

Everyone

Speak!



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Build & Grow®

Hybrid CD Included



Conversation

What's Your Name?

Meeting new people

Theme

All about me

Speaking Task

Meeting new people

Speaking Skill

Personal information

Core Language

- Names
- What's your name/first name/last name?
- How do you spell that?
- What's your email address?
- Pronunciation

Words: spell first name friendly

Sentence: It's nice to meet you.

Pacing Guide

Week 1: Unit 1 What's Your Name?		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 where they met their best friend for the first time. Encourage them to think of other good places to meet new people. Ask them about what kinds of questions people usually ask when they meet someone for the first time. Write the questions on the board. Introduce the key vocabulary and phrases for the unit (What's your first/last name? / How do you spell that? / What's your email address?) and practice saying them together as a class.

Unit 1

What's Your Name?

Meeting new people

Getting Ready

A. Write the correct letters in the boxes.

Emma: Hi, I'm Emma. What's your name?
 William: c Nice to meet you, Emma.
 Emma: Nice to meet you, too. a
 William: It's Smith.
 Emma: How do you spell that?
 William: b
 Emma: What's your email address?
 William: d
 Emma: That's a cool email address!

a. What's your last name, William?
 b. S-M-I-T-H.
 c. My name is William.
 d. My email address is imgreat@ne.com.

B. Pair work _ Practice the conversation above with your partner. Use your own information.

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Getting Ready

- A.** – Have the students look at the picture, and ask them to guess what is happening.
 – Tell the students to write the correct letters in the boxes.
 – Check the answers together as a class, and then have the students read the dialogue aloud.


Extra Idea

- Have all the boys read Emma's lines and the all girls read William's. Encourage the students to change their voices to sound like a girl or boy would.

- B. Pair work** – Ask the students to work in pairs. Have them practice the dialogue using their own information.

Speaking Practice

A. Pair work _ Ask and answer the questions using the information below with your partner.



• First name: Tom ☐

• Last name: Garcia ☒ Mars

• Email: flytomars@st.com ☐

• First name: Jessica ☐

• Last name: Mars ☒ Garcia

• Email: emailme@st.com ☒ jessicagarcia@st.com

A: What's your first name?
 B: My first name is _____
 A: What's your last name?
 B: My last name is _____
 A: What's your email address?
 B: My email address is _____

B. Listen _ Put an O in the boxes above if the information is correct. Put an X if the information is incorrect. T2

Talk It Over What's your teacher's email address? Ask your teacher.
 • Teacher's email address: anyquestions@bg.com

UNIT 1 • 7

Speaking Practice

- A.** – Have the students look at the picture, and ask them to guess what is happening.
 – Ask the students to work in pairs. Have them take turns being A and B in the speaking activity.

Extra Idea – Choose some students to practice the dialogue in front of the class. After a pair has finished, ask the other students what each person's first name, last name, and email address is. Encourage them to answer the questions in full sentences. (Her first/last name is ... , Her email address is ...)

- B. Listen** – Have the students look at the bubbles under the picture. Tell them to listen to the recording and put an O in the boxes if the information is correct and an X if the information is incorrect.

Talk It Over – Have the students ask you what your email address is. Write your email address on the board.

Extra Idea – Have the students ask you the question several times, and tell them a different email address each time. Write all the email addresses on the board and ask the students to guess which one is your real email address. Tell the students to explain why they think each email address is real or fake.

B. Listen T2

Tom: Hi, I'm Tom. What's your name?
Jessica: I'm Jessica. It's nice to meet you, Tom.
Tom: It's nice to meet you, too. What's your last name?
Jessica: It's Garcia.
Tom: How do you spell that?
Jessica: G-A-R-C-I-A. What's your last name?
Tom: It's Mars. What's your email address?
Jessica: My email address is just my first name and last name: jessicagarcia@st.com.
Tom: That's easy to remember.
Jessica: What's your email address?
Tom: It's flytomars@st.com.
Jessica: That's a cool email address!

Conversation

A. Listen and repeat the conversation. Then use the speaking cards to practice it with your partner. T3

A: Hi, I'm **1 Sarah**. What's your name?
 B: I'm **2 Shawn**. It's nice to meet you, **1 Sarah**.
 A: It's nice to meet you, too.
 What's your last name, **2 Shawn**?
 B: It's **3 Whipple**.
 A: How do you spell that?
 B: **3 W-I-P-P-L-E**.
 A: What's your email address?
 B: It's **4 ilovecookies@dl.com**.

1 Ronald
2 Emily
3 Mustard/M-U-S-T-A-R-D
4 nohomework@ts.com

1 Owen
2 Caroline
3 Walker/W-A-L-K-E-R
4 walkdontrun@go.com

1 Ivan
2 Robin
3 Friendly/F-R-I-E-N-D-L-Y
4 letsbefriends@np.com

B. Pronunciation _ Listen and repeat. T4

Words	spell first name friend-ly
Sentence	It's <u>nice</u> to <u>meet</u> you.

Communication Task

A. Group work _ Talk to three classmates. Write their information on the cards below.

[Sample Answer]

• First name: **Matilda** • Last name: **Moore**
 • Nickname: **Pineapple** • Email address: **bethefirst@bg.com**

• First name: _____ • Last name: _____
 • Nickname: _____ • Email address: _____

• First name: _____ • Last name: _____
 • Nickname: _____ • Email address: _____

B. Class work _ Discuss the questions below with your classmates.

[Sample Answer]

• Who has the most interesting first name?
Montana has the most interesting first name because it's also the name of a famous TV character.
 • Who has the most interesting nickname?
Sheldon has the most interesting nickname. It's Moon Pie. His grandmother gave him the name.
 • Who has the most interesting email address?
Mindy has the most interesting email address. It's imgenius@bg.com. It's so funny.

Conversation

- A.** – Tell the students that they are going to practice meeting new people.
- 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. Encourage the students to expand the conversation by adding a few of the extra questions that were written on the board during the introduction portion of the lesson.

- B. Pronunciation** – Play the recording. Have the students practice saying the words and the sentence.

Communication Task

- A.** – Have the students look at the information cards. What questions need to be asked to find the answers? Write the questions on the board.
- Ask the students to work in groups of four to fill in their information cards.
- B.** – Read the questions together as a class, and then give the students time to discuss them in their groups.
- Have the group write their answers on the board.
 - As a class, look at all the answers and vote to see which students have the most interesting first name, nickname, and email address.

Workbook Answers

A

- 1. first name
- 2. friendly
- 3. same
- 4. meet
- 5. spell
- 6. email address

B

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

C

- b
- d
- c
- a

D

- ① name
- ② nice
- ③ last name
- ④ email address
- ⑤ first name
- ⑥ remember
- ⑦ cool



Introducing yourself

Theme

All about me

Speaking Task

Introducing yourself

Speaking Skill

Personal information

Core Language

- Names
- I go to Brookview Elementary School
- I'm in the 4th grade.
- I'm good at ~ / I'm not good at ~
- My favorite things are ~
- Pronunciation

Words: grade introduce ride remember

Sentence: I'm good at running and playing basketball,
but I'm not good at playing soccer.

Pacing Guide

Week 2: Unit 2 All About Me		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 to think of some times when people might have to give a self-introduction. Encourage them to think of what kind of information should be included in a good self-introduction speech.

Unit 2 All About Me

Introducing yourself

Getting Ready

A. Match the correct pairs. Then fill in the blanks with the information.

My name is Nina. I go to Brookview Elementary School.
I'm in the 4th grade. I'm good at playing the piano, but
I'm not good at writing stories. My favorite things are
cake and the Eiffel Tower!

name	4th
school	playing the piano
grade	Nina
good at	writing stories
not good at	cake, the Eiffel Tower
favorite things	Brookview Elementary School

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Getting Ready

- A.** – Have the students look at the pictures. Ask them to guess why Nina chose each picture for her presentation.
- Without filling in the blanks, read the passage to the students and let them guess what answers should go in the blanks.
 - Tell the students to match the correct pairs and then fill in the blanks with the correct information.
 - Check the answers together as a class, and then have the students read Nina's presentation aloud.

Extra Idea

- Ask the students what they are good at doing, not good at doing, and what their favorite things are. Quiz the students after to see how many of their classmates' answers they can remember.

Presentation Practice

A. Listen – Carole is introducing herself to the class. Fill in the blanks with the words from the box.

Hi, everyone! Please let me introduce myself.
My name is Carole. I go to St. Joseph Elementary
School, and I'm in the 4th grade. I'm good at
running and playing basketball, but I'm
not good at playing soccer. My favorite things are
clouds, pepperoni pizza, and riding roller coasters.
I hope we'll be good friends. Thank you.

clouds friends 4th introduce playing soccer playing basketball

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

- What is Carole good at?
She's good at running and playing basketball.
- What are Carole's favorite things?
Her favorite things are clouds, pepperoni pizza, and
riding roller coasters.

Speaking Skill

When you **introduce yourself**, you can

- greet everyone and tell them your name
- talk about your school and grade
- talk about what you are good at/not good at
- talk about your favorite things

UNIT 2 • 11

Presentation Practice

- A.** – Before playing the recording, have the students guess information about the girl in the photo. (What grade is she in? What's she good at? What's she not good at? What are her favorite things?)
- 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 Carole's presentation aloud.
- B.** – Ask the students to work in pairs to answer the questions about Carole's presentation. Tell them to each ask one of the questions and their partner will say the answer.

