

## คำชี้แจง

หนังสือเรียนรายวิชาพื้นฐาน ภาษาอังกฤษ BOOST ENGLISH 3 ชั้นประถมศึกษาปีที่ 3  
กลุ่มสาระการเรียนรู้ ภาษาต่างประเทศ ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช  
2551 เล่มนี้ จัดพิมพ์โดย บริษัท พัฒนาคุณภาพวิชาการ (พว.) จำกัด

ผู้เรียบเรียง	1. Liana Robinson
	2. Matthew Broadhurst
	3. Eveline Vente
ผู้ตรวจ	1. อาจารย์ราเมศวร์ มูลวาง
	2. อาจารย์ภาณุวัฒน์ สุทธินนท์
	3. Christopher B. Allen
บรรณาธิการ	อาจารย์เมธิณี ปุณฺทริกาภา

หนังสือเล่มนี้ประกันคุณภาพโดยผู้ผลิต และจะต้องส่งให้สำนักวิชาการและมาตรฐาน  
การศึกษา สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ตรวจสอบประเมินคุณภาพทางวิชาการ  
เพื่อออกใบอนุญาตให้ใช้ในสถานศึกษาแทนใบประกันคุณภาพของบริษัท กรณีที่พบ  
ข้อบกพร่องหรือข้อผิดพลาด กรุณาแจ้งให้บริษัททราบเพื่อดำเนินการตามทีระบุในใบประกัน  
คุณภาพสื่อฯ (ปกหลัง) พร้อมทั้งแจ้งให้สำนักวิชาการและมาตรฐานการศึกษาทราบด้วย  
เพื่อใช้เป็นข้อมูลประกอบการพิจารณาอนุญาตให้ใช้หนังสือในสถานศึกษาต่อไป

สำนักวิชาการและมาตรฐานการศึกษา  
สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน

หนังสือเรียนรายวิชาพื้นฐาน ภาษาอังกฤษ ชั้นประถมศึกษาปีที่ 3

# STUDENT BOOK BOOST ENGLISH

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ  
ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

### ผู้เรียบเรียง

Liana Robinson  
Matthew Broadhurst  
Eveline Vente

### ผู้ตรวจ

อาจารย์ราเมศวร์ มูลวาง  
อาจารย์ภาณุวัฒน์ สุทธินนท์  
Christopher B. Allen

### บรรณาธิการ

อาจารย์เมธิณี ปุณฺทริกาภา

# 3



บริษัท พัฒนาคุณภาพวิชาการ (พว.) จำกัด



The Fun Way to Learn English

# BIGBOX

USE THE FREE **BIGBOX** LEARNING APP WITH BOOKS FROM COMPASS!

Practice what you learn in class

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BIGBOX works with this book. It includes **Class Booster**, fun activities you can do as homework, and other features.

### How to Use

Scan the QR code to find out how to use **BIGBOX Class Booster** and other features of this book.



### Download BIGBOX

★ **For Mobile/Tablet**  
Go to the App Store or Play Store to download BIGBOX.



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\* Some features may require additional purchase. Ask your registered Compass dealer.

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# SYLLABUS

UNIT	UNIT OBJECTIVE	GRAMMAR FOCUS	SENTENCE PATTERNS	FUNCTIONS	TARGET LANGUAGE
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>	<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>	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
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>	<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>	mom, dad, grandpa, grandma, brother, sister, garage, kitchen, living room, bedroom, yard, bathroom, dining room, motorcycle, tools, computer, toys, rabbit
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>	<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>	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
4	Students will learn to talk about ongoing activities.	<ul style="list-style-type: none"> <li>Present progressive verb tense</li> </ul>	<ul style="list-style-type: none"> <li>What are you doing? - I'm doing my homework.</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>	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
5	Students will learn to discuss certain occupations.	<ul style="list-style-type: none"> <li>Information question with <b>who</b></li> </ul>	<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>	police officer, soccer player, firefighter, student, cook, teacher, mail carrier, librarian, tennis coach, farmer, dentist, shopkeeper, doctor, criminal, dangerous, strong, brave
6	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>	<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>	blond, cute, ugly, fat, thin, small, weak, big, strong, tall, handsome, short, pretty, young, old, different, dark
7	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>	<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>	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
8	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>	<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 in the park? - 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>	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
9	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>	<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>	France, China, Italy, South Korea, Australia, Canada, India, Egypt, Japan, the United States of America, South Africa, Germany, Brazil, Spain
10	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>	<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>	watermelon, meat, rice, food, spaghetti, taco, Peking duck, pretzel, sushi, fondue, burger, curry, Indian, French, Italian, Mexican, Chinese, German, Japanese, Swiss
11	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>	<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>	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
12	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>	<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>	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

