

Everyone 

# Speak!



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 Build & Grow®

# My Favorite Subject

Talking about your favorite subject

## Theme

School life

## Speaking Task

Talking about your favorite subject

## Speaking Skill

Short response

## Core Language

- Names of school subjects
- What's your favorite subject?
- My favorite subject is art.
- I like to speak English.
- I'm good at painting.
- Pronunciation

**Words:** survey experiment instrument participate

**Sentence:** My favorite subject is math.

## Pacing Guide

Week 1: Unit 1 My Favorite Subject		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		
<b>Total Time</b>				<b>45 mins.</b>

## Introduction

Ask the students what their favorite subjects are. Why do they like the subjects? Write down the reasons on the board. Are there any subjects they don't like? Why don't they like the subjects? Introduce the key vocabulary (different school subjects) and phrases for the unit and practice saying them together as a class.

# Unit 1 My Favorite Subject

Talking about your favorite subject

**Getting Ready**

**A. Match the words and sentences to the pictures of the school subjects.**



**F** **g**



**G** **c**



**E** **f**



**H** **d**



**A** **b**



**C** **a**



**D** **h**



**B** **e**

A. music    B. math    C. science    D. social studies  
 E. English    F. art    G. P.E.    H. history

a. I think doing experiments is fun.    b. I like to play musical instruments.  
 c. I like to play sports.    d. I like to learn about past events.  
 e. I love to solve number problems.    f. I like to speak English.  
 g. I feel happy when I draw pictures.  
 h. Learning about other cultures is interesting!

**B. Pair work** \_ Practice the conversation with your partner using the words and sentences above.



A: What's your favorite subject?  
 B: My favorite subject is art.  
I feel happy when I draw pictures.

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## Speaking Practice

**A. Pair work** \_ Look at the two bedrooms below. Ask and answer the questions with your partner.

**A's bedroom**



**B's bedroom**



- ▶ dinosaur action figure
- ▶ guitar
- ▶ rock band poster
- ▶ microscope
- ▶ science magazine
- ▶ Einstein poster
- ▶ MP3 player

1. What can you see in A's bedroom?  
 ▶ I can see a dinosaur action figure, a microscope, a science magazine and an Einstein poster in there.
2. What do you think A's favorite subject is?  
 ▶ I think A's favorite subject is science.
3. What do you think A is good at?  
 ▶ I think A is good at doing experiments.

**B. Listen** \_ You are going to listen to a conversation between Sarah and Andy. Complete the chart below.

	A	B
1. Who	<b>Andy</b>	<b>Sarah</b>
2. Favorite subject	<b>science</b>	<b>music</b>
3. Good at...	<b>doing experiments</b>	<b>playing musical instruments</b>

**Talk It Over** What's your partner's favorite subject? Talk about it with your partner.

- His/Her favorite subject: art
- Why does he/she like it? He/She likes to make crafts.

[Sample Answer]

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## B. Listen

**Sarah:** Your bedroom is awesome, Andy.  
**Andy:** Thanks, Sarah.  
**Sarah:** You have a lot of cool stuff in here. Wow, you have a dinosaur action figure and a microscope.  
**Andy:** Well, science is my favorite subject. I'm good at doing experiments.  
**Sarah:** I think science is really hard. If I have trouble with my science homework, can I ask you for help?  
**Andy:** Of course!  
**Sarah:** Why don't you have any musical instruments in your room?  
**Andy:** I don't like music. I'm not good at playing musical instruments.  
**Sarah:** Really? Music is my favorite subject. I like to sing and I'm good at playing the piano.  
**Andy:** Oh, that's great! You can help me with my music homework.  
**Sarah:** I'd love to. We can help each other!

## Getting Ready

- A.** – Have the students look at the pictures. Read the sentences in the box together and explain any new vocabulary to the students.
- Tell the students to match the subjects and sentences to the pictures. Explain that they should write the letter for each subject in the first box and the letter for each sentence in the second box.
  - Check the answers together as a class. Encourage the students to speak in full sentences. (Teacher: "What's your favorite subject?" Students: "My favorite subject is art." Teacher: "Why do you like it?" Students: "I feel happy when I draw pictures.")
- Extra Idea** – Have a spelling race with the subject names. Split the students into two teams. Have the first student on each team stand at the back of the classroom. When you call out a school subject they have to run to the board, write it down, and say "My favorite subject is ..." Whoever does this first wins one point for their team. Give the team with the most points at the end of the game a small reward.
- B. Pair work** – Ask the students to work in pairs. Have them practice the dialogue using the words and sentences from activity A.

