

Everyone

Speak!

BEGINNER



Role-play



Storytelling



Picture-based Content

3



Build & Grow®

Hybrid CD Included



Which season do you like the best?

Speaking Task

Role-play: Talking about favorite seasons

Key Words & Structures

spring

summer

fall

winter

go hiking

go swimming

go camping

go skiing

Which season do you like the best? - I like _____ the best.

Why do you like it? - I like to _____ in _____.

Week 1:		Sections & Pages	CD Track	Time
Unit 1. Which season do you like the best?				
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

Talk about the four seasons with the students. Ask the students if they know the name of each season. What's the weather like in each season? Do they know when each season happens in different parts of the world? Have the students say what kinds of things they like to do during each season.

UNIT 1 1 **Which season do you like the best?**

Role-play: Talking about favorite seasons

Getting Ready

A Guess and say the scarecrow's answer.

Look & Answer

- What color are the girl's shoes?
- What do you see on the scarecrow's arm?

- They're red.
- I see a bird.

B Listen and say. Then practice with your partner.

1. spring	2. summer	3. fall	4. winter
5. go hiking	6. go swimming	7. go camping	8. go skiing

A: Which season do you like the best?
 B: I like **fall** the best. I like to **go camping** in fall.

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Speaking Practice

A Look and practice with your partner.

a. spring
b. summer
c. fall
d. winter

Which season do you like the best?

I like _____ the best.

1. I like to go hiking in spring.
2. I like to go swimming in summer.
3. I like to go camping in fall.
4. I like to go skiing in winter.

Why do you like it?

I like to _____ in _____.

Talk it over

- Which season do you like the best? Why?
- Which season does your partner like the best? Why?

[Sample Answers]

- I like spring the best. I like to go hiking in spring.
- He[She] likes summer the best. He[She] likes to go swimming in summer.

Unit 1 • 7

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 girl's question and guess the scarecrow's answer.

Extra Idea Can the students think of any other questions the girl might ask the scarecrow in this situation?

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, have them answer the question one more time with their own information.

Extra Idea Give the students a piece of paper and have them fold it into four squares. Tell them to draw a picture of a season and something they like to do during that season in each square. Have them work in pairs and talk about their picture with their partner.

Speaking Practice

A Have the students look at the pictures. What can they see? 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 – d 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 season their partner likes the best and why they like it.

Extra Idea Write the four seasons on the board and have the students come to the front and check which season their partner likes the best after they have finished talking. Add up all the checks to see which season is the most popular in the class. Then have the students say what activities they like to do in that season. Take a vote to see which activity for that season is the most popular in the class too.

Step 1 T03-04

Dorothy: Which season do you like the best, Tim?
 Tim: I like winter the best.
 Dorothy: Why do you like it?
 Tim: I like to go skiing in winter.
 Dorothy: I like to go swimming. Let's go swimming right now.
 Tim: But I can't swim, Dorothy. Look at my body.

Role-play Presentation

Step 1 Listen to the conversation. 03:04

1. Listen and number.

2. Listen again and answer.

1) Which season does Tim like the best?
 He likes **winter** the best.

2) What does Dorothy like to do?
 She likes to **go swimming**.

Step 2 Plan your role-play with your partner.

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

	Friend 1	Friend 2	
	Dorothy	Scott	Tim
	Dorothy	Scott	Tim
	Dorothy	Scott	Tim

2. Choose two seasons.

	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
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3. Choose two activities.

	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>
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Step 3 Look and listen to the sample role-play. 05:05

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 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 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 two seasons and two activities.

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 season is it in the pictures? What season does Dorothy like the best? Why does she like it?)

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 Which season do you like the best?

Role-play: Talking about favorite seasons

Name: _____ Score: _____

A Write the correct words for the pictures.



1. **spring**
2. **summer**
3. **fall**
4. **winter**
5. go **hiking**
6. go **swimming**
7. go **camping**
8. go **skiing**



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



1. Which **season** do you like the best?
2. I **like summer** the best.
3. Why **do you like** it?
4. I **like to go swimming** in summer.

like
summer
do
you
season
to go swimming

Unit 1 • 3

C Number the sentences in order to match the pictures.

	Why do you like it?	3
	But I can't swim, Dorothy. Look at my body.	6
	I like to go swimming. Let's go swimming right now.	5
	I like to go skiing in winter.	4
	I like winter the best.	2
	Which season do you like the best, Tim?	1

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

	Larry: Which 1 season do you like the best, Dorothy?
	Dorothy: I like 2 summer the best.
	Larry: Why do you like it?
	Dorothy: I like to go 3 swimming in summer.
	Larry: I like to go 4 hiking .
	Let's go 5 hiking right now.
	Dorothy: Okay! But let's eat 6 lunch first. I made sandwiches.
	Do you like the 7 chicken sandwich?
	Larry: No. I don't 8 like to eat meat.

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UNIT 2

What's wrong?

Speaking Task

Role-play: Talking about health

Key Words & Structures

- | | |
|-------------|-------------|
| cold | fever |
| headache | toothache |
| stomachache | shoulder(s) |
| back | elbow(s) |
| knee(s) | toe(s) |

What's wrong? - I have a _____.

What's wrong with him/her? - His/Her _____ hurt(s).

Week 2 : Unit 2. What's wrong?		Sections & Pages	CD Track	Time
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

Teach the students how to ask "What's wrong?" and then pretend you are sick or hurt. Have them guess what's wrong with you. Ask the students about the last time they were sick or hurt. Did they go to the doctor? What other things did they do?

UNIT 2 **What's wrong?**
Role-play: Talking about health

Getting Ready

A Guess and say the boy's answer.



Look & Answer

- What's wrong with the boy? • He has a fever.
- Where do you think the girl lives? • I think she lives under the sea.

B Listen and say. Then practice with your partner.

1. cold	2. fever	3. headache	4. toothache	5. stomachache
6. shoulder(s)	7. back	8. elbow(s)	9. knee(s)	10. toe(s)

A: What's wrong? B: I have a **toothache**. / My **toe(s)** hurt(s).

Speaking Practice

A Look and practice with your partner.



a. fever
b. stomachache
c. cold
d. toothache
e. headache

What's wrong?
I have a _____.

1 2 3 4 5

1. him - His shoulder hurts.
2. him - His back hurts.
3. him - His toes hurt.
4. her - Her elbow hurts.
5. her - Her knees hurt.

What's wrong with him/her?
His/Her _____ hurt(s).

Talk it over

- Have you ever gone to the hospital?
- Why did you go there?

[Sample Answers]

- Yes, I have.
- I had a cold.

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 girl's question and guess the boy'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. Encourage them to act like they are sick or hurt when saying the answers.

Extra Idea Make flashcards for the vocabulary in activity B. Pass the "cold" flashcard to a student and say "I have a cold." Ask them to say the same thing and then pass it to the student sitting next to them. Time how long it takes for the whole class to pass each of the flashcards around.

Speaking Practice

A Have the students look at the picture. What can they see? Where do they think the sea creatures are? 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 – e should be used in the first part of the activity while the information 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. Check the answers together as a class.

Extra Idea Pretend you are sick or injured and have the students guess what's wrong with you. Then let them take turns miming that they are suffering from different ailments and injuries. Ask "What's wrong with him/her?" and have the rest of the class try to guess.

Step 1  T07-08

Molly: David, you don't look well. What's wrong?
 David: My back hurts. I have a toothache, too.
 Molly: What can I do to help you?
 David: Sing for me. You have a beautiful voice.
 Molly: (Molly sings in a beautiful voice.)
 David: Now I feel better. Thank you, Molly.

Role-play Presentation

Step 1 Listen to the conversation.  07-08

1. Listen and number.



2. Listen again and answer.

1) What's wrong with David?
 His **back** hurts, and he has a **toothache**.

2) How does Molly help David?
 She **sings** for him.

Step 2 Plan your role-play with your group. 

1. Match the roles to your favorite characters.

Singer	Wizard 1	Wizard 2
 Molly	 David	 Simon
 Albert		

2. Choose two illnesses.

3. Choose a body part.



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Step 3 Look and listen to the sample role-play.  09

Characters in the sample

Singer 	Wizard 1 
Wizard 2 	



Step 4 Change the words in red and do your role-play with your group.
 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 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 groups of three. Read the names of the characters together as a class and ask each group to choose three characters to play the "Singer," "Wizard 1," and "Wizard 2." Then have the students choose two illnesses and a body part. Tell them that they can pick from the given choices or draw or write their own illness and body part 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's wrong with Albert? Does Simon's back hurt? Why is Molly's singing bad?)