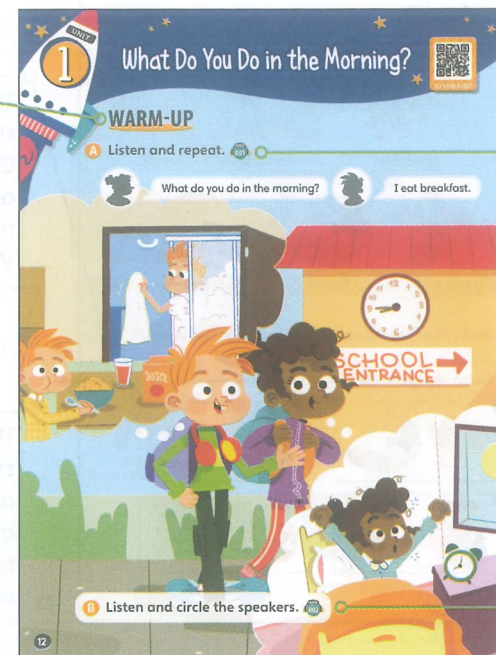
Ms. Lindsey and Mr. Wesley appear in various activities. They ask students questions about themselves.



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 unit. 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 unit. 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 unit. 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 12 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 **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?

watch television with my mom and How about you?

wash my face.

**GUIDE**

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

What do you do at night? I \_\_\_\_\_

2 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

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 **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

...Katie?

Really? Do you sleep with wet hair?

No, I take a shower

No, I dry it.

2 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 **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.

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

**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.

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



The **WRITING** activity develops handwriting and spelling, and reinforces students' learning of the target language and vocabulary. The activity varies from unit to unit.

**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.

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

### REVIEW

1 Listen and circle.



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

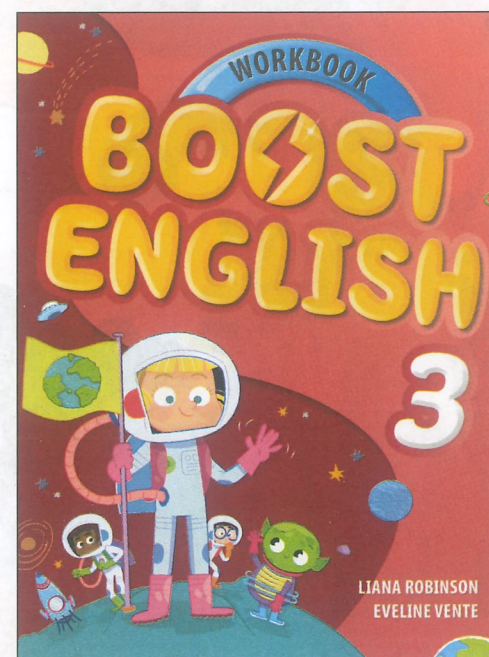
brush my teeth  
go to school

A What do you do in the morning?

B \_\_\_\_\_

In this activity, students use what they have learned throughout the unit to complete a writing task that gives students a greater degree of freedom.

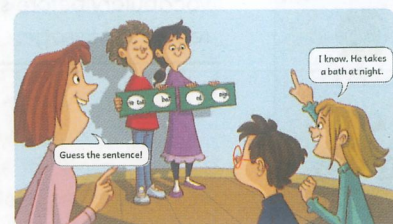
## WORKBOOK



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

### ACTIVITY 1

1 Play. Guess the sentences.



2 Complete the chart.

	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?

### ACTIVITY 2

1 Roll a die and circle.

	1	2	3	4	5	6
in the morning						
in the afternoon						
in the evening						
at night						

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.





UNIT  
1

# What Do You Do in the Morning?



SCAN FOR AUDIO

## WARM-UP

A Listen and repeat. TRACK 001



What do you do in the morning?



I eat breakfast.



B Listen and circle the speakers. TRACK 002



UNIT  
1

## SONG

C Listen and sing along. TRACK 003



SCAN AND WATCH



## LANGUAGE

D Listen and number. Ask and answer. TRACK 004

- 1 I take a shower.
- 2 What do you do at night?

1



I put on my pajamas.



2

What do you do in the morning?



in the morning → in the afternoon → in the evening → at night

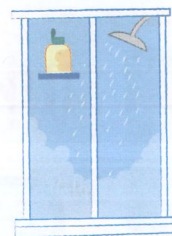


# VOCABULARY

E Listen and number. TRACK 005



pajamas



shower



wake up



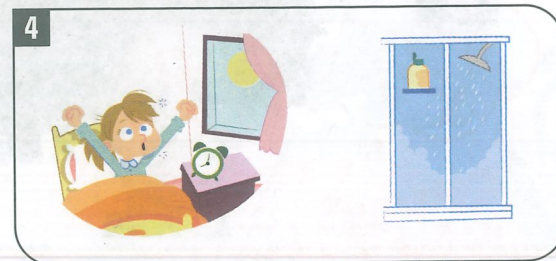
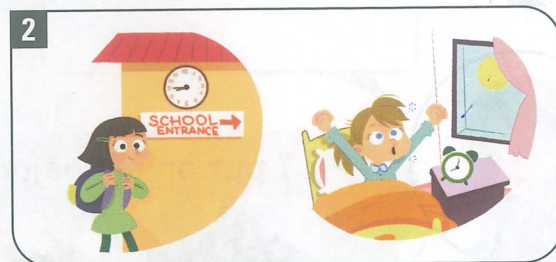
eat breakfast



go to school

F Find pictures of the words above on page 12 and circle.

G Listen and circle. TRACK 006



# LISTENING

H Listen and number. TRACK 007

- 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.



# SPEAKING

**J** Look and say.



## GUIDE

What do you do in the morning/afternoon/evening?  
What do you do at night? I \_\_\_\_\_.

**K** Picture prompts. TRACK 008



1 morning  
/ brushes her hair



2 morning  
/ eat breakfast



3 afternoon  
/ plays soccer



4 evening  
/ does her homework



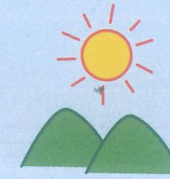
5 night  
/ brushes her teeth

# READING

**L** Find and circle the words in the reading.



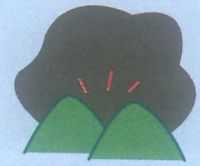
morning



afternoon



evening



night

**M** Read and write. TRACK 009

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?




# WRITING

0 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 \_\_\_\_\_.

# ACTIVITY 1

Q Play. Guess the sentences.



R 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 Name		
Partner 2 Name		

What do you do in the morning?

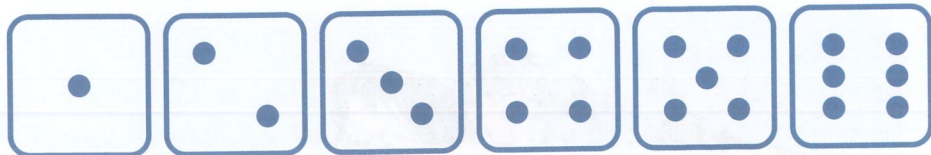


I wash my face in the morning. What do you do in the morning?



# ACTIVITY 2

**S** Roll a die and circle.



in the morning



in the afternoon



in the evening



at night



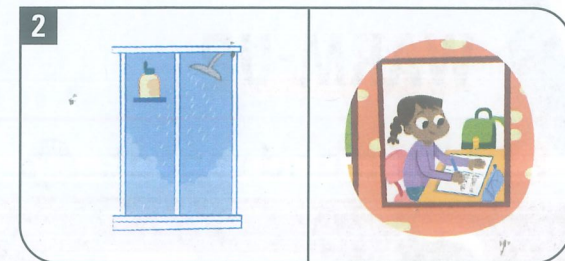
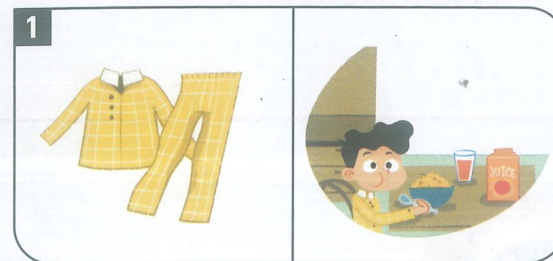
**T** Write. What does the boy do?

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

**U** Present to your classmates.

# REVIEW

**V** Listen and circle. TRACK 010



**W** Read and match.

1 I go jogging in the afternoon.

2 I put on my pajamas at night.

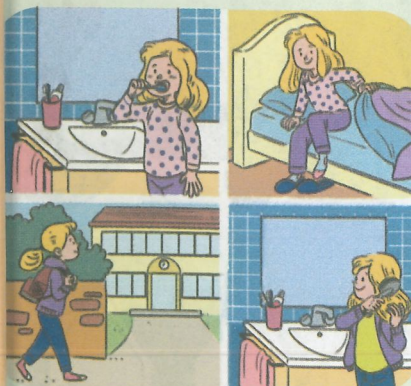
3 He sleeps at night.



**X** Choose and write.

brush my hair  
wake up

brush my teeth  
go to school



**A** What do you do in the morning?

**B** I \_\_\_\_\_.