

คำชี้แจง

หนังสือเรียนรายวิชาพื้นฐาน ภาษาอังกฤษ BOOST ENGLISH 4 ชั้นประถมศึกษาปีที่ 4
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 และจะต้องส่งให้สำนักงานวิชาการและมาตรฐานการศึกษา สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ตรวจสอบประเมินคุณภาพทางวิชาการ เพื่อยกใบอนุญาโตใช้ในสถานศึกษาแทนใบประกันคุณภาพของบริษัท กรณีที่พบข้อบกพร่องหรือข้อผิดพลาด กรุณาแจ้งให้บริษัททราบเพื่อดำเนินการตามทีระบุในใบประกันคุณภาพสื่อฯ (ปกหลัง) พร้อมทั้งแจ้งให้สำนักงานวิชาการและมาตรฐานการศึกษาทราบด้วย เพื่อใช้เป็นข้อมูลประกอบการพิจารณาอนุญาโตให้หนังสือในสถานศึกษาต่อไป

สำนักงานวิชาการและมาตรฐานการศึกษา
สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน

หนังสือเรียนรายวิชาพื้นฐาน ภาษาอังกฤษ ชั้นประถมศึกษาปีที่ 4

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

4



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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Play fun games and earn rewards

How to Get **BIGBOX** on Your Smartphone, Tablet, or PC

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.



★ **For PC**
Download BIGBOX from <https://www.playbigbox.com/download>.
* Mac computers are not supported.

Class Booster Code:

* 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 about school subjects and grade levels in school.	<ul style="list-style-type: none"> Ordinal numbers 	<ul style="list-style-type: none"> What grade are you in? - I'm in fourth grade. What's your favorite class? - My favorite class is science. 	<ul style="list-style-type: none"> Understanding and using ordinal numbers Asking for and giving opinions 	first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, science, music, math, Chinese, art, history, PE, English, computer, mountain, plant, forest
2	Students will learn the numbers 1-59 and practice telling time.	<ul style="list-style-type: none"> Information subject: it Cardinal numbers 	<ul style="list-style-type: none"> What time is it? - It's nine thirty. Uh, oh! Hurry up. / Great! We have plenty of time. 	<ul style="list-style-type: none"> Telling the time 	clock, watch, alarm clock, minute, hour, second, o'clock
3	Students will learn to discuss hobbies and share certain personal information.	<ul style="list-style-type: none"> Possession questions: Do you have any ___ or ___? 	<ul style="list-style-type: none"> Do you have any hobbies? - Yes, I like to go camping. Do you have any brothers or sisters? - No, I'm an only child. 	<ul style="list-style-type: none"> Asking and answering questions about hobbies Asking for and giving personal information 	collect trading cards, make jewelry, do magic tricks, play the trumpet/piano, read comic books, go camping, skateboard, only child, pet, hobbies
4	Students will learn to differentiate types of movies, books, and music while expressing their preferences.	<ul style="list-style-type: none"> Verb: like + noun phrase 	<ul style="list-style-type: none"> What kind of movies do you like? - I like scary movies. What kind of movies do you like? - I like action movies. 	<ul style="list-style-type: none"> Discussing types of music/books/movies Expressing opinions 	jazz music, country music, pop music, rap, classical music, rock music, action movies, scary movies, dramas, comedies, fiction, fairy tales, mysteries, poetry, plays
5	Students will learn and identify rules at home and in public places.	<ul style="list-style-type: none"> Imperatives 	<ul style="list-style-type: none"> What should we do at the movie theater? - Show your ticket. And? - Be quiet. 	<ul style="list-style-type: none"> Discussing obligations and necessities Making rules and following commands 	don't cheat, no food, don't write in the books, be quiet, no drinks, listen to your teacher, Put on your seat belt., Don't touch anything, Take out the trash!, Don't wear shoes in the house!, Don't chew gum., Don't run near the pool., Wear a swim cap., Show your ticket and passport., Don't let strangers in your house., Eat (all of) your vegetables.
6	Students will ask and answer questions about occupations.	<ul style="list-style-type: none"> Coordinating conjunction: and 	<ul style="list-style-type: none"> What do your parents do? - My mom is a fashion designer, and my dad is a reporter. Cool! Does your mom/dad make nice clothes? - Yes, very nice. 	<ul style="list-style-type: none"> Talking about occupations 	baker, writer, reporter, homemaker, professor, fashion designer, hairdresser, taxi driver, dentist, shopkeeper, actress, actor, scientist, nurse, lawyer, give haircuts
7	Students will discuss occupations, types of work, and places of work.	<ul style="list-style-type: none"> Interrogative questions with where Preposition + place (at/in an office) 	<ul style="list-style-type: none"> Where do you work? - I work at/in an office. What do you do? - I make web pages. / I'm a web designer. 	<ul style="list-style-type: none"> Describing places Describing occupations 	firefighter, fire station, put out fires, waiter, waitress, restaurant, serve food, office, web pages, web designer, city, catch criminals, police officer, flower shop, sell flowers, florist, garage, fix cars, mechanic, airport, fly airplanes, pilot, library, help people find books, librarian
8	Students will express where they are going and give reasons for going to those places.	<ul style="list-style-type: none"> Present progressive tense: be + (verb)ing Need vs. want 	<ul style="list-style-type: none"> Where are you going? - I'm going to the museum. Why? - I want/need to see the paintings. 	<ul style="list-style-type: none"> Describing ongoing actions Describing places Asking for and giving reasons 	supermarket, bread, butter, post office, packages, letter, museum, see the paintings, library, a new book to read, bank, some money, mall, sweatshirt, station, gas, movie theater, movie, pharmacy, medicine
9	Students will learn about seasonal activities and discuss the frequency with which they do certain activities.	<ul style="list-style-type: none"> Adverbs of frequency: always, often, sometimes, hardly ever, never 	<ul style="list-style-type: none"> Do you ever jump in mud puddles? - Yes, I often jump in them in spring. Why? - It's fun! 	<ul style="list-style-type: none"> Asking and answering questions about habits and routines Describing seasons 	have a snowball fight, play tag / with water guns, fountain, playground, jump in mud puddles, go swimming/skiing/rafting, wear snow boots / shorts, always, often, sometimes, hardly ever, never
10	Students will talk about the frequency with which they do certain activities.	<ul style="list-style-type: none"> Adverbs of frequency: usually, rarely Expressions of frequency: once a month, three times a week 	<ul style="list-style-type: none"> I never go hiking early in the morning. How often do you see a full moon? - Maybe once a year. 	<ul style="list-style-type: none"> Asking and answering questions about habits and routines Asking and answering questions about nature 	watch the sunrise/sunset, go stargazing, see a shooting star, see an eclipse, stay home all weekend, check my e-mail, read the newspaper, get a sunburn, usually, rarely, once, twice
11	Students will learn to discuss recent and past events.	<ul style="list-style-type: none"> Regular past tense verbs: (-ed, -d) Irregular past tense verb: be 	<ul style="list-style-type: none"> What did you do yesterday? - I watched cartoons. Were they good? - Yes, they were good. 	<ul style="list-style-type: none"> Describing past experiences Asking for and giving opinions 	cleaned his room, watered the flowers, hiked up a mountain, called her friend, washed the car, cooked dinner, watched cartoons, learned how to make pasta, practiced the xylophone, exercised at the gym, painted a picture, played cards, fixed one of my brother's toys, interesting, fun, exciting, boring, hard, easy, was, were
12	Students will talk about past social activities.	<ul style="list-style-type: none"> Irregular past tense verbs 	<ul style="list-style-type: none"> Did you have a good time with Richard? - Yes, we told scary stories. - That sounds fun! Can I come next time? - Sure! 	<ul style="list-style-type: none"> Describing past experiences and storytelling Describing emotions, attitudes, and feelings Offering invitations and accepting or declining 	ate, read, drank, came, made a sandcastle/music video, told scary stories, saw a boxing/tennis match, wrote a short story, went sledding, went to a pet shop, had dessert, had a barbecue, cool, neat, yesterday, last week/weekend/month

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 two or three dialogs and should put a number next to the speakers.

The follow-up activity asks questions about the picture as well as personal questions regarding students' experiences and knowledge to encourage engagement.



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.

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.

mountains _____ plants _____

forest _____ music _____ science _____

2 Read and circle.

music forest science mountains

music science mountains plants

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.

grade _____ you _____ ?

I'm _____ seventh _____

favorite _____ ?

My _____ subject _____ math _____

GUIDE

What grade are you in? I'm _____ grade.

What's your favorite subject/class? My favorite subject/class is _____.

2 Picture prompts.

Chinese art history

PE English computers

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th
first second third fourth fifth sixth seventh eighth ninth tenth

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 have students fill in the blanks to complete the conversation. 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 write.

My favorite subject is music. I'm in fourth grade.

What's your favorite subject? What grade are you in?

Max: Hi! I'm Max, and this is Jeff. What's your name?

Luke: My name is Luke.

Max: Do you want to play volleyball?

Luke: Sure!

Jeff: _____ ?

Luke: _____

Jeff: Really? We are, too!

Luke: I'm new. I start school on Monday.

Jeff: Cool! _____ ?

Luke: _____

2 Complete the conversations and match.

1 _____ sport are they playing? • His favorite subject is _____.

2 What grade Max, Jeff, and Luke in? • They are playing _____.

3 What is Luke's favorite? • They are in _____ grade.

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.

READING

1 Find and circle the words in the reading.

nature bug leaves ocean

2 Read and answer the questions.

Nature

My name is Steven, and I am in fourth grade. My favorite subject is science. I am learning about mountains, forests, animals, and oceans. We are lucky. There is a forest near my school. Today, science class is in the forest!

I can see a lot of plants and animals. The forest is very interesting. There are big trees and big bears. There are also small leaves and small bugs. Can we see any bears? No, but we can see a lot of bugs!

1 What grade is Steven in?
He is in _____.

2 Where is Steven's science class today?
a. The class is on a mountain.
b. The class is on a boat in the ocean.
c. The class is in the forest.

3 Read and circle.

1 What is Steven's favorite class? a. Math b. Science

2 What can't Steven see? a. Bugs b. Bears

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 allows students to practice spelling and practical use of the target grammar and vocabulary. The activity varies from unit to unit.

WRITING

1 Complete the conversation.

Mary: What _____ are you in, Lisa?

Lisa: I'm in _____ grade. _____ grade are you in?

Mary: I'm in _____. How about you, Beth?

Beth: I'm in _____ grade. _____ your favorite _____?

Lisa: My _____ subject is _____.

Mary: That's _____ favorite subject, too!

Beth: Really? I don't like _____. My _____ is history.

2 Complete the conversations and match.

1 What _____ are you in?

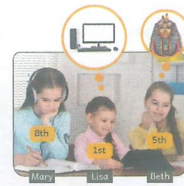
2 _____ is Marcus's favorite subject?

3 What's your _____ subject?

• His favorite _____ is art.

• My favorite _____ is Chinese.

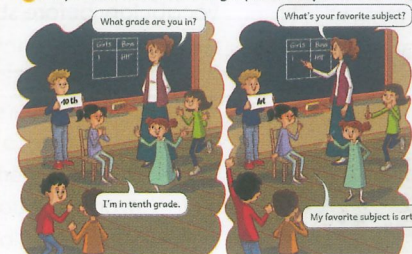
• I'm _____ fifth grade.



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 1

1 Play. Guess the answers to get points for your team.



2 Answer the questions.

- What grade are you in?
- What's your favorite subject?
- Who likes music?
- Who likes art?
- Who likes PE?
- Who likes English?

19

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

ACTIVITY 2

1 Look at the schedule and then make your own. Write and draw.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	English	computers	music	English	history
Afternoon	art	science	Chinese	science	PE

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					

20

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

REVIEW

1 Listen and number.



2 Read, circle, and complete the sentences.

Ben: What's your favorite subject, Dan?
Dan: My favorite subject is music.
Ben: Wow! Me, too! My sister doesn't like music.
Dan: What grade is she in?
Ben: She's in third grade. Her favorite subject is art.

- Dan's favorite subject is _____ (music / art).
- Ben's sister is in _____ (fourth / third) grade.
- Ben's sister likes _____ (art / music).

3 Choose and write.

music PE computers art

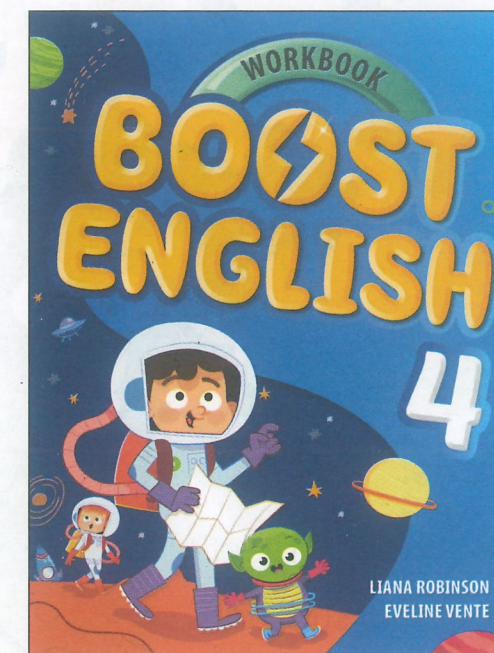
A _____

B _____

21

In this activity, students use what they have learned throughout the unit to complete a writing task that gives them 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 **Workbook** either in class or as a homework supplement.

What Grade Are You In?



SCAN FOR AUDIO

WARM-UP

A Listen and number. TRACK 01

4TH
GRADEWELCOME
TO
SCHOOL!3RD
GRADE5TH
GRADE

B Answer the questions.

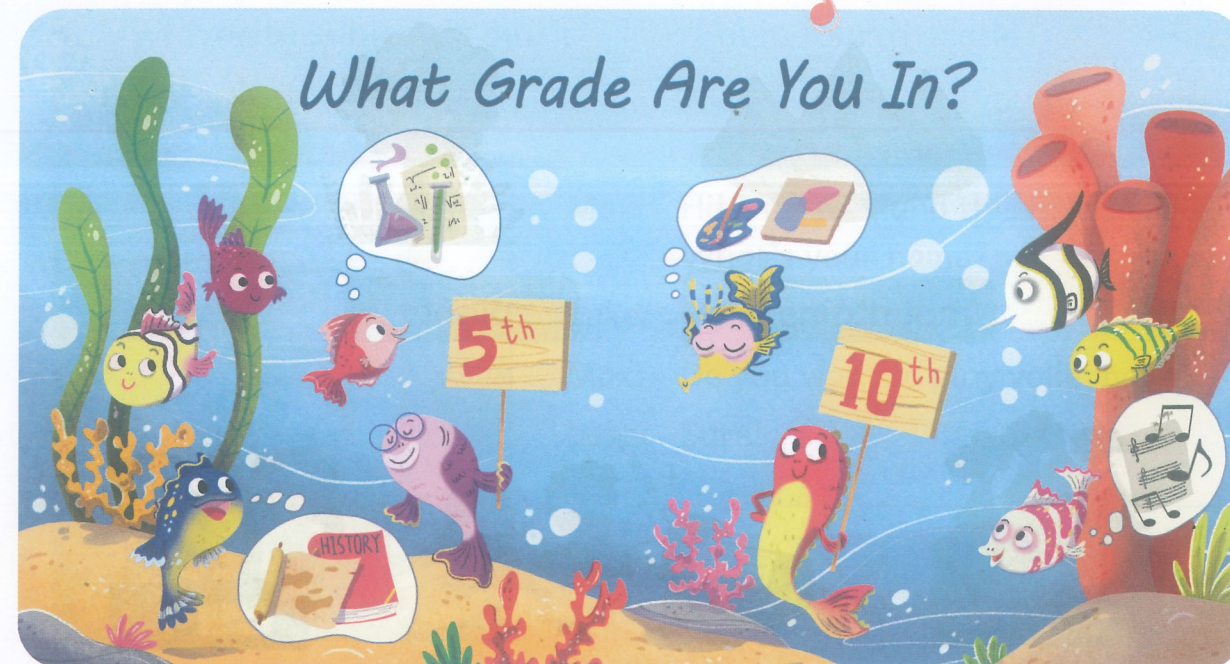
- 1 What's Jeff's favorite school subject?
- 2 What's your favorite school subject?
- 3 What grade are you in?

SONG

C Listen and sing along. TRACK 02



SCAN AND WATCH



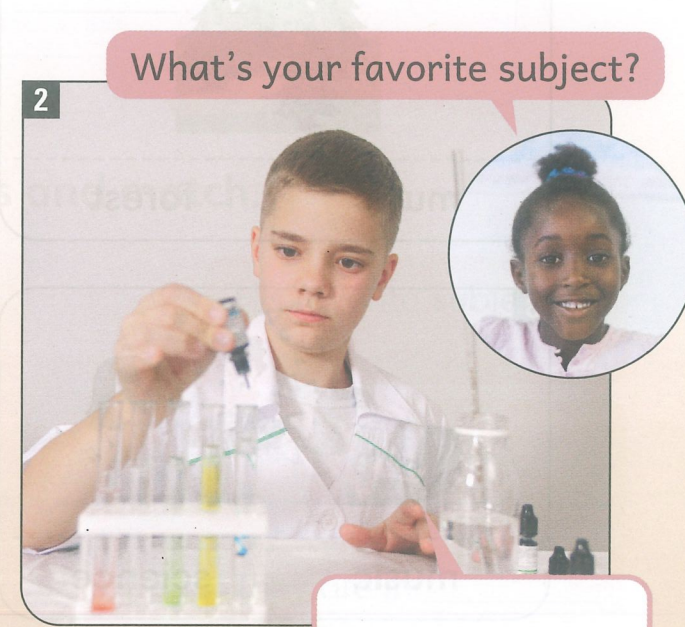
LANGUAGE

D Listen and number. Ask and answer. TRACK 03

- 1 My favorite subject is science.
- 2 What's your favorite subject?

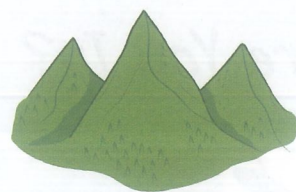


My favorite subject is music.



VOCABULARY

E Listen and number. TRACK 04



mountains



plants



forest



music



science

F Read and circle.

1

music forest

2

science mountains

3

music science

4

mountains plants

LISTENING

G Listen and write. TRACK 05

My favorite subject is music
What's your favorite subject

I'm in fourth grade
What grade are you in



Max: Hi! I'm Max, and this is Jeff.
What's your name?
Luke: My name is Luke.
Max: Do you want to play volleyball?
Luke: Sure!
Jeff: _____?
Luke: _____.
Jeff: Really? We are, too!



Luke: I'm new. I start school on Monday.
Jeff: Cool! _____

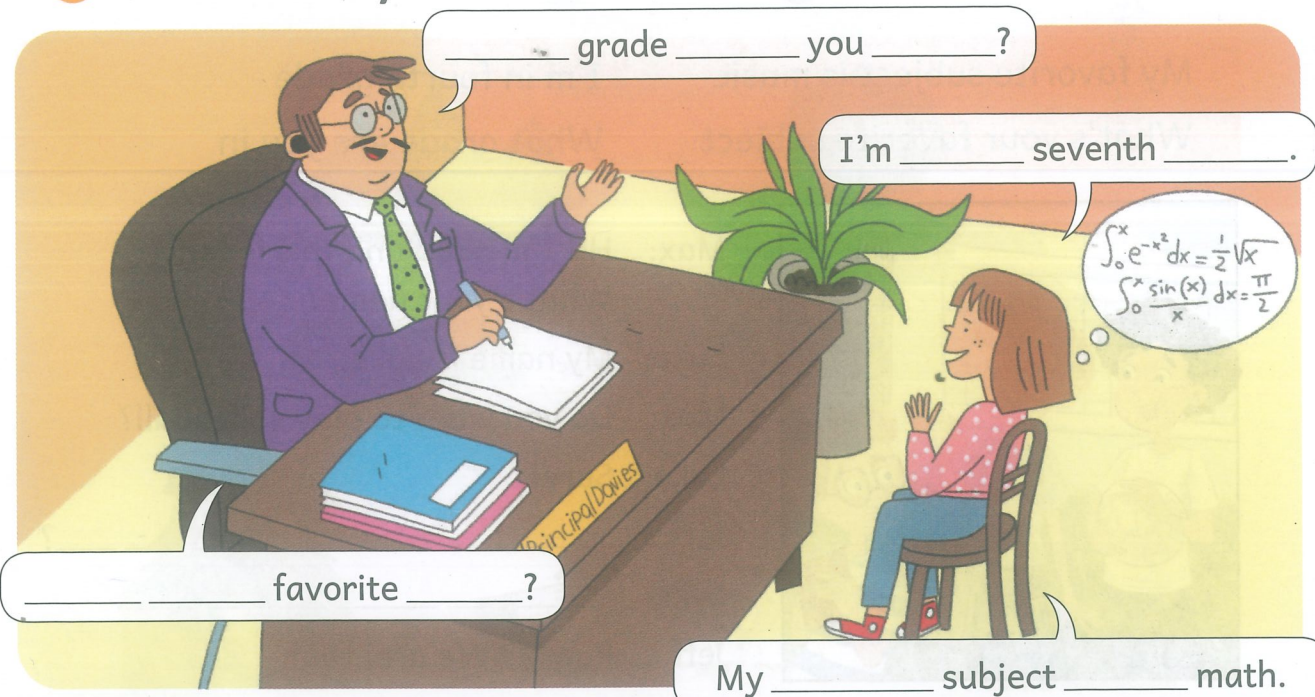
Luke: _____
_____.

H Complete the conversations and match.

- | | | | | |
|---|--|---|---|--------------------------------|
| 1 | _____ sport are they playing? | • | • | His favorite subject is _____. |
| 2 | What grade _____ Max, Jeff, and Luke in? | • | • | They are playing _____. |
| 3 | What is Luke's favorite _____? | • | • | They are in _____ grade. |

SPEAKING

I Look and say.



GUIDE

What grade are you in? I'm in _____ grade.
What's your favorite subject/class? My favorite subject/class is _____.

J Picture prompts.



Chinese



art



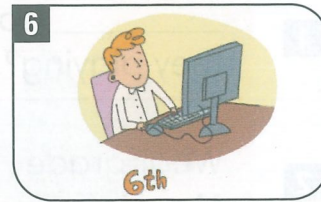
history



PE



English



computers

1st first 2nd second 3rd third 4th fourth 5th fifth 6th sixth 7th seventh 8th eighth 9th ninth 10th tenth

READING

K Find and circle the words in the reading.



nature



bug



leaves



ocean

L Read and answer the questions.

Nature

My name is Steven, and I am in fourth grade. My favorite subject is science. I am learning about mountains, forests, animals, and oceans. We are lucky. There is a forest near my school. Today, science class is in the forest!

I can see a lot of plants and animals. The forest is very interesting. There are big trees and big bears. There are also small leaves and small bugs. Can we see any bears? No, but we can see a lot of bugs!



1 What grade is Steven in?

2 Where is Steven's science class today?

- The class is on a mountain.
- The class is on a boat in the ocean.
- The class is in the forest.

M Read and circle.

1 What is Steven's favorite class?

a. Math b. Science

2 What can't Steven see?

a. Bugs b. Bears

WRITING

N Complete the conversation.

Mary: What _____ are you in, Lisa?

Lisa: I'm in _____ grade. _____ grade are you in?

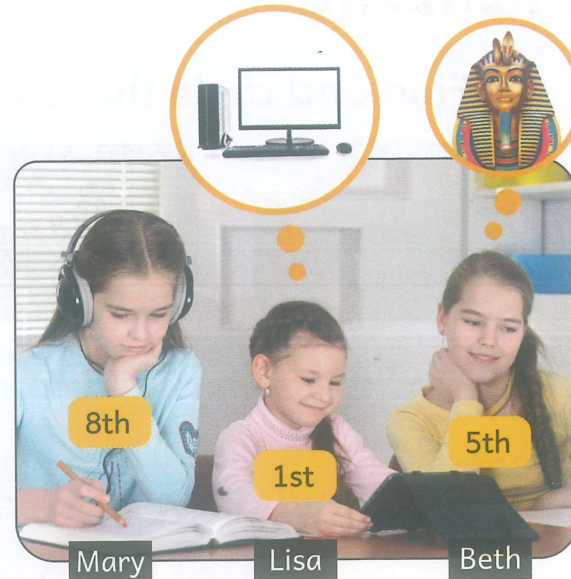
Mary: I'm in _____. _____ How about you, Beth?

Beth: I'm in _____ grade. _____ your favorite _____?

Lisa: My _____ subject is _____.

Mary: That's _____ favorite subject, too!

Beth: Really? I don't like _____. My _____ is history.



0 Complete the conversations and match.

1 What _____ are you in?

His favorite _____ is art.

2 _____ is Marcus's favorite subject?

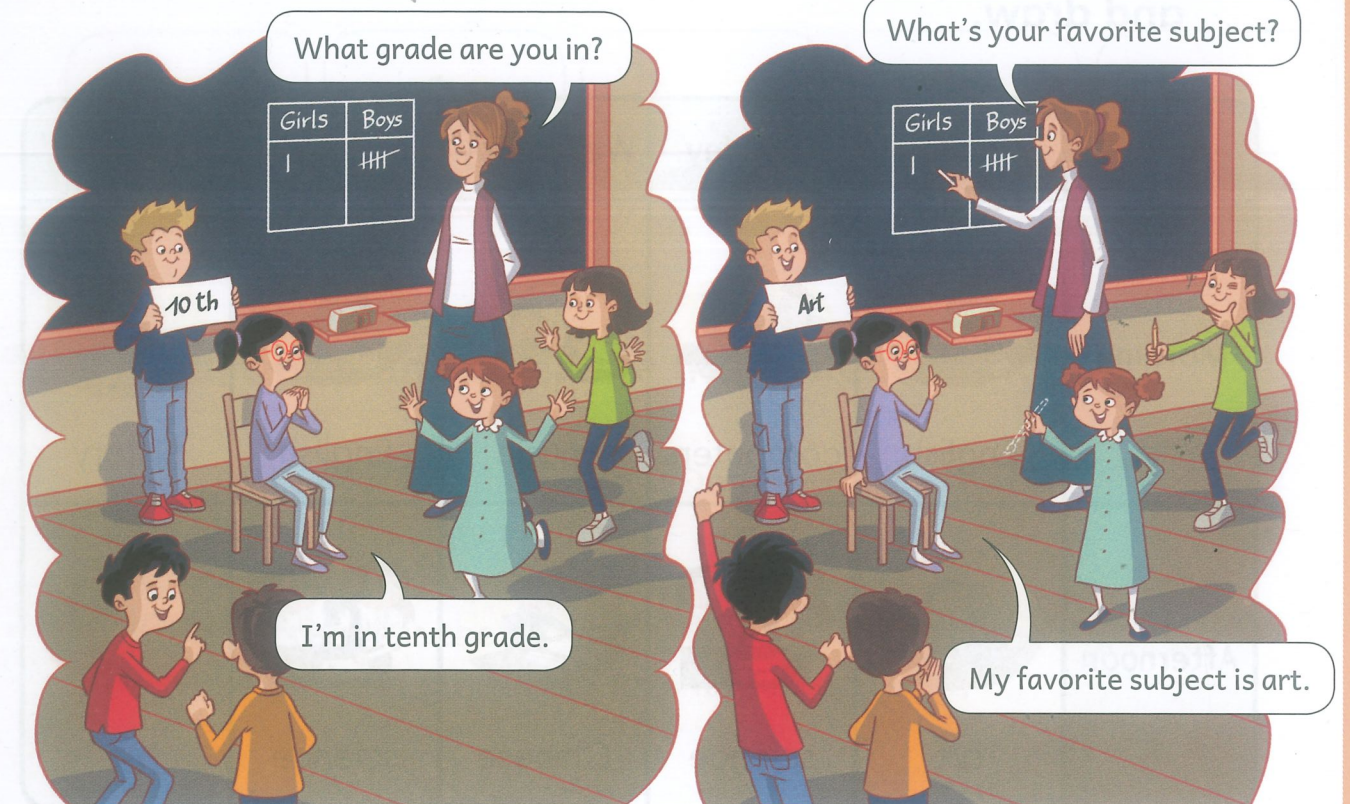
My favorite _____ is Chinese.

3 What's your _____ subject?

I'm _____ fifth grade.

ACTIVITY 1

P Play. Guess the answers to get points for your team.



Q Answer the questions.

1 What grade are you in?

2 What's your favorite subject?

3 Who likes music?











4 Who likes art?

5 Who likes PE?

6 Who likes English?

ACTIVITY 2

R Look at the schedule and then make your own. Write and draw.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	 English	 computers	 music	 English	 history
Afternoon	 art	 science	 Chinese	 science	 PE

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					

REVIEW

S Listen and number. TRACK 08



T Read, circle, and complete the sentences.

Ben: What's your favorite subject, Dan?
 Dan: My favorite subject is music.
 Ben: Wow! Me, too! My sister doesn't like music.
 Dan: What grade is she in?
 Ben: She's in third grade. Her favorite subject is art.

- 1 Dan's favorite subject is _____ (music / art).
- 2 Ben's sister is in _____ (fourth / third) grade.
- 3 Ben's sister likes _____ (art / music).

U Choose and write.

music PE computers art



A _____

B _____