Speaking Skill

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

Extra Idea

- Ask the students to create new personal information for you. Tell them to give you a new first and last name, choose the name of your school and what grade you teach, decide what you're good at/not good at, and pick what your favorite things are.

Presentation Workshop

Step 1

Introduce yourself! Answer the questions about yourself.

[Sample Answer]

- What's your name?
➔ My name is Jacob.
- What school do you go to?
➔ I go to Hillside Elementary School.
- What grade are you in?
➔ I'm in the 4th grade.
- What are you good at?
➔ I'm good at playing dodgeball.
- What are you not good at?
➔ I'm not good at remembering to do my homework.
- What are your favorite things?
➔ My favorite things are telling funny jokes, eating ice cream cake, and playing my Nintendo DS.



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

All About Me!

[Sample Answer]

Hi, everyone! Please let me introduce myself. My name is Jacob.

I go to Hillside Elementary School and I'm in the 4th grade.

I'm good at playing dodgeball but I'm not good at remembering to do my homework.

My favorite things are telling funny jokes, eating ice cream cake, and playing my Nintendo DS.

I hope we'll be good friends. Thank you.

Idea Box

- Things you're good at or not good at: science, math, playing dodgeball, singing, remembering to do my homework, snowboarding, swimming, juggling...
- Your favorite things: stars, chocolate, milkshakes, sunshine, telling funny jokes, eating ice cream cake, sending text messages to my friends, playing my Nintendo DS...

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, speak slowly and clearly.

UNIT 2 • 13

Presentation Workshop

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

Step 1:

- This step is similar to brainstorming in the writing process. 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.
- 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. grade
- 2. good at
- 3. favorite
- 4. remember
- 5. ride
- 6. learn
- 7. introduce
- 8. jokes

B

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

C

- 2. I go to Sky Elementary School.
- 3. I’m in the 4th grade.
- 4. I’m good at singing and dancing.
- 5. I’m not good at swimming.
- 6. My favorite things are chocolate and jogging.

D

- ① me introduce myself
- ② I’m in the 4th grade
- ③ good at playing dodgeball
- ④ remembering to do my homework
- ⑤ favorite things are telling funny jokes
- ⑥ we’ll be good friends



Conversation

What Does He Look Like?

Describing people

Theme

People

Speaking Task

Describing people

Speaking Skill

Picture description

Core Language

- He’s tall/short.
- He has long, straight, brown hair.
- He has brown eyes.
- Pronunciation

Words: straight birthday cousin remember

Sentence: What does he look like?

Pacing Guide

Week 3: Unit 3 What Does He Look Like?		Section & Page	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

Show the students some photos of celebrities or popular cartoon characters and ask them what the people look like. Ask the students how tall each person is, what their hair looks like, and what color eyes they have. Introduce the key vocabulary (height, hair styles, hair/eye colors) and expressions (What does she look like? / Is she tall or short? / What does her hair look like? / What color are her eyes?) for the unit and practice saying them together as a class.


Unit 3

What Does He Look Like?

Describing people

Getting Ready

A. Look at the picture and fill in the blanks with the words from the box.




	Sam	Nikki	Harry	Linda
Height	tall	short	short	tall
Hair	short, curly, blond	long, straight, black	short, curly, red	long, curly, brown
Eyes	blue	black	brown	green

• Height: tall short

• Hair: long/short curly/straight blond/red/black/brown

• Eyes: blue black brown green

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



A: What does Sam look like?

B: He's tall. He has short, curly, blond hair and blue eyes.

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Getting Ready

- A.** – Have the students look at the picture, and ask them to describe each person. What do they look like? Are they tall or short? What does their hair look like? What color are their eyes?
- Tell the students to fill in the blanks in the chart.
 - Check the answers together as a class. Encourage the students to speak in full sentences. (Teacher: "Is Sam tall or short?" / Students: "He's short.")

Extra Idea

- Have half the students play the role of the teacher and ask the questions. The rest of the students can answer them. (A Students: "What does Linda's hair look like?" / B Students: "She has long, curly, brown hair.")

- B. Pair work** – Ask the students to work in pairs. Have them practice the dialogue using the vocabulary from the chart in activity A. After they have finished describing the four characters in the picture, tell them to take turns describing some of their friends.

Speaking Practice

A. Pair work _ Choose one of the boys (a-d) and describe him. Your partner will guess who he is.



What does he look like?

That's "c"!

He's short.
He has long, straight, brown hair.
He has brown eyes.

B. Listen _ Choose the boy Deena and Peter are talking about in the picture.

☒ a

☐ b

☐ c

☐ d



Talk It Over

What does your teacher look like? Talk about it with your partner.

- Mr./Ms. Simpson is tall.
- He/She has long, curly, blue hair and black eyes.

UNIT 3 • 15

Speaking Practice

- A.** – Have the students look at the picture, and ask them to guess what is happening.
- Ask the students to work in pairs. Have them take turns describing the boys in the picture and guessing which boy their partner is talking about.


Extra Idea – Have all of the boys come to the front of the class. Tell the girls to ask you "What does he look like?" Pretend you can't hear them ("Pardon?") so that they ask the question several times. Describe one of the boys and see if the girls can guess who it is. Then have the girls and boys change roles.

B. Listen – Tell the students that they are going to listen to Deena and Peter talk about one of the boys in the picture. Play the recording and ask them to check the correct answer.

Extra Idea – Before playing the recording, take a vote to see which boy the students think Deena and Peter will talk about. Give the students who guess correctly a small reward.

Talk It Over – Ask the students to describe what you look like now. Then ask them to describe what they think you'll look like 30 years from now.

Conversation

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

A: Your birthday party was really fun!
 B: Thanks for coming. Did you meet my **1** cousin?
 A: I don't know. What does he/she look like?
 B: He/She's **2** tall and has **3** short, brown hair.
 A: What color are his/her eyes?
 B: He/She has **4** green eyes.
 A: I remember him/her. He/She was really funny.



- | | | |
|--------------------|----------------------|-----------------------|
| 1 sister | 1 grandfather | 1 aunt |
| 2 short | 2 tall | 2 tall |
| 3 long, red | 3 short, gray | 3 short, brown |
| 4 blue | 4 blue | 4 brown |

B. Pronunciation _ Listen and repeat.  T8

Words	straight	birth-day	cous-in	re-mem-ber
Sentence	What does he look like?			

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Conversation

- A.** – Tell the students that they are going to practice describing people at a party.
 – Let the students listen to the recording. Then ask them to read the conversation aloud.
 – Review the information on the speaking card 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 characters from the textbook, ask them to describe members of their own family.

B. Pronunciation – Play the recording. Have the students practice saying the words and the sentence.

Communication Task

Student A
 Student B turn to page 54

Mission

Find the Window Breakers

• **Pair work** _ Two kids broke a window. You're going to find them. Josh, Mike, Shawn, Jane, Rebecca, and Shannon are the suspects. Ask and answer the questions with Student B to get the information you need.



The Window Breakers

Student A

Suspect: boy

- He's short.
- He has short, brown hair.
- He has blue eyes.

Suspect: girl

- She's tall.
- She has long, red hair.
- She has black eyes.

Suspect	Height	Hair	Eyes
Josh	tall	short, brown	black
Mike	short	short, brown	blue
Shawn	short	short, blond	blue
Jane	tall	long, red	black
Rebecca	short	long, red	blue
Shannon	tall	long, red	blue

Example A(B): Is Josh tall or short?
 B(A): He's **tall**. What does Josh's hair look like?
 A(B): He has short, brown hair.
 What color are Josh's eyes?
 B(A): His eyes are **black**.

Who are the window breakers?

• The window breakers are **Mike** and **Jane**.

UNIT 3 • 17

Communication Task

- Ask the students if they have ever broken a window. If they have, how did it happen? Did they get in trouble? Tell them that a window has been broken at school and it's their job to find out who did it! Read the descriptions of the suspects together as a class and review what questions need to be asked to find the answers.
 – Ask the students to work in pairs. Student A will use page 17 and Student B will use page 54. Tell the students to ask questions to find the information for the blanks in their charts. Once their chart is completed, have them write who they think the window breakers are at the bottom of the page. Check the answer together as a class.

Extra Idea

- Once everyone knows who broke the windows, ask the students what kind of punishment the two window breakers should be given. Write the punishments on the board and then vote to see which punishment the students think is the best.

Workbook Answers

A

- 1. cousin
- 2. blond
- 3. playground
- 4. straight
- 5. goalpost
- 6. handsome

B

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

C

- c
- a
- d
- b

D

- ① doing
- ② playground
- ③ look over
- ④ standing
- ⑤ look like
- ⑥ curly, blond
- ⑦ short
- ⑧ music school



People in a Picture

Describing people in a picture

Theme
People

Speaking Task
Describing people in a picture

Speaking Skill
Picture description

Core Language

- She's average height and has black eyes.
- She's wearing shorts and a T-shirt.
- She's talking on the phone.
- Pronunciation

Words: average appearance glasses wall

Sentence: He's climbing over a wall in this picture.

Pacing Guide

Week 4: Unit 4 People in a Picture		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

Show the students pictures of people doing different activities. Ask them to describe what the people look like and what they are doing in the pictures.

