

Everyone

SPEAK!

BEGINNER



Role-play



Storytelling



Picture-board
Content

1

Build & Grow

Hybrid CD Included



UNIT
1

What's your name?

Speaking Task

Role-play: Talking about personal information

Key Words & Structures

(first) name

last name

nickname

(home) address

email address

phone number

What's your _____? – It's _____.

What's his/her _____? – It's _____.

Week 1: Unit 1. What's your name?		Sections & Pages	CD Track	Time
Review & Check Homework	Word Test			7 mins.
Getting Ready		SB p.6	2	7 mins.
Speaking Practice		SB p.7	3~4	7 mins.
Role-play Presentation - Step 1~2		SB p.8	5	7 mins.
Role-play Presentation - Step 3~4		SB p.9		14 mins.
Assign Homework	Workbook	WB pp.3~4	50~51	3 mins.
	Hybrid CD	Unit 1		
Total Time				45 mins.

Introduction

Put a picture of a person on the board. Write down the person's first name, last name, nickname, address, email address, and phone number, but do not tell the students what the different pieces of information are. Can the students guess what each piece of information is? Put another picture of a person on the board. Ask the students what they think the person's first name, last name, nickname, address, email address, and phone number are. Write their answers on the board.

UNIT 1 **What's your name?**
Role-play: Talking about personal information

Getting Ready

A Guess and say the girl's answer.

Look & Answer

- What time is it now? - It's 12 o'clock.
- What do you see on the steps? - I see a boy, a girl, and a shoe.

B Listen and say. Then practice with your partner.

1. (first) name / Ella	2. last name / Smith	3. nickname / Cinderella
4. (home) address / 7 English Street	5. email address / ella@bg.com	6. phone number / 123-0567

A: What's your address? B: It's 7 English Street.

* What's = What is / It's = It is

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Speaking Practice

A Look and practice with your partner.

Look & Answer

- a. Ryan Green
- b. Lion
- c. green@ne.com
- 1. Amy Brown
- 2. 20 Fine Street
- 3. 132-4080

1 a. What's your (first) name?
- It's Ryan. What's your _____?

2 b. What's your (home) address?
- It's 20 Fine Street. It's _____.

3 c. What's your email address?
- It's green@ne.com.

1 1. What's her last name?
- It's Brown. What's his/her _____?

2 2. What's his nickname?
- It's Lion. It's _____.

3 3. What's her phone number?
- It's 132-4080.

Talk it over

- What's your last name?
- What's your partner's last name?

[Sample Answers]

- It's Kim. / My last name is Kim.
- It's Park. / His[Her] last name is Park.

Unit 1 • 7

Getting Ready

A Have the students look at the picture. What can they see? What do they think is happening? How do the characters look? Do the characters remind them of anyone? Have the students read the boy's question and guess the girl's answer.

Look & Answer Have the students work in pairs to ask and answer the questions. Then check the answers together as a class.

B Have the students listen to the recording and repeat what they hear. Then practice saying the vocabulary together as a class. Have the students work in pairs. Tell them to practice asking and answering the questions using the information in activity B. When they've finished that, have them ask and answer the questions once again with their own information.

Extra Idea Rewrite the students' answers from the introduction part of the lesson all over the board. Split the students into two teams. Have a student from the first team throw a beanbag or a sticky ball at the board. If they hit one of the answers, ask them to guess what the question for the answer is. If they guess correctly, they get one point for their team.

Speaking Practice

A Have the students look at the picture. What can they see? What do they think is happening? Read the information for Ryan and Amy together as a class. Have the students work in pairs. Tell them to take turns asking and answering the questions with their partner. Explain that the information marked a – c should be used in the first part of the activity while the information marked 1 – 3 will be used in the second part of the activity. Check the answers together as a class by pointing at each pair and letting them say one of the questions and answers.


Talk it over Have the students work in pairs to ask and answer the questions. Then have each student tell the class what their partner's last name is.

Extra Idea Have the students stand in a circle. Tap a balloon (or lightly throw a foam ball) to one student and ask, "What's your last name?" The student will say their last name ("It's Smith.") before hitting the balloon to another student and asking what their last name is. Have the students practice asking each other about different kinds of personal information while playing the game.


Step 1  T03-04

Paul: What's your name?
 Drizella: My name is Drizella.
 Paul: What's your address?
 Drizella: It's 7 English Street.
 Paul: Oh, what's her name?
 Drizella: Her name is Ella.
 But we call her Cinderella.

Role-play Presentation

Step 1 Listen to the conversation.  03:04


1. Listen and number.







2. Listen again and answer.

1) What's Drizella's address? It's **7 English Street**.

2) What's Ella's nickname? It's **Cinderella**.

Step 2 Plan your role-play with your partner. 




1. Match the roles to your favorite characters. [Sample Answers]

	Student	New Student	
			

2. Choose something to ask about.

name	last name	nickname	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3. Choose something else to ask about.

			
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

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Step 3 Look and listen to the sample role-play.  05

Characters in the sample
 Student  New Student 
*Student should also play the "Phone" role at the end.



Step 4 Change the words in red and do your role-play with your partner. Use the finger puppets. 

Complete your role-play script on page 65.

Think
 Try to change the end of the role-play.

Unit 1 • 9

Role-Play Presentation

Step 1 Have the students look at the pictures. What do they see? What do they think is happening? Ask them to guess what they think each character is saying. Have the students listen to the recording and number the pictures. Then ask them to listen to the recording a second time and answer the questions. Check the answers for exercises 1 and 2 together as a class.

Step 2 Have the students work in pairs. Explain that each pair will work together to plan their own role-play presentation. Read the names of the characters together as a class and ask each pair to choose two characters to play the "Student" and "New Student." Then have the students choose things to ask about. Tell them that they can pick from the given items or draw or write their own things in the empty boxes.

Step 3 Play the recording of the sample role-play and have the students look at the cartoon. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the sample role-play that way. After listening to the sample role-play, ask the students some simple questions about it to check their comprehension. (For example, Are James and Ella old friends? What time is it? What did Ella leave in the classroom?)

Step 4 Have the students complete their role-play script (found on page 65). Encourage them to change some parts of the script (for example, they could change the end of the role-play). Then ask them to cut out the finger puppets for the characters they have chosen (found on page 73). Give the students a few minutes to practice their role-play with their partner. Tell them to take turns saying each character's lines so that they become familiar with the entire conversation. Have the students present their role-play to the class. For big classes, it may be better to split the students into smaller groups for presentations.

Workbook

UNIT 1 What's your name?

Role-play: Talking about personal information

Name: _____ Score: _____

A Write the correct words for the pictures.

1. nickname	_____	
2. home	_____ address	
3. first	_____ name	
4. phone	_____ number	
5. last	_____ name	
6. email	_____ address	

B Use the words in the box to write what each character is saying.

	1. What's your address _____?
	2. It's 20 Fine Street _____.
	3. What's his nickname _____?
	4. It's Lion _____.




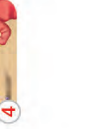





address Lion
his nickname 20 Fine Street

Unit 1 • 3

C Number the sentences in order to match the pictures.

	My name is Drizella.	2
	What's your name?	1
	Oh, what's her name?	5
	It's 7 English Street.	4
	Her name is Ella. But we call her Cinderella.	6
	What's your address?	3

D Listen and number the pictures in order. Then listen again and fill in the blanks.

	James: Hello, I'm James.
	Welcome to our _____ school _____.
	Ella: Hi _____.
	James: What's your _____ name _____?
	Ella: My _____ name _____ is Ella.
	James: What's your _____ phone number _____?
	Ella: It's _____ 102-9913.
	Oh, I have to _____ go _____.
	James: Ella! Your _____ shoe _____!

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UNIT 2

What are you good at?

Speaking Task

Role-play: Talking about abilities

Key Words & Structures

English	math
music	art
cooking	acting
running	dancing
ice skating	

What are you good at? – I'm good at _____.

Are you good at _____? – Yes, I am. / No, I'm not.

Week 2 :		Sections & Pages	CD Track	Time
Unit 2. What are you good at?				
Review & Check Homework	Word Test			7 mins.
Getting Ready		SB p.10	6	7 mins.
Speaking Practice		SB p.11	7~8	7 mins.
Role-play Presentation - Step 1~2		SB p.12	9	7 mins.
Role-play Presentation - Step 3~4		SB p.13		14 mins.
Assign Homework	Workbook	WB pp.5~6	52~53	3 mins.
	Hybrid CD	Unit 2		
Total Time				45 mins.

Introduction

Show the students some pictures of famous athletes, musicians, and actors and ask them what they think the people are good at. Then ask the students what they are good at. Are they good at English, soccer, music, etc.?

UNIT 2 What are you good at?

Role-play: Talking about abilities

Getting Ready

A Guess and say the fairy's answer.

Look & Answer

- What is the fairy doing?
- What is on the table?

- She's dancing.
- There is a fishbowl.

B Listen and say. Then practice with your partner.

1. English

2. math

3. music

4. art

5. cooking

6. acting

7. running

8. dancing

9. ice skating

A: What are you good at? B: I'm good at **English**.

* I'm = I am

Speaking Practice

A Look and practice with your partner.

a b c d e f

- a. cooking
- b. ice skating
- c. English
- d. art
- e. acting
- f. music

What are you good at?

I'm good at _____.

1 running 2 math 3 dancing 4 music

1. running - No, I'm not.
2. math - No, I'm not.
3. dancing - No, I'm not.
4. music - Yes, I am.

Are you good at **running**?

Yes, I am. / No, I'm not.

Talk it over

- What are you good at?
- What is your partner good at?

[Sample Answers]

- I'm good at art.
- He[She]'s good at acting.

Unit 2 • 11

Getting Ready

A Have the students look at the picture. What can they see? What do they think is happening? Do the characters remind them of anyone? Have the students read the boy's question and guess the fairy's answer.

Look & Answer Have the students work in pairs to ask and answer the questions. Then check the answers together as a class.

B Have the students listen to the recording and repeat what they hear. Then practice saying the vocabulary together as a class. Have the students work in pairs. Tell them to practice asking and answering the question using the information in activity B. When they've finished that, have them ask and answer the question once again with their own information.

Extra Idea Pretend that you are doing one of the actions and let the students guess what you're good at. Then let them take turns pretending that they are doing one of the activities while their classmates try and guess what they are good at. (Teacher: "What's he/she good at?" Students: "He's/She's good at (action).")

Speaking Practice

A Have the students look at the picture. What can they see? What do they think is happening? Have the students work in pairs. Tell them to take turns asking and answering the questions with their partner. Explain that the information marked a – f should be used in the first part of the activity while the information marked 1 – 4 will be used in the second part of the activity. Check the answers together as a class by pointing at each pair and letting them say one of the questions and answers.

Talk it over Have the students work in pairs to ask and answer the questions. Then have each student tell the class what their partner is good at.

Extra Idea Have each pair ask one another "Are you good at (action)?" with all of the vocabulary from page 10 activity B. The student answering the questions will flip a coin to determine their answer. If the coin lands on "heads," the student will say "Yes, I am." If it lands on "tails," they will answer "No, I'm not." Ask each pair which student had more "Yes, I am." answers.


Step 1  T07-08

Annie: What are you good at, Pinocchio?
 Pinocchio: I'm good at cooking. Are you good at cooking, Annie?
 Annie: No, I'm not.
 Pinocchio: What are you good at?
 Annie: I'm good at music.

Role-play Presentation

Step 1 Listen to the conversation.  T07-08

1. Listen and number.




2. Listen again and answer.

1) What is Pinocchio good at? He's good at cooking.

2) Is Annie good at cooking? No, she isn't.
[is good at music]

Step 2 Plan your role-play with your partner. 😊👤

1. Match the roles to your favorite characters.

	Friend 1	Friend 2	
			
Pinocchio	Julia	Crystal	Annie

2. Choose a subject.

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3. Choose two actions.

			<div style="border: 1px solid black; width: 40px; height: 40px; display: inline-block;"></div>
---	--	---	--

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Step 3 Look and listen to the sample role-play.  T07-08

Characters in the sample
 Friend 1 →  Friend 2 → 



Step 4 Change the words in red and do your role-play with your partner. Use the finger puppets. 😊👤

Complete your role-play script on page 66.

Think
 Try to change the end of the role-play.

