

Everyone

Speak!

BEGINNER



Role-play



Storytelling



Picture-based
Content

2



Build & Grow

Hybrid CD Included



UNIT
1

What can you see?

Speaking Task

Role-play: Identifying things

Key Words & Structures

flower

tree

leaf

rock

squirrel

duck

frog

butterfly

beetle

bird

What can you see? – I can see _____.

How many _____ are there? – There are _____.

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

Introduction

Tell the students to look out the window (or take them outside if it's a nice day). What can they see? Have them tell you about the different things they can see. Ask them how many of each thing they can see.

UNIT 1 **What can you see?**

Role-play: Identifying things

Getting Ready

A Guess and say the boy's answer.

Look & Answer

- What is the house made of? **It's made of food.**
- How many flowers are there? **There are five flowers.**

B Listen and say. Then practice with your partner.

1. flower	2. tree	3. leaf	4. rock	5. squirrel
6. duck	7. frog	8. butterfly	9. beetle	10. bird

A: What can you see? B: I can see a **tree/trees***.

* a leaf/leaves, a butterfly/butterflies

Speaking Practice

A Look and practice with your partner.

a. rocks
b. ducks
c. trees
d. flowers
e. leaves

What can you see?
I can see _____.

1. frogs - two frogs
2. squirrels - two squirrels
3. butterflies - three butterflies
4. birds - two birds
5. beetles - three beetles

How many frogs are there?
There are _____ frogs.

Talk it over

- What can you see in your classroom?
- How many students are there?

[Sample Answers]

- I can see students, a teacher, desks, and chairs.
- There are fifteen students.

Unit 1 • 7

Getting Ready

A Have the students look at the picture. What can they see? What do they think is happening? Would they like to visit a house like the one in the picture? Do the characters remind them of anyone? Have the students read the witch'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. When they've finished, have them each answer the question one more time and say something that they can see.

Extra Idea Play a matching game with the vocabulary for Unit 1. You can make flashcards using the pictures and words for the unit, or just write each of the words twice on slips of paper. Spread out both sets of flashcards face down. Have a student turn over two flashcards and say what they can see ("I can see (object)."). If the two flashcards match, the student gets a point.

Speaking Practice

A Have the students look at the picture. What can they see? What place do they think is shown in the picture? Would they like to go there? 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 Have the students draw a nature picture (a park, a forest, a garden) with lots of trees, flowers, animals, etc. When they are finished, have them show their picture to their partner. Tell the students to ask their partner questions about what they can see in the picture and how many of each thing there are.

Step 1  T03-04

Gretel: I'm scared.
What can you see, Hansel?

Hansel: I can see trees and birds.

Gretel: How many birds are there?

Hansel: There are two birds. Let's follow them.

Gretel: Okay.

Role-play Presentation

Step 1 Listen to the conversation.  03-04

1. Listen and number.



2. Listen again and answer.

1) What does Hansel see? He sees **trees** and **birds**.

2) How many birds are there? There are **two birds**.

Step 2 Plan your role-play with your partner. 

1. Match the roles to your favorite characters. (Sample Answers)

	Bad Character	Smart Character	
			
Witch	Wizard	Hansel	Gretel

2. Choose one thing.

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

3. Choose another thing.

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

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

Characters in the sample
Bad Character  Smart Character 



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

Complete your role-play script on page 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 the "Bad Character" and the "Smart Character." Then have the students choose two things. Tell them that they can pick from the given choices or draw or write their own things in the empty boxes.

Step 3 Play the recording of the sample role-play and have the students look at the cartoon. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the sample role-play that way. After listening to the sample role-play, ask the students some simple questions about it to check their comprehension. (For example, What is the witch making? What can Gretel see? Does Gretel make the witch strong or weak?)

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.

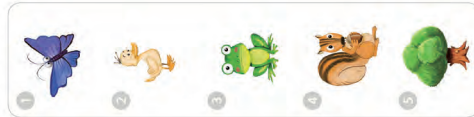
UNIT 1

What can you see?

Role-play: Identifying things

Name: _____ Score: _____

A Write the correct words for the pictures.



1. butterfly
2. duck
3. frog
4. squirrel
5. tree
6. flower
7. beetle
8. bird
9. leaf
10. rock



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



1. What **can you see** _____ ?
2. **I can** _____ see flowers.
3. How many **flowers are there** _____ ?
4. There **are five** _____ flowers.

you see are can five there flowers

Unit 1 • 3

Workbook

C Number the sentences in order to match the pictures.



- 3 How many birds are there?
- 2 I can see trees and birds.
- 1 I'm scared. What can you see, Hansel?
- 5 Let's follow them.
- 6 Okay.
- 4 There are two birds.

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



- Witch: What can you **see** _____ ?
 Gretel: I can **see** _____ leaves and beetles.
 Witch: How **many** _____ leaves and beetles are **there** _____ ?
 Gretel: There are **five** _____ leaves and six beetles.
 Witch: Put **two** _____ leaves and **four** _____ beetles into the pot.
 Gretel: Okay.
 Witch: Oh, **no** ! What's happening to me?
 Gretel: Go away, witch!

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UNIT 2

What do you do after school?

Speaking Task

Role-play: Talking about routines

Key Words & Structures

- play video games
- practice taekwondo
- go to the library
- What do you do after school? – I _____.
- What does he/she do after school? – He/She _____.
- play outside
- practice the piano
- go to computer class

Week 2 : Unit 2. What do you do after school?		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

Tell the children about all the fun things you like to do after school. What do they like to do after school? What days do they do those things on? Take a vote to see what the most popular activities to do after school are in the class.

UNIT 2 What do you do after school?

Role-play: Talking about routines

Getting Ready

A Guess and say the boy's answer.

Look & Answer
 • Where is the cricket?
 • How does the boy's nose look?

• It [He] is on the boy's nose.
 • It's very long.

B Listen and say. Then practice with your partner.

1. play video games	2. play outside	3. practice taekwondo
4. practice the piano	5. go to the library	6. go to computer class

A: What do you do after school? B: I go to the library.

Speaking Practice

A Look and practice with your partner.

a b c d

a. practice the piano
b. play video games
c. go to the library
d. play outside

What do you do after school?
I _____.

1 2 3 4

1. she
- She practices the piano.
2. he
- He goes to computer class.
3. he
- He practices taekwondo.
4. he
- He plays outside.

What does he/she do after school?
He/She _____.

Talk it Over

- What do you do after school?
- What does your partner do after school?

[Sample Answers]

- I practice the piano.
- He[She] plays video games.

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 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 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 sentence is.

Speaking Practice

A Have the students look at the pictures. What can they see? Which of the students do they wish they were? 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 their partner does after school.

Extra Idea Pretend that you are doing one of the activities and let the student guess what you do after school. Then let them take turns miming what they do after school (they can use the activities in the student book or think of their own things). Ask "What does he/she do after school?" and have the rest of the class try to guess.

Step 1  T07-08

Julia: Hi, Pinocchio. Long time no see.
 Pinocchio: Hello, Julia.
 Julia: What do you do after school?
 Pinocchio: I go to computer class.
 Julia: What does Chris do after school?
 Pinocchio: He plays video games.

Role-play Presentation

Step 1 Listen to the conversation.  07-08

1. Listen and number.



2. Listen again and answer.

1) What does Pinocchio do after school?
 He **goes to computer class**.

2) Does Chris play outside after school? **No**, he **doesn't**.
 [plays video games]

Step 2 Plan your role-play with your partner. 

1. Match the roles to your favorite characters.

Parent	Child
 Geppetto	 Julia
 Pinocchio	 Chris

2. Choose an activity.

		<input type="text"/>
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3. Choose another activity.