Unit 4

People in a Picture

Describing people in a picture

Getting Ready

A. Look at the picture. Then match each of the descriptions below with the correct person.

Appearance What does he/she look like?	• She's average height and has black eyes. <u>d</u> • She's tall and has long, straight, black hair. <u>a</u> • He's short and has green eyes. <u>c</u> • He's tall and has short, curly, brown hair. <u>b</u>
Clothing What is he/she wearing?	• She's wearing a skirt and a jacket. <u>a</u> • He's wearing jeans and glasses. <u>b</u> • She's wearing a dress and a hat. <u>d</u> • He's wearing shorts and a T-shirt. <u>c</u>
Action What is he/she doing?	• He's playing the guitar. <u>b</u> • He's listening to music. <u>c</u> • She's reading a book. <u>d</u> • She's talking on the phone. <u>a</u>

18

Presentation Practice

A. Listen _ A boy is describing the picture below. Fill in the blanks with the words from the box.

This is a picture of an actor in a play.
 He's tall. He has curly, brown hair
 and black eyes. He's wearing
glasses. He's wearing a black cape
 too. He's climbing over a wall in this picture. He seems
excited.

curly, brown	climbing	black	actor
excited	tall	black cape	glasses

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

- What color are the actor's eyes?
 ➔ His eyes are black.
- What are the three things he's wearing that aren't listed in the description?
 ➔ He's wearing a blue T-shirt, red pants and purple shoes.

Speaking Skill

When you **describe a person** in a picture, you can

- say who the person in the picture is
- talk about the person's appearance – height, hair, eyes, etc.
- say what the person is wearing and doing
- say how you think the person feels

UNIT 4 • 19

Getting Ready

- A.** – Ask the students if they like taking pictures. Ask them what they like to take pictures of. Have the students look at the picture on page 18. Ask them if they like doing the different activities the characters are doing and encourage them to answer in full sentences. (Teacher: "Do you like reading books?" Students: "Yes, I do."/"No, I don't.")
- Read the three questions in the chart together and ask the students to work on their own to match the descriptions to each of the characters.
 - Check the answers together as a class.

Extra Idea

- Choose some students to come up to the front of the class. Whisper an action for each student to do. Have the other students describe what each student looks like, what they are wearing, and what they are doing.

Presentation Practice

- A.** – Before playing the recording, have the students describe the boy in the picture and guess what he's 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.
- 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** – Describe a picture to the students. Model your description after the listening activity on page 19. Read the description twice and then ask the students to draw a picture based upon the information you have told them. When the students are finished, compare the pictures to see which ones look the most like your description.
- Speaking Skill** – Write the speaking points on the board. Explain what information the students should include in their presentations.

Presentation Workshop

Step 1

Describe a person in a picture! Choose one of the two pictures. Then answer the questions.

[Sample Answer]

1. Who is the person in the picture?

✦ This is a picture of **a boy**
a figure skater

2. What does the person in the picture look like? (height)

➔ He/She's short
tall

3. What does the person in the picture look like? (hair, eyes)

➔ He/She has short, curly, brown hair and dark brown eyes.
long, straight, blond blue

4. What is the person wearing?

➦ He/She's wearing an orange T-shirt and brown shorts.
a red dress Ice skates

5. What is the person doing?

➔ He/She's **playing with an action figure**
skating around the ice rink and smiling in this picture

6. How do you think the person feels?

He/She seems **excited**
like she's having fun

Step 2

Write your presentation using your answers from page 20.

Who's That?

[Sample Answer for A]

This is a picture of **a boy** . He 's **short**

He has short, curly, brown hair and dark brown

eyes. He 's wearing an orange T-shirt and brown shorts

He 's playing with an action figure

He seems excited

Idea Box

- **Appearance:** long, straight, blond hair / short, curly, brown hair, blue eyes, brown eyes...
- **Clothing:** an orange T-shirt, brown shorts, brown shoes, a red dress, ice skates...
- **Action:** skating around the ice rink, playing with his action figure, smiling...
- **Feeling:** excited, nervous, happy, sad, like he/she's having fun...



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, look at the people you are speaking to.

UNIT 4 • 21

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.

[Sample Answer for B]

This is a picture of a figure skater. She's tall. She has long, straight, blond hair and blue eyes. She's wearing a red dress and ice skates. She's skating around the ice rink and smiling in this picture. She seems like she's having fun.

Workbook Answers

A

- 1. wearing
- 2. wall
- 3. average
- 4. dress
- 5. glasses
- 6. jacket
- 7. shorts
- 8. appearance

B

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

C

- 1. This is a picture of my younger sister.
- 2. She’s short. She has wavy, black hair and black eyes.
- 3. She’s wearing jeans and a T-shirt.
- 4. She’s making a snowman with her friend.
- 5. She seems excited.

D

- ① a picture of a figure skater
- ② She’s tall
- ③ long, straight, blond hair
- ④ wearing a red dress and ice skates
- ⑤ skating around the ice rink
- ⑥ seems like she’s having fun



Conversation

What Time Do You Get Up?

Talking about your daily activities

Theme

Activities and events

Speaking Task

Talking about your daily activities

Speaking Skill

Short response

Core Language

- What time do you usually get up?
- What do you do before lunch?
- I go to bed at 10 o'clock.
- I go to school at 9 o'clock.
- Pronunciation

Words: before lesson practice usually

Sentence: What time do you usually get up?

Pacing Guide

Week 5: Unit 5 What Time Do You Get Up?		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

Ask the students to think about the different activities they do every day from the time they get up until the time they go to bed. Write their ideas on the board. Introduce the key vocabulary (daily actions) and expressions (What time do you ... ? / What do you do before/after ...?) for the unit and practice saying them together as a class.

Unit 5

What Time Do You Get Up?

Talking about your daily activities

Getting Ready

A. Fill in the blanks with the correct activity for each picture.



Eric's Day



get up



have breakfast



go to school



have lunch



do homework



watch TV



go to bed

do homework
have breakfast

watch TV
go to school

go to bed
get up

have lunch

B. Pair work – Practice the conversation with your partner using the phrases above.



A: What time does Eric get up?

B: He gets up at 7 o'clock.

22

Getting Ready

- A.** – Have the students look at the pictures. Ask them what time it is in each picture.
- Tell the students to fill in the blanks in the chart.
 - Check the answers together as a class. Encourage the students to speak in full sentences. (Teacher: "What does Eric do at 7 o'clock?" / Students: "He gets up.")

Extra Idea – Play tic-tac-toe. Draw a grid on the board and write down the seven times and activities from the textbook. There are nine squares on a tic-tac-toe board so you'll need to add two more times and activities. 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, all the other students ask "What do you do at (time)?" and the student answers "I (action)." Then they write their team's symbol in the square. The first team to get three of their symbols (X or O) in a row wins.

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

Extra Idea – Review how to tell time in English. Count by 10s from 0 – 50 and then have the students practice saying different times. Remember to teach them how to say minutes under 10 as well (ex) 7:04). You can also introduce vocabulary such as "quarter after/to" and "half past." (See the worksheet on page 31)

Speaking Practice

- A.** Look at the activities below. When do you think each one happened? Draw lines to match the times with the activities.



6



2



4



3



1



5

at 6:00 p.m.

at 7:00 a.m.

at 6:00 a.m.

at 4:00 p.m.

after finishing my homework

at 1:00 a.m.

- B. Listen** – Check your answers above. Then number the pictures in the correct order.



Ask your partner about his/her daily activities.

A: What time do you usually go to bed?

B: I usually go to bed at 1 a.m.

UNIT 5 • 23

Speaking Practice

- A.** – Have the students look at the pictures, and ask them what time they usually do each activity at.
- Tell the students to match each activity with the time they think it happened at.
- B.** – Tell the students to listen to the recording and number the pictures from 1 – 6. Check the answers together as a class. Ask the students how many of the time/activity pairs they guessed correctly.

Extra Idea

- Using the answers from the listening activity, ask the students to make sentences with the times and activities. ("I go to bed at 1:00 a.m.") Time the students to see how fast they can say all six sentences. This can be done individually or in groups like a relay race. Give the student/team who can say all six sentences the fastest a small reward.

Talk It Over

- Ask the students to work in pairs and talk about what time they do different daily activities at.

B. Listen

Alice: You look tired.

Jack: I am. I started taking swimming lessons at 7, before school. So now I get up every day at 6 o'clock.

Alice: You also have English lessons after school, right?

Jack: Yes. I have English lessons at 4 and violin lessons at 6.

Alice: Wow, you're really busy. I usually go home after school and play video games.

Jack: After I finish my homework, I play video games, too.


Alice: Really? What time do you go to bed?

Jack: Around 1 o'clock in the morning.

Alice: You only sleep for five hours? You need to get more sleep.

Jack: You know what? I think you're right.