Unit 2 • 13

Role-Play Presentation

Step 1 Have the students look at the pictures. What do they see? What do they think is happening? Ask them to guess what they think each character is saying. Have the students listen to the recording and number the pictures. Then ask them to listen to the recording a second time and answer the questions. Check the answers for exercises 1 and 2 together as a class.

Step 2 Have the students work in pairs. Read the names of the characters together as a class and ask each pair to choose two characters to play "Friend 1" and "Friend 2." Then have the students choose a subject and two actions. Tell them that they can pick from the given choices or draw or write their own subject and action in the empty boxes.

Step 3 Play the recording of the sample role-play and have the students look at the cartoon. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the sample role-play that way. After listening to the sample role-play, ask the students some simple questions about it to check their comprehension. (For example, What is Crystal good at? Is Pinocchio good at math? Why does Pinocchio run away?)

Step 4 Have the students complete their role-play script (found on page 66). Encourage them to change some parts of the script (for example, they could change the end of the role-play). Then ask them to cut out the finger puppets for the characters they have chosen (found on page 73). Give the students a few minutes to practice their role-play with their partner. Tell them to take turns saying each character's lines so that they become familiar with the entire conversation. Have the students present their role-play to the class. For big classes, it may be better to split the students into smaller groups for presentations.

Workbook

UNIT 2 What are you good at?

Role-play: Talking about abilities

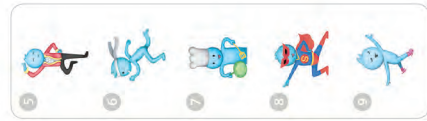
Name: _____

Score: _____

A Write the correct words for the pictures.



1. **math** _____
2. **English** _____
3. **art** _____
4. **music** _____
5. **dancing** _____
6. **running** _____
7. **cooking** _____
8. **acting** _____
9. **ice skating** _____



B Use the words in the box to write what each character is saying. You can use the words more than once.



1. What **are you good at** _____ ?
2. I'm **good at dancing** _____ .
3. Are **you good at dancing** _____ ?
4. No, I'm **not** _____ .

I'm good at
are
not
you
dancing

Unit 2 • 5

C Number the sentences in order to match the pictures.



- 3 Are you good at cooking, Annie?
- 4 No, I'm not.
- 1 What are you good at, Pinocchio?
- 5 What are you good at?
- 6 I'm good at music.
- 2 I'm good at cooking.

D Listen and number the pictures in order. Then listen again and fill in the blanks.



- Crystal: Pinocchio, **1** **what** are you good at?
 Pinocchio: I'm good at **2** **math** .
 Crystal: Are you really good at **3** **math** ?
 Your **4** **nose** is growing longer.
 Pinocchio: Oh, **5** **no** !
 I'm not good at **6** **math** .
7 **But** I'm good at **8** **running** !
 Crystal: Pinocchio!

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UNIT 3 Review

She's good at dancing.

Speaking Task

Storytelling: Describing pictures

Week 3 : Unit 3. She's good at dancing.		Sections & Pages	CD Track	Time
Review & Check Homework	Word Test			7 mins.
Review		SB pp.14~15		14 mins.
Storytelling Presentation - Step 1		SB p.16		7 mins.
Storytelling Presentation - Step 2		SB p.17		14 mins.
Assign Homework	Workbook	WB pp.7~8	54~55	3 mins.
	Hybrid CD	Unit 3		
Total Time				45 mins.

Introduction

Ask one of the students to come to the front of the class. Ask them what their first name, last name, nickname, address, email address, and phone number are. Then ask them what they are good at. End the mini-interview by asking the student if they are good at something else ("Are you good at cooking?"). Then let that student choose another student to interview.

UNIT
3
Review

She's good at dancing.

Storytelling: Describing pictures



A What do you see in the picture? Circle the correct answers.

1. <input checked="" type="checkbox"/> math / <input type="checkbox"/> music	2. <input type="checkbox"/> art / <input checked="" type="checkbox"/> English
3. <input type="checkbox"/> acting / <input checked="" type="checkbox"/> dancing	4. <input checked="" type="checkbox"/> running / <input type="checkbox"/> ice skating
5. <input type="checkbox"/> first name / <input type="checkbox"/> phone number	6. <input type="checkbox"/> last name / <input type="checkbox"/> nickname
7. <input type="checkbox"/> home address / <input checked="" type="checkbox"/> email address	

B Practice the conversations above with your partner. 😊🗣️

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UNIT
3
Review

She's good at dancing.

Storytelling: Describing pictures



C Talk about the picture with your partner. Use the questions below. Add one question of your own. 😊🗣️

1. What's Ella's last name?	A It's Smith .
2. Does James look happy?	A No , he doesn't .
3. What is Julia doing?	A She's dancing/talking (with Paul) .
4. Is Annie good at math?	A No , she isn't <small>(is good at English)</small> .
5. Who is Pinocchio dancing with?	A He's dancing with Ella .
6. <small>[Sample Question]</small> What do you see on the table?	A <small>[Sample Answer]</small> I see cake, sandwiches, chicken, cookies, and milk .

Unit 3 • 15

Review

- A** Have the students look at the picture. What can they see? What do they think is happening? Review the names of the characters with the students. What characters do they like the best? Read the words in the box for activity A together as a class. Then tell the students to look at the picture and circle the correct answers. Check the answers together as a class.
- B** Have the students work in pairs. Ask them to practice the conversations in the picture with their partner. Tell them to practice all the conversations once using the information in the book and then to do them again a second time using their own information. Check the answers together as a class by pointing at each pair and letting them say one of the questions and answers.

- C** Read the questions together as a class. Then have the students ask and answer the questions with their partner. It's not necessary for them to write the answers (although you can ask them to do this if you'd like). Ask the students to think of one question on their own to add to the list. This may be easier to do if they write the question and answer they created in their student books. If the students have difficulty thinking of their own questions, brainstorm some sample questions as a class and write them on the board. Check the answers for questions 1 – 5 together as a class. Then choose some pairs of students and let them present their own question and answer.

Storytelling Presentation

Step 1

A Complete the pictures. [Sample Answers]



1

a. Cinder Street b. Palace Street
c. English Street



2

(What's his name?)



3

a. acting b. dancing c. ice skating



4

a. acting b. dancing c. ice skating

B Talk about the pictures with your partner. Use the questions below. 😊🗣️

Picture 1 Where does Ella live?	[Sample Answers] She lives on English Street .
Picture 2 What's his name?	His name is Pinocchio .
Picture 3 What is he good at?	He's good at acting .
Picture 4 What is she good at?	She's good at dancing .


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Step 2


A Complete your story about the pictures.

Title [Sample Answers]
The **dancing** queen and the **acting** king

A pretty girl lives on **English Street**. Her name is Ella. One evening, she goes to a party. She meets a boy there. His name is **Pinocchio**. He's good at **acting**. Ella is good at **dancing**. Ella becomes the **dancing** queen. **Pinocchio** becomes the **acting** king. They are happy.



B Present your story to the class. 🗣️😊

 After the presentation, listeners can ask the speaker questions about the story.

Unit 3 • 17

Storytelling Presentation

Step 1

A Have the students look at the pictures. Ask them what characters they can see. Explain that the pictures are in order, but that they are incomplete. Go over the choices (or questions) under each picture and tell the students that they can choose how to complete the pictures. Have the students circle the information they want to use for each picture (and you can also have them draw and write it in the blank spaces if you'd like).

Extra Idea Instead of using one of the suggested choices, encourage the students to think of their own ways to complete each picture.

B Have the students work in pairs. Tell them to talk about their pictures by asking and answering the questions with their partner. It's not necessary for them to write the answers (although you can ask them to do this if you'd like).

Step 2

A Have the students complete their story based on the pictures they created in Step 1.

B Ask the students to present their story to the class. For big classes, it may be better to split the students into smaller groups for presentations. After each presentation, encourage the students who are listening to ask some questions about the story.

Extra Idea Brainstorm good questions to ask storytellers together as a class and write them on the board. If the students have trouble thinking of their own questions to ask at the end of presentations, remind them that they can use some of the ones from the board.

UNIT 3
Review
She's good at dancing.

Storytelling : Describing pictures

Name: _____ Score: _____

A Put the words in the correct categories.

- English cooking running
- art math last name
- dancing nickname music
- ice skating email address phone number

Personal Information

last name _____
 nickname _____
 email address _____
 phone number _____

Subjects

art _____
 English _____
 math _____
 music _____

Actions

cooking _____
 dancing _____
 ice skating _____
 running _____

B Fill in the blanks with the correct words. You can use the words more than once.

What name I am good at English email address

1. A: What's your _____ email address _____ ?
 B: My _____ email address _____ is ella@bg.com.

2. A: What's her _____ name _____ ?
 B: Her _____ name _____ is Ella Smith.

3. A: _____ What _____ are you _____ good at _____ ?
 B: I'm _____ good at _____ acting.

4. A: Are you good at _____ English _____ ?
 B: Yes, _____ I am _____.

Unit 3 • 7

Workbook

C Listen and match the pictures. Then listen again and fill in the blanks.

A pretty girl lives on **English Street**. Her name is Ella. One evening, she goes to a party. She meets a **boy** there. His name is **Pinocchio**. He's good at **acting**. Ella is good at **dancing**. Ella becomes the **dancing** queen. **Pinocchio** becomes the **acting** king. They are happy.

D Answer the questions in complete sentences.

- What's your last name? **[Sample Answers]**
 → **It's Lee. / My last name is Lee.**
- What's your phone number?
 → **It's 123-4567. / My phone number is 123-4567.**
- What are you good at?
 → **I'm good at dancing.**
- Are you good at ice skating?
 → **No, I'm not.**

8

UNIT
4

Are you ready to order?

Speaking Task

Role-play: Ordering food

Key Words & Structures

- a hamburger
- steak
- vegetable soup
- grape juice
- orange soda
- pasta
- fried rice
- lemonade
- tea
- hot chocolate

Are you ready to order? – Yes, I'd like _____.

Would you like a drink? – Yes, I'd like _____.

Week 4: Unit 4. Are you ready to order?		Sections & Pages	CD Track	Time
Review & Check Homework	Word Test			7 mins.
Getting Ready		SB p.18	10	7 mins.
Speaking Practice		SB p.19	11~12	7 mins.
Role-play Presentation - Step 1~2		SB p.20	13	7 mins.
Role-play Presentation - Step 3~4		SB p.21		14 mins.
Assign Homework	Workbook	WB pp.9~10	56~57	3 mins.
	Hybrid CD	Unit 4		
Total Time				45 mins.

Introduction

Ask the students how often they go out for dinner. What food do they like to eat and drink when they go out for dinner? What restaurants do they like to eat at? Write some of the restaurants down on the board and then take a vote to see which restaurant the class likes the best.

UNIT 4 **Are you ready to order?**

Role-play: Ordering food

Getting Ready

A Guess and say the girl's answer.



Look & Answer

- Where are the people? • They are at a restaurant.
- How does the server look? • He looks angry.

B Listen and say. Then practice with your partner.

1. a hamburger	2. pasta	3. steak	4. fried rice	5. vegetable soup
6. lemonade	7. grape juice	8. tea	9. orange soda	10. hot chocolate

A: Are you ready to order? B: Yes, I'd like a hamburger.

* I'd = I would

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Speaking Practice

A Look and practice with your partner.



a b c d e

a. fried rice
b. steak
c. vegetable soup
d. pasta
e. a hamburger

Are you ready to order?
Yes, I'd like _____.

1 2 3 4 5

1. grape juice
2. orange soda
3. hot chocolate
4. lemonade
5. tea

Would you like a drink?
Yes, I'd like _____.

Talk it over

- Look at the menu above. What would you like to order?
- What would your partner like to order?

[Sample Answers]

- I'd like to order steak.
- He/She'd like to order hot chocolate.

Unit 4 • 19

Getting Ready

A Have the students look at the picture. What can they see? What do they think is happening? Do the characters remind them of anyone? Have the students read the server's question and guess the girl's answer.

Look & Answer Have the students work in pairs to ask and answer the questions. Then check the answers together as a class.

B Have the students listen to the recording and repeat what they hear. Then practice saying the vocabulary together as a class. Have the students work in pairs. Tell them to practice asking and answering the question using the information in activity B. When they've finished that, have them ask and answer the question once again with their own information.

