

Everyone

Speak!



3



Build & Grow®

Hybrid CD Included



Unit

1

Conversation

He's Smart and Friendly

Describing personality

Theme

People and jobs

Speaking Task

Describing personality

Speaking Skill

Short response /
Personal information

Core Language

- What's Sam like?
- He's smart and friendly.
- He always smiles at everyone.
- Pronunciation

Words: neat greedy stubborn talkative

Sentence: He's smart and friendly.

Pacing Guide

Week 1: Unit 1 He's Smart and Friendly		Section & Page	CD Track	Time
Word Test				8 mins.
Getting Ready		SB p.6		7 mins.
Speaking Practice		SB p.7	2	9 mins.
Conversation		SB p.8	3,4	9 mins.
Communication Task		SB p.9		9 mins.
Assign homework	Workbook	WB pp.2~3	2	3 mins.
	Hybrid CD	Unit 1		
Total Time				45 mins.

Introduction

Ask the students about people they know. What are their parents like? What are their siblings like? What are their best friends like? What is their English teacher like? Introduce the key vocabulary (different personality types) and phrases (What's he like?) for the unit and practice saying them together as a class.

Unit 1

He's Smart and Friendly

Describing personality

Getting Ready

A. Which words describe these people? Match the correct word to each person in the picture.

a. honest

b. funny

c. adventurous

d. hardworking

e. friendly

f. creative

g. neat

h. careless

i. greedy

j. shy

k. stubborn

l. talkative

m. lazy

B. Pair work _ Describe your classmates using the words above with your partner.

A: What's Sam like?

B: I think he's funny and friendly.

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Getting Ready

- A.** – Have the students look at the picture. Would they like to be a student in this classroom? Why or why not?
- Read the words in the box together as a class and explain any new vocabulary to the students.
 - Tell the students to match the correct word to each person.
 - Check the answers together as a class. Encourage the students to speak in full sentences. (Teacher: "What's she like?" Students: "She's creative.")

Extra Idea – Play a matching game with the vocabulary from Activity A. Make two sets of flashcards with the personality words written on them. Mix the flashcards up and tape them to the board face down. Split the students into two teams. Have students from each team take turns coming to the front of the classroom and turning over two flashcards. If the flashcards match, they get a point for their team. Give the team that finishes with the most points a small reward. (See the worksheet on page 7~10.)

B. Pair work – Ask the students to work in pairs. Have them practice the dialogue using the words and sentences from activity A.

Extra Idea – Once the students have finished talking about their classmates, encourage them to describe their family members, friends, or pets. (A: "What's your mom/grandfather/neighbor/cat like?")

Speaking Practice

A. Pair work _ How would you describe these people? Write your answers in the blanks. Then talk about the people with your partner.

Jack

I love to make my friends laugh.
funny

Alex

I study hard every day.
hardworking

Sheryl

I love to try new things!
I also love to visit new places!
adventurous

What do you think Jack is like?

I think Jack is funny because he loves to make his friends laugh!

B. Listen _ Nick is talking about his new friends. Check [✓] the correct information about them. T2

	Jack	Alex	Sheryl
Personality	<input type="checkbox"/> creative	<input checked="" type="checkbox"/> hardworking	<input type="checkbox"/> shy
	<input checked="" type="checkbox"/> funny	<input type="checkbox"/> stubborn	<input type="checkbox"/> careless
	<input type="checkbox"/> smart	<input type="checkbox"/> friendly	<input checked="" type="checkbox"/> adventurous

[Sample Answer]

What words describe your teacher? Talk about it with your partner.

A: What is Mr./Ms. Simpson like?

B: I think he/she is creative and smart.

UNIT 1 • 7

Speaking Practice

- A.** – Have the students look at the pictures of the people. Ask them to describe their physical appearances.
- Read over the three sentences about the people together as a class. Tell the students to guess what kind of personality each person has and to write their answers in the blanks.
 - Ask the students to work in pairs. Tell them to share their thoughts about each person's personality with their partner.

B. Listen – Tell the students that they are going to listen to Nick talk about his new friends. Play the recording and ask them to check the correct information about them. Did they guess each person's personality correctly in Activity A?

Talk It Over – Ask the students to work in pairs and talk about what kind of personality you have.

Extra Idea – Act out different personality traits and have the students guess what they are. Choose some of the students to act out different personality traits in front of the class, too.

B. Listen T2

Nick: Hi, Mia! How's it going?

Mia: Hey, Nick! Everything's going well. How's your new school?

Nick: It's great. The teachers are very friendly and interesting. The students are all really cool, too!

Mia: Have you made any new friends there?

Nick: Of course. My three best friends are Jack, Alex, and Sheryl. We're all in the same class.

Mia: What are they like?


Nick: Jack is very funny. He always makes me laugh. Alex is smart and hardworking. He studies hard every day. Sheryl is very creative and adventurous. She loves trying new things.

Mia: Wow! It sounds like you have some good friends.

Nick: Yes, I do. And guess what! We all really love magic so we're going to start a new club. It's called the Magic Club.

Mia: That's exciting. I want to meet your new friends!

Conversation

A. Listen and repeat the conversation. Then use the speaking cards to practice it with your partner. 

A: Hey, Tina! Can I see your pictures?
B: Sure.
A: Who's that?
B: Who are you talking about?
A: The **1** boy wearing a red T-shirt.
B: That's **2** Henry. He sits next to me in class.
A: What's he/she like?
B: **3** He's smart and friendly.
4 He always smiles at everyone.



- 1** girl wearing a cap
- 2** Jennifer/She's my best friend.
- 3** She's smart and creative.
- 4** She always makes cool crafts.



- 1** man wearing a suit
- 2** Mr. Brown/He's my English teacher.
- 3** He's very kind and funny.
- 4** His lessons are always fun.



- 1** boy wearing the Spider-Man mask
- 2** Bill/He's my younger brother.
- 3** He's stubborn and greedy.
- 4** He always takes my things!

B. Pronunciation _ Listen and repeat. 

Words	neat	greed-y	stub-born	talk-a-tive
Sentence	He's smart and friendly.			

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Conversation

- A.** – Tell the students that they are going to practice talking about people's personalities.
- Let the students listen to the recording. Then ask them to read the conversation aloud.
 - Review the information on the speaking cards and explain any new vocabulary to the students.
 - Ask the students to work in pairs to practice the conversation. Have them take turns being A and B so that they can practice using all of the vocabulary and expressions.

Extra Idea

- Have a few students practice the dialogue in front of the class. Instead of using the information from the textbook, ask them to describe someone they know.

B. Pronunciation

- Play the recording. Have the students practice saying the words and the sentence.

Communication Task

A. Pair work _ Look at the star signs. Then ask and answer the questions with your partner.

Star Signs



Aries, the Ram
- March 21-April 19
- adventurous, nervous



Libra, the Balance
- September 23-October 23
- talkative, friendly



Taurus, the Bull
- April 20-May 20
- honest, stubborn



Scorpio, the Scorpion
- October 24-November 21
- passionate, jealous



Gemini, the Twins
- May 21-June 21
- smart, funny



Sagittarius, the Archer
- November 22-December 21
- honest, adventurous



Cancer, the Crab
- June 22-July 22
- kind, lazy



Capricorn, the Goat
- December 22-January 19
- hardworking, neat



Leo, the Lion
- July 23-August 23
- helpful, funny






Aquarius, the Water Carrier
- January 20-February 18
- friendly, stubborn



Virgo, the Virgin
- August 24-September 22
- hardworking, shy



Pisces, the Fish
- February 19-March 20
- creative, careless

- What's your sign?  (I'm a Pisces).
- Which of your sign's characteristics is true about you?
 (I'm creative).
- Which of your sign's characteristics is NOT true about you?
 (I'm not careless).

B. Class work _ Write about your partner and introduce him or her to the class.

My partner's sign is **pisces**.
He/She is **creative** and/but **not careless**.
He/She thinks his/her sign [describes doesn't describe] him/her.

UNIT 1 • 9

Communication Task

- A.** – Explain to the students what star signs are and why some people like to follow them. Do any of the students know their star sign?
- Read the information about the star signs together as a class and explain any new vocabulary to the students.
 - Ask the students to work in pairs. Tell them to ask and answer the questions about the star signs with their partner.

B. – Have the students write about their partner's star sign and present the information to the class.

Extra Idea

- Make a chart on the board with all the star signs. After each student has presented their partner's information, tell them to come to the front of the class and put a check beside their partner's star sign. Once everyone has presented, ask the students what the most popular star sign in the class is.

Workbook Answers

A

- 1. careless
- 2. lazy
- 3. shy
- 4. honest
- 5. greedy
- 6. neat

B

- | | |
|------|------|
| 1. c | 2. a |
| 3. b | 4. b |
| 5. c | 6. a |

C

- a
- c
- d
- b

D

- 1 going
- 2 new school
- 3 friendly
- 4 really cool
- 5 new friends
- 6 the same class
- 7 makes me laugh
- 8 hardworking
- 9 creative
- 10 trying
- 11 magic
- 12 new club

Flashcards







Unit

2



Presentation

My Dream Job

Giving a speech about your dream job

Theme
Peolpe and jobs

Speaking Task
Giving a speech about our dream job

Speaking Skill
Long response / Impromptu speech

Core Language

- When I grow up, I want to be an astronaut.
- I want to travel to space.
- It would be exciting to walk on Mars and take a picture with an alien!
- I think this would be a good job for me because I'm very curious and adventurous.
- To become an astronaut I have to study science harder and exercise every day.
- Pronunciation

Words: astronaut interpreter language
autograph

Sentence: It would be exciting to walk on Mars and take a picture with an alien!

Pacing Guide

Week 2: Unit 2 My Dream Job		Section & Page	CD Track	Time
Review & Check homework	Word Test			8 mins.
Getting Ready		SB p.10		7 mins.
Presentation Practice		SB p.11	5	9 mins.
Presentation Workshop		SB pp.12~13		18 mins.
Assign homework	Workbook	WB pp.4~5		3 mins.
	Hybrid CD	Unit 2		
Total Time				45 mins.

Introduction

Ask the students what job they want to have in the future. Why do they want that job? Why do they think it would be a good job for them?

Unit 2

My Dream Job

Giving a speech about your dream job

Getting Ready

A. Write the correct letters in the chart.



a. musician



b. astronaut



c. teacher



d. chef



e. interpreter



f. actor/actress



g. soccer player



h. fashion designer

Reason	- want to make people happy with delicious food _____ d _____	- want to make students think math is fun and useful _____ c _____	- want to travel to space and discover life on other planets _____ b _____
Personality & ability	- hardworking, creative - good at music _____ a _____	- hardworking, creative - good at sports _____ g _____	- creative, neat - good at art and sewing _____ h _____
What you have to do	- study foreign languages - read many books _____ e _____	- act in many school plays - practice public speaking _____ f _____	

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Getting Ready

- A.** – Have the students look at the pictures. Read the jobs and the phrases in the chart together and explain any new vocabulary to the students.
- Tell the students to write the letter for each job in the chart.
 - Check the answers together as a class.

Extra Idea

- Make flashcards for each of the jobs. Split the class into two teams. Have one person from each team come to the front of the class. Ask the players to put their hands behind their backs and then tape a flashcard to each of their backs. Tell them they have 30 seconds to try and say the name of the job on their opponent's back without their opponent seeing the flashcard on their back. Whoever says the job name first wins a point for their team. (See the worksheet on page 17~20.)


Presentation Practice

A. Listen _ Natasha is talking about her dream job. What does she want to be when she grows up? Fill in the blanks. TS

Hi, I'm Natasha. When I grow up, I want to be an **astronaut**.

I want to travel to **space** and discover life on other planets. It would be exciting to **walk** on Mars and take a **picture** with an alien! I think this would be a good job for me because I'm very curious and **adventurous**.

I'm good at **science**, too. To become an **astronaut**, I have to study **science** harder and exercise every day. I think being an **astronaut** would be a very exciting job and would make me feel **happy**.



B. Pair work _ Ask and answer the questions about Natasha's presentation with your partner.

- What does Natasha want to be when she grows up?
➤ She wants to be **an astronaut**.
- Why does she want to have that job?
➤ She wants to travel to **space** and **discover life on other planets**.
- What does she have to do to get her dream job?
➤ She has to **study science harder** and **exercise every day**.