		<input type="text"/>
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Step 3 Look and listen to the sample role-play.  09

Characters in the sample Parent  Child 



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

Complete your role-play script on page 66.

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

Unit 2 • 13

Role-Play Presentation

Step 1 Have the students look at the pictures. What do they see? What do they think is happening? Ask them to guess what 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 "Parent" and the "Child." Then have the students choose two activities. Tell them that they can pick from the given choices or draw or write their own activities in the empty boxes.

Step 3 Play the recording of the sample role-play and have the students look at the cartoon. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the sample role-play that way. After listening to the sample role-play, ask the students some simple questions about it to check their comprehension. (For example, What does Pinocchio say he does after school first? How can Geppetto tell Pinocchio is lying? What does Pinocchio actually do after school?)

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.

UNIT 2

What do you do after school?

Role-play: Talking about routines

Name: _____ Score: _____

A Write the correct words for the pictures.

1. play _____ outside

2. practice taekwondo

3. play _____ video games

4. practice _____ the piano

5. go _____ to computer class

6. go _____ to the library

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 do** after school?

2. I **practice taekwondo**

3. Do **you practice taekwondo** after school?

4. No, I **don't**

you practice taekwondo I don't do you do

Unit 2 • 5

Workbook

C Number the sentences in order to match the pictures.

1 Hello, Julia. **2**

2 What does Chris do after school? **5**

3 He plays video games. **6**

4 What do you do after school? **3**

5 I go to computer class. **4**

6 Hi, Pinocchio. Long time no see. **1**

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

Pinocchio: I'm **1** home!

Geppetto: You're **2** home late again, Pinocchio. What do you do after **3** school?

Pinocchio: I **4** go to the **5** library.

Geppetto: Don't **6** lie to me.

Pinocchio: Uh-oh, my nose! I'll tell the truth.

I **7** practice the piano. This **8** song is for you.

Geppetto: Pinocchio, it's beautiful!

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UNIT 3 Review

He goes to the library after school.

Speaking Task

Storytelling: Describing pictures

Week 3 : Unit 3. He goes to the library after school.		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 they will do after school today. Will any of them go to the park? What do they think they would see there? Write their answers on the board. Go over each answer again and ask the students to guess how many of each thing will be at the park.

UNIT 3
Review

He goes to the library after school.
Storytelling: Describing pictures

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

1. <u>trees</u> / flowers	2. squirrels / <u>butterflies</u>
3. frogs / <u>ducks</u>	4. <u>play outside</u> / play video games
5. rocks / <u>leaves</u>	6. <u>go to the library</u> / go to computer class
7. <u>birds</u> / beetles	8. practice taekwondo / <u>practice the piano</u>

B Practice the conversations above with your partner. 😊🗣️

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Characters

Hansel Gretel Witch Wizard Pinocchio Geppetto Chris Julia

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

1. What do you see in the lake?	A I see <u>(three) ducks</u> .
2. How many butterflies are there?	A There are <u>three butterflies</u> .
3. Who is Gretel talking with?	A She's talking with <u>Pinocchio</u> .
4. What color is Julia's hair?	A Her hair is <u>blue</u> .
5. What does Hansel do after school? <small>[Sample Question]</small>	A He <u>goes to the library</u> . <small>[Sample Answer]</small>
6. What does Pinocchio do after school?	A He <u>plays outside</u> .

Unit 3 • 15

Review


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

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

Storytelling Presentation


Step 1

A Complete the pictures. [Sample Answers]

1 

a.  b. 


2 

a.  b.  c. 

3 

a. two b. three
c. four d. five

4 

a.  b. 

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

<small>Picture 1</small> What does Gretel do after school?	<small>[Sample Answers]</small> She <u>goes to the library</u> .
<small>Picture 2</small> What can Gretel see?	She can see trees and <u>flowers</u> .
<small>Picture 3</small> How many butterflies are there?	There are <u>three</u> butterflies.
<small>Picture 4</small> What does Pinocchio do after school?	He <u>practices taekwondo</u> .

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Step 2

A Complete your story about the pictures.


[Sample Answers]

Title After school

Gretel and Pinocchio are best friends. They do everything together at school. But they do different things after school. Gretel **1** goes to the library after school. On the way there, she can see trees and **2** flowers. She sees **3** three butterflies, too. Pinocchio **4** practices taekwondo after school. He wants to win a contest next year.

Idea Box go to the library, go to computer class / flowers, squirrels, beetles / practice the piano, practice taekwondo

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 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.

Introduction

Go over the five senses with the students. Ask them what body parts they use to see, smell, taste, hear, and touch. Give them some examples of things they can see and ask if they look pretty or ugly. Do the same thing with the other senses and words related to them (smells good/bad, tastes sweet/sour/salty/bitter, sounds noisy/quiet, feels smooth/soft/rough/hard).

UNIT
4
How does the rainbow look?

Getting Ready

A Guess and say the girl's answer.



Look & Answer

- Where are they? • They are up in the sky.
- What are they looking at? • They're looking at the rainbow.

B Listen and say. Then practice with your partner.

1. 	2. 	3. 	4. 	5. 
rainbow	soap	melon	mirror	machine
6. 	7. 	8. 	9. 	10. 
look beautiful	smell good	taste sweet	feel smooth	sound noisy

A: How does the **mirror** feel? B: It feels smooth.

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Speaking Practice

A Look and practice with your partner.



a. How does the rainbow look? - It looks beautiful!

b. How does the melon taste? - It tastes sweet.

c. How does the machine sound? - It sounds noisy.

d. How does the soap smell? - It smells good.

e. How does the mirror feel? - It feels smooth.

1. Does the melon taste sweet? - No, it doesn't.

2. Does the rainbow look beautiful? - Yes, it does.

3. Does the soap smell good? - Yes, it does.

Talk it Over

- Does your desk feel smooth?
- How does your classroom look?

[Sample Answers]

- Yes, it does.
- It looks clean.

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 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, encourage them to think of an extra object for each sense and then ask and answer the questions once again.

Extra Idea Make flashcards for the vocabulary in activity B and put them on the board (or have the students draw the images on the board). Place the objects and their descriptions together. Have a student stand at the back of the classroom. Give them a beanbag or a sticky ball and ask them to throw it at the board. Have the class ask them about whatever flashcards the sticky ball lands closest to. (Class: "How does the mirror feel?" Student: "It feels smooth.")

Speaking Practice

A Have the students look at the picture. What can they see? Do they have any pets at their home? Have the students work in pairs. Tell them to take turns asking and answering the questions with their partner. Explain that the things marked a – e should be used in the first part of the activity while the things marked 1 – 3 will be used in the second part of the activity. 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 Ask the students to work in pairs. Have one student ask the second question ("Does ...?") using all five of the object and description pairs from page 18. Their partner can answer with either "Yes, it does." or "No, it doesn't." Time each pair to see how fast they can finish asking and answering questions about all of the vocabulary.

Step 1 T11-12

Tinker Bell: Captain Hook,
what is that?
Captain Hook: It's a melon.
Tinker Bell: It doesn't feel
smooth.
Captain Hook: But it smells
good.
Tinker Bell: How does it taste?
Captain Hook: It tastes sweet.

Role-play Presentation

Step 1 Listen to the conversation. 11-12

1. Listen and number.



2. Listen again and answer.

1) How does the melon smell? It **smells good**.

2) How does the melon taste? It **tastes sweet**.

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

1. Match the roles to your favorite characters.

Friend 1	Friend 2
 Peter Pan	 Wendy
 Tinker Bell	 Captain Hook

2. Choose one thing.

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3. Fill in the blanks.

look	feel	sound	<input type="text"/>
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Step 3 Look and listen to the sample role-play. 13

Characters in the sample: Friend 1 (Peter Pan), Friend 2 (Wendy)



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 "Friend 1" and "Friend 2." Then have the students choose one thing. Tell them that they can pick from the given items or draw or write their own thing in the empty box. Then tell the students to fill in the blanks and to write one more description in the last box.