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.

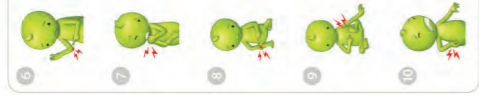
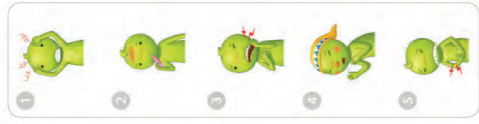
Workbook

UNIT 2 What's wrong?

Role-play: Talking about health

Name: _____ Score: _____

A Write the correct words for the pictures.



1. headache
2. fever
3. toothache
4. cold
5. stomachache
6. elbow(s)
7. shoulder(s)
8. knee(s)
9. toe(s)
10. back

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



1. What's wrong ?
2. I have a fever .
3. What's wrong with him?
4. He has a fever .

have wrong a fever has

Unit 2 • 5

C Number the sentences in order to match the pictures.



- 4 Sing for me. You have a beautiful voice.
- 1 David, you don't look well. What's wrong?
- 5 Now I feel better. Thank you, Molly.
- 3 What can I do to help you?
- 2 My back hurts. I have a toothache, too.

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



- Simon: Albert, you don't look well. What's 1 wrong ?
 Albert: I have a 2 headache .
 Simon: You don't look well, either. What's wrong?
 Molly: My 3 knee hurts.
 Simon: Hi, guys. 4 What's wrong?
 Simon: We don't feel good. Can you 5 sing for us? It will help us.
 Molly: Okay!
 Simon: What's wrong with 6 her ?
 Albert: I don't know. She 7 sounds bad.
 Molly: Sorry! I have a 8 cold today.

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UNIT 3 Review

She likes summer the best.

Speaking Task

Storytelling: Describing pictures

Week 3 : Unit 3. She likes summer the best.		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 the students what their favorite season is and why they like it. Act out some things people do during seasons and have the students guess what you're doing. While you are acting each thing out, pretend that you feel sick or hurt yourself. Have the students ask, "What's wrong?" and then tell them why you feel sick or how you got hurt.

UNIT 3
Review

She likes summer the best.
Storytelling: Describing pictures

Which season **do you like the best?**
I like **fall the best.**
Why **do you like it?**
I like to go **hiking (in fall).**

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

1 spring / summer	2 fall / winter
3 camping / swimming	4 hiking / skiing
5 headache / stomachache	6 cold / toothache
7 Tim's shoulders / Tim's knees	8 Molly's elbows / Molly's toes

B Practice the conversations above with your partner. 🗣️

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Characters
Dorothy Tim Scott Larry Molly David Simon Albert

What's wrong with her?
Her **toes hurt**.
What's wrong?
My **toes hurt**.

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

1. Where are they?	A They are at the beach .
2. Which season does David like the best?	A He likes fall the best.
3. What is Larry holding?	A He's holding an ice cream cone .
4. Who are Albert and Scott looking at?	A They're looking at Molly .
5. What parts of Tim's body do you see? <small>[Sample Question]</small>	A I see his face and shoulders . <small>[Sample Answer]</small>
6. What's wrong with Larry ?	A He has a stomachache .

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.

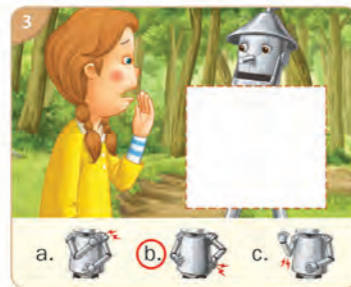
[Sample Answers]



a. b. c.



a. b. c.



a. b. c.



a. b. c.

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

Picture	Question	[Sample Answers]
Picture 1	Which season does Dorothy like the best?	She likes summer the best.
Picture 2	What's wrong with Molly?	She has a headache .
Picture 3	What's wrong with Tim?	His back hurts.
Picture 4	Who does Dorothy meet?	She meets Albert .

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Step 2

A Complete your story about the pictures.

[Sample Answers]

Title **Dorothy's summer day**

Dorothy likes **summer** the best. She likes to go **swimming** with her friends in **summer**. Dorothy wants to go **swimming** with Molly. But Molly has a **headache**. So she can't go. Dorothy asks Tim to go **swimming**. But his **back** hurts. So he can't go. Dorothy goes **swimming** alone. She meets **Albert** there. They become friends. They **swim** together and have a good time.

Idea Box spring, summer, fall / hiking, swimming, camping / headache, toothache, cold / shoulder, back, elbow / hike, swim, camp

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 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 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 3 **Review** **3** **She likes summer the best.**
Storytelling : Describing pictures

Name: _____ Score: _____

A Put the words in the correct categories.

winter toothache back	knees fall spring	fever go hiking shoulders	go skiing headache go swimming
Seasons spring winter fall	Body parts shoulders knees back	Activities go swimming go skiing go hiking	Illnesses fever toothache headache

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

fall	like	wrong	to go camping
hurts	toe	do you	a stomachache

1. 1) A: Which season **do you like** the best?
B: I **like fall** the best.

2) A: Why **do you like** it?
B: I **like to go camping** in fall.

2. A: What's **wrong** ?
B: I have **a stomachache**.

3. A: What's **wrong** with her?
B: Her **toe hurts**.

Unit 3 • 7

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

Dorothy likes **1 summer** the best. She likes to go **2 swimming** with her friends in summer. Dorothy **3 wants** to go swimming with Molly. But Molly has a **4 headache**. So she can't go. Dorothy asks Tim to go swimming. But his **5 back** hurts. So he can't go. Dorothy goes **6 swimming** alone. She meets Albert there. They become **7 friends**. They **8 swim** together and have a good time.

D Answer the questions in complete sentences.

1. 1) Which season do you like the best? [**Sample Answers**]
 → **I like spring the best.**
 2) Why do you like it?
 → **I like to go hiking in spring.**

2. 1) Have you ever gone to the hospital?
 → **Yes, I have.**
 2) Why did you go there?
 → **I had a stomachache.**

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UNIT 4

Which is faster, the rabbit or the turtle?

Speaking Task

Role-play: Comparing

Key Words & Structures

- | | |
|-----------------|-----------------|
| big – bigger | small - smaller |
| tall – taller | short - shorter |
| fast – faster | slow - slower |
| hard – harder | soft - softer |
| heavy - heavier | light - lighter |

Which is (comparative), the _____ or the _____?
 - The _____ is (comparative) than the _____.
 Is the _____ (comparative) than the _____? - Yes, it is. / No, it isn't.

Week 4: Unit 4. Which is faster, the rabbit or the turtle?		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

Teach the students the vocabulary for the unit. Have two students come to the front of the classroom and stand next to each other. Ask the class which student is taller. Then choose two more students and ask which one is shorter. Have two different students bring their backpacks to the front. Which backpack does the class think looks heavier? Which one looks lighter?

UNIT 4

Which is faster, the rabbit or the turtle?

Role-play: Comparing

Getting Ready

A Guess and say the boy's answer.



Which is faster, the rabbit or the turtle?

The turtle is faster (than the rabbit).

Look & Answer

- What is the rabbit doing?
- Is the cricket taller than the boy?
- It's sleeping.
- No, it[he] isn't.

B Listen and say. Then practice with your partner.

1. 	2. 	3. 	4. 	5. 
big - bigger	tall - taller	fast - faster	hard - harder	heavy - heavier
6. 	7. 	8. 	9. 	10. 
small - smaller	short - shorter	slow - slower	soft - softer	light - lighter

A: Which is **bigger**, the elephant or the mouse?
 B: The elephant is **bigger** than the mouse.

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Speaking Practice

A Look and practice with your partner.



[Sample Answers] a b c

b. Which is bigger, the mouse or the elephant?
 - The elephant is bigger than the mouse.

c. Which is taller, the giraffe or the dog?
 - The giraffe is taller than the dog.