Speaking Skill

When you **talk about your dream job**, you can

- say what you want to be when you grow up
- talk about the reasons why you want to have that job
- explain why it would be a good job for you
- talk about what you have to do to get that job

UNIT 2 • 11

Presentation Practice

- A.** – Before playing the recording, have the students look at the picture. What job does the person have? Do the students think this is a good job? Why or why not?
- Tell the students to listen to the recording and fill in the blanks with the correct information.
 - Check the answers together as a class, and then have the students read the presentation aloud.
- Extra Idea** – Pause the CD before each blank and have the students guess what the answer will be.
- B.** – Ask the students to work in pairs to answer the questions about the presentation.
- Tell them to each ask one of the questions and their partner will say the answer. Suggest that they play rock-paper-scissors to decide who gets to ask the third question.
- Speaking Skill** – Write the speaking points on the board. Explain what information the students should include in their presentations.

- Extra Idea** – Play tic-tac-toe with the jobs from page 10. Draw a grid on the board and write down the eight job phrases from page 10. There are nine squares on a tic-tac-toe board so you'll need to add one more "reason", "personality & ability", or "what you have to do" job phrase. Split the students into two teams (X and O). A student from Team X throws a beanbag or a sticky ball at one of the squares on the board. If the student hits a square, they read the phrase on the board and the rest of the class guesses what the job is. Then the student writes their team's symbol in the square. The first team to get three of their symbols (X or O) in a row wins.

Presentation Workshop

Step 1

Present your dream job! Answer the questions about your dream job.

[Sample Answer]

- What do you want to be when you grow up?
➡ When I grow up, I want to be a musician.
- Why do you want to have that job?
➡ I want to travel all over the world and sing my songs for thousands of cheering people.
- What would be exciting to do if you had that job?
➡ It would be exciting to meet my fans after concerts and sign autographs for them.
- Why do you think this would be a good job for you? (personality)
➡ I think this would be a good job for me because I'm very creative and outgoing.
- What are you good at?
➡ I'm good at singing and playing the piano, too.
- What do you have to do to get that job?
➡ To become a musician, I have to study music harder.
- What do you think it would be like to have that job?
➡ I think being a musician would be a(n) very exciting job and would make me feel wonderful.

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Step 2 Write your presentation using your answers from page 12.

My Dream Job

[Sample Answer]

When I grow up, I want to be a musician. I want to travel all over the world and sing my songs for thousands of cheering people.

It would be exciting to meet my fans after concerts and sign autographs for them.

I think this would be a good job for me because I'm very creative and outgoing.

I'm good at singing and playing the piano, too.

To become a musician, I have to study music harder.

I think being a musician would be a(n) very exciting job and would make me feel wonderful.

Idea Box

- **Why you want to have that job:** travel all over the world, sing my songs for thousands of cheering people, love kids(animals), make the world better, be famous, be rich, draw beautiful pictures, write interesting stories...
- **Exciting things to do:** meet my fans after concerts, sign autographs, live with animals, see sick people getting better, see my students getting better at math, play with famous soccer players...
- **Things you have to do to get that job:** study - harder, read many books, exercise, practice ~...

Presentation to others – Each person in the group takes turns speaking. The others listen. Each listener should ask the speaker one question.

Tip!

When you give a presentation, stand up straight and smile. It'll make you look more confident.

UNIT 2 • 13

Presentation Workshop

The goal of this exercise is to help students organize their presentations using their own ideas.

Step 1:

- Read over the questions together as a class and quickly review the key vocabulary and expressions that the students have practiced in Units 1 and 2.
- Introduce the language in the Idea Box on page 13 and tell the students that they can use these ideas, along with their own ideas, for their answers if they want to.
- Tell the students to answer the questions on page 12 on their own. Quickly check over each student's answers after they have completed the exercise.

Step 2:

- Ask the students to fill in the blanks of their speech using their answers from page 12.
- After you have checked their work, ask them to fill in their presentation card for the unit.

Presentation Card – A presentation card for each of the presentation units can be found at the back of the textbook. Draw a presentation card on the board and show what kind of information can be written on the presentation card. Explain to the students that they can write main points/ideas on the presentation card, but remind them not to write their whole speech on the presentation card.

- Give a sample speech with the presentation card to demonstrate how it should be used. Show the students that they should be looking at the audience when they speak, but can glance down at the presentation card when they need to.

Presentation to others – Using their presentation card, have the students give their speech in front of the class. If there isn't enough time for this, have the students work in groups and take turns presenting to one another. Encourage the students listening to ask each speaker a follow-up question about the information that has been presented.

Tip! – Explain the presentation tip to the students. Demonstrate good and bad examples of the presentation tip to show the students why it is good to follow the advice.

Workbook Answers

A

- | | |
|----------------|--------------|
| 1. exercise | 2. chef |
| 3. interpreter | 4. cheer |
| 5. astronaut | 6. languages |
| 7. autograph | 8. space |
| 9. planet | 10. discover |

B

- 1. d
- 2. c
- 3. a
- 4. e
- 5. b

C

- 1. When I grow up, I want to be a fashion designer.
- 2. I want to make cool and comfortable clothes for kids.
- 3. It would be exciting to make kids happy with my clothes.
- 4. I think this would be a good job for me because I'm creative and hardworking.
- 5. I'm good at art and sewing.
- 6. I have to practice drawing and read fashion books.

D

- ① I want to be a musician
- ② want to travel all over the world
- ③ meet my fans after concerts
- ④ because I'm very creative and outgoing
- ⑤ and playing the piano, too
- ⑥ I have to study music harder
- ⑦ would make me feel wonderful

Flashcards







Unit
3

Conversation

Have You Ever Eaten a Durian?

Talking about your experiences

Theme
Experiences and places

Speaking Task
Talking about your experiences

Speaking Skill
Short response

Core Language

- Have you ever gone white water rafting?
- Have you been there?
- Have you ever tried it?
- What did you do there?
- Yes, I have. I did it in Thailand.
- No, I haven't, but I want to someday.
- Pronunciation

Words: durian giraffe penguin Australia
Sentences: Have you been to Thailand?
I've been to Bangkok.

Pacing Guide

Week 3: Unit 3 Have You Ever Eaten a Durian?		Sectios & Pags	CD Track	Time
Review & Check homework	Word Test			8 mins.
Getting Ready		SB p.14		7 mins.
Speaking Practice		SB p.15	6	9 mins.
Conversation		SB p.16	7,8	9 mins.
Communication Task		SB p.17		9 mins.
Assign homework	Workbook	WB pp.6~7	6	3 mins.
	Hybrid CD	Unit 3		
Total Time				45 mins.

Introduction

Ask the students to tell you about some exciting things they have done. Have they traveled to another country? Have they been to any famous places? Have they seen any interesting animals? Have they eaten any strange or interesting foods? Write their answers on the board. Introduce the key vocabulary and expressions (Have you ever ...? / Where did you ... it?) for the unit and practice saying them together as a class.

Unit 3

Have You Ever Eaten a Durian?

Talking about your experiences

Getting Ready

A. Look at the pictures. If the sentence is for Sally, write "S" in the blank. If the sentence is for Alex, write "A" in the blank.

Sally

Alex

a. I have been to Egypt. A

b. I have gone bungee jumping. S

c. I have eaten a durian. S

d. I have seen a giraffe. A

e. I have eaten a triple cheeseburger. A

f. I have gone scuba diving. A

g. I have seen a penguin. S

h. I have been to China. S

B. Pair work _ Practice the conversation with your partner using the sentences above.

A: Have you ever been to China, Sally?
B: Yes, I have. Have you ever been to China, Alex?
A: No, I haven't.

14

Getting Ready

- A.** – Have the students look at the pictures. Do they know what all the things in the pictures are? Read over the sentences in the box together as a class.
- Tell the students to write "S" if a sentence is about Sally and "A" if a sentence is about Alex.
 - Check the answers together as a class.

Extra Idea – Ask all the students in the class if they have done any of the same things as Sally and Alex. (Teacher: "Have you ever been to Egypt?" Students: "Yes, I have." / "No, I haven't.") Encourage them to also ask you some questions about the things you have done. Tell them they can use the questions from the book or make their own questions.

B. Pair work – Ask the students to work in pairs. Have them practice the dialogue using the vocabulary from the box in activity A.

Extra Idea – After they have finished practicing with the vocabulary from Activity A, tell the students to ask "Have you ever ...?" questions using their own ideas or the information written on the board during the introduction part of the lesson.

Unit 3

Have You Ever Eaten a Durian?

Talking about your experiences

Getting Ready

A. Look at the pictures. If the sentence is for Sally, write "S" in the blank. If the sentence is for Alex, write "A" in the blank.

Sally

Alex

a. I have been to Egypt. A

b. I have gone bungee jumping. S

c. I have eaten a durian. S

d. I have seen a giraffe. A

e. I have eaten a triple cheeseburger. A

f. I have gone scuba diving. A

g. I have seen a penguin. S

h. I have been to China. S

B. Pair work _ Practice the conversation with your partner using the sentences above.

A: Have you ever been to China, Sally?
B: Yes, I have. Have you ever been to China, Alex?
A: No, I haven't.

14

Speaking Practice

- A. Pair work** _ Complete the questions using the words and phrases from the box. Then ask and answer the questions with your partner. Your answers don't have to be true.



Questions	Your answers	Your partner's answers
1. Have you ever <u>been to New Zealand</u> ?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Have you ever <u>gone bungee jumping</u> ?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Have you ever <u>seen a kiwi</u> ?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Have you ever <u>eaten lamb meat</u> ?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

New Zealand go bungee jumping see a kiwi eat lamb meat

A: Have you ever been to New Zealand, Sophie?
B: Yes, I have. Have you ever gone bungee jumping, Tripp?
A: No, I haven't.

UNIT 3 • 15

Speaking Practice

- A.** – Have the students look at the pictures. What do they see in each picture?
- Read the words and phrases in the box together as a class. Ask the students to complete the questions in the chart using the phrases in the box. Tell them to use the present perfect verb tense when writing the questions.
 - Ask the students to work in pairs. Tell them to ask and answer the questions in the chart with their partner.

B. Listen – Tell the students that they are going to listen to Sophie and Tripp talk about their experiences. Ask them to look at the photos in Activity A and check the experience that Sophie and Tripp have both had.

Extra Idea – Before playing the recording, ask the students what experience they think Sophie and Tripp have both had. Give any students who guess the answer correctly a small reward.

Talk It Over – Ask the students to work in pairs and talk about the places they have traveled to. Remind them that they can use cities in their own country or international locations.

B. Listen

Sophie (Host): This is *The World is Now*. I'm your host, Sophie. I'd like to introduce our first guest, the famous travel journalist Tripp Vacay. Please welcome him to the show!

(Audience applause)

Sophie: It's nice to meet you, Tripp.

Tripp: Hi, Sophie. It's nice to meet you, too.

Sophie: So, have you done any traveling recently?

Tripp: Yes, I went to New Zealand last month. Have you ever been to New Zealand?

Sophie: No, I haven't, but I want to go there someday.

Tripp: You should! New Zealand is a very beautiful country. There are many exciting things to do there. Have you ever gone bungee jumping?

Sophie: Yes, I have. I went bungee jumping in Canada near Niagara Falls.

Tripp: Really? I went bungee jumping from the Kawarau Bridge in southern New Zealand. It was very fun. Have you ever eaten lamb meat?


Sophie: No, I haven't. Does it taste good?

Tripp: You must try the lamb meat in New Zealand. It's delicious!

Sophie: Wow! I really want to visit New Zealand now. Thank you for talking with us today, Tripp.

Tripp: You're welcome. Happy traveling, everyone!

Conversation

A. Listen and repeat the conversation. Then use the speaking cards to practice it with your partner.  T7

A: Have you ever **1** gone white water rafting?
 B: Yes, I have.
 A: Where did you do it?
 B: I did it in **2** Thailand. Have you been there?
 A: Yes, I went to **3** Bangkok last year during winter vacation.
 B: What did you do there?
 A: I **4** ate lots of pad thai. Have you ever tried it?
 B: No, I haven't, but I want to someday.
 A: You'll love it!




1 gone surfing **2** Hawaii
3 Maui **4** went scuba diving



1 gone fishing **2** Canada
3 Vancouver **4** went whale watching



1 gone horseback riding **2** Australia
3 Sydney **4** played cricket

B. Pronunciation _ Listen and repeat.  T8

Words	du·ri·an	gi·raffe	pen·guin	Aus·tral·ia
Sentences	Have you been to Thailand? I've been to Bangkok.			