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 does Peter Pan make? How does it look? Is the machine noisy?)

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.

UNIT 4

How does the rainbow look?

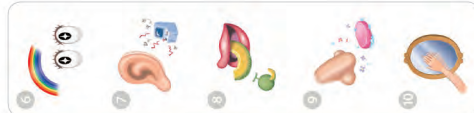
Role-play: Talking about senses

Name: _____ Score: _____

A Write the correct words for the pictures.



1. **melon** _____
2. **soap** _____
3. **mirror** _____
4. **rainbow** _____
5. **machine** _____
6. **look** _____
7. **sound** _____
8. **taste** _____
9. **smell** _____
10. **feel** _____



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



1. How **does the rainbow look** _____?
2. It **looks beautiful** _____.
3. Does it **look beautiful** _____?
4. Yes, **it does** _____.

look does the rainbow beautiful it looks

Unit 4 • 9

Workbook

C Number the sentences in order to match the pictures.

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

Wendy: How does the rainbow **1** machine look?
 Peter Pan: It **2** looks beautiful.
 Wendy: But there is **3** one problem.
 Wendy: **4** What is it? Does the **5** machine sound **6** noisy?
 Peter Pan: **7** No, it's really quiet.
 Wendy: Then what's the problem?
 Peter Pan: It doesn't **8** work.

10

UNIT 5

Which do you like better, strawberries or grapes?

Speaking Task

Role-play: Talking about preferences

Key Words & Structures

tulips roses
 grapes strawberries
 popcorn potato chips
 movies plays
 Which do you like better, _____ or _____? – I like _____ better.
 Do you like _____ better than _____? – Yes, I do. / No, I don't.

Week 5 : Unit 5. Which do you like better, strawberries or grapes?		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 their two favorite foods are. Then ask them which of the foods they like better. Write the different foods that everyone likes best on the board. Choose two of the foods and have the class vote on which one they like better.

UNIT 5 Which do you like better, strawberries or grapes?
Role-play: Talking about preferences

Getting Ready

A Guess and say the rabbit's answer.
Which do you like better, strawberries or grapes?
I like grapes better (than strawberries).

Look & Answer

- What is happening?
- What is the rabbit touching?
- The girl and the rabbit are falling down the hole.
- It[He]'s touching grapes.

B Listen and say. Then practice with your partner.

1. tulips	2. roses	3. grapes	4. strawberries
5. popcorn	6. potato chips	7. movies	8. plays

A: Which do you like better, movies or plays? B: I like movies better.

22

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 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. When they've finished that, encourage them to think of two more similar things and then to ask and answer the question one more time.

Extra Idea Make flashcards for the vocabulary in activity B. Show two 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 vocabulary words while you are moving them around to remind the students what they are. Stop moving the flashcards, point to one, and ask "Which do you like better, (thing) or (thing)?" Have the students answer in a full sentence ("I like (thing) better.") based on what flashcard they think it is.

Speaking Practice

A Look and practice with your partner.

Sample Answers a b c d

a. Which do you like better, plays or movies?
- I like plays better.

b. Which do you like better, popcorn or potato chips?
- I like potato chips better.

c. Which do you like better, tulips or roses?
- I like tulips better.

d. Which do you like better, grapes or strawberries?
- I like strawberries better.

1. Do you like plays better than movies?
- Yes, I do.

2. Do you like popcorn better than potato chips? - No, I don't.

3. Do you like tulips better than roses?
- Yes, I do.

4. Do you like grapes better than strawberries? - No, I don't.

Talk it Over

- Which do you like better, popcorn or potato chips?
- Does your partner like strawberries better than grapes?

Sample Answers

- I like popcorn better (than potato chips).
- Yes, he[she] does.

Unit 5 • 23

Speaking Practice

A Have the students look at the picture. What can they see? Where do they think the people are? 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. For the second part of the activity, tell the students that if there is a happy face, they should say "Yes, I do." But if there's a sad face, they should say "No, I don't." 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 likes better, strawberries or grapes.

Extra Idea Have each pair practice asking and answering "Do you like (thing) better than (thing)?" The student answering the questions will flip a coin to determine their answer. If the coin lands on "heads," the student will say "Yes, I do." If it lands on "tails," they will answer "No, I don't." When they are finished, ask each pair which student had more "Yes, I do." answers.

Step 1 T15-16

Alice: I like tulips better than roses.
 Heather: Oh, do you, Alice?
 Alice: Yes, Heather. Which do you like better, tulips or roses?
 Heather: I like roses better.
 Alice: Why?
 Heather: They look prettier.

Role-play Presentation

Step 1 Listen to the conversation. 15-16

1. Listen and number.



2. Listen again and answer.

1) Which does Alice like better, tulips or roses? She likes **tulips** better.
 2) Does Heather like tulips better than roses? **No**, she **doesn't**.

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

1. Match the roles to your favorite characters.

Host(ess)	Guest
 Daniel	 Jamie
 Alice	 Heather

2. Choose two things.

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

3. Choose two other things.

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

24

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

Characters in the sample
 Host →  Guest → 



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

Complete your role-play script on page 68.

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

Unit 5 • 25

Role-Play Presentation

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

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

Step 3 Play the recording of the sample role-play and have the students look at the cartoon. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the sample role-play that way. After listening to the sample role-play, ask the students some simple questions about it to check their comprehension. (For example, Where are they? Does Alice like potato chips better than popcorn? What does Daniel like?)

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

UNIT 5

Which do you like better, strawberries or grapes?

Role-play: Talking about preferences

Name: _____ Score: _____

A Write the correct words for the pictures.



1. popcorn _____
2. grapes _____
3. movie(s) _____
4. roses _____
5. play(s) _____
6. strawberries _____
7. tulips _____
8. potato chips _____



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



1. Which do you like better _____ or grapes?
2. I like grapes better _____
3. Do you like grapes than strawberries?
4. Yes, I do _____

I do _____ grapes
do you _____ strawberries
better _____

Unit 5 • 11

Workbook

C Number the sentences in order to match the pictures.



- 4 I like roses better.
- 2 Oh, do you, Alice?
- 5 Why?
- 1 I like tulips better than roses.
- 6 They look prettier.
- 3 Yes, Heather. Which do you like better, tulips or roses?

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



- Daniel: Which do you **1** like better, popcorn or potato chips?
 Alice: I like **2** popcorn better.
 Daniel: Do you like **3** grapes better than strawberries?
 Alice: Yes, **4** I do.
 Daniel: Okay. Here are some **5** potato chips and strawberries.
 Alice: **6** What?
 Daniel: I like popcorn and **7** grapes better, too.
 Alice: Then **8** why did you ask?

12

UNIT 6
Review

The rainbow looks beautiful.

Speaking Task

Storytelling: Describing pictures

Week 6 : Unit 6. The rainbow looks beautiful.		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.

Storytelling Presentation

Step 1

A Complete the pictures. [Sample Answers]

1

a. Peter Pan b. Alice
c. Captain Hook

2

a. b.

3

a. b.

4

a. b.

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

[Sample Answers]

Picture 1 Whose garden does Heather visit? She visits **Peter Pan**'s garden.

Picture 2 Which does she like better, roses or tulips? She likes **roses** better.

Picture 3 Which does she like better, grapes or strawberries? She likes **grapes** better.

Picture 4 Which color are her lips now, purple or red? They're **purple**.

28

Step 2

A Complete your story about the pictures.