Extra Idea Split the students into two teams. Give one student from each team a marker and ask them to stand at the back of the classroom. Have the class ask, "Are you ready to order?" Answer, "Yes, I'd like (food)." The two students standing at the back of the classroom will run to the board and write down whatever food you say. The first student to write down the food and say "I'd like (food)." wins a point for their team.

Speaking Practice

A Have the students look at the picture. What can they see? What do they think the robots do? Say the food and drinks that the robots have together as a class. Have the students work in pairs. Tell them to take turns asking and answering the questions with their partner. Explain that the things marked a – e should be used in the first part of the activity while the things marked 1 – 5 will be used in the second part of the activity. Check the answers together as a class by pointing at each pair and letting them say one of the questions and answers.

Talk it over Have the students work in pairs to ask and answer the questions. Then have each student tell the class what their partner would like to order.

Extra Idea Pretend the classroom is a restaurant. Ask one of the students what they want to order and then pretend to prepare what they asked for. Serve it to the student and have them say whether their food and drink tastes good or bad. Then have the students practice doing the same thing with their partner.

Step 1 T11-12

Server: Are you ready to order?
 Customer: Yes, I'd like a hamburger.
 Server: Would you like to order a drink?
 Customer: Yes, I'd like orange soda.
 Server: So that's one hamburger and one orange juice?
 Customer: No, I want orange soda!

Role-play Presentation

Step 1 Listen to the conversation. T11-12

1. Listen and number.



2. Listen again and answer.

1) Does the customer order a hamburger? **Yes**, he **does**.

2) What does the customer want to drink? He wants **orange soda**.

Step 2 Plan your role-play with your partner. 😊👤

1. Match the roles to your favorite characters.

Server	Customer
 Snow White	 Charlie
 Mary	 Grumpy

2. Choose two foods.



3. Choose two drinks.



20

Step 3 Look and listen to the sample role-play. T13

Characters in the sample
 Server → Customer →



Step 4 Change the words in red and do your role-play with your partner. Use the finger puppets. 😊👤

Complete your role-play script on page 67.

Think

Try to change the end of the role-play.

Unit 4 • 21

Role-Play Presentation

Step 1 Have the students look at the pictures. What do they see? What do they think is happening? Ask them to guess what each character is saying. Have the students listen to the recording and number the pictures. Then ask them to listen to the recording a second time and answer the questions. Check the answers for exercises 1 and 2 together as a class.

Step 2 Have the students work in pairs. Read the names of the characters together as a class and ask each pair to choose two characters to play the "Server" and the "Customer." Then have the students choose two foods and two drinks. Tell them that they can pick from the given items or draw or write their own food and drink in the empty boxes.

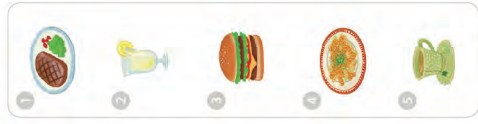
Step 3 Play the recording of the sample role-play and have the students look at the cartoon. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the sample role-play that way. After listening to the sample role-play, ask the students some simple questions about it to check their comprehension. (For example, Does Snow White want an apple? How many drinks does Snow White want? Will Snow White eat all the food and drink all the drinks?)

Step 4 Have the students complete their role-play script (found on page 67). Encourage them to change some parts of the script (for example, they could change the end of the role-play). Then ask them to cut out the finger puppets for the characters they have chosen (found on page 75). Give the students a few minutes to practice their role-play with their partner. Tell them to take turns saying each character's lines so that they become familiar with the entire conversation. Have the students present their role-play to the class. For big classes, it may be better to split the students into smaller groups for presentations.

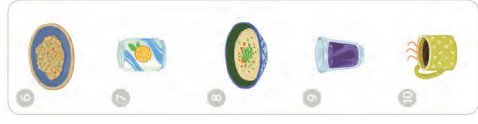
Name: _____

Score: _____

A Write the correct words for the pictures.



1. **steak** _____
2. **lemonade** _____
3. **a hamburger** _____
4. **pasta** _____
5. **tea** _____
6. **fried rice** _____
7. **orange soda** _____
8. **vegetable soup** _____
9. **grape juice** _____
10. **hot chocolate** _____



B Use the words in the box to write what each character is saying. You can use the words more than once.



1. Are **you ready to order** _____?
2. Yes, **I'd like a hamburger** _____.
3. **Would you like a drink** _____?
4. Yes, **I'd like lemonade** _____.

I'd like _____ a hamburger ready to order
you like a drink lemonade

Workbook

C Number the sentences in order to match the pictures.



- 4 Yes, I'd like orange soda.
- 1 Are you ready to order?
- 2 Yes, I'd like a hamburger.
- 6 No, I want orange soda!
- 3 Would you like to order a drink?
- 5 So that's one hamburger and one orange juice?

D Listen and number the pictures in order. Then listen again and fill in the blanks.



Server: Are you ready to **order** _____?
 Customer: Yes, I'd like **pasta** _____. And I'd like **steak** _____ and **two** _____ hamburgers, too.
 Server: Okay. Would you like a **drink** _____?
 Customer: Yes, I'd like **tea** _____ and lemonade. And I'd like **grape juice** _____ and milk, too.
 Server: Wow! **That** _____ is a lot.

UNIT 5

What does your button look like?

Speaking Task

Role-play: Describing things

Key Words & Structures

round square
 triangular rectangular
 red yellow
 blue white
 gray black
 What does your _____ look like? – It's _____ (shape).
 Is it _____ (color)? – Yes, it is. / No, it isn't.

Week 5 : Unit 5. What does your button look like?		Sections & Pages	CD Track	Time
Review & Check Homework	Word Test			7 mins.
Getting Ready		SB p.22	14	7 mins.
Speaking Practice		SB p.23	15~16	7 mins.
Role-play Presentation - Step 1~2		SB p.24	17	7 mins.
Role-play Presentation - Step 3~4		SB p.25		14 mins.
Assign Homework	Workbook	WB pp.11~12	58~59	3 mins.
	Hybrid CD	Unit 5		
Total Time				45 mins.

Introduction

Point to some items in the classroom and have the students say what they are. Ask them what color and shape the objects are. Then ask the students to choose items from their backpacks or pencil cases for their classmates to describe.

UNIT 5 What does your button look like?
Role-play: Describing things

Getting Ready

A Guess and say the genie's answer.

What does your button look like? It's round and black.

Look & Answer

- What did the genie lose? He lost his button.
- What color is the boy's T-shirt? It's white.

B Listen and say. Then practice with your partner.

- round
- square
- triangular
- rectangular
- red
- yellow
- blue
- white
- gray
- black

A: What does your backpack look like? B: It's rectangular and red.

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Speaking Practice

A Look and practice with your partner.

a b c d

a. ruler - square
b. clock - triangular
c. pencil case - rectangular
d. backpack - round

What does your ruler look like?
It's _____ (shape).

1 yellow 2 white 3 gray 4 black

1. yellow - No, it isn't.
2. white - Yes, it is.
3. gray - No, it isn't.
4. black - Yes, it is.

Is it _____? (color)
Yes, it is. / No, it isn't.

Talk it over

- What does your eraser look like?
- What does your partner's eraser look like?

[Sample Answers]

- It's square and yellow.
- It's triangular and gray.

Unit 5 • 23

Getting Ready

A Have the students look at the picture. What can they see? Where do they think the characters are? What do they think is happening? Do the characters remind them of anyone? Have the students read the boy's question and guess the genie's answer.

Look & Answer Have the students work in pairs to ask and answer the questions. Then check the answers together as a class.

B Have the students listen to the recording and repeat what they hear. Then practice saying the vocabulary together as a class. Have the students work in pairs. Tell them to practice asking and answering the questions using the information in activity B (they can substitute different objects for "backpack"). When they've finished that, have them ask and answer the questions once again with their own information.

Extra Idea Say "I spy with my little eye something that is (shape) and (color)." Have the students try and guess what object you're describing. Then let them take turns saying "I spy with my little eye something that is (shape) and (color)." The rest of the class will try and guess what they are talking about.

Speaking Practice

A Have the students look at the picture. What can they see? What would they do if they had all of those gold and silver coins? Say the objects in the treasure chest together as a class. Have the students work in pairs. Tell them to take turns asking and answering the questions with their partner. Explain that the things marked a - d should be used in the first part of the activity while the things marked 1 - 4 will be used in the second part of the activity. Check the answers together as a class by pointing at each pair and letting them say one of the questions and answers.

Talk it over Have the students work in pairs to ask and answer the questions. Then have each student tell the class what their partner's eraser looks like.

Extra Idea Have the students work in pairs. Student A will think of an object and Student B will try and guess what it is by asking 10 (or less) questions. Student A can only answer "Yes, it is." or "No, it isn't." After asking 10 questions, Student B must say what they think the object is.

Step 1 T15-16

Tiffany: What's wrong, Aladdin?
 Aladdin: I lost my lamp.
 Tiffany: What does your lamp look like?
 Aladdin: It's round.
 Tiffany: Is it blue?
 Aladdin: Yes, it is!

Role-play Presentation

Step 1 Listen to the conversation. 15-16

1. Listen and number.



2. Listen again and answer.

1) What shape is Aladdin's lamp? It's **round**.

2) What color is Aladdin's lamp? It's **blue**.

Step 2 Plan your role-play with your partner. 😊👤


1. Match the roles to your favorite characters.

Person		Genie	
			
Aladdin	Tiffany	Genie of the Lamp	Genie of the Ring

2. Choose a shape.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			

3. Choose two colors.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			

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Step 3 Look and listen to the sample role-play. 17

Characters in the sample
 Person →  Genie → 



Step 4 Change the words in red and do your role-play with your partner. Use the finger puppets. 😊👤

Complete your role-play script on page 68.

Think
 Try to change the end of the role-play.

Unit 5 • 25

Role-Play Presentation

Step 1 Have the students look at the pictures. What do they see? What do they think is happening? Ask them to guess what each character is saying. Have the students listen to the recording and number the pictures. Then ask them to listen to the recording a second time and answer the questions. Check the answers for exercises 1 and 2 together as a class.

Step 2 Have the students work in pairs. Read the names of the characters together as a class and ask each pair to choose two characters to play the "Person" and the "Genie." Then have the students choose a shape and two colors. Tell them that they can pick from the given items or draw or write their own shape and color in the empty boxes.

Step 3 Play the recording of the sample role-play and have the students look at the cartoon. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the sample role-play that way. After listening to the sample role-play, ask the students some simple questions about it to check their comprehension. (For example, Why is Aladdin crying? What shape is Aladdin's watch? Is Aladdin's watch yellow?)

Step 4 Have the students complete their role-play script (found on page 68). Encourage them to change some parts of the script (for example, they could change the end of the role-play). Then ask them to cut out the finger puppets for the characters they have chosen (found on page 75). Give the students a few minutes to practice their role-play with their partner. Tell them to take turns saying each character's lines so that they become familiar with the entire conversation. Have the students present their role-play to the class. For big classes, it may be better to split the students into smaller groups for presentations.

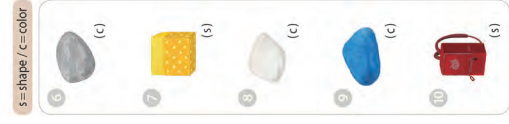
UNIT 5
What does your button look like?
Role-play: Describing things

Name: _____ Score: _____

A Write the correct words for the pictures.



1. **round** _____
2. **yellow** _____
3. **triangular** _____
4. **red** _____
5. **black** _____
6. **gray** _____
7. **square** _____
8. **white** _____
9. **blue** _____
10. **rectangular** _____



B Use the words in the box to write what each character is saying.



1. What **does your button look like** ? _____
2. It's **round** _____ (shape)
3. Is it **black** ? _____ (color)
4. **Yes, it is** _____

it is _____ look like
does _____ round _____ your button

Workbook

C Number the sentences in order to match the pictures.



- 3 What does your lamp look like?
- 2 I lost my lamp.
- 6 Yes, it is!
- 5 Is it blue?
- 4 It's round.
- 1 What's wrong, Aladdin?

D Listen and number the pictures in order. Then listen again and fill in the blanks.



- G.R.: What does your **1** **watch** look like?
Aladdin: It's **4** **square**.
- G.R.: Is this **2** **yours** ?
Aladdin: No, it isn't. My watch isn't **3** **white**.
- G.R.: Is it **5** **white** ?
Aladdin: **6** **Yes**, it is. That's **7** **mine**.
- G.R.: You're very honest.
Aladdin: Take the **4** **yellow** watch, too.
Oh, wow!