1. Yes, it is.

2. Is the teddy bear harder than the toy robot?
 - No, it isn't.

Talk it over

- Are you taller than your partner?
- Which is heavier, your backpack or your partner's?

[Sample Answers]

- Yes, I am.
- My partner's backpack is heavier (than mine).

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 cricket's question and guess the boy'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 in activity B and put them in an envelope. Have the students take turns pulling a flashcard out of the envelope. Have the rest of the class ask them a question about the flashcard they pick. (Class: "Which is taller, the giraffe or the dog?" Student: "The giraffe is taller than the dog.")

Speaking Practice

A Have the students look at the picture. What can they see? How do they think the backpack and the wallet got put up in the tree? 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 - c should be used in the first part of the activity while the things marked 1 - 2 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. Check the answers as a class.

Extra Idea Have each pair practice asking and answering the second question. The student answering the questions will flip a coin to determine their answer. If the coin lands on "heads," the student will say "Yes, it is." If it lands on "tails," they will answer "No, it isn't."

Step 1  T11-12

Chris: I like this toy robot.
 Julia: But it's expensive, Chris. How about this teddy bear? It's softer than the toy robot.
 Chris: I don't know.
 Julia: Are you taller than the teddy bear?
 Chris: Yes, I am. Okay, let's buy it.

Role-play Presentation

Step 1 Listen to the conversation.  T11-12

1. Listen and number.



2. Listen again and answer.

1) Which is softer, the teddy bear or the toy robot?
 The **teddy bear** is softer than the **toy robot**.

2) Is the teddy bear taller than Chris? **No**, it **isn't**.

Step 2 Plan your role-play with your partner. 

1. Match the roles to your favorite characters.

	Child	Parent	
			
Pinocchio	Chris	Julia	Geppetto

2. Choose two animals.

				<input style="width: 40px; height: 30px;" type="text"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3. Choose two word sets.

heavy -heavier	short -shorter	soft -softer	big -bigger	<input style="width: 40px; height: 30px;" type="text"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

20

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

Characters in the sample
 Child  Parent 
*Parent should also play the "Fox" 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 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 "Child" and the "Parent." Then have the students choose two animals and two word sets. Tell them that they can pick from the given choices or draw or write their own animal and word set 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, Which is cheaper, the giraffe or the elephant? Is Pinocchio telling the truth? Why is Fox's tail growing?)

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.

Workbook

UNIT 4 Which is faster, the rabbit or the turtle?

Role-play: Comparing

Name: _____ Score: _____

A Write the correct words and their comparatives for the pictures.

				
1. big	2. small	3. tall	4. short	5. fast
6. slow	7. hard	8. soft	9. heavy	10. light

1. big **bigger**
 2. small **smaller**
 3. tall **taller**
 4. short **shorter**
 5. fast **faster**
 6. slow **slower**
 7. hard **harder**
 8. soft **softer**
 9. heavy **heavier**
 10. light **lighter**

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



1. Which **is softer**, the teddy bear or **the toy robot** ?

2. The teddy bear **is softer** .

3. Is the giraffe taller **than the dog** ?

4. Yes, **it is** .


is softer than the dog the toy robot

Unit 4 • 9


C Number the sentences in order to match the pictures.



1. But it's expensive, Chris.



2. I like this toy robot.




3. I don't know.

4. Are you taller than the teddy bear?


5. Yes, I am. Okay! Let's buy it.

6. How about this teddy bear? It's softer than the toy robot.


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




1. Which is **heavier**, the elephant or the giraffe?




2. The **giraffe** !




3. Is the elephant **softer** than the giraffe?




4. Yes, it is.




5. Your **nose** is growing. Tell me the truth.




6. My friend Fox has this. I **want** it, too.



7. Mom, my friend Pinocchio **has** this.



8. I **want** it, too.



9. Her tail is **growing** !

10

UNIT 5

What do you have to do?

Speaking Task

Role-play: Talking about chores

Key Words & Structures

- make my bed
- vacuum the floor
- set the table
- water the flowers
- clean my room
- feed the cat
- wash the dishes

What do you have to do? - I have to _____.

Do you have to _____? - Yes, I do. / No, I don't.

Week 5 : Unit 5. What do you have to do?		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

Ask the students what chores everyone does in their home. Who cooks dinner? Who washes the dishes? Who vacuums the floor? Who takes out the garbage? Who feeds the pet? What chores do the students have to do?

UNIT
5

What do you have to do?

Role-play: Talking about chores

Getting Ready

A Guess and say the girl's answer.



What do you have to do?
I have to vacuum the floor.

Look & Answer

- What is the girl doing?
- What is the woman holding in her hands?
- She's vacuuming the floor.
- She's holding shoes and a magic wand.

B Listen and say. Then practice with your partner.

1.  make my bed	2.  clean my room	3.  vacuum the floor
4.  feed the cat	5.  set the table	6.  wash the dishes
		7.  water the flowers

A: What do you have to do? B: I have to **make my bed**.

* I - my / you - your

22

Speaking Practice

A Look and practice with your partner.



a. clean my room
b. water the flowers
c. feed the cat
d. wash the dishes

What do you have to do?
I have to _____.

1. make your bed
- No, I don't.

2. vacuum the floor
- Yes, I do.

3. set the table
- No, I don't.

Do you have to _____?
Yes, I do. / No, I don't.

Talk it over

- What do you have to do at home?
- What does your partner have to do at home?

[Sample Answers]

- I have to feed the dog.
- He[She] has to clean his[her] room.

Unit 5 • 23

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 fairy'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 the vocabulary words in it. There are nine squares so you'll have to add two more chores to play the game. 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 "What do you have to do?" and the student answers "I have to (chore)." 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 pictures. What can they see? What room is in each picture? 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 - 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. Remind the students that they will have to change "make my bed" to "make your bed."

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 to do at home.

Extra Idea Ask the students to work in pairs. Have one student ask the second question ("Do you have to ...?") using all seven of the chores from page 22. Their partner can answer with either "Yes, I do." or "No, I don't." Time each pair to see how fast they can finish asking and answering questions about all of the chores.

Step 1 T15-16

James: Let's play video games, Paul.
 Paul: I'm sorry, I can't. I'm busy.
 James: What do you have to do?
 Paul: I have to water the flowers.
 James: Do you have to feed the dog, too?
 Paul: No, I don't.

Role-play Presentation

Step 1 Listen to the conversation. 15-16

1. Listen and number.

2. Listen again and answer.

1) What does Paul have to do? He has to **water the flowers**.

2) Does Paul have to feed the dog? **No**, he **doesn't**.

Step 2 Plan your role-play with your group.

1. Match the roles to your favorite characters.

Friend 1	Friend 2	Helper
Cinderella	James	Pam
Paul		

2. Choose a chore.

			<input type="text"/>
--	--	--	----------------------

3. Choose another chore.

			<input type="text"/>
--	--	--	----------------------

24

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

Characters in the sample: Friend 1, Friend 2, Helper

Step 4 Change the words in red and do your role-play with your group. 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 groups of three. Read the names of the characters together as a class and ask each group to choose three characters to play "Friend 1," "Friend 2," and the "Helper." Then have the students choose two chores. Tell them that they can pick from the given choices or draw or write their own chores 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 can't Cinderella play outside? Does she have to wash the dishes, too? What does the fairy godmother have to do?)

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.

Workbook

UNIT 5 What do you have to do?

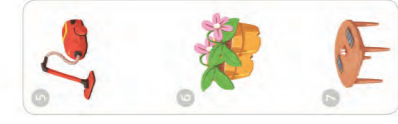
Role-play: Talking about chores

Name: _____ Score: _____

A Write the correct words for the pictures.



1. **clean** my **room**
2. **wash** the **dishes**
3. **make** my **bed**
4. **feed** the **cat**
5. **vacuum** the **floor**
6. **water** the **flowers**
7. **set** the **table**



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

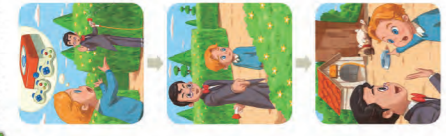


1. What **do you have to do** ?
2. I **have to vacuum the floor** .
3. Do you have to **wash the dishes** ?
4. Yes, **I do** .

I do do the dishes
do you have to vacuum the floor

Unit 5 • 11

C Number the sentences in order to match the pictures.