[Sample Answers]

Title **Heather visits Peter Pan's garden.**

Heather visits 1 **Peter Pan**'s garden. Sniff! Sniff! She smells the flowers. The 2 **roses** smell good. She likes 3 **roses** better than **tulips**. She picks them all. Munch! Munch! She eats the fruit in the garden. The 4 **grapes** taste good. She likes 5 **grapes** better than **strawberries**. She eats them all. Heather sees herself in the mirror. Her lips are 6 **purple** now!

Idea Box roses, tulips / grapes, strawberries / purple, red

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

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

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

Step 2

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

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

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

UNIT 6
The rainbow looks beautiful.
 Storytelling: Describing pictures

Name: _____ Score: _____

A Put the words in the correct categories.

melon mirror rainbow	grapes potato chips smell good	movie tulip taste sweet	sound noisy machine look beautiful
----------------------------	--------------------------------------	-------------------------------	--

Things in nature tulip melon grapes rainbow	Senses look beautiful sound noisy taste sweet smell good	Things people make mirror movie potato chips machine
---	--	--

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

like better it does	No plays	look(s) the rainbow	beautiful strawberries
------------------------	-------------	------------------------	---------------------------

- A: How does the rainbow look _____?
 B: It looks beautiful.
- A: Does the soap smell good?
 B: Yes, it does.
- A: Which do you like better _____, grapes or strawberries?
 B: I like strawberries better.
- A: Do you like plays better than movies?
 B: No, I don't.

Unit 6 • 13

Workbook

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

Heather visits Peter Pan's garden. Sniff! She **1** smells the flowers. The **2** roses smell good. She likes **3** roses better than tulips. She picks them all. Munch! Munch! She **4** eats the fruit in the garden. The grapes **5** taste good. She likes grapes better than **6** strawberries. She eats them all. Heather sees herself in the **7** mirror. Her lips are **8** purple now!

D Answer the questions in complete sentences.

- What's your favorite food? How does it taste? **[Sample Answers]**
 → [My favorite food] is melon. It tastes sweet.
- Does your desk feel smooth?
 → No, it doesn't.
- Which subject do you like better, art or music?
 → I like art better (than music).
- Do you like Batman better than Spiderman?
 → Yes, I do.

14

UNIT 7

What does your father do?

Speaking Task

Role-play: Talking about jobs

Key Words & Structures

- | | |
|------------------|------------------|
| actor / actress | doctor |
| farmer | pilot |
| architect | act in movies |
| help sick people | grow food |
| fly planes | design buildings |
- What does your _____ do? – He's/She's a(n) _____.
 What does a(n) _____ do? – A(n) _____.

Week 7: Unit 7. What does your father do?		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

Show the students pictures of people doing different jobs. Do the students know what each job is? Ask the students what job they want to have in the future. Can the students tell you what people with that kind of job do?

UNIT 7 **What does your father do?**
Role-play: Talking about jobs

Getting Ready

A Guess and say the boy's answer.

What does your father do?
He's a farmer.

Look & Answer

- What is the man doing?
- Who is helping the man?
- He's pulling a turnip out of the ground.
- A bird is helping him.

B Listen and say. Then practice with your partner.

1. actor/actress	2. doctor	3. farmer	4. pilot	5. architect
6. act in movies	7. help sick people	8. grow food	9. fly planes	10. design buildings

A: What does your mother do?
B: She's a doctor. She helps sick people.

30

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? Have the students read the lamb'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 (encourage them to use different family members too). When they've finished that, have them ask the questions once again and answer about their own family members.

Extra Idea Draw a line down the middle of the board and write all the job titles and job actions 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 does your mother do?". Answer "She's a doctor. She helps sick people." and then say "Go!" The first student on each team will run to the board and erase "doctor." They'll tag the second student who will then run and erase "help sick people."

Speaking Practice

A Look and practice with your partner.

[Sample Answers] a b c d e

a. grandfather - He's a pilot.
b. grandmother - She's a doctor.
c. father - He's an architect.
d. mother - She's a farmer.
e. uncle - He's an actor.

What does your grandfather do?
He's/She's a(n) _____.

1 2 3 4 5

1. a pilot - A pilot flies planes.
2. a doctor - A doctor helps sick people.
3. an architect - An architect designs buildings.
4. a farmer - A farmer grows food.
5. an actor - An actor acts in movies.

What does a pilot do?
A pilot _____.

Talk it over

- What do your parents do?
- What do your partner's parents do?

[Sample Answers]
• My dad is a pilot, and my mom is a teacher.
• His[Her] dad is a doctor, and his[her] mom is an architect.

Unit 7 • 31

Speaking Practice

A Have the students look at the picture. What can they see? Have they ever been on a plane? Where did they fly to? Have the students work in pairs. Tell them to take turns asking and answering the questions with their partner. Explain that the things marked a - e should be used in the first part of the activity while the things marked 1 - 5 will be used in the second part of the activity. Check the answers together as a class by pointing at each pair and letting them say one of the questions and answers.

Talk it Over Have the students work in pairs to ask and answer the questions. Have each student tell the class what their partner's parents do.

Extra Idea Make flashcards with the job actions and put them on the board. Put two chairs at the front of the classroom with the backs of the chairs facing the board. Split the class into two teams and ask one student from each team to come and sit on the chairs. Give each student a fly swatter. Have the class ask the two students "What does a pilot do?" Whichever student jumps up, hits the correct flashcard with their fly swatter, and says "A pilot flies planes." first gets one point for their team.

Step 1  T19-20

Selina: There goes my father.
 Dennis: Oh, he's wearing a white coat. What does your father do, Selina?
 Selina: He's a doctor.
 Dennis: What does a doctor do?
 Selina: A doctor helps sick people.

Role-play Presentation

Step 1 Listen to the conversation.  19-20

1. Listen and number.



2. Listen again and answer.

1) What does Selina's father do? He's a **doctor**.

2) Who does he help? He helps **sick people**.

Step 2 Plan your role-play with your partner. 

1. Match the roles to your favorite characters.

	Reporter	Student	
			
2. Choose a job.			<input type="text"/>
3. Choose a family member.	father	grandmother	uncle
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32

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

Characters in the sample
 Reporter  Student 



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

Complete your role-play script on page 69.

Think

Try to change the end of the role-play.

Unit 7 • 33

Role-Play Presentation

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

Step 2 Have the students work in pairs. Read the names of the characters together as a class and ask each pair to choose two characters to play the "Reporter" and the "Student." Then have the students choose a job and a family member. Tell them that they can pick from the given choices or draw or write another job and family member 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 does Nicole's mother do? What does a farmer do? Is the turnip big?)

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

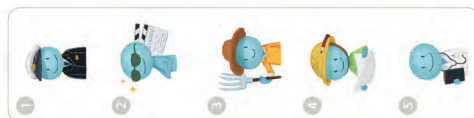
UNIT 7

What does your father do?

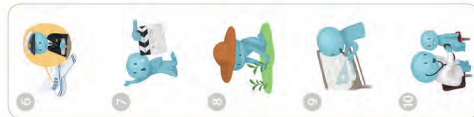
Role-play: Talking about jobs

Name: _____ Score: _____

A Write the correct words for the pictures.



1. pilot
2. actor / actress
3. farmer
4. architect
5. doctor
6. fly _____ planes
7. act _____ in movies
8. grow _____ food
9. design _____ buildings
10. help _____ sick _____ people



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



1. What does your father do _____?
2. He's a farmer _____.
3. What does a farmer do _____?
4. A farmer grows food _____.

food does your father a farmer do grows

Unit 7 • 15

Workbook

C Number the sentences in order to match the pictures.