Conversation

A. Listen and repeat the conversation. Then use the speaking cards to practice it with your partner.  T11

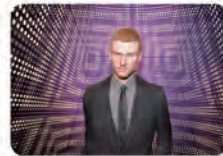
A: Hi, **1 Tiger!** What time do you usually get up?
 B: I usually get up at **2 6 o'clock.**
 A: What do you do before lunch?
 B: I **3 take a shower and go to the gym.**
 A: What do you do after lunch?
 B: I **4 practice golf.**
 A: What time do you usually go to bed?
 B: I usually go to bed at **5 10 o'clock.**



1 Johnny **2** 7:30
3 clean my house and check my email
4 read scripts
5 11:15



1 Michael **2** 6:30
3 read the newspaper and go jogging
4 play basketball
5 10:30



1 Justin **2** 9 o'clock
3 write songs and practice singing
4 meet my friends
5 11:30

B. Pronunciation _ Listen and repeat.  T12

Words	be-fore	les-son	prac-tice	u-su-al-ly
Sentence	What time do you usually get up?			

24

Communication Task

● **Pair work** _ Make a weekend schedule wheel. Then talk about it with your partner.



Example

A: What time do you usually get up on weekends?
 B: I usually get up at **10 o'clock.**
 A: What do you do before(after) lunch?
 B: I **ride my bike.**
 A: What time do you usually go to bed?
 B: I usually go to bed at **10 o'clock.**

Idea Box

watch a football game, go camping, play outside, practice the piano, read a book, do homework, write in my diary, talk with my mom, go to bed, play tennis, go to the movies...

UNIT 5 • 25

Conversation

- A.** – Tell the students that they are going to practice talking about the daily activities different people do.
 – 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. Encourage the students to use their own information.

B. Pronunciation – Play the recording. Have the students practice saying the words and the sentence.

Communication Task

- Explain that Saturday and Sunday are called the “weekend.” Ask the students what they like to do and don’t like to do on the weekend. Write the activities they say down on the board.
 – Read the activities in the Idea Box together. Ask the students if they like the activities listed. (Teacher: “Do you like doing homework?” Students: “Yes, I do.”/ “No, I don’t.”)
 – Tell the students to fill in the weekend schedule wheel with activities. If they have trouble thinking of things to write, they can use the activities from the Idea Box or the ones written on the board.
 – Ask the students to work in pairs and talk about their weekend schedule wheel.

A

- 1. take a shower
- 2. breakfast
- 3. get up
- 4. gym
- 5. busy
- 6. diary

B

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

C

- d
- a
- b
- c

D

- 1 tired
- 2 swimming lessons
- 3 get up
- 4 after school
- 5 4
- 6 busy
- 7 play video games
- 8 finish my homework
- 9 go to bed
- 10 five hours

Telling Time Worksheet



2:45
a quarter to three



4:15
a quarter after four



6:00
six o'clock



11:30
eleven thirty



7:10
ten past seven



5:50
ten to six



8:20
eight twenty



10:30
half past ten



5:05
five oh five



Holidays

Giving a presentation about your favorite holiday

Theme

Activities and events

Speaking Task

Giving a presentation about your favorite holiday

Speaking Skill

Long response /
Impromptu speech

Core Language

- I'd like to tell you about my favorite holiday.
- It's in November in the United States.
- I spend the day with my family.
- We eat pork, duck, and many sweets.
- I like Thanksgiving Day because I can have fun with my whole family!
- Pronunciation

Words: holiday candle pork envelope

Sentence: We clean our house to sweep away bad luck.

Pacing Guide

Week 6: Unit 6 Holidays		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

Review the months of the year. Ask the students what their favorite holidays are and when they happen. Write the holidays and dates on the board.

Extra Idea

Have a spelling relay race with the months of the year. Split the students into two teams. The first student on each team runs to the board and writes "January." The other students write the remaining months. Give the team that writes all of the months in the correct order the fastest a small reward.


Unit 6 Holidays

Giving a presentation about your favorite holiday


Getting Ready

A. Look at the pictures and fill in the blanks with the correct information from below.

Holidays Around the World



• Name of the holiday: Songkran
• Country: Thailand
• Date: April 13~15
• Things you do: 1. go to a temple
2. throw water
• Food you eat: 1. chicken
2. green curry



• Name of the holiday: Kwanzaa
• Country: the United States
• Date: December 26~January 1
• Things you do: 1. wear colorful African clothing
2. light candles
• Food you eat: 1. peanut soup
2. African vegetarian stew

throw water	December 26~January 1	Kwanzaa
Thailand	African vegetarian stew	light candles

26

Getting Ready

- A. – Tell the students to look at the two pictures. Ask them what is happening in the first picture. Ask them why they think there are candles and food in the second picture.
- Read the words and phrases in the box at the bottom of the page together and ask the students to fill in the blanks on their own.
 - Check the answers together as a class.

Extra Idea

- Ask the students which of the two holidays they would like to experience. Have them give reasons for their choice.


Presentation Practice

A. **Listen** _ Jin is talking about his favorite holiday. Fill in the blanks with the words from the box.

Hi, I'm Jin. I'd like to tell you about my favorite holiday.

It's Chinese Lunar New Year. It's on the first day of the first month of the Chinese calendar. I spend the day with my family.

We clean our house to sweep away bad luck. My parents give me a red envelope with money inside for good luck. We eat pork, duck, and many sweets. I like Chinese Lunar New Year because I can have fun with my whole family!



clean our house	first	have fun	holiday	pork	duck
red	my family	Chinese Lunar New Year	money		

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

- What does Jin do on the holiday?
➤ Jin cleans his house to sweep away bad luck.
- What does Jin eat on the holiday?
➤ He eats pork, duck, and many sweets.

Speaking Skill

When you describe your favorite holiday, you can

- say the name and date of the holiday
- say who you spend the holiday with
- talk about what you do on the holiday
- say what food you eat on the holiday
- explain why you like the holiday

UNIT 6 • 27

Presentation Practice

- A. – Before playing the recording, have the students describe what they see in the picture. Ask them to guess what country the picture was taken in and what the holiday is.
- 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


- Have the students answer the questions a second time with their own information. Ask them to tell their partner what they do on their favorite holiday and what they eat, but not to say the name of the holiday. After hearing their answers, their partner can try to guess what holiday the student is describing.

Speaking Skill

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

Presentation Workshop

Step 1



Introduce your favorite holiday! Answer the questions about your favorite holiday.

[Sample Answer]

1. What's your favorite holiday?
 ➔ It's Thanksgiving Day.
2. When is the holiday?
 ➔ It's in/on November in the United States.
3. Who do you spend the holiday with?
 ➔ I spend Thanksgiving Day with my family.
4. What do you do on the holiday?
 ➔ We play games and watch the Macy's Day Parade on TV. We have a really big dinner, too.
5. What do you eat on the holiday?
 ➔ We eat turkey, vegetables, and pumpkin pie.
6. Why do you like the holiday?
 ➔ I like Thanksgiving Day because I can eat many kinds of delicious food.

28

Step 2

Write your presentation using your answers from page 28.

My Favorite Holiday

[Sample Answer]

I'd like to tell you about my favorite holiday. It's Thanksgiving Day.

It's in/on November in the United States.

I spend Thanksgiving Day with my family.

We play games and watch the Macy's Day Parade on TV. We have a really big dinner, too.

We eat turkey, vegetables, and pumpkin pie.

I like Thanksgiving Day because I can eat many kinds of delicious food.

Idea Box

- Holiday:** Thanksgiving Day, Christmas, Chuseok, Halloween, Hanukkah, Valentine's Day, St. Patrick's Day...
- People you spend the holiday with:** cousins, whole family, grandparents, friends...
- Things you do:** play board games, watch fireworks, wear traditional clothes, watch a parade...
- Food you eat:** turkey, pumpkin pie, chicken, rice cakes, sweets, beef, pancakes, noodles...

 **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, have fun! It's okay to laugh and be happy.

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. holiday
- 2. throw
- 3. candles
- 4. fireworks
- 5. luck
- 6. calendar
- 7. traditional
- 8. envelope

B

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

C

- 1. My favorite holiday is Halloween.
- 2. It's on October 31.
- 3. I spend Halloween with friends and family.
- 4. I go trick-or-treating.
- 5. We eat chocolate and candy.
- 6. I like Halloween because I can have so much fun!

D

- ① tell you about my favorite holiday
- ② in November in the United States
- ③ Thanksgiving Day with my family
- ④ have a really big dinner
- ⑤ can eat many kinds of delicious food



Conversation

My Dream House

Describing a house

Theme

My home

Speaking Task

Describing a house

Speaking Skill

Picture description

Core Language

- Names of rooms
- Is there a kitchen in the house?
- How many floors and rooms are there?
- What rooms are on each floor?
- There are five bedrooms.
- Pronunciation

Words: alley garage laundry balcony

Sentence: There are two floors and six rooms.

Pacing Guide

Week 7: Unit 7 My Dream House		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

Ask the students about their homes. Do they live in a house or an apartment? What do they like about their homes? Is there anything they would like to change about their homes? Introduce the key vocabulary (rooms in a house) and expressions (How many floors/rooms are there? / What rooms are there? / Is there a (room)?) for the unit and practice saying them together as a class.

Unit 7 My Dream House

Describing a house

Getting Ready

A. Look at the picture. Then match the correct word to each room.

a. laundry room	b. yard	c. bedroom	d. bathroom
e. stairs	f. living room	g. hall	h. kitchen
i. dining room	j. garage	k. balcony	l. attic

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

A: Is there a(n) kitchen in the house?

B: Yes, there is.

A: Where is it?

B: It's on the first floor.