- 3 What do you have to do?
- 2 I'm sorry, I can't. I'm busy.
- 6 No, I don't.
- 1 Let's play video games, Paul.
- 4 I have to water the flowers.
- 5 Do you have to feed the dog, too?

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



James: Do you have to **1** **wash the dishes** ?
 Cinderella: Yes, **2** **I do** .
 James: Oh, you **3** **need** your fairy godmother!
 F.G.: Did you **4** **call** me?
 James: Yes, she has to do many things.
 Please **5** **help** her.
 F.G.: What do you have to **6** **do** ?
 Cinderella: I have to **7** **clean** my room and ...
 F.G.: Oh, I'm sorry! I have to clean my house first.
 It has **30** **rooms** .

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UNIT 6 Review

He has to wash the dishes.

Speaking Task

Storytelling: Describing pictures

Week 6 : Unit 6. He has to wash the dishes.		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

Review the household chores vocabulary with the students. Are there any chores they like doing? What chores don't they like to do? Review the comparative adjectives from unit 4. What chores would be good for a taller person to do? What chores would be good for shorter, faster, and slower people to do?

UNIT 6
Review

He has to wash the dishes.
Storytelling: Describing pictures

Which is **faster**, the cat or the mouse?
Is the **toy robot** heavier than the **teddy bear**?
The **mouse** is **faster** than the **cat**.
Yes, it **is**.

A [1-3] What do you see in the picture? Circle the correct answers.
1. feed the cat / make the bed 2. vacuum the floor / wash the dishes
3. water the flowers / set the table

[4-6] Match the letters to the correct words.
a heavier b lighter c faster d slower e bigger f smaller

B Practice the conversations above with your partner. 😊

26

Characters: Pinocchio, Chris, Julia, Geppetto, Cinderella, James, Pam, Paul

Do you have to **water the flowers**?
No, I **don't**.
What do you have to do?
I have to **wash the dishes**.

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

1. Where are they? A They are in the **kitchen**.

2. What is Pam doing? A She's **setting the table**.

3. Who is taller, James or Julia? A **Julia** is taller than **James**.

4. Does Paul have to wash the dishes? A **Yes**, he **does**.

5. Is the red flower pot bigger than the blue one? A **Yes**, it **is**.
[Sample Question] [Sample Answer]

6. **What is Pinocchio holding**? A **He's holding a toy robot and a teddy bear.**

Unit 6 • 27

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 boxes for activity A together as a class. Then tell the students to look at the picture and circle the correct answers. Also have them look at the letters in the picture and match them to the correct comparative adjectives. 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  [Blank space]


a.  b.  c. 



2  [Blank space]

a.  b.  c. 

3  [Blank space]

a.  b.  c.  d. 

4  [Blank space]

a.  b.  c.  d. 

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

[Sample Answers]

Picture 1 What does Chris have to do first? He has to feed the cat.

Picture 2 What does he have to do next? He has to wash the dishes.

Picture 3 What does he see? He sees a(n) elephant and a(n) giraffe.

Picture 4 Which does he want to get? He wants to get the giraffe.

28

Step 2

A Complete your story about the pictures.

[Sample Answers]

Title Chris is happy today.

Chris is busy today. First, he has to feed the ① cat. It is bigger than him. Next, he goes into the kitchen. He has to ② wash the dishes. Last, he goes to the toy store with Pam. Chris sees a(n) ③ elephant and a(n) giraffe. He wants to get the ④ giraffe. It is cheaper and softer. Pam buys it for him. Chris is happy today.

Idea Box dog, cat, rabbit / wash the dishes, set the table, water the flowers / toy robot, teddy bear, elephant, giraffe / softer, bigger, taller, lighter

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 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 6 Review

He has to wash the dishes.

Storytelling : Describing pictures

Name: _____ Score: _____

A Fill in the blanks with the correct words.

bed	fast	short	floor
light	soft	water	wash

Opposites

big	↔	small
tall	↔	short
fast	↔	slow
hard	↔	soft
light	↔	heavy

Chores

feed the cat	floor
vacuum the	the flowers
water	bed
make my	wash
the dishes	

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

the cat	do	than	faster
Yes	have to	lighter	clean my room

- A: Which is **faster**, the mouse or the cat?
B: The mouse is faster **than the cat**.
- A: Is the teddy bear **lighter than** the toy robot?
B: **Yes**, it is.
- A: What do you **have to do**?
B: I have to **clean my room**.
- A: Do you have to set the table?
B: **Yes**, I **do**.

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

Chris is busy today. First, he has to **1 feed** the cat. It is **2 bigger** than him. Next, he goes into the **3 kitchen**. He has to **4 wash** the dishes. Last, he goes to the toy store with Pam. Chris sees an elephant and a **5 giraffe**. He wants to get the **6 giraffe**. It is cheaper and **7 softer**. Pam buys it for him. Chris is **8 happy** today.

D Answer the questions in complete sentences.

- Which is bigger, your English book or your notebook? **[Sample Answers]**
➔ **My English book is bigger (than my notebook).**
- Which is heavier, your eraser or your ruler?
➔ **My eraser is heavier (than my ruler).**
- What do you have to do at home?
➔ **I have to help my mom set the table.**
- What do you have to do in class?
➔ **I have to clean my desk.**

UNIT 7

How do I get to the zoo?

Speaking Task

Role-play: Asking for and giving directions

Key Words & Structures

- | | |
|------------------|----------------|
| zoo | amusement park |
| bank | post office |
| department store | go straight |
| turn left | turn right |
| cross the street | |
- Is there a(n) _____ around here? - Yes, there is. / No, there isn't.
How do I get to the _____? - _____.

Week 7: Unit 7. How do I get to the zoo?		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 about some places nearby the school like the supermarket, the subway station, the park, the department store, etc. Do the students like going to these places? (Students: "Yes, I do." / "No, I don't.") Have them tell you how to get to these places from the school.

UNIT 7 7 **How do I get to the zoo?**

Role-play: Asking for and giving directions

Getting Ready

A Guess and say the rabbit's answer.



How do I get to the zoo? Go straight for two blocks.

Look & Answer

- What is the rabbit holding?
- Where does the girl want to go?
- He's holding an umbrella.
- She wants to go to the zoo.

B Listen and say. Then practice with your partner.

1. 
zoo

2. 
amusement park

3. 
bank

4. 
post office

5. 
department store

6. 
go straight

7. 
turn left

8. 
turn right

9. 
cross the street

A: How do I get to the bank? B: Go straight and turn right at the corner.*

* Go straight for two blocks and cross the street.

30

Speaking Practice

A Look and practice with your partner.



a. bank - Yes, there is.
b. zoo - Yes, there is.
c. hospital - No, there isn't.

Is there a _____ around here?
Yes, there is. / No, there isn't.

1 2 3 4 5

2. How do I get to the bank? - Go straight and turn right at the corner.
3. How do I get to the zoo? - Go straight for two blocks and turn left.
4. How do I get to the department store? - Go straight for two blocks and turn right.
5. How do I get to the amusement park? - Go straight for two blocks and cross the street.

How do I get to the post office?
Go straight and turn left at the corner.

Talk it Over

- Is there a bank around your house?
- Is there a post office around your school?

[Sample Answers]

- Yes, there is.
- No, there isn't.

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 girl's question and guess the rabbit'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 Take the students outside of the classroom. Ask the students about different areas in the school using the question from activity B. Walk to the areas together using the directions they give you. If it's a nice day outside, try having them lead you to some places that are nearby the school as well.

Speaking Practice

A Have the students look at the picture. What can they see? Does their city have a zoo and an amusement park too? Do they like going to those places? 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 - c 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. Check the answers together as a class.

Extra Idea Have the students draw their own map of the area around the school or their home. When they're finished, ask them to work in pairs and talk about their map with their partner. (Student A: "How do I get to the toy store?" Student B: "Go straight and turn right at the corner.")

Step 1 T19-20

Daniel: George, is there an amusement park around here?
 George: Yes, there is, Daniel.
 Daniel: How do I get there?
 George: Go straight for three blocks and turn left.
 Daniel: Thank you.
 George: No problem! Let's go together. I want to ride the roller coaster!