Oh, he's wearing a white coat. **2**

There goes my father. **1**

What does a doctor do? **5**

He's a doctor. **4**

A doctor helps sick people. **6**

What does your father do, Selina? **3**

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

Pat: Tell me about your **1** family.
Nicole: Okay!

Pat: What does your **2** mother do?
Nicole: She's an actress. She **3** acts in movies.

Pat: Wow! That's cool! **4** Who is he?
Nicole: He's my **5** father.

Nicole: He's a **6** farmer.
Pat: What does a **7** farmer do?
Nicole: A farmer grows **8** food.

16

UNIT 8

What's he like?

Speaking Task

Role-play: Describing personality

Key Words & Structures

- | | |
|--------|----------|
| funny | friendly |
| shy | outgoing |
| polite | creative |
| brave | generous |
- What's he/she like? – He's/She's _____.
- Is he/she _____? – Yes, (s)he is. / No, (s)he isn't.

Week 8 : Unit 8. What's he like?		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

Teach the students the unit's personality vocabulary. Show them some photos of different people. Ask them what they think the people are like. Then ask them what they think you're like.

UNIT
8
What's he like?

Role-play : Describing personality

Getting Ready

A Guess and say the girl's answer.



Look & Answer

- How many people are there?
- What are the children on the bench eating?

• There are four people.
• They're eating ice cream cones.

B Listen and say. Then practice with your partner.

1.  funny	2.  friendly	3.  shy	4.  outgoing
5.  polite	6.  creative	7.  brave	8.  generous

A: What's she like? B: She's outgoing.

34

Speaking Practice

A Look and practice with your partner.



a. What's she like?
- She's friendly.

b. What's he like?
- He's polite.

c. What's she like?
- She's funny.

d. What's she like?
- She's generous.

e. What's he like? - He's brave.

1 shy 2 creative 3 outgoing

1. Is she shy?
- No, she isn't.

2. Is he creative?
- Yes, he is.

3. Is she outgoing?
- No, she isn't.

Talk it Over

- What's your partner like?
- What's your teacher like?

[Sample Answers]

- He[She]'s brave.
- He[She]'s friendly.

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 "she" and "he" and the information in activity B. When they've finished that, have them ask the question again and talk about their family members or friends when they answer.

Extra Idea Make flashcards for the vocabulary. Split the students into two teams. Give one student from each team a marker and ask them to stand at the back of the classroom. Put one of the flashcards on the board. Have the students ask you, "What's she like?" When you answer "She's (personality word)," they will run to the board and write down the word. The first student to write the word and then say "She's (personality word)," gets one point for their team.

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 – e should be used in the first part of the activity while the things marked 1 – 3 will be used in the second part of the activity. 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. Have each student tell the class what their partner thinks you are like.

Extra Idea Have the students work in groups of three. Tell Student A to ask Student B if Student C is shy. Student A and Student B will then play rock-paper-scissors. If Student A is the winner, Student B will answer "Yes, he/she is." and Student C will stand up and act shy. If Student B is the winner, they will answer "No, he/she isn't." and Student C can stand up and act any way they'd like. Have the students take turns playing the different roles. Tell them to ask about a different personality type each time they change roles.

Step 1 T23-24

Happy: Oh, she's pretty.
What's her name?
Charlie: Her name is Snow White.
Happy: What's she like?
Charlie: She's polite.
Happy: Is she shy?
Charlie: No, she's very outgoing.

Role-play Presentation

Step 1 Listen to the conversation. 23-24

1. Listen and number.



2. Listen again and answer.

1) What's Snow White like? She's **polite**.

2) Is she shy? **No**, she's very **outgoing**.

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

1. Match the roles to your favorite characters.

Friend 1	Friend 2
 Snow White	 Charlie
 Happy	 Sleepy

2. Choose a personality.



3. Choose another personality.

36

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

Characters in the sample
Friend 1 → Friend 2 →



How many brothers or sisters do you have? I have six brothers.

What are their names? They're Happy, Doc, Bashful, Sneezy ...

Snow White!

Oh, I'm sorry. What's Happy like? He's friendly.

What's Doc like? He's generous.

Is Bashful outgoing? No, he's very shy.

How about you? I'm outgoing, creative, brave, polite, funny ...

Snow White!

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 "Friend 1" and "Friend 2." Then have the students choose two personalities. Tell them that they can pick from the given choices or draw or write their own personality types 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 Happy like? Is Bashful shy? Who feels tired, Sleepy or Snow White?)

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

UNIT 8 What's he like?

Role-play: Describing personality

Name: _____ Score: _____

A Fill in the blanks with the correct letters.

1. p o l i t e
2. s h y
3. b r a v e
4. f u n n y
5. g e n e r o u s
6. o u t g o i n g
7. c r e a t i v e
8. f r i e n d l y



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 **he like** _____ ?

2. He's **funny** _____ .

3. Is **he** _____ polite?

4. Yes, **is** _____ .

is he funny like

Unit 8 • 17

Workbook

C Number the sentences in order to match the pictures.

1. She's polite.

2. Oh, she's pretty. What's her name?

3. Is she shy?

4. No, she's very outgoing.

5. What's she like?

6. Her name is Snow White.

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

1. Snow White: How many **brothers** or sisters do you **have** ?

2. Sleepy: I have **six** brothers.

3. Snow White: What are **their** names?

4. Sleepy: They're Happy, Doc, Bashful, Sneezy ...

5. Snow White: What's Doc **like** ?

6. Sleepy: He's **generous** .

7. Snow White: Is Bashful **outgoing** ?

8. Sleepy: No, he's very **shy** .

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UNIT 9
Review

She's outgoing.

Speaking Task

Storytelling: Describing pictures

Week 9 : Unit 9. She's outgoing.		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

Tell the students about your family. Show them pictures of some of your family members. Tell them what jobs each person has and what their personality is like. Ask the students about their family. What do their parents, aunts, uncles, etc. do? What are their family members like?

UNIT 9 **She's outgoing.**
Storytelling: Describing pictures

A [1-4] What do you see in the picture? Circle the correct answers.

1. pilot / architect 2. farmer / actress
3. design buildings / grow food 4. fly planes / act in movies

[5-8] What are they like? Circle the correct answers.

5. friendly / brave 6. creative / polite 7. shy / outgoing 8. funny / generous

B Practice the conversations above with your partner. 😊🗣️

38

Characters
Nicole, Dennis, Pat, Selina, Snow White, Charlie, Happy, Sleepy

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 **classroom**.

2. What does Dennis's father do? A He's a **farmer**.

3. What is Charlie like? A He's **polite**.

4. Who are Happy and Sleepy talking about? A They're talking about **Nicole**.

5. What is Selina doing? A She's **drawing (a picture)**.

6. **How many people are standing?** A **Three people are standing.**

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. 7 p.m. b. 8:30 p.m.
c. 9 p.m.

2 

a.  b. 

3 

a.  b. 

4 

a.  b. 

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

[Sample Answers]

Picture 1 What time is it now? It's **9 p.m.**

Picture 2 What does her father want her to be? He wants her to be a(n) **teacher**.

Picture 3 What does her mother want her to be? She wants her to be a **doctor**.

Picture 4 What does she want to be? She wants to be a(n) **actress**.

40

Step 2

A Complete your story about the pictures.

[Sample Answers]

Title **Snow White's dream job**

It is **9 p.m.** Snow White is doing her homework. She's writing about her dream job. Snow White is **friendly**. So her father wants her to be a(n) **teacher**. She's also **generous**. So her mother wants her to be a **doctor**. But Snow White wants to be a(n) **actress** when she grows up. She wants to **act in movies**.

Idea Box creative, friendly, generous, brave / architect, teacher, doctor, police officer, actress, pilot / act in movies, fly planes

B Present your story to the class.

