

TEACHER'S BOOK

# BOOST ENGLISH

3

## **BOOST ENGLISH 3** **TEACHER'S BOOK**

**Martin Schrader**

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior permission in writing from the publisher.

email: [info@compasspub.com](mailto:info@compasspub.com)

<http://www.compasspub.com>

ISBN: 978-1-68591-571-1

Photo Credits © Shutterstock

Printed in Korea

 **This is made with nontoxic materials.**



# TABLE OF CONTENTS

Syllabus .....	4
Series Components .....	6
How to Use This Book .....	8
Sample Lesson Plans .....	14

## UNIT 1 At Home

LESSON 1	What Do You Do in the Morning? .....	20
LESSON 2	Dad Is in the Garage .....	30
LESSON 3	Put the Mirror on the Wall .....	40
LESSON 4	What Are You Doing? .....	50

## UNIT 2 Outdoors

LESSON 1	Who Is He? .....	62
LESSON 2	What Does She Look Like? .....	72
LESSON 3	How's the Weather Today? .....	82
LESSON 4	What Do You Like to Do? .....	92

## UNIT 3 Cultures and Food

LESSON 1	Where Are You From? .....	104
LESSON 2	Let's Go to the Italian Restaurant .....	114
LESSON 3	I Want a Sandwich, Please .....	124
LESSON 4	Would You Like Some Broccoli? .....	134

# SYLLABUS

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

SENTENCE PATTERNS	FUNCTIONS	TARGET LANGUAGE
<ul style="list-style-type: none"> <li>What do you do in the morning? - I/We eat breakfast.</li> <li>What does he do at night? - He brushes his teeth.</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions about habits and routines</li> </ul>	<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"> <li>Where's Grandma? - She's in the kitchen.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing family members</li> <li>Describing places</li> <li>Asking and answering questions about where things are</li> </ul>	<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"> <li>This is a pretty clock. - Put it in the dining room.</li> <li>These are nice photographs. - Put them on the wall.</li> </ul>	<ul style="list-style-type: none"> <li>Describing places</li> <li>Asking and answering questions about where things are</li> </ul>	<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"> <li>What are you doing? - I'm typing an e-mail.</li> <li>What's she doing? - She's jogging.</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions about habits and routines</li> </ul>	<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"> <li>Who is he? - He's a teacher.</li> <li>Who are they? - They are tennis players.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying people and occupations</li> </ul>	<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"> <li>What does she look like? - She's cute. / She's short and pretty.</li> <li>What do they (the books) look like? - They're old and thin.</li> </ul>	<ul style="list-style-type: none"> <li>Describing the appearance of people and things</li> </ul>	<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"> <li>How's the weather today? - It's snowy.</li> <li>Don't forget your winter hat!</li> </ul>	<ul style="list-style-type: none"> <li>Describing weather conditions</li> <li>Giving reminders</li> </ul>	<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"> <li>What do you like to do? - I like to play golf.</li> <li>What does she like to do? - She likes to climb trees.</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions about habits and routines</li> <li>Giving opinions</li> <li>Reporting information</li> </ul>	<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"> <li>Where are you from? - I'm from China.</li> <li>Where is Pierre from? - He's from France.</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions about nationality</li> </ul>	<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"> <li>What do you want to eat? - Let's go to the Italian restaurant.</li> <li>OK! I like/love spaghetti!</li> </ul>	<ul style="list-style-type: none"> <li>Making plans and suggestions</li> <li>Expressing opinions</li> </ul>	<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"> <li>Do you want pizza or a sandwich? - I want a sandwich, please.</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions about preferences</li> </ul>	<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"> <li>Would you like some pancakes? - Yes, please. / No, thank you.</li> </ul>	<ul style="list-style-type: none"> <li>Making offers</li> <li>Using manners</li> </ul>	<p>peas, carrots, broccoli, green beans, corn, pancakes, pineapple juice, toast, cereal, yogurt, mashed potatoes, bread, butter, vegetable, milk, healthy, tasty, delicious</p>

# SERIES COMPONENTS

Boost English is a six-level children's English curriculum designed to engage young learners and facilitate their language acquisition through lessons that tap into the multiple learning-styles of the class. Each unit in Boost English moves students through thematically structured units focusing on basic vocabulary study, listening practice, speaking and pronunciation, reading, writing, games, and songs.

## For the Student

## Student Book



The Student Book serves as the core component of the Boost English series. Each book contains level-appropriate language targets, activities, stories, and songs. There are three units per book, each containing four lessons linked to the unit's theme. Skill and activity headings subdivide each lesson so that lessons can be easily adapted to suit a variety of course structures.

## For the Student

## Workbook



The Workbook parallels the structure of the Student Book, providing additional practice and reinforcement of each lesson's language targets. Six pages of workbook activities correspond to each lesson in the Student Book. Suitable for either in-class use or as a homework supplement, the Workbook provides useful practice to enhance the development of students' English language skills.

## For the Teacher

## Teacher's Book



The Teacher's Book includes teaching strategies and supplemental activity ideas to accompany each section of the lesson presented in the Student Book. Step-by-step instructions guide teachers through each section with warm-up or introduction ideas, activity organization, and optional follow-up tips. Explanations are also accompanied by full-color pictures of the Student Book pages to help teachers see how activity instructions and tips relate to what the students see in their own books during the lesson.



# 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 of 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

1 Listen and number.

pajamas shower

wake up eat breakfast go to school

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

3 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

1 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

1 Write.

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

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.

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

2 Picture prompts.

 morning / brushes her hair	 morning / eat breakfast	 afternoon / plays soccer
 evening / does her homework	 night / brushes her teeth	

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

2 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.

3 She \_\_\_\_\_ jogging \_\_\_\_\_ morning.  
4 She \_\_\_\_\_ soccer \_\_\_\_\_ afternoon.  
5 The cat \_\_\_\_\_ a lot and then \_\_\_\_\_ at night.

6 How many times can you find the word "morning" in the reading?

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.

**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.

### WRITING

1 Use the clues to complete sentences.

- 1 I \_\_\_\_\_ in the \_\_\_\_\_
- 2 I \_\_\_\_\_ after \_\_\_\_\_
- 3 I put on my \_\_\_\_\_ at \_\_\_\_\_

2 Write your own answers.

- 1 In the morning, I \_\_\_\_\_
- 2 In the afternoon, I \_\_\_\_\_
- 3 In the evening, I \_\_\_\_\_
- 4 At night, I \_\_\_\_\_

**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.

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

	Morning	Evening
She	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?

### ACTIVITY 2

1 Roll a die and circle.



2 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 \_\_\_\_\_

3 Present to your classmates.



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

**REVIEW**

1 Listen and circle.

2 Read and match.

3 I go jogging in the afternoon. • • 

4 I put on my pajamas at night. • • 

5 He sleeps at night. • • 

6 Choose and write.

brush my hair wake up brush my teeth go to school

A What do you do in the morning?

B

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.

# SAMPLE LESSON PLANS

There are many ways that teachers can use lessons from Boost English in the classroom. Depending on a course's weekly schedule and daily time allotment, teachers can pace the students' work through each lesson to best suit the general skill level and needs of the students. The following lesson plans are suggestions for general approaches to pacing lessons from this series.

## One Lesson per Class Meeting

55 minutes per lesson / 11 hours total per level

	Activity	Time
Warm-up	Preview picture, listen and repeat, warm-up activity	5 min
Song	Preview picture, listen, watch the video, and sing along	5 min
Language	Oral practice as a whole class followed by pair work	5 min
Vocabulary	Preview pictures, listen, read aloud, complete follow-up activity	5 min
Listening	Preview story, listen, read aloud, complete follow-up activity	5 min
Speaking	Preview picture, listen, oral practice as pair work	5 min
Reading	Preview picture, listen and read along, read aloud, complete comprehension questions	5 min
Writing	Complete writing activity	5 min
Activity	Play a classroom game or do a project and complete the personalized activity	10 min
Review	Review of the lesson's target language structure	5 min