

STUDENT BOOK

BOOST ENGLISH

1

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STUDENT BOOK

BOOKS ENGLISH 1



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SYLLABUS

	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

HOW TO USE THIS BOOK

BOOST ENGLISH CHARACTERS



AMY

Amy is fun and outgoing. She likes to go to the mall and talk to her friends on the phone.



MAX

Max is energetic and kind. He likes to listen to music and skateboard. He also likes to hang out with his older brother, Cody.



ERIC

Eric is smart and easygoing. He enjoys science, photography, and taekwondo. Some of his family lives in China!



RACHEL

Rachel is talkative and athletic. She likes to go to the park and spend time outdoors. She also likes to play the piano.



JEFF

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



KATIE

Katie is friendly and nice. She likes to sing and dance. Her parents are from France, and she speaks French.

These six children are the main characters of the book. They are all friends, and they go to the same school. They help teach students the target language and conversational expressions.



MS. LINDSEY



MR. WESLEY

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



MR. KITTY

Mr. Kitty appears in the **LISTENING**. He helps draw attention to important parts in conversations.

ACTIVITY GUIDE

The **WARM-UP** activity introduces the key language and expressions taught in the lesson. Look at the picture with students and see if they can identify the different characters and objects. Help students discover words they don't know. Then, listen to the audio recording.



In the opening activity, students listen to and repeat the key language and expressions extracted from the dialog they will hear later.

The follow-up activity is a dialog. Listen to the audio and look at the picture with students. Find the speakers.

The **SONG** activity helps students retain key vocabulary and expressions. The songs are set to familiar tunes and feature colorful illustrations. Downloadable MP3 audio recordings and animated videos bring the songs to life. Many of the songs can be personalized with students' own information. Lyrics are provided at the back of the book.



Audio and video can be played on mobile devices by scanning the QR codes (internet required). Files are also available for free download at compasspub.com.

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

Function boxes are used to help students analyze and use the key language of the lesson. Have students focus on listening and repeating the examples to acquire the language naturally through trial and error over the course of the unit.

The **VOCABULARY** activity introduces the key vocabulary of the lesson. Explore the illustrations with the students and check which words they do and do not know. Listen to the audio recording and number the pictures accordingly.

VOCABULARY

E Listen and number.



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

G Listen and circle.



The follow-up activity tests students' memory retention. Go to the **WARM-UP** picture and ask students to find the objects taught in the **VOCABULARY** activity

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

The **LISTENING** activity shows the target language being used in an everyday situation and features the main characters. Listen to the audio and number. Then, repeat the conversation aloud and have students follow along. Next, practice the conversation again with students' books closed. Finally, students should open their books and listen and repeat again. This time, they should follow along with the text.

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.



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

The **SPEAKING** activity presents the target language together with the key vocabulary. Look at the picture and talk about it. Identify the things and children in the picture. Next, try to work out what they are saying.

SPEAKING

1 Look and say.



GUIDE

What's your name?
My name is _____. / I am (I'm) _____.

K Picture prompts.



Max / Eric



Jeff / Amy



Katie / Rachel

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The guide focuses on the target language. Students can refer to the guide and use it to talk about themselves. They can also use puppets or toy animals for role playing.

Look at the picture prompts and have students work out what to say. Then, listen to the audio recording while looking at the pictures. Finally, pair students together to practice and present their dialogs to the class.


The **READING** activity uses some of the target vocabulary and language in a fun, new context. An audio recording is available, so the passage can be used for a variety of approaches to reading instruction, including follow-along and listen-and-repeat. Students can also use the passage as a model to talk or write about themselves or the world around them.

READING


1 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

A brief warm-up activity is used to reinforce the vocabulary before students read the passage.

The final **READING** activity presents an additional comprehension task in various formats.

Each reading passage is followed by a comprehension activity. The comprehension activity varies from lesson to lesson.


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

1 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 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.

ACTIVITY 2 is a more personalized activity. Students should first work on their own before presenting and sharing their work with their classmates.

ACTIVITY 1

1 Play. Toss the ball.



R Answer and draw yourself.

What is your name?



My _____

S What are your classmates' names?

21

ACTIVITY 2

1 Draw and name your favorite toy.

U Present to your classmates.

V What are the names of your classmates' toys?

22

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

REVIEW

W Listen and number.

X Read and circle.

1

I have a doll.

Yes No

2

I have a train.

Yes No

3

I am Peter.

Yes No

Y Choose and write.

Alex David Evan

My name is _____

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.

• WORKBOOK •



The **Workbook** parallels the structure of the **Student Book**, and provides additional practice of the target language from each lesson. Every **Student Book** lesson has a corresponding six-page workbook lesson filled with activities. Students can utilize the content in the **Workbook** either in class or as a homework supplement.





UNIT 1

In the Neighborhood

LESSON 1 What Is Your Name?

LESSON 2 Who Is He?

LESSON 3 Good Morning!

LESSON 4 What Is It?