UNIT 6
Review

He orders grape juice.

Speaking Task

Storytelling: Describing pictures

Week 6 :		Sections & Pages	CD Track	Time
Review & Check Homework	Word Test			7 mins.
	Review	SB pp.26~27		14 mins.
Storytelling Presentation - Step 1		SB p.28		7 mins.
Storytelling Presentation - Step 2		SB p.29		14 mins.
Assign Homework	Workbook	WB pp.13~14	60~61	3 mins.
	Hybrid CD	Unit 6		
Total Time				45 mins.

Introduction

Tell the students to imagine they are at a restaurant. Ask them what they want to order and then tell them to describe what shape and color the foods they want are. Write down the most popular foods on the board. Can the students think of how to make them different shapes or colors? Would they eat them if they were made those ways?

UNIT
6
Review

He orders grape juice.

Storytelling: Describing pictures



A What do you see in the picture? Circle the correct answers.

1. <input checked="" type="checkbox"/> steak / <input type="checkbox"/> pasta	2. <input type="checkbox"/> hamburger / <input checked="" type="checkbox"/> fried rice
3. <input type="checkbox"/> vegetable soup / <input checked="" type="checkbox"/> tea	4. <input checked="" type="checkbox"/> grape juice / <input type="checkbox"/> orange soda
5. <input type="checkbox"/> lemonade / <input checked="" type="checkbox"/> hot chocolate	6. <input checked="" type="checkbox"/> round mirror / <input type="checkbox"/> rectangular mirror
7. <input type="checkbox"/> gray watch / <input checked="" type="checkbox"/> yellow watch	8. <input checked="" type="checkbox"/> triangular backpack / <input type="checkbox"/> square backpack

B Practice the conversations above with your partner. 😊🗣️

26

UNIT
6
Review

What does your mirror look like?

Storytelling: Describing pictures



C Talk about the picture with your partner. Use the questions below. Add one question of your own. 😊🗣️

1. What does Snow White do?	A She's a server .
2. Does Aladdin order a hamburger?	A No , he doesn't .
3. Is the Genie of the Ring a customer?	A Yes , she is .
4. What's wrong with Mary?	A She lost her mirror .
5. What did the Genie of the Lamp lose?	A He lost his blue backpack.
6. Where are they ?	A They are at a restaurant .

Unit 6 • 27

Review

- A** Have the students look at the picture. What can they see? What place are the characters at? Review the names of the characters with the students. What characters do they like the best? Read the words in the box for activity A together as a class. Then tell the students to look at the picture and circle the correct answers. Check the answers together as a class.
- B** Have the students work in pairs. Ask them to practice the conversations in the picture with their partner. Tell them to practice all the conversations once using the information in the book and then to do them again a second time using their own information. Check the answers together as a class by pointing at each pair and letting them say one of the questions and answers.

- C** Read the questions together as a class. Then have the students ask and answer the questions with their partner. It's not necessary for them to write the answers (although you can ask them to do this if you'd like). Ask the students to think of one question on their own to add to the list. This may be easier to do if they write the question and answer they created in their student books. If the students have difficulty thinking of their own questions, brainstorm some sample questions as a class and write them on the board. Check the answers for questions 1 – 5 together as a class. Then choose some pairs of students and let them present their own question and answer.

Storytelling Presentation

Step 1

A Complete the pictures. [Sample Answers]

1

a. b. c.

2

a. b. c.

3

a. b. c.

4

a. b. c.

B Talk about the pictures with your partner. Use the questions below. 😊🗣️

Picture 1 What does the genie order? He orders a **hamburger**, **steak**, and **vegetable soup**.
[Sample Answers]

Picture 2 Does he want something to drink? Yes, he wants **grape juice** and **hot chocolate**.

Picture 3 What does the hamburger look like? It's **square**.

Picture 4 What does the glass look like? It's **round** and **yellow**.
(shape) (color)

28

Step 2

A Complete your story about the pictures.

[Sample Answers]

Title **The Genie of the Lamp goes to a restaurant.**

The Genie of the Lamp goes to a restaurant. He orders a hamburger, ① **steak**, and vegetable soup. He orders ② **grape juice** and hot chocolate, too. Snow White serves the food. The hamburger is ③ **square**. The ④ **grape juice** is in a pretty glass. It's ⑤ **round** and **yellow**. Everything looks delicious. Now, he's ready to eat.

Idea Box pasta, steak, fried rice / lemonade, grape juice, orange soda / square, triangular, rectangular, round / yellow, red, blue

B Present your story to the class. 🗣️😊

After the presentation, listeners can ask the speaker questions about the story.

Unit 6 • 29

Storytelling Presentation

Step 1

A Have the students look at the pictures. Ask them what characters they can see. Explain that the pictures are in order, but that they are incomplete. Go over the choices under each picture and tell the students that they can choose how to complete the pictures. Have the students circle the information they want to use for each picture (and you can also have them draw and write it in the blank spaces if you'd like).

Extra Idea Instead of using one of the suggested choices, encourage the students to think of their own ways to complete each picture.

B Have the students work in pairs. Tell them to talk about their pictures by asking and answering the questions with their partner. It's not necessary for them to write the answers (although you can ask them to do this if you'd like).

Step 2

- A** Have the students complete their story based on the pictures they created in Step 1.
- B** Ask the students to present their story to the class. For big classes, it may be better to split the students into smaller groups for presentations. After each presentation, encourage the students who are listening to ask some questions about the story.

Extra Idea Brainstorm good questions to ask storytellers together as a class and write them on the board. If the students have trouble thinking of their own questions to ask at the end of presentations, remind them that they can use some of the ones from the board.

UNIT 6
Review
He orders grape juice.
 Storytelling : Describing pictures

Name: _____ Score: _____

A Put the words in the correct categories.

blue	round	triangular	orange soda
pasta	gray	yellow	fried rice
square	tea	steak	hot chocolate

Food: steak, pasta, fried rice
 Drinks: tea, orange soda, hot chocolate
 Shapes: square, round, triangular
 Colors: blue, gray, yellow

B Fill in the blanks with the correct words.

gray hamburger drink it isn't look like order rectangular grape juice

1. A: Are you ready to **order** ?
 B: Yes, I'd like a **hamburger** .

2. A: Would you like a **drink** ?
 B: Yes, I'd like **grape juice** .

3. A: Is your backpack **gray** ?
 B: No, **it isn't** . (color)

4. A: What does your pencil case **look like** ?
 B: It's **rectangular** . (shape)

Unit 6 • 13

Workbook

C Listen and match the pictures. Then listen again and fill in the blanks.

The Genie of the Lamp goes to a restaurant. He **1 orders** a hamburger, **2 steak**, and vegetable soup. He **3 orders** **4 grape juice** and hot chocolate, too. Snow White serves the food. The hamburger is **5 square**. The **6 grape juice** is in a pretty glass. It's **7 round** and **8 yellow**. Everything looks delicious. Now, he's ready to eat.

D Answer the questions in complete sentences.

1. What would you like to eat? [Sample Answers]
 → I'd like to eat fried rice.

2. What would you like to drink?
 → I'd like to drink lemonade.

3. What does your pencil case look like?
 → It's rectangular and blue.

4. Is your eraser white?
 → Yes, it is.

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UNIT 7

May I help you?

Speaking Task

Role-play: Shopping

Key Words & Structures

- | | |
|-------------|----------|
| ring | necklace |
| hairpin | cap |
| earrings | mittens |
| sneakers | sandals |
| dress shoes | boots |

May I help you? – Yes, please. I want to buy (a) _____.

How much is it? / How much are they? – It's \$ _____. / They're \$ _____.

Week 7: Unit 7. May I help you?		Sections & Pages	CD Track	Time
Review & Check Homework	Word Test			7 mins.
Getting Ready		SB p.30	18	7 mins.
Speaking Practice		SB p.31	19~20	7 mins.
Role-play Presentation - Step 1~2		SB p.32	21	7 mins.
Role-play Presentation - Step 3~4		SB p.33		14 mins.
Assign Homework	Workbook	WB pp.15~16	62~63	3 mins.
	Hybrid CD	Unit 7		
Total Time				45 mins.

Introduction

Ask the students if they like to go shopping. If they say "yes," ask them where they like to go shopping and what they like to buy. Draw the "\$" sign on the board and ask them if they know what it's called. Do people use dollars in the students' country?

UNIT 7 May I help you?

Role-play: Shopping

Getting Ready

A Guess and say the girl's answer.

May I help you?

Yes, please. I want to buy a necklace.

Look & Answer

- What items are in the shop?
- Who is a sales clerk, the wolf or the girl?
- There are necklaces and shoes.
- The wolf is a sales clerk.

B Listen and say. Then practice with your partner.

1.	2.	3.	4.	5.	6.
ring	necklace	hairpin	cap	earrings	mittens
7.	8.	9.	10.		
sneakers	sandals	dress shoes	boots		

A: May I help you?
B: Yes, please. I want to buy a ring.

30

Speaking Practice

A Look and practice with your partner.

a. mittens
b. a cap
c. a ring
d. sneakers
e. sandals

May I help you?

Yes, please. I want to buy (a) _____.

1. How much is it? - It's \$10.
2. How much is it? - It's \$1.
3. How much are they? - They're \$12.
4. How much are they? - They're \$30. It's \$ _____. / They're \$ _____.
5. How much are they? - They're \$26.

Talk it over

- What kind of accessories are you wearing now?
- What kind of shoes are you wearing now?

[Sample Answers]

- I'm wearing a cap. / I'm not wearing any accessories.
- I'm wearing sneakers.

Unit 7 • 31

Getting Ready

A Have the students look at the picture. What can they see? Where do they think the characters are? What do they think is happening? Do the characters remind them of anyone? Have the students read the wolf's question and guess the girl's answer.

Look & Answer Have the students work in pairs to ask and answer the questions. Then check the answers together as a class.

B Have the students listen to the recording and repeat what they hear. Then practice saying the vocabulary together as a class. Have the students work in pairs. Tell them to practice asking and answering the question using the information in activity B. When they've finished that, have them ask and answer the question once again with their own information.

Extra Idea Play tic-tac-toe with the vocabulary. Draw a 3X3 grid on the board and write some of the vocabulary words in it (or make flashcards for the vocabulary words and use those). Split the students into two teams (X and O). A student from Team X throws a beanbag or a sticky ball at one of the squares on the board. If the student hits the square, all the other students ask "May I help you?" and the student answers "Yes, please. I want to buy (object)." The student will then draw X or O in the square. The first team to get three of their symbols (X or O) in a row wins.

Speaking Practice

A Have the students look at the picture. What can they see? Have the students practice using prepositions by saying where each item is in the picture (in the tree / by the tree / in front of the tree / on the sign). Say the objects and their prices together as a class. (Teacher: "What's this?/What are these?" Students: "It's/They're (object)."
Teacher: "How much is it/are they?" Students: "It's/They're (price).") Have the students work in pairs. Tell them to take turns asking and answering the questions with their partner. Explain that the things marked a - e should be used in the first part of the activity while the things marked 1 - 5 will be used in the second part of the activity. Check the answers together as a class by pointing at each pair and letting them say one of the questions and answers.

Talk it over Have the students work in pairs to ask and answer the questions. Then have each student tell the class what kind of accessories and shoes they are wearing.

Extra Idea Teach the students how to say prices with dollars and coins (for examples, \$10.25). Point to the items in activity A (or use classroom objects) and have the students ask you "How much is it?" Give them three or four dice to roll. Use the numbers on the dice to make a price ("It's \$63.51."). Have the students say "That's a good price. I'll take it!" or "That's too expensive!"

Step 1 T19-20

Sales Clerk: May I help you?
 Customer: Yes, please. I want to buy boots.
 Sales Clerk: How about these?
 Customer: I like them. How much are they?
 Sales Clerk: They're \$20.

Role-play Presentation

Step 1 Listen to the conversation. T19-20

1. Listen and number.

2. Listen again and answer.

1) What does the huntsman want to buy? He wants to buy **boots**.

2) How much are they? They're **\$20**.