30

Getting Ready

- A.** – Have the students look at the picture of the house. Read the rooms listed in the box together as a class.
- Tell the students to write the letter for each room in the correct box.
 - Check the answers together as a class.

Extra Idea

- Make flashcards with pictures and/or the names of rooms on them. Tape all of the flashcards to the whiteboard. Split the students into two teams. Have one student from each team stand at the back of the classroom. Tell the other students to ask you questions about your house. (Students: "Is there a kitchen in your house?" Teacher: "Yes, there is."/"No there isn't.") The two students must race to the board and find the flashcard if you answer "Yes, there is." Whoever finds the flashcard first gets one point for their team. Give the team with the most points a small reward. (See the worksheet on page 45~50)

- B. Pair work** – Ask the students to work in pairs. Have them practice the dialogue using the vocabulary from activity A. After they have finished describing the house in the picture, tell them to describe their own home.

Speaking Practice

A. Pair work _ Look at the picture. Then ask and answer the questions about the house.

How many floors and rooms are there?

There are two floors and six rooms.

What rooms are on each floor?

On the first floor, there is a living room, a dining room and a kitchen.

B. Listen _ Check [✓] the two places where Jason saw the ghosts in the picture above. T14

Ask your partner about his/her dream house.

- How many floors are there? There is one floor.
- How many rooms are there? There are four rooms.
- What rooms are there? There are two bedrooms, a bathroom, and a kitchen.

UNIT 7 • 31

Speaking Practice

- A.** – Have the students look at the picture, and ask them what rooms are in the house. What do they like about the house? What don't they like about the house?
- Ask the students to work in pairs. Have them take turns asking and answering the questions about the house.

- B. Listen** – Tell the students that they are going to listen to Jason talk about his new house. Tell them to check the two places in the house where Jason saw the ghosts.

Extra Idea

- Before playing the recording, take a vote to see where the students think the ghosts are. Encourage them to use full sentences. (Teacher: "Where do you think the first ghost is?" Students: "It's in the (room/place).") Give any students who guess the location of both ghosts correctly a small reward.

Talk It Over

- Tell the students to work in pairs. Ask them to imagine that they are very rich and they can design a house anyway they want. Have them describe their dream house to their partner.

B. Listen T14

Jason: Norah, you should come see my new house on Saturday. It's really big.

Norah: Really? How many rooms are there?

Jason: There are six rooms.

Norah: What rooms are on each floor?

Jason: The first floor has a kitchen, a living room, and a dining room. There are two bedrooms and a bathroom on the second floor. There's a swimming pool in the yard, too.

Norah: Wow! There's a swimming pool? Your house sounds awesome.

Jason: Thanks. But there's one small problem with the house. I think it's haunted.

Norah: What?


Jason: A few days ago I saw a ghost in the kitchen.

Norah: Are you joking?

Jason: No, and I think I saw another ghost in the swimming pool.

Norah: Jason, I don't think I want to come see your house anymore.

Conversation

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

A: Tell me about your dream house.
 B: My dream house is amazing.
 A: How many ① bedrooms are there?
 B: There are five ① bedrooms.
 A: Is there a ② kitchen?
 B: Yes, there is a ② kitchen next to the ③ bowling alley.
 A: Your dream house has a(n) ③ bowling alley?
 B: Yes. I like to dream big!




- ① living rooms
- ② dining room
- ③ movie theater



- ① bathrooms
- ② laundry room
- ③ pizza restaurant



- ① kitchens
- ② garage
- ③ ice skating rink

B. Pronunciation _ Listen and repeat. 

Words	al·ley	ga·rage	laun·dry	bal·co·ny
Sentence	There are two floors and six rooms.			

32

Communication Task

● **Pair work** _ Fill in the four boxes in the picture with these words: a chair, a ball, a book, and a pencil. Then take turns asking and answering the questions to find out where they are in your partner's picture.



Your partner's house

Object	Room
chair	bathroom
ball	living room
book	kitchen
pencil	bedroom

Example

A: Is there a chair in the living room?
 B: Yes, there is.
 B: No, there isn't.
 A: Then, where is it in your house?
 B: It's in the bathroom.

UNIT 7 • 33

Conversation

- A.** – Tell the students that they are going to practice describing their dream house.
 – 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.

B. Pronunciation – Play the recording. Have the students practice saying the words and the sentence.

Communication Task

- Ask the students to work in pairs. Tell the students to write the objects in the boxes on their picture. Remind them not to show their picture to their partner.
 – Have the students ask questions about where the objects are in each other's pictures. Tell them to write the locations of their partner's objects in the chart at the bottom of the page.

Workbook Answers

A

- 1. kitchen
- 2. attic
- 3. living room
- 4. bathroom
- 5. hall
- 6. balcony

B

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

C

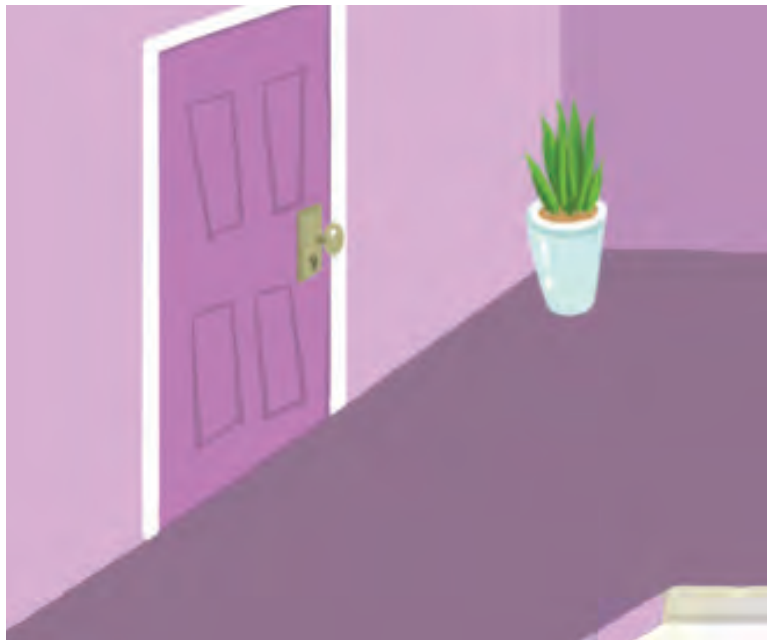
- a
- d
- c
- b

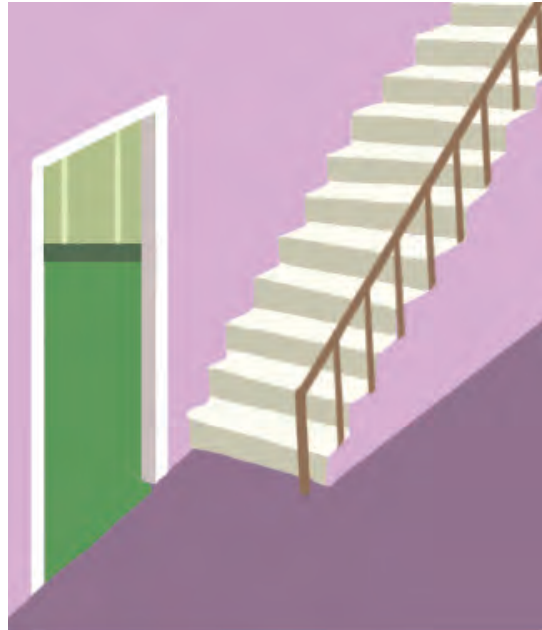
D

- 1 new house
- 2 rooms
- 3 six rooms
- 4 dining room
- 5 bathroom
- 6 swimming pool
- 7 problem
- 8 kitchen
- 9 ghost

Flashcards









My Room

Describing a room

Theme

My home

Speaking Task

Describing a room

Speaking Skill

Picture description

Core Language

- The cup is on the TV.
- On the left side of the room, there's a chest.
- In the middle of the room, there's a bed.
- On the right side of the room, there's a chair.
- I think this room is a cozy place.
- Pronunciation

Words: pirate sword parrot armchair

Sentence: There's a lamp between the bed and the table.

Pacing Guide

Week 8: Unit 8 My Room		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

Review location prepositions (in, on, under, behind, next to, between) with the students. Borrow some school supplies like pencils, pens, erasers, rulers, and notebooks from the students. Put the objects in different areas around the room. Ask the students to tell you where the objects are.

Unit 8 My Room

Describing a room

Getting Ready

A. Where is the cup in each picture? Complete the sentences with the given phrases.

1

2

3

4

5

6

1. The cup is on the TV.

2. The cup is behind the pen.

3. The cup is between the armchairs.

4. The cup is in front of the sofa.

5. The cup is under the table.

6. The cup is next to the lamp.

under the table

behind the pen

on the TV

next to the lamp

between the armchairs

in front of the sofa

34

Getting Ready

- A.** – Have the students look at the pictures on page 34. Ask them if they have a special cup they like to drink out of. Where do they keep their cup? What would their parents say if they left their cup on the TV or under the table?
- Read the location phrases together and ask the students to work on their own to fill in the blanks.
 - Check the answers together as a class.

Extra Idea

- Hide objects around the classroom for the students to find. Tell them where each object is and let them walk around and try to find them. (Teacher: "There's a red crayon next to the bookshelf." Student: "I found it!")