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

Unit 9 • 41

Storytelling Presentation

Step 1

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

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

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

Step 2

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

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

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

UNIT 9
Review
She's outgoing.
 Storytelling: Describing pictures

Name: _____ Score: _____

A Put the words in the correct categories.

pilot friendly fly planes	grow food generous architect	actress act in movies outgoing	creative farmer design buildings
---------------------------------	------------------------------------	--------------------------------------	--

grow food act in movies fly planes design buildings	Jobs actress pilot farmer architect	Personalities generous creative friendly outgoing
--	---	---

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

- | | | | |
|-------|----|-------|-------|
| uncle | is | acts | like |
| Yes | do | actor | funny |

- 1) A: What does your **uncle do** ?
 B: He's a(n) **actor** .
- 2) A: What does a(n) **actor do** ?
 B: A(n) **actor acts** in movies.
2. 1) A: What's she **like** ?
 B: She's **funny** .
- 2) A: Is she polite?
 B: **Yes** , she **is** .

Unit 9 • 19

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Workbook

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

It is 9 p.m. Snow White is doing her **homework** . She's writing about her dream **job** . Snow White is **friendly** . So her father wants her to be a **teacher** . She's also **generous** . So her mother wants her to be a **doctor** . But Snow White wants to be an **actress** when she grows up. She wants to act in **movies** .

D Answer the questions in complete sentences.

1. What does your mother/father do? [Sample Answers]
 → **My mother is a doctor, and my father is an architect.**
2. What does a teacher do?
 → **A teacher teaches students.**
3. Are you outgoing?
 → **Yes, I am.**
4. What is your partner like?
 → **He[She] is friendly and creative.**

UNIT 10

When is your birthday?

Speaking Task

Role-play: Talking about the months of the year

Key Words & Structures

- | | |
|-----------|----------|
| January | February |
| March | April |
| May | June |
| July | August |
| September | October |
| November | December |

When is your birthday? – It's in _____.

When is yours? – It's in _____.

Week 10 :		Sections & Pages	CD Track	Time
Unit 10. When is your birthday?				
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 saying the months of the year. Ask the students when their birthdays are and then have them ask you about your birthday. Tell the students what present you want for your birthday and ask them what present they want for their next birthday.

UNIT 10 When is your birthday?

Role-play: Talking about the months of the year

Getting Ready

A Guess and say the boy's answer.



Look & Answer

- Where is the girl?
- Is the boy sitting on the genie's shoulder?
- She's on the balcony.
- Yes, he is.

B Listen and say. Then practice with your partner.

1	2	3	4	5	6
January	February	March	April	May	June
7	8	9	10	11	12
July	August	September	October	November	December

A: When is your birthday? B: It's in **October**.

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Speaking Practice

A Look and practice with your partner.

HAPPY BIRTHDAY!

 1	 2	 3	 4
 5	 6	 7	 8
 9	 10	 11	 12

January **March** **May** **July** **September** **November**

When is your birthday? It's in _____.

February **April** **June** **August** **October** **December**

When is yours? It's in _____.

Talk it over

- When is your birthday?
- When is your partner's?

[Sample Answers]

- It's in **May**.
- It's in **October**.

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

Extra Idea Have the students stand in a line. Tell them that they are going to take turns saying some of the months of the year. Tell them that each person can say one month, two months, or three months at a time. And then the student standing next to them will say the month(s) that come next. But whoever says "December" loses and has to sit down. Keep playing the game until only one student is left standing up.

Speaking Practice

A Have the students look at the picture. What animals can they see? Say the months 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 students should look at the pictures of the animals above each question to see which answers they should use. 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 when their partner's birthday is.

Extra Idea Quiz the students after the Talk it Over activity to see if they can remember when their classmates' birthdays are.

Step 1 T27-28

Johnny: Thank you for giving me a present. I really like it.
 Aladdin: You're welcome. Happy birthday!
 Johnny: When is your birthday, Aladdin?
 Aladdin: It's in January. When is Tiffany's?
 Johnny: Her birthday is in June.

Role-play Presentation

Step 1 Listen to the conversation. 27-28

1. Listen and number.

2. Listen again and answer.

1) When is Aladdin's birthday? It's in **January**.

2) When is Tiffany's? It's in **June**.

Step 2 Plan your role-play with your partner. 29

1. Match the roles to your favorite characters.

Genie Genie's Friend

Genie of the Lamp Aladdin Tiffany Johnny

2. Choose a month.

1 3 5

3. Choose another month.

6 9 12

44

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

Characters in the sample: Genie, Genie's Friend

What are you doing? I'm making a cake. Tomorrow is Tiffany's birthday. I see. When is your birthday? It's in January.

When is yours? It's in June. Oh, really? I didn't know that. Actually, today is my birthday.

Let's have your birthday party. The cake is ready. Oh, thank you! Happy birthday! Blow out the candles. Wait! I need 98 more candles.

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 a character to play the "Genie's Friend." Then have the students choose two months. Tell them that they can pick from the given choices or draw or write their own months 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, When is Tiffany's birthday? When is Aladdin's birthday? Is the genie's birthday in July?)

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

UNIT 10

When is your birthday?

Role-play: Talking about the months of the year

Name: _____ Score: _____

A Write the correct words for the pictures.



1. **November**
2. **January**
3. **September**
4. **March**
5. **October**
6. **February**
7. **August**
8. **December**
9. **April**
10. **July**
11. **June**
12. **May**



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



1. When **is your** birthday?
2. It's **in January**.
3. When **is yours**?
4. It's **in June**.

your yours
is in
June January

Workbook

C Number the sentences in order to match the pictures.



- 6 Her birthday is in June.
- 4 It's in January.
- 2 You're welcome. Happy birthday!
- 3 When is your birthday, Aladdin?
- 5 When is Tiffany's?
- 1 Thank you for giving me a present. I really like it.

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



- G.L.: What are you **doing** ?
Aladdin: I'm making a **cake**.
G.L.: Tomorrow is Tiffany's **birthday**.
Aladdin: I see. When is **your** birthday?
G.L.: It's in **January**.
Aladdin: When is **yours** ?
G.L.: It's in **June**.
Aladdin: Actually, **today** is my birthday. Oh, really? I didn't know that.

UNIT 11

What did you do yesterday?

Speaking Task

Role-play: Talking about past activities

Key Words & Structures

- play a board game
 - watch a baseball game (on TV)
 - do my homework
 - visit my friend
 - have a party
 - go to the playground
- What did you do yesterday? – I _____.
Did you _____? – Yes, I did. / No, I didn't.

Week 11 : Unit 11. What did you do yesterday?		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

Tell the students what you did after school yesterday. Ask them what they did after school. Who did they do it with? Did they have fun?

UNIT 11 **What did you do yesterday?**
Role-play: Talking about past activities

Getting Ready

A Guess and say the girl's answer.

What did you do yesterday?
I had a party.

Look & Answer

- Where are they? • They are in the classroom.
- What is the boy in the back doing? • He's sleeping.

B Listen and say. Then practice with your partner.

1. play a board game
2. visit my friend
3. watch a baseball game (on TV)
4. have a party
5. do my homework
6. go to the playground

A: What did you do yesterday? B: I **played*** a board game.

* have - had / do - did / go - went

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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 lion'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, have them ask and answer the question once again with their own information.

Extra Idea Make flashcards for the vocabulary in activity B. Pass the "play a board game" flashcard to a student and say "I played a board game." 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 Look and practice with your partner.

a. visited my friend
b. did my homework
c. watched a baseball game on TV

1. have a party 2. go to the playground 3. play a board game

1. Did you have a party? - Yes, I did.
2. Did you go to the playground? - No, I didn't.
3. Did you play a board game? - Yes, I did.