16

Communication Task

A. Class work _ Let's play bingo!

How to play

1. Walk around the classroom and ask/answer the questions below with your classmates.
2. If your classmate answers "yes," write his or her name in the box.
3. If you get four names in a row, shout "Bingo!"

Bingo Card

Have you ever-?

Have you ever visited a zoo?	Have you ever traveled to a foreign country?	Have you ever eaten sushi?	Have you ever climbed a mountain?
Have you ever gone snowboarding?	Have you ever lied to your teacher?	Have you ever seen a snake?	Have you ever gotten a perfect score on a test?
Have you ever watched a 3-D movie?	Have you ever gone skiing?	Have you ever danced in front of your classmates?	Have you ever gone camping?
Have you ever fought with a friend?	Have you ever met a famous person?	Have you ever fallen in love?	Have you ever visited an aquarium?

UNIT 3 • 17

Conversation

- A.** – Tell the students that they are going to practice talking about different experiences.
- Let the students listen to the recording. Then ask them to read the conversation aloud.
 - Review the information on the speaking cards and explain any new vocabulary to the students.
 - Ask the students to work in pairs to practice the conversation. Have them take turns being A and B so that they can practice using all of the vocabulary and expressions.

B. Pronunciation

- Play the recording. Have the students practice saying the words and the sentence.

Communication Task

- A.** – Read the questions on the bingo card together as a class. Tell the children to walk around the classroom and ask their classmates the questions. If they find someone who answers "yes," they can write the student's name in the blank under the question. The first person to get four names in a row on their bingo card is the winner.

Extra Idea

- Have a speaking relay race. Ask one student if they have done the first item on the bingo card. (Teacher: "Have you ever visited a zoo?" Student: "Yes, I have./No, I haven't.") After answering, that student asks the next student about the second item on the bingo card. Keep going until the last student asks you about an item from the bingo card. Time the students to see how fast they can do it. Then let them try it one more time to see if they can beat their first time.

Workbook Answers

A

- 1. penguins
- 2. meat
- 3. foreign
- 4. giraffes
- 5. aquarium
- 6. triple

B

- 1. b
- 2. c
- 3. a
- 4. a
- 5. a
- 6. b

C

- c
- d
- b
- a

D

- ① have you done
- ② last month
- ③ been to
- ④ go there
- ⑤ beautiful country
- ⑥ bungee jumping
- ⑦ went bungee jumping
- ⑧ eaten lamb meat
- ⑨ taste good
- ⑩ delicious
- ⑪ traveling



Beautiful Places

Describing a place in a picture

Theme

Experiences and places

Speaking Task

Describing a place in a picture

Speaking Skill

Picture description

Core Language

- This is a picture of the countryside.
- It looks quiet and peaceful.
- There are mountains, a forest, sheep, and grass.
- The trees are tall and look like palm trees.
- Looking at this picture makes me feel adventurous.
- Pronunciation

Words: bush cloud calm graze

Sentence: The sheep are walking around and grazing.

Pacing Guide


Week 4: Unit 4 Beautiful Places		Section & Page	CD Track	Time
Review & Check homework	Word Test			8 mins.
Getting Ready		SB p.18		7 mins.
Presentation Practice		SB p.19	9	9 mins.
Presentation Workshop		SB pp.20~21		18 mins.
Assign homework	Workbook	WB pp.8~9		3 mins.
	Hybrid CD	Unit 4		
Total Time				45 mins.

Introduction

Ask the students about their favorite natural places to visit. What do the places look like? What kinds of things are there?

Unit 4 Beautiful Places

Describing a place in a picture




Presentation


Getting Ready

A. Look at the pictures. Then write the words from the box in the chart. You can use the words more than once.

01



02



	Picture 01	Picture 02
What you can see (things, actions)	countryside, mountain, forest, grass, tree, cloud, flower	river, bush, palm tree, elephant, taking a bath, grazing, drinking water
How the place makes you feel	calm, peaceful, lonely	relaxed, adventurous, peaceful

• countryside, mountain, forest, grass, river, bush, tree, palm tree, cloud, flower, elephant, lamb...

• taking a bath, grazing, drinking water...

• happy, relaxed, adventurous, calm, peaceful, lonely...

18


Getting Ready

- A.** – Ask the students to look at the pictures. Which place would they like to visit? Why do they want to go there?
- Read the chart and the words in the box together as a class and ask the students to work on their own to fill in the chart.
 - Check the answers together as a class.


Extra Idea

- Show the students photos of some famous natural places from their hometown or country. Ask the students if they have ever visited the places and have them describe what they see and how the place makes them feel.

Presentation Practice

A. Listen. Erica is describing a picture. How does she describe it? Fill in the blanks. 

Hi, I'm Erica. This is a picture of countryside. It looks quiet and peaceful. There are mountains, a forest, sheep, and grass. The mountains look very high. They have snow on them. The forest has trees with green, red, and yellow leaves. It must be autumn because that's when leaves change colors. The sheep are walking around and grazing. Looking at this picture makes me feel happy.



B. Pair work. Ask and answer the questions about Erica's presentation with your partner.

- How does the place in the picture look to Erica?
 - It looks quiet and peaceful.
- What kinds of things are there in the picture?
 - There are mountains, a forest, sheep, and grass.
- How does this picture make Erica feel?
 - This picture makes Erica feel happy.

Speaking Skill

When you describe a place in a picture, you can

- say what kind of place it is
- say what you think of the place
- talk about what kinds of things there are and give details about them
- say how the place makes you feel

UNIT 4 • 19

Presentation Practice

- A.** – Before playing the recording, have the students look at the picture. How does the picture make them feel? If the students could visit this place, what would they like to do there?
- Tell the students to listen to the recording and fill in the blanks with the correct information.
 - Check the answers together as a class, and then have the students read the presentation aloud.

- B.** – Ask the students to work in pairs to answer the questions about the presentation.


- Tell them to each ask one of the questions and their partner will say the answer. Suggest that they play rock-paper-scissors to decide who gets to ask the third question.

Extra Idea – Tell the children to draw pictures of beautiful landscapes. When they are finished have them show their pictures to the class and ask the other students what they can see.


Speaking Skill – Write the speaking points on the board. Explain what information the students should include in their presentations.

Presentation Workshop

Step 1 Present your description of a place in a picture! Choose one of the two pictures below. Then answer the questions about the picture.



A



B

1. What kind of picture are you describing? [Sample Answer]
 ➤ This is a picture of the countryside.
This is a picture of a river
2. How does the place in the picture look?
 ➤ It looks peaceful.
It looks like it's in a hot place
3. What kinds of things are there in the picture?
 ➤ There are clouds, mountains, trees, and flowers. There are big white clouds in the blue sky.
There are trees, bushes, grass, and elephants.
4. What details can you give about the things in the picture?
 ➤ The trees are tall and have many green leaves. There are lots of pretty yellow flowers in the field.
The trees are tall and look like palm trees. The bushes have many green leaves. There are many elephants in the river. They look like friends. They are taking a bath and drinking in the river.
5. How does the picture make you feel?
 ➤ Looking at this picture makes me feel relaxed.
Looking at this picture makes me feel adventurous.

Step 2 Write your presentation using your answers from page 20.

Describing a Place in a Picture

[Sample Answer for A]

This is a picture of the countryside. It looks peaceful.

There are clouds, mountains, trees, and flowers. There are big white clouds in the blue sky.

The mountains look high.

The trees are tall and have many green leaves.

There are lots of pretty yellow flowers in the field.

Looking at this picture makes me feel relaxed.

Idea Box

- The kinds of places: the countryside, a beach, a river...
- How the place looks: quiet, calm, exciting, boring, beautiful, peaceful, like it's in a hot place...
- What you can see: clouds, mountains, flowers, trees, bushes, grass, elephants, a river...
- Details: big white clouds in the blue sky, look high, have many green leaves, pretty yellow flowers, look like palm trees, look like friends, taking a bath and drinking in the river...

Tip! Presentation to others Each person in the group takes turns speaking. The others listen. Each listener should ask the speaker one question.

Tip! When you give a presentation, if you make a mistake, don't stop – just keep talking.

[Sample Answer for B]

This is a picture of a river. It looks like it's in a hot place. There are trees, bushes, grass, and elephants. The trees are tall and look like palm trees. The bushes have many green leaves. There are many elephants in the river. They look like friends. They are taking a bath and drinking in the river. Looking at this picture makes me feel adventurous.

Presentation Workshop

Step 1:

- Read over the questions together as a class and quickly review the key vocabulary and expressions that the students have practiced in Units 3 and 4.
- Introduce the language in the Idea Box on page 21 and tell the students that they can use these ideas, along with their own ideas, for their answers if they want to.
- Tell the students to answer the questions on page 20 on their own. Quickly check over each student's answers after they have completed the exercise.

Step 2:

- Ask the students to fill in the blanks of their speech using their answers from page 20.
- After you have checked their work, ask them to fill in their presentation card for the unit.

Presentation to others

- Using their presentation card, have the students give their speech in front of the class. If there isn't enough time for this, have the students work in groups and take turns presenting to one another. Encourage the students listening to ask each speaker a follow-up question about the information that has been presented.

Tip!

- Explain the presentation tip to the students. Demonstrate good and bad examples of the presentation tip to show the students why it is good to follow the advice.

Workbook Answers

A

- 1. cloud
- 2. lonely
- 3. graze
- 4. countryside
- 5. river
- 6. grass
- 7. hill
- 8. bushes
- 9. elephants
- 10. peaceful

B

1. a

2. c
3. e

4. d
5. b

C

- 1. This is a picture of a beach.
- 2. It looks peaceful and relaxing.
- 3. There is white sand, water, and palm trees.
- 4. The water is deep, clear, and blue.
- 5. The palm trees are tall and have some large coconuts.
- 6. Looking at this picture makes me feel relaxed and comfortable.

D

- ① is a picture of the countryside
- ② It looks peaceful
- ③ are big white clouds in the blue sky
- ④ tall and have many green leaves
- ⑤ lots of pretty yellow flowers
- ⑥ at this picture makes me feel relaxed



Conversation

What Does It Look Like?

Describing objects

Theme

Things and imagination

Speaking Task

Describing objects

Speaking Skill

Picture description

Core Language

- What does it look like?
 - It's brown and it has a button.
 - What's it made of?
 - It's made of leather.
 - Does it have a checkered pattern on it?
 - Pronunciation
- Words:** flour fabric leather rectangular
- Sentences:** What does it look like?
It's brown and it has a button.

Pacing Guide

Week 5: Unit 5 What Does It Look Like?		Section & Page	CD Track	Time
Review & Check homework	Word Test			8 mins.
Getting Ready		SB p.22		7 mins.
Speaking Practice		SB p.23	10	9 mins.
Conversation		SB p.24	11,12	9 mins.
Communication Task		SB p.25		9 mins.
Assign homework	Workbook	WB pp.10~11	10	3 mins.
	Hybrid CD	Unit 5		
Total Time				45 mins.

Introduction

Pick up different classroom objects and ask the students what they are. What color are the objects? What shape are they? What they made of? Introduce the key vocabulary (shape, material, pattern & feeling, detail words) and expressions (What does it look like? / What's it made of? / Does it have a ...?) for the unit and practice saying them together as a class.

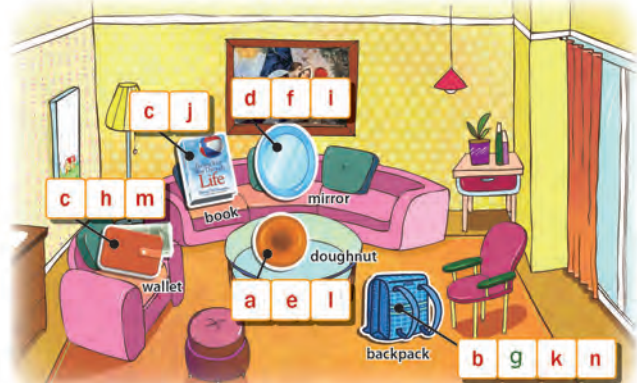
Unit 5

What Does It Look Like?