Presentation Practice

A. Listen – A girl is describing the pirate's bedroom in the picture. Fill in the blanks with the words from the box.

This is a pirate's bedroom. On the left side of the room, there's a treasure chest. In the middle of the room, there's a bed. A window is behind the bed and a pirate hat is on the bed. There's a sword in front of the bed, too. On the right side of the room, there's a table. A parrot is under the table and a chair is behind the table. There's a lamp between the bed and the table. I think this room is an exciting place.

treasure chest
on the bed
exciting
bed
lamp
sword
table
behind
bedroom
under

B. Pair work – Ask and answer questions about the pirate's bedroom with your partner.

- What's on the bed? ➔ There is a pirate hat on the bed.
- Where's the sword? ➔ The sword is in front of the bed.

Speaking Skill

When you **describe a room**, you can

- say what room you are describing
- talk about the things that can be found on the left side of the room, in the middle of the room, and on the right side of the room
- say what you think about the room

UNIT 8 • 35

Presentation Practice

- A.** – Before playing the recording, have the students describe the bedroom in the picture. Ask them what they can see in the picture and who they think the bedroom belongs 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.
- 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

- Show the students some pictures of other rooms. Ask them to describe each room using the presentation on page 35 as a model.

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 bedroom! Fill in the boxes in the picture with the given words. Then answer the questions about your bedroom.





ball cup book
bag cat

[Sample Answer]

- What's on the left side of the room?**
 - On the left side of the room, there's a bed.
 - A ball is on the bed.
- What's in the middle of the room?**
 - In the middle of the room, there's a sofa.
 - A cup is between the bed and the sofa.
 - A book is in front of the sofa.
- What's on the right side of the room?**
 - On the right side of the room, there's a chair and a lamp.
 - A bag is under the chair.
 - A cat is next to the lamp.

Step 2 Write your presentation using the answers on page 36.

My Bedroom

[Sample Answer]

This is my bedroom. On the left side of the room, there's a bed.

A ball is on the bed. In the middle of the room, there's a sofa. A cup is between the bed and the sofa.

A book is in front of the sofa. On the right side of the room, there's a chair and a lamp. A bag is under the chair. A cat is next to the lamp.

I think this room is a very cozy place.

Idea Box

- Location:** on the bed, in front of the sofa, between the bed and the sofa, under the chair, next to the lamp...
- Thoughts:** a fun place, a cozy place, an exciting place, a nice place...

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, speak slowly and clearly.

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. next to
- 2. armchair
- 3. pirate
- 4. cozy
- 5. under
- 6. parrot
- 7. between
- 8. sword

B

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

C

- 1. There’s a desk on the left side of the room.
- 2. The map is behind the desk.
- 3. There’s an armchair in the middle of the room.
- 4. The dog is between the desk and the armchair.
- 5. There’s a bed and a closet on the right side of the room.
- 6. The mirror is next to the closet.

D

- ① left side of the room
- ② middle of the room, there’s a sofa
- ③ in front of the sofa
- ④ there is a lamp and a chair
- ⑤ this room is a very cozy place



Conversation

I Love This Book

Talking about a book you enjoyed

Theme

Books and characters

Speaking Task

Talking about a book you enjoyed

Speaking Skill

Long response / Impromptu speech

Core Language

- My favorite book is Matilda.
- It’s a fantasy book.
- The main characters are Matilda and Miss Honey
- It’s about a little girl who has a special ability.
- It sounds really interesting!
- Pronunciation

Words: fable mystery factory ability

Sentence: It’s about a young boy who is a wizard.

Pacing Guide

Week 9: Unit 9 I Love This Book		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

Introduce the key vocabulary (romance, fantasy, fable, adventure, biography, mystery) and expressions (What's your favorite book? / What kind of book is it? / Who are the main characters? / What's the story about?) for the unit and practice saying them together as a class. Ask the students what kind of books they like to read. Take a vote to see what the most popular kind of book is in the classroom.

Unit 9 I Love This Book

Talking about a book you enjoyed

Getting Ready

A. Write the correct kind of book under each book cover.



1

fable



2

biography



3

mystery



4

fantasy



5

adventure



6

romance

romance

fantasy

fable

adventure

biography

mystery

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



A: What kind of books do you like?

B: I like fantasy(romance/adventure/mystery) books.

What do you like?

A: I like fables(biographies).

38

Getting Ready

- A.** – Have the students look at the book covers. Ask them if they know any of the stories.
- Read the book genres in the box together and tell the students to write the correct kind of book under each book cover.
 - Check the answers together as a class. Encourage the students to speak in full sentences. ("The Lion and the Mouse is a fable.")

Extra Idea

- For any stories that the students don't know, ask them to guess what the book is about from the title and the cover picture.

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

Extra Idea

- Encourage the students to expand the conversation by adding the book titles from activity A. ("I like adventure books. My favorite book is *Treasure Island*.)

Speaking Practice

- A. Pair work** _ Choose a book you want to read below and talk about it with your partner.



Charlie and the Chocolate Factory

- Charlie and the Chocolate Factory
- fantasy
- Charlie and Willy Wonka



The Adventures of Tom Sawyer

- The Adventures of Tom Sawyer
- adventure
- Tom, Huck, and Joe



The Little Prince

- The Little Prince
- fable
- a pilot and a prince

Which book would you like to read? Why do you want to read it?

I'd like to read The Adventures of Tom Sawyer because I like adventure books.

- B. Listen** _ Check [✓] the correct information. T18

The book Kate read	<input checked="" type="checkbox"/> Charlie and the Chocolate Factory <input type="checkbox"/> The Adventures of Tom Sawyer <input type="checkbox"/> The Little Prince
Kate's favorite part	<input type="checkbox"/> The part where the characters get in the glass elevator <input checked="" type="checkbox"/> The part where the characters visit the chocolate room <input type="checkbox"/> The part where Violet turns into a giant blueberry



What's your favorite book? Why do you like it? Who are the main characters? Talk about your favorite book with your partner.

UNIT 9 • 39

Speaking Practice

- A.** – Have the students look at the book covers. Ask them to guess which book you would like to read. Why do they think you would like that book?
- Ask the students to work in pairs. Have them take turns talking about which of the books they'd like to read.

Extra Idea – Choose several of the students and have them tell the class about which book their partner would like to read. ("My partner is (name). He/She would like to read (title) because (reason).")

- B. Listen** – Tell the students that they are going to listen to Kate talk about a book she read. Play the recording and ask them to check the correct choices.

Extra Idea – Before playing the recording, take a vote to see which book the students think Kate read and what her favorite part is. Give the students who guess both answers correctly a small reward.

Talk It Over – Ask the students to work in pairs. Have them tell their partner about their favorite book.

B. Listen T18

Kate: I just finished reading a really fun book called *Charlie and the Chocolate Factory*.

Justin: What kind of book is it, Kate?

Kate: It's a fantasy book.

Justin: Who are the main characters?

Kate: The main characters are Charlie and Willy Wonka.

Justin: What's the story about?

Kate: It's about Charlie's adventure at a chocolate factory.

Justin: It sounds cool. What's your favorite part?

Kate: I like the part where they visit the chocolate room. People can eat everything in the room.


Justin: I should read the book.

Kate: Here, I'll lend it to you.

Justin: Oh, really? Thank you.

Kate: You're welcome.


Conversation

A. Listen and repeat the conversation. Then use the speaking cards to practice it with your partner.  T19

A: What's your favorite book?
 B: My favorite book is ① *Harry Potter and the Sorcerer's Stone*.
 A: What kind of book is it?
 B: It's a(n) ② *fantasy book*.
 A: Who are the main characters?
 B: The main characters are ③ *Harry, Ron, and Hermione*.
 A: What's the story about?
 B: It's about ④ *a young boy who is a wizard*.
 A: It sounds really interesting!



- | Best Sellers | |
|--|--|
| ① <i>Matilda</i> | |
| ② <i>fantasy book</i> | |
| ③ <i>Matilda and Miss Honey</i> | |
| ④ <i>a little girl who has a special ability</i> | |
| ① <i>The Lord of the Rings: The Fellowship of the Ring</i> | |
| ② <i>adventure book</i> | |
| ③ <i>Frodo, Gollum, and Sauron</i> | |
| ④ <i>hobbits and an evil ring</i> | |
| ① <i>Charlotte's Web</i> | |
| ② <i>children's book</i> | |
| ③ <i>Wilbur and Charlotte</i> | |
| ④ <i>a pig and a spider's friendship</i> | |

B. Pronunciation _ Listen and repeat.  T20

Words	fa·ble	mys·te·ry	fac·to·ry	a·bil·i·ty
Sentence	It's <u>about</u> a <u>young boy</u> who is a <u>wizard</u> .			

40

Communication Task

● **Pair work** _ Summarize a book you recently read using the chart below. Then tell your partner about the book.

