

SAMPLER

BOOST ENGLISH



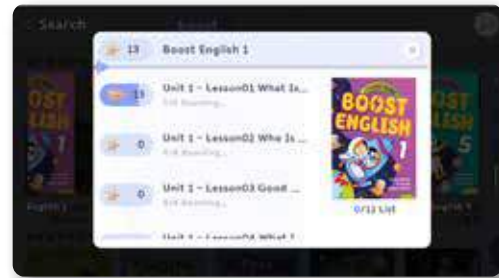
BOOST ENGLISH

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

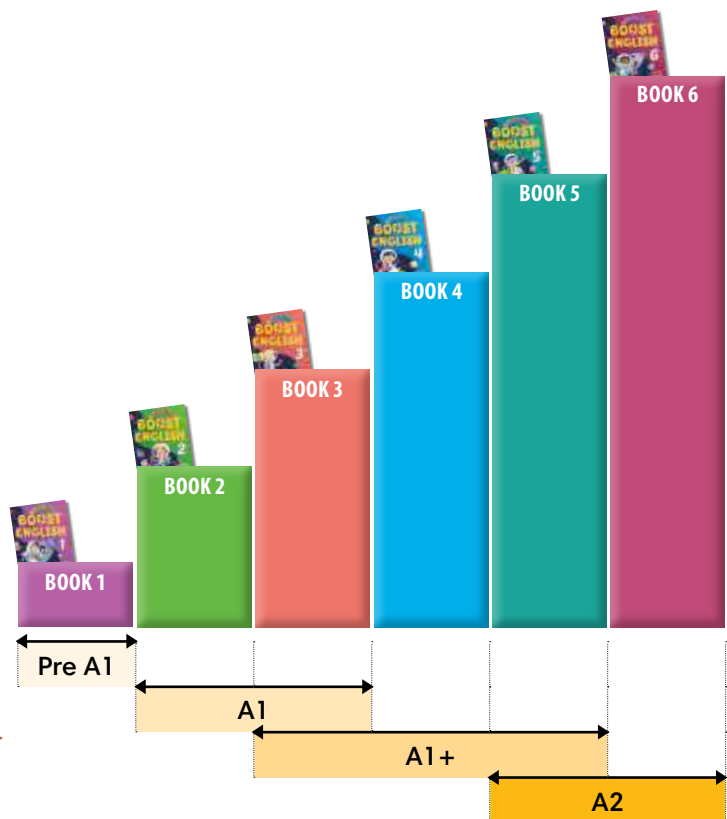
★ The additional digital material is available on the Compass Publishing website!

FEATURES

- 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

LEVEL CHART

BOOK 1	Pre A1
BOOK 2	A1
BOOK 3	A1/A1+
BOOK 4	A1+
BOOK 5	A1+/A2
BOOK 6	A2



CEFR
LEVEL

SUPPLEMENTALS

Song Animation



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

Class Booster

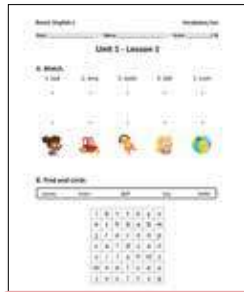
Students can find fun, reinforcing digital activities on our mobile and PC application, Bigbox. Use Bigbox to download Class Booster, which provides extra activities for Boost English. Teachers can also use www.classboxenglish.com to get access to extra classroom materials, digital presentation tools,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



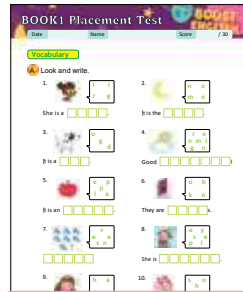
Online Supplementals

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

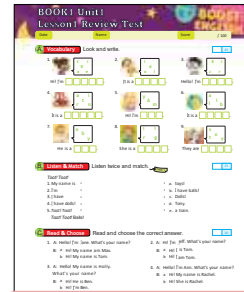
- **Tests:** Placement, Lesson Review, Unit Review, Final, and Word Tests to measure the progress of learners
- **More:** Answer Key, Word List, Flash Card, Classroom PPT, Listening Worksheet, Fluency builder Worksheet



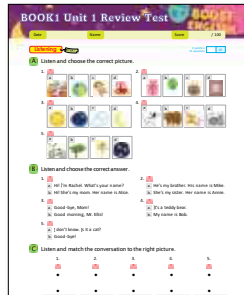
WORD TEST



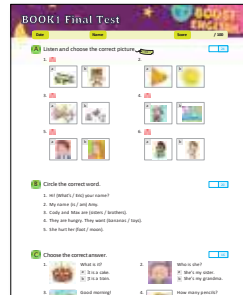
PLACEMENT TEST



LESSON REVIEW TEST



UNIT REVIEW TEST



FINAL TEST



WORD LIST



FLASH CARD



CLASSROOM PPT



LISTENING WORKSHEET



FLUENCY BUILDER



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.



BOOK 1-3



BOOK 4-6

Language

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



BOOK 1-4



BOOK 5-6

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.

LISTENING
Listen and number.

1 My name is Eric.
2 Amy.
3 Anna is Eric.
4 what's your name.

Look!

Who is Amy?
Eric has a dog.

BOOK 1

LISTENING
Listen and write.

My favourite subject is music. What's your favourite subject?
I'm in Year 4 now. What grade are you in?

Mike: Hi! I'm Mike, and this is Jeff.
What's your name?
Liam: My name is Liam.
Mike: The one next to my colleague?
Liam: Sure!
Jeff: Really? Who are you?
Liam: I'm new. I just moved in Monday.
Jeff: Cool!
Liam: _____
Jeff: _____

Complete the conversations and match.

1. How many subjects do you have?	2. How many subjects do you have?
3. What grade are you in?	4. How many subjects do you have?
5. What is your favourite subject?	6. How many subjects do you have?

BOOK 4

LISTENING
Listen and write.

Mike: Hi! I'm Mike, and this is Jeff.
What's your name?
Liam: My name is Liam.
Mike: The one next to my colleague?
Liam: Sure!
Jeff: Really? Who are you?
Liam: I'm new. I just moved in Monday.
Jeff: Cool!
Liam: _____
Jeff: _____

Circle.

1. Does Amy think Mike is smarter than Eric?	Yes	No
2. Does Jeff think Eric is stronger than Mike?	Yes	No
3. Is Eric good at basketball?	Yes	No
4. Is Mike stronger than Eric?	Yes	No
5. Is Eric stronger than Mike?	Yes	No

BOOK 5

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.

CHALLENGE
Answer the questions and write.

Where did you go last summer?
Did you travel? Did you visit your family? Did you visit your friends?
Did you go to sports camp?
Did you visit your family?
Did you visit your friends?

What did you do? (Use five of the following verbs.)
go, play, build, watch, hang out, learn, watch, help, make

Did you have fun?

Use your answers to write about what you did last summer.
Last summer, I did these things: 1. _____
2. _____
3. _____

BOOK 5

CHALLENGE
Read and write your own answer.

1. You're the president. What would you do?

2. You have all the money in the world. What would you do?

3. You can travel anywhere. Where would you go?

4. You can be anything when you grow up. What would you be?

BOOK 6

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.	<ul style="list-style-type: none"> Information question with what
	2	Students will begin to identify family members.	<ul style="list-style-type: none"> Subject pronouns: he, she Information question with who
	3	Students will be able to identify the different times of day.	<ul style="list-style-type: none"> Time of day greetings
	4	Students will identify a few singular objects.	<ul style="list-style-type: none"> Singular nouns Information question with what
UNIT 2 At School	1	Students will become familiar with some classroom objects and practice counting.	<ul style="list-style-type: none"> Plural nouns Information question with how many
	2	Students will become familiar with more classroom objects and colors.	<ul style="list-style-type: none"> Possessive adjectives: your, my
	3	Students will learn how to use plural nouns with numbers.	<ul style="list-style-type: none"> Information question with how old Be verb: is, are
	4	Students will learn how to describe how they feel.	<ul style="list-style-type: none"> Adjectives of emotions and feelings Be verb: is, are
UNIT 3 At the Toy Store	1	Students will become familiar with discussing, body parts, and colors.	<ul style="list-style-type: none"> Possessive adjectives: his, her Verbs: have, has
	2	Students will become familiar with how to talk about body parts and talk about what is wrong with them.	<ul style="list-style-type: none"> Declarative statements
	3	Students will be able to identify some basic shapes.	<ul style="list-style-type: none"> Articles: a, an
	4	Students will become more familiar with how to express quantities and practice the names of some toys.	<ul style="list-style-type: none"> Information question with how many