Role-play Presentation

Step 1 Listen to the conversation. 19-20

1. Listen and number.



2. Listen again and answer.

1) Where does Daniel want to go?
 He wants to go to a(n) **amusement park**.

2) How can he get there?
 He should **go straight** for three blocks and **turn left**.

Step 2 Plan your role-play with your partner. 21

1. Match the roles to your favorite characters.

Friend 1 Friend 2



2. Choose three places.



3. Choose a direction.



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Step 3 Look and listen to the sample role-play. 21

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 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 "Friend 1" and "Friend 2." Then have the students choose three places and a direction. Tell them that they can pick from the given choices or draw or write another place and direction 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, How can Jamie get to the department store? How can Jamie get to the zoo? Does Jamie need to go to the bank?)

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.

How do I get to the zoo?

Role-play: Asking for and giving directions

Name: _____

Score: _____

A Write the correct words for the pictures.



1. bank _____
2. zoo _____
3. post office _____
4. department store _____
5. amusement park _____
6. turn right _____
7. go straight _____
8. turn left _____
9. cross the street _____



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



1. Is there a zoo around here? _____
2. Yes, there is _____.
3. How do I get there? _____
4. Go straight for two blocks _____.

a zoo there is straight around here do I get for two blocks

Unit 7 • 15

16

Workbook

C Number the sentences in order to match the pictures.



- 5 Thank you.
- 4 Go straight for three blocks and turn left.
- 2 Yes, there is, Daniel.
- 3 How do I get there?
- 1 George, is there an amusement park around here?
- 6 No problem! Let's go together. I want to ride the roller coaster!

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



- Jamie: Alice, is there a **1** department store around here?
 Alice: Yes! Go straight for **2** five blocks.
 Jamie: Thank you.
 Alice: No problem! Let's **3** go together. I want to buy a **4** hairpin.
 Jamie: How do I get to the **5** zoo?
 Alice: Go straight for two blocks and **6** cross the street.
 Jamie: **7** Thanks.
 Alice: Sure. Let's go together. I want to **8** see the lions.

UNIT 8

How do you get to school?

Speaking Task

Role-play: Talking about transportation

Key Words & Structures

- walk
- take the bus
- take the train
- drive my car
- ride my bike
- take the subway
- take the ferry
- get a ride from my dad/mom

How do you get to _____? - I _____.

How does he/she get to _____? - He/She _____.

Week 8 : Unit 8. How do you get to school?		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 how they get to school every day. Take a vote to see what the most popular way of getting to school is in the class.

UNIT 8 How do you get to school?

Role-play: Talking about transportation

Getting Ready

A Guess and say the girl's answer.

Look & Answer

- What is next to the girl?
- What is special about the boy?
- There is a bike next to the girl.
- He's very big.

B Listen and say. Then practice with your partner.

1. walk	2. ride my bike	3. take the bus	4. take the subway
5. take the train	6. take the ferry	7. drive my car	8. get a ride from my dad/mom

A: How do you get to school? B: I ride my bike.

* I - my / you - your / he - his / she - her

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Speaking Practice

A Look and practice with your partner.

a. walk b. ride my bike c. get a ride from my dad d. take the subway

How do you get to school?

I _____.

1. he - He takes the train.

2. she - She drives her car.

3. she - She takes the ferry.

4. he - He takes the bus.

How does he/she get to work?

He/She _____.

Talk it over

- How do you get to school?
- How does your dad/mom get to work?

[Sample Answers]

- I get a ride from my mom.
- My mom drives her car, and my dad takes the subway.

Unit 8 • 35

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 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 and answer with their own information.

Extra Idea Make flashcards for the vocabulary. Show three flashcards to the students and then put the flashcards on a table with the images facing down. Spend 15 – 20 seconds moving the flashcards around. Say the transportation words on the flashcards while you are moving them to remind the students what they are. Stop moving the flashcards, point to the first one, and ask the students "How do you get to school?" and let them guess what word is on the flashcard.

Speaking Practice

A Have the students look at the picture. What can they see? 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. Check the answers as a class.

Extra Idea Brainstorm other ways to go to school and work together as a class (ride my skateboard, ride my unicycle, fly on an airplane, use my jetpack, etc.). Write the vocabulary words from the unit and the transportation words the students think of on the board. Put a number from 1 – 12 beside each transportation word. Put some pictures of men and women on the board. Have the students take turns rolling a pair of dice and using the number on them to say how each person gets to work.

Step 1  T23-24

Gina: Hi, Yahoo. Where are you going?
 Yahoo: Hi, Gina. I'm going to work.
 Gina: Do you take the ferry there?
 Yahoo: Yes, I do. Where are you going?
 Gina: I'm going to school.
 Yahoo: How do you get to school?
 Gina: I walk there.

Role-play Presentation

Step 1 Listen to the conversation.  23-24

1. Listen and number.



2. Listen again and answer.

1) How does Yahoo get to work? He takes the ferry (there).

2) How does Gina get to school? She walks (there).

Step 2 Plan your role-play with your partner. 

1. Match the roles to your favorite characters.

Bigger Person	Smaller Person
 Gulliver	 Gina
 Lily	 Yahoo

2. Choose one kind of transportation.



3. Choose another kind of transportation.



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

Characters in the sample
 Bigger Person  Smaller Person 



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 "Bigger Person" and the "Smaller Person." Then have the students choose two kinds of transportation. Tell them that they can pick from the given choices or draw or write their own kinds of transportation 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, How does Lily get to school? How does Lily's dad get to work? Was Lily late for school?)

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.

Workbook

UNIT 8 How do you get to school?

Role-play: Talking about transportation

Name: _____ Score: _____

A Write the correct words for the pictures.



1. walk _____
2. take the **subway** _____
3. take the **bus** _____
4. take the **train** _____
5. take the **ferry** _____
6. ride my **bike** _____
7. drive my **car** _____
8. **get** _____ a **ride** _____ from my dad/mom



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



1. How **do you get to school** _____ ?
2. I **ride my bike** _____ .
3. Do **you walk to school** _____ ?
4. **Yes, I do** _____ .

you get to school ride my bike
I do do you walk to school

Unit 8 • 17

C Number the sentences in order to match the pictures.



- Do you take the ferry there? **3**
- Hi, Gina. I'm going to work. **2**
- Hi, Yahoo. Where are you going? **1**
- I walk there. **7**
- How do you get to school? **6**
- I'm going to school. **5**
- Yes, I do. Where are you going? **4**

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



- Gulliver: Good morning, Lily.
Where are you **going** _____ ?
Good morning, Gulliver.
Lily: I'm going to **school** _____ .
Gulliver: How do you **get** _____ to school?
Lily: I ride my **bike** _____ .
Gulliver: **Where** _____ is your dad going?
Lily: He's going to **work** _____ .
Gulliver: **How** _____ does he get to work?
Lily: He drives his **car** _____ .

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UNIT 9 Review

She takes the bus there.

Speaking Task

Storytelling: Describing pictures

Week 9 : Unit 9. She takes the bus there.		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

Ask the students about their favorite places to go on the weekend. Do they know the directions to get there? How do the students travel to those places with their friends and family?

UNIT 9 **She takes the bus there.**
 Storytelling : Describing pictures
 Review

Is there a(n) **amusement park** around here? **Yes**, there **is**.

How do I get to the **post office**?

Go straight for three blocks.

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

1 bank / post office	2 department store / amusement park
3 left turn sign / right turn sign	4 go straight sign / cross the street sign
5 walk / take the train	6 take the subway / take the bus
7 take the ferry / ride my bike	8 drive my car / get a ride from my mom

B Practice the conversations above with your partner. 😊🗣️

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Characters: Alice, Daniel, Jamie, George, Gulliver, Gina, Lily, Yahoo

How do you get to school? **I take the bus.**

How does she get to school? **She walks.**

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

1. Where does Yahoo want to go?	A He wants to go to the post office .
2. What is the turtle doing?	A She's riding her bike .
3. Where is Jamie?	A He's at the bus stop .
4. Who is the biggest in the picture?	A Gina is the biggest.
5. Who is George pointing at?	A He's pointing at Gina .
6. Where are they ?	A They are on the street .

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 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. bank b. zoo
c. amusement park

3 

a.  b.  c. 

4 

a.  b.  c. 

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

Picture 1	How does Alice get to Star Town?	[Sample Answers] She takes the bus .
Picture 2	Where is Gulliver's house?	It's next to the bank .
Picture 3	How can she get there?	First, she should go straight for two blocks .
Picture 4	Where is she now?	She's in front of the hospital now.

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Step 2

A Complete your story about the pictures.


[Sample Answers]

Title Alice's travels

Alice is visiting her friend Gulliver. He lives in Star Town. She takes the ① **bus** there. When she gets off the ① **bus**, she takes out a map. Gulliver's house is next to the ② **bank**. First, Alice should ③ **go straight for two blocks**. Alice is in front of the ④ **hospital** now. Suddenly it gets dark. Oh! Gulliver and his friend Gina are standing behind her. Alice is glad to see them.

Idea Box train, bus, subway / go straight and turn left(right) at the corner, go straight for two blocks / department store, post office, hospital

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.

Workbook

UNIT 9 Review

She takes the bus there.

Storytelling : Describing pictures

Name: _____ Score: _____

A Put the words in the correct categories.

bus ferry turn right	turn left bank subway	cross the street post office amusement park	bike department store go straight
----------------------------	-----------------------------	---	---

Places

bank
post office
department store
amusement park

Directions

cross the street
turn left
turn right
go straight

Kinds of transportation

bus
bike
ferry
subway

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

- | | | | |
|-----------------|----------------------|--------------------|--------------------------|
| walks
get to | there is
the bank | Yes
Go straight | take the bus
is there |
|-----------------|----------------------|--------------------|--------------------------|

- A: **Is there** a zoo around here?
B: **Yes**, **there is**.
- A: How do I get to **the bank**?
B: **Go straight** for three blocks.
- A: How do you **get to** school?
B: I **take the bus**.
- A: How does she **get to** work?
B: She **walks**.

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

bank

Alice is visiting her friend Gulliver. He lives in Star Town. She **takes** the bus there. When she gets off the **bus**, she takes out a map. Gulliver's house is next to the **bank**. First, Alice should **go straight** for two blocks. Alice is in front of the **hospital** now. Suddenly it gets dark. Oh! Gulliver and his **friend** Gina are standing **behind** her. Alice is glad to **see** them.

D Answer the questions in complete sentences.

- Is there a post office around your house? **[Sample Answers]**
➔ **Yes, there is.**
- What is next to your school?
➔ **There is a supermarket.**
- How do you get to school?
➔ **I get a ride from my mom.**
- How does your dad/mom get to work?
➔ **My dad drives his car, and my mom takes the bus.**

UNIT 10

Would you like to go bowling together?

Speaking Task

Role-play: Making plans on the phone

Key Words & Structures

- | | |
|--------------------|------------------|
| go shopping | go bowling |
| go to a concert | go to the movies |
| go to the beach | go on a picnic |
| go for a bike ride | |
- Hello. Is _____ there? - Hi, _____. What's up?
Would you like to _____ together?
- Yes, I'd love to. / I'm sorry, I can't. I have to _____.

Week 10 : Unit 10. Would you like to go bowling together?		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

Practice talking on the phone with the students. Ask them what people say in English when they call someone on the phone ("Hello. Is (name) there?"). Then brainstorm reasons why people call each other on the phone together as a class. Have the students use their fingers (or cell phones if they have them) to pretend they are on the phone and act out some of the situations with them that they thought of.

UNIT 10 **Would you like to go bowling together?**
Role-play: Making plans on the phone

Getting Ready

A Guess and say the girl's answer.

Look & Answer

- What is the boy doing?
- What does he want to do?
- He's talking on the phone with a girl.
- He wants to go bowling with the girl.

B Listen and say. Then practice with your partner.

- go shopping
- go bowling
- go to a concert
- go to the movies
- go to the beach
- go on a picnic
- go for a bike ride

A: Would you like to go on a picnic together? B: Yes, I'd love to.*

* I'm sorry, I can't. I have to do my homework.

Speaking Practice

A Look and practice with your partner.

a b c d

b. Mia - Emma
c. Eva - Ryan
d. Tom - Mark

Hello. Is Glen there?
Hi, Amy. What's up?

[Sample Answers] 1 2 3 4 5 6 7

1. go bowling - Yes, I'd love to.
2. go to the beach - I'm sorry, I can't. I have to practice taekwondo.
3. go for a bike ride - Yes, I'd love to.
4. go to a concert - I'm sorry, I can't. I have to do my homework.
5. go on a picnic - Yes, I'd love to. Yes, I'd love to. / I'm sorry, I can't.
6. go shopping - I have to practice taekwondo.
7. go to the movies - Yes, I'd love to.

Talk it over

- What would you like to do this weekend?
- Who do you want to do it with?

[Sample Answers]

- I'd like to go to the movies.
- I want to go there with my sister[brother].

Unit 10 • 43

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 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 question once again and answer with their own information.

Extra Idea Play hangman with the vocabulary from activity B. Write blanks on the board for all the letters and have the students try and guess what the question is. If they guess the question correctly, answer them by saying "Yes, I'd love to." If they lose before they guess the question, write it on the board in the blanks and ask them to say it. Reply "I'm sorry, I can't. I have to do my homework."

Speaking Practice

A Have the students look at the picture. What can they see? Read the monsters' names 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 - 7 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, I'd love to." But if there's a sad face, they should say "I'm sorry, I can't. I have to (action)." 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 wants to do on the weekend and who they want to do it with.

Extra Idea Have each pair of students play rock-paper-scissors together. Student A will invite Student B to do something. If Student A wins, Student B will say "Yes, I'd love to." If Student B wins, they will say "I'm sorry, I can't. I have to (activity)." Have the students change roles after every "Yes, I'd love to." answer.

Step 1 T27-28

Mary: Hello. Is Grumpy there?
 Grumpy: Hi, Mary. What's up?
 Mary: Would you like to go to a concert together?
 Grumpy: Yes, I'd love to. When and where should we meet?
 Mary: Let's meet at 6 p.m. at Red Concert Hall.
 Grumpy: Great! See you there.

Role-play Presentation

Step 1 Listen to the conversation. 27-28

1. Listen and number.

2. Listen again and answer.

1) What does Mary want to do?
 She wants to **go to a concert** with Grumpy.

2) When will they meet?
 They'll meet at **6** p.m.

Step 2 Plan your role-play with your partner.

1. Match the roles to your favorite characters.

Friend 1	Friend 2

2. Choose an activity to do.

3. Choose a time and a place.

--	--	--	--

44

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

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 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 "Friend 1" and "Friend 2." Then have the students choose an activity and a place and a time. Tell them that they can pick from the given choices or draw or write their own activity and place and time 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, Is Snow White calling James on the phone? Does Snow White want to go to the movies with James? When and where will Snow White and James meet?)

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.

Workbook

UNIT 10 Would you like to go bowling together?

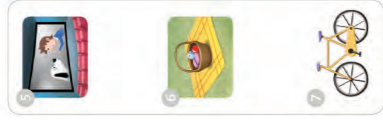
Role-play: Making plans on the phone

Name: _____ Score: _____

A Write the correct words for the pictures.



- go **bowling**
- go **shopping**
- go to a **concert**
- go to the **beach**
- go to the **movies**
- go on a **picnic**
- go for a **bike** ride



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



- Hello. Is **Snow White** there ?
- Hi, James. **What's up** ?
- Would you like to **go bowling together** ?
- Yes, **I'd love to** .

there together I'd love to Snow White What's up

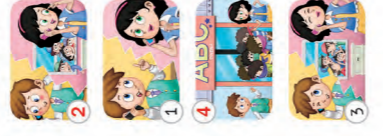
Unit 10 • 21

C Number the sentences in order to match the pictures.



- Great! See you there. **6**
- Would you like to go to a concert together? **3**
- Hello. Is Grumpy there? **1**
- Hi, Mary. What's up? **2**
- Let's meet at 6 p.m. at Red Concert Hall. **5**
- Yes, I'd love to. When and where should we meet? **4**

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



James: Do you **1** **have** any plans tomorrow?
 Snow White: No, I **2** **don't**. Why?
 James: Would you like to go to the **3** **movies** together?
 Snow White: Yes, I'd love to. When and where should we **4** **meet** ?
 James: Let's meet at **5** **2** p.m. at ABC Cinema.
 Snow White: **6** **Great**! See you there.
 James: Hi, Snow White. How are you **7** **today** ?
 Snow White: Good, **8** **thanks**. Wow! There are a lot of people.