Step 2 Plan your role-play with your partner. 🧑🏫🧑🏫

1. Match the roles to your favorite characters.

Sales Clerk	Customer

2. Choose two things.

3. Choose a price.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

32

Step 3 Look and listen to the sample role-play. T21

Characters in the sample
Sales Clerk → Customer →

Step 4 Change the words in red and do your role-play with your partner. Use the finger puppets. 🧑🏫🧑🏫

Complete your role-play script on page 69.

Think

Try to change the end of the role-play.

Unit 7 • 33

Role-Play Presentation

Step 1 Have the students look at the pictures. What do they see? What do they think is happening? Ask them to guess what each character is saying. Have the students listen to the recording and number the pictures. Then ask them to listen to the recording a second time and answer the questions. Check the answers for exercises 1 and 2 together as a class.

Step 2 Have the students work in pairs. Read the names of the characters together as a class and ask each pair to choose two characters to play the "Sales Clerk" and the "Customer." Then have the students choose two things and a price. Tell them that they can pick from the given items and prices or draw or write their own thing and price in the empty boxes.

Step 3 Play the recording of the sample role-play and have the students look at the cartoon. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the sample role-play that way. After listening to the sample role-play, ask the students some simple questions about it to check their comprehension. (For example, Why doesn't the girl like the hairpin? Does she like the red cap? How much does the red cap cost?)

Step 4 Have the students complete their role-play script (found on page 69). Encourage them to change some parts of the script (for example, they could change the end of the role-play). Then ask them to cut out the finger puppets for the characters they have chosen (found on page 77). Give the students a few minutes to practice their role-play with their partner. Tell them to take turns saying each character's lines so that they become familiar with the entire conversation. Have the students present their role-play to the class. For big classes, it may be better to split the students into smaller groups for presentations.

UNIT 7
May I help you?
Role-play: Shopping

Name: _____ Score: _____

A Write the correct words for the pictures.

1. cap
2. sandals
3. necklace
4. ring
5. dress shoes
6. earrings
7. sneakers
8. hairpin
9. mittens
10. boots

B Use the words in the box to write what each character is saying.

1. May I help you ?
2. Yes, please. I want to buy a necklace .
3. How much is it ?
4. It's \$5 .

much to buy | \$5 | want is it | a necklace help you

Unit 7 • 15

16

Workbook

C Number the sentences in order to match the pictures.

1. They're \$20.
2. Yes, please. I want to buy boots.
3. How about these?
4. May I help you?
5. I like them. How much are they?

D Listen and number the pictures in order. Then listen again and fill in the blanks.

3 Sales Clerk: May I help you?
Customer: Yes, please.
I want to buy a hairpin .
4 Sales Clerk: How about this one?
Customer: I don't like the color .
Oh, this red cap is pretty.
1 How much is it?
Sales Clerk: It's \$5 .

UNIT 8

Let's have a race.

Speaking Task

Role-play: Making suggestions

Key Words & Structures

- play catch
- play cards
- have a race
- make models
- have a snowball fight
- build a sandcastle
- Let's _____. – Okay! / I'm sorry, I can't. I'm tired.
- Why don't we _____? – Okay! / That's boring. Let's do something else.

Week 8 : Unit 8. Let's have a race.		Sections & Pages	CD Track	Time
Review & Check Homework	Word Test			7 mins.
Getting Ready		SB p.34	22	7 mins.
Speaking Practice		SB p.35	23~24	7 mins.
Role-play Presentation - Step 1~2		SB p.36	25	7 mins.
Role-play Presentation - Step 3~4		SB p.37		14 mins.
Assign Homework	Workbook	WB pp.17~18	64~65	3 mins.
	Hybrid CD	Unit 8		
Total Time				45 mins.

Introduction

Ask the students what they like to do in their free time. Write the activities on the board and have a vote to see what the most popular free time activity in the class is. What are some activities they think are boring? List those activities on the board too and vote to see which activity the class thinks is the most boring.

UNIT 8 8 Let's have a race.

Role-play: Making suggestions

Getting Ready

A Guess and say the old lady's answer.



Let's have a race.

I'm sorry, I can't. I'm tired.

Look & Answer

- Where are they? • They are in the kitchen.
- What does he want to do? • He wants to have a race.

B Listen and say. Then practice with your partner.

1.  play catch	2.  play cards	3.  have a race
4.  make models	5.  have a snowball fight	6.  build a sandcastle

A: Let's play catch.

B: Okay!*

* I'm sorry, I can't. I'm tired. / That's boring. Let's do something else.

34

Getting Ready

A Have the students look at the picture. What can they see? Where do they think the characters are? Do the students know what kind of cookies the old lady is making? Do the characters remind them of anyone? Have the students read the gingerbread boy's question and guess the old lady's answer.

Look & Answer Have the students work in pairs to ask and answer the questions. Then check the answers together as a class.

B Have the students listen to the recording and repeat what they hear. Then practice saying the vocabulary together as a class. Have the students work in pairs. Tell them to practice making suggestions and offering replies using the information in activity B. When they've finished that, have them think of their own activity and suggest doing it to their partner.

Extra Idea Have each pair of students play rock-paper-scissors together. Student A will make a suggestion before they play rock-paper-scissors. If Student A wins, Student B will say "Okay!" If Student B wins, they will say "That's boring. Let's do something else." Have the students change roles after every "Okay!" answer.

Speaking Practice

A Look and practice with your partner.



a. Let's have a race. - Okay!

b. Let's have a snowball fight. - Okay!

c. Let's build a sandcastle. - I'm sorry, I can't. I'm tired.

d. Let's play catch. - Okay!

e. Let's make models. - I'm sorry, I can't. I'm tired.

Let's _____.

Okay! / I'm sorry, I can't. I'm tired.

1. Why don't we have a snowball fight? - Okay!

2. Why don't we build a sandcastle? - That's boring. Let's do something else.

3. Why don't we play cards? - Okay! / That's boring. Let's do something else.

Why don't we _____?

Okay! / That's boring. Let's do something else.

Talk it over

- Imagine you're bored. What do you want to do with your friends?
- What does your partner want to do with his/her friends?

[Sample Answers]

- I want to make models with my friends.
- He[She] wants to play cards with his[her] friends.

Unit 8 • 35

Speaking Practice

A Have the students look at the picture. What can they see? Say the activities in the picture together as a class. Have the students work in pairs. Tell them to take turns asking and answering the questions with their partner. Explain that the things marked a – e should be used in the first part of the activity while the things marked 1 – 3 will be used in the second part of the activity. Tell the students that if there is a happy face next to the letter or number, they should say "Okay!" But if there's a sad face, they should say "I'm sorry, I can't. I'm tired." or "That's boring. Let's do something else."

Talk it over Have the students work in pairs to ask and answer the questions. Then have each student tell the class what their partner wants to do with his/her friends.

Extra Idea Ask the students to fold a piece of paper so that it makes six squares and then to write each of the activities from page 34 in one of the squares. Have the students work in pairs. Ask each pair to cut their squares out and put them face down. Tell them to mix the squares together and play a matching game. Student A will turn over a square and say "Let's (action)." Student B will turn over another square. If it matches Student A's square, they will say "Okay!" If it doesn't match, they'll say "I'm sorry, I can't. I'm tired." When the students have matched all the cards, ask them to play once more using the second structure on page 35.

45

Step 1 T23-24

Bonnie: Did you finish making cookies, Grandma?
 Grandma: Yes, I did.
 Bonnie: Then let's have a snowball fight.
 Grandma: It's too cold outside. Let's do something else.
 Bonnie: Why don't we play cards?
 Grandma: Oh, that's a good idea!

Role-play Presentation

Step 1 Listen to the conversation. 23-24

1. Listen and number.



2. Listen again and answer.

1) What did Grandma make? She made **cookies**.

2) What will they do next? They'll **play cards**.

Step 2 Plan your role-play with your partner. 🧑🏫🧑🏫

1. Match the roles to your favorite characters.

Fast Character	Smart Character
 Gingerbread Boy	 Cara
 Bonnie	 Bonnie's Grandma

2. Choose an activity.

		
<input type="checkbox"/>	<input type="checkbox"/>	

3. Choose another activity.

		
<input type="checkbox"/>	<input type="checkbox"/>	

36

Step 3 Look and listen to the sample role-play. 25

Characters in the sample
Fast Character  Smart Character 



Step 4 Change the words in red and do your role-play with your partner. Use the finger puppets. 🧑🏫🧑🏫

Complete your role-play script on page 70.

Think
Try to change the end of the role-play.

Unit 8 • 37

Role-Play Presentation

Step 1 Have the students look at the pictures. What do they see? What do they think is happening? Ask them to guess what each character is saying. Have the students listen to the recording and number the pictures. Then ask them to listen to the recording a second time and answer the questions. Check the answers for exercises 1 and 2 together as a class.

Step 2 Have the students work in pairs. Read the names of the characters together as a class and ask each pair to choose two characters to play the "Fast Character" and the "Smart Character." Then have the students choose two activities. Tell them that they can pick from the given activities or draw or write their own activities in the empty boxes.

Step 3 Play the recording of the sample role-play and have the students look at the cartoon. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the sample role-play that way. After listening to the sample role-play, ask the students some simple questions about it to check their comprehension. (For example, Does Gingerbread Boy want to make models? What does Gingerbread Boy think about building sandcastles? Who wins the race?)

Step 4 Have the students complete their role-play script (found on page 70). Encourage them to change some parts of the script (for example, they could change the end of the role-play). Then ask them to cut out the finger puppets for the characters they have chosen (found on page 77). Give the students a few minutes to practice their role-play with their partner. Tell them to take turns saying each character's lines so that they become familiar with the entire conversation. Have the students present their role-play to the class. For big classes, it may be better to split the students into smaller groups for presentations.

UNIT 8

Let's have a race.

Role-play: Making suggestions

Name: _____ Score: _____

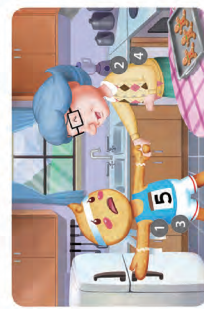
A Write the correct words for the pictures.



- play **cards**
- make **models**
- play **catch**
- have **a race**
- build **a sandcastle**
- have **a snowball** **fight**



B Use the words in the box to write what each character is saying.



- Let's have a **race**.
- I'm sorry, I **can't**. I'm **tired**.
- Why **don't we** make **models**?
- Okay**.

I can't
a race

tired
Okay

make models
don't we

Unit 8 • 17

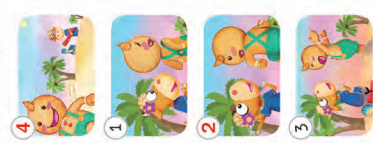
Workbook

C Number the sentences in order to match the pictures.



- Yes, I did.
- Why don't we play cards?
- Oh, that's a good idea!
- Did you finish making cookies, Grandma?
- It's too cold outside. Let's do something else.
- Then let's have a snowball fight.

D Listen and number the pictures in order. Then listen again and fill in the blanks.



- Cara: Let's make **1** **models**.
- G.B.: That's not **2** **fun**. Let's do something else.
- Cara: Let's **3** **build** a sandcastle.
- G.B.: That's **4** **boring**. Let's do something else.
- Cara: Why don't we have a **5** **race**?
- G.B.: **6** **Okay**!
- Cara: Let's **7** **start**!
- G.B.: Okay! You can't **8** **catch** me. I'm Gingerbread Boy.

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UNIT 9
Review

She wants to build a sandcastle.

Speaking Task

Storytelling: Describing pictures

Week 9 : Unit 9. She wants to build a sandcastle.		Sections & Pages	CD Track	Time
Review & Check Homework	Word Test			7 mins.
Review		SB pp.38~39		14 mins.
Storytelling Presentation - Step 1		SB p.40		7 mins.
Storytelling Presentation - Step 2		SB p.41		14 mins.
Assign Homework	Workbook	WB pp.19~20	66~67	3 mins.
	Hybrid CD	Unit 9		
Total Time				45 mins.

Introduction

Suggest some activities that the class could do on the weekend ("Let's play video games.") and have the students answer if they want to do them or not ("Okay!" / "That's boring. Let's do something else."). Write the activities they want to do on the board. Then ask them what things they need to buy in order to do those activities (video games, baseball, subway ticket, comic books, etc.). Have them practice asking to buy the items ("I want to buy (item).") and asking about the price ("How much is it / are they?").

UNIT
9
Review

She wants to build a sandcastle.

Storytelling : Describing pictures

A What do you see in the picture? Circle the correct answers.