SENTENCE PATTERNS	FUNCTIONS	TARGET LANGUAGE
<ul style="list-style-type: none"> Hi! / Hello! What's your name? <ul style="list-style-type: none"> - I'm Amy. - My name is Eric. 	<ul style="list-style-type: none"> Greetings Asking for and giving personal information 	doll, ball, train, Katie, Amy, Rachel, Eric, Max, Jeff, girl, boy
<ul style="list-style-type: none"> Who is he? <ul style="list-style-type: none"> - He's my dad. 	<ul style="list-style-type: none"> Discussing family members 	dad, mom, grandma, grandpa, brother, sister, cake, balloon, present
<ul style="list-style-type: none"> Good morning! It is day. 	<ul style="list-style-type: none"> Greetings Describing weather conditions 	morning, afternoon, evening, night, day, good-bye, sun, moon, cloud, star
<ul style="list-style-type: none"> What is it? <ul style="list-style-type: none"> - It's a kite. 	<ul style="list-style-type: none"> Identifying objects Asking and answering questions about things 	flower, tree, cat, bear, dog, kite, teddy bear, skateboard
<ul style="list-style-type: none"> How many chairs? Let's count! <ul style="list-style-type: none"> - OK! One, two, . . . , four! Four chairs! 	<ul style="list-style-type: none"> Understanding and using cardinal numbers 1-5 Asking and answering questions about things 	one, two, three, four, five, desk, chair, door, umbrella, rain, pencil, book, ruler
<ul style="list-style-type: none"> What color is your pen? <ul style="list-style-type: none"> - It's black. - My pen is orange. 	<ul style="list-style-type: none"> Asking and answering questions about classroom objects Comparing things 	rainbow, crayon, pen, backpack, paper, eraser, notebook, pencil case, paintbrush, marker, red, orange, yellow, green, blue, black
<ul style="list-style-type: none"> How old are you? <ul style="list-style-type: none"> - I'm eight years old. How old is he? <ul style="list-style-type: none"> - He's six years old. 	<ul style="list-style-type: none"> Understanding and using cardinal numbers 6-10 Asking for and giving personal information 	six, seven, eight, nine, ten, slide, swing, seesaw, toy
<ul style="list-style-type: none"> Are you hungry? <ul style="list-style-type: none"> - Yes, I am. / No, I'm not. Is he thirsty? <ul style="list-style-type: none"> - Yes, he is. / No, he isn't. 	<ul style="list-style-type: none"> Asking and answering questions about feelings 	hot, cold, thirsty, hungry, sleepy, apple, milk, banana, orange juice, melon
<ul style="list-style-type: none"> What color is his hair? <ul style="list-style-type: none"> - He has dark brown hair. What color are her eyes? <ul style="list-style-type: none"> - She has light blue eyes. 	<ul style="list-style-type: none"> Describing body parts Describing the appearance of things 	shirt, socks, pants, shoes, hat, shorts, eyes, nose, hair, teeth, light, dark, white, purple, pink, brown, gray
<ul style="list-style-type: none"> Are you OK? <ul style="list-style-type: none"> - Yes, I am. - No, I'm not. I hurt my knee. 	<ul style="list-style-type: none"> Describing body parts Asking and answering questions about feelings Giving precise information 	doctor, nurse, arm, hand, leg, foot, head, knee, elbow, toe, finger
<ul style="list-style-type: none"> What shape is it? <ul style="list-style-type: none"> - It's a circle. - It's an oval. 	<ul style="list-style-type: none"> Describing the appearance of things Talking about careers 	teacher, magician, artist, oval, circle, triangle, heart, square, rectangle, star
<ul style="list-style-type: none"> How many toy cars are there? <ul style="list-style-type: none"> - There is one toy car. - There are four toy cars. 	<ul style="list-style-type: none"> Asking and answering questions about objects Understanding and using numbers 	bus, boat, skates, house, car, airplane, puzzle, sticker, puppet

BOOK 2

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

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

BOOK 3

	LESSON	LESSON OBJECTIVE	GRAMMAR FOCUS
UNIT 1 At Home	1	Students will learn to talk about routine activities.	<ul style="list-style-type: none"> Prepositional phrases of time: in the morning/ afternoon/evening, at night
	2	Students will be able to identify rooms and parts of a house.	<ul style="list-style-type: none"> Information question with where
	3	Students will be able to identify household items and the location of these items in a house.	<ul style="list-style-type: none"> Prepositions of place: in, on, behind, next to, in front of
	4	Students will learn to talk about ongoing activities.	<ul style="list-style-type: none"> Present progressive verb tense
UNIT 2 Outdoors	1	Students will learn to discuss certain occupations.	<ul style="list-style-type: none"> Information question with who
	2	Students will learn how to describe someone or something.	<ul style="list-style-type: none"> Adjectives of appearance Look like
	3	Students will learn to discuss appropriate clothing for certain weather conditions.	<ul style="list-style-type: none"> Information question with how Imperatives
	4	Students will be able to talk about outdoor activities and express their likes.	<ul style="list-style-type: none"> Information question with what Infinitive verbs with like
UNIT 3 Cultures and Food	1	Students will tell where they are from and identify some countries.	<ul style="list-style-type: none"> Information question with where
	2	Students will learn about foods and restaurants from different countries.	<ul style="list-style-type: none"> Infinitive verbs with want Suggestion: Let's
	3	Students will be able to ask about food choices and articulate their own choices.	<ul style="list-style-type: none"> Coordinating conjunction: or
	4	Students will learn to identify some additional food items and learn how to ask a polite question.	<ul style="list-style-type: none"> Modal auxiliary verb: would

SENTENCE PATTERNS	FUNCTIONS	TARGET LANGUAGE
<ul style="list-style-type: none"> What do you do in the morning? - I/We eat breakfast. What does he do at night? - He brushes his teeth. 	<ul style="list-style-type: none"> Asking and answering questions about habits and routines 	<p>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</p>
<ul style="list-style-type: none"> Where's Grandma? - She's in the kitchen. 	<ul style="list-style-type: none"> Discussing family members Describing places Asking and answering questions about where things are 	<p>mom, dad, grandpa, grandma, brother, sister, garage, kitchen, living room, bedroom, yard, bathroom, dining room, motorcycle, tools, computer, toys, rabbit</p>
<ul style="list-style-type: none"> This is a pretty clock. - Put it in the dining room. These are nice photographs. - Put them on the wall. 	<ul style="list-style-type: none"> Describing places Asking and answering questions about where things are 	<p>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</p>
<ul style="list-style-type: none"> What are you doing? - I'm typing an e-mail. What's she doing? - She's jogging. 	<ul style="list-style-type: none"> Asking and answering questions about habits and routines 	<p>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</p>
<ul style="list-style-type: none"> Who is he? - He's a teacher. Who are they? - They are tennis players. 	<ul style="list-style-type: none"> Identifying people and occupations 	<p>police officer, soccer player, firefighter, student, cook, teacher, mail carrier, librarian, tennis coach, farmer, dentist, shopkeeper, doctor, criminal, dangerous, strong, brave</p>
<ul style="list-style-type: none"> What does she look like? - She's cute. / She's short and pretty. What do they (the books) look like? - They're old and thin. 	<ul style="list-style-type: none"> Describing the appearance of people and things 	<p>blond, cute, ugly, fat, thin, small, weak, big, strong, tall, handsome, short, pretty, young, old, different, dark</p>
<ul style="list-style-type: none"> How's the weather today? - It's snowy. Don't forget your winter hat! 	<ul style="list-style-type: none"> Describing weather conditions Giving reminders 	<p>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</p>
<ul style="list-style-type: none"> What do you like to do? - I like to play golf. What does she like to do? - She likes to climb trees. 	<ul style="list-style-type: none"> Asking and answering questions about habits and routines Giving opinions Reporting information 	<p>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</p>
<ul style="list-style-type: none"> Where are you from? - I'm from China. Where is Pierre from? - He's from France. 	<ul style="list-style-type: none"> Asking and answering questions about nationality 	<p>France, China, Italy, South Korea, Australia, Canada, India, Egypt, Japan, the United States of America, South Africa, Germany, Brazil, Spain</p>
<ul style="list-style-type: none"> What do you want to eat? - Let's go to the Italian restaurant. OK! I like/love spaghetti! 	<ul style="list-style-type: none"> Making plans and suggestions Expressing opinions 	<p>watermelon, meat, rice, food, spaghetti, taco, Peking duck, pretzel, sushi, fondue, burger, curry, Indian, French, Italian, Mexican, Chinese, German, Japanese, Swiss</p>
<ul style="list-style-type: none"> Do you want pizza or a sandwich? - I want a sandwich, please. 	<ul style="list-style-type: none"> Asking and answering questions about preferences 	<p>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</p>
<ul style="list-style-type: none"> Would you like some pancakes? - Yes, please. / No, thank you. 	<ul style="list-style-type: none"> Making offers Using manners 	<p>peas, carrots, broccoli, green beans, corn, pancakes, pineapple juice, toast, cereal, yogurt, mashed potatoes, bread, butter, vegetable, milk, healthy, tasty, delicious</p>

BOOK 4

	LESSON	LESSON OBJECTIVE	GRAMMAR FOCUS
UNIT 1 Free Time	1	Students will learn about school subjects and grade levels in school.	<ul style="list-style-type: none"> Ordinal numbers
	2	Students will learn the numbers 1-59 and practice telling time.	<ul style="list-style-type: none"> Information subject: it Cardinal numbers
	3	Students will learn to discuss hobbies and share certain personal information.	<ul style="list-style-type: none"> Possession questions: Do you have any ___ or ___?
	4	Students will learn to differentiate types of movies, books, and music while expressing their preferences.	<ul style="list-style-type: none"> Verb: like + noun phrase
UNIT 2 Occupations and Places	1	Students will learn and identify rules at home and in public places.	<ul style="list-style-type: none"> Imperatives
	2	Students will ask and answer questions about occupations.	<ul style="list-style-type: none"> Coordinating conjunction: and
	3	Students will discuss occupations, types of work, and places of work.	<ul style="list-style-type: none"> Interrogative questions with where Preposition + place (at/in an office)
	4	Students will express where they are going and give reasons for going to those places.	<ul style="list-style-type: none"> Present progressive tense: be + (verb)ing Need vs. want
UNIT 3 Activities	1	Students will learn about seasonal activities and discuss the frequency with which they do certain activities.	<ul style="list-style-type: none"> Adverbs of frequency: always, often, sometimes, hardly ever, never
	2	Students will talk about the frequency with which they do certain activities.	<ul style="list-style-type: none"> Adverbs of frequency: usually, rarely
	3	Students will learn to discuss recent and past events.	<ul style="list-style-type: none"> Regular past tense verbs: (-ed, -d) Irregular past tense verb: be
	4	Students will talk about past social activities.	<ul style="list-style-type: none"> Irregular past tense verbs