Describing objects


Getting Ready

A. Look at the picture. Then match the words to each object in the picture.
You can use the words more than once.



Shape	Material	Pattern & Feeling	Detail
a. round	e. flour	k. checkered	l. hole
b. square	f. glass		m. button
c. rectangular	g. fabric		n. straps
d. oval	h. leather		
	i. plastic		
	j. paper		

B. Pair work _ Practice the conversation with your partner using the words above.



A: What does it look like?

B: It's rectangular, and it's made of leather.
It also has a button.

A: Oh, is it a wallet?

B: Yes, you're right!

22

Getting Ready

- A.** – Have the students look at the picture. Do they have these objects in their living room? What other objects do they have in their living room? Write their answers down on the board.
- Read the words in the box together as a class. Explain any new vocabulary to the students.
 - Tell the students to match the words in the box to each object in the picture.
 - Check the answers together as a class.


Extra Idea – Play “I Spy.” Say “I spy something that is ...” and then describe an object in the classroom using the adjectives (or similar words) from Activity A. Have the children raise their hands if they think they know what you are describing. (Teacher: “I spy something that is rectangular and made of glass.” Student: “It’s the window.”)

B. Pair work – Ask the students to work in pairs. Have them practice the dialogue using the vocabulary from activity A.


Extra Idea – Choose some students to practice the dialogue in front of the class. Tell them they can describe the objects in the textbook or can choose things in the classroom to describe.

Speaking Practice


A. Pair work _ Read the description cards below. Then find the correct object for each card and write the letters next to the descriptions. Compare your answers with your partner's.




1. It's oval and made of plastic and glass. b



2. It's round and made of plastic. It has a picture on the front. c




3. It's made from flour. There are strawberries on top. a



4. It's rectangular and made of plastic and metal. It holds pencils. d

B. Listen _ Kylie gave Luke a birthday present. Find and check [✓] Kylie's gift from the objects above.



What was your favorite birthday gift? Describe it to your partner.
[Sample Answer]

My favorite birthday gift	Description
my watch	round, made of plastic

A: What was your favorite birthday gift?
B: It was my watch. It was from my parents.
It's round and made of plastic.

UNIT 5 • 23

Speaking Practice

- A.** – Read the descriptions under the pictures together as a class. Tell the students to write the letter for the correct object next to each description. Ask the students to work in pairs. Have them compare their answers with their partner.

B. Listen – Tell the students that they are going to listen to Kylie giving Luke a birthday present. Play the recording and ask them to check the correct gift in Activity A.

Extra Idea – Do the students think Kylie gave Luke a good birthday present? Why or why not? Which of the gifts would they want? Take a vote to see which of the gifts is the most popular in the class.

Talk It Over – Ask the students to work in pairs. Have them talk with their partner about their favorite birthday gift. Tell them to say what the gift was and describe what it looks like. If they are having trouble thinking of a gift from one of their past birthdays, tell them they can describe something they want for their next birthday.

B. Listen T10

Kylie: Happy birthday, Luke!
Here's your birthday gift. I made it myself.

Luke: Thank you, Kylie. Um ...
I'm a little scared to see what it is. Are you good at making presents?

Kylie: Of course I am! But please don't open it right away. I want you to try and guess what it is first.

Luke: Really? Okay. Is it round?

Kylie: Yes! And it's small and cute.

Luke: Is it made from flour and sugar?

Kylie: No. It's not food. It's made of plastic.

Luke: Well, I give up. I don't know what it is.


Kylie: Okay. Open it and see.

Luke: (Opens the package) What is it?

Kylie: It's a plastic badge with my picture on it. You can pin it to your backpack and always remember me!

Luke: Are you kidding me? If I put this on my backpack, all the other boys will laugh at me!

Conversation

A. Listen and repeat the conversation. Then use the speaking cards to practice it with your partner. 

A: Excuse me. I think I left my **1 wallet** at this restaurant.
 B: What does it look like?
 A: It's **2 brown** and it has **2 a button**.
 B: What's it made of?
 A: It's made of **3 leather**.
 B: Does it have **4 a checkered pattern** on it?
 A: Yes, it does.
 B: Here it is.
 A: Thank you very much!




1 jacket **2** gray/brown buttons
3 nylon **4** a red hood



1 cell phone **2** pink/silver buttons
3 plastic and metal **4** heart stickers on it



1 mitten **2** green/white stripes
3 wool **4** a purple string

B. Pronunciation _ Listen and repeat. 

Words	flour	fab-ric	leath-er	rec-tan-gu-lar
Sentences	What does it look like? It's brown and it has a button.			

24

Communication Task

Pair work _ Play a guessing game with your partner.

1. Choose four objects from the flea market and write them on your list.
2. Your partner will ask you questions to try and guess what the object is.

Example

Student A: What shape is it?
 Student B: It's rectangular.
 Student A: Is it made of metal?
 Student B: Yes, it is./No, it isn't.
 Student A: Does it have buttons?
 Student B: Yes, it does./No, it doesn't.
 Student A: Is it a microwave?
 Student B: Yes, it is!./No, it isn't!



microwave wallet mirror handbag plastic bag
 plate ruler backpack cushion

UNIT 5 • 25

Conversation

- A.** – Tell the students that they are going to practice describing different objects.
- Let the students listen to the recording. Then ask them to read the conversation aloud.
 - Review the information on the speaking cards and explain any new vocabulary to the students.
 - Ask the students to work in pairs to practice the conversation. Have them take turns being A and B so that they can practice using all of the vocabulary and expressions.

Extra Idea

- Have a few students practice the dialogue in front of the class. Put different pieces of clothing or cell phones at the front of the class for them to describe. Have the “waiter” hand the object back to the “customer” at the end of the conversation.

B. Pronunciation

- Play the recording. Have the students practice saying the words and the sentence.

Communication Task

- A.** – Explain to the students what a flea market is. Have the students look at the objects that are for sale and read the names of the objects together. Tell them to choose four objects from the flea market and write them down on their list. Remind them not to tell anyone what objects they chose. Ask the students to work in pairs. Their partner will try to guess what objects are on their list.

Extra Idea

- Ask the students to work in pairs. Have one student read the example conversation on page 25 and their partner will write it down. The student reading the conversation only has to say the positive answers (“Yes, it is.”/“Yes, it does.”). They can help their partner with spelling, but they can't show them the conversation in the textbook. After the student writing the conversation has finished tell both students to double check the conversation to make sure it's correct. Give the first pair to write out the conversation correctly a small reward.

Workbook Answers

A

- 1. glass
- 2. rectangular
- 3. strap
- 4. fabric
- 5. mittens
- 6. flour

B

- 1. b
 - 3. b
 - 5. c
- 2. a
 - 4. c
 - 6. a

C

- e
- d
- a
- b
- c

D

- 1 birthday gift
- 2 scared
- 3 making presents
- 4 open it
- 5 guess
- 6 round
- 7 small and cute
- 8 flour and sugar
- 9 plastic
- 10 give up
- 11 picture
- 12 remember
- 13 backpack



If I Could...

Giving a speech using your imagination

Theme

Things and imagination

Speaking Task

Giving a speech using our imagination

Speaking Skill

Long response / Impromptu speech

Core Language

- If I could change into an object, I'd like to be a soccer ball.
- I'd like to be a soccer ball for many reasons.
- First of all, I could travel all over the world.
- Second, soccer teams have many players, so I could make a lot of new friends.
- Finally, I could take many people to their favorite places.
- It would be wonderful to see the people's happy faces.
- Pronunciation

Words: communicate scenery object imagination

Sentence: I wouldn't have to study inside a classroom anymore!

Pacing Guide

Week 6: Unit 6 If I could...		Section & Page	CD Track	Time
Review & Check homework	Word Test			8 mins.
Getting Ready		SB p.26		7 mins.
Presentation Practice		SB p.27	13	9 mins.
Presentation Workshop		SB pp.28~29		18 mins.
Assign homework	Workbook	WB pp.12~13		3 mins.
	Hybrid CD	Unit 6		
Total Time				45 mins.

Introduction

Ask the students what their favorite possessions are. Why do they like these objects? Ask them to describe the objects to the class. Do they think it would be fun to be able to change into one of these objects?

Extra Idea

Tell the students to guess what your favorite possessions are. Describe the objects to them and ask them to raise their hand if they know what they are. (Teacher: "It's small. It's rectangular. It has buttons. It can play music." Student: "It's an MP3 player.")

Unit 6

If I Could...

Giving a speech using your imagination

Getting Ready

A. Imagine you could change into one of the objects below. What would you like to be? Why? Write the reasons from the box in the chart. You can use the phrases more than once.

Object	Reasons
airplane	travel all over the world, see beautiful scenery from the sky
cell phone	always communicate with my friends, be very useful
wallet	be rich, be very fashionable
soccer ball	meet many famous players, play outside all day long

- meet many famous players
- always communicate with my friends
- see beautiful scenery from the sky

- be rich
- be very useful
- be very fashionable

- travel all over the world
- play outside all day long

B. Pair work _ What other reasons can you think of? Talk about it with your partner.

26

Getting Ready

- A.** – Have the students look at the pictures. Why do they think the boy likes these objects? Why would it be fun to change into them?
- Read the reasons in the box together as a class and explain any new vocabulary to the students.
 - Ask the students to write the reasons in the box in the chart. Tell them that they can use the phrases more than once.
 - Check the answers together as a class.

- B.** – Ask the students to work in pairs. Tell them to think of other reasons why they would like to be one of the objects in Activity A.

Extra Idea

- Take a vote to see which of the four objects the students would like to change into. Why do they want to be that object?

Presentation Practice

A. Listen _ Nick is talking about what he'd like to change into. Fill in the blanks. T13

Hi, I'm Nick. If I could change into an object, I'd like to be a soccer ball. I'd like to be a soccer ball for many reasons. First of all, I could play outside all day long. I wouldn't have to study inside a classroom anymore! Second, soccer teams have many players, so I could make a lot of new friends. Finally, if I were a really good soccer ball, maybe I could go to the World Cup! I could meet all of my favorite soccer players there. I think it would be exciting to be a soccer ball.

B. Pair work _ Ask and answer the questions about Nick's presentation with your partner.

- If Nick could change into an object, what would he like to be?
 - He'd like to be a soccer ball.
- Why would Nick like to be that object? Find three reasons in his presentation.
 - First of all, he could play outside all day long.
 - Second, he could make a lot of new friends on soccer teams.
 - Finally, he could go to the World Cup. Then he could meet all of his favorite soccer players.

Speaking Skill

When you talk about imagining that you could change into something else, you can

- say what object you'd like to change into
- explain why you'd like to be that object and give details to explain your reasons
- describe what you think it would be like to be that object

UNIT 6 • 27

Presentation Practice

- A.** – Before playing the recording, have the students describe what they see in the picture. Ask them why they think Nick wants to change into that object.
- Tell the students to listen to the recording and fill in the blanks with the correct information.
 - Check the answers together as a class, and then have the students read the presentation aloud.
- B.** – Ask the students to work in pairs to answer the questions about the presentation.
- Tell them to each ask one of the questions and their partner will say the answer.

Extra Idea – Ask each pair to think of one object that they would like to change into. Tell them to think of three reasons why they would like to be that object. Then have the students stand up and tell the class what they want to be and why they want to be it.

Speaking Skill – Write the speaking points on the board. Explain what information the students should include in their presentations.

Presentation Workshop

Step 1 Present what you imagined! Answer the questions about what you imagined.

[Sample Answer]

- If you could change into an object, what would you like to be?
 - If I could change into an object, I'd like to be a(n) an airplane.
- Why would you like to be that object? Give three reasons with details.
 - First reason: I could travel all over the world.
 - Detail: I could visit many different countries and meet a lot of new people.
 - Second reason: I could fly very fast and go up really high in the sky.
 - Detail: I could talk to birds while I was flying.
I could also see beautiful scenery from the sky.
 - Last reason: I could take many people to their favorite places.
 - Detail: It would be wonderful to see the people's happy faces.
- What do you think it would be like to be that object?
 - I think it would be exciting to be a(n) an airplane.

28

Step 2 Write your presentation using your answers from page 28.

I'd Like to Be a(n) _____ !

[Sample Answer]

If I could change into an object, I'd like to be an airplane.

I'd like to be an airplane for many reasons. First of all, I could travel all over the world. I could visit many different countries and meet a lot of new people. Second, I could fly very fast and go up really high in the sky. I could talk to birds while I was flying. I could also see beautiful scenery from the sky. Finally, I could take many people to their favorite places. It would be wonderful to see the people's happy faces. I think it would be exciting to be an airplane.