1 ring / <u>necklace</u>	2 <u>cap</u> / earrings
3 mittens / <u>hairpin</u>	4 <u>sneakers</u> / sandals
5 have a race / <u>play catch</u>	6 play cards / <u>build a sandcastle</u>

B Practice the conversations above with your partner. 😊🗣️

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UNIT
9
Review

She wants to build a sandcastle.

Storytelling : Describing pictures

C Talk about the picture with your partner. Use the questions below. Add one question of your own. 😊🗣️

1. What color are the dress shoes?	A They're <u>red</u> .
2. How much is the hairpin?	A It's <u>\$1</u> .
3. What does Kevin want to do?	A He wants to <u>play catch</u> .
4. Does Cara want to build a sandcastle?	A <u>No</u> , she <u>doesn't</u> .
5. What does Gingerbread Boy want to buy?	A He wants to buy <u>sneakers</u> .
6. <u>What kind of shoes is Bill wearing</u> ?	A <u>He's wearing boots</u> .

Unit 9 • 39

Review


- A** Have the students look at the picture. What can they see? What do they think is happening? Review the names of the characters with the students. What characters do they like the best? Read the words in the box for activity A together as a class. Then tell the students to look at the picture and circle the correct answers. Check the answers together as a class.
- B** Have the students work in pairs. Ask them to practice the conversations in the picture with their partner. Tell them to practice all the conversations once using the information in the book and then to do them again a second time using their own information. Check the answers together as a class by pointing at each pair and letting them say one of the questions (or the suggestion) and answers.




- C** Read the questions together as a class. Then have the students ask and answer the questions with their partner. It's not necessary for them to write the answers (although you can ask them to do this if you'd like). Ask the students to think of one question on their own to add to the list. This may be easier to do if they write the question and answer they created in their student books. If the students have difficulty thinking of their own questions, brainstorm some sample questions as a class and write them on the board. Check the answers for questions 1 – 5 together as a class. Then choose some pairs of students and let them present their own question and answer.


Storytelling Presentation



Step 1


A Complete the pictures. [Sample Answers]

1 


a.  b.  c. 




2 

a.  b.  c. 

3 

a. \$10 b. \$20 c. \$30

4 

a.  b.  c. 

B Talk about the pictures with your partner. Use the questions below. 😊

Picture 1	What does Ashley want to do?	[Sample Answers] She wants to have a snowball fight .
Picture 2	What does she want to buy?	She wants to buy mittens .
Picture 3	How much are they?	They're \$10 .
Picture 4	What else does she buy?	She buys a blue cap.

40

Step 2

A Complete your story about the pictures.

[Sample Answers]

Title Ready to **1 have a snowball fight**

Ashley is bored. She wants to **1 have a snowball fight** with Gingerbread Boy. But she doesn't have **2 mittens**. She goes to the shop and finds **2 mittens**. They're **3 \$10**. She buys a **4 blue** cap, too. Ashley wears her **2 mittens** and **4 blue** cap and goes to **1 have a snowball fight (with Gingerbread Boy)**.

Idea Box have a snowball fight, have a race, build a sandcastle / mittens, sneakers, sandals / blue, yellow, black

B Present your story to the class. 😊

 After the presentation, listeners can ask the speaker questions about the story.

Unit 9 • 41

Storytelling Presentation

Step 1

A Have the students look at the pictures. Ask them what characters they can see. Explain that the pictures are in order, but that they are incomplete. Go over the choices under each picture and tell the students that they can choose how to complete the pictures. Have the students circle the information they want to use for each picture (and you can also have them draw and write it in the blank spaces if you'd like).

Extra Idea Instead of using one of the suggested choices, encourage the students to think of their own ways to complete each picture.

B Have the students work in pairs. Tell them to talk about their pictures by asking and answering the questions with their partner. It's not necessary for them to write the answers (although you can ask them to do this if you'd like).

Step 2

A Have the students complete their story based on the pictures they created in Step 1.

B Ask the students to present their story to the class. For big classes, it may be better to split the students into smaller groups for presentations. After each presentation, encourage the students who are listening to ask some questions about the story.

Extra Idea Brainstorm good questions to ask storytellers together as a class and write them on the board. If the students have trouble thinking of their own questions to ask at the end of presentations, remind them that they can use some of the ones from the board.

UNIT 9 She wants to build a sandcastle.

Storytelling : Describing pictures



Name: _____ Score: _____

A Put the words in the correct categories.

cap boots sandals	necklace earrings play cards	play catch sneakers have a race	make models build a sandcastle have a snowball fight
Activities play cards make models have a race play catch build a sandcastle have a snowball fight		Footwear sandals boots sneakers	
Accessories cap necklace earrings			

B Fill in the blanks with the correct words.

play catch \$12 boring a sandcastle
 help you are they buy mittens something else

- A: May I **help you** ?
 B: Yes, please. I want to **buy mittens** .
- A: How much **are they** ?
 B: They're **\$12** .
- A: Let's build **a sandcastle** .
 B: Okay!
- A: Why don't we **play catch** ?
 B: That's **boring** . Let's do **something else** .

Unit 9 • 19

Workbook

C Listen and match the pictures. Then listen again and fill in the blanks.

1. [Picture of a boy looking bored] 2. [Picture of a girl finding mittens] 3. [Picture of a girl buying a cap] 4. [Picture of a girl wearing a cap and mittens]

5. \$10 6. \$2 7. \$10

Ashley is **bored** . She wants to have a **snowball** fight with Gingerbread Boy. But she doesn't have **mittens** . She goes to the shop and **finds** mittens. They're **\$10** . She buys a **blue** cap, too. Ashley wears her **mittens** and blue cap and **goes** to have a snowball fight.

D Answer the questions in complete sentences.

- What kind of shoes are you wearing? **[Sample Answers]**
 I'm wearing **sneakers** .
- What do you want to buy?
 I want to buy **a ring** .
- What do you usually do when you're bored?
 I play **computer games** .
- Who wins when you have a race with your friends?
 My friend **Jisu wins** .

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UNIT 10

Whose key is this?

Speaking Task

Role-play: Identifying things

Key Words & Structures

- | | |
|----------------|--------------|
| key | coin |
| wallet | lunch box |
| water bottle | game console |
| digital camera | cell phone |
| earphones | sunglasses |

Whose _____ is this [are these]? – It's [They're] _____.

Is it [Are they] your _____? – Yes, it is [they are]. / No, it's [they're] _____'s.

Week 10 : Unit 10. Whose key is this?		Sections & Pages	CD Track	Time
Review & Check Homework	Word Test			7 mins.
Getting Ready		SB p.42	26	7 mins.
Speaking Practice		SB p.43	27~28	7 mins.
Role-play Presentation - Step 1~2		SB p.44	29	7 mins.
Role-play Presentation - Step 3~4		SB p.45		14 mins.
Assign Homework	Workbook	WB pp.21~22	68~69	3 mins.
	Hybrid CD	Unit 10		
Total Time				45 mins.

Introduction

Pick up a student's pencil case. Ask the student "Whose pencil case is this?" (Student: "It's mine.") Then ask the rest of the class whose pencil case it is. (Class: "It's (student's name)'s.") Put the pencil case at the front of the classroom. Ask about several other students' things and also take them to the front of the classroom. Can the students remember who each thing belongs to?

UNIT 10 **Whose key is this?**
Role-play: Identifying things

Getting Ready

A Guess and say the pig's answer.

Look & Answer

- What is the wolf holding in his hand? • He's holding a key.
- What's the matter with the pig in the back? • He lost his key.

B Listen and say. Then practice with your partner.

1.	2.	3.	4.	5.
key	coin	wallet	lunch box	water bottle
6.	7.	8.	9.	10.
game console	digital camera	cell phone	earphones	sunglasses

A: Whose game console is this? **B:** It's mine*. * his/hers
A: Whose earphones are these? **B:** They're Tom's*. * Amy's

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Speaking Practice

A Look and practice with your partner.

a b c d e f

a. Whose earphones are these?
- They're mine. Whose _____ is this[are these]?

b. Whose game console is this?
- It's mine. It's [They're] _____.

c. Whose key is this? - It's Tom's.

d. Whose cell phone is this? - It's Tom's.

e. Whose digital camera is this? - It's Amy's.

f. Whose water bottle is this? - It's Amy's.

1. Is it your wallet? - Yes, it is. Is it [Are they] your _____?

2. Are they your coins? - Yes, they are.

3. Is it your lunch box? - No, it's Tom's. Yes, it is [they are]. /
No, it's [they're] Tom's.

4. Are they your sunglasses? - No, they're Amy's.

Talk it over

- What do you have in your bag?
- What does your partner have in his/her bag?

[Sample Answers]
• I have two books and a wallet.
• He[She] has three books and a water bottle.

Unit 10 • 43

Getting Ready

A Have the students look at the picture. What can they see? Where do they think the characters are? What do they think is happening? Do the characters remind them of anyone? Have the students read the wolf's question and guess the pig's answer.

Look & Answer Have the students work in pairs to ask and answer the questions. Then check the answers together as a class.

B Have the students listen to the recording and repeat what they hear. Then practice saying the vocabulary together as a class. Have the students work in pairs. Tell them to practice asking and answering the questions using the information in activity B.

Extra Idea Make flashcards for the vocabulary words in activity B. Ask three students to come to the front of the classroom and tell them to stand next to each other. Hold up three of the flashcards and ask the students what they are. Give the flashcards to the students and ask them to turn them over (so that the images are facing away from the rest of the class) and pass them back and forth. When you say "Stop!" the students will stop passing the flashcards. Can the rest of the class guess who is holding which flashcard? (Teacher: "Whose wallet is it?" Students: "It's Lisa's." Teacher: "Lisa, is it your wallet?" Lisa: "Yes, it is." / "No, it isn't.")

Speaking Practice

A Have the students look at the picture. What can they see? Say the items that the children have together as a class. Have the students work in pairs. Tell them to take turns asking and answering the questions with their partner. Explain that the things marked a - f should be used in the first part of the activity while the things marked 1 - 4 will be used in the second part of the activity. For the second part of the activity, tell the students that if there is a happy face, they should say "Yes, it is [they are]." But if there's a sad face, they should say "No, it's [they're] (child's name)'s." Check the answers together as a class by pointing at each pair and letting them say one of the questions and answers.

Talk it over Have the students work in pairs to ask and answer the questions. Then have each student tell the class what their partner has in his/her bag.

Extra Idea Have each pair ask and answer the question "Is it [Are they] your (item)?" using the items in the photo at the top of the page. The student answering the questions will flip a coin to determine their answer. If the coin lands on "heads," they will say "Yes, it is [they are]." If it lands on "tails," they will answer "No, it's [they're] (name)'s." Time each pair to see how long it takes them to get through all 10 of the items.

Step 1 T27-28

Mother : What is that? Oh!
 Pig There's a wallet in
 the refrigerator.
 Peter! Is this your
 wallet?
 Peter: No, it's not mine.
 Mother : Then whose wallet is
 Pig this?
 Peter: It's Paula's.

Role-play Presentation

Step 1 Listen to the conversation. 27-28

1. Listen and number.

2. Listen again and answer.

1) What does Mother Pig find? She finds a **wallet**.

2) Is it Peter's? **No**, it **isn't** **[is Paula's]**.

Step 2 Plan your role-play with your partner. 😊👤

1. Match the roles to your favorite characters.

Good Character	Bad Character
 Peter	 Paula
 Sam	 Mother Pig

2. Choose an item.

3. Choose another item.

44

Step 3 Look and listen to the sample role-play. 29

Characters in the sample
 Good Character → Bad Character

Step 4 Change the words in red and do your role-play with your partner.
 Use the finger puppets. 😊👤

Complete your role-play script on page 71.

Think
 Try to change the end of the role-play.

Unit 10 • 45

Role-Play Presentation

Step 1 Have the students look at the pictures. What do they see? What do they think is happening? Ask them to guess what each character is saying. Have the students listen to the recording and number the pictures. Then ask them to listen to the recording a second time and answer the questions. Check the answers for exercises 1 and 2 together as a class.

Step 2 Have the students work in pairs. Read the names of the characters together as a class and ask each pair to choose two characters to play the "Good Character" and the "Bad Character." Then have the students choose two items. Tell them that they can pick from the given items or draw or write their own items in the empty boxes.

