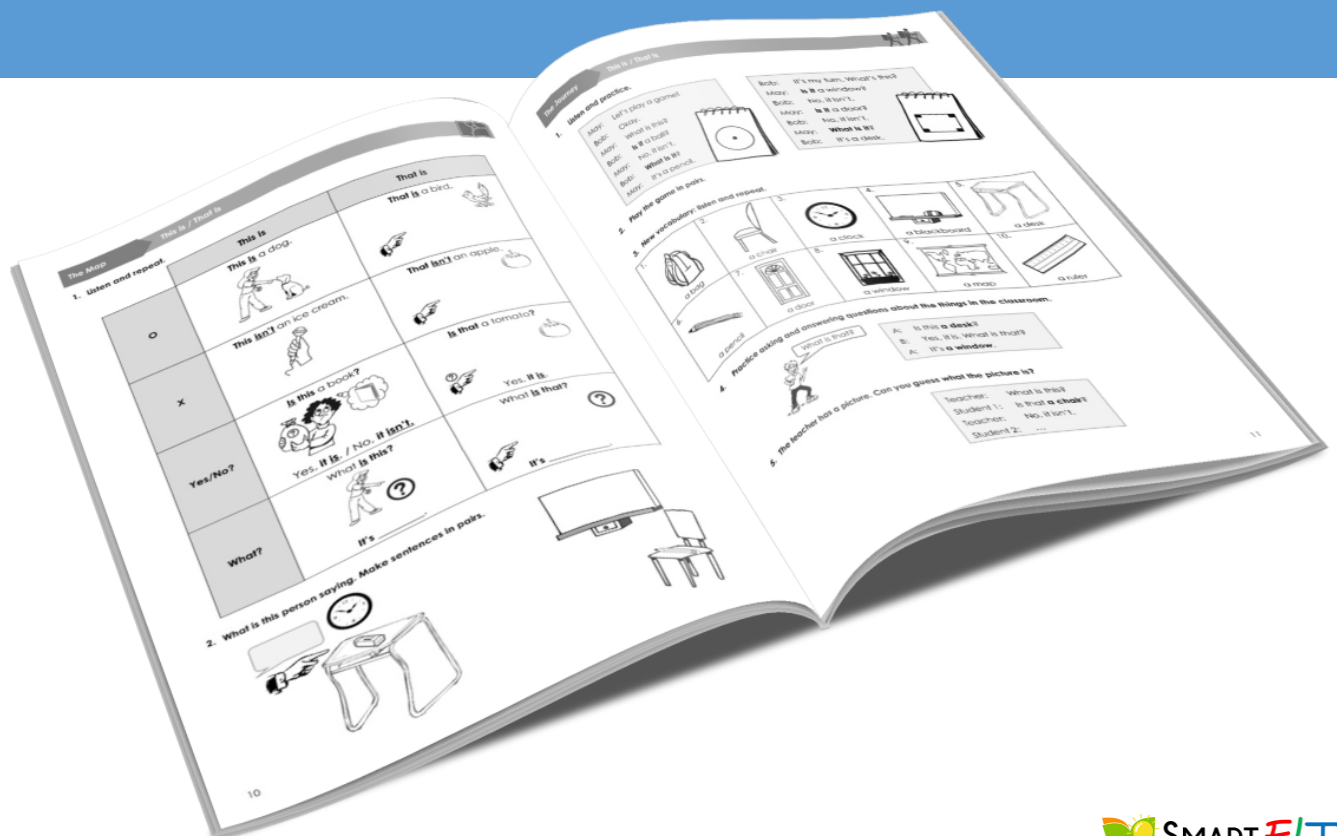


# English Quest book 1

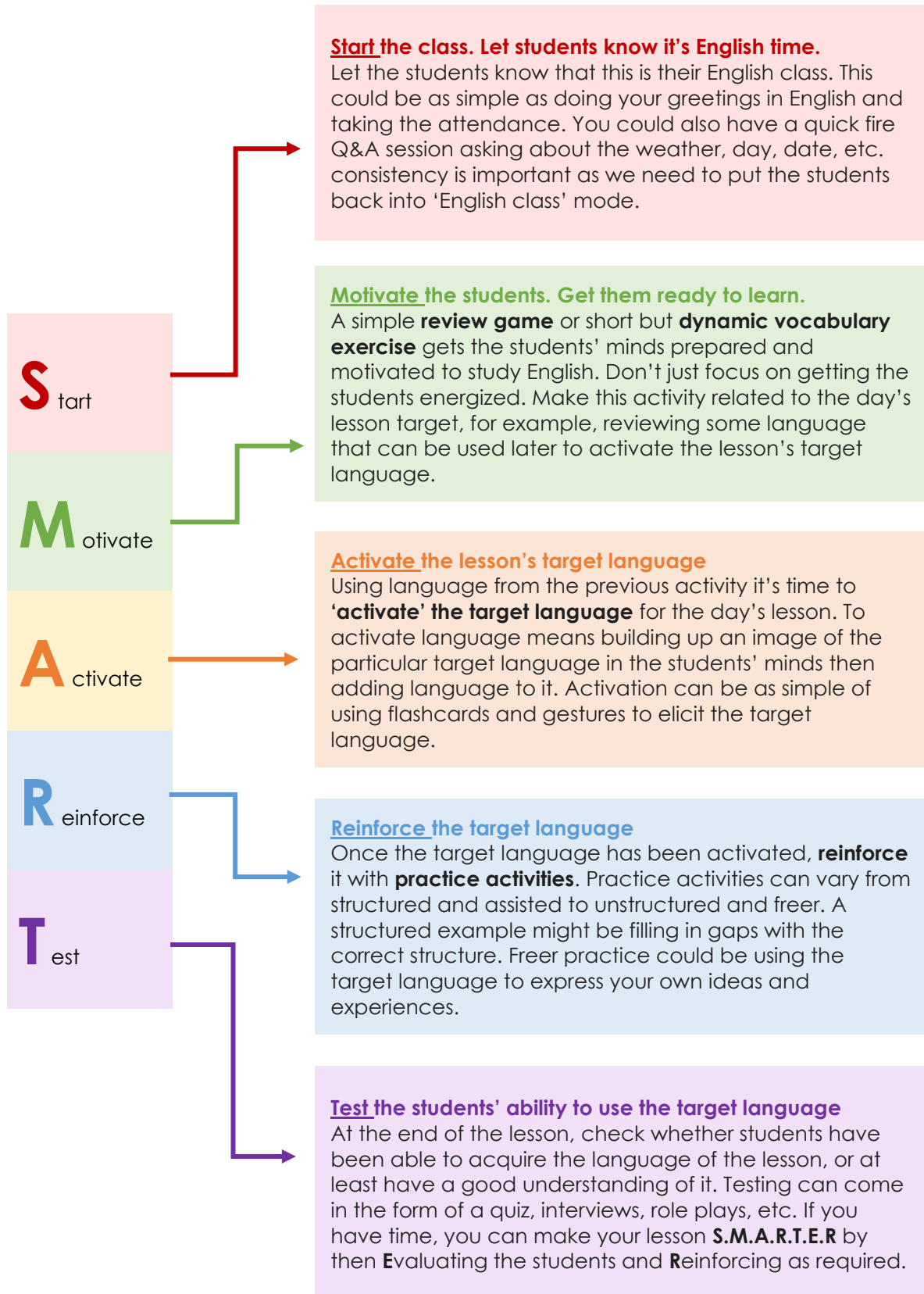
## Introduction and Example Units



# INTRODUCTION TO THE S.M.A.R.T. TEACHING APPROACH

Lessons in the English Quest series follow the S.M.A.R.T. teaching approach. This flexible approach to lesson and curriculum planning works perfectly for EFL and junior high school English classes.

## The S.M.A.R.T. teaching approach:



## The lesson

**QUEST 3 THIS AND THAT** Date: \_\_\_ / \_\_\_ / 20\_\_\_

**Warm Up** Vocabulary: A / An

1. Listen and repeat.

1.  ___ dog	2.  ___ cat	3.  ___ octopus	4.  ___ bird	5.  ___ fish
6.  ___ ice cream	7.  ___ eraser	8.  ___ umbrella	9.  ___ apple	10.  ___ moon

2. Write 'a' or 'an' for each word. For example: a dog

3. Listen and practice. Make new conversations in pairs.

A: What is number 1?  
B: It's **a dog**. What is number 9?  
A: It's **an apple**.

4. Listen and practice. Make new conversations in pairs.

A: Is number 3 **an eraser**?  
B: **No, it isn't**. Is number 9 **an apple**?  
A: **Yes, it is**.

**The Map** This is / That is

1. Listen and repeat.

	This is	That is
O	This <b>is</b> a dog.	That <b>is</b> a bird.
X	This <b>isn't</b> an ice cream.	That <b>isn't</b> an apple.