[Sample Answer]

Be a Critic

• Title: *The Giving Tree*

• Kind of story: *fable*

• Characters:
a tree and a boy

• Rating: ★ ★ ★ ☆ ☆

What You Thought about the Book

- The story wasn't very interesting. ☐
- It was interesting and fun. ☐
- It looked like a funny story, but it wasn't. ☐
- It ended with a wonderful surprise. ☐
- I couldn't stop crying. ☐
- It was a touching story. You must read it. ☒
- It was hard to understand. ☐

Example

A: I read a book called *The Giving Tree* this weekend.
 B: What kind of book is it?
 A: It's a *fable*. The main characters are *a tree and a boy*.
 B: It sounds cool. Would you recommend it?
 A: Yes. *It was a touching story. You must read it.*
 A: No. *The story wasn't very interesting.*



UNIT 9 • 41

Conversation

- A.** – Tell the students that they are going to practice talking about their favorite books.
 – 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 books listed on page 40, ask them to describe their own favorite book.

B. Pronunciation – Play the recording. Have the students practice saying the words and the sentence.

Communication Task

- Explain to the students what a critic does. Tell them that they are going to be a critic!
 – Read over the “Be a Critic” information card as a class and explain any new vocabulary to the students.
 – Ask the students to work in pairs. Have them talk about a book they recently read with their partner.

Extra Idea

- Have the students use their “Be a Critic” information card to do a small presentation on their own. They can end the presentation by saying how many stars they give the book. (“I read a book called (name). It's a (kind of book). I give it three stars. I recommend you read it/ I don't recommend your read it.”)

A

- 1. wizard
- 2. fantasy
- 3. biography
- 4. adventures
- 5. ability
- 6. fable

B

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

C

- b
- a
- c
- d

D

- ① fun book
- ② fantasy book
- ③ characters
- ④ the story about
- ⑤ adventure
- ⑥ favorite part
- ⑦ visit
- ⑧ read the book
- ⑨ lend



My Favorite Character

Talking about your favorite character

Theme

Books and characters

Speaking Task

Talking about your favorite character

Speaking Skill

Long response / Impromptu speech

Core Language

- My favorite character is Shrek.
- He’s in a movie called *Shrek*.
- He’s a monster.
- He’s ugly and fat, and has green skin.
- He’s caring and brave.
- He can rap, dance, jump, and roll around.
- Pronunciation

Words: character monster furry ugly

Sentence: My favorite character is Shrek.

Pacing Guide

Week 10: Unit 10 My Favorite Character		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

Ask the students what their favorite movies are. Write the movies on the board. Take a vote to see what the three most popular movies are in the class. Ask who everyone's favorite characters are in each movie. Why do the students like these characters?

Unit 10 My Favorite Character

Talking about your favorite character

Getting Ready

A. Look at the pictures. Then write the correct information for each character.

Favorite Characters


• Character's name: Po

• The movie he's in: Kung Fu Panda

• His appearance: big, fat panda

• His personality: funny

• His ability: He can do kung fu.




• Character's name: Remy

• The movie he's in: Ratatouille

• His appearance: furry, little mouse

• His personality: smart

• His ability: He cooks very well.



smart

He can do kung fu.

big, fat panda

He cooks very well.

Kung Fu Panda

furry, little mouse

42

Getting Ready

- A. – Ask the students if they know who the two characters in the pictures are. What movies are they from? Do the students like the characters? Why or why not? What's one thing that each character can do?
- Read the words and sentences at the bottom of the page together and ask the students to work on their own to fill in the blanks.
 - Check the answers together as a class.

Presentation Practice


A. **Listen** _ Andy is talking about his favorite character. Fill in the blanks with the words from the box.

Hi, I'm Andy. My favorite character is Shrek.

He's in a movie called Shrek. He's a monster.

He's ugly and fat, and has green skin.

But he's also caring and brave. He was able to make friends with a dragon. He saved Princess Fiona from the dragon. I like Shrek because he's very funny and kind.



ugly

Shrek

dragon

funny and kind

monster

Princess Fiona

green skin

caring

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

- Who is Andy's favorite character?
→ Andy's favorite character is Shrek.
- What does the character look like?
→ He is ugly and fat, and has green skin.

Speaking Skill

When you **describe your favorite character**, you can

- say the character's name
- say what movie, book, or TV show he/she is in/on
- describe what he/she looks like
- describe what his/her personality is like
- talk about special things he/she can do
- talk about why you like the character

UNIT 10 • 43

Presentation Practice

- A. – Before playing the recording, ask the students who Andy's favorite character is. Why do they think that Andy likes that character?
- 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.

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 favorite character! Answer the questions about your favorite character.

[Sample Answer]

- Who is your favorite character?
My favorite character is SpongeBob.
- What movie, book, or TV show is your favorite character in(on)?
He/She's in(on) a TV show called SpongeBob SquarePants.
- What is the character?
He/She's a(n) sponge who lives in the ocean.
- What does your favorite character look like? (Appearance)
He/She's short and has big blue eyes, and a square body. His pants are square, too.
- What is your favorite character like? (Personality)
He/She's very energetic, fun, and exciting.
- What can your favorite character do? (Ability)
He/She can rap, dance, jump, and roll around.
- Why do you like your favorite character?
I like SpongeBob because he/she makes people happy by singing songs.



44

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

My Favorite Character

[Sample Answer]

My favorite character is SpongeBob. He/She's in(on) a TV show called SpongeBob SquarePants. He/She's a(n) sponge who lives in the ocean. He/She's short and has big blue eyes, and a square body. His pants are square, too. He/She's very energetic, fun, and exciting. He/She can rap, dance, jump, and roll around. I like SpongeBob because he/she makes people happy by singing songs.

Idea Box

- Who the character is: SpongeBob, Harry Potter, Naruto, Bumblebee...
- What the character is: a sponge, a young man, a boy wizard, a boy ninja...
- Appearance: pretty, cute, little, tiny, blond hair, big blue eyes, wear glasses...
- Personality: energetic, fun, exciting, smart, strong, clever, friendly...
- Ability: rap, dance, jump, roll around, transform into a big robot, climb a wall, dance well, do magic spells...

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, thank everyone for listening before you finish speaking.

UNIT 10 • 45

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.

A

- 1. ugly
- 2. characters
- 3. clever
- 4. brave
- 5. monster
- 6. personality
- 7. save
- 8. furry

B

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

C

- 1. My favorite character is Doraemon.
- 2. He’s in an animated movie called *Doraemon*.
- 3. He’s a robot cat who comes from the future.
- 4. He has a blue body and no ears.
- 5. He can make many useful things come from his pocket.
- 6. I like Doraemon because he helps people with his magic powers.

D

- ① favorite character is SpongeBob
- ② who lives in the ocean
- ③ has big blue eyes
- ④ His pants are square, too
- ⑤ jump, and roll around
- ⑥ because he makes people happy



Conversation

What Did You Do on the Weekend?

Talking about what you did on the weekend

Theme

Weekends and travel

Speaking Task

Talking about what you did on the weekend

Speaking Skill

Short response

Core Language

- What did you do on the weekend?
- Did you read a book on the weekend?
- Who did you go with?
- I went to an amusement park.
- I went with my cousin.
- It sounds like you had a great weekend.
- Pronunciation

Words: visit weekend concert forest

Sentence: Who did you go with?

Pacing Guide

Week 11: Unit 11 What Did You Do on the Weekend?		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	23,24	9 mins.
Communication Task		SB p.49		9 mins.
Assign homework	Workbook	WB pp.22~23	22	3 mins.
	Hybrid CD	Unit 11		
Total Time				45 mins.

Introduction

Ask the students about fun things that they like to do on the weekend. Write their ideas down on the board. Introduce the key vocabulary (weekend activities) and expressions (What did you do on the weekend? / Who did you go with?) for the unit and practice saying them together as a class.

Unit
11
Conversation

What Did You Do on the Weekend?

Talking about what you did on the weekend

Getting Ready

A. Look at the pictures. Match the correct phrase to each picture.

What did you do on the weekend?

1  f

2  d

3  c

4  h

5  e

6  a

7  b

8  g

a. went to the movies
d. read a book
g. went to a birthday party
b. visited my grandparents
e. played tennis
h. visited a museum
c. went camping
f. went to the zoo

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



A: What did you do on the weekend?
B: I went to the zoo. What did you do?
A: I went to the movies.

46

Getting Ready

- A.** – Have the students look at the pictures. Ask them what activity they would like to do. Why would they like to do it?
- Read the phrases in the box together and tell the students to match the correct phrase to each picture.
 - Check the answers together as a class. Encourage the students to speak in full sentences. (Teacher: “What did you do on the weekend?” / Students: “I (activity).”)
- Extra Idea** – Play hangman. Make a sentence with one of the phrases from activity A and a person you can do the activity with. (I went to the movies with my cousin.) Write blanks on the board for all of the letters and have the students try and guess what the sentence is. Once the game is over, let one of the students be the teacher and lead the game.
- 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** – Have a few students practice the dialogue in front of the class. Ask them to talk about what they actually did on the weekend in their answers. Tell Student B to end the conversation by saying “It sounds like you had a great weekend!”

Speaking Practice

A. Pair work _ Did you do any of the activities below on the weekend? Ask and answer the questions with your partner. Include one extra piece of information in your answers.







Example

A: Did you read a book on the weekend?
B: Yes, I did. I read The Little Prince.
A: Did you eat out on the weekend?
B: No, I didn't. I had dinner with my family at home.

• Did you...