Step 3 Play the recording of the sample role-play and have the students look at the cartoon. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the sample role-play that way. After listening to the sample role-play, ask the students some simple questions about it to check their comprehension. (For example, Whose earphones are they? Whose lunch box is it? Why do the wolf's teeth hurt?)

Step 4 Have the students complete their role-play script (found on page 71). Encourage them to change some parts of the script (for example, they could change the end of the role-play). Then ask them to cut out the finger puppets for the characters they have chosen (found on page 79). Give the students a few minutes to practice their role-play with their partner. Tell them to take turns saying each character's lines so that they become familiar with the entire conversation. Have the students present their role-play to the class. For big classes, it may be better to split the students into smaller groups for presentations.

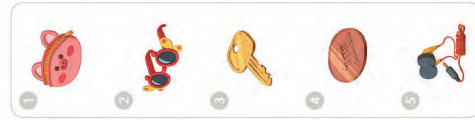
UNIT 10

Whose key is this?

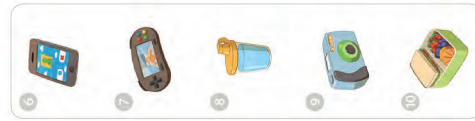
Role-play: Identifying things

Name: _____ Score: _____

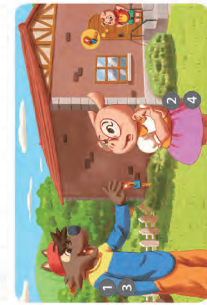
A Write the correct words for the pictures.



1. wallet
2. sunglasses
3. key
4. coin
5. earphones
6. cell phone
7. game console
8. water bottle
9. digital camera
10. lunch box



B Use the words in the box to write what each character is saying.



1. Is **this your key** ?
2. No, **it isn't** .
3. Whose **key is this** ?
4. It's **his** .

this key is this his it isn't your key

Unit 10 • 21

Workbook

C Number the sentences in order to match the pictures.



- 4 Then whose wallet is this?
- 5 It's Paula's.
- 2 Peter! Is this your wallet?
- 3 No, it's not mine.
- 1 What is that?
Oh! There's a wallet in the refrigerator.

D Listen and number the pictures in order. Then listen again and fill in the blanks.



- Sam: Whose **1** water bottle is this?
 Paula: It's **2** mine .
 Sam: I'll **3** drink it all.
 Paula: Okay.
 Sam: Is this **4** your lunch box?
 Paula: **5** No , it's Peter's.
 Sam: I'll **6** eat it all. Ouch! Oh, I hurt my teeth!
 Paula: You silly **7** boy ! You ate **8** coins !

22

UNIT 11

Where was your poster?

Speaking Task

Role-play: Asking about locations

Key Words & Structures

- poster
- piggy bank
- on the wall
- under the desk
- candle
- marbles
- next to the window
- in the drawer

What's the matter? – My _____ is/are missing.

Where was it? / Where were they? – It was _____. / They were _____.

Week 11 : Unit 11. Where was your poster?		Sections & Pages	CD Track	Time
Review & Check Homework	Word Test			7 mins.
Getting Ready		SB p.46	30	7 mins.
Speaking Practice		SB p.47	31~32	7 mins.
Role-play Presentation - Step 1~2		SB p.48	33	7 mins.
Role-play Presentation - Step 3~4		SB p.49		14 mins.
Assign Homework	Workbook	WB pp.23~24	70~71	3 mins.
	Hybrid CD	Unit 11		
Total Time				45 mins.

Introduction

Review prepositions (in, on, under, next to, etc.) with the students. Pretend that you've lost something. Tell the students what the object is and describe what it looks like using the language from unit 5. Tell them where it was and then ask if they can help you find it (place the object someplace where the students can easily locate it). Have the students close their eyes and hide some of their things around the classroom. When they open their eyes ask, "What's the matter?" Have the students say which of their things are missing and then ask them where their things were.

UNIT 11 **Where was your poster?**

Role-play: Asking about locations

Getting Ready

A Guess and say the girl's answer.

Where was your poster?
It was on the wall.

Look & Answer

- What did the girl lose? • She lost her poster.
- What is special about the girl? • She has a very long hair.

B Listen and say. Then practice with your partner.

1. poster	2. candle	3. piggy bank	4. marbles
5. on the wall	6. next to the window	7. under the desk	8. in the drawer

A: Where was your piggy bank? B: It was under the desk.
A: Where were your marbles? B: They were in the drawer.

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Speaking Practice

A Look and practice with your partner.

a. My poster is missing.
b. My candle is missing.
c. My piggy bank is missing.
d. My marbles are missing.

What's the matter?
My _____ is/are missing.

1. Where was it?
- It was on the wall.
2. Where was it?
- It was next to the window.
3. Where was it?
- It was under the desk.
4. Where were they?
- They were in the drawer.

Where was it? / Where were they?
It was _____ /
They were _____.

Talk it over

- Have you ever lost something?
- Did you find it? If so, where was it?

[Sample Answers]

- Yes, I have (lost my pencil case).
- Yes, I found it under my desk.

Unit 11 • 47

Getting Ready

A Have the students look at the picture. What can they see? Where do they think the characters are? What do they think is happening? Do the characters remind them of anyone? Have the students read the woman's question and guess the girl's answer.

Look & Answer Have the students work in pairs to ask and answer the questions. Then check the answers together as a class.

B Have the students listen to the recording and repeat what they hear. Then practice saying the vocabulary together as a class. Have the students work in pairs. Tell them to practice asking and answering the questions using the information in activity B.

Extra Idea Encourage the students to think of more objects to lose and locations where the things were. Have each pair stand up and say the conversation one more time with the changes they made. (Student A: "Where was your pencil case?" Student B: "It was next to my backpack.")

Speaking Practice

A Have the students look at the picture. What can they see? Say the items the mice have and the different locations in the room together as a class. Have the students work in pairs. Tell them to take turns asking and answering the questions with their partner. Explain that the things marked a – d should be used in the first part of the activity while the things marked 1 – 4 will be used in the second part of the activity. Check the answers together as a class by pointing at each pair and letting them say one of the questions and answers.

Talk it over Have the students work in pairs to ask and answer the questions. Then have each student tell the class what they lost and where it was.

Extra Idea Ask the students to combine the two questions and to add a few extra lines of dialogue to make a longer conversation. For example:

Student A: What's the matter? Student B: My marbles are missing.

Student A: Where were they? Student B: They were in the drawer.

Student A: I found them! They are next to the chair. Student B: Thank you! Now we can play!

Have each pair present their expanded conversation to the class. Encourage them to use gestures when speaking.

Step 1  T31-32

Father: What's the matter?
 Rapunzel: My yellow marble is missing.
 Father: Where was it?
 Rapunzel: It was in the drawer.
 Father: What's that under the desk?
 Rapunzel: Oh, there it is!

Role-play Presentation

Step 1 Listen to the conversation.  31-32

1. Listen and number.



2. Listen again and answer.

1) Where was the yellow marble? It was **in the drawer**.

2) Where is it now? It's **under the desk**.

Step 2 Plan your role-play with your partner. 

1. Match the roles to your favorite characters.

	Person 1	Person 2		
				
Rapunzel	Eddie	Rapunzel's Mother	Rapunzel's Father	

2. Choose an item.

			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Choose a location.

			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

48

Characters in the sample
 Person 1  Person 2 

Step 3 Look and listen to the sample role-play.  33



Step 4 Change the words in red and do your role-play with your partner. Use the finger puppets. 

Complete your role-play script on page 72.

Think

Try to change the end of the role-play.

Unit 11 • 49

Role-Play Presentation

Step 1 Have the students look at the pictures. What do they see? What do they think is happening? Ask them to guess what each character is saying. Have the students listen to the recording and number the pictures. Then ask them to listen to the recording a second time and answer the questions. Check the answers for exercises 1 and 2 together as a class.

Step 2 Have the students work in pairs. Read the names of the characters together as a class and ask each pair to choose two characters to play "Person 1" and "Person 2." Then have the students choose two items. Tell them that they can pick from the given items or draw or write their own items in the empty boxes.

Step 3 Play the recording of the sample role-play and have the students look at the cartoon. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the sample role-play that way. After listening to the sample role-play, ask the students some simple questions about it to check their comprehension. (For example, What did Rapunzel lose? Who finds the pink candle? Where is the pink candle?)

Step 4 Have the students complete their role-play script (found on page 72). Encourage them to change some parts of the script (for example, they could change the end of the role-play). Then ask them to cut out the finger puppets for the characters they have chosen (found on page 79). Give the students a few minutes to practice their role-play with their partner. Tell them to take turns saying each character's lines so that they become familiar with the entire conversation. Have the students present their role-play to the class. For big classes, it may be better to split the students into smaller groups for presentations.

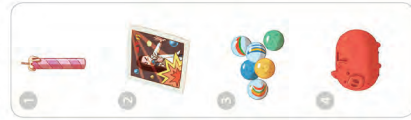
Workbook

UNIT 11 Where was your poster?

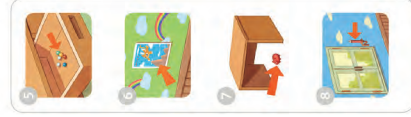
Role-play: Asking about locations

Name: _____ Score: _____

A Write the correct words for the pictures.



1. **candle**
2. **poster**
3. **marbles**
4. **piggy bank**
5. **in** the **drawer**
6. **on** the **wall**
7. **under** the **desk**
8. **next** to the **window**



B Use the words in the box to write what each character is saying.



1. What's **the matter** ?
2. My **poster is missing** .
3. Where **was it** ?
4. It **was on the wall** .

was the matter on the wall
poster was it is missing

Unit 11 • 23

C Number the sentences in order to match the pictures.



- 3 Where was it?
- 6 Oh, there it is!
- 1 What's the matter?
- 2 My yellow marble is missing.
- 4 It was in the drawer.
- 5 What's that under the desk?

D Listen and number the pictures in order. Then listen again and fill in the blanks.



- 2 Eddie: Rapunzel, what's the **matter** ?
- Rapunzel: My pink **candle** is missing.
- 1 Eddie: **Where** was it?
- Rapunzel: It was **on the desk** .
- 4 No, no. I put it next to the **window** .
- 3 Eddie: It was next to the **window** . Hmm ...
- Aha! I found your pink candle.
- Rapunzel: **Where** is it?
- Eddie: It's in your **long** hair.

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UNIT 12 Review

His piggy bank was under the desk.

Speaking Task

Storytelling: Describing pictures

Week 12 : Unit 12. His piggy bank was under the desk.		Sections & Pages	CD Track	Time
Review & Check Homework	Word Test			7 mins.
Review		SB pp.50~51		14 mins.
Storytelling Presentation - Step 1		SB p.52		7 mins.
Storytelling Presentation - Step 2		SB p.53		14 mins.
Assign Homework	Workbook	WB pp.25~26	72~73	3 mins.
	Hybrid CD	Unit 12		
Total Time				45 mins.

Introduction

Put some of the students' things at the front of the classroom. Hold up different items and ask the students who they belong to. Ask the students whose things you have where their items were before you took them. (Teacher: "Where was your pencil case?" Student: "It was in my backpack.") Try returning the items to students they don't belong to. (Teacher: "Is this your (item)?" Student: "No, it's not.")

UNIT 12 Review Storytelling: Describing pictures

His piggy bank was under the desk.

Whose **water bottle** is this? It's **mine**.

Where was your **piggy bank**? It was **under the desk**.

A What do you see in the picture? Circle the correct answers.

1. <input checked="" type="radio"/> wall / <input type="radio"/> window	2. <input type="radio"/> marbles / <input checked="" type="radio"/> candles
3. <input type="radio"/> poster / <input checked="" type="radio"/> piggy bank	4. <input type="radio"/> key / <input type="radio"/> wallet
5. <input checked="" type="radio"/> water bottle / <input type="radio"/> lunch box	6. <input type="radio"/> earphones / <input checked="" type="radio"/> sunglasses

B Practice the conversations above with your partner. 😊🗣️

50

Characters

Peter, Paula, Mother Pig, Sam, Rapunzel, Rapunzel's Mother, Rapunzel's Father, Eddie

Are these your **sunglasses**? What's the matter?

Yes, they are.

My **wallet** is missing.