Idea Box

- Objects:** a car, a cell phone, a book, an airplane, a jacket, a cap, a Nintendo DS, a TV, a radio...
- Reasons & Details:** travel all over the world, visit many different countries and meet a lot of new people, fly very fast and go up really high in the sky, talk to birds while I was flying, take many people to their favorite places, make kids laugh, give information, make people smart/happy...

Presentation to others Each person in the group takes turns speaking. The others listen. Each listener should ask the speaker one question.

Tip!
 When you give a presentation, vary the pitch of your voice.

UNIT 6 • 29

Presentation Workshop

Step 1:

- Read over the questions together as a class and quickly review the key vocabulary and expressions that the students have practiced in Units 5 and 6.
- Introduce the language in the Idea Box on page 29 and tell the students that they can use these ideas, along with their own ideas, for their answers if they want to.
- Tell the students to answer the questions on page 28 on their own. Quickly check over each student's answers after they have completed the exercise.

Step 2:

- Ask the students to fill in the blanks of their speech using their answers from page 28.
- After you have checked their work, ask them to fill in their presentation card for the unit.

Presentation to others

- Using their presentation card, have the students give their speech in front of the class. If there isn't enough time for this, have the students work in groups and take turns presenting to one another. Encourage the students listening to ask each speaker a follow-up question about the information that has been presented.

Tip!

- Explain the presentation tip to the students. Demonstrate good and bad examples of the presentation tip to show the students why it is good to follow the advice.

Workbook Answers

A

- 1. outside
- 2. airplane
- 3. changed
- 4. object
- 5. useful
- 6. communicate
- 7. scenery
- 8. imagination
- 9. fashionable
- 10. rich

B

1. a

2. c
3. e

4. b
5. d

C

- 1. I'd like to be a cell phone.
- 2. I could always communicate with my friends.
- 3. I could make my friends happy when they feel sad.
- 4. I would never be bored.
- 5. I could listen to music and play games anytime.
- 6. I think it would be interesting to be a cell phone.

D

- ① I'd like to be an airplane
- ② to be an airplane for many reasons
- ③ different countries and meet a lot of new people
- ④ talk to birds while I was flying
- ⑤ see beautiful scenery from the sky
- ⑥ to see the people's happy faces
- ⑦ it would be exciting to be an airplane



What Should I Do?

Giving advice

Theme

Opinions

Speaking Task

Giving advice

Speaking Skill

Short response/
Personal information

Core Language

- I have a problem.
- What's the matter?
- What should I do?
- Why don't you wake up earlier?
- That's a good idea!
- Pronunciation

Words: tease similar library practice

Sentence: You should ask your teacher for extra help.

Pacing Guide

Week 7: Unit 7 What Should I Do?		Section & Page	CD Track	Time
Review & Check homework	Word Test			8 mins.
Getting Ready		SB p.30		7 mins.
Speaking Practice		SB p.31	14	9 mins.
Conversation		SB p.32	15,16	9 mins.
Communication Task		SB p.33		9 mins.
Assign homework	Workbook	WB pp.14~15	14	3 mins.
	Hybrid CD	Unit 7		
Total Time				45 mins.

Introduction

Tell the students about some small problems you are having and ask them for advice. (Teacher: "I'm cold. What should I do?" / "I'm tired. What should I do?" / "I'm hungry. What should I do?") Introduce the key vocabulary and expressions (I have a problem. / What should I do? / You should... / If I were you ... / Why don't you ...?) for the unit and practice saying them together as a class.

Unit 7

What Should I Do?

Giving advice

Getting Ready

A. Have you ever been in a similar situation? Match the correct advice to each problem.

1 My family is going to move to another city, but I don't want to move.



d

2 I don't want to sit next to Peter because he always teases me.



b

3 I lost my cell phone.



a

4 I failed my math test.



c

Advice

a. If I were you, I would ask my friends to help me find it.
 b. You should tell your teacher what is happening.
 c. You should ask your teacher for extra help.
 d. Why don't you talk about your feelings with your parents?

B. Pair work _ Practice the conversation with your partner using the sentences above.



A: My family is going to move to another city, but I don't want to move. What should I do?
 B: Why don't you talk about your feelings with your parents?
 A: That's a good idea! Thank you!

30

Getting Ready

- A.** – Have the students look at the pictures. Read the problems above each photo and the advice in the box together as a class.
- Tell the students to match the correct advice to each problem.
 - Check the answers together as a class.

Extra Idea


- Have any of the students had similar problems to the ones listed in Activity A? What did they do? Ask the students to think of more advice for each of the problems.

- B. Pair work** – Ask the students to work in pairs. Have them practice the dialogue using the vocabulary from activity A.

Speaking Practice

A. Pair work _ Look at these problems. What advice can you give? Share your advice with your partner.


1



Problem: I got a bad grade on my English test.

I got a bad grade on my English test. What should I do?

2




Problem: I like my best friend's girlfriend.

I think you should read more English books.

B. Listen _ Emily and Ron are talking about Ron's problem. Listen and check [✓] the correct information. T14

Ron's problem	<input type="checkbox"/> bad at English <input checked="" type="checkbox"/> likes his best friend's girlfriend <input type="checkbox"/> lost his wallet
Emily's advice	<input type="checkbox"/> ask your teacher for advice <input checked="" type="checkbox"/> try to forget about the girl <input type="checkbox"/> tell your mom the truth
What Emily and Ron are going to do	<input checked="" type="checkbox"/> go to the store and buy some ice cream <input type="checkbox"/> go to the library to study together <input type="checkbox"/> make a new friend



Talk It Over

Do you have any problems? What are they? Tell one of your problems to your partner and get some advice from him or her.

UNIT 7 • 31


B. Listen T14

Emily: Hey, Ron. You look sad. What's wrong?
Ron: Hi, Emily. I have a problem.
Emily: What's the matter? Maybe I can help you.
Ron: Well, I really like a girl in our class. I think she might like me, too.
Emily: Really? You should tell her that you like her.
Ron: It's not that easy. She's my best friend's girlfriend.
Emily: Oh, I understand now. That is a problem.
Ron: What should I do?
Emily: If I were you, I'd try to forget about her. If you don't, your best friend will be angry with you.
Ron: I think you're right. Thanks for the advice.
Emily: Come on. Let's go to the store and buy some ice cream. It'll make you feel better.
Ron: That's a good idea!

Speaking Practice

- A.** – Have the students look at the pictures. Read the problems together as a class. Have they ever been in similar situations? What did they do?
- Ask the students to work in pairs. Have them tell their partner what advice they would give to the students in the textbook.
- B.** – Tell the students that they are going to listen to Emily and Ron talk about Ron's problem. Read the phrases in the chart together and then play the recording and ask the students to check the correct information.
- Talk It Over** – Ask the students to work in pairs. Have them tell their partner about a problem and their partner will give them advice about what to do. Remind the children that it's okay to say a fake problem if they are don't want to tell about a real problem.
- Extra Idea** – Play hangman. Choose a piece of simple advice. Write blanks on the board for all the letters and have the students try and guess what the advice is. Once they know the advice, ask them to guess the problem that the advice is for.

Conversation

A. Listen and repeat the conversation. Then use the speaking cards to practice it with your partner. 

A: I have a problem.
B: Really? What's the matter?
A: ① I'm always late for school.
What should I do?
B: ② Why don't you wake up earlier?
A: Maybe I'll try that.
B: Or you could ③ take the bus instead of walking to school.
A: That's a good idea! Thank you.




① I don't have any friends at my new school.
② Why don't you ask your teacher to help you make friends?
③ join a school club



① I always do bad on my math tests.
② You should study more.
③ ask your teacher for extra help



① Tomorrow is Sports Day, but I'm not good at sports.
② If I were you, I would join the tug of war.
③ be a cheerleader and cheer for your classmates

B. Pronunciation _ Listen and repeat. 

Words	tease	sim-i-lar	li-bra-ry	prac-tice
Sentence	You <u>should</u> ask your <u>teacher</u> for extra <u>help</u> .			

32

Communication Task

A. Look at the problems and write your advice for each one.

Problem 1

I saw someone cheating on a test. What should I do?

Your advice [Sample Answer]

If I were you, I would tell your teacher.

Problem 2

I found a lot of money on the street. What should I do?

Your advice [Sample Answer]

You should take the money to the police station. The police will find the owner of the money.

Problem 3

I got a bad grade on my math test. What should I do?

Your advice [Sample Answer]

If I were you, I would study harder and ask for help from my parents.

Problem 4

I forgot to bring my homework. What should I do?

Your advice [Sample Answer]

Why don't you call your mom and ask her if she can bring it to you?

B. Group work _ Work in groups of four. Take turns reading the problems above. The other people should each give advice on how to solve the problem. Choose the best advice for each problem in your group.

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Conversation

- A. – Tell the students that they are going to practice asking and giving advice.
- Let the students listen to the recording. Then ask them to read the conversation aloud.
 - Review the information on the speaking cards and explain any new vocabulary to the students.
 - Ask the students to work in pairs to practice the conversation. Have them take turns being A and B so that they can practice using all of the vocabulary and expressions.

B. Pronunciation

- Play the recording. Have the students practice saying the words and the sentence.

Communication Task

- A. – Read the four problems together as a class. Have the students write down a piece of advice for each problem.
- B. – Ask the students to work in groups of four. Tell them to take turns reading the problems. The students listening will give the speaker advice for each problem. As a group, have the students choose which piece of advice is the best. After they finish, tell them to present the advice they chose for each problem to the class.

Extra Idea

- Think of some funny, imaginary problems to tell the students and ask them to give you advice. Encourage them to give creative or silly suggestions.

Workbook Answers

A

- 1. tease
- 2. lost
- 3. cheerleaders
- 4. street
- 5. grades
- 6. truth

B

- 1. a
- 2. a
- 3. c
- 4. c
- 5. c
- 6. c

C

- d
- a
- b
- c

D

- ① look sad
- ② have a problem
- ③ help
- ④ in our class
- ⑤ you like her
- ⑥ That is a problem
- ⑦ forget about her
- ⑧ be angry with you
- ⑨ buy some ice cream



Which Do You Prefer?

Giving a speech about your preferences

Theme

Opinions

Speaking Task

Giving a speech about your preferences

Speaking Skill

Long response / Impromptu speech

Core Language

- I prefer going to the mountains to going to the beach during summer vacation.
- First, it's more exciting!
- Second, I can have fun with my family.
- For these reasons, I prefer going to the beach during summer vacation.
- Pronunciation

Words: castle delicious scream giant

Sentence: I prefer going to the amusement park on the weekend.

Pacing Guide

Week 8: Unit 8 Which Do You Prefer?		Section & Page	CD Track	Time
Review & Check homework	Word Test			8 mins.
Getting Ready		SB p.34		7 mins.
Presentation Practice		SB p.35	17	9 mins.
Presentation Workshop		SB pp.36~37		18 mins.
Assign homework	Workbook	WB pp.16~17		3 mins.
	Hybrid CD	Unit 8		
Total Time				45 mins.

Introduction

Ask the students where some fun places to visit during the weekend or summer vacation are. Write down their ideas on the board. Pick two of the places and ask the students which place they prefer to visit. Why do they like the place more than the other place?



Unit 8

Which Do You Prefer?

Giving a speech about your preferences

Getting Ready

A. What activities can you do in the mountains and at the beach? Why do you like each place? Fill in the chart with the letters from the box below. You can use the letters more than once.

	Mountains	Beach
Activities	A, E, F, H, I, G	B, C, D
Reasons why you like this place	a, c, e, f	a, b, c, d, f

A. camping
D. building a sand castle
G. white water rafting

B. snorkeling
E. hiking
H. having a picnic

C. surfing
F. rock climbing
I. roasting marshmallows

a. It's an exciting place.






b. I can eat delicious seafood.

c. I can have fun with my family.

d. I can enjoy water sports.

e. I can get some fresh air.

f. I can enjoy beautiful scenery.

34

Getting Ready


- A.** – Have the students look at the pictures on page 34. Ask them to describe the two places. What can they see there? What activities do they think would be fun to do there? Which place would they prefer to visit?
- Read the phrases in the box together and ask the students to work on their own to fill in the chart with the letters from the box. Remind them that they can use each letter more than once.
 - Check the answers together as a class.

Extra Idea


- Choose several students to come to the front of the class. Have the other students call out one of the action words in the box. The students at the front must all try to do that action. Give whoever does the action the best a small reward.

