

STUDENT BOOK

BOOST ENGLISH

3



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STUDENT BOOK

BOOKS ENGLISH

3



TABLE OF CONTENTS

Syllabus 4

How to Use This Book 6

UNIT 1 At Home

LESSON 1 What Do You Do in the Morning? 14

LESSON 2 Dad Is in the Garage 24

LESSON 3 Put the Mirror on the Wall 34

LESSON 4 What Are You Doing? 44

UNIT 2 Outdoors

LESSON 1 Who Is He? 56

LESSON 2 What Does She Look Like? 66

LESSON 3 How's the Weather Today? 76

LESSON 4 What Do You Like to Do? 86

UNIT 3 Cultures and Food

LESSON 1 Where Are You From? 98

LESSON 2 Let's Go to the Italian Restaurant 108

LESSON 3 I Want a Sandwich, Please 118

LESSON 4 Would You Like Some Broccoli? 128

Songs 138

SYLLABUS

	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 	put on my pajamas, take a shower/bath, wake up, eat breakfast, go to school, get dressed, watch television(TV), wash my face, do my homework, brush my hair/teeth, play soccer, feed my cat
<ul 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 	mom, dad, grandpa, grandma, brother, sister, garage, kitchen, living room, bedroom, yard, bathroom, dining room, motorcycle, tools, computer, toys, rabbit
<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 	painting, microwave, vase, toaster, lamp, refrigerator, flowers, picture, photograph, wall, clock, mirror, telephone, sofa, table, bookcase, fan, box, animal, next to, in front of, behind
<ul 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 	running, walking, eating, drinking, playing soccer / baseball / a computer game, watching television (TV) / a movie, doing homework, jogging, washing the dishes, cleaning, shopping, coloring, relaxing, working
<ul 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 	police officer, soccer player, firefighter, student, cook, teacher, mail carrier, librarian, tennis coach, farmer, dentist, shopkeeper, doctor, criminal, dangerous, strong, brave
<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 	blond, cute, ugly, fat, thin, small, weak, big, strong, tall, handsome, short, pretty, young, old, different, dark
<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 	lightning, storm, thunder, hot chocolate, rain, blanket, rainy, stormy, snowy, freezing cold, sunny, cloudy, windy, cold, warm, hot, winter hat, sunglasses, sweater, kite, coat, fan, hat, bowling shoes, terrible, hard, loud, bright, scary, safe, horrible
<ul 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 	play golf, talk on the phone, play chess, go sailing, write in my diary, play tennis, climb trees, jog, fly a kite, play catch, have a picnic, play Frisbee, walk the dog, take pictures, play a game
<ul 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 	France, China, Italy, South Korea, Australia, Canada, India, Egypt, Japan, the United States of America, South Africa, Germany, Brazil, Spain
<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 	watermelon, meat, rice, food, spaghetti, taco, Peking duck, pretzel, sushi, fondue, burger, curry, Indian, French, Italian, Mexican, Chinese, German, Japanese, Swiss
<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 	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
<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 	peas, carrots, broccoli, green beans, corn, pancakes, pineapple juice, toast, cereal, yogurt, mashed potatoes, bread, butter, vegetable, milk, healthy, tasty, delicious

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.



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.



16

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 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.

17

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.

in the morning?

wash my face.

watch television with my mom and ...

How about you?

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

18

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.

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? _____

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 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 _____.

20

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. Guess the sentences.



2 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		
Partner 2		

What do you do in the morning?



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

21

ACTIVITY 2

S Roll a die and circle.



in the morning



in the afternoon



in the evening



at night



1 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 _____.




1 Present to your classmates.

22

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

REVIEW

1 Listen and circle. 


1   **2**  

2 Read and match.

1 I go jogging in the afternoon. •  •

2 I put on my pajamas at night. •  •

3 He sleeps at night. •  •

3 Choose and write. 

brush my hair wake up brush my teeth go to school

A What do you do in the morning? _____

B I _____

23

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

At Home

LESSON 1 What Do You Do in the Morning?

LESSON 2 Dad Is in the Garage

LESSON 3 Put the Mirror on the Wall

LESSON 4 What Are You Doing?