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UNIT 11

What are you going to do this weekend?

Speaking Task

Role-play: Talking about weekend activities

Key Words & Structures

- read a book
- exercise
- get a haircut
- play with my cousin
- listen to music
- buy clothes
- climb a mountain

What are you going to do this weekend? - I'm going to _____.
 Are you going to _____ this weekend? - Yes, I am. / No, I'm not.

Week 11 : Unit 11. What are you going to do this weekend?		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

Ask the students what they like to do on the weekend. Write the things they say on the board. What will the students do this coming weekend?

UNIT 11 **What are you going to do this weekend?**
Role-play: Talking about weekend activities

Getting Ready

A Guess and say the genie's answer.

What are you going to do this weekend?
I'm going to read a book.

Look & Answer

- What does the lamp look like? • It's triangular and yellow.
- What is the genie going to do? • He's going to read a book.

B Listen and say. Then practice with your partner.

1. read a book
2. listen to music
3. exercise
4. buy clothes
5. get a haircut
6. climb a mountain
7. play with my cousin

A: What are you going to do this weekend? B: I'm going to exercise.

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Speaking Practice

A Look and practice with your partner.

Weekend Plans

a b c d e f g

a. read a book
b. buy clothes
c. exercise
d. climb a mountain
e. get a haircut
f. listen to music
g. play with my cousin

1 exercise 2 buy clothes 3 get a haircut

1. exercise
- No, I'm not.

2. buy clothes
- No, I'm not.

3. get a haircut
- Yes, I am.

What are you going to do this weekend?
I'm going to _____.

Are you going to exercise this weekend?
Yes, I am. / No, I'm not.

Talk it over

- What are you going to do this weekend?
- What is your partner going to do this weekend?

[Sample Answers]
• I'm going to get a haircut.
• He[She]'s going to play with his[her] cousin.

Unit 11 • 47

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 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 question using the information in activity B. When they've finished, have them ask and answer the question once again with their own information.

Extra Idea Draw a line down the middle of the board and write all the weekend activities on both sides. Split the students into two teams. Have two students from each team stand at the back of the classroom. Have the students ask you "What are you going to do this weekend?" Answer "I'm going to (activity)." and then say "Go!" The first student to run to the board, erase the activity, and say "I'm going to (activity)." gets a point for their team.

Speaking Practice

A Have the students look at the pictures. What can they see? Which of the activities do they like to do on the weekend? 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 – g 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. 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 going to do on the weekend.

Extra Idea Have each student write one of the weekend activities on a piece of paper and ask them to turn it over so that no one can see it. Tell the students to walk around and try and find another student with the same weekend activity that they have. If the other student has the same activity on their paper, they will answer "Yes, I am." If they don't have the same activity, they will answer "No, I'm not." (Student A: "Are you going to exercise this weekend?" Student B: "Yes, I am. / No, I'm not.")

Workbook

UNIT 11 What are you going to do this weekend?

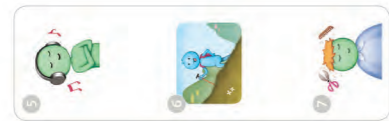
Role-play: Talking about weekend activities

Name: _____ Score: _____

A Write the correct words for the pictures.



- exercise _____
- play _____ with my cousin
- buy _____ clothes
- read _____ a book
- listen _____ to music
- climb _____ a mountain
- get _____ a haircut



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



- What **are you going to do** this weekend?
- I'm **going to read a book**.
- Are you **going to read a book** this weekend?
- No, I'm **not**.

I'm going to do

are you not read a book

Unit 11 • 23

C Number the sentences in order to match the pictures.



- I'm going to stay home. **2**
- I'm going to play with my cousin. **7**
- No, thanks. I have other plans. **5**
- What are you going to do this weekend, Tiffany? **1**
- Yes. Do you want to listen to music together? **4**
- Are you going to listen to music? **3**
- What are you going to do? **6**

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

70-71

- G.L.: What are you going to do this **1** **weekend** ?
- Aladdin: I'm going to stay **2** **home**.
- G.L.: You never go out.
- Aladdin: Why don't you go **3** **shopping** ?
- G.L.: Why? You **4** **give** me everything.
- Aladdin: How about playing with your **5** **cousin** ?
- G.L.: Why? I can **6** **play** with you.
- G.L.: I'm going to **7** **climb** a mountain this weekend. I **8** **need** a vacation!

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UNIT 12 Review

He's going to go to a concert.

Speaking Task

Storytelling: Describing pictures

Week 12 : Unit 12. He's going to go to a concert.		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

Pretend to call different students on the phone. Ask the students if they want to do something tonight. Then ask them what they are going to do on the weekend. Let the students try calling each other.

UNIT 12 **Review** **He's going to go to a concert.**
 Storytelling: Describing pictures

1 Hello. Is **Aladdin** there?

2 Hi, **Snow White**. What's up?

3 Would you like to **go to a concert** together?

4 I'm sorry I can't. I have to **do my homework**.

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

1 exercise / play with my cousin 2 buy clothes / get a haircut

3 read a book / go bowling 4 go to a concert / go to the movies

5 go shopping / listen to music 6 go on a picnic / go for a bike ride

7 climb a mountain / go to the beach

B Practice the conversations above with your partner. 😊🗣️

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Characters
 Snow White, James, Mary, Grumpy, Aladdin, Tiffany, Genie of the Lamp, Genie of the Ring

1 Are you going to **climb a mountain** this weekend?

2 Yes, I **am**.

3 What are you going to do this weekend?

4 I'm going to **go for a bike ride**.

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

1. How many cell phones do you see? 2. Who is talking with Aladdin?

3. Is Tiffany going to go to a concert?

4. What is Grumpy doing?

5. What is the Genie of the Lamp going to do this weekend?

6. **What is Mary doing** _____ ?

1. I see **four** cell phones.

2. **Snow White** is talking with him.

3. **No**, she **isn't**.

4. He's **exercising** (with the Genie of the Ring).

5. He's going to **go for a bike ride**.

6. **She's getting a haircut**.

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]



- a. Saturday b. Sunday



- a. b. c.



- a. b. c.



- a. b. c.

Blue Department Store Orange Concert Hall White Cinema

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

[Sample Answers]

- Picture 1 What day is Aladdin planning for? He's planning for this **Saturday**.
- Picture 2 What does he want to do? He wants to **go to a concert**.
- Picture 3 What is Snow White going to do? She's going to **get a haircut**.
- Picture 4 When and where are they going to meet?
They're going to meet at **3:30** p.m. in front of **Orange Concert Hall**.

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Step 2

A Complete your story about the pictures.

[Sample Answers]

Title **A special plan**

Aladdin usually stays home on the weekends. But he has a special plan for this **1 Saturday**. He wants to **2 go to a concert** with Snow White. He calls her and asks her to come with him. Snow White is going to **3 get a haircut** this **1 Saturday**. But she can meet him after that. They are going to meet at **4 3:30** p.m. in front of **Orange Concert Hall**. Aladdin is excited about this **1 Saturday**.

Idea Box go shopping, go to a concert, go to the movies / get a haircut, read a book, climb a mountain

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

Review Test 1 • Unit 1~ Unit 3

UNIT 12 **Review**
Storytelling : Describing pictures

A Fill in the blanks with the correct words.

Name: _____ Score: _____

get buy listen shopping
bowling read exercise to the movies
climb to a concert on-a-picnic

exercise read a book
climb a mountain
listen to music
get a haircut
buy clothes

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

I am there going to climb for a bike ride
up a concert a concert do my homework

1. A: Hello. Is Aladdin **there** ?
B: Hi, Snow White. What's **up** ?

2. A: Would you like to go to **a concert** together?
B: I'm sorry, I can't. I have to **do my homework**.

3. A: Are you **going to climb** a mountain this weekend?
B: Yes, **I am**.

4. A: What are you **going to** do this weekend?
B: I'm going to go **for a bike ride**.

Unit 12 • 25

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

My plan for this Saturday

Aladdin usually stays home on the weekends. But he **has** a special plan for this **Saturday**. He wants to go to a **concert** with Snow White. He **calls** her and asks her to come with him. Snow White is going to get a **haircut** this Saturday. **But** she can meet him after that. They are going to **meet** at 3:30 p.m. in front of Orange Concert Hall. Aladdin is excited about this **Saturday**.