SENTENCE PATTERNS	FUNCTIONS	TARGET LANGUAGE
<ul style="list-style-type: none"> What grade are you in? - I'm in fourth grade. What's your favorite class? - My favorite class is science. 	<ul style="list-style-type: none"> Understanding and using numbers Asking for and giving opinions 	first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, science, music, math, Chinese, art, history, PE, English, computer, mountain, plant, forest
<ul style="list-style-type: none"> What time is it? - It's nine thirty. Uh, oh! Hurry up. / Great! We have plenty of time. 	<ul style="list-style-type: none"> Telling the time 	clock, watch, alarm clock, minute, hour, second, o'clock
<ul style="list-style-type: none"> Do you have any hobbies? - Yes, I like to go camping. Do you have any brothers or sisters? - No, I'm an only child. 	<ul style="list-style-type: none"> Asking and answering questions about hobbies Asking for and giving personal information 	collect trading cards, make jewelry, do magic tricks, play the trumpet/piano, read comic books, go camping, skateboard, only child, pet, hobbies
<ul style="list-style-type: none"> What kind of movies do you like? - I like scary movies. What kind of movies do you like? - I like action movies. 	<ul style="list-style-type: none"> Discussing types of music/books/movies Expressing opinions 	jazz music, country music, pop music, rap, classical music, rock music, action movies, scary movies, dramas, comedies, fiction, fairy tales, mysteries, poetry, plays
<ul style="list-style-type: none"> What should we do at the movie theater? - Show your ticket. And? - Be quiet. 	<ul style="list-style-type: none"> Discussing obligations and necessities Making rules and following commands 	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 style="list-style-type: none"> What do your parents do? - My mom is a fashion designer, and my dad is a reporter. Cool! Does your mom/dad make nice clothes? - Yes, very nice. 	<ul style="list-style-type: none"> Talking about occupations 	baker, writer, reporter, homemaker, professor, fashion designer, hairdresser, taxi driver, dentist, shopkeeper, actress, actor, scientist, nurse, lawyer, give haircuts
<ul style="list-style-type: none"> Where do you work? - I work at/in an office. What do you do? - I make web pages. / I'm a web designer. 	<ul style="list-style-type: none"> Describing places Describing occupations 	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 style="list-style-type: none"> Where are you going? - I'm going to the museum. Why? - I want/need to see the paintings. 	<ul style="list-style-type: none"> Describing ongoing actions Describing places Asking for and giving reasons 	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 style="list-style-type: none"> Do you ever jump in mud puddles? - Yes, I often jump in them in spring. Why? - It's fun! 	<ul style="list-style-type: none"> Asking and answering questions about habits and routines Describing seasons 	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 style="list-style-type: none"> I never go hiking early in the morning. How often do you see a full moon? - Maybe once a year. 	<ul style="list-style-type: none"> Asking and answering questions about habits and routines Asking and answering questions about nature 	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 style="list-style-type: none"> What did you do yesterday? - I watched cartoons. Were they good? - Yes, they were good. 	<ul style="list-style-type: none"> Describing past experiences Asking for and giving opinions 	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 style="list-style-type: none"> Did you have a good time with Richard? - Yes, we told scary stories. - That sounds fun! Can I come next time? - Sure! 	<ul style="list-style-type: none"> Describing past experiences and storytelling Describing emotions, attitudes, and feelings Offering invitations and accepting or declining 	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

BOOK 5

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

SENTENCE PATTERNS	FUNCTIONS	TARGET LANGUAGE
<ul style="list-style-type: none"> Who is taller? - I think Sarah is taller than I am. - I agree. / I disagree. Which is worse, summer or winter? 	<ul style="list-style-type: none"> Comparing things Expressing agreement/disagreement 	taller, shorter, stronger, weaker, better, worse, faster, slower, smoother, rougher, cleaner, dirtier, larger, smaller, softer, harder, younger, older, lighter, heavier, rocks, plate, wooden chair, armchair, feather, brick, agree, disagree
<ul style="list-style-type: none"> What do you want to be? - I want to be a photographer. Why? - I want to take beautiful photographs. 	<ul style="list-style-type: none"> Describing career ambitions Discussing professions 	photographer, architect, lifeguard, computer programmer, soldier, president, artist, lawyer, professional basketball player, musician, veterinarian (vet), astronaut, make computer programs, make our country better, design unique houses, paint and draw, help people in trouble, play in a band, take care of animals, visit another planet, play basketball all the time
<ul style="list-style-type: none"> What's your brother like? - He's smart and athletic. Does he help you with your homework? - Yes, he does. / No, he doesn't. 	<ul style="list-style-type: none"> Describing characteristics Asking follow-up questions 	smart, athletic, quiet, energetic, serious, nice, honest, shy, friendly, funny, talkative, hard-working, outgoing, fun, read a lot, have a lot of friends, tell a lot of jokes, talk to everyone, have a lot of fun, work all the time
<ul style="list-style-type: none"> What did you do last winter? - I went ice skating with my family. Did you enjoy it? - Yes, I did. / No, I didn't. 	<ul style="list-style-type: none"> Discussing seasonal activities Asking follow-up questions about the past 	played rugby, played badminton, went to soccer camp, went surfing, went water skiing, went ice skating, helped my dad at work, built a tree house, traveled to Germany, hung out with my friends, went to space camp, see any sharks, get paid, paint it, study German, enjoy it, wear a space suit
<ul style="list-style-type: none"> Did you memorize the play for drama club? - Yes, I did. / No, I didn't. It's difficult. Can you help me? - Of course! / Sure! / No problem. 	<ul style="list-style-type: none"> Discussing school subjects Asking for help Asking about the recent past 	muscle, heart, brain, blood, health class, PE (Physical Education), geography, drama club, science class, finish the project, study for the English test, learn the song, music class, learn the formulas, math class, make an animal, art class, history class
<ul style="list-style-type: none"> Do you know how to sail a boat? - Yes, I do. Do you? / No, I don't. Can you teach me? - Sure! 	<ul style="list-style-type: none"> Discussing skills and abilities Sharing knowledge and information 	drive a car, fence, knit a scarf, play the flute, whistle, play table tennis, ice fish, sail a boat, use chopsticks, play chess, do a cartwheel, do laundry, make cookies, fold a paper airplane
<ul style="list-style-type: none"> Why did Mark go to the nurse? - He went to the nurse because he got a bloody nose. Is he OK now? - Yes, he is. / No, he isn't. 	<ul style="list-style-type: none"> Describing injuries and sicknesses Asking for and giving reasons for past events 	toothbrush, dental floss, cavity, hospital, X-ray, broken bone, stomachache, headache, flu, bloody nose, fever, need braces, sore throat, earache, toothache, nurse, doctor, dentist, everything
<ul style="list-style-type: none"> What are you going to do for your birthday? - I'm going to go out to dinner with my family. When is it? - It's on April 9th. 	<ul style="list-style-type: none"> Describing future plans Discussing months and dates 	Ferris wheel, roller coaster, bumper cars, theme park, horseback riding, water park, go out to dinner, go bowling, go to the movies, eat cake, have a sleepover, play mini golf, go on a treasure hunt, have a party
<ul style="list-style-type: none"> How do I get to the video game store? - Go over the bridge, and turn left after three blocks. You can't miss it. - Thank you! 	<ul style="list-style-type: none"> Asking for and giving directions Using prepositions of place 	left, crosswalk, right, block, hill, bridge, go straight for (two) blocks, cross the street at the crosswalk, around the corner, walk up/down the hill, under/over the bridge, turn right/left, through the park, straight on Keller Street
<ul style="list-style-type: none"> How much is this shampoo? It's two dollars and twenty-five cents. - That's cheap! I'll take two. / That's expensive! No thanks! 	<ul style="list-style-type: none"> Discussing prices Making transactions 	dollars, cents, magazines, board game, newspaper, shampoo, conditioner, crackers, gum, toothpaste, batteries, soap, expensive, cheap
<ul style="list-style-type: none"> What do your swim shorts look like? - They're green with yellow pockets. Are these them? - Yes, they are. / No, they aren't. 	<ul style="list-style-type: none"> Describing clothing and accessories Asking about ownership 	dots, stripes, patterned, buttons, zipper, wallet, purse, swim shorts, pockets, swimsuit, belt, tights, vest, scarf, raincoat, shoelaces, sunglasses
<ul style="list-style-type: none"> What do we need from the supermarket? - We need a tub of butter and a ____. Is that all? - Yes, it is. / No, it isn't. We also need a jar of mayonnaise. 	<ul style="list-style-type: none"> Making a shopping list Asking for confirmation 	soup, soda, butter, mayonnaise, ketchup, bread, eggs, jam, tuna, rice, cereal, milk, juice, water, potato chips, cookies, ice cream, sugar, beans, potatoes, honey, chocolate, a can of, a bag of, a pack of, a jar of, a carton of, a bottle of, a jug of, a tub of, a loaf of, a box of, a bar of

BOOK 6

	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

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.



LESSON 1

What Is Your Name?

QR CODE
SCAN FOR AUDIO

WARM-UP

A Listen and repeat. 001


What's your name? My name is Eric.

B Listen and circle the speakers. 002

14

The illustration shows a vibrant classroom scene. In the foreground, a girl with blonde hair and a purple dress is talking to a boy with glasses and a blue shirt. In the background, a boy with brown hair is playing with a red toy train, and a girl with orange hair is sitting at a table. There are various classroom items like a globe, a bookshelf, and a globe on the wall. A rocket ship is flying in the sky above the classroom.

SONG

C Listen and sing along. 




★ Find the lyrics at the back of the Student Book.

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.

LANGUAGE

D Listen and number. Ask and answer. 

1 What's your name?

2 I'm Jenny.

1

What's your name?

2

My name is Tom.



What's = What is I'm = I am

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.

VOCABULARY

E Listen and number. 



Katie



Eric

1



Amy



doll



train



ball

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

G Listen and circle. 