C Talk about the picture with your partner. Use the questions below. Add one question of your own. 😊🗣️

1. What is Paula holding?	A She's holding a water bottle .
2. Where is Peter's piggy bank now?	A It's under the bed .
3. How many candles do you see?	A I see two candles.
4. How does Sam look?	A He looks happy .
5. Where is Rapunzel's mother's wallet now?	A It's under the sofa .
6. Who is wearing glasses ?	A Eddie, Paula, and Rapunzel's father are wearing glasses.

Unit 12 • 51

Review


- A** Have the students look at the picture. What can they see? What do they think is happening? Review the names of the characters with the students. What characters do they like the best? Read the words in the box for activity A together as a class. Then tell the students to look at the picture and circle the correct answers. Check the answers together as a class.
- B** Have the students work in pairs. Ask them to practice the conversations in the picture with their partner. Tell them to practice all the conversations once using the information in the book and then to do them again a second time using their own information. Check the answers together as a class by pointing at each pair and letting them say one of the questions and answers.




- C** Read the questions together as a class. Then have the students ask and answer the questions with their partner. It's not necessary for them to write the answers (although you can ask them to do this if you'd like). Ask the students to think of one question on their own to add to the list. This may be easier to do if they write the question and answer they created in their student books. If the students have difficulty thinking of their own questions, brainstorm some sample questions as a class and write them on the board. Check the answers for questions 1 – 5 together as a class. Then choose some pairs of students and let them present their own question and answer.


Storytelling Presentation

Step 1

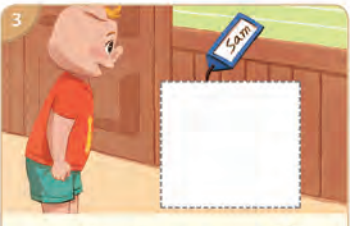
A Complete the pictures. [Sample Answers]




1  [Sample Answers]


a.  b.  c. 



2  [Sample Answers]


a. Paula b. Rapunzel c. Eddie

3  [Sample Answers]

a.  b.  c. 

4  [Sample Answers]

a.  b. 

c. 

B Talk about the pictures with your partner. Use the questions below. 😊

Picture 1	What's the matter with Peter?	[Sample Answers] His key is missing.
Picture 2	Whose lunch box is it?	It's Paula 's.
Picture 3	What is next to the door?	Sam's sunglasses are next to the door.
Picture 4	Where is his missing item?	It's under the desk .

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Step 2

A Complete your story about the pictures.

[Sample Answers]

Title Peter's ① **key** is missing.

Peter is sad because his ① **key** is missing. It was in the drawer. But now it's gone. Peter looks under the bed. There is a lunch box. It's ② **Paula**'s. He looks next to the door. There are ③ **sunglasses**. They're Sam's. He finally looks ④ **under the desk**. There it is!

Idea Box key, wallet, digital camera / glasses, sunglasses, earphones / between the books, on the wall, under the desk

B Present your story to the class. 😊

After the presentation, listeners can ask the speaker questions about the story.

Unit 12 • 53

Storytelling Presentation

Step 1

A Have the students look at the pictures. Ask them what they can see. Explain that the pictures are in order, but that they are incomplete. Go over the choices under each picture and tell the students that they can choose how to complete the pictures. Have the students circle the information they want to use for each picture (and you can also have them draw and write it in the blank spaces if you'd like).

Extra Idea Instead of using one of the suggested choices, encourage the students to think of their own ways to complete each picture.

B Have the students work in pairs. Tell them to talk about their pictures by asking and answering the questions with their partner. It's not necessary for them to write the answers (although you can ask them to do this if you'd like).

Step 2

A Have the students complete their story based on the pictures they created in Step 1.

B Ask the students to present their story to the class. For big classes, it may be better to split the students into smaller groups for presentations. After each presentation, encourage the students who are listening to ask some questions about the story.

Extra Idea Brainstorm good questions to ask storytellers together as a class and write them on the board. If the students have trouble thinking of their own questions to ask at the end of presentations, remind them that they can use some of the ones from the board.

Workbook

UNIT 12 Review

Storytelling : Describing pictures

A Put the words in the correct categories.

Name: _____ Score: _____

Personal Items	Locations
wallet	on the wall
digital camera	in the drawer
lunch box	under the desk
cell phone	next to the window

B Fill in the blanks with the correct words.

mine matter earphones your sunglasses
they are game console your key in the drawer

- A: What's the **matter** ?
B: My **earphones** are missing.
- A: Where was **your key** ?
B: It was **in the drawer** .
- A: Whose **game console** is this?
B: It's **mine** .
- A: Are these **your sunglasses** ?
B: Yes, **they are** .

Unit 12 • 25

C Listen and match the pictures. Then listen again and fill in the blanks.

Paula
under the desk

Peter is sad because his **key** is missing. It was in the **drawer** . But now it's gone. Peter looks **under** the bed. There is a **lunch box** . It's Paula's. He looks **next to** the door. There are **sunglasses** . They're Sam's. He finally looks **under** the **desk** . There it is!

D Answer the questions in complete sentences.

- What do you have in your pocket? **I have coins.**
- What do you have in your backpack?
I have books, a pencil case, and a wallet.
- What is on your desk?
There are books and a piggy bank.
- What is in your drawer?
There are pencils and a game console.

26

Review Test 1 • Unit 1~ Unit 3

Review Test 1 • Unit 1~ Unit 3

[1-4] Listen and circle the correct answers.

- How does the girl look?
- What is the man holding in his hand?
- What time is it now?
- What is the fairy doing?

[5-6] Listen to the questions and circle the correct responses.

- It's Ryan.
Her name is Ella.
- I'm good at math.
I'm studying English.

[7-8] Listen to the responses and circle the correct questions.

- What's his home address?
What's her email address?
- Are you good at cooking?
What are you good at?

[9-10] Listen and circle the correct answers.

- What is James asking Ella?
- What is Amy good at?

[11] Change the dialogue into a story.

A. Pinocchio goes over to Crystal's house. Crystal is **dancing** . Pinocchio watches **Crystal** .

B. Crystal is **good** at dancing. Pinocchio claps his hands for her. Crystal is **happy** .

C. Crystal asks **Pinocchio** what he's good at. Pinocchio says he's good at **math** . He looks proud.

Idea Box Crystal / happy / Pinocchio


T34-37


- (a) She looks shy.
(b) She looks sad.
- (a) He's pointing at the girl.
(b) He's holding a shoe.
- (a) It's 12 o'clock.
(b) There is a clock on the wall.
- (a) She's drawing.
(b) She's dancing.
- What's your name?
- What are you good at?
- It's green@ne.com.
- No, I'm not.
- G: What's your address, James?
B: It's 7 English Street. What's your phone number, Ella?
G: It's 123-0567. What's your email address?
B: It's james@bg.com.
- B: Are you good at acting, Amy?
G: No, I'm not.
B: What are you good at?
G: I'm good at ice skating.


Review Test 2 • Unit 4~ Unit 6


Review Test 2 • Unit 4~ Unit 6

Picture Description [1-4] Listen and circle the correct answers.

1. What is the customer doing?  (a) (b)

2. What color is the lamp?  (a) (b)

3. Where are the people?  (a) (b)

4. How does the genie look?  (a) (b)

Question & Answer [5-6] Listen to the questions and circle the correct responses.

5. (a) Yes, I'd like steak. (b) How about fried rice?


6. (a) It's mine. (b) It's triangular.


[7-8] Listen to the responses and circle the correct questions.

7. (a) Would you like a drink? (b) What would you like to eat?

8. (a) Is it square? (b) What does your backpack look like?

Dialogue Comprehension [9-10] Listen and circle the correct answers.

9. What kind of drink does the boy order?  (a) (b) (c)

10. What does the girl's button look like?  (a) (b) (c)

Story Making [11] Change the dialogue into a story.

A. Aladdin is in the backyard. He's crying. The genie is worried about him.

B. Aladdin says he lost his watch. The genie says she will help him. Aladdin stops crying.


C. The genie finds Aladdin's watch. It is square and white. Aladdin is happy.


Idea Box worried / finds


Review Test 3 • Unit 7~ Unit 9


Review Test 3 • Unit 7~ Unit 9

Picture Description [1-4] Listen and circle the correct answers.

1. What kinds of shoes do you see?  (a) (b)

2. What is the girl holding?  (a) (b)

3. What does the wolf do?  (a) (b)

4. Where are they?  (a) (b)

Question & Answer [5-6] Listen to the questions and circle the correct responses.

5. (a) It's \$12. (b) Thank you very much.


6. (a) No, I don't. (b) Okay!


[7-8] Listen to the responses and circle the correct questions.

7. (a) May I help you? (b) How much is it?

8. (a) What do you want to do? (b) Why don't we have a snowball fight?

Dialogue Comprehension [9-10] Listen and circle the correct answers.

9. What will the girl buy?  (a) (b) (c)

10. What will they do?  (a) (b) (c)

Story Making [11] Change the dialogue into a story.

A. Ashley goes to an accessory shop. She wants to buy a hairpin. The wolf shows her a hairpin.

B. Ashley doesn't like the color. Then she finds a red cap. It looks pretty.

C. She asks how much it is. The wolf says it's \$5. Ashley likes it a lot, so she buys it.

Idea Box shop / asks

T38-41

- 1 (a) He's eating a hamburger.
(b) He's ordering a hamburger.
- 2 (a) It's blue.
(b) It's yellow.
- 3 (a) They are at the restaurant.
(b) They are in the classroom.
- 4 (a) He looks happy.
(b) He looks sad.
- 5 Are you ready to order?
- 6 What does your eraser look like?
- 7 Yes, I'd like lemonade.
- 8 No, it isn't.
- 9 W: Are you ready to order?
B: Yes, I'd like pasta.
W: Would you like a drink?
B: Yes, I'd like hot chocolate.
- 10 W: What does your button look like?
G: It's round.
W: Is it yellow?
G: Yes, it is.

T42-45

- 1 (a) I see sneakers and boots.
(b) I see boots and sandals.
- 2 (a) She's holding cookies.
(b) She's holding cards.
- 3 (a) He's a customer.
(b) He's a sales clerk.
- 4 (a) They're in the kitchen.
(b) They're in the bathroom.
- 5 How much is it?
- 6 Why don't we have a race?
- 7 Yes, please. I want to buy a cap.
- 8 That's boring. Let's do something else.
- 9 W: May I help you?
G: Yes, please. I want to buy a cap.
W: How about this one?
G: I don't like the color. Oh, the black one is pretty.
- 10 B: Let's play cards.
G: That's not fun. Let's do something else.
B: Why don't we make models?
G: Okay!

Review Test 4 • Unit 10~ Unit 12

Review Test 4 • Unit 10~ Unit 12

Picture Description [1-4] Listen and circle the correct answers. 🎧

1. What is the pig looking at? 2. What is the man pointing at?




3. Where are they? 4. What does the girl look like?




Question & Answer [5-6] Listen to the questions and circle the correct responses. 🎧


5. No, they're not. 6. My poster is missing.
 They're Tom's. There is a poster on the wall.

[7-8] Listen to the responses and circle the correct questions. 🎧

7. Is this your lunch box? 8. Where were your marbles?
 Whose lunch box is this? Where was your piggy bank?


Dialogue Comprehension [9-10] Listen and circle the correct answers. 🎧


9. Which item is Amy's?





10. What did the boy lose?





Story Making [11] Change the dialogue into a story.

A. Eddie comes over to Rapunzel's place.
 Rapunzel looks worried.
 Her pink candle is missing.

B. It was on the desk.
 But now it's gone.
 Eddie helps her find it.

C. Finally, Eddie finds Rapunzel's candle.
 It's in her long hair.
 Rapunzel says thank you.

Idea Box worried / helps / candle

62
Review Test 4 63



- 1 (a) She's looking at a wallet.
(b) She's looking at a digital camera.
- 2 (a) He's pointing at a green marble.
(b) He's pointing at a yellow marble.
- 3 (a) They are inside the house.
(b) They are outside the house.
- 4 (a) Her dress is red, and her hair is brown.
(b) Her eyes are blue, and her hair is very long.
- 5 Whose earphones are these?
- 6 What's the matter?
- 7 Yes, it is.
- 8 It was under the desk.
- 9 B: Whose cell phone is this, Amy?
G: It's Tom's.
B: Is this your game console?
G: Yes, it's mine.
- 10 W: What's the matter?
B: My candle is missing.
W: Where was it?
B: It was next to the piggy bank.