D Answer the questions in complete sentences.

1. 1) Who is your best friend? Do you often call him/her? [Sample Answers]
➔ **My best friend is Jisu. Yes, I call him every day.**

2) What do you talk about?
➔ **We talk about our friends and our favorite games.**

2. What are you going to do tonight?
➔ **I'm going to do my homework.**

3. What are you going to do this weekend?
➔ **I'm going to go to the movies with my sister[brother].**

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Review Test 1 • Unit 1~ Unit 3

Fill-in: Description [1-4] Listen and circle the correct answers.

1. What are they doing?
 (a) They're looking at the robot's skins. (b) They're skiing.

2. What is the girl doing?
 (a) She's singing. (b) She's good at music.

3. What is the girl looking at?
 (a) She's looking at the rainbow. (b) She's looking at the scarecrow.

4. Where are they?
 (a) They are in the mountains. (b) They are at the beach.

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

5. (a) Yes, I do. (b) I like fall the best.

6. (a) She has a fever. (b) Her favorite season is winter.

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

7. (a) Does he like to go hiking? (b) Why do you like spring?

8. (a) What's wrong? (b) What's wrong with him?

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

9. What does the boy like to do?
 (a) He likes to go hiking in fall. (b) He likes to go hiking in winter.

10. What's wrong with the girl?
 (a) She has a headache. (b) She has a stomachache.

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

A. Albert and Simon are at the **beach**.
Albert doesn't look **well**.
He has a **headache**.

B. Simon doesn't look well, either.
His **knee** hurts.

C. Then Molly comes. They are **happy** to see her. Molly is a good **singer**, so they can listen to her **sing**. It will help them **feel** better.

Idea Box beach / happy / feel

56 Review Test 1 • 57

- T34-37**
- (a) They're looking at the robot's skins.
(b) They're skiing.
 - (a) She's singing.
(b) She's good at music.
 - (a) She's looking at the rainbow.
(b) She's looking at the scarecrow.
 - (a) They are in the mountains.
(b) They are at the beach.
 - Which season do you like the best?
9 M: Which season do you like the best?
B: I like fall the best.
M: Why do you like it?
B: I like to go hiking in fall.
 - What's wrong with her?
10 W: What's wrong?
G: I have a stomachache.
W: I hope you feel better soon.
G: Thanks.
 - I like to go hiking in spring.
 - My elbow hurts.

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. Does the dog look hungry? (a) Yes, it does. (b) No, it doesn't.

2. What is the girl doing? (a) She's washing the dishes. (b) She's vacuuming the floor.

3. Is the robot taller than the teddy bear? (a) Yes, it is. (b) No, it isn't.

4. Which is faster, the rabbit or the turtle? (a) The rabbit is faster than the turtle. (b) The turtle is faster than the rabbit.

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

5. (a) The backpack is heavier. (b) Yes, I am.
 (a) My backpack is very heavy. (b) No, I have to feed the cat.

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

7. (a) What do you have? (b) Is the dog taller than the giraffe?
 (a) What do you have to do? (b) Which is taller, the dog or the giraffe?

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

9. What will they buy? (a) The robot. (b) The elephant. (c) The teddy bear.

10. What's the problem in the dialogue? (a) The room is very dirty. (b) The robot is broken. (c) The teddy bear is missing.

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

A. Pinocchio goes to a toy shop with his dad. Pinocchio likes the elephant. But his dad says it's too expensive.

B. His dad shows a giraffe to Pinocchio. It's nice, and it's cheaper. Pinocchio doesn't like it. He says it's heavy.

C. It's a lie, so his nose starts growing. His dad wants him to tell the truth. But Pinocchio lies again, so his nose grows longer.

Idea Box toy shop

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. How do they look? (a) They look angry. (b) They look happy.

2. What is special about the girl? (a) She's very big. (b) She's swimming fast.

3. Where are they? (a) They're under the ground. (b) They're in front of a gate.

4. What is next to the girl? (a) There is a car. (b) There is a bike.

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

5. (a) Yes, there is. (b) I want to go there.
 (a) I walk. (b) I go to school very early.

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

7. (a) How does he get to work? (b) What is next to the zoo?
 (a) When does he take the subway? (b) How do I get to the zoo?

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

9. Where does the girl want to go? (a) A post office. (b) A bank. (c) A school.

10. How did the boy get to school today? (a) He walked. (b) He took the subway. (c) He rode his bike.

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

A. It's early in the morning. Gulliver sees Lily in front of her house. Lily is going to school. She rides her bike to school.

B. Then Lily's dad runs out of the house. He's going to work. He drives his car to work.

C. Lily and her dad are late today. Gulliver helps them. So they're not late. They say thank you to Gulliver.

Idea Box house / bike / drives / helps

T38-41

- 1 (a) Yes, they do.
(b) No, it doesn't.
- 2 (a) She's washing the dishes.
(b) She's vacuuming the floor.
- 3 (a) The toy robot is taller.
(b) Yes, it is.
- 4 (a) The turtle is faster than the rabbit.
(b) The rabbit is faster than the turtle.
- 5 Which is heavier, the wallet or the backpack?
- 6 Do you have to water the flowers?
- 7 I have to make my bed.
- 8 No, it isn't.
- 9 G: Which is softer, the toy robot or the teddy bear?
B: The teddy bear is softer than the toy robot.
G: Is the teddy bear cheaper?
B: Yes, it is. Let's buy it.
- 10 W: Your room is very dirty. What happened?
G: I didn't clean it for a long time.
W: You have to clean it every day.
G: I know, but it's not easy to do.

T42-45

- 1 (a) They look angry.
(b) They look happy.
- 2 (a) She's very big.
(b) She's swimming fast.
- 3 (a) They're under the ground.
(b) They're in front of a gate.
- 4 (a) There is a car.
(b) There is a bike.
- 5 Is there an amusement park around here?
- 6 How do you get to school?
- 7 He takes the subway.
- 8 Go straight and turn right at the corner.
- 9 G: Is there a post office around here?
M: Yes, there is.
G: How do I get there?
M: Go straight for three blocks and cross the street. It's next to the bank.
- 10 G: How do you get to school?
B: I usually get a ride from my dad. But I walked today.
G: How long did it take?
B: About twenty minutes.

Review Test 4 • Unit 10~ Unit 12

**Review Test 4 • Unit 10~
Unit 12**

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

1. Where are they?



2. What is the girl with yellow hair doing?



3. What is the boy doing?



4. What is on the table?



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

5. Yes, I'd love to.
 Hi, Mary. What's up?

6. I'm going to read a book.
 I'm going to the beach now.

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

7. Are you going to exercise this weekend?
 Do you exercise every day?

8. Would you like to go shopping together?
 Do you have homework today?

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

9. Where will they go together?




10. What is Ryan going to do this weekend?




[11] Change the dialogue into a story.

A. Aladdin and the genie are playing a video game. The genie asks Aladdin about his weekend plans. Aladdin says he's going to stay home.

B. Aladdin never goes out. The genie wants him to go out. But Aladdin is not interested.

C. The genie starts crying. He says he needs a vacation. He's going to climb a mountain this weekend.

Idea Box playing / plans / interested / crying



- 1** (a) They are in the bowling alley.
 (b) They are in front of a movie theater.
- 2** (a) She's getting a haircut.
 (b) She's reading a book.
- 3** (a) He's studying at his desk.
 (b) He's talking on the phone with the girl.
- 4** (a) There is a backpack.
 (b) There is a lamp.
- 5** Hello. Is James there?
- 6** What are you going to do this weekend?
- 7** Yes, I am.
- 8** I'm sorry, I can't. I have to do my homework.
- 9** G: Hello. Is Aladdin there?
 B: Hi, Snow White. What's up?
 G: Would you like to go to the movies together?
 B: Yes, I'd love to.
- 10** B: What are you going to do this weekend, Amy?
 G: I'm going to stay home. How about you, Ryan?
 B: I'm going to climb a mountain.