Presentation Practice

A. Listen _ Where does Jaiden prefer going on the weekend? Fill in the blanks.



Hi, I'm Jaiden. I prefer going to the amusement park to going to the zoo on the weekend. First, it's more exciting! There are lots of thrilling rides like roller coasters, a Ferris wheel, and a drop tower. Second, I can have a lot of fun with my friends there. I can play, scream, and eat a lot of candy! For these reasons, I prefer going to the amusement park on the weekend.



B. Pair work _ Ask and answer the questions about Jaiden's presentation with your partner.

- Where does Jaiden prefer going on the weekend?
➤ He prefers going to the amusement park.
- What's the first reason why he prefers going there?
➤ The first reason is that it's more exciting.
- What's the second reason why he prefers going there?
➤ The second reason is that he can have a lot of fun with his friends there.

Speaking Skill

When you talk about your preferences, you can

- say something that you prefer over another thing
- give reasons why you prefer it

UNIT 8 • 35

Presentation Practice

- A.** – Before playing the recording, have the students look at the picture. What two places are in the picture? What can they do at each place? Which place would they prefer to go to?
- Tell the students to listen to the recording and fill in the blanks with the correct information.
 - Check the answers together as a class, and then have the students read the presentation aloud.
- Extra Idea** – Split the class into two teams. Have one student on team A read the first sentence of the presentation. When they finish their sentence, the second student reads the next sentence. Time the team to see how long it takes them to read all the sentences (if there are more students than sentences, tell them to start from the beginning again). Have team B do the same thing. Give the team that reads the presentation the fastest a small reward.
- B.** – Ask the students to work in pairs to answer the questions about the presentation.
- Tell them to each ask one of the questions and their partner will say the answer. Suggest that they play rock-paper-scissors to decide who gets to ask the third question.
- Speaking Skill** – Write the speaking points on the board. Explain what information the students should include in their presentations.


Presentation Workshop

Step 1

Present where you prefer going during summer vacation.
Answer the questions about your preference.

[Sample Answer]

- Do you prefer going to the mountains or going to the beach during summer vacation?
 I prefer going to the beach to going to the mountains during summer vacation.
- What's the first reason for it?
 First, it's more exciting!
- Give details about the first reason.
I can swim and do water sports like surfing, water skiing, and snorkeling.
I can also build a giant sand castle on the shore.
I can go hiking and rock climbing.
- What's the second reason for it?
 Second, I can eat lots of seafood.
I can have fun with my family.
- Give details about the second reason.
I can eat it at a restaurant near the beach or go fishing for my dinner!
When we go camping, we can put up our tent and make dinner together.
At night we can have a campfire, roast marshmallows, and tell ghost stories!
- Repeat why you prefer your choice.
 For these reasons, I prefer going to the beach during summer vacation.



36

Step 2 Write your presentation using your answers from page 36.

I Prefer Going to the _____!

[Sample Answer for A]

I prefer going to the beach to going to the mountains during summer vacation. First, it's more exciting!

I can swim and do water sports like surfing, water skiing, and snorkeling. I can also build a giant sand castle on the shore.

Second, I can eat lots of seafood

I can eat it at a restaurant near the beach or go fishing for my dinner!

For these reasons, I prefer going to the beach during summer vacation.

Idea Box

- Reasons why you prefer this place: exciting, eat lots of seafood, have fun with my family, learn about wildlife...
- Things to do there: swim, do water sports like surfing, water skiing, and snorkeling, build a sand castle on the shore, go hiking, go rock climbing, go camping, put up our tent, make dinner together, have a campfire, tell ghost stories...

Presentation to others Each person in the group takes turns speaking. The others listen. Each listener should ask the speaker one question.

Tip!

When you give a presentation, stand up straight and smile. It'll make you look more confident.

UNIT 8 • 37

[Sample Answer for B]

I prefer going to the mountains to going to the beach during summer vacation. First, it's more exciting! I can go hiking and rock climbing. Second, I can have fun with my family. When we go camping, we can put up our tent and make dinner together. At night we can have a campfire, roast marshmallows, and tell ghost stories! For these reasons, I prefer going to the mountains during summer vacation.

Presentation Workshop

Step 1:

- Read over the questions together as a class and quickly review the key vocabulary and expressions that the students have practiced in Units 7 and 8.
- Introduce the language in the Idea Box on page 37 and tell the students that they can use these ideas, along with their own ideas, for their answers if they want to.
- Tell the students to answer the questions on page 36 on their own. Quickly check over each student's answers after they have completed the exercise.

Step 2:

- Ask the students to fill in the blanks of their speech using their answers from page 36.
- After you have checked their work, ask them to fill in their presentation card for the unit.

Presentation to others

- Using their presentation card, have the students give their speech in front of the class. If there isn't enough time for this, have the students work in groups and take turns presenting to one another. Encourage the students listening to ask each speaker a follow-up question about the information that has been presented.

Tip!

- Explain the presentation tip to the students. Demonstrate good and bad examples of the presentation tip to show the students why it is good to follow the advice.

Workbook Answers

A

- 1. giant
- 2. prefer
- 3. castle
- 4. put up
- 5. wildlife
- 6. campfire
- 7. shore
- 8. scream
- 9. roast
- 10. rides

B

1. d

2. a
3. b

4. c
5. e

C

- 1. I prefer going to the art museum to going to the movie theater on the weekend.
- 2. First, it's more enjoyable.
- 3. I can look at beautiful paintings and sculptures.
- 4. Second, I can learn about history and other cultures.
- 5. I can look at paintings from the past and from other countries.

D

- ① to going to the beach during summer vacation
- ② it's more exciting
- ③ hiking and rock climbing
- ④ can have fun with my family
- ⑤ put up our tent and make dinner together
- ⑥ At night we can have a campfire
- ⑦ going to the mountains during summer vacation



Classroom Rules

Talking about classroom rules

Theme

School rules

Speaking Task

Talking about classroom rules

Speaking Skill

Discussion

Core Language

- Does anyone have any good ideas for new classroom rules?
- I think we shouldn't throw trash on the floor in the classroom.
- I agree. Everyone should put their trash in the wastebasket.
- I disagree. We clean the classroom every day, so I think it's okay.
- Let's have a vote. Please raise your hand if you agree with this rule.
- Pronunciation

Words: chew hallway classmate wastebasket

Sentence: We shouldn't throw trash on the floor in the classroom.

Pacing Guide

Week 9: Unit 9 Classroom Rules		Section & Page	CD Track	Time
Review & Check homework	Word Test			8 mins.
Getting Ready		SB p.38		7 mins.
Speaking Practice		SB p.39	18	9 mins.
Conversation		SB p.40	19,20	9 mins.
Communication Task		SB p.41		9 mins.
Assign homework	Workbook	WB pp.18~19	18	3 mins.
	Hybrid CD	Unit 9		
Total Time				45 mins.

Introduction

Ask the students what things they can't do at school. Why is it against the rules to do those things? Do they think the rules are good rules? Introduce the key vocabulary and expressions (Do you think it's a good rule?/ different rules) for the unit and practice saying them together as a class.

Unit 9 Classroom Rules

Talking about classroom rules

Getting Ready

A. Match the correct reason to each classroom rule. Then write the numbers in the picture.

Classroom Rules	Reasons
1. Do your homework. f	a. Their feelings may get hurt.
2. Do not tease your classmates. a	b. It keeps the classroom clean.
3. Do not use your cell phone. c	c. You might bother your teacher and classmates.
4. Put trash in the wastebasket. b	d. You will miss part of the lesson.
5. Listen to the teacher. e	e. It will help you to understand the lesson.
6. Do not be late. d	f. It's important to practice what you've learned.

B. Pair work _ Practice the conversation with your partner using the sentences above.

A: What rules do you have in your classroom?

B: We should not tease our classmates.

A: Do you think it's a good rule?

B: Yes, because their feelings may get hurt.

38

Getting Ready

- A.** – Have the students look at the picture. Can they see students doing any bad things in the picture? What are the bad things?
- Read the classroom rules and reasons together as a class. Tell the students to match the correct reason to each classroom rule. Then ask them to write the numbers in the boxes in the picture.
 - Check the answers together as a class.

Extra Idea

- Write the rules and reasons on pieces of paper (one rule or reason per piece of paper). Use magnets to put some of the pieces of paper on the board. Have the students read the rules/reasons that are written on the pieces of paper. Tell the students to close their eyes. Move the pieces of paper around and take one away. Tell the students to open their eyes and ask them which rule/reason is missing.

- B. Pair work** – Ask the students to work in pairs. Have them practice the dialogue using the vocabulary from activity A.

Speaking Practice

A. Pair work _ If you think a rule is good for your classroom, put an "O" in the box. If you think it's bad for your classroom, put an "X" in the box. Then share your ideas with your partner.

Do your homework. ☒

Don't bring your cell phone. ☒

Listen when others are speaking. ☐

Tease your classmates. ☐

Chew gum. ☐

Work in a safe manner. ☐

I think we should do our homework because...

I think we shouldn't do our homework because...

B. Listen _ Kate is introducing the classroom rules to a new student named Steve. Check ☒ the real classroom rules for Mr. Jack's class in the blanks above. T18

What classroom rules does your class have?

[Sample Answer] Our Classroom Rules

1. Listen to the teacher.
2. Do your homework.
3. Be nice to others.

UNIT 9 • 39

Speaking Practice

- A.** – Have the students look at the pictures and then read the sentences under the pictures together as a class.
- Tell the students to put an "O" in each box if they think it's a good classroom rule, and an "X" if they don't think it's a good classroom rule.
 - Ask the students to work in pairs. Have them tell their partner what they think about each rule and why they feel that way.
- B. Listen** – Tell the students that they are going to listen to Kate tell Steve about the classroom rules in Mr. Jack's class. Play the recording and ask them to check the blanks in Activity A for the real rules.
- Extra Idea** – Make up some funny or strange rules for the classroom and ask the students whether they are good rules or not. Tell them to say why they feel that way. (Teacher: "I have a new classroom rule. Everyone must wear their socks on their ears in the classroom." Students: "I think we should wear our socks on our ears because it will keep our ears warm." / "I think we shouldn't wear socks on our ears because our feet will get cold and we'll look silly.")
- Talk It Over** – Ask the students what the rules for your classroom are. Write all the rules on the board. Tell the students to choose three of the rules to write in their textbook.
- Extra Idea** – Once all the rules are written on the board, have a vote to see which rule the students think is the most important classroom rule to follow.

B. Listen T18

Kate: Hi, Steve. My name is Kate. Welcome to Mr. Jack's class. It's your first day, so I'll tell you the classroom rules.

Steve: Thanks for helping me.

Kate: No problem. First, you shouldn't do your homework.

Steve: What? Why?

Kate: Doing homework isn't important for learning. Next, you should always bring your cell phone to class.


Steve: Really? That's weird. We couldn't do that at my old school.

Kate: You need your cell phone for emergencies in the classroom. Also, you can chew gum during class.

Amanda: Kate, what are you doing? Mr. Jack told us not to play tricks on our classmates. Steve, everything Kate said to do is against the rules.

Steve: I thought everything she said sounded strange.

Conversation

A. Listen and repeat the conversation. Then use the speaking cards to practice it in groups of four.  T19

A: Does anyone have any good ideas for new classroom rules?
 B: I do. I think we shouldn't ① throw trash on the floor in the classroom.
 ② It makes the classroom dirty.
 C: I agree. Everyone should ③ put their trash in the wastebasket.
 D: I disagree. We ④ clean the classroom every day, so I think it's okay.
 A: Let's have a vote. Please raise your hand if you agree with this rule.
 Three people agree and one disagrees. This is now a classroom rule!



- ① tease our classmates
- ② Their feelings may get hurt.
- ③ be kind to other students
- ④ are just joking



- ① copy anyone else's homework
- ② It's important for students to study at home.
- ③ do their own homework
- ④ study hard all day at school



- ① run in the school hallways
- ② It's dangerous and someone could get hurt.
- ③ walk in the hallways
- ④ need to exercise after sitting in the classroom

B. Pronunciation _ Listen and repeat.  T20

Words	chew	hall-way	class-mate	waste-bas-ket
Sentence	We <u>shouldn't</u> throw <u>trash</u> on the <u>floor</u> in the <u>classroom</u> .			