	Your answer	Your partner's answer
read a book on the weekend?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
eat out on the weekend?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
visit a museum on the weekend?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
go for a bike ride on the weekend?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
play soccer on the weekend?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
bake bread on the weekend?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>

B. Listen _ Check [✓] the activities Daniel did on the weekend below. T22

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Speaking Practice

- A.** – Read over the activities in the chart together as a class.
- Ask the students to work in pairs. Tell them to ask and answer the questions with their partner to fill in the chart. Remind them to add one extra piece of information in their answers like the example.
- B. Listen** – Tell the students that they are going to listen to Daniel talk about what he did on the weekend. Play the recording and ask them to check the correct boxes. Correct the activity by asking the students about each of the pictures. (Teacher: “Did Daniel play soccer?” Students: “Yes, he did.”/“No, he didn't.”)
- Extra Idea**
- Play a whisper game. Quietly whisper one of the activities to a student (“Daniel baked bread with his grandmother.”) and tell them to whisper it to the next person. Have everyone whisper the sentence to the person sitting next to them. The last student to hear the sentence can write it on the board.

B. Listen T22

Isabel: Hi, Daniel! What did you do on the weekend?
Daniel: Hey, Isabel. I went for a bike ride.
Isabel: Oh, did you? Where did you go?
Daniel: I rode my bike down to the river.
Isabel: Who did you go with?
Daniel: I went with my grandmother. She came to visit us on the weekend.
Isabel: What else did you do together?
Daniel: We watched TV and baked bread. It was delicious!
Isabel: It sounds like you had a great weekend.
Daniel: Yes, I did. What did you do?

Conversation

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

A: What did you do on the weekend?
B: I went **1** to an amusement park.
A: Who did you go with?
B: I went with my **2** cousin.
A: What else did you do together?
B: We **3** flew kites. It was so much fun!
A: It sounds like you had a great weekend.




- 1** shopping
- 2** friends
- 3** watched a concert



- 1** to an aquarium
- 2** sister
- 3** had lunch at a Mexican restaurant



- 1** camping in the forest
- 2** aunt and uncle
- 3** went hiking

B. Pronunciation _ Listen and repeat. 

Words	vi-sit	week-end	con-cert	for-est
Sentence	Who did you go with?			

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Conversation

- A.** – Tell the students that they are going to practice talking about their weekend.
– 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

Pair work _ What did Paul, Naomi, and Kevin do on the weekend?
Ask and answer the questions with Student B to fill in the charts.

Example

A: What did Paul do on the weekend?
B: He . Where did he do it?
A: He did it at the mall. When did he do it?
B: He did it .
Who did he do it with?
A: He did it with his friends.

Student A



Paul

What: went shopping
Where: at the mall
When: on Saturday afternoon
With: his friends



Naomi

What: went hiking
Where: in the mountains
When: on Friday morning
With: her classmates



Kevin

What: playing tennis
Where: at the park
When: on Sunday morning
With: his sister

UNIT 11 • 49

Communication Task

- Ask the students to work in pairs. Student A will use page 49 and Student B will use page 55. Tell them to ask and answer the questions with their partner to find all the information for Paul, Naomi, and Kevin.
- Extra Idea**
– Have each pair decide which student had the best weekend. Tell them to present their choice to the class and share why they think that.

Workbook Answers

A

- 1. weekend
- 2. went to the movies
- 3. amusement park
- 4. forest
- 5. delicious
- 6. museum

B

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

C

- d
- a
- c
- b

D

- ① on the weekend
- ② bike ride
- ③ the river
- ④ my grandmother
- ⑤ baked bread
- ⑥ delicious
- ⑦ great weekend



A City I Want to Visit

Talking about a city you want to visit

Theme

Weekends and travel

Speaking Task

Talking about a city you want to visit

Speaking Skill

Long response / Impromptu speech

Core Language

- I want to visit London, England.
 - I want to go on the fun rides.
 - I hope to meet famous celebrities there.
 - There are other exciting things to do in Los Angeles, too.
 - I really hope to visit Los Angeles someday.
 - Pronunciation
- Words:** beach wheel ceremony exhibit
- Sentence:** I want to go on the fun rides and take pictures with movie characters there.

Pacing Guide

Week 12: Unit 12 A City I Want to Visit		Section & Page	CD Track	Time
Review & Check homework	Word Test			8 mins.
Getting Ready		SB p.50		7 mins.
Presentation Practice		SB p.51	25	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

Tell the students that they won a contest for a free vacation anywhere in the world. Where do they want to go? What do they want to do there?

Unit 12


A City I Want to Visit

Talking about a city you want to visit

Getting Ready


A. You want to go on a trip. Find things you can do at each place.

Cities Around the World



New York City

- Rockefeller Center: **b**
- Central Park: **c**
- Statue of Liberty: **f**



Singapore

- Jurong Bird Park: **e**
- Singapore Flyer: **d**
- Science Centre Singapore: **a**

a. explore 1,000 interactive exhibits

c. go for a bike ride

e. see tropical birds

b. take the NBC studio tour

d. ride the tallest Ferris wheel in the world

f. take a ferry to see the statue closely

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Getting Ready

- A.** – Ask the students to look at the two pictures. What can they see in each picture?
- Read the list of activities at the bottom of the page together and ask the students to work on their own to match the letters to the places in each city.
 - Check the answers together as a class.


Extra Idea

- Put a world map on the white board. Choose a student to come to the front of the class and close their eyes. Spin them around a few times and ask them to point to the map. Tell them to open their eyes and tell everyone what the name of the place they are pointing to is. Tell them to talk about the place using these sentences: "I want to go to (place). I want to (activity) there."

Presentation Practice

A. Listen _ Kelly is describing the city she wants to visit. Fill in the blanks with the words from the box. T25

Hi, I'm Kelly. I want to visit **Los Angeles**, California.
 I want to go to the **Universal Studios** theme park.
 I want to go on the fun rides and **take pictures**
 with movie characters there. I also want to go to
 Hollywood. I hope to **meet famous celebrities** there!
 There are other exciting things to do in Los Angeles, too. I want to
 go to Venice Beach and **learn to surf**. I really hope to visit
 Los Angeles someday.



meet famous celebrities Universal Studios learn to surf
 take pictures Los Angeles

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

- Where does Kelly want to go in Los Angeles?
 She wants to go to **Universal Studios**, **Hollywood**, and **Venice Beach**.
 theme park
- What does Kelly want to do at Venice Beach?
 She wants to **learn to surf**.

Speaking Skill

When you **talk about a city you want to visit**, you can

- say what city you want to visit
- name the places you want to go in the city
- explain what you want to do there

UNIT 12 • 51

Presentation Practice

- A.** – Before playing the recording, ask the students where they think Kelly wants to go and what she wants 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.

Speaking Skill

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

Presentation Workshop

Step 1 Present the city you want to visit! Choose one of the two cities. Then answer the questions using the information from Idea Box 1 or 2.

[Sample Answer]

- Which city do you want to visit: London, England or Cairo, Egypt?

➔ I want to visit London Cairo , England Egypt .
- Where do you want to go in the city?

➔ I want to go to the West End the Giza Plateau .
- What do you want to do there?

➔ I want to watch a famous musical ride a camel around the pyramids there.
- Where is another place you want to go in the city?

➔ I also want to go to Buckingham Palace the Egyptian Museum .
- What do you want to do there?

➔ I want to watch the Changing of the Guard ceremony see King Tut's gold mask and real mummies there.
- What other exciting things do you want to do in the city?

➔ I want to ride the London Eye take a Nile River cruise and get an amazing view of the city watch belly dancers and Sufi dancers .

Step 2 Write your presentation using your answers from page 52.

I Want to Visit the City!

[Sample Answer]

I want to visit London Cairo , England Egypt . I want to go to the West End the Giza Plateau . I want to watch a famous musical ride a camel around the pyramids there. I also want to go to Buckingham Palace the Egyptian Museum . I want to watch the Changing of the Guard ceremony see King Tut's gold mask and real mummies there. There are other exciting things to do in London Cairo , too. I want to ride the London Eye take a Nile River cruise and get an amazing view of the city watch belly dancers and Sufi dancers . I really hope to visit London Cairo someday.

Idea Box 1 (London)

- The West End: watch a famous musical
- Buckingham Palace: watch the Changing of the Guard ceremony
- Other exciting things to do: ride the London Eye, get an amazing view of the city

Idea Box 2 (Cairo)

- The Giza Plateau: ride a camel around the pyramids
- The Egyptian Museum: see King Tut's gold mask and real mummies
- Other exciting things to do: take a Nile River cruise, watch belly dancers and Sufi dancers

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, look at the people you are speaking to.

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 11 and 12.
- 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, for their answers if they want to.
- Tell the students to answer the questions on page 52 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 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 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. amazing
- 2. beach
- 3. ferry
- 4. exhibits
- 5. camels
- 6. famous
- 7. ceremony
- 8. tropical

B

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

C

- 1. I want to visit Beijing, China.
- 2. I want to go to the Forbidden City.
- 3. I want to look around the many rooms in the large palace.
- 4. I also want to go to the Great Wall of China.
- 5. I want to hike one of the sections of the Great Wall.
- 6. I want to watch a Beijing opera and eat Peking Duck.

D

- ① go to the West End
- ② watch a famous musical
- ③ go to Buckingham Palace
- ④ other exciting things to do
- ⑤ amazing view of the city
- ⑥ hope to visit London someday

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