## Speaking Practice

- A.** – Have the students look at the picture, and ask them which bedroom they like better. Why do they like it? Read over the list of objects in the bedrooms together as a class. Do the students have any of these things in their bedrooms?
- Ask the students to work in pairs to answer the questions. Tell them to take turns asking and answering the questions.
- B. Listen** – Tell the students that they are going to listen to a conversation between Sarah and Andy. Play the recording and ask them to fill in the chart.
- Extra Idea** – Describe other bedrooms to the students and ask them to guess what the bedroom owner's favorite subject is and what they are good at. Choose some of the students to be the "teacher" and have them try describing some bedrooms.
- Talk It Over** – Ask the students to work in pairs and talk about what their favorite subjects are and why they like them.

## Conversation

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

A: Hi! I'm doing a survey about everyone's favorite school subject. Can I ask you some questions?

B: Sure!

A: What's your favorite subject?

B: My favorite subject is ① **history**.

A: Why do you like it?

B: I like to ② **learn about past events**.

I'm good at ③ **memorizing facts**, too.

A: That's a wonderful skill! Thank you for helping with the survey.

B: You're welcome.



- ① math
- ② solve difficult number problems
- ③ adding numbers in my head



- ① English
- ② read English stories
- ③ speaking English



- ① art
- ② draw pictures of flowers and my friends
- ③ painting

**B. Pronunciation** \_ Listen and repeat.  T4

Words **sur-vey** **ex-per-i-ment** **in-stru-ment** **par-tic-i-pate**

Sentence My **favorite subject** is **math**.

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## Conversation

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

**Extra Idea** – Have a few students practice the dialogue in front of the class. Instead of using the information from the textbook, ask them to describe their favorite subject using their own reasons or the reasons 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

### Mission

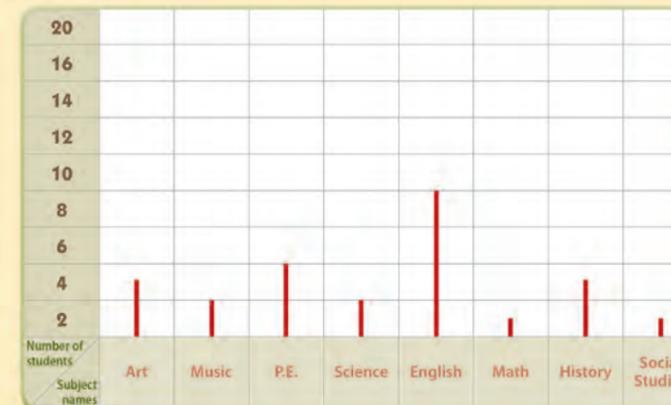
What subject does everyone like? Make a chart to show the most popular subject in your class.

[Sample Answer]

**A.** Check [✓] the subjects you like in the chart.

Art		Music	
Physical Education (P.E.)		Science	✓
English	✓	Math	
History		Social Studies	

**B. Class work** \_ Count how many students like each subject. Complete the chart to find out what the most popular subject is in your class.



• Who likes **art/P.E./English/history**...?

• How many students in your class like **art/P.E./English/history**...?

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## Communication Task

- A.** – Have the students look at the first chart. Ask them to check all of the subjects that they like.
- B.** – Ask the students “Who likes art?” Have one student count how many hands are raised. (Teacher: “How many students in our class like art?” Student: “Three students in our class like art.”) Tell the students to color in the number on the graph. After this has been done for all the subjects, ask the students what the most popular subject is.