LISTENING

H Listen and number. 

- | | |
|--------------------|--------------------|
| 1 My name is Katie | 2 name is Eric |
| 3 Amy | 4 what's your name |



I Check (✓).

- 1 Who is Amy?
- 2 Eric has a doll.

	<input type="checkbox"/>		<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

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.

SPEAKING

J Look and say.



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

GUIDE

What's your name?

My name is _____. / I am (I'm) _____.

K Picture prompts.



Max / Eric



Jeff / Amy



Katie / Rachel

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.

READING

L Find and circle the words in the reading.



doll



train



ball

M Read and circle. 

Toot! Toot!
My name is Tony.
I'm a train.
I have toys!
I have dolls!
I have balls!
Toot! Toot! Dolls!
Toot! Toot! Balls!



- 1 Tony is a train / doll).
- 2 The train has (dolls and balls / girls and boys).

N How many times can you find the word "doll" in the reading?

19

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.

WRITING

0 Trace.

1



My name is Amy.

2



My name is Eric.

3



My name is Katie.

P Trace and match.

1

My name is Bob.
I'm a ball.

2

My name is Joe.
I'm a train.

3

My name is Dolly.
I'm a doll.



ACTIVITY 1

Q Play. Toss the ball.



R Answer and draw yourself.



My _____

S What are your classmates' names?

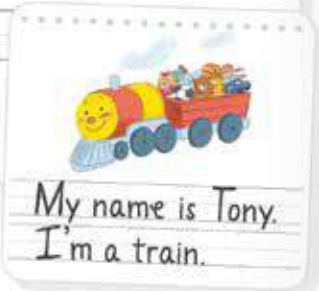
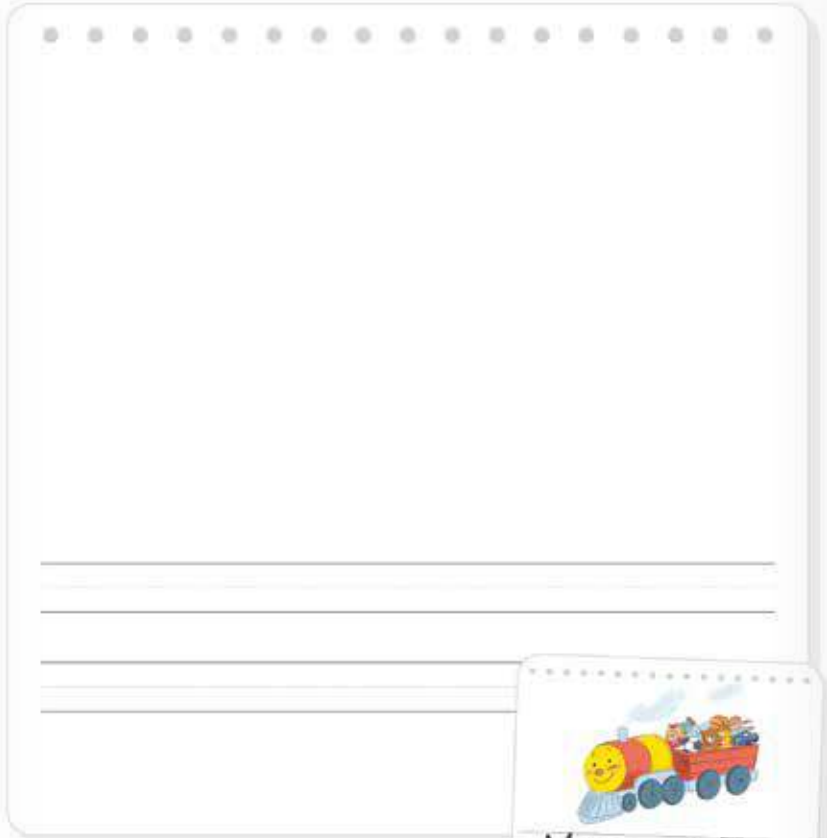
ACTIVITY 1 is a classroom game or group project. The activities allow students to move around and interact with one another. It is a fun way for students to practice and consolidate their language learning.

BOOK 1 WALKTHROUGH

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

ACTIVITY 2

T Draw and name your favorite toy.



U Present to your classmates.

V What are the names of your classmates' toys?

REVIEW

W Listen and number.



X Read and circle.



I have a doll.

Yes No



I have a train.

Yes No



I am Peter.

Yes No

Y Choose and write.



Alex David Evan

My name is _____

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.



LESSON
1

How Are You Today?



WARM-UP

A Listen and repeat.



How are you today?



I'm great!

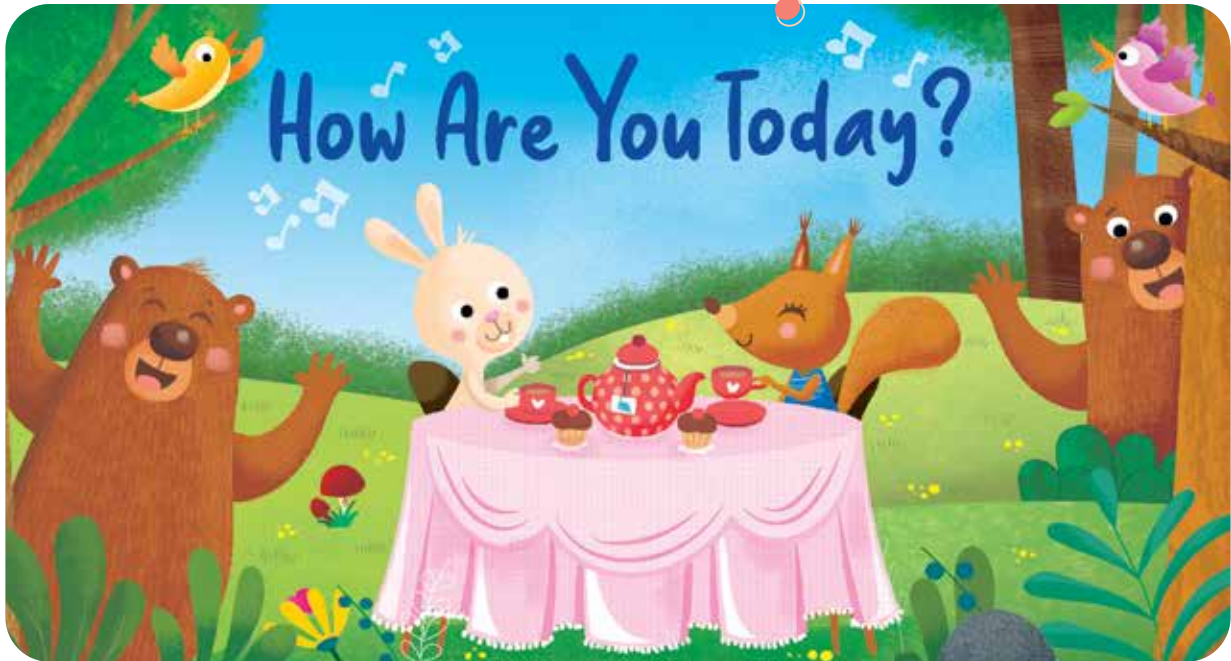


B Listen and circle the speakers.

SONG



C Listen and sing along. **TRACK 003**



LANGUAGE

D Listen and number. Ask and answer. **TRACK 004**

1 I'm good.

2 How are you today?

1

How are you today?

2

I feel bad.



VOCABULARY

E Listen and number. 



bad



basketball



good



soccer



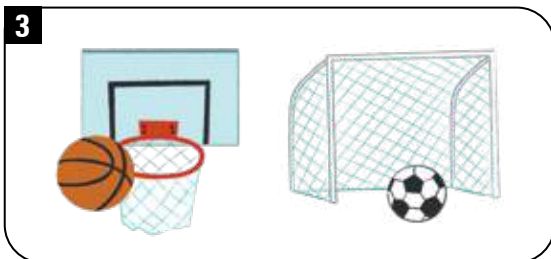
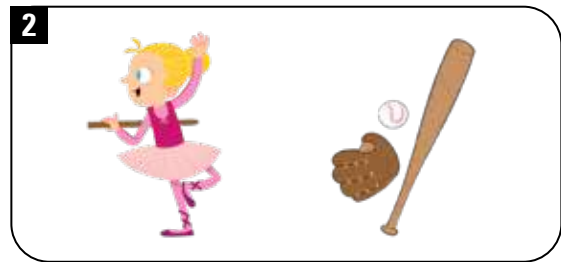
ballet



baseball

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

G Listen and circle. 





LISTENING

H Listen and number. 

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



I Circle.

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

SPEAKING

J Look and say.



GUIDE

How are you today?

_____.

K Picture prompts.

1



great

2



fine

3

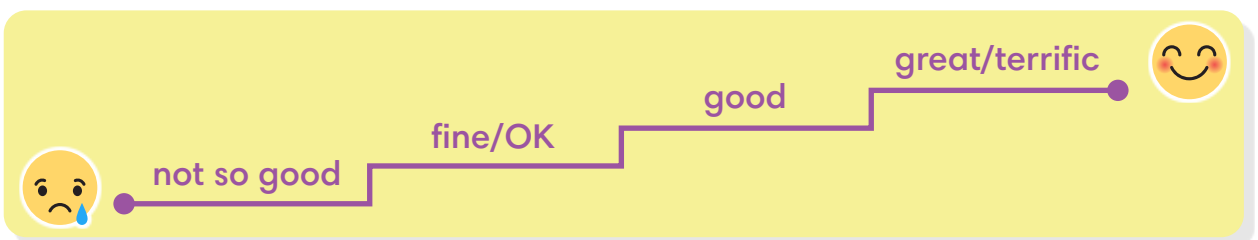


not so good

4



OK



READING

L Find and circle the words in the reading.



baseball



soccer



great

M Read and circle. 