Yes/No?	<b>Is this a book?</b> Yes, <b>it is</b> . / No, <b>it isn't</b> .	<b>Is that a tomato?</b> Yes, <b>it is</b> .
What?	<b>What is this?</b> It's _____.	<b>What is that?</b> It's _____.

2. What is this person saying. Make sentences in pairs.

The first two pages of each unit make up the main part of the lesson.

- The **Warm Up** introduces/reviews key language points.
- The Warm Up language is used to elicit/activate the key target language.
- **The Map**, outlines the key language points of the lesson.

**The Journey** This is / That is

1. Listen and practice.

May: Let's play a game!  
Bob: Okay.  
May: What is this?  
Bob: **Is it a ball?**  
May: No, it isn't.  
Bob: **What is it?**  
May: It's a pencil.

Bob: It's my turn. What's this?  
May: **Is it a window?**  
Bob: No, it isn't.  
May: **Is it a door?**  
Bob: No, it isn't.  
May: **What is it?**  
Bob: It's a desk.

2. Play the game in pairs.

3. New vocabulary: listen and repeat.

1.  a bag	2.  a chair	3.  a clock	4.  a blackboard	5.  a desk
6.  a pencil	7.  a door	8.  a window	9.  a map	10.  a ruler

4. Practice asking and answering questions about the things in the classroom.

What is that?  
A: Is this **a desk**?  
B: Yes, it is. What is that?  
A: It's **a window**.