# Workbook Answers

**A**

1. cultures
2. dinosaurs
3. social studies
4. P. E.
5. add
6. survey

**B**

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

**C**

- b  
a  
c  
d

**D**

- ① bedroom
- ② microscope
- ③ science
- ④ doing experiments
- ⑤ my science homework
- ⑥ musical instruments
- ⑦ playing musical instruments
- ⑧ playing the piano
- ⑨ my music homework
- ⑩ help each other



# My Favorite Teacher

Giving a speech about your favorite teacher

**Theme**

School life

**Speaking Task**

Giving a speech about your favorite teacher

**Speaking Skill**

Long response / Impromptu speech

**Core Language**

- My favorite teacher is Mr. Pluss.
- He's my math teacher.
- He's very kind.
- His lessons are interesting and fun.
- I want to learn more about math with Mr. Pluss.
- Pronunciation

**Words:** advice score patient generous

**Sentence:** When I had some problems with my best friend, he gave me good advice.

## Pacing Guide

Week 2: Unit 2 My Favorite Teacher		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		
<b>Total Time</b>				45 mins.

## Introduction

Ask the students who their favorite teachers are. What subjects do the teachers teach? Why do they like the teachers?

# Unit 2 My Favorite Teacher

Giving a speech about your favorite teacher

**Getting Ready**

**A. Look at the two teachers below. Match each teacher with the phrases that you think best describe him or her. Then share your ideas with your partner.**

**Mr. Simpson**



**Ms. Johnson**



Subject	my English teacher	my social studies teacher	my science teacher
Personality	kind and nice	friendly and fun	creative and smart
Special memory	taught me after school because I didn't understand the lesson	helped me when I had some problems with my friends	let me take a test again because I got a low score
Lesson	easy to understand	interesting and fun	very exciting
How I changed	always get high scores on my tests now	really like the subject now	can't wait for school to start every day now

● Mr. Simpson is matched with: my English teacher, kind and nice, taught me after school because I didn't understand the lesson, easy to understand, and always get high scores on my tests now.

● Ms. Johnson is matched with: my social studies teacher, friendly and fun, helped me when I had some problems with my friends, interesting and fun, and really like the subject now.

## Getting Ready

- A.** – Have the students look at the pictures. Read the phrases under the pictures together and explain any new vocabulary to the students.
- Tell the students to match each teacher with the phrases that they think best describes the person.
  - When they have finished, ask the students to work in pairs and to talk about what phrases they chose for each teacher.

### Extra Idea

- Ask a few students to come to the front of the class and present one of the teachers using the phrases they chose. Remind them to turn the phrases into full sentences when speaking.

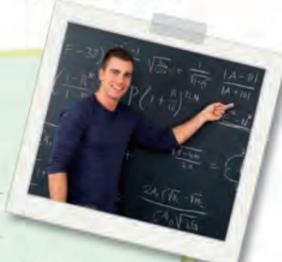
## Presentation Practice

**A. Listen** \_ Danny is talking about his favorite teacher. Fill in the blanks. ▶ 15

Hi, I'm Danny. My favorite teacher is Mr. Pluss.

He's my **math** teacher. He's very **kind**.

Mr. Pluss always helps his students. I can **talk** to him about anything. When I had some **problems** with my best **friend**, he gave me good **advice**. His lessons are **interesting** and fun. I always get high **scores** on my **math** tests because of his great teaching. **Math** is my favorite **subject** now. I want to **learn** more about **math** with Mr. Pluss.



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

1. What special memory does Danny have about Mr. Pluss?
  - ▶ When he had **some problems with his best friend**, Mr. Pluss gave him **good advice**.
2. What does Danny think of Mr. Pluss's lessons?
  - ▶ He thinks Mr. Pluss's lessons are **interesting and fun**.

**Speaking Skill**

When you **talk about your favorite teacher**, you can

- tell who your favorite teacher is and say what subject he/she teaches
- talk about your favorite teacher's personality
- share a special memory you have about your favorite teacher
- describe what your favorite teacher's lessons are like
- talk about how your favorite teacher has made you a better student

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## Presentation Practice

- A.** – Before playing the recording, have the students look at the picture. What subject do they think the man teaches? What kind of personality does he have? What are his lessons like?
- Tell the students to listen to the recording and fill in the blanks with the correct information.
  - Check the answers together as a class, and then have the students read the presentation aloud.
- B.** – Ask the students to work in pairs to answer the questions about the presentation.
- Tell them to each ask one of the questions and their partner will say the answer.