40

Conversation

- A.** – Tell the students that they are going to practice talking about classroom rules.
 – Let the students listen to the recording. Then ask them to read the conversation aloud.
 – Review the information on the speaking cards and explain any new vocabulary to the students.
 – Ask the students to work in groups of four to practice the conversation. Have them take turns being A, B, C, and D so that they can practice using all of the vocabulary and expressions.

Extra Idea

- Have a few of the groups practice the dialogue in front of the class. Tell them they can use the rules and reasons from the textbook, or they can think of their own rules and reasons.

B. Pronunciation

- Play the recording. Have the students practice saying the words and the sentence.

Communication Task

• **Group work** _ Let's make new classroom rules!

1. Work in groups of four.
2. Make your own fun, creative classroom rules together in the group.
3. Write down the rules. Then present them to the class with the reasons why you chose those rules.
4. Vote which group has the best classroom rules.
5. Decide which rules you are going to use for your classroom.



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Communication Task

- Read the sample classroom rules at the bottom of the page together as a class. Do the students think these are good rules? Why or why not?
 – Ask the students to work in groups of four. Tell them to write their own fun, creative classroom rules together as a group.
 – Have each group present their rules to the rest of the class. After, have a vote to see which group had the best rules, and decide as a class if any of the rules should be used in the classroom.

Extra Idea

- Have the groups write their rules on a poster and draw pictures to demonstrate them. They can show their posters to the class during their presentations, and then all the posters can be hung in the classroom.

A

- 1. hallway
- 2. dangerous
- 3. trash
- 4. tricks
- 5. voted
- 6. agree

B

- 1. b
- 2. b
- 3. a
- 4. b
- 5. b
- 6. c

C

- c
- a
- d
- b

D

- ① first day
- ② the classroom rules
- ③ do your homework
- ④ important for learning
- ⑤ bring your cell phone
- ⑥ my old school
- ⑦ emergencies
- ⑧ chew gum
- ⑨ play tricks
- ⑩ against the rules
- ⑪ sounded strange



Agree or Disagree?

Giving your opinions about classroom rules

Theme

School rules

Speaking Task

Giving your opinions about classroom rules

Speaking Skill

Debate

Core Language

- I agree with the rule that students must not bring their cell phones to class.
- First, cell phones can disturb the class.
- Second, cell phones can be used to cheat.
- For these reasons, I think it's a good idea for students not to bring their cell phones to class.
- Pronunciation

Words: necessary function disturb emergency

Sentence: I disagree with the rule that children must do homework.

Pacing Guide

Week 10: Unit 10 Agree or Disagree?		Section & Page	CD Track	Time
Review & Check homework	Word Test			8 mins.
Getting Ready		SB p.42		7 mins.
Presentation Practice		SB p.43	21	9 mins.
Presentation Workshop		SB pp.44~45		18 mins.
Assign homework	Workbook	WB pp.20~21		3 mins.
	Hybrid CD	Unit 10		
Total Time				45 mins.

Introduction

Tell the students that you are making some new classroom rules. Make some fair rules and some really unfair rules. What do the students think of the rules you made? Why do they agree or disagree with them?


Unit 10

Agree or Disagree?

Giving your opinions about classroom rules

Getting Ready

A. Class work _ What do you think about bringing cell phones to class? Think about the good things and the bad things about it. Then write your ideas in each box. Share your ideas with your classmates.




Good things

releasing stress, helping students study


Bad things

disturbing the class, used to cheat

B. Match the reasons with their supporting details.

1. Cell phones are necessary for safety.		a. Many cell phones have useful educational functions.
2. Cell phones can disturb the class.		b. Students can use their cell phones to find test answers on the Internet.
3. Cell phones can be used to cheat.		c. Students can quickly call an adult for emergencies.
4. Cell phones can help students study.		d. It's noisy when cell phones ring.

Presentation Practice

A. Listen _ Josie is giving her opinion about doing homework. Fill in the blanks.  T21

Hi, I'm Josie. I **disagree** with the rule that children must **do homework**. First, doing homework takes **free time** away from children. It's important for children to **try** new **hobbies**, **play** with their friends, and spend time with their **family**. It's **hard** to do these things if they must do homework **every night**. Second, doing homework can make children **dislike school**. Children spend a lot of time **learning** at school. Going home and **studying** more can be **boring**. For these reasons, I **don't think** it's a good idea for children to do homework.

B. Pair work _ Ask and answer the questions about Josie's presentation with your partner.

- What does Josie think about doing homework?
➤ She **disagrees** with the rule that children must do homework.
- What's the first reason for her opinion?
➤ Doing homework takes **free time away from children**.
- What's the second reason?
➤ Doing homework can make **children dislike school**.

Speaking Skill

When you **give your opinion on a topic**, you can

- say whether you agree or disagree with the topic
- give reasons why you agree or disagree with the topic and add supporting details

42

UNIT 10 • 43

Getting Ready

- A.** – Ask the students to look at the picture. What happening? Are they allowed to bring their cell phones to class?
- Tell the students to write down some good things and bad things about bringing cell phones to class in the boxes.
 - Have the students share their ideas about cell phones in the classroom with the class.
- B.** – Read the sentences together as a class.
- Tell the students to match the reasons and the supporting details.
 - Check the answers together as a class.

Presentation Practice

- A.** – Before playing the recording, ask the students what they see in the picture. Where is the girl? What is she doing?
- Tell the students to listen to the recording and fill in the blanks with the correct information.
 - Check the answers together as a class, and then have the students read the presentation aloud.
- Extra Idea** – Type the presentation and print out several copies of it. Put spaces before and after each of the sentences so that they can be easily cut out. Print several copies of the presentation. Cut all the sentences into single strips of paper and put them in an envelope (each envelope should have one complete presentation). Ask the students to work in groups of two or four. Give each group an envelope and tell them to put the sentences in order. Give the group that finishes first a small reward.
- B.** – Ask the students to work in pairs to answer the questions about the presentation. Tell them to each ask one of the questions and their partner will say the answer. Suggest that they play rock-paper-scissors to decide who gets to ask the third question.
- Extra Idea** – Have the students answer the questions a second time with their own opinions about doing homework. Do they agree or disagree with the rule that children must do homework? Tell them to give reasons for their opinion.
- Speaking Skill** – Write the speaking points on the board. Explain what information the students should include in their presentations.

Presentation Workshop

Step 1

Present your opinion! Answer the questions about your opinion on bringing cell phones to class.

[Sample Answer]

- Do you agree or disagree with the rule that students must not bring their cell phones to class?

➔ I agree with the rule that students must not bring their cell phones to class.
- What's the first reason for your opinion?


➔ First, cell phones can disturb the class are necessary for safety
- Give details about the first reason.

➔ It's noisy when cell phones ring
Students can quickly call an adult for emergencies in the classroom or on the playground
- What's the second reason?

➔ Second, cell phones can be used to cheat can help students study
- Give details about the second reason.

➔ Students can use their cell phones to find test answers on the Internet.
Many cell phones have useful educational functions like a dictionary, a calculator, and educational games
- Repeat why you agree or disagree.

➔ For these reasons, I think it's a good idea for students not to bring their cell phones to class.



44

Step 2 Write your presentation using your answers from page 44.

Bringing Your Cell Phone to Class

[Sample Answer for Agreement]

I agree with the rule that students must not bring their cell phones to class. First, cell phones can disturb the class.

It's noisy when cell phones ring

Second, cell phones can be used to cheat.

Students can use their cell phones to find test answers on the Internet.

For these reasons, I think it's a good idea for students not to bring their cell phones to class.

Idea Box

- Why you agree with the rule that students must not bring their cell phones to class
 - disturb the class, used to cheat, rude to the teacher...
 - it's noisy when cell phones ring, find test answers on the Internet, play games during class, send text messages during class...
- Why you disagree with the rule that students must not bring their cell phones to class
 - necessary for safety, help students study, release stress...
 - call an adult for emergencies, have useful educational functions, take pictures of notes on the board, play games during break time...

Presentation to others Each person in the group takes turns speaking. The others listen. Each listener should ask the speaker one question.

Tip!

When you give a presentation, if you make a mistake, don't stop – just keep talking.

UNIT 10 • 45

[Sample Answer for Disagreement]

I disagree with the rule that students must not bring their cell phones to class. First, cell phones are necessary for safety. Students can quickly call an adult for emergencies in the classroom or on the playground. Second, cell phones can help students study. Many cell phones have useful educational functions like a dictionary, a calculator, and educational games. For these reasons, I don't think it's a good idea for students not to bring their cell phones to class.

Presentation Workshop

Step 1:

- Read over the questions together as a class and quickly review the key vocabulary and expressions that the students have practiced in Units 9 and 10.
- Introduce the language in the Idea Box on page 45 and tell the students that they can use these ideas, along with their own ideas, for their answers if they want to.
- Tell the students to answer the questions on page 44 on their own. Quickly check over each student's answers after they have completed the exercise.

Step 2:

- Ask the students to fill in the blanks of their speech using their answers from page 44.
- After you have checked their work, ask them to fill in their presentation card for the unit.

Presentation to others

- Using their presentation card, have the students give their speech in front of the class. If there isn't enough time for this, have the students work in groups and take turns presenting to one another. Encourage the students listening to ask each speaker a follow-up question about the information that has been presented.

Tip!

- Explain the presentation tip to the students. Demonstrate good and bad examples of the presentation tip to show the students why it is good to follow the advice.

Workbook Answers

A

1. noisy

3. adult

5. disturb

7. necessary

9. quickly
2. functions

4. emergency

6. rude

8. educational

10. stress

B

1. c

2. a

3. d

4. b

5. e

C

1. I disagree with the idea that students must not bring their cell phones to class.

2. First, cell phones can help students release stress.

3. Students can play games during break time.

4. Second, cell phones can help students understand their lessons.

5. Students can take a picture of notes on the board and read them again.

D

- 1 must not bring their cell phones to class

2 cell phones can disturb the class

3 noisy when cell phones ring

4 cell phones can be used to cheat

5 cell phones to find test answers on the Internet

6 think it's a good idea

7 not to bring their cell phones to class



Conversation

The Magic Pencil

Role-playing

Theme

Story time

Speaking Task

Role-playing

Speaking Skill

Role-playing

Core Language

- I have to be careful of the thorns.
- I'm stuck in the thorns.
- I'm scared that you'll try to eat me.
- With this pencil, you can write whatever you want.
- I think you can write stories all by yourself.
- You can become a great writer.
- Pronunciation

Words: donkey teeth kick relax

Sentence: I'm scared that you'll try to eat me.

Pacing Guide

Week 11: Unit 11 The Magic Pencil		Section & Page	CD Track	Time
Review & Check homework	Word Test			8 mins.
Getting Ready		SB p.46		7 mins.
Speaking Practice		SB p.47	22	9 mins.
Conversation		SB p.48	23	9 mins.
Communication Task		SB p.50		9 mins.
Assign homework	Workbook	WB pp.22~23	22	3 mins.
	Hybrid CD	Unit 11		
Total Time				45 mins.

Introduction

Ask the students if they believe in magic. Have they ever watched a magician do magic tricks? What would they like to do if they could do magic?


Unit 11 The Magic Pencil

Conversation Role-playing

Getting Ready

A. Pair work _ Look at the pictures and words below. Then ask and answer the questions with your partner.


The Donkey and the Wolf



Donkey Mr. Wolf

rose bush, thorns, prickly, hurt, teeth, bite, free, kick

The Magic Pencil



Sparkle Kayla magic pencil

writing homework, write whatever you want, fantastic, great writer, goblin

[Sample Answer]


- What do you think each story is about?
 - I think *The Donkey and the Wolf* is about **Donkey and Mr. Wolf**.
 - I think *The Magic Pencil* is about **Kayla, Sparkle and a magic pencil**.
- Who do you think is a bad character in *The Donkey and the Wolf*?
 - I think **Donkey** is a bad character.
- What do you think is wrong with Kayla?
 - I think she's worried about **her writing homework**.
- How do you think *The Donkey and the Wolf* ends?
 - I think **the donkey will hurt the wolf**.





46

Getting Ready

- A.** – Have the students look at the pictures. Ask the students to describe the characters from the stories. What do they look like? What kinds of personalities do they think the characters have?
- Read the words in the boxes together. Explain any new vocabulary to the students.
 - Ask the students to work in pairs. Tell them to ask and answer the questions under the pictures with their partners.