What did you do yesterday?
I _____.

Did you have a party?
Yes, I did. / No, I didn't.

Talk it over

- What did you do yesterday?
- What did your partner do yesterday?

[Sample Answers]

- I went to the playground.
- He[She] watched cartoons on TV.

Unit 11 • 47

Speaking Practice

A Have the students look at the pictures. What can they see? Do they have a desk in their bedroom? 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 - 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. Check the answers as a class.

Extra Idea Have each pair write the activities down on slips of paper and then fold them in half. Tell Student A to pick up all the slips of paper and cup them in their hands. Student B will choose one of the slips of paper and read it quietly. Student A will try to guess what activity is written on the slip of paper. (Student A: "Did you have a party?" Student B: "Yes, I did."/"No, I didn't.")

Step 1 T31-32

Scott: Happy New Year, Dorothy!
 Dorothy: Happy New Year, Scott! You look tired. Did you go to a party yesterday?
 Scott: Yes, I did. It was fun. What did you do yesterday?
 Dorothy: I played a board game.

Role-play Presentation

Step 1 Listen to the conversation. 31-32

1. Listen and number.



2. Listen again and answer.

1) What did Scott do yesterday? He went to a **party**.

2) Did Dorothy watch a baseball game? **No**, she **didn't**.
 [played a board game]

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

1. Match the roles to your favorite characters.

	Friend 1	Friend 2
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

2. Choose an activity.

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

3. Choose another activity.

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

48

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

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 72.

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

Unit 11 • 49

Role-Play Presentation

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

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

Step 3 Play the recording of the sample role-play and have the students look at the cartoon. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the sample role-play that way. After listening to the sample role-play, ask the students some simple questions about it to check their comprehension. (For example, What did Tim do yesterday? Did Tim and his friend go to the playground? Why was Dorothy's homework fun?)

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


What did you do yesterday?

Role-play: Talking about past activities




Name: _____ Score: _____

A Write the correct words for the pictures.




1. have a **party**




2. visit my **f r i e n d**



3. do my h_o_m_e_w_o_r_k



4. go to the **playground**



5. play a **board** **game**



6. watch a **baseball** **game** on TV

* Fill in the blanks with the correct past forms.

have - had visit - **visited**
do - **did** go - **went**
play - **played** watch - **watched**

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




1. What **did you do** yesterday?
2. I **had a party**
3. Did **you do your homework**?
4. No, I **didn't**

do you had a party
did I didn't do your homework


Unit 11 • 23

Workbook


C Number the sentences in order to match the pictures.




4 Yes, I did. It was fun.




2 Happy New Year, Scott!




6 I played a board game.



5 What did you do yesterday?




1 Happy New Year, Dorothy!




3 You look tired. Did you go to a party yesterday?


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




3 Dorothy: What did you do **yesterday** ?




Tim: I visited my **friend**.




2 Dorothy: What did you **do** with your friend?




Tim: We **watched** a baseball game on TV. It was fun!




Dorothy: I had **fun**, too.




Tim: What did you do?



Dorothy: I **did** my homework.



Tim: And you **had** fun?



Dorothy: Yes. My homework was to **play** with my dog.

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UNIT 12 Review

Her birthday is in June.

Speaking Task

Storytelling: Describing pictures

Week 12 : Unit 12. Her birthday is in June.		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

Ask the students to say the months. Write them on the board. Have the students take turns asking each other when their birthday is. After they have asked the question, tell them to put a check on the board beside the month their birthday is in. Which month has the most birthdays in the class? Also ask the students about what they did on their last birthday.

UNIT 12 **Her birthday is in June.**
Storytelling: Describing pictures

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

1 January / February / March	2 April / May / June
3 July / August / September	4 October / November / December
5 play a board game / play a video game	6 go to the playground / have a party
7 visit my friend / watch a baseball game (on TV)	
8 practice the piano / do my homework	

B Practice the conversations above with your partner. 😊🗣️

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UNIT 12 **Her birthday is in June.**
Storytelling: Describing pictures

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

1. Who is sitting next to Dorothy?	Aladdin is sitting next to her.
2. What is Scott holding?	He's holding grapes.
3. Is Tim playing a video game?	No, he isn't.
4. Is Tiffany inside the house?	Yes, she is.
5. How many flowers are there? [Sample Question]	There are eight flowers. [Sample Answer]
6. What is Larry doing?	He's visiting Tiffany.

Unit 12 • 51

Review

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

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

Storytelling Presentation

Step 1

A Complete the pictures. [Sample Answers]

1

My birthday

a. January b. February
c. March

2

Tiffany's birthday

a. b. c.

3

Scott's birthday

a. b. c.

4

Tim's birthday

a. October b. November
c. December

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

Picture 1	When is Dorothy's birthday?	[Sample Answers] It's in January .
Picture 2	What did Tiffany do on her birthday?	She played a board game .
Picture 3	What did Scott do on his birthday?	He watched a baseball game on TV .
Picture 4	When is Tim's birthday?	It's in November .

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Step 2

A Complete your story about the pictures.

[Sample Answers]

Title **Birthday events**

My birthday is in ① **January**. On my birthday, I had a big party. Tiffany's birthday is in June. On her birthday, she ② **played a board game**. Scott's birthday is in September. On his birthday, he ③ **watched a baseball game on TV**. Tim's birthday is in ④ **November**. On his birthday, he did his homework. Oh, poor Tim! I hope he has a fun birthday next year.

Idea Box played a board game, had a party, went to the playground / visited his friend, watched a baseball game (on TV), played a video game

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.

Her birthday is in June.

Storytelling: Describing pictures



Name: _____ Score: _____

A Fill in the blanks with the correct letters.

Months of the year	Past activities
January	d_i_d my h_o_m_e_w_o_r_k
February	h_a_d a p_a_r_t_y
March	w_e_n_t to the p_l_a_y_g_r_o_u_n_d
April	v_i_s_i_t_e_d my f_r_i_e_n_d
May	p_l_a_y_e_d a b_o_a_r_d g_a_m_e
June	w_a_t_c_h_e_d a b_a_s_e_b_a_l_l g_a_m_e
July	
August	
September	
October	
November	
December	

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

- | | | |
|--------|------|-------|
| It's | have | do |
| didn't | in | April |

1. A: When is your birthday ?
B: It's in July.
2. A: When is yours?
B: It's in April.
2. A: What did you do yesterday?
B: I played a board game.
3. A: Did you have a party?
B: No, I didn't.

Unit 12 • 25

Workbook

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

My birthday is in January. On my birthday, I **1** had a big party. Tiffany's birthday is in **2** June. On her birthday, she **3** played a board game. Scott's birthday is in **4** September. On his birthday, he **5** watched a baseball game on TV. Tim's birthday is in **6** November. On his birthday, he did his **7** homework. Oh, poor Tim! I hope he has a **8** fun birthday next year.

D Answer the questions in complete sentences. [Sample Answers]

1. When is your birthday? It's in August.
2. What do you usually do on your birthday? I have a party.
3. What did you do yesterday? I watched a movie on TV.
4. Did you have homework yesterday? What was it? Yes, it was to read a book.

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Review Test 1 • Unit 1~ Unit 3

Review Test 1 • Unit 1~ Unit 3

Picture Description

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

1. How many birds are there?

a. One b. Two c. Three d. Four
2. What are they doing?

a. They are playing a video game. b. They are talking about the cricket.
3. What is the house made of?

a. It's made of food. b. It's made of trees and flowers.
4. Where is the cricket?

a. It's on Pinocchio's nose. b. It's on the chair.