### Extra Idea

- Ask the students what special memories they have of you, and what they think of your lessons. Write their ideas on the board (you can add your own funny answers if you'd like). Then have them answer the questions in Activity B using the answers on the board.

### 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 teacher! Answer the questions about your favorite teacher.

[Sample Answer]

- Who is your favorite teacher and what subject does he/she teach?
  - My favorite teacher is Mr./Ms. **Mr. Beaker**.
  - He/She's my **science** teacher.
- What is your favorite teacher like? (personality)
  - He/She's **kind and nice to everyone**.
- What special memory do you have about your favorite teacher?
  - When my science experiment caught on fire, he didn't get mad at me. He just worried about my safety.**
- What are your favorite teacher's lessons like?
  - His/Her lessons are **always interesting and fun**.
- How has your favorite teacher made you a better student?
  - I **always get high scores on my science tests because of his great teaching.**

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

## My Favorite Teacher

[Sample Answer]

My favorite teacher is **Mr. Beaker**. He/She's my **science** teacher. He/She's **kind and nice to everyone**.  
**When my science experiment caught on fire, he didn't get mad at me. He just worried about my safety.**  
His/Her lessons are **always interesting and fun**. I **always get high scores on my science tests because of his great teaching**.  
**Science** is my favorite subject now. I want to learn more about **science** with **Mr. Beaker**.

**Idea Box**

- **What he/she is like:** friendly, patient, funny, never gets angry...
- **Memory:** When my science experiment caught on fire, he/she didn't get mad at me. When I forgot my homework, he/she didn't get angry at me. When I had some problems with my friends, he/she listened to my worries...
- **Lesson:** interesting, fun, easy to understand, exciting...
- **How I changed:** always get high scores on tests, really like the subject, can't wait for school to start every day...

**Tip!** When you give a presentation, take a deep breath and relax before speaking.

UNIT 2 • 13

## Presentation Workshop

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

### Step 1:

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

### Step 2:

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

### Presentation Card

- A presentation card for each of the presentation units can be found at the back of the textbook. Draw a presentation card on the board and show what kind of information can be written on the presentation card. Explain to the students that they can write main points/ideas on the presentation card, but remind them not to write their whole speech.
- 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. score
2. mad
3. advice
4. special
5. safety
6. patient
7. low
8. forget

**B**

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

**C**

1. My favorite teacher is Mr. Hanks.  
He's my history teacher.
2. He's always patient and kind.
3. When I forgot my homework, he didn't get mad at me.
4. His lessons are fun and interesting.
5. I always get high scores on my history tests.

**D**

- ① my science teacher
- ② always kind and nice to everyone
- ③ he didn't get mad at me
- ④ just worried about my safety
- ⑤ lessons are always interesting and fun
- ⑥ my science tests because of his great teaching
- ⑦ learn more about science with Mr. Beaker.



# At a Restaurant

Ordering food at a restaurant

**Theme**

Food

**Speaking Task**

Ordering food at a restaurant

**Speaking Skill**

Short response

**Core Language**

- May I take your order?
- I'll have a ham sandwich.
- Would you like something to drink?
- I'd like a Coke.
- Pronunciation

**Words:** sandwich orange dessert appetizer

**Sentence:** I'll have cream pasta and a Coke, please.

## Pacing Guide

Week 3: Unit 3 At a Restaurant		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		
<b>Total Time</b>				45 mins.

## Introduction

Ask the students what their favorite restaurants are. What do they like to order to eat and drink when they go to a restaurant? Do they often order an appetizer or dessert? Write down the foods and drinks they say on the board. Introduce the key vocabulary and expressions for the unit and practice saying them together as a class.

# Unit 3 At a Restaurant

Ordering food at a restaurant

**Getting Ready**

**A. Look at the menu below. Then match the correct word to each picture.**

**Wonderful Restaurant**

<b>Appetizers</b>	 <b>d</b>	 <b>e</b>	
<b>Main Dishes</b>	 <b>a</b>	 <b>i</b>	 <b>g</b>
<b>Drinks</b>	 <b>b</b>	 <b>h</b>	 <b>l</b>
<b>Desserts</b>	 <b>f</b>	 <b>j</b>	 <b>k</b>

a. cream pasta	b. Coke	c. tea	d. mushroom soup
e. salad	f. apple pie	g. steak	h. orange juice
i. fried chicken	j. cake	k. ice cream	l. coffee

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



**A:** May I take your order?

**B:** I'll have cream pasta and a Coke, please.

**A:** Would you like an appetizer or a dessert?

**B:** Yes, please. I'd like mushroom soup and a piece of apple pie.

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## Speaking Practice

**A. Pair work** \_ What would you like to eat? Look at the menu and check [✓] what you want to eat. Take turns being a customer and a server with your partner.