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



1 Does his dad play baseball?

Yes

No

2 Does his mom play soccer?

Yes

No

3 Do they feel great today?

Yes

No

N Read and circle.

1 He plays (baseball / ballet).

2 His mom plays (soccer / tennis).

3 They feel (not so good / great).

4 His dad (feels / plays) tennis.

WRITING

0 Trace.

1



I am bad.

2



He is fine.

3



She is not so good.

P Unscramble the words and write.

1 His name is Sam. He plays **a b a k s l e t b l**.



2 Her **m a e n** is Jill. She does **l e b l t a**.

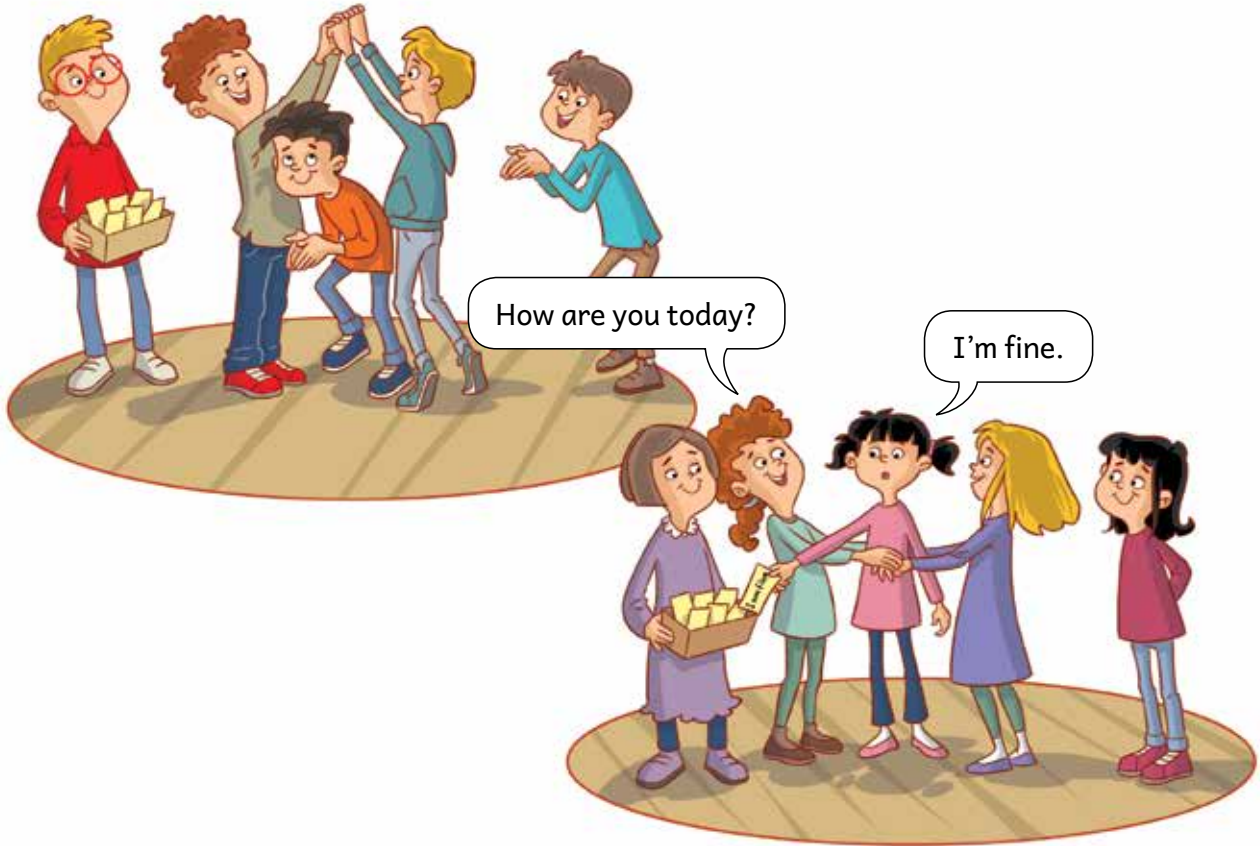


3 **e r h i T** names are Kelly and Nick.
They play **c e o c s r**.



ACTIVITY 1

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



R Draw yourself and write your own answer.

The illustration shows a girl on the left wearing a green sweater and blue pants, asking "How are you today?" to a blank line drawing of a person's head and shoulders on the right. Below the drawing is a writing area with a dashed line for the answer.

REVIEW

V Listen and number. 



W Read and circle.



She does ballet.

Yes No



He plays baseball.

Yes No



He is fine.

Yes No

X Choose and write.



good bad not so good OK

A How are you today?

B I'm _____.



What Do You Do in the Morning?



WARM-UP

A Listen and repeat.



What do you do in the morning?



I eat breakfast.



B Listen and circle the speakers.

SONG



C Listen and sing along. 



LANGUAGE

D Listen and number. Ask and answer. 

1 I take a shower.

2 What do you do at night?

1



I put on my pajamas.



2

What do you do in the morning?



in the morning  → in the afternoon  → in the evening  → at night 

VOCABULARY

E Listen and number. 



pajamas



shower



wake up



eat breakfast



go to school

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

G Listen and circle. 






LISTENING

H 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 |



I Write.

- 1  gets _____ in _____ morning.
- 2  takes _____ before she goes to _____.
- 3  dries _____ before she sleeps.

SPEAKING

J Look and say.



GUIDE

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

K Picture prompts.



1
morning
/ brushes her hair



2
morning
/ eat breakfast



3
afternoon
/ plays soccer



4
evening
/ does her homework



5
night
/ brushes her teeth

READING

L Find and circle the words in the reading.



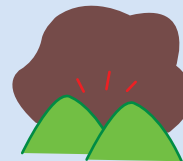
morning



afternoon



evening



night

M Read and write. 

In the morning, I go jogging.

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 morning, he sleeps.

In the afternoon, he sleeps.

In the evening, he watches TV.

At night, he eats a lot and then sleeps.



1 She _____ jogging _____ morning.



2 She _____ soccer _____ afternoon.


3 The cat _____ a lot and then _____ at night.


N How many times can you find the word “morning” in the reading?



WRITING

0 Use the clues to complete sentences.

1 I  _____ in the  _____.

2 I  _____ after

I  _____.

3 I put on my  _____ at  _____.

P Write your own answers.

1 In the morning, I _____.

2 In the afternoon, I _____.

3 In the evening, I _____.

4 At night, I _____.

ACTIVITY 1

Q Play. Guess the sentences.



R Complete the chart.

Ideas brush my teeth take a shower wake up
 play soccer put on my pajamas feed my cat

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

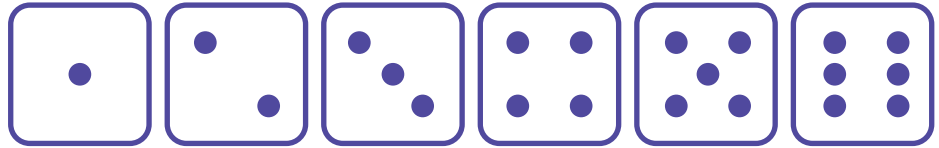
What do you do in the morning?



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

ACTIVITY 2

S Roll a die and circle.



in the morning



in the afternoon



in the evening



at night



T Write. What does the boy do?

1 In the morning, he _____

_____.

2 In the afternoon, he _____

_____.

3 In the evening, he _____

_____.

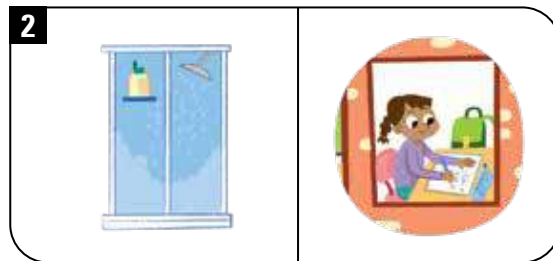
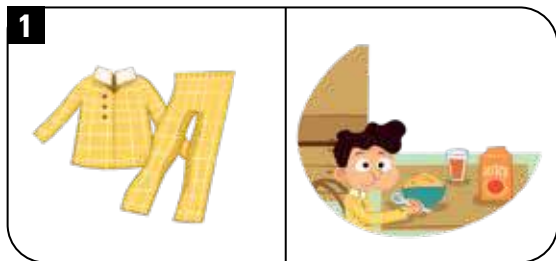
4 At night, he _____

_____.

U Present to your classmates.

REVIEW

V 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.



X Choose and write.

brush my hair

brush my teeth

wake up

go to school



A

What do you do in the morning?

B

I _____.



What Grade Are You In?



WARM-UP

A Listen and number. 



B Answer the questions.

- 1 What's Jeff's favorite school subject?
- 2 What's your favorite school subject?
- 3 What grade are you in?

SONG



C Listen and sing along. 



LANGUAGE

D Listen and number. Ask and answer. 

- 1 My favorite subject is science. 2 What's your favorite subject?

1

My favorite subject is music.

2

What's your favorite subject?

VOCABULARY

E Listen and number. 



mountains



plants



forest



music



science

F Read and circle.

1



music

forest

2



science

mountains

3



music

science

4



mountains

plants

LISTENING

G Listen and write. 

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



Max: Hi! I'm Max, and this is Jeff.
What's your name?

Luke: My name is Luke.

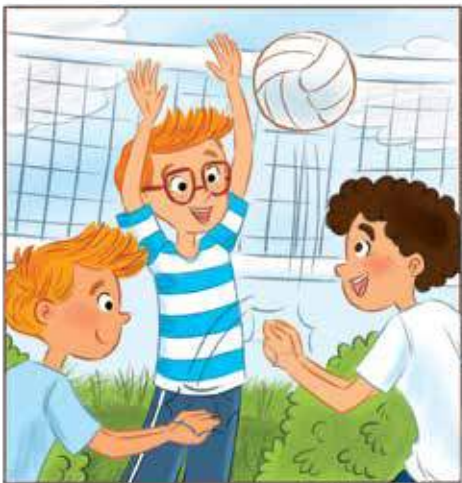
Max: Do you want to play volleyball?

Luke: Sure!

Jeff: _____?

Luke: _____.

Jeff: Really? We are, too!



Luke: I'm new. I start school on Monday.

Jeff: Cool! _____
_____?

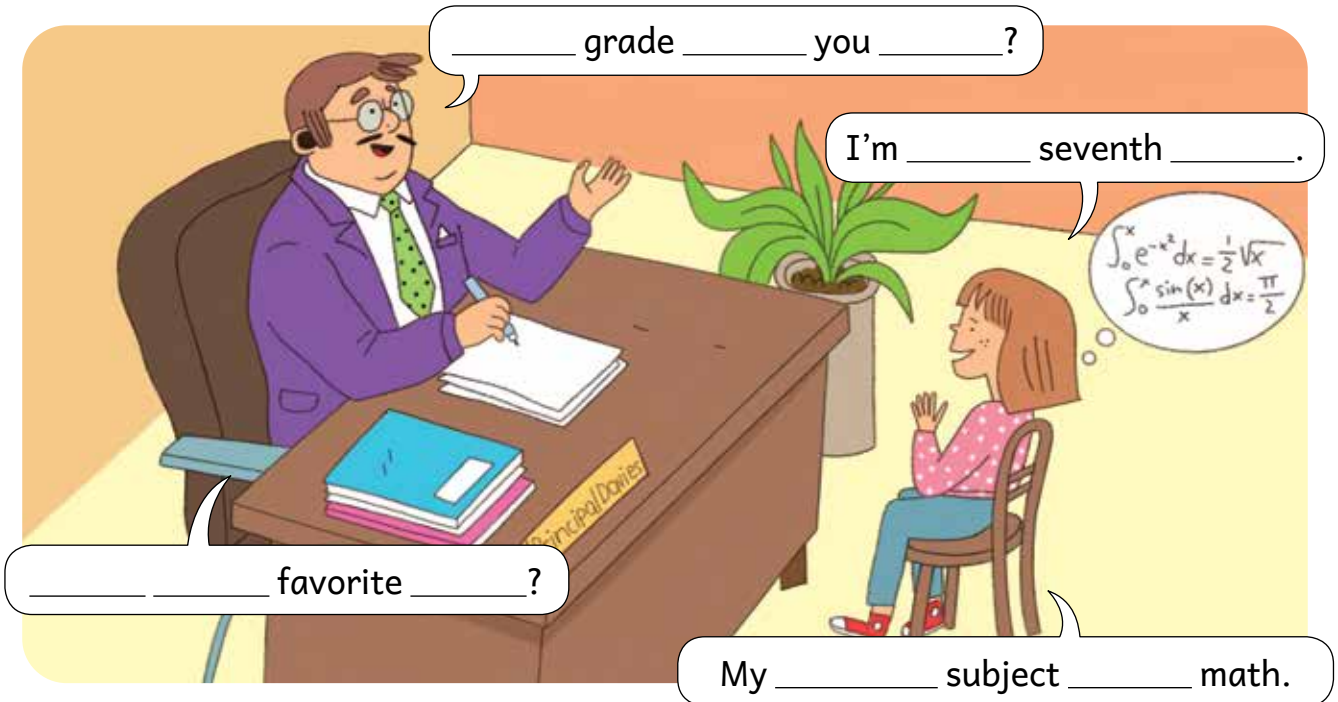
Luke: _____
_____.

H Complete the conversations and match.

<p>1 _____ sport are they playing?</p>	<p>•</p>	<p>• His favorite subject is _____.</p>
<p>2 What grade _____ Max, Jeff, and Luke in?</p>	<p>•</p>	<p>• They are playing _____.</p>
<p>3 What is Luke's favorite _____?</p>	<p>•</p>	<p>• They are in _____ grade.</p>

SPEAKING

I Look and say.



GUIDE

What grade are you in?

I'm in _____ grade.

What's your favorite subject/class? My favorite subject/class is _____.

J Picture prompts. TRACK 06



Chinese



art



history



PE



English



computers

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

READING

K Find and circle the words in the reading.



nature



bug



leaves



ocean

L Read and answer the questions. 

Nature

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 _____.

2 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.

M 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

N Complete the conversation.

Mary: What _____ are you in, Lisa?

Lisa: I'm in _____ grade. _____ grade are you in?

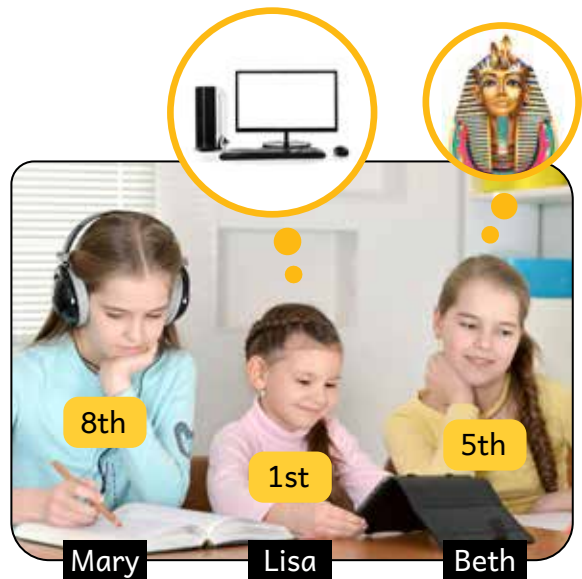
Mary: I'm in _____. _____ . How about you, Beth?

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.



0 Complete the conversations and match.

1

What _____ are you in?

•

•

His favorite _____ is art.

2

_____ is Marcus's favorite subject?

•

•

My favorite _____ is Chinese.

3

What's your _____ subject?

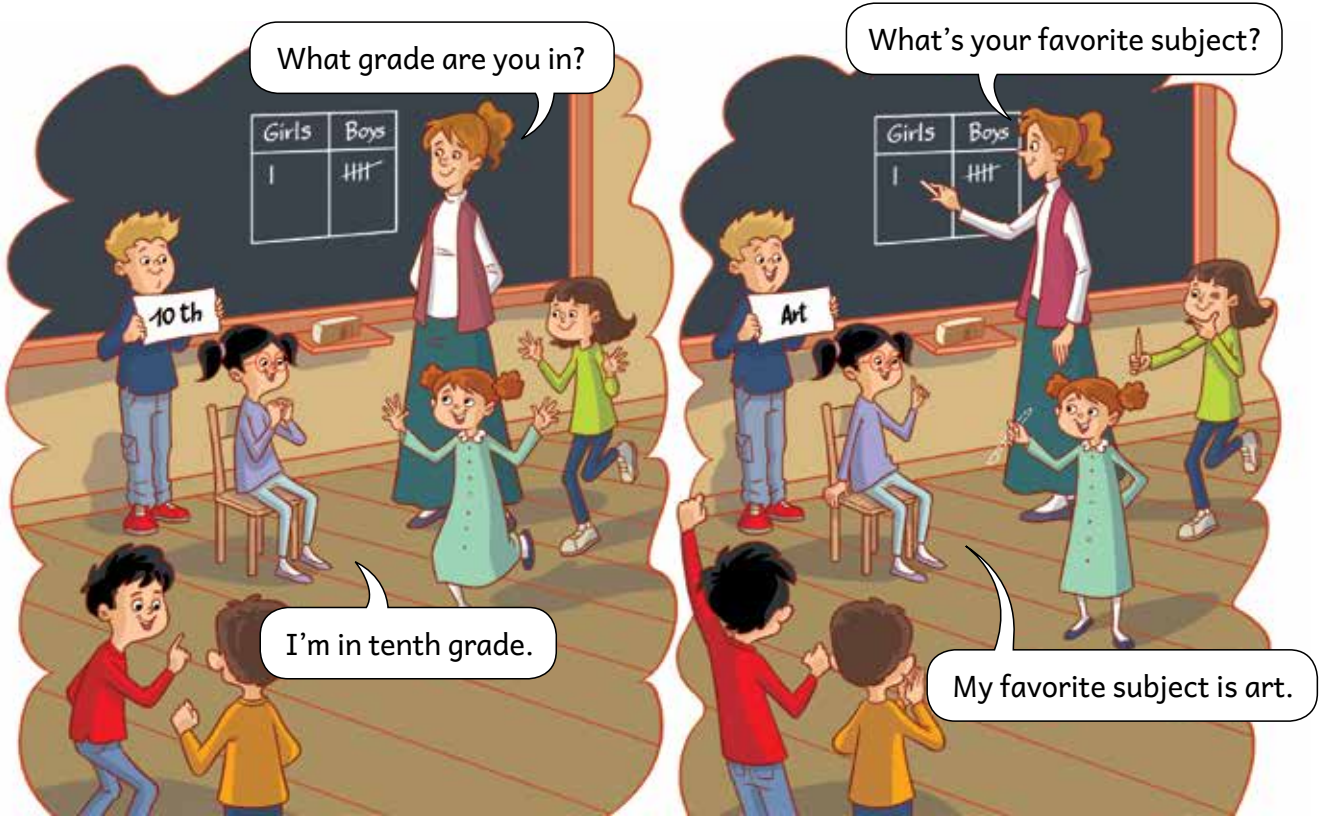
•

•

I'm _____ fifth grade.

ACTIVITY 1

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



Q 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

R 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

S Listen and number. 



T 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).
- 2** Ben's sister is in _____ (fourth / third) grade.
- 3** Ben's sister likes _____ (art / music).

U Choose and write.

music PE computers art



A _____

B _____



Who Is Taller?



WARM-UP

A Listen and number. TRACK 01



B Answer the questions.

- 1** Who's weaker, Max or Jeff?
- 2** How tall are you?
- 3** Do you think winter is better than summer?

LANGUAGE

C Listen and number. Ask and answer. 

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



D Read and circle.

strong → stronger weak → weaker
 tall → taller good → better
 short → shorter bad → 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

E Listen and number. 

Ken	Bob	Buster	Lulu	Kelly	Paula
					
<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
stronger / weaker		better / worse		taller / shorter	



F Look and complete the sentences. Use words from **E**.

1

	
Buster	Lulu

Buster is _____ than Lulu.

2

	
Kelly	Paula

Paula is _____ than Kelly.

3

	
Ken	Bob

Ken is _____ than Bob.

LISTENING

G Listen and write. 



Amy: _____,
Max or Eric?

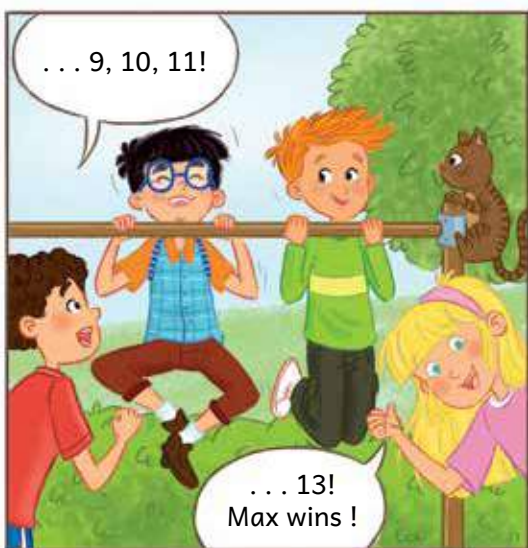
Jeff: _____
_____.

Amy: Really? _____. I think Eric is weaker than Max.

Jeff: I saw Eric at taekwondo practice. He's strong!

Amy: Eric does taekwondo! I didn't know.

Jeff: Yes, he does. He's very good at it.



Amy: Hi, Max! Hi, Eric!

Max & Eric: Hi!

Jeff: May I ask you a question?

Eric: Sure!

Amy: Who is stronger, _____
_____?

Eric: _____
_____.

Max: No way! I'm stronger!

Jeff: *Haha!* Let's have a contest!

Max & Eric: OK!

H Circle.

1 Does Amy think Max is weaker than Eric?

Yes **No**

2 Does Jeff think Eric is stronger than Max?

Yes **No**

3 Is Eric good at taekwondo?

Yes **No**

4 Is Max stronger than Eric?

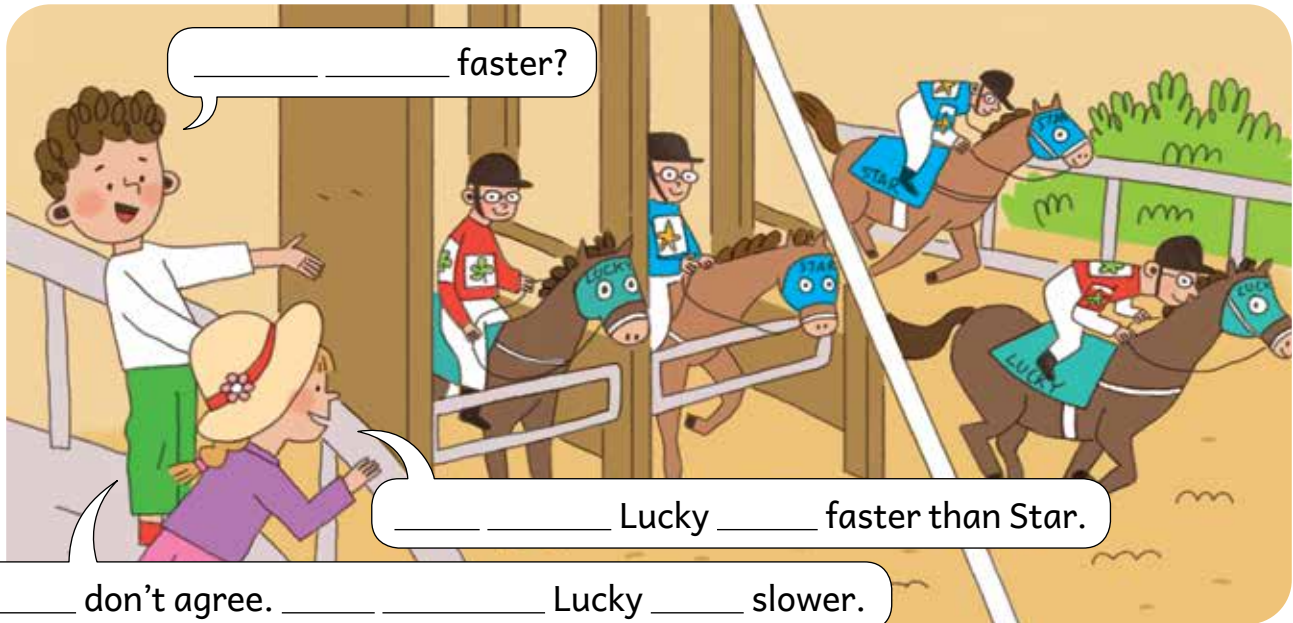
Yes **No**

5 Is Eric stronger than Max?

Yes **No**

SPEAKING

I Look and say.



GUIDE

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

I don't agree. / I agree.

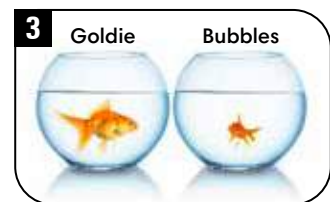
J Picture prompts. TRACK 05



smooth / rough /
black rocks / red rocks



clean / dirty /
red plate / white plate



large / small /
Goldie / Bubbles



soft / hard /
armchair / wooden chair



young / old /
Mimi / Snowy



light / heavy /
feather / brick

dirty → dirtier heavy → heavier

READING

K Read and answer the questions. 

SPORTS NEWS

Tuesday, November 1st

Tigers Beat the Heat!

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

Matt Brown of the Tigers said, “We were worried because the Heat has older, taller, and stronger players. I think we won because we were faster, and we tried very hard.”



The Tigers had good teamwork, and their kicking was excellent.

The Tigers coach, Tony Cox, said, “The boys played very well. Their passing and teamwork were better than the Heat. The boys practiced hard all year, and now they are champions! Go Tigers!”

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

The _____ has _____ and _____ players than the _____.

2 Which team had better teamwork?

- a. The Tigers had better teamwork.
- b. Both teams had good teamwork.
- c. The Heat had better teamwork.

3 Who is Tony Cox?

He is the _____ of the Los Angeles _____.

WRITING

L Write the missing words.

tennis ball
red bag

smoother
which (x2)

smaller
baseball

think
agree (x2)

1



A: _____ is larger?

B: I think the _____ is larger than the baseball.

A: I don't _____. I think the tennis ball is _____ than the _____.

2



A: _____ is _____?

B: I think the _____ is rougher than the light brown bag.

A: I don't _____. I _____ the red bag is _____ than the light brown bag.

M Answer the questions.



1 Which is heavier, a cat or a shoe?

I think a _____ is _____ than a _____.

2 Who is stronger, a boy or a man?

3 Which is worse, summer or winter?

4 Who is taller, you or your teacher?

CHALLENGE

N 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

O 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

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

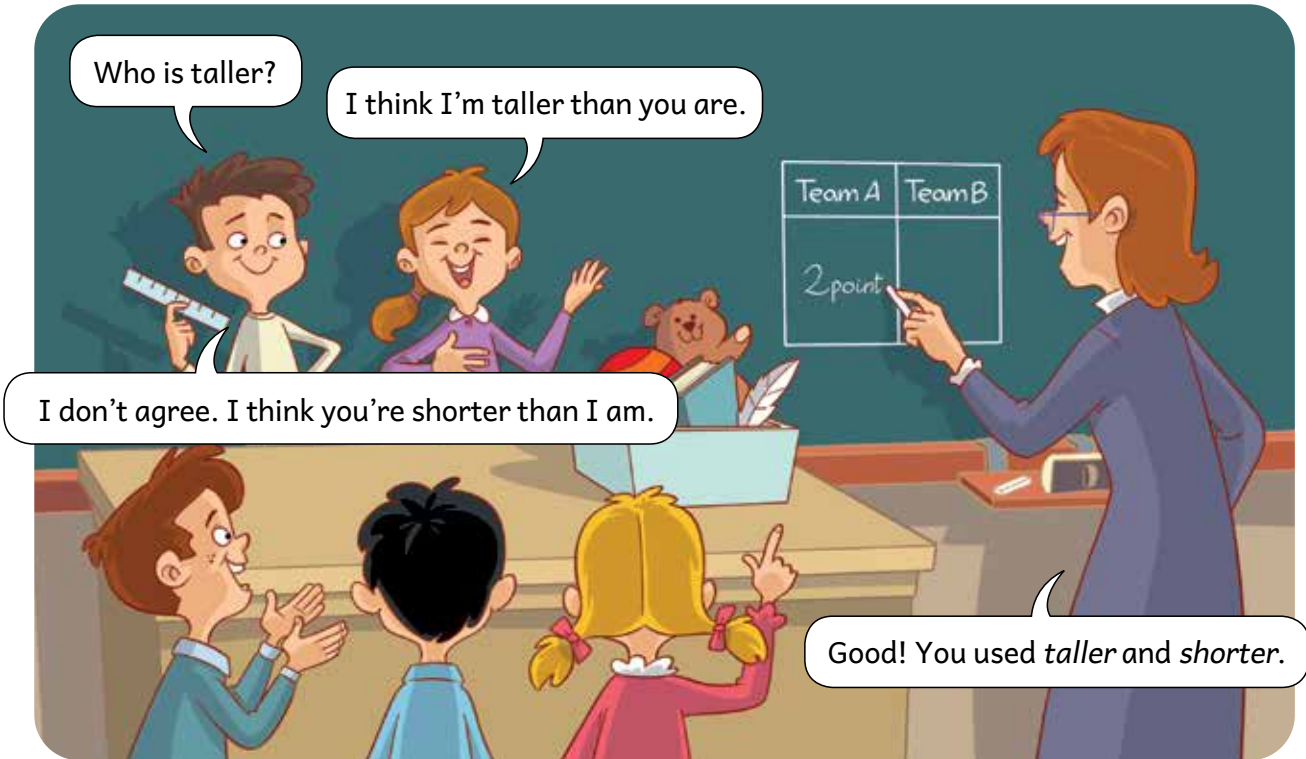
a. In my family, there are _____ people: my _____,
my ... _____, and me.

b. My father is _____.

My _____.

ACTIVITY

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



Q 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

R Listen and check. 



softer



lighter



cleaner

S 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.

T 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

A Listen and number. TRACK 01



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

C Listen and number. Ask and answer. 

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



D 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

2 Yes, he put _____ correctly.

- a. on them
b. them on



3 Max's socks were old. He threw _____ away.

- a. it
b. them

VOCABULARY

E Listen and number. 



take off



throw away



put on



hand in



blow out



try out

F 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	l	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	l	n	u	a
k	n	o	m	x	w	p	y

LISTENING

G 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: 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!

H Circle.

1 Are Max and Jeff going surfing?

Yes **No**

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

Yes **No**

3 Are the boys going to try out a surfboard?

Yes **No**

4 Has Max put his knee pads on?

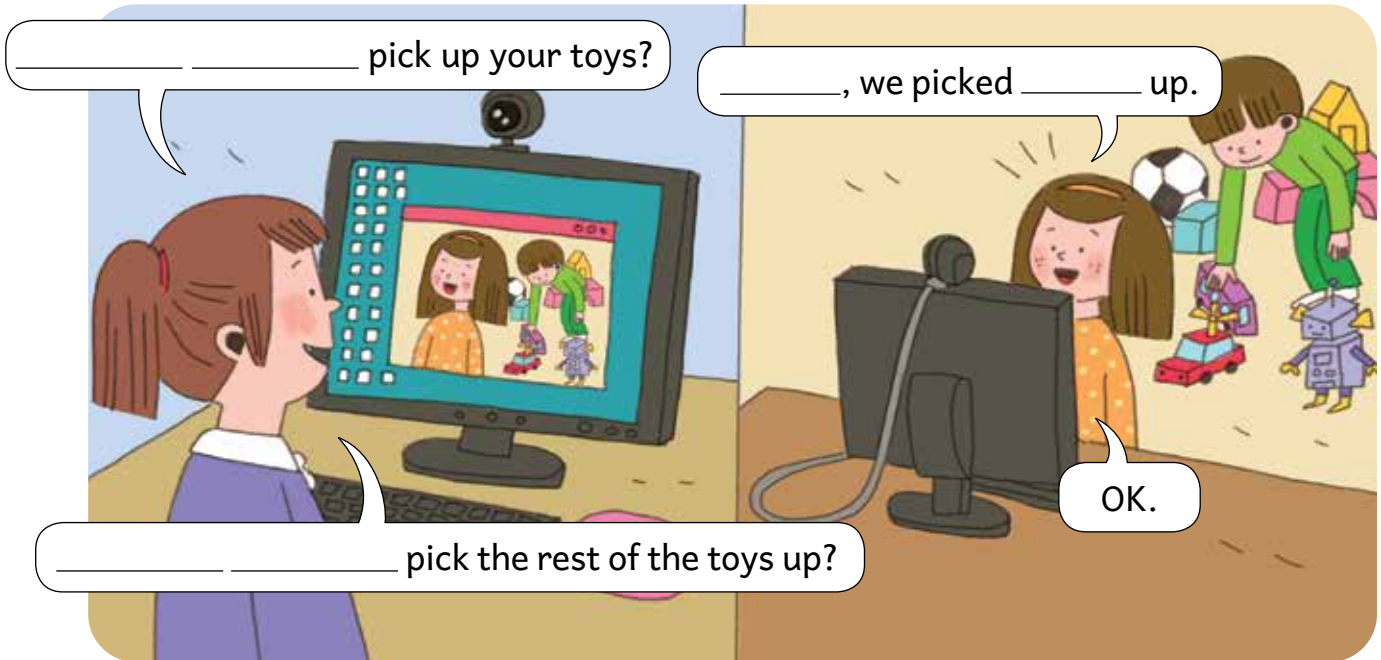
Yes **No**

5 Has Max put his elbow pads on?

Yes **No**

SPEAKING

I Look and say.



GUIDE

Did he/she/you _____?

Yes/No, _____.

Could he/she/you _____?

OK.

J Picture prompts. TRACK 05



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

READING

K Read and answer the questions. 

_ □ ×

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

Morgan Hi! 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.

Karen



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?

WRITING

L Complete the conversations.



1
turn down the volume
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 _____?

B: OK.



2
turn on the lights
turn some more lights on

M 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.		

CHALLENGE

N 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. |

O 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

ACTIVITY

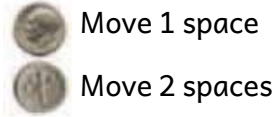
P Play. Flip a coin to move along the board.

Did he put on his elbow pads?

Yes, he put them on.

Could he put his knee pads on, too?

Yes, I'll tell him.



START

pick up



hang up



take off



put on



fill out



GO BACK TO START!

turn on



blow up



blow out



turn up



turn off



turn down



throw away



hand in



FINISH

try out



use up



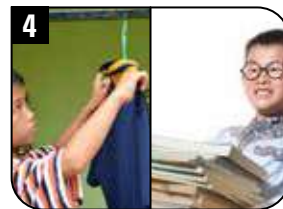
REVIEW

Q Listen and check.









R 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.



S Find the mistakes and rewrite.

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

2 Could you hang down your scarf, please?

What Is Your Name?

A Trace.

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.

C Read and check (✓).

1



Hi! I'm a train.

Hello! I'm a ball.

2



Hello! I'm a doll.

Hello! I'm a ball.

3



Hello! I'm a doll.

Hello! I'm a train.

D Trace and sing.

Hi! Hi! Hi! Hello! Hello!

What's your name?

My name is Max.


What's your name?

My name is Ann.

Hi! Hi! Hi! Hello! Hello!



E Unscramble, trace, and write.

1  name / ? / What / your / is
What is _____?

2 is / My / Amy / . / name
My _____.



3 am / . / I / Rachel
I _____.



F Trace and write.

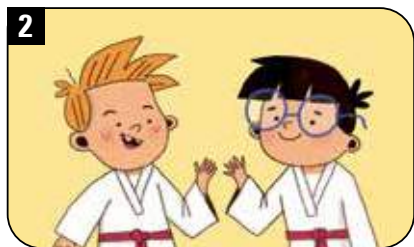


A: What's your name?

B: My name is Jeff.

A: What's your name?

B: I _____ Amy.



A: What's _____?

B: My _____ Max.

A: I am Eric.

G Read and circle.

1



2



3



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

H Trace and write.



1 A: What's your name?

B: My name is

2 A: What's your name?

B: My

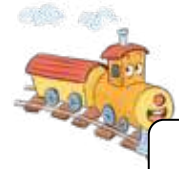
3 A: What's your name?

B: _____

I Trace and check (✓).

1

I am a ball.



2

I am a train.



3

I am a doll.



J Unscramble, trace, and write.

1



is / My / What / ? / name / your / name / Katie / . / is

A: What is your name ?

B: My name is Katie .

2



is / your / Eric / My / ? / name / is / name / What / .

A: What is your name ?

B: My name is Eric .

K Trace and write.



A: Hi! What's your name?

B: Hello! My name is Sam.

What is _____?

A: My _____.



A: Hello! I'm _____.

What's your name?

B: Hi! _____ is Tom.

L Write your own answers.

What's your name?

My _____.

What's your teacher's name?

_____ name _____.

Teach Smarter with **CLASSBOX!**

www.classboxenglish.com



Compass Digital-TG

Don't get stressed by class preparation!
You'll be ready with the Compass Digital-TG.



Curriculum and Resources

Looking for a class curriculum?
We offer well-designed programs and resources for your class!



Webinar and Teaching Tips

Join our webinars to get up-to-date teaching methods and tips.



Check us out on Instagram, Facebook, and Youtube!

The Fun Way to Learn English

BIGBOX

USE THE FREE **BIGBOX** LEARNING APP WITH BOOKS FROM COMPASS!

Practice what you learn in class

Read e-books and watch videos you like

Play fun games and earn rewards

How to Get **BIGBOX** on Your Smartphone, Tablet, or PC

BIGBOX works with this book. It includes **Class Booster**, fun activities you can do as homework, and other features.

How to Use

Scan the QR code to find out how to use BIGBOX **Class Booster** and other features of this book.



Download **BIGBOX**

★ For Mobile/Tablet

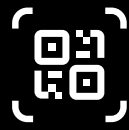
Go to the App Store or Play Store to download BIGBOX.



★ For PC

Download BIGBOX from <https://www.playbigbox.com/download>.

* Mac computers are not supported.



SAMPLER

BOOST ENGLISH



BOOST ENGLISH is a six-level language series designed specifically for young EFL learners. The series' curriculum is a fresh and exciting introduction to English language study that advances students from simple phrases to complex sentences with ease and comfort. As the name suggests, BOOST ENGLISH is a booster for teachers and students.

FEATURES OF THE SERIES:

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