5. The teacher has a picture. Can you guess what the picture is?

Teacher: What is this?  
Student 1: Is that **a chair**?  
Teacher: No, it isn't.  
Student 2: ...

## THE JOURNEY

- **The Journey** includes a conversation which gives students a chance to practice the language in context.
- An extra practice activity gives more reinforcement.

**The Treasure** Guessing game

1. Your teacher will give you some cards. Use the cards and the instructions below to play a game.

**Instructions:**

- Student B picks a card.
- Student A asks a "Yes/No" question to guess what the card is.
- Student A gets 3 chances.
- If Student A can't guess, they ask a "What?" question.
- If Student A guesses correctly, they keep the card and get 1 point.
- Student A and B change roles.

Guess 1: Is that an apple?  
B: No, it isn't. This isn't an apple.

Guess 2: Is that a pencil?  
B: No, it isn't. This isn't a pencil.

Guess 3: Is that a cat?  
B: No, it isn't. This isn't a cat.

Ask: What is that?  
B: It's an umbrella.

A: Is that an eraser?  
B: No, it isn't. This isn't an eraser.  
A: Is that a dog?  
B: Yes, it is. This is a dog.

## THE TREASURE

**The Treasure** allows students to test their new language. These activities allow freer practice of the target language and give the students a chance to expand on their answers building confidence and fluency.

At the back of the book, there is also a **'Notes'** section where students can keep a record of new vocabulary and questions as they learn them.

## A FLEXIBLE TEXT



As different classes may have different levels, be going at a different pace, or have a different dynamic from one another, the English Quest series has been designed to be flexible enough to meet the needs of the regular junior high school oral communication classroom.

For lower-level classes, by supplementing the **Warm Up** and **The Map** with review activities, drilling, flashcard practice, or other whole class practice activities, you could easily provide a good level of engagement and practice with the target language.

For classes who work through the material more quickly, **The Journey** and **The Treasure** give the students freer practice. This will allow the students to experiment more with the target language and expand their answers by adding their own ideas.

Lessons don't have to be taught in order, meaning you can move around the textbook in order to keep pace with the students' regular English classes.

## OTHER BENEFITS



The lessons in English Quest follow the **S.M.A.R.T. teaching approach** and each lesson provides lots of practice with the target language found in the New Treasure series. In addition, there are a number of other benefits to using the English Quest series:

### Benefits to the students:

- ✓ It is easier to keep all your materials together (handouts get lost)
- ✓ Provides extra practice of the main points of the New Treasure text
- ✓ Highlighted language boxes makes for easier reference and review
- ✓ Much easier to review and preview material for the Oral Communication class
- ✓ Fewer handouts means less time handing out sheets and more time practicing language
- ✓ A textbook helps brand the Oral Communication class

### Benefits to the Native English Teacher (NET):

- ✓ A ready to go curriculum that follows the New Treasure series
- ✓ Focuses on speaking but incorporates reading, writing and listening
- ✓ A focus on critical thinking skills - get the students processing the English
- ✓ A flexible arrangement of materials so lessons can be adjusted for different level classes.
- ✓ Easier to review material and set homework to preview upcoming targets
- ✓ Much less photocopying - handouts can require 1000+ copies a week!

### Benefits to the Japanese teacher and the school:

- ✓ More opportunities for the Japanese and Native teacher to talk about the OC class
- ✓ OC lessons better integrate with the regular English class
- ✓ It is easier to see what has and will be taught in the OC lesson
- ✓ It is easier to show parents and new students what they will learn in their OC classes

Pages have been shrunk to fit the page. Actual size is B5.

### QUEST 4 JOBS

Date \_\_\_\_/\_\_\_\_/20\_\_\_\_

**Warm Up**      Vocabulary: Jobs

1. Listen and repeat. Match the jobs to the pictures (write the letter, a-h).

a. a baseball player  
 b. an office worker  
 c. a doctor  
 d. a teacher  
 e. a nurse  
 f. an engineer  
 g. a pilot  
 h. a singer

1.   
c

2.   
\_\_\_\_\_

3.   
\_\_\_\_\_

4.   
\_\_\_\_\_

5.   
\_\_\_\_\_

6.   
\_\_\_\_\_

7.   
\_\_\_\_\_

8.   
\_\_\_\_\_

2. Listen and practice. Make new conversations in pairs:

A: Number 2. What is she?  
 B: She's a singer. Number 7. What is he?  
 A: He's an office worker.