**Menu**

<b>Burgers</b>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
	double cheeseburger	bacon cheeseburger	fish burger	chicken burger
<b>Pizzas</b>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
	super supreme	veggie supreme	pepperoni classic	seafood
<b>Drinks</b>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	
	Coke	orange juice	a bottle of water	

**A:** Are you ready to order? **B:** Yes, I'll have a burger and a Coke.  
**A:** Which burger would you like? **B:** I'd like the chicken burger, please.  
**A:** Okay, I'll take your menu. Your food will be ready soon.

**B. Listen** \_ Write the items the two customers order from the menu above. 

- Customer 1: veggie supreme pizza and a bottle of water
- Customer 2: double cheeseburger and a Coke

**Talk It Over** Ask your partner what he/she wants to have for lunch.  
**A:** What do you want to have for lunch?  
**B:** I want to have seafood pizza and orange juice

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## B. Listen

**Waiter:** Hi, I'm Liam. I'll be your server tonight. Are you ready to order?  
**Customer 1:** Yes, we are. I'd like a pizza and a bottle of water.  
**Waiter:** What kind of pizza would you like?  
**Customer 1:** I'd like the veggie supreme pizza.  
**Waiter:** Good choice! How about you? What would you like to eat?  
**Customer 2:** I'd like a burger.  
**Waiter:** What kind of burger would you like?  
**Customer 2:** What do you recommend, the double cheeseburger or the bacon cheeseburger?  
**Waiter:** Both are good, but I prefer the double cheeseburger.  
**Customer 2:** Okay, I'd like the double cheeseburger and a Coke, please.  
**Waiter:** Great. I'll take your menus and your food will be ready in a few minutes.

## Getting Ready

- A.** – Have the students look at the menu. Do they think they would like eating at the Wonderful Restaurant? Read over the menu sections and the list of foods together.
- Tell the students to match the names of the foods to the pictures.
  - Check the answers together as a class.

**Extra Idea** – Tell the students “I’m hungry. I want a double cheeseburger.” Ask a student to repeat what you said and to add a food item, “I’m hungry. I want a double cheeseburger and fried chicken.” The next student should repeat the first two items and add a third item. If a student can’t remember the full list of food items, they are out of the game. Keep playing until you have a winner (or a few winners).

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

**Extra Idea** – Do a restaurant role play with several of the students. Ask “How many people are in your group?” and then lead them to chairs at the front of the class and take their orders. You can tell your “customers” about the daily specials, offer recommendations, and apologize if something is sold out. If you want, you can even give them a bill and ask who will be paying! After, quiz the other students about what everyone ordered.

## Speaking Practice

- A.** – Have the students look at the menu. What toppings do they like on their burgers and pizza?
- Ask the students to work in pairs. Tell them to check what they would like to eat and drink on the menu and to practice ordering them with their partner.

**B. Listen** – Tell the students that they are going to listen to two customers ordering food from the menu in Activity A. Ask them to write down what each customer orders.

**Extra Idea** – Before playing the recording, ask the students what they think the customers will order. Give any students who guess both customers’ orders correctly a small reward.

**Talk It Over** – Ask the students to work in pairs and talk about what they want to have for lunch. After, have the students tell the class what their partner wants to eat. (Student A: “Lisa wants to have lasagna for lunch.” Student B: “Mika wants kimchi and rice for lunch.”)

**Extra Idea** – Talk about the different foods that the students want to have for lunch together as a class. Do the other students like that food? Why or why not? (Teacher: “Lisa wants to have lasagna for lunch. Do you like lasagna?” Students: “Yes, I do./ No, I don’t.”)

## Conversation

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

A: May I take your order?  
 B: Yes. I'll have a **1 ham sandwich** with no **2 mayