and other items.	<ul><li>Demonstrative pronouns: these, those</li><li>Singular and plural nouns</li></ul>
	4	Students will learn how to identify household items and talk about where they are.	• Prepositions of place: in, on, under, behind
	1	Students will learn to discuss meals and various kinds of foods.	<ul><li>Suggestions: Let's</li><li>Adverb: too</li><li>Quantifiers: all, some</li></ul>
	2	Students will learn to describe their favorite weather and seasons.	Categories: seasons, animals, flowers, colors
UNIT 3 With Friends	3	Students will learn to discuss free time.	Simple present tense verbs
	4	Students will learn to identify certain animals and ask and answer questions about how many there are.	<ul><li> Information questions with how many</li><li> Be verbs: is, are</li></ul>

SENTENCE PATTERNS	FUNCTIONS	TARGET LANGUAGE
<ul><li>How are you today?</li><li>I'm good!</li><li>I feel bad.</li></ul>	<ul><li> Greetings</li><li> Asking and answering questions about emotions and feelings</li></ul>	good, bad, fine, not so good, terrific, great, OK, basketball, soccer, ballet, baseball, tennis
<ul><li>Do you like ice cream?</li><li>Yes, I do. / No, I don't.</li></ul>	<ul> <li>Asking and answering questions about likes and dislikes</li> </ul>	cake, chocolate, ice cream, chicken, rice, fish, pizza, candy, tea, egg, soup, salad, camping, hiking, fishing
<ul><li>Look at this/that zebra!</li><li>- Wow! It's cute!</li></ul>	<ul><li>Discussing animals</li><li>Describing the appearance of things</li></ul>	zebra, monkey, lion, frog, rabbit, spider, horse, turtle, butterfly, elephant, big, small, cute, fast, slow, old, young, pet, zoo
• Can you swim? - Yes, I can. / No, I can't.	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><li>What's this/that?</li><li>It's a seashell. It's from the beach.</li></ul>	<ul> <li>Identifying objects and their origins</li> </ul>	seashell, sea, beach, tail, wing, helmet, robot, string, yo-yo, tail, toy horse, mask, costume, roof, doll house, lid, paint set
<ul><li> Is this/that your laptop?</li><li> Yes, it is.</li><li> No, it isn't. It belongs to my sister.</li></ul>	<ul> <li>Asking and answering questions about ownership</li> <li>Asking and answering questions about singular items</li> </ul>	laptop, pencil sharpener, glue, stapler, stereo, CD, pencil case, smartphone, MP3 player, computer, camera, TV
<ul> <li>Are these/those your glasses?</li> <li>Yes, they are. / No, they're not.</li> </ul>	<ul> <li>Asking and answering questions about ownership</li> <li>Asking and answering questions about items</li> </ul>	socks, shoes, glasses, sandals, scissors, mittens, boots, gloves, pants, sweater, shorts, dress
<ul> <li>Where are my keys?</li> <li>They're under your book.</li> <li>Where is my watch?</li> <li>It's in the bathroom.</li> </ul>	<ul><li>Describing places</li><li>Asking and answering questions about where things are</li></ul>	key, bathroom, cap, watch, comb, brush, hair band, toothbrush, earrings, towel, cup, sink, drawer, shelf, door, bed, bedroom, bathroom, in, under, on, behind
<ul><li>I'm hungry!</li><li>Me, too! Let's have a snack!</li><li>Good idea!</li></ul>	<ul><li>Asking and answering questions about feelings</li><li>Making suggestions</li></ul>	pizza, chips, hamburger, Coke, French fries, grapes, cookie, lemonade, hungry, thirsty, breakfast, lunch, dinner, snack
<ul><li>What's your favorite color?</li><li>My favorite color is pink.</li></ul>	<ul><li> Expressing opinions</li><li> Describing seasons</li></ul>	sunshine, leaves, bug, snow, rain, flower, rose, animal, monkey, dog, season, winter, spring, fall, summer
<ul> <li>What do you do after school?</li> <li>I paint pictures.</li> <li>What does he/she do after school?</li> <li>He/She goes to the library.</li> </ul>	<ul> <li>Asking and answering questions about habits and routines</li> <li>Describing places</li> </ul>	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><li>How many crabs are there?</li><li>There are twelve crabs.</li><li>There is only one dolphin.</li></ul>	<ul> <li>Understanding and using cardinal numbers 11-15</li> <li>Giving precise information</li> </ul>	eleven, twelve, thirteen, fourteen, fifteen, crab, whale, shark, dolphin, jellyfish, seahorse, owl, mice, snake, bat, panther

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### **BOOK 3**

	LESSON	LESSON OBJECTIVE	GRAMMAR FOCUS
UNIT 1	1	Students will learn to talk about routine activities.	Prepositional phrases of time: in the morning/ afternoon/evening, at night
	2	Students will be able to identify rooms and parts of a house.	• Information question with <b>where</b>
At Home	3	Students will be able to identify household items and the location of these items in a house.	Prepositions of place: in, on, behind, next to, in front of
	4	Students will learn to talk about ongoing activities.	Present progressive verb tense
	1	Students will learn to discuss certain occupations.	• Information question with <b>who</b>
	2	Students will learn how to describe someone or something.	Adjectives of appearance     Look like
Outdoors	3	Students will learn to discuss appropriate clothing for certain weather conditions.	<ul><li> Information question with how</li><li> Imperatives</li></ul>
	4	Students will be able to talk about outdoor activities and express their likes.	<ul> <li>Information question with what</li> <li>Infinitive verbs with like</li> </ul>
	1	Students will tell where they are from and identify some countries.	• Information question with <b>where</b>
UNIT 3 Cultures and Food	2	Students will learn about foods and restaurants from different countries.	<ul><li> Infinitive verbs with want</li><li> Suggestion: Let's</li></ul>
	3	Students will be able to ask about food choices and articulate their own choices.	Coordinating conjunction: or
	4	Students will learn to identify some additional food items and learn how to ask a polite question.	Modal auxiliary verb: would

SENTENCE PATTERNS	FUNCTIONS	TARGET LANGUAGE
<ul> <li>What do you do in the morning? <ul><li>I/We eat breakfast.</li></ul> </li> <li>What does he do at night? <ul><li>He brushes his teeth.</li></ul> </li> </ul>	Asking and answering questions about habits and routines	put on my pajamas, take a shower/bath, wake up, eat breakfast, go to school, get dressed, watch television(TV), wash my face, do my homework, brush my hair/teeth, play soccer, feed my cat
<ul><li>Where's Grandma?</li><li>She's in the kitchen.</li></ul>	<ul><li>Discussing family members</li><li>Describing places</li><li>Asking and answering questions about where things are</li></ul>	mom, dad, grandpa, grandma, brother, sister, garage, kitchen, living room, bedroom, yard, bathroom, dining room, motorcycle, tools, computer, toys, rabbit
<ul> <li>This is a pretty clock.</li> <li>Put it in the dining room.</li> <li>These are nice photographs.</li> <li>Put them on the wall.</li> </ul>	Describing places     Asking and answering     questions about where things     are	painting, microwave, vase, toaster, lamp, refrigerator, flowers, picture, photograph, wall, clock, mirror, telephone sofa, table, bookcase, fan, box, animal, next to, in front of behind
<ul> <li>What are you doing?</li> <li>I'm typing an e-mail.</li> <li>What's she doing?</li> <li>She's jogging.</li> </ul>	Asking and answering questions about habits and routines	running, walking, eating, drinking, playing soccer / baseball / a computer game, watching television (TV) / a movie, doing homework, jogging, washing the dishes, cleaning, shopping, coloring, relaxing, working
<ul><li>Who is he?</li><li>- He's a teacher.</li><li>Who are they?</li><li>- They are tennis players.</li></ul>	Identifying people and occupations	police officer, soccer player, firefighter, student, cook, teacher, mail carrier, librarian, tennis coach, farmer, dentist, shopkeeper, doctor, criminal, dangerous, strong, brave
<ul> <li>What does she look like?</li> <li>She's cute. / She's short and pretty.</li> <li>What do they (the books) look like?</li> <li>They're old and thin.</li> </ul>	Describing the appearance of people and things	blond, cute, ugly, fat, thin, small, weak, big, strong, tall, handsome, short, pretty, young, old, different, dark
<ul><li>How's the weather today?</li><li>It's snowy.</li><li>Don't forget your winter hat!</li></ul>	Describing weather conditions     Giving reminders	lightning, storm, thunder, hot chocolate, rain, blanket, rainy, stormy, snowy, freezing cold, sunny, cloudy, windy, cold, warm, hot, winter hat, sunglasses, sweater, kite, coat, fan, hat, bowling shoes, terrible, hard, loud, bright, scary, safe, horrible
<ul> <li>What do you like to do? <ul><li>I like to play golf.</li></ul> </li> <li>What does she like to do? <ul><li>She likes to climb trees.</li></ul> </li> </ul>	<ul> <li>Asking and answering questions about habits and routines</li> <li>Giving opinions</li> <li>Reporting information</li> </ul>	play golf, talk on the phone, play chess, go sailing, write in my diary, play tennis, climb trees, jog, fly a kite, play catch have a picnic, play Frisbee, walk the dog, take pictures, play a game
<ul> <li>Where are you from?</li> <li>- I'm from China.</li> <li>Where is Pierre from?</li> <li>- He's from France.</li> </ul>	Asking and answering questions about nationality	France, China, Italy, South Korea, Australia, Canada, India, Egypt, Japan, the United States of America, South Africa, Germany, Brazil, Spain
<ul><li>What do you want to eat?</li><li>Let's go to the Italian restaurant.</li><li>OK! I like/love spaghetti!</li></ul>	Making plans and suggestions     Expressing opinions	watermelon, meat, rice, food, spaghetti, taco, Peking duck, pretzel, sushi, fondue, burger, curry, Indian, French, Italian, Mexican, Chinese, German, Japanese, Swiss
<ul> <li>Do you want pizza or a sandwich?</li> <li>I want a sandwich, please.</li> </ul>	Asking and answering questions about preferences	sandwich, chicken, beef, tomato, lettuce, pizza, salad, chicken soup, waffle, scrambled eggs, soda, grape juice, burger, turkey, apple pie, cheesecake, strawberry shake, chocolate shake, cheeseburger
Would you like some pancakes?     Yes, please. / No, thank you.	<ul><li> Making offers</li><li> Using manners</li></ul>	peas, carrots, broccoli, green beans, corn, pancakes, pineapple juice, toast, cereal, yogurt, mashed potatoes, bread, butter, vegetable, milk, healthy, tasty, delicious

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### **BOOK 4**

	LESSON	LESSON OBJECTIVE	GRAMMAR FOCUS
UNIT 1 Free Time	1	Students will learn about school subjects and grade levels in school.	Ordinal numbers
	2	Students will learn the numbers 1-59 and practice telling time.	<ul><li> Information subject: it</li><li> Cardinal numbers</li></ul>
	3	Students will learn to discuss hobbies and share certain personal information.	Possession questions:     Do you have any or?
	4	Students will learn to differentiate types of movies, books, and music while expressing their preferences.	• Verb: like + noun phrase
UNIT 2 Occupations and Places	1	Students will learn and identify rules at home and in public places.	• Imperatives
	2	Students will ask and answer questions about occupations.	Coordinating conjunction: and
	3	Students will discuss occupations, types of work, and places of work.	<ul> <li>Interrogative questions with where</li> <li>Preposition + place (at/in an office)</li> </ul>
	4	Students will express where they are going and give reasons for going to those places.	<ul> <li>Present progressive tense: be + (verb)ing</li> <li>Need vs. want</li> </ul>
	1	Students will learn about seasonal activities and discuss the frequency with which they do certain activities.	Adverbs of frequency: always, often, sometimes, hardly ever, never
UNIT 3 Activities	2	Students will talk about the frequency with which they do certain activities.	Adverbs of frequency: usually, rarely
	3	Students will learn to discuss recent and past events.	<ul> <li>Regular past tense verbs: (-ed, -d)</li> <li>Irregular past tense verb: be</li> </ul>
	4	Students will talk about past social activities.	Irregular past tense verbs

SENTENCE PATTERNS	FUNCTIONS	TARGET LANGUAGE
<ul> <li>What grade are you in?</li> <li>- I'm in fourth grade.</li> <li>What's your favorite class?</li> <li>- My favorite class is science.</li> </ul>	<ul> <li>Understanding and using numbers</li> <li>Asking for and giving opinions</li> </ul>	first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, science, music, math, Chinese, art, history, PE, English, computer, mountain, plant, forest
<ul> <li>What time is it?</li> <li>It's nine thirty.</li> <li>Uh, oh! Hurry up.</li> <li>/ Great! We have plenty of time.</li> </ul>	• Telling the time	clock, watch, alarm clock, minute, hour, second, o'clock
<ul> <li>Do you have any hobbies?</li> <li>Yes, I like to go camping.</li> <li>Do you have any brothers or sisters?</li> <li>No, I'm an only child.</li> </ul>	<ul> <li>Asking and answering questions about hobbies</li> <li>Asking for and giving personal information</li> </ul>	collect trading cards, make jewelry, do magic tricks, play the trumpet/piano, read comic books, go camping, skateboard only child, pet, hobbies
<ul> <li>What kind of movies do you like?</li> <li>I like scary movies.</li> <li>What kind of movies do you like?</li> <li>I like action movies.</li> </ul>	<ul> <li>Discussing types of music/ books/movies</li> <li>Expressing opinions</li> </ul>	jazz music, country music, pop music, rap, classical music, rock music, action movies, scary movies, dramas, comedies, fiction, fairy tales, mysteries, poetry, plays
<ul> <li>What should we do at the movie theater?</li> <li>Show your ticket.</li> <li>And?</li> <li>Be quiet.</li> </ul>	<ul> <li>Discussing obligations and necessities</li> <li>Making rules and following commands</li> </ul>	don't cheat, no food, don't write in the books, be quiet, no drinks, listen to your teacher, Put on your seat belt., Don't touch anything, Take out the trash!, Don't wear shoes in the house!, Don't chew gum., Don't run near the pool., Wear a swim cap., Show your ticket and passport., Don't let strangers in your house., Eat (all of) your vegetables.
<ul> <li>What do your parents do?</li> <li>My mom is a fashion designer, and my dad is a reporter.</li> <li>Cool! Does your mom/dad make nice clothes?</li> <li>Yes, very nice.</li> </ul>	Talking about occupations	baker, writer, reporter, homemaker, professor, fashion designer, hairdresser, taxi driver, dentist, shopkeeper, actress actor, scientist, nurse, lawyer, give haircuts
<ul> <li>Where do you work?</li> <li>I work at/in an office.</li> <li>What do you do?</li> <li>I make web pages. / I'm a web designer.</li> </ul>	<ul><li>Describing places</li><li>Describing occupations</li></ul>	firefighter, fire station, put out fires, waiter, waitress, restaurant, serve food, office, web pages, web designer, city, catch criminals, police officer, flower shop, sell flowers, florist, garage, fix cars, mechanic, airport, fly airplanes, pilot library, help people find books, librarian
<ul> <li>Where are you going?</li> <li>- I'm going to the museum.</li> <li>Why?</li> <li>- I want/need to see the paintings.</li> </ul>	<ul> <li>Describing ongoing actions</li> <li>Describing places</li> <li>Asking for and giving reasons</li> </ul>	supermarket, bread, butter, post office, packages, letter, museum, see the paintings, library, a new book to read, bank, some money, mall, sweatshirt, station, gas, movie theater, movie, pharmacy, medicine
<ul> <li>Do you ever jump in mud puddles?</li> <li>Yes, I often jump in them in spring.</li> <li>Why?</li> <li>It's fun!</li> </ul>	<ul> <li>Asking and answering questions about habits and routines</li> <li>Describing seasons</li> </ul>	have a snowball fight, play tag / with water guns, fountain, playground, jump in mud puddles, go swimming/skiing/rafting, wear snow boots / shorts, always, often, sometimes, hardly ever, never
<ul> <li>I never go hiking early in the morning.</li> <li>How often do you see a full moon?</li> <li>Maybe once a year.</li> </ul>	<ul> <li>Asking and answering questions about habits and routines</li> <li>Asking and answering questions about nature</li> </ul>	watch the sunrise/sunset, go stargazing, see a shooting star, see an eclipse, stay home all weekend, check my e-mail, read the newspaper, get a sunburn, usually, rarely, once, twice
<ul> <li>What did you do yesterday?</li> <li>I watched cartoons.</li> <li>Were they good?</li> <li>Yes, they were good.</li> </ul>	<ul> <li>Describing past experiences</li> <li>Asking for and giving opinions</li> </ul>	cleaned his room, watered the flowers, hiked up a mountain called her friend, washed the car, cooked dinner, watched cartoons, learned how to make pasta, practiced the xylophone, exercised at the gym, painted a picture, played cards, fixed one of my brother's toys, interesting, fun, exciting, boring, hard, easy, was, were
<ul> <li>Did you have a good time with Richard?</li> <li>Yes, we told scary stories.</li> <li>That sounds fun!</li> <li>Can I come next time?</li> <li>Sure!</li> </ul>	<ul> <li>Describing past experiences and storytelling</li> <li>Describing emotions, attitudes, and feelings</li> <li>Offering invitations and accepting or declining</li> </ul>	ate, read, drank, came, made a sandcastle/music video, told scary stories, saw a boxing/tennis match, wrote a short story, went sledding, went to a pet shop, had dessert, had a barbecue, cool, neat, yesterday, last week/weekend/month

### B00K5

	LESSON	LESSON OBJECTIVE	GRAMMAR FOCUS
UNIT 1	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.	<ul> <li>Giving reasons for things</li> <li>Using want to talk about the future: want + infinitive</li> </ul>
Friends and Family	3	Students will describe people based on personal characteristics and practice asking follow-up questions.	<ul> <li>Adjectives: smart, athletic,</li> <li>Using the preposition like to ask for descriptions of personalities</li> </ul>
	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.	<ul><li>Past tense verbs</li><li>Modal auxiliary verb: can</li><li>Can you help me?</li></ul>
	2	Students will learn how to talk about their skills and abilities.	<ul> <li>Infinitive verbs: to drive, to knit</li> <li>Catenative verb: know</li> <li>Auxiliary verb: will</li> </ul>
	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.	<ul> <li>Future tense verb: be going to</li> <li>Ordinal numbers (1st - 31st)</li> <li>Information questions with when and what</li> </ul>
	1	Students will be able to ask for and give directions.	<ul> <li>Imperatives</li> <li>Coordinating conjunction: and</li> <li>Information questions with how</li> </ul>
UNIT 3 Shopping	2	Students will be able to ask about the prices of different items.	<ul> <li>Written numbers: one - one hundred</li> <li>Exclamations: That's cheap/expensive!</li> <li>Information questions with how much</li> </ul>
	3	Students will learn how to give detailed descriptions of clothing and accessories.	<ul> <li>Preposition: with</li> <li>Information questions with look like</li> </ul>
	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
<ul> <li>Who is taller?</li> <li>I think Sarah is taller than I am.</li> <li>I agree. / I disagree.</li> <li>Which is worse, summer or winter?</li> </ul>	<ul> <li>Comparing things</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> <li>What do you want to be?</li> <li>I want to be a photographer.</li> <li>Why?</li> <li>I want to take beautiful photographs.</li> </ul>	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> <li>What's your brother like?</li> <li>He's smart and athletic.</li> <li>Does he help you with your homework?</li> <li>Yes, he does. / No, he doesn't.</li> </ul>	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> <li>What did you do last winter?</li> <li>I went ice skating with my family.</li> <li>Did you enjoy it?</li> <li>Yes, I did. / No, I didn't.</li> </ul>	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> <li>Did you memorize the play for drama club?</li> <li>Yes, I did. / No, I didn't. It's difficult. Can you help me?</li> <li>Of course! / Sure! / No problem.</li> </ul>	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> <li>Do you know how to sail a boat?</li> <li>Yes, I do. Do you? / No, I don't.</li> <li>Can you teach me?</li> <li>Sure!</li> </ul>	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> <li>Why did Mark go to the nurse?</li> <li>He went to the nurse because he got a bloody nose.</li> <li>Is he OK now?</li> <li>Yes, he is. / No, he isn't.</li> </ul>	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> <li>What are you going to do for your birthday?</li> <li>I'm going to go out to dinner with my family.</li> <li>When is it?</li> <li>It's on April 9th.</li> </ul>	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> <li>How do I get to the video game store?</li> <li>Go over the bridge, and turn left after three blocks. You can't miss it.</li> <li>Thank you!</li> </ul>	<ul><li>Asking for and giving directions</li><li>Using prepositions of place</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> <li>How much is this shampoo?</li> <li>It's two dollars and twenty-five cents.</li> <li>That's cheap! I'll take two. /</li> <li>That's expensive! No thanks!</li> </ul>	<ul><li>Discussing prices</li><li>Making transactions</li></ul>	dollars, cents, magazines, board game, newspaper, shampoo, conditioner, crackers, gum, toothpaste, batteries, soap, expensive, cheap
<ul> <li>What do your swim shorts look like?</li> <li>They're green with yellow pockets.</li> <li>Are these them?</li> <li>Yes, they are. / No, they aren't.</li> </ul>	<ul> <li>Describing clothing and accessories</li> <li>Asking about ownership</li> </ul>	dots, stripes, patterned, buttons, zipper, wallet, purse, swim shorts, pockets, swimsuit, belt, tights, vest, scarf, raincoat, shoelaces, sunglasses
<ul> <li>What do we need from the supermarket? <ul><li>We need a tub of butter and a</li></ul> </li> <li>Is that all? <ul><li>Yes, it is. / No, it isn't. We also need a jar of mayonnaise.</li></ul> </li> </ul>	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

### B00K6

	LESSON	LESSON OBJECTIVE	GRAMMAR FOCUS
UNIT 1 Recreation	1	Students will learn how to talk about the actions of others using phrasal verbs.	Phrasal verbs Modal auxiliary verb: could Future: will
	2	Students will practice extending polite invitations and accepting/declining invitations.	Modal auxiliary verb: would     Future: will
	3	Students will practice sharing experiences and opinions using comparative and superlative adjectives.	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><li>Adverbs of frequency</li><li>Adverb: ever</li><li>When clauses</li></ul>
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.	Past progressive tense     When/While clauses
	2	Students will learn how to describe things that happened to other people.	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.	Superlative adjectives     Exclamations
	4	Students will learn to talk about past and present experiences and the relationships between them.	<ul><li>Present perfect tense</li><li>Past participles</li><li>Adverb: ever</li></ul>
	1	Students will practice asking for advice and giving suggestions.	Modal auxiliary verb: should
UNIT 3 Traveling Around	2	Students will be able to talk about possibilities and give multiple suggestions.	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.	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.	Modal auxiliary verb: would     Second conditional

FUNCTIONS	TARGET LANGUAGE	
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	
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	
• 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	
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	
• 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	
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	
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	
• 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	
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	
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> <li>Discussing obligation and necessity</li> </ul>	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> <li>Talking about hypothetical situations</li> </ul>	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	
	Discussing actions that occurred in the past  Extending an invitation Accepting/ Declining an invitation  Sharing experiences and opinions  Describing frequency Asking and answering clarification questions  Explaining events that happened at the same time and the relationship between them  Reporting information Explaining cause-and-effect relationships  Comparing and contrasting factual information  Talking about past and present experiences  Asking for suggestions  Asking for and giving suggestions  Asking for and giving suggestions  Asking for and giving suggestions  Talking about past and present experiences  Asking for and giving suggestions  Talking about past and present experiences	

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## • BOOK 1 WALKTHROUGH

The WARM-UP activity introduces the key language and expressions taught in the lesson. Looking at the pictures will help learners identify the different characters and objects that will be used in the lesson.

The opening warm-up activity exposes learners to the key language and expressions of the lesson.

The follow-up activity builds understanding within context by placing the key language in longer conversations.





A catchy **SONG** activity is used to build vocabulary and understanding of expressions in a fun and interactive way. Downloadable MP3 files and animated videos are provided to facilitate in using this activity.

All media is available on mobile devices by scanning the QR codes throughout the book. PC media is also available for free download at compasspub.com.

The **LANGUAGE** activity builds understanding of the language structure and grammar rules used in the lesson.

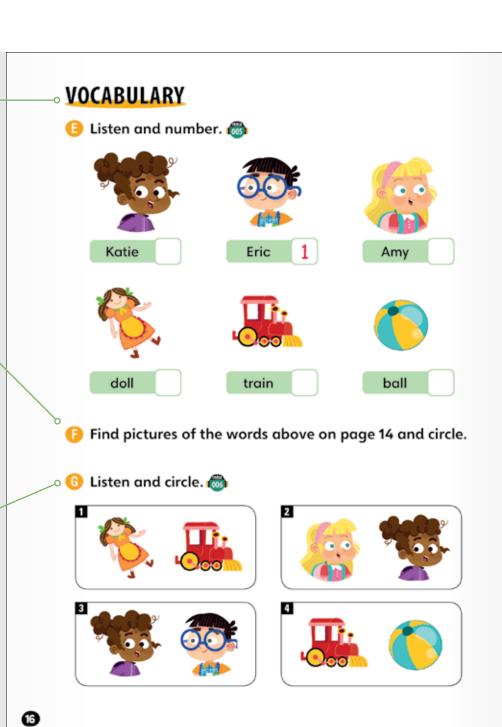
Function boxes help learners analyze and use the key language.

# • BOOK 1 WALKTHROUGH

The **VOCABULARY** activity introduces the key vocabulary of the lesson. Exploring the illustrations and hearing the words in unison helps learners retain new vocabulary.

A recall activity builds learners' memory and their ability to retain information and knowledge.

A vocabulary follow-up activity checks learners' understanding of the words.





The **LISTENING** activity shows the target language and vocabulary in an everyday situation with an engaging comic book format. Learners can practice listening skills as well as speaking skills by using the comics as models for role-play activities.

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

## • BOOK 1 WALKTHROUGH

The **SPEAKING** activity gives learners the opportunity to produce the key language and vocabulary with prompts and guides.

The guide focuses on the target language. Students can refer to the guide and use it to talk about themselves.

The picture prompt activity presents a greater challenge to students by asking them to produce the key language structures using given vocabulary. It can also be used to provide learners with greater freedom to explore the language structure and produce their own conversations.

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#### SPEAKING

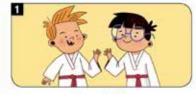
Look and say.



What's your name?

My name is \_\_\_\_\_\_\_. / I am (I'm) \_\_\_\_\_\_.

O Picture prompts.





Max / Eric

Jeff / Amy



Katie / Rachel



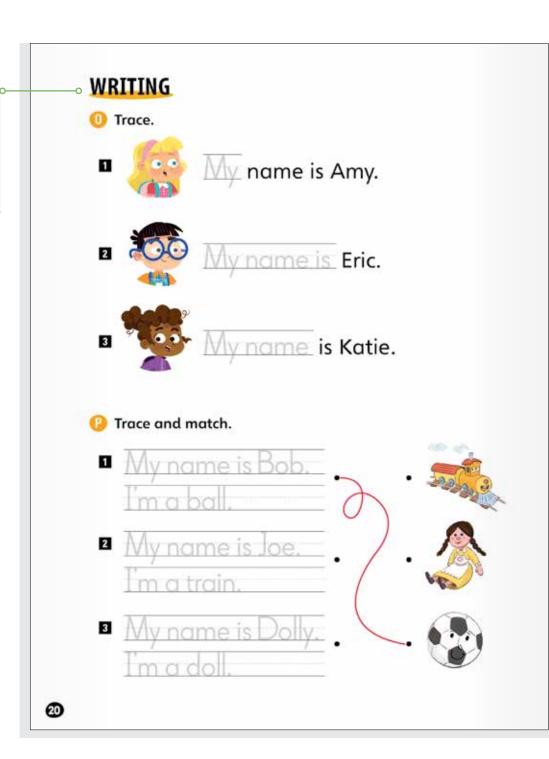
The **READING** activity builds receptive skills and reinforces the key vocabulary and language in a fun, new context. Learners can use the passages as a model to talk or write about themselves and the world around them.

Reading passages are followed by various comprehension activities to keep learners engaged in the material and expose them to different question types and formats.

Recall tasks are occasionally provided to check understand and reinforce learning.

# • BOOK 1 WALKTHROUGH

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



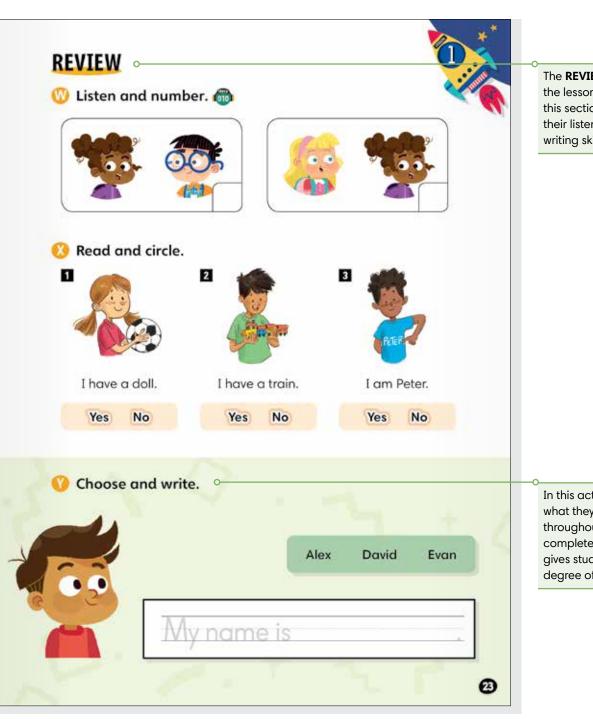


ACTIVITY 1 is a classroom game or group project. The activities allow students to move around and interact with one another. It is a fun way for students to practice and consolidate their language learning.

## • BOOK 1 WALKTHROUGH

ACTIVITY 2 is a more personalized activity. This activity will allow learners to work on their own before collaborating with others.





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

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.



### How Are You Today?



### **WARM-UP**

Listen and repeat.





How are you today?



I'm great!

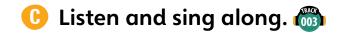


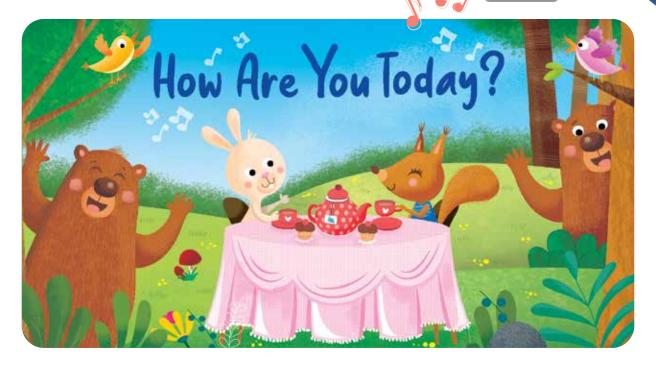
🕒 Listen and circle the speakers. 🚳





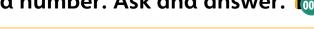
Student Book 2





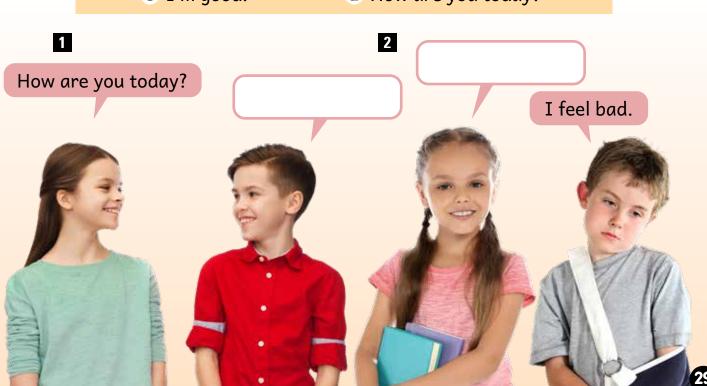
### **LANGUAGE**

🕕 Listen and number. Ask and answer. 🙉



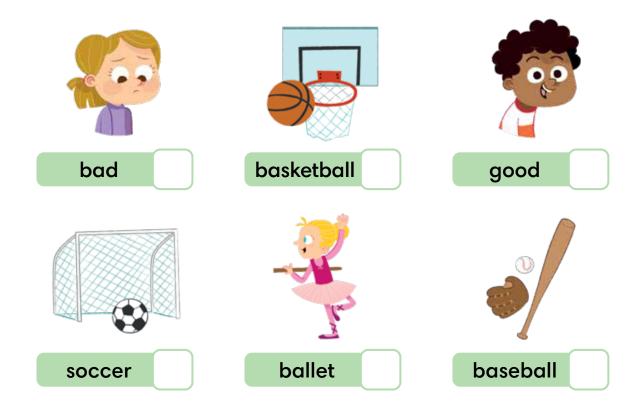
1 I'm good.

2 How are you today?



### **VOCABULARY**

🕒 Listen and number. 🚳



- Find pictures of the words above on page 14 and circle.
- 🕒 Listen and circle. 🚳



### **LISTENING**

- Listen and number. 🚳
  - 1 Fine

2 How are you

3 Not so good

4 today







#### Circle.

How is



a. Good.

b. Fine.

c. Not so good.

2 How is



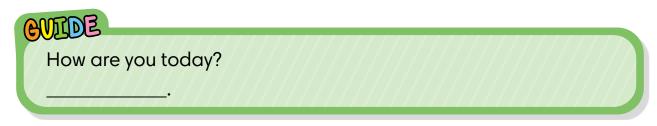
a. Good. b. Fine.

c. Not so good.

### **SPEAKING**

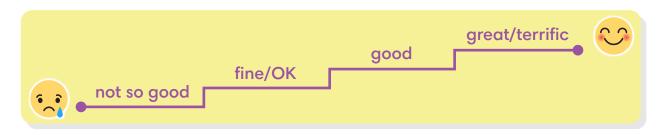
U Look and say.





**(**) Picture prompts.





### READING

Find and circle the words in the reading.







great



Read and circle.



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



Does his dad play baseball?

No Yes

Does his mom play soccer?

Yes No

Do they feel great today?

Yes No

#### Read and circle.

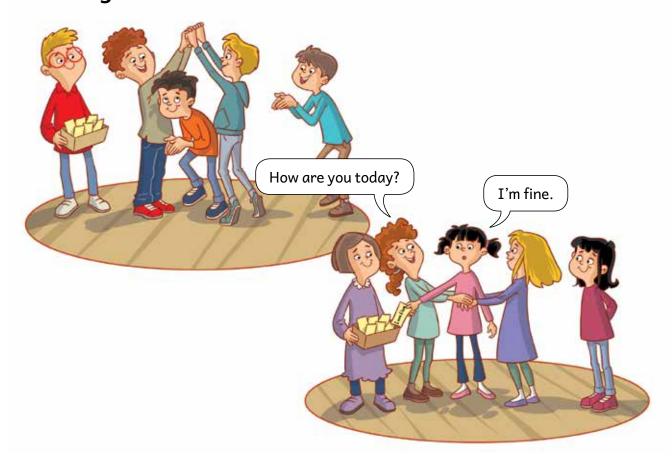
- He plays (baseball / ballet).
- His mom plays (soccer / tennis).
- They feel (not so good / great).
- His dad (feels / plays) tennis.

### WRITING

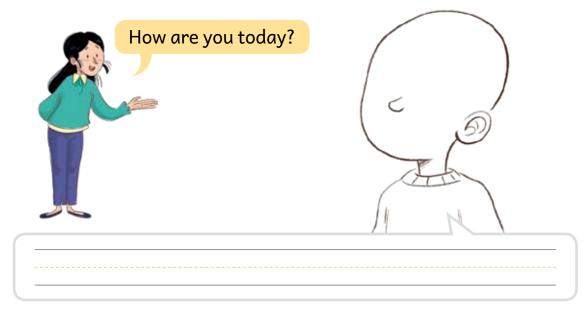
Trace. 1 2 3 Unscramble the words and write. 1 His name is Sam. He plays a baksletbl. 2 Her maen is Jill. She does leblta. erhiT names are Kelly and Nick. They play ceocsr.



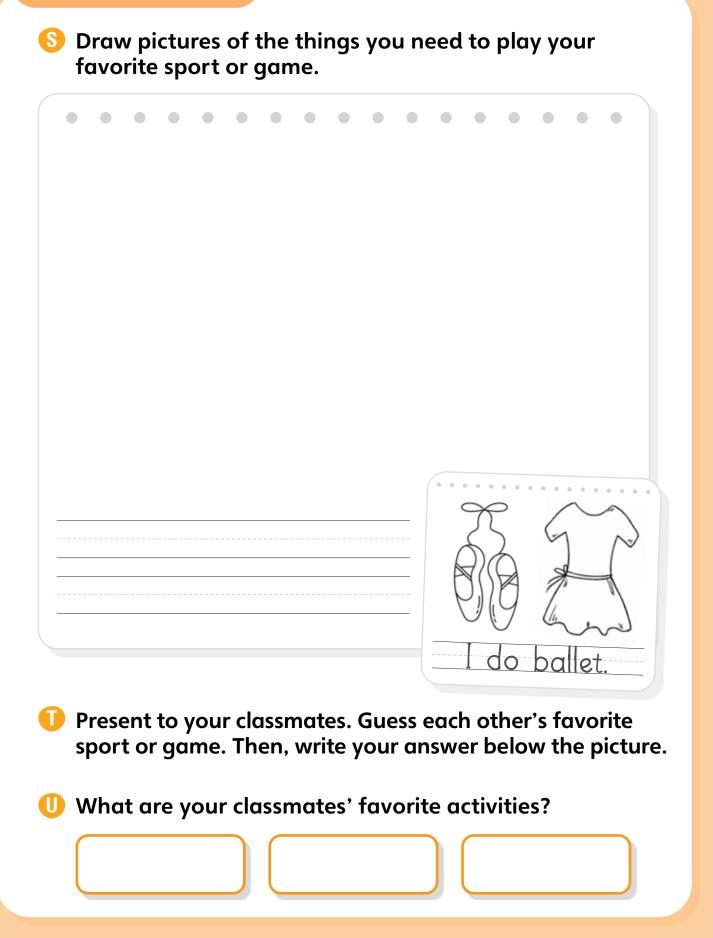
Play. Try to go under the bridge without getting caught.



Oraw yourself and write your own answer.

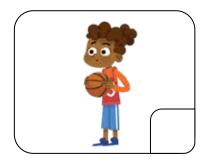


# ACTIVITY 2



# **REVIEW**

U Listen and number.







W Read and circle.



She does ballet.

Yes

No



He plays baseball.

No

Yes



He is fine.

Yes

No

Choose and write.



good bad not so good OK

A How are you today?

B I'm

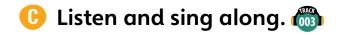


Listen and circle the speakers.

### SONG







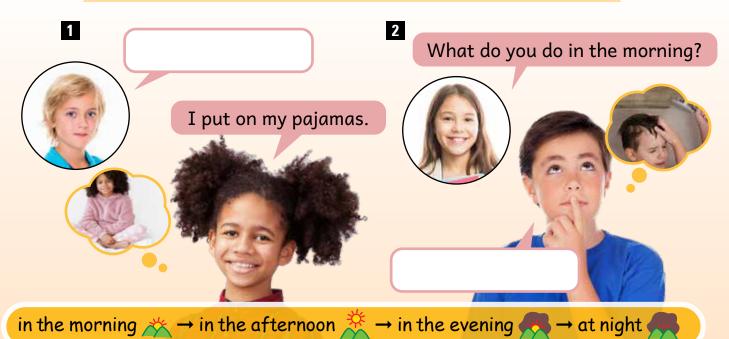


### **LANGUAGE**

Listen and number. Ask and answer.



- 1 I take a shower.
- 2 What do you do at night?



# **VOCABULARY**

🕒 Listen and number. 🚳

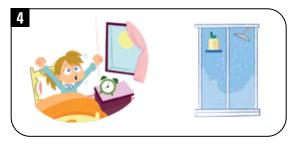


- Find pictures of the words above on page 14 and circle.
- 🕒 Listen and circle. 🚳







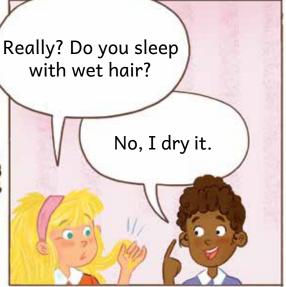


### **LISTENING**

- Listen and number. 🚳
  - 1 I get dressed
- 2 What do you do in the morning
- 3 Do you take a shower
- 4 before I go to bed

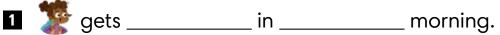






Write.







🌠 takes \_\_\_\_\_\_ \_\_\_ before she goes to \_\_\_\_\_\_.



general dries \_\_\_\_\_ before she sleeps.

### **SPEAKING**

• Look and say.



### EVIDE

What do you do in the morning/afternoon/evening? What do you do at night? I \_\_\_\_\_.

# Picture prompts.



morning / brushes her hair



morning / eat breakfast



afternoon / plays soccer



evening
/ does her homework



night / brushes her teeth

### READING

Find and circle the words in the reading.









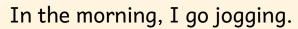
morning

afternoon

evening

night

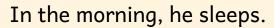




In the afternoon, I play soccer.

In the evening, I do my homework.

At night, I read a book and then go to bed.



In the afternoon, he sleeps.

In the evening, he watches TV.

At night, he eats a lot and then sleeps.

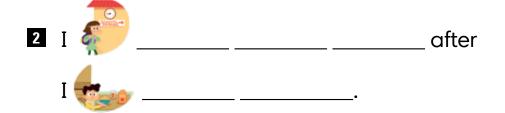


- 1 She \_\_\_\_\_ jogging \_\_\_\_ morning.
- She \_\_\_\_\_ soccer \_\_\_\_ afternoon.
- The cat \_\_\_\_\_ a lot and then \_\_\_\_ at night.
- How many times can you find the word "morning" in the reading?

### **WRITING**

Use the clues to complete sentences.







Write your own answers.

- In the morning, I \_\_\_\_\_\_\_.
- In the afternoon, I \_\_\_\_\_\_\_.
- In the evening, I \_\_\_\_\_\_\_.
- 4 At night, I \_\_\_\_\_\_.

# ACTIVITY 1

Play. Guess the sentences.



Complete the chart.

Ideas brush my teeth play soccer

take a shower put on my pajamas

wake up feed my cat

	Morning	Evening
Me	I wash my face in the morning.	
Partner 1		
Name		
Partner 2		
Name		

What do you do in the morning?

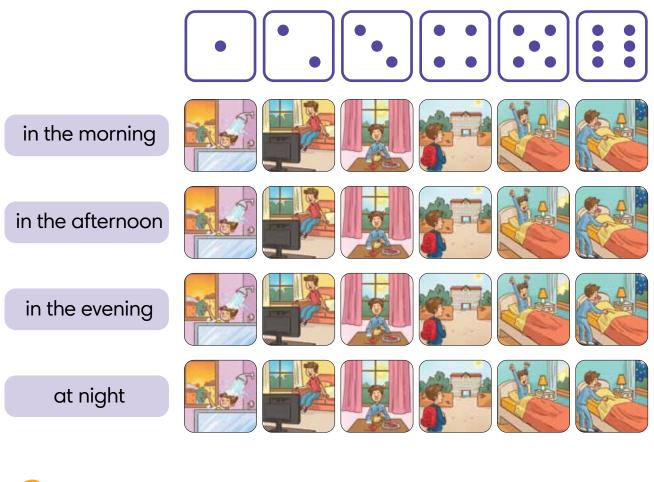




I wash my face in the morning. What do you do in the morning?

# ACTIVITY 2

S Roll a die and circle.

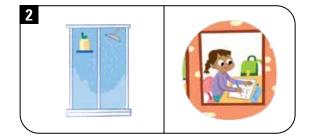


- Write. What does the boy do?
  - In the morning, he \_\_\_\_\_
  - In the afternoon, he \_\_\_\_\_\_.
  - In the evening, he \_\_\_\_\_\_.
  - 4 At night, he \_\_\_\_\_\_
- Present to your classmates.

## **REVIEW**

U Listen and circle.





- W Read and match.
  - 1 I go jogging in the afternoon.



2 I put on my pajamas at night.



3 He sleeps at night.

•

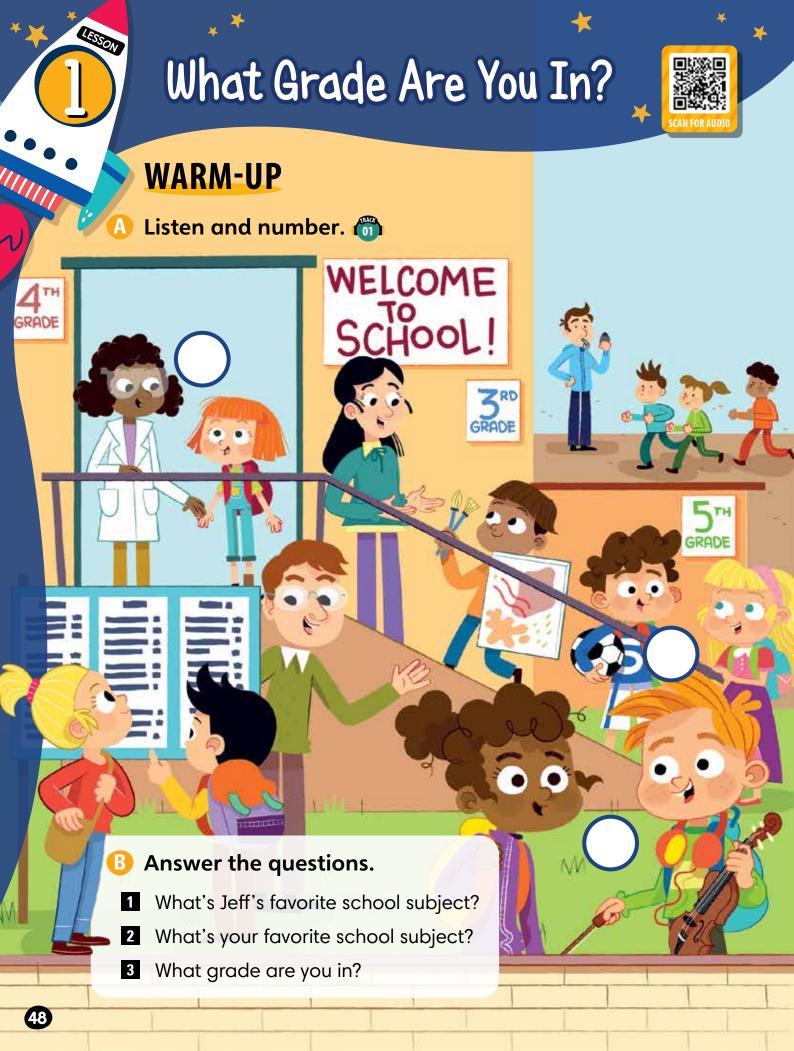


Choose and write.

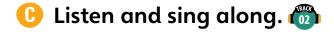
brush my hair wake up brush my teeth go to school



A	What do you do in
	the morning?
B	<u></u>

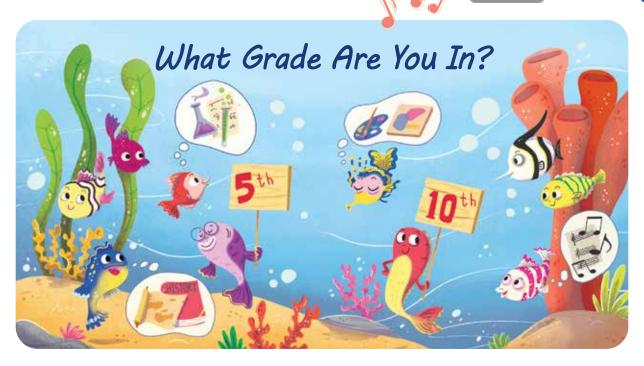


## SONG



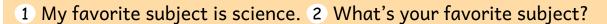






## **LANGUAGE**

🕕 Listen and number. Ask and answer. 🚳

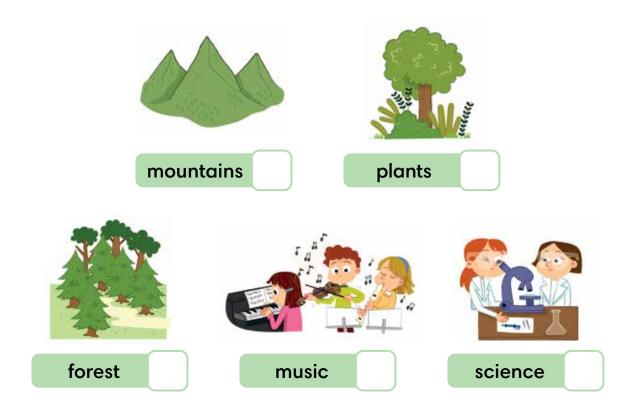


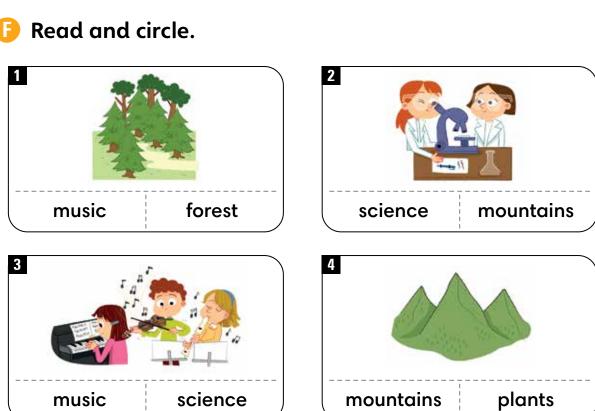




# **VOCABULARY**

📵 Listen and number. 🚳





# **LISTENING**

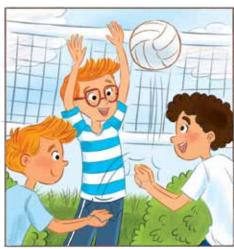
🕒 Listen and write. 🚳

My favorite subject is music	I'm in fourth grade
What's your favorite subject	What grade are you in



	What's your name?	
Luke:	My name is Luke.	
Max:	Do you want to play volleyball?	
Luke:	Sure!	
Jeff:		?
Luke:	·	
Ieff.	Really? We are tool	

Max: Hi! I'm Max, and this is Jeff.



	I'm new. I start school on Monday.  Cool!
	?
₋uke:	
	•

### (1) Complete the conversations and match.

1	sport are they playing?

•

His favorite subject is

2	What grade
	Max, Jeff, and Luke in?

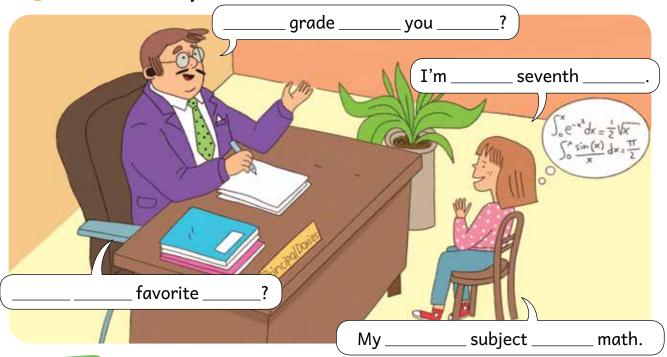
They are playing

2	What is Luke's favorite
3	?

They are in \_\_\_\_\_grade.

### **SPEAKING**

Look and say.



#### CVIDE

What grade are you in? I'm in \_\_\_\_\_ grade.

What's your favorite subject/class? My favorite subject/class is \_\_\_\_\_

# O Picture prompts.



Chinese



art



history



PΕ



English



computers

2nd 4th 1st 3rd 5th 6th 7th 9th 10th 8th first third fourth fifth sixth eighth ninth tenth second seventh

### **READING**

Find and circle the words in the reading.









nature

bug

leaves

ocean

Read and answer the questions.



My name is Steven, and I am in fourth grade. My favorite subject is science. I am learning about mountains, forests, animals, and oceans. We are lucky. There is a forest near my school. Today, science class is in the forest!



I can see a lot of plants and animals. The forest is very interesting. There are big trees and big bears. There are also small leaves and small bugs. Can we see any bears? No, but we can see a lot of bugs!

1 What grade is Steven in?

He is in

- Where is Steven's science class today?
  - a. The class is on a mountain.
  - b. The class is on a boat in the ocean.
  - c. The class is in the forest.
- Read and circle.
  - 1 What is Steven's favorite class?
- a. Math
- b. Science

2 What can't Steven see?

- a. Bugs
- b. Bears

### **WRITING**

### Complete the conversation.

Mary: What \_\_\_\_\_ are you

in, Lisa?

Lisa: I'm in \_\_\_\_\_ grade.

\_\_\_\_\_ grade are you

in?

Mary: I'm in \_\_\_\_\_

\_\_\_\_\_. How about

you, Beth?

Beth: I'm in \_\_\_\_\_ grade. \_\_\_\_ your favorite

\_\_\_\_?

Lisa: My \_\_\_\_\_ subject is \_\_\_\_\_.

Mary: That's \_\_\_\_\_ favorite subject, too!

Beth: Really? I don't like \_\_\_\_\_. My \_\_\_\_\_

\_\_\_\_\_ is history.

### Complete the conversations and match.

What \_\_\_\_ are you in?

His favorite is art.

5th

Marcus's favorite subject?

My favorite

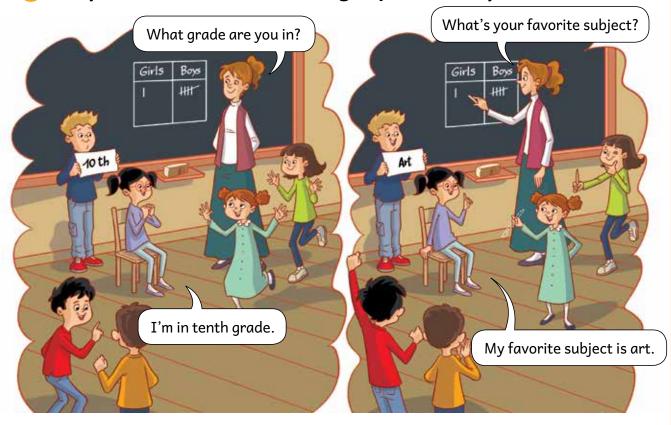
Chinese.

What's your subject?

fifth grade.

# ACTIVITY 1

Play. Guess the answers to get points for your team.



- Answer the questions.
  - 1 What grade are you in?
  - 2 What's your favorite subject?
  - 3 Who likes music?
  - 4 Who likes art?
  - 5 Who likes PE?
  - 6 Who likes English?

# ACTIVITY 2

(1) Look at the schedule and then make your own. Write and draw.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	English	computers	music	English	history
Afternoon	art	science	Chinese	science	PE

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					

### **REVIEW**

### 🕓 Listen and number. 🚳











### • Read, circle, and complete the sentences.

Ben: What's your favorite subject, Dan?

Dan: My favorite subject is music.

Ben: Wow! Me, too! My sister doesn't like music.

Dan: What grade is she in?

Ben: She's in third grade. Her favorite subject is art.

- 1 Dan's favorite subject is \_\_\_\_\_ (music / art).
- Ben's sister is in \_\_\_\_\_ (fourth / third) grade.
- Ben's sister likes \_\_\_\_\_ (art / music).

#### Choose and write.



music PE computers art

**A** \_\_\_\_\_



### **LANGUAGE**



🕒 Listen and number. Ask and answer. 🚳

1 I think Sarah is taller than I am. 2 Which are better?





Read and circle.

strong  $\rightarrow$  stronger weak  $\rightarrow$  weaker tall  $\rightarrow$  taller good  $\rightarrow$  better short  $\rightarrow$  shorter bad  $\rightarrow$  worse

who = people or animals with names which = objects or animals without names

- 1 Eric is \_\_\_\_\_ than Amy.
  - a. tall
  - b. taller



- 2 Summer is \_\_\_\_\_ than winter.
  - a. good
  - b. better

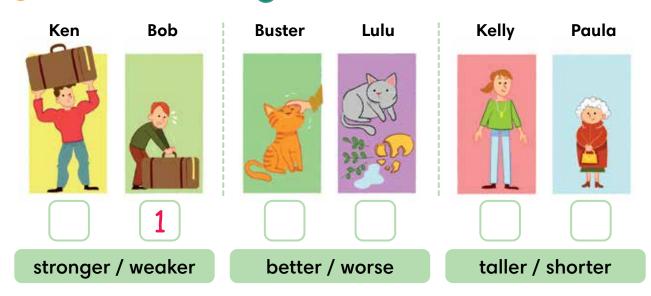


- 3 Max is \_\_\_\_\_ than Jeff.
  - a. stronger
  - b. strong



## **VOCABULARY**

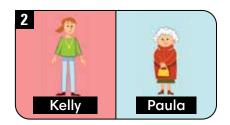
🕒 Listen and number. 🚳



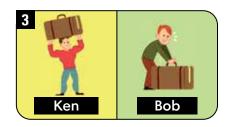
1 Look and complete the sentences. Use words from 1.



Buster is \_\_\_\_\_ than Lulu.



Paula is \_\_\_\_\_ than Kelly.



Ken is \_\_\_\_\_ than Bob.

# **LISTENING**

### 🕒 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.
]eff∙	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: \_\_\_\_\_\_?

Eric: \_\_\_\_\_\_.

Max: No way! I'm stronger!

Jeff: Haha! Let's have a contest!

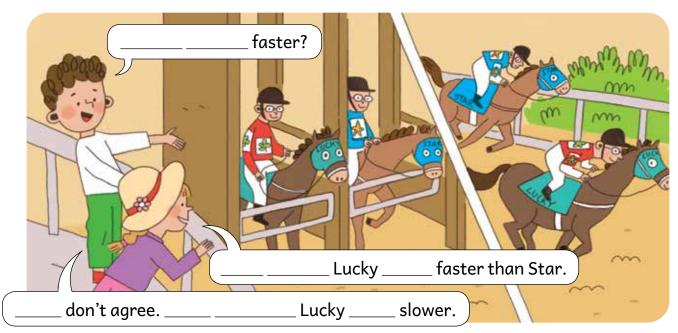
Max & Eric: OK!

### (ircle.

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

### **SPEAKING**

Look and say.



### EVIDE

Who/Which is \_\_\_\_\_?
I don't agree. / I agree.

I think \_\_\_\_\_ is \_\_\_\_ than \_\_\_\_.

## 1 Picture prompts.



smooth / rough / black rocks / red rocks



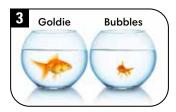
soft / hard / armchair / wooden chair



clean / dirty / red plate / white plate



young / old / Mimi / Snowy



large / small / Goldie / Bubbles



light / heavy / feather / brick

### READING



Kead 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 o	and stronger play	vers than the other team?	?		
	The has	and	players than			
	the					
2	Which team had better					
	a. The Tigers had bette	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 t	he Los Angeles				

# **WRITING**

Write the missing words.

tennis ball red bag	smoother which (x2)			•	
1 Marie Mari	B: I think the baseball. A: I don't		is largo	e tennis ball is	
M Answer the	B: I think the light brow A: I don't bag is	·	is roug		
1 Which is hear	vier, a cat or a	shoe?	A		
I think a	is	t	:han a	•	
2 Who is strong					
3 Which is wors					
4 Who is taller, you or your teacher?					

### **CHALLENGE**

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

Write your own answers using the words in the boxes.

father mother grandmother grandfather brother sister cousin

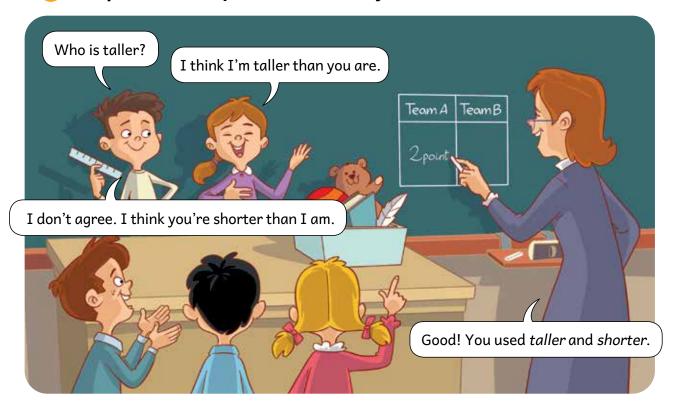
old strong tall fast young short weak slow

- 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>b</b> .	My father is		
	My		

# ACTIVITY

Play. Choose a person or an object and make a conversation.

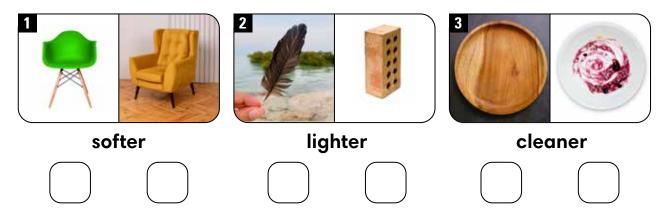


Talk to your classmates and complete the chart.

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?	

### **REVIEW**

🔒 Listen and check. 🚳



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.

- Find the mistakes and rewrite.
  - 1 A wooden chair is softer than an armchair.
  - 2 Which is stronger, Eric or Max?



# Did You Put on Your Hat?



# **WARM-UP**

🔼 Listen and number. 而



- B Answer the questions.
  - 1 Who put on all his soccer clothes correctly?
  - 2 What did you put on to come to school this morning?
  - 3 Do you throw away your old socks or do you give them away?

### **LANGUAGE**



🕒 Listen and number. Ask and answer. 👘



1 No, he didn't blow it out. 2 Did you put on your hat?





Read the table. Then circle the answers.

She put on her hat. She put her hat on. She put it on.

He didn't blow out the match. He didn't blow the match out. He didn't blow it out.

- 1 Did Eric put \_\_\_\_\_ his soccer clothes correctly?
  - a. on
  - b. in
- Yes, he put \_\_\_\_\_ correctly.
  - a. on them
  - b. them on



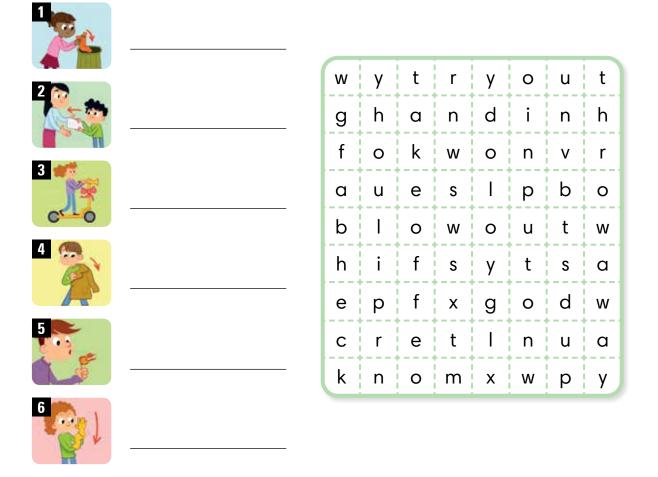
- 3 Max's socks were old. He threw \_\_\_\_ away.
  - a. it
  - b. them

# **VOCABULARY**

🕒 Listen and number. 🚳



Dook, write, and find the words.



## **LISTENING**

## 🕒 Listen and complete the dialog. 🚳





Max: Let	t'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: Mom, I'm going to the skate park.

Mom:

and \_\_\_\_\_\_?

Max:

Mom: \_\_\_\_\_

Max: See!

Mom: Thank you! Be back in time for

dinner, please.

Max: I will. Bye!

#### **(iii)** Circle.

1 Are Max and Jeff going surfing?



No

Is there a new half pipe at the skate park?



No

3 Are the boys going to try out a surfboard?



No

4 Has Max put his knee pads on?

Yes

No

5 Has Max put his elbow pads on?

Yes

No

## **SPEAKING**

Look and say.





Did he/she/you \_\_\_\_\_?
Could he/she/you \_\_\_\_\_?

Yes/No, \_\_\_\_\_.

OK.

## 1 Picture prompts.



turn up the volume



blow up the balloons



hang up the clothes



use up the whole glue stick



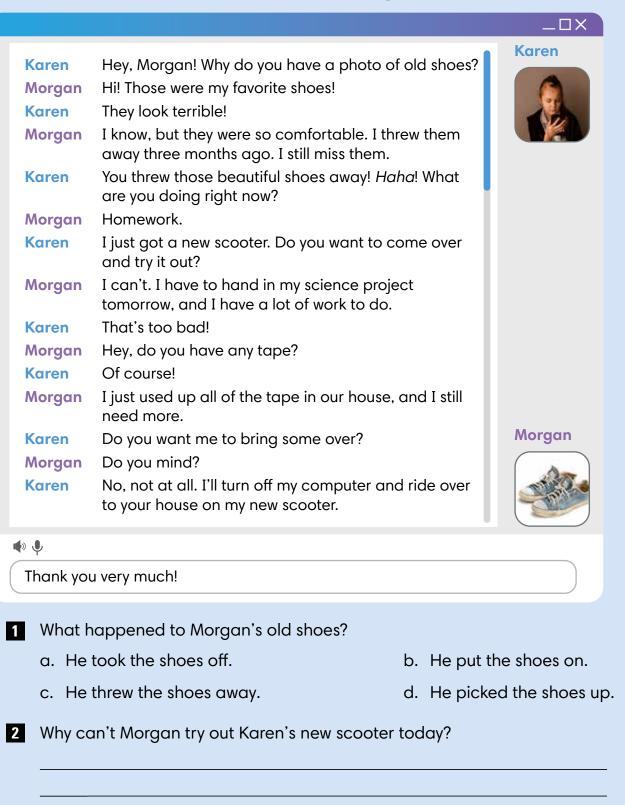
turn off the lights



fill out the form

#### READING

#### Read and answer the questions.



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

# **WRITING**

### Complete the conversations.

	+
turn down the vo	olume
turn the volume	down

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?



## Complete the chart.

B: OK.

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.		

# **CHALLENGE**

threw	• •	out the candle?	
u turn	• •	up your clothes b	pefore you led
ghty children ck	• •	down the radio, please?	
u should put	• •	up their toys.	
ind blow	• •	away my old soc	ks and shoes
u please	• •	on a warm coat.	
	os in the box last weeke	t <b>o write abo</b> ond.	ut what
	u turn Ihty children ck u should put rind blow	u turn  phty children ck u should put  vind blow  •	u turn  u turn  up your clothes by down the radio, pock  u should put  up their toys.  und blow  away my old soc

# **ACTIVITY**

#### Play. Flip a coin to move along the board.



### **REVIEW**

## 🕕 Listen and check. 👘























#### 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.



- Find the mistakes and rewrite.
  - We didn't fill up the new library forms.
  - Could you hang down your scarf, please?



# What Is Your Name?



1



doll doll doll

2



ball ball ball

3



train train train

B Trace.

What's your name?



My name is Eric.
What's your name?



My name is Katie.

⊕ Read and check (✓).



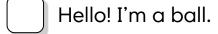
Hi! I'm a train.



Hello! I'm a ball.



Hello! I'm a doll.





Hello! I'm a doll.

Hello! I'm a train.

## Trace and sing.



What's **YOUI** name?

My **name** is Max.

What's your name?

name is Ann.

Hi! Hi! Hello! TEIO!



(E) Unscramble, trace, and write.



name / ? / What / your / is

What is





3 am / . / I / Rachel



**1** Trace and write.

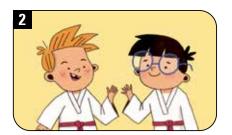


A: What's your name?

B: My name is Jeff.

4: What's your name?

B: Amy.



A: What's ?

B: Max

A: I am Eric.

(B) Read and circle.









- 1 Hi, I'm a (ball / train).
- 2 Hello, I'm a (doll / ball).
- 3 Hello! I'm a (ball / train).



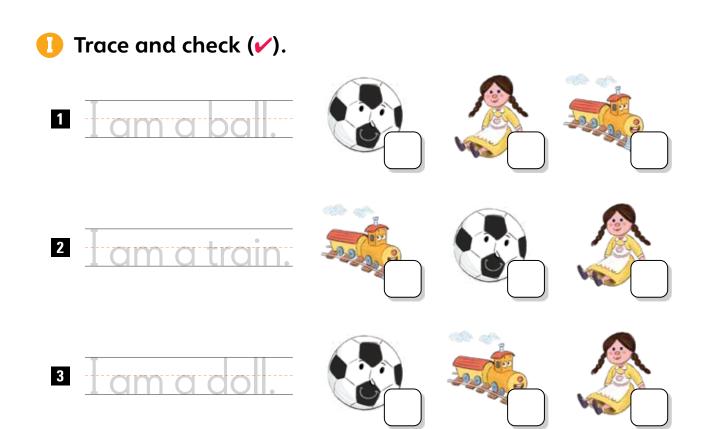
B: My name is

2 A: What's your name?

B: \_\_\_\_\_

**3** A: What's your name?

B:



- Unscramble, trace, and write.
  - is / My / What / ? / name / your / name / Katie / . / is

    A: What is your

    B: Is
  - is/your/Eric/My/?/name/is/name/What/.

    A: What is your

    B: My

#### **(** Trace and write.

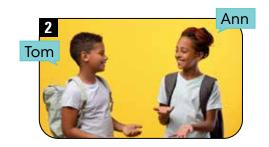


A: Hi! What's your name?

B: Hello! A name is Sam.

What is \_\_\_\_\_\_\_

A: My \_\_\_\_\_ \_\_\_\_

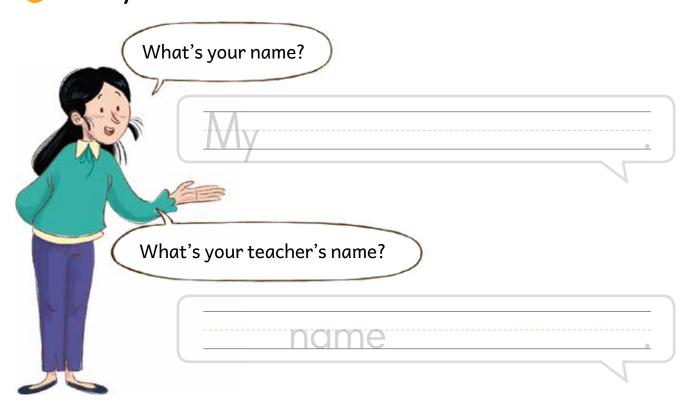


A: <u>Ielo</u>!I'm\_\_\_\_.

What's **YOU** name?

B: Hi! \_\_\_\_\_\_ is Tom.

#### Write your own answers.



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