13

### The Map      She / He is ...

1. Listen and repeat.

	She / He / It	I / You
O	<p><b>She is</b> a teacher. <b>He is</b> an engineer.</p>	<p><b>I am</b> an artist. <b>You are</b> a nurse.</p>
X	<p><b>She isn't</b> a pilot. <b>He isn't</b> a teacher.</p>	<p><b>I'm not</b> a teacher. <b>You aren't</b> a pilot.</p>
Yes/No	<p><b>Is she/he</b> a _____?</p> <p>Yes, <b>she/he is</b>. / No, <b>she/he isn't</b>.</p>	<p><b>Are you</b> a teacher?</p> <p>Yes, <b>I am</b>. / No, <b>I'm not</b>.</p>
What?	<p><b>What is she/he?</b></p> <p><b>She/he is</b> _____.</p>	<p><b>What are you?</b></p> <p><b>I am</b> _____.</p>

2. Make questions about the jobs in the Warm Up.

A: Is number 1 **an office worker**?  
 B: **No, he isn't.** He's a doctor. Is number 5 **a teacher**?  
 A: **Yes, she is.** Is ...?

14

### The Journey      Are you an artist?

1. Solve the puzzle. Answer the questions.

teacher	nurse	artist	singer	doctor
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
Lisa	Tom	Jenny	Mark	Lilly
singer	_____	_____	_____	_____

a. Is Lisa a singer?      Yes, she is.  
 b. Is Tom an artist?  
 c. What is Jenny?  
 d. A: Hi, Mark. Are you a doctor?  
 B: \_\_\_\_\_  
 e. A: Hi Lilly. Are you \_\_\_\_\_?  
 B: Yes, I am.

2. Listen and practice.

A: Hi, my name's **Lisa**. What's your name?  
 B: Hi, **Lisa**. I'm **Mark**. Nice to meet you.  
 A: Nice to meet you, too. Are you **an artist**?  
 B: **No, I'm not. I'm a nurse.** What do you do?  
 A: I'm **a singer**.

Note: For jobs, we ask: "What do you do?" "I'm a singer."

3. Choose two names from the puzzle and practice the conversation again.

a. A: \_\_\_\_\_ B: \_\_\_\_\_      b. A: \_\_\_\_\_ B: \_\_\_\_\_

15

### The Treasure      Sentence Race

Start

she

he

I

you

Race your partner to the other side. If you meet, play 'Rock, Paper, Scissors'. The winner keeps going; the loser goes back to the start.

it

it

it

it

Start

16

### QUEST 7 LIKES AND DISLIKES

Date: \_\_\_\_ / \_\_\_\_ / 20\_\_

Warm Up Vocabulary: Sports

1. Match the sports to the pictures.

1. basketball	2.	3.
4.	5.	6.
7.	8.	9.

soccer	bowling	tennis
volleyball	golf	baseball
badminton	basketball	table tennis

2. Play a gesture game with your partner(s) and guess the sports.

25

### The Map I like tennis a lot.

1. Listen and repeat.

O	<ul style="list-style-type: none"> <li><input type="radio"/> I like tennis a lot / very much.</li> <li><input type="radio"/> I like tennis.</li> <li><input type="radio"/> I like tennis a little</li> </ul>
X	I don't like swimming.
Yes/No?	Do you like badminton? <ul style="list-style-type: none"> <li><input type="radio"/> Yes, I do a lot.</li> <li><input type="radio"/> Yes, I do.</li> <li><input type="radio"/> Yes, I do a little.</li> <li><input type="checkbox"/> No, I don't.</li> </ul>

What are these people saying?

I like tennis.

"Do you like ...?"  \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

26

### The Journey Do you like \_\_\_\_?

1. Ask each other about sports from the Warm Up.

2. More vocabulary: Listen and repeat.

1. dogs	2. cats	3. sushi	4. pizza
5. coffee	6. milk	7. math	8. science

3. Listen and practice.

Bob: Hi. My name's Bob. What's your name?  
 Jack: Hi Bob. I'm Jack. Nice to meet you.  
 Bob: Nice to meet you, too. Do you like **soccer**?  
 Jack: Yes, I do. It's exciting. How about you?  
 Bob: Yes, I do a lot. Do you like **sushi**?  
 Jack: No, I don't. It's not delicious.  
 Bob: Really? Do you like **natlo**?  
 Jack: Yes, I do a lot. It's my favorite!

Note: Notice how they add more information: "It's exciting." "It's not delicious." "It's my favorite!" "It's my favorite!" try to do the same!

4. Read the conversation again. Fill in the details in the table.

Do you like ____?	Bob				Jack			
	Yes, I do a lot.	Yes, I do.	Yes, I do a little.	No, I don't.	Yes, I do a lot.	Yes, I do.	Yes, I do a little.	No, I don't.
soccer						✓		
sushi								
natlo								
dogs								
English								
science								
homework								

5. Listen to the end of the conversation and complete the table.

27

### The Treasure Do you like \_\_\_\_?

1. Interview your partner. What does he/she like? Add two more items to the table.

Do you like ____?	Me							Partner
	Yes, I do a lot.	Yes, I do.	Yes, I do a little.	No, I don't.	Yes, I do a lot.	Yes, I do.	Yes, I do a little.	
soccer								
badminton								
pizza								
sushi								
cats								
dogs								
coffee								
English								
science								
homework								
your homeroom teacher								

28

### THESE AND THOSE

Date \_\_\_\_ / \_\_\_\_ / 20\_\_

**Warm Up** An untidy room!

1. Jon's mother is not happy. The room is not tidy. What is in the room? Write the words for (A) and (B) on the line.

2. Complete the table below.

	'be' verb (is/am/are)	short form	Possessive (This is ____ book)
I	am	I'm	my
You			
He			his
She	is		
It			its
We		we're	
They	are		

33

**The Map** These and those

1. Listen and repeat.

	Singular (only one, e.g. one pen)	Plural (more than one, e.g. two pens)
(Near me) <b>This / These</b>	 This is <u>my</u> book. It is new.	 These are <u>my</u> books. They are old.
(Far from me) <b>That / Those</b>	 That is <u>her</u> book. It is expensive.	 Those are <u>his</u> books. They are cheap.

2. What is Bill saying? Complete the sentences below.

That is Bob's bag. It's big. (Bob / big)

(Mary / cool)

(Jane / long)

(Bill / useful)

34

**The Journey** Are these your shoes?

1. Write the plural of these words. Use a dictionary to help.

a. potato potatoes e. city \_\_\_\_\_

b. child \_\_\_\_\_ f. bus \_\_\_\_\_

c. leaf \_\_\_\_\_ g. foot \_\_\_\_\_

d. sheep \_\_\_\_\_ h. desk \_\_\_\_\_

2. Change these sentences from singular (e.g. box) to plural (e.g. boxes).

1. That is my box. Those are my boxes.

2. This is your bag. \_\_\_\_\_

3. That is not her dog. \_\_\_\_\_

4. Is this his watch? \_\_\_\_\_

5. Is that their classroom? \_\_\_\_\_

6. Is this our candy? \_\_\_\_\_

7. Is that leaf green? \_\_\_\_\_

8. What is this? \_\_\_\_\_

9. Who is that tall boy? \_\_\_\_\_

3. Listen and practice.

Mum: Jan! Look at this room! What's your watch?  
 Jan: No, it isn't. It's Sarah's.  
 Mum: Are these your shoes?  
 Jan: Yes, they are. Sorry Mum.  
 Mum: Okay. Are those your pencils?  
 Jan: No, they aren't. They are Dad's.  
 Mum: And is this your bag?  
 Jan: No, it isn't. This is your bag!

4. Label the items in the Warm Up.  
 Jan - J Sarah - S  
 Mum - M Dad - D

5. Listen to the end of the conversation. Label the items, J, S, M, D.

35

**The Treasure** Review game

Play the game in pairs or threes.

- Start on 'Start'.
- Play 'Rock, Scissors, Paper' to move forward (lose = move 1, draw = move 2, win = move three)
- Climb the ladders and slide down the slides.
- Make sentences for the picture you land on.

Examples: Land on the picture and say...

"They are watches. Are they watches? Yes, they are. Are they cats? No, they aren't."

"That is an eraser. Is it an eraser? Yes, it is. Is it a bird? No, it isn't."

36


### QUEST 13 IT'S ON THE SHELF.


Date \_\_\_\_/\_\_\_\_/20\_\_\_\_


**Warm Up** Vocabulary: Items in the house


1. Listen and repeat, then match the words to the pictures.


a. picture	b. potted plant
c. coffee table	d. bookcase
e. music player	f. television
g. sofa	h. floor lamp
i. armchair	j. shelf


1.          


2.          


3. 


4.          


5.          

6. 

7.          

8. 

9.          













10. 

2. Can you name other items you find in your home?


49


### The Map Prepositions of location


1. Listen and repeat.


 The ball is <b>on</b> the box.	 The ball is <b>in</b> the box.	 The ball is <b>under</b> the box.	 The ball is <b>over</b> the box.
 The ball is <b>in front of</b> the TV.	 The ball is <b>behind</b> the TV.	 The ball is <b>between</b> the box and the TV.	 The ball is <b>in the corner</b> .
 The ball is <b>next to / to the left of</b> the TV.	 The ball is <b>next to / to the right of</b> the TV.	 The picture is <b>on</b> the wall.	 The girl is <b>across from</b> the TV.


2. Read the sentences and then put the objects on the shelf.


1. 


3. 


5. 


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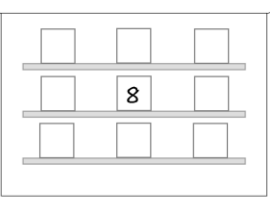
9. 

2. 

4. 

6. 

8. 



8

The **toy airplane** is between the **alarm clock** and the **photo**.

The **teddy bear** is to the left of the **soccer ball**.

The **keys** are on the top shelf.

The **calendar** is under the **keys**.

The **toy robot** is in the center.

The **alarm clock** is to the left of the **toy airplane**.

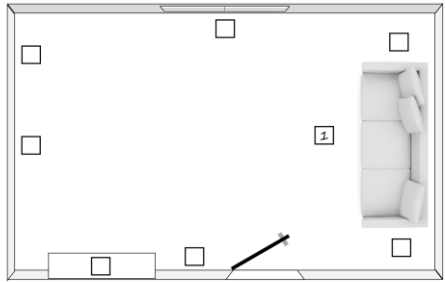
The **soccer ball** is above the **toy robot**.

The **potted plant** is under the **teddy bear**.

50

### The Journey My living room

1. Look at the room below. Where are the boxes? Talk in pairs.  
(Example: This box is in front of the sofa.)



2. Listen and practice, then number the boxes in the room.

A: Where do you want the (1) **coffee table**?

B: Put it in front of the sofa. I can use it when I watch TV.

A: Good idea. Where do you want the (2) **TV**?

B: Put it by the wall across from the sofa. And put the (3) **floor lamp** in the corner to the left of the sofa.

A: Do you want me to put the (4) **music player** on the shelf?

B: Good idea. And put the (5) **bookcase** under the window.

A: How about this (6) **picture**?

B: Put it on the wall to the right of the TV.

A: Do you want the (7) **potted plant** behind the door?

B: No. Put it to the right of the sofa. Put the (8) **armchair** behind the door.

A: Great. Let's get to work.

3. Cover the conversation and talk about the items in room again.

A: Where do you want the \_\_\_\_\_?

B: Put it \_\_\_\_\_.

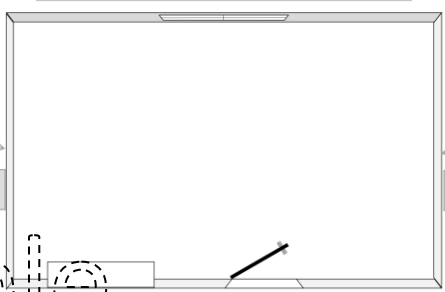
1. coffee table	2. TV
3. floor lamp	4. music player
5. bookcase	6. picture
7. potted plant	8. armchair

51

### The Treasure Describe your room

1. Put the items into the room below. KEEP YOUR ROOM A SECRET!

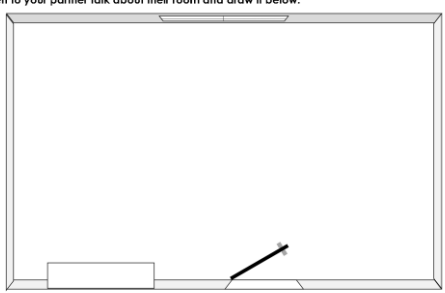
1. coffee table	2. TV	3. floor lamp
4. music player	5. bookcase	6. picture
7. pot plant	8. sofa	



By the left wall.

By the right wall.

2. Listen to your partner talk about their room and draw it below.



52



## QUEST 16 CAN YOU ...?

Date \_\_\_\_ / \_\_\_\_ / 20\_\_

**Warm Up**    Vocabulary: Activities

1. Complete the sentences below with 'do', 'play' or 'X' (no verb).

a. I like to play tennis.                      e. I like to \_\_\_\_\_ bowl.  
 b. I like to \_\_\_\_\_ gymnastics.              f. I like to \_\_\_\_\_ baseball.  
 c. I like to \_\_\_\_\_ soccer.                      g. I like to \_\_\_\_\_ ski.  
 d. I like to \_\_\_\_\_ jog.                              h. I like to \_\_\_\_\_ karate.

2. Match the verbs in the box with the activities.

drive	cook	a. <u>sing</u> a song	e. _____ a computer
ride	sing	b. _____ a car	f. _____ English
use	play	c. _____ kanji	g. _____ the piano
write	speak	d. _____ a horse	h. _____ Japanese food

**The Map**    Can for ability

1. Listen and repeat.

<p><input checked="" type="radio"/> I can <u>play</u> the guitar very well.</p> <p><input type="radio"/> She <u>can sing</u>.</p> <p><input type="radio"/> They <u>can speak</u> English a little.</p> <p><input checked="" type="radio"/> Jane <u>can't play</u> the piano.</p>	<p>Can you <u>play</u> baseball?</p> <p><input type="radio"/> Yes, I can very well.</p> <p><input type="radio"/> Yes, I can.</p> <p><input type="radio"/> Yes, I can a little.</p> <p><input checked="" type="radio"/> No, I can't.</p>
--	---

61

**The Map**    Can for ability - continued

2. What is each person's hobby? Write a sentence below.

**Lisa**    I can bounce a ball very well. I can shoot a 3-point basket. I can jump high.

**Mark**    I like Japanese culture. I can fold paper well. I can make shapes like a bird.

**Lilly**    I like traditional Japanese sports. I exercise a lot. I can fight very well.

**Tom**    I love rock music. I can write songs well. I can sing a little.

**Choose from the following hobbies:**

make origami

play the guitar

play basketball

do karate

**Example:**  
In his free time, Ian reads books.

a. In her free time, Lisa \_\_\_\_\_

b. In his free time, Mark \_\_\_\_\_

c. In her free time, Lilly \_\_\_\_\_

d. In his free time, Tom \_\_\_\_\_

3. Write true sentences about yourself.

a. I can \_\_\_\_\_ very well.

b. I can \_\_\_\_\_.

c. I can \_\_\_\_\_ a little.

d. I can't \_\_\_\_\_.

62

**The Journey**    What can you do?

1. Ask your partner about the activities in the Warm Up.

2. Look at the table and write sentences using 'can'.

	play the piano	play the guitar	cook
Jack	X	O	△
Mary	△	X	O
Tim	X	O	O

a. \_\_\_\_\_ (Jack / guitar)  
 b. \_\_\_\_\_ (Mary / piano)  
 c. Tim can \_\_\_\_\_, but he can't \_\_\_\_\_.  
 d. \_\_\_\_\_ (Mary and Tim / cook)

3. Can you do the activities below? Make a sentence for each activity.

Start	sing a song in English 	write the kanji for rose (ローズ)	cook 
Finish	drive a car 	play the guitar 	use a computer 
	paint a picture 	play the guitar 	play the guitar 
	ski 	speak English Hi, I'm Jack. 	dance 
			surf 

4. Make a question for each activity and ask your partner. Add more information to your answers.

A: Can you sing a song in English?  
 B: Yes, I can. I like English songs a lot.  
 A: Can you play the guitar?  
 B: No, I can't, but I can play the piano.

63

**The Treasure**    Abilities Interview

1. Interview your classmates. Ask each question to a different person.

	A	B
1	Name: _____ Can you play the piano? Answer: _____	Name: _____ Can you drive a car? Answer: _____
2	Name: _____ Can you write the kanji for rose (ローズ)? Answer: _____	Name: _____ Can you snowboard? Answer: _____
3	Name: _____ Can you sing a song in English? Answer: _____	Name: _____ Can you cook Japanese food? Answer: _____
4	Name: _____ Can you use a computer? Answer: _____	Name: _____ Can you play the guitar? Answer: _____

**Note:** When you answer, give more information (+1)  
Who? What? Where? When? Why? How?

2. Write three of the answers from above in full sentences below:

Example: May can snowboard. She snowboards every year in Niigata.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

64

### QUEST 26 A SLICE OF BREAD

Date \_\_\_\_ / \_\_\_\_ / 20 \_\_\_\_

**Warm Up** Vocabulary: Containers and Quantifiers

1. Listen and repeat, then match the words to the sentences.

carton	bowl	piece	cup
can	slice	bottle	bar
box	jar	glass	bag

a slice of pizza

c \_\_\_\_\_ of coke

e \_\_\_\_\_ of potato chips

g \_\_\_\_\_ of milk

i \_\_\_\_\_ of cookies

k \_\_\_\_\_ of jam

b \_\_\_\_\_ of tea

d \_\_\_\_\_ of orange juice

f piece of cake

h \_\_\_\_\_ of rice

j \_\_\_\_\_ of water

l \_\_\_\_\_ of chocolate

101

### The Map Making it countable

1. Listen and repeat.

I have a pizza.

I have **some** pizza.  
 I have a slice of pizza.

a loaf of bread

I have **two** pizzas.

I have **lots of** pizza.  
 I have **5 slices** of pizza.

3 loaves of bread

2 slices of bread

2. Don't look at the previous page and cover up the pictures above. Now, choose the best word to complete the sentences below from memory.

1. When you go shopping, don't forget to buy a \_\_\_\_\_ of bread.  
a. head    b. loaf    c. dozen
2. Every morning, I like to have a \_\_\_\_\_ of coffee with my breakfast.  
a. cup    b. box    c. bag
3. A: Did you buy a \_\_\_\_\_ of cereal?  
B: Yes, I did.  
a. slice    b. jar    c. box
4. I'm thirsty! I need a \_\_\_\_\_ of water.  
a. slice    b. bottle    c. bar
5. Where is the \_\_\_\_\_ of jam?  
It's on the table.  
a. slice    b. box    c. glass
6. Please don't forget to put the \_\_\_\_\_ of milk in the fridge.  
a. can    b. jar    c. carton
7. Would you like a \_\_\_\_\_ of soda with your hamburger?  
a. can    b. loaf    c. pot
8. It's easy to make a sandwich. First, just get two \_\_\_\_\_ of bread.  
a. bowls    b. slices    c. bottles
9. Waiter, can we have another \_\_\_\_\_ of rice, please?  
a. bag    b. bottle    c. bowl
10. A: How many \_\_\_\_\_ of pizza did you eat?  
B: Three!  
a. loaves    b. cartons    c. slices

102

### The Journey So much food!

1. In pairs, say how much food there is in the picture.

**Example:**  
There are two slices of pizza. There are three eggs. There is a jar of jam. There ...

2. **Eating Contest!**  
Play 'Rock-Paper-Scissors'. The winner can erase one item on their picture. Keep playing until the teacher tells you to stop.

3. Next, interview your partner:

How many apples did you eat? - I ate three apples. / I ate one apple. / I ate many apples. / I ate no apples.  
How much rice did you eat? - I ate two bowls of rice. / I didn't eat any rice.

4. You are planning a party at your house. What food and drink do you need to buy? Talk together in pairs and make a list below:

- \_\_\_\_ cans of cola
- \_\_\_\_ bags of potato chips
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

103

### The Treasure Lifestyle Interview

1. Interview your classmates. Ask each question to a different person.

	A	B
1	Name: _____ Did you drink a bottle of water yesterday? Answer: _____	Name: _____ Do you usually have a bowl of miso soup for breakfast? Answer: _____
2	Name: _____ Do you usually have a cup of green tea after dinner? Answer: _____	Name: _____ How much rice did you eat last week? Answer: _____
3	Name: _____ How much tea do you usually drink in a week? Answer: _____	Name: _____ How many cans of soda do you drink in a week? Answer: _____
	Name: _____ How much bread do you eat in a week? Answer: _____	Name: _____ How many bags of senbei does your family eat in a month? Answer: _____

Note: When you answer, give more information (+1) Who? What? Where? When? Why? How?

2. Write three of the answers from above in full sentences below:

Example: Ted's family eats 5 bags of senbei in a month.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

104

## QUEST 29 WHO IS THE SMARTEST?

Date \_\_\_\_/\_\_\_\_/20\_\_

**Warm Up** Critical Thinking

1. Read the sentences and label the people in the picture.

Jane is shorter than Mary.  
 Brenda is not as tall as Jane.  
 Mark is not as old as Sam.  
 Nick is younger than Brenda.

- Jane, Mary, Brenda  
 - Mark, Sam, Nick

2. Read the sentences and label the prices of each computer.

Mark's computer is ¥25,000 more expensive than Simon's.  
 Jim's computer is not as cheap as Mark's.  
 Simon's computer is ¥50,000 cheaper than Jim's.  
 Simon's computer + Mark's computer + Jim's computer = ¥225,000

Jim's ¥

Mark's ¥

Simon's ¥

113

**The Map** Superlatives: He is the tallest in the class.

1. Look at the information about the two students, then listen to and repeat the sentences below.

**Name: Max**  
 Free-time: watching TV, playing the piano  
 English: speaks very well

**Name: Bill**  
 Free-time: watching TV, sleeping  
 English: speaks a little

**Name: Jane**  
 Free-time: skiing, dancing, hiking, playing the guitar  
 English: speaks well

Jane is **taller than** Max, but Bill is **the tallest of** the three students.  
 Bill is **the tallest boy in** the school.  
 Jane speaks English **better than** Bill, but Max speaks English **the best of** the three students.  
 Max is **more interesting than** Bill, but Jane is **the most interesting of** the three students.

2. Review the rules for making comparative adjectives. What are the rules for superlatives?

1 syllable	2 syllables ending in -y	2 or more syllables not ending in -y
General rule:	General rule:	General rule:
When it ends with (short vowel + consonant):		
Some exceptions:		
good → <b>best</b>	bad → <b>worst</b>	fun → <b>most fun</b>

3. Complete the sentences below with the words in brackets.

a. (spring, summer, fall, winter) (hot)  
 Spring is **hotter** than fall, but summer is \_\_\_\_\_ of all the seasons.

b. (soccer, bowling, baseball) (exciting)  
 Bob thinks soccer is \_\_\_\_\_ than bowling, but baseball is \_\_\_\_\_ of the three sports.

c. (math, history, science) (good)  
 Jack thinks science is \_\_\_\_\_ than math, but history is \_\_\_\_\_ of the three subjects.

114

**The Journey** Who is the best?

1. In Jack's shop there are 3 houses for sale. Look at the houses and complete the sentences using the adjectives.

**Houses For Everyone!**

1

**House 1**  
 Price - \$150,000  
 Number of bedrooms - 5  
 Year built - 1985

2

**House 2**  
 Price - \$100,000  
 Number of bedrooms - 3  
 Year built - 1995

3

**House 3**  
 Price - \$1,000  
 Number of bedrooms - 1  
 Year built - 2005

**Example:** (new) House 3 is the newest house in the shop.

a. (old) House 1 is \_\_\_\_\_ the shop.  
 b. (cheap) House 2 is \_\_\_\_\_ than house 1.  
 c. (small) House 3 is \_\_\_\_\_ all the houses.  
 d. (big) House 2 is \_\_\_\_\_ house 1.  
 e. (big) House 1 is \_\_\_\_\_ the shop.

2. Listen and practice.

A: Which sport do you like the best, soccer, bowling or baseball?  
 B: I like **baseball** the best. It's **the most exciting**. How about you?  
 A: I like **bowling** the best. It's **the easiest**.  
 B: Who do you think is the most handsome, Brad Pitt, Johnny Depp or Tom Cruise?  
 A: I think **Brad Pitt** is the most handsome. He's so **cool**. How about you?  
 B: I think **Johnny Depp** is the most handsome. His **movies** are **the most interesting** I've

3. Practice the conversation again using your own ideas. Remember to add more information (+1) to your answers.

4. Now, ask the following questions. Remember to give more information.

- Which season do you like the best?
- Where is the most interesting place to visit in Japan?
- Who is the tallest person in this class?

115

**The Treasure** Superlative Sentence Challenge

1. For each of the categories below, write three things. Then listen to the adjective the teacher gives you and write a sentence. (see the example below)

**Example: Animals:**  
 Big 1. elephants 2. lions 3. snakes  
 Teacher: big  
 Lions are bigger than snakes, but elephants are the biggest of the three.

a. **Classmates:**  
 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

b. **Cities in Japan:**  
 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

c. **Teachers:**  
 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

d. **School subjects:**  
 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

2. Share your sentences with your classmates. Do they think your sentences are true?

116