Questions & Answers

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

5. I can see butterflies. I can sing well.
 6. I go to computer class. I'm going to the library now.
- [7-8] Listen to the responses and circle the correct questions.
7. What is he good at? What does he do after school?
 8. How many ducks are there? Do you have a pet dog?

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Dialogue Comprehension

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

9. What is the girl looking at?

a. Leaves b. Beetles c. Both
10. What does the boy do after school?

a. He plays outside. b. He goes to the library.

Story Making

[11] Change the dialogue into a story.

A. It is late in the evening. Pinocchio comes home from school. His dad is angry because Pinocchio is late again.

B. Pinocchio's dad asks what he does after school. Pinocchio says he goes to the library. His nose starts growing because he's lying.

C. Finally, Pinocchio tells the truth. He practices the piano after school. He plays a beautiful song for his dad. His dad is happy.

Idea Box evening / nose / truth

Review Test 1 • 57





- 1 (a) There are four birds.
(b) There are two birds.
- 2 (a) They're playing a video game.
(b) They're talking about the cricket.
- 3 (a) It's made of food.
(b) It's made of trees and flowers.
- 4 (a) It's on Pinocchio's nose.
(b) It's on the chair.
- 5 What can you see?
W: What can you see?
G: I can see leaves and beetles.
- 6 What do you do after school?
W: How many leaves and beetles are there?
G: There are two leaves and two beetles.
- 7 He practices taekwondo.
M: What do you do after school?
B: I play outside.
- 8 There are three ducks.
M: What does your sister do after school?
B: She goes to the library.
- 9 W: What can you see?
G: I can see leaves and beetles.
- 10 M: What do you do after school?
B: I play outside.


Review Test 2 • Unit 4~ Unit 6


Review Test 2 • Unit 4~ Unit 6

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

1. What is the man doing?
 (a) He's cutting the melon. (b) He's smelling the melon.

2. What kinds of flowers are there?
 (a) There are tulips and roses. (b) There are a lot of flowers.

3. Where are they?
 (a) They are up in the sky. (b) They are up in the tree.

4. What is happening?
 (a) They're eating fruit. (b) They're falling down the hole.

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

5. Yes, I like it a lot. (a) I like potato chips better. (b) No, it doesn't.


6. Yes, I am. (a) I like potato chips better. (b) No, it doesn't.


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

7. How does the cake taste? (a) Do you like cake? (b) Which do you like better, movies or plays?

8. Do you like movies better than plays? (a) Do you like cake? (b) Which do you like better, movies or plays?

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

9. What are they talking about?
 (a) A rainbow. (b) A mirror. (c) A machine.

10. Which fruit does the girl like the best?
 (a) Strawberries. (b) Grapes. (c) Cherries.

[11] Change the dialogue into a story.

A. Peter Pan made a rainbow machine. He shows it to Wendy. It looks really beautiful and feels smooth.

B. Wendy likes the machine. But Peter Pan looks worried. There is one problem with the machine.

C. Wendy wants to know about the problem. Peter Pan says the machine doesn't work. Wendy feels sorry for him.

Idea Box likes / know / feels




T38-41

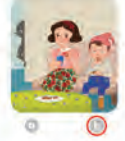
- 1 (a) He's cutting the melon.
(b) He's smelling the melon.
- 2 (a) There are tulips and roses.
(b) There are a lot of flowers.
- 3 (a) They are up in the sky.
(b) They are up in the tree.
- 4 (a) They're eating fruit.
(b) They're falling down the hole.
- 5 Which do you like better, popcorn or potato chips?
- 6 Does your desk feel smooth?
- 7 It tastes sweet.
- 8 Yes, I do.
- 9 B: How does the machine look?
G: It looks big.
B: Does it sound noisy?
G: Yes, it does.
- 10 M: Which do you like better, strawberries or cherries?
G: I like strawberries better.
M: Do you like strawberries better than grapes?
G: Yes, I do.


Review Test 3 • Unit 7~ Unit 9


Review Test 3 • Unit 7~ Unit 9

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

1. What is the girl doing?
 (a) She's waving to the boys. (b) She's raising her hand in class.

2. What are they doing?
 (a) They're playing outside. (b) They're eating a snack.

3. What is the farmer doing?
 (a) He's acting in movies. (b) He's pulling the turnip out of the ground.

4. Where are they?
 (a) They are at the park. (b) They are in the living room.

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

5. A doctor helps sick people. (a) My father is a doctor. (b) Yes, she is.


6. She's my friend. (a) My father is a doctor. (b) Yes, she is.


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

7. What does your mother do? (a) What is your mother doing? (b) What's he like?

8. What does he like? (a) What is your mother doing? (b) What's he like?

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

9. What does the girl's father do?
 (a) He's a farmer. He grows food. (b) He's an architect.

10. What's the boy's sister like?
 (a) She's very outgoing and funny. (b) She's very shy.

[11] Change the dialogue into a story.

A. The girl won a gold medal in a race. A reporter is interviewing the girl. He asks the girl about her family.

B. First, the girl talks about her mother. Her mother is an actress. She acts in movies.

C. Next, the girl talks about her father. Her father is a farmer. A farmer grows food. The girl feels proud of her family.

Idea Box medal / reporter / proud



T42-45

- 1 (a) She's waving to the boys.
(b) She's raising her hand in class.
- 2 (a) They're playing outside.
(b) They're eating a snack.
- 3 (a) He's acting in movies.
(b) He's pulling the turnip out of the ground.
- 4 (a) They are at the park.
(b) They are in the living room.
- 5 What does a doctor do?
- 6 Is she friendly?
- 7 She's a pilot.
- 8 He's creative.
- 9 B: What does your grandfather do?
G: He's a farmer. He grows food.
B: What does your father do?
G: He's an architect.
- 10 G: Is your sister shy?
B: No, she isn't.
G: What's she like?
B: She's very outgoing and funny.

Review Test 4 • Unit 10~ Unit 12

**Review Test 4 • Unit 10~
Unit 12**

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

1. What are they doing?
 (a) They're playing a video game. (b) They're having a birthday party.

2. What is the girl doing?
 (a) She's putting on ice skates. (b) She's ice skating.

3. Where is the boy?
 (a) He's on the balcony. (b) He's on the genie's shoulder.

4. Who is the girl talking with?
 (a) She's talking with a lion. (b) She's talking with a scarecrow.

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

5. I have a birthday party.
 It's in September. Yes, it was.
 It's in September. No, I didn't.

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

7. When is her birthday?
 How old is she? What did you do yesterday?
 How old is she? What was your homework?

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

9. When is the girl's birthday?
 (a) 1 (b) 3 (c) 6

10. What did Scott do yesterday?
 (a) He watched a baseball game on TV. (b) He played a board game. (c) He gave his friend a gift.

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

A. Tomorrow is Tiffany's birthday.
So Aladdin makes a cake for her.
The genie looks at the cake.

B. Actually, today is the genie's birthday.
Aladdin didn't know that.
So he feels sorry.

C. Aladdin wants to have a birthday party for the genie. The cake is ready, so they can have a party. The genie feels happy and says thank you.

Idea Box: sorry / happy

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Review Test 4 • 63



- 1 (a) They're playing a video game.
(b) They're having a birthday party.
- 2 (a) She's putting on ice skates.
(b) She's ice skating.
- 3 (a) He's on the balcony.
(b) He's on the genie's shoulder.
- 4 (a) She's talking with a lion.
(b) She's talking with a scarecrow.
- 5 When is your birthday?
- 6 Did you go to the playground yesterday?
- 7 It's in April.
- 8 I did my homework.
- 9 M: When is your birthday?
G: It's in January. When is yours?
M: It's in June.
- 10 B: What did you do yesterday, Dorothy?
G: I watched a baseball game on TV. Did you watch the baseball game, Scott?
B: No, I played a board game.