

STUDENT BOOK

# BOOKS BOOST ENGLISH

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STUDENT BOOK

# BOOKST ENGLISH

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# SYLLABUS

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

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

# 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

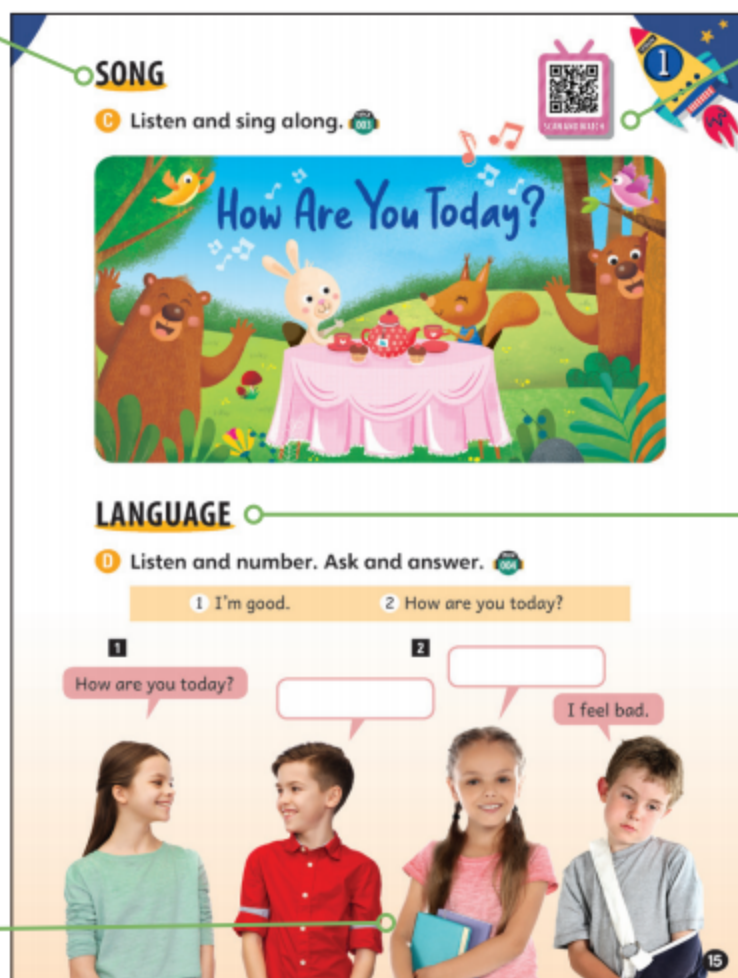
The **WARM-UP** activity introduces the key language and expressions taught in the lesson. Look at the picture with students and see if they can identify the different characters and objects. Help students discover words they don't know. Then, listen to the audio recording.



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](http://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 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.

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.

How are you \_\_\_\_\_?

Great!

Not \_\_\_\_\_ good.

**GUIDE**

How are you today?

\_\_\_\_\_

**K Picture prompts.**

1 great 2 fine 3 not so good 4 OK

not so good fine/OK good great/terrific

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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.

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.

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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  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 i e t b l.

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

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



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



2 Draw yourself and write your own answer.



### ACTIVITY 2

1 Draw pictures of the things you need to play your favorite sport or game.



2 Present to your classmates. Guess each other's favorite sport or game. Then, write your answer below the picture.

3 What are your classmates' favorite activities?

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

**REVIEW**

**1** Listen and number.



**2** Read and circle.

**1**  She does ballet. ☐ Yes ☐ No

**2**  He plays baseball. ☐ Yes ☐ No

**3**  He is fine. ☐ Yes ☐ No

**3** Choose and write.

good bad not so good OK

**A** How are you today?

**B** I'm \_\_\_\_\_

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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 **Workbooks** either in class or as a homework supplement.





## UNIT 1

# The Weekend

**LESSON 1** How Are You Today?

**LESSON 2** Do You Like Ice Cream?

**LESSON 3** Look at That Zebra!

**LESSON 4** Can You Swim?