Speaking Practice

A. Listen _ Number the pictures from *The Donkey and the Wolf* in the correct order. 

B. Pair work _ Ask and answer the questions about the story with your partner.

- What was Donkey's problem?
 - He **was stuck in the rose bush**.
- Why did Donkey kick Mr. Wolf?
 - He was **scared that Mr. Wolf will try to eat him**.
- Compare your answers for questions 1, 2, and 4 on page 46 to what really happened in the story.



If you were Donkey, would you do the same thing? Why or why not? Talk about it with your partner.

UNIT 11 • 47

Speaking Practice

- A.** – Have the students look at the pictures. Ask them to guess what is happening in each picture.
- Play the recording and ask the students to number the pictures in the correct order.
 - Check the answers together as a class.
- B.** – Ask the students to work in pairs to answer the questions about the presentation.
- Tell them to each ask one of the questions and their partner will say the answer. For question 3, tell them to look at their answers on page 46 for 1, 2, and 4. Did they guess correctly?
- Talk It Over** – Ask the students to work in pairs. Have them talk about what they would do if they were Donkey with their partner.
- Extra Idea** – Have a few students come to the front of the class and talk about what they would do if they were the donkey.

A. Listen T22


- Donkey:** There are beautiful roses over there! I'm going to go closer to smell them. I have to be careful of the thorns.
- Donkey:** Ouch! I fell into the rose bush. I'm stuck in the thorns. Ow! They're prickly. Oh, look. There's a wolf over there. Excuse me, Mr. Wolf. Can you please help me?

Mr. Wolf: Hi, Donkey. What's wrong?
- Donkey:** I fell into the rose bush. Please use your big teeth to bite through the thorns and help me get out. Ow! These prickly thorns hurt!

Mr. Wolf: Just relax. You'll be okay soon. I'm going to bite through the thorns now. I'm finished. You're free.
- Donkey:** Wow, I feel great! Thank you. Now I'm scared that you'll try to eat me. I'm sorry for doing this. Bye.

Mr. Wolf: Ouch! Why did you kick me? I thought we were friends. Someone please help me. Ow!

Conversation

A. Listen and repeat. Then act out the story with your partner. 



Kayla: I don't have any good ideas for my writing homework.
Sparkle: Kayla, Kayla. Look down here, under the bed.



Kayla: Who are you?
Sparkle: My name is Sparkle. I'm a goblin. I want to give you my magic pencil.



Kayla: Really? What does it do?
Sparkle: With this pencil, you can write whatever you want.



Kayla: This is awesome.
Sparkle: It'll write down whatever you're thinking.



Kayla: Sparkle? Where are you? I've got great news!
Sparkle: I'm here. Did your friends like your story?



Kayla: Everyone said it was fantastic. I love writing stories now.
Sparkle: Then you don't need my magic pencil anymore. I think you can write stories all by yourself. You can become a great writer!

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Communication Task

A. **Pair work** _ Make your own story with your partner.

[Sample Answer]

A: I don't have any good ideas for **my art project**.

B: **Eric, Eric**. Look down here, under the bed.

A: Who are you?

B: My name is **Jack**.

I'm **magician**. I want to give you my magic **brush**.

A: Really? What does it do?

B: With this **brush**, you can **paint** whatever you want.

A: This is awesome.

B: It'll **paint** whatever you're thinking.

The next day...

A: **Jack**? Where are you? I've got great news!

B: I'm here. Did your friends like your **painting**?

A: Everyone said it was fantastic. I love **painting** now.

B: Then you don't need my magic **brush** anymore. I think you can **paint** all by yourself. You can become a great **artist**!

Idea Box

- my art project, my music homework, how to make cookies/cake...
- an angel, an alien, a donkey, a genie...
- paintbrush, flute, cap, shoes, glasses, flag, spoon...

B. **Class work** _ Act out the story with your partner in front of the class.

UNIT 11 • 49

Conversation

- A. – Tell the students that they are going to listen to a story about Kayla and a goblin named Sparkle.
- Let the students listen to the recording. Explain any new vocabulary to the students and then ask them to read the story aloud.
 - Ask the students to work in pairs. Tell them to act out the story with their partners. Have them take turns being both characters so that they can practice using all of the vocabulary and expressions.

Extra Idea

- Choose some of the students to act out the story in front of the class. Have them use props. A desk can be used for the bed. They can choose a special pencil they have to be the magic pencil and "Kayla" can come running in the classroom door to tell "Sparkle" her great news.

Communication Task

- A. – Tell the students that they are going to make their own story.
- Introduce the language in the Idea Box and tell the students that they can use these ideas, along with their own ideas, for their story if they want to.
 - Ask the students to work in pairs. Tell them to fill in the blanks to make their own story.
- B. – Have each pair act out their story in front of the class. Encourage them to change their voices and to use hand gestures to make the story more entertaining.

Workbook Answers

A

- 1. fantastic
- 2. thorns
- 3. whatever
- 4. donkey
- 5. teeth
- 6. kicked

B

1. b

2. b

3. b

4. a

5. c

6. c

C

- 1. I don't have any good ideas for my art homework.
- 2. You can paint whatever you want with this brush.
- 3. Did your friends like your painting?
- 4. You don't need my magic brush anymore.

D

- 1 beautiful roses
- 2 smell
- 3 be careful of
- 4 the rose bush
- 5 stuck in the thorns
- 6 prickly
- 7 wolf
- 8 the rose bush
- 9 big teeth
- 10 bite through
- 11 hurt
- 12 scared
- 13 kick



A Wonderful Game

Telling a story

Theme

Story time

Speaking Task

Telling a story

Speaking Skill

Storytelling

Core Language

- He practiced playing the guitar every day.
- They decided to go to the ballpark.
- The ballpark was full of people.
- She raised her hands and she caught the home run ball.
- Her teacher looked at her and asked if she had a good dream.
- Pronunciation

Words: present electric nephew raise

Sentence: He practiced playing the guitar every day.

Pacing Guide

Week 12: Unit 12 A wonderful Game		Section & Page	CD Track	Time
Review & Check homework	Word Test			8 mins.
Getting Ready		SB p.50	24	7 mins.
Presentation Practice		SB p.51		9 mins.
Presentation Workshop		SB pp.52~53		18 mins.
Assign homework	Workbook	WB pp.24~25		3 mins.
	Hybrid CD	Unit 12		
Total Time				45 mins.

Introduction

Do the students like to watch baseball? Who are their favorite teams and players? Do they ever go to a ballpark to watch baseball games in-person? If they do, who do they go with? Who buys the tickets?

Extra Idea





Role play buying tickets for a baseball game. Ask the students what day they want to watch the baseball game on, where they want to sit, and how many adult and student tickets they want to buy.

Unit 12 A Wonderful Game

Telling a story

Getting Ready

A. Look at the pictures below. Then complete the story with the words from the box.

Picture 1	Dom had a birthday party at his house. His friends and family gave him presents . The last present was from his parents . The box was big .
Picture 2	It was an electric guitar . Dom was very happy .
Picture 3	He practiced playing the guitar every day. He wasn't very good , but he loved playing it.
Picture 4	Dom's parents didn't like his playing. It was too loud . So, they decided to give the guitar to their nephew and bought an ocarina for Dom.

ocarina presents parents electric guitar like
birthday big practiced loud happy good

B. Listen _ Check your answers for the activity above. T24

50

Getting Ready

- A.** – Ask the students to look at the pictures. What do they think is happening in each picture?
 – Read the words in the box together and ask the students to work on their own to fill in the blanks in the story.

- B.** – Tell the students to listen to the recording and check their answers.

Extra Idea

- Have a spelling race with the words in the box from Activity A. Have two students stand at the back of the classroom. Call out a word and have them run to the front of the classroom, write down the word, and then use it in a sentence. The first person to use the word correctly in a sentence is the winner and gets to race against another student.

Presentation Practice

- A. Look at the pictures below. Then complete the chart with the letters from the box. You can write the letters more than once.**






a. at school
 b. at the ballpark
 c. Anna and her friends
 d. Homer Fielder
 e. be full of people
 f. hit a home run
 g. cheer for her favorite player
 h. decide to go to the ballpark
 i. fly through the air towards Anna
 j. raise her hands
 k. catch the home run ball
 l. in the stands

Speaking Skill

When you **tell a story using pictures**, you can

- say where the story is happening
- describe the people in the story
- explain what is happening in each of the pictures

UNIT 12 • 51

Presentation Practice

- A.** – Ask the students to look at the pictures. What do they think is happening in each picture?
 – Read the phrases in the box together and ask the students to fill in the chart on their own.
 – Check the answers together as a class.

- B.** – Ask the students to work in pairs. How do they think the story will end? Tell them to talk about what they think will happen in the last picture with their partner.

Speaking Skill

- Write the speaking points on the board. Explain what information the students should include in their story.

Presentation Workshop

Step 1

Present your story! Describe each picture by filling in the blanks. Draw your own picture in the last box and describe it.






[Sample Answer]

- One day Anna and her friends decided to go to the ballpark. They wanted to watch a baseball game.
- The ballpark was full of people. Anna cheered for her favorite player, Homer Fielder. Then Homer Fielder hit a home run!
- The ball was flying through the air towards Anna. She raised her hands and she caught the home run ball. She couldn't believe it!
- Anna looked at her hands, but she wasn't holding the ball. She was holding her teacher's hand. Her teacher looked at her and asked if she had a good dream!

Step 2 Write your own story using the pictures and descriptions from page 52.

A Wonderful Game!

[Sample Answer]

One day Anna and her friends decided to go to the ballpark. They wanted to watch a baseball game. The ballpark was full of people. Anna cheered for her favorite player, Homer Fielder. Then Homer Fielder hit a home run! The ball was flying through the air towards Anna. She raised her hands and she caught the home run ball. She couldn't believe it! Anna looked at her hands, but she wasn't holding the ball. She was holding her teacher's hand. Her teacher looked at her and asked if she had a good dream! (Your own ending)

Idea Box

• **Key phrases:** go to the ballpark, cheer for -, hit a home run, fly through the air, raise her hands, catch the ball, miss the ball, hold her teacher's hand, look at her hands, ask if she had a good dream...

Presentation to others Each person in the group takes a turn speaking. The others listen. Each listener should ask the speaker one question.

Tip!

When you tell a story, use your hands and facial expressions to demonstrate what's happening.

Presentation Workshop

Step 1:

- Introduce the language in the Idea Box on page 53 and tell the students that they can use these ideas, along with their own ideas, to fill in the blanks in their story.
- Quickly check over each student's story after they have completed the exercise.

Step 2:

- Ask the students to fill in the blanks of their story using their answers from page 52.
- After you have checked their work, ask them to fill in their presentation card for the unit.

Presentation to others

- Using their presentation card, have the students say their story in front of the class. If there isn't enough time for this, have the students work in groups and take turns presenting their stories to one another. Encourage the students listening to ask each speaker a follow-up question about the story.

Tip!

- Explain the presentation tip to the students. Demonstrate good and bad examples of the presentation tip to show the students why it is good to follow the advice.

Workbook Answers

A

- 1. stands
- 2. guitar
- 3. present
- 4. electric
- 5. nephew
- 6. last

B

- 1. c
- 2. a
- 3. b
- 4. a
- 5. a
- 6. a

C

- 1. 1) They are in a room.
2) They are giving presents to the boy.
- 2. 1) He got an electric guitar.
2) He looks happy.
- 3. He is practicing playing the guitar.
His parents don't like it.
- 4. They are giving him an ocarina because they didn't like him playing the guitar.

D

- ① her friends decided to go to the ballpark
- ② wanted to watch a baseball game
- ③ ballpark was full of people
- ④ was flying through the air towards Anna
- ⑤ and she caught the home run ball
- ⑥ but she wasn't holding the ball
- ⑦ asked if she had a good dream

Oral Presentations: Evaluation

Person Presenting: _____
(needs improvement) 1 2 3 4 5 (good)

1. The presenter spoke clearly.	1	2	3	4	5
2. The presenter spoke at a good volume.	1	2	3	4	5
3. The presenter spoke at a good speed.	1	2	3	4	5
4. The presenter faced the audience.	1	2	3	4	5
5. The presenter appeared relaxed.	1	2	3	4	5
6. The presenter stood up straight.	1	2	3	4	5
7. The presenter used good hand gestures.	1	2	3	4	5
8. The presenter made eye contact with me.	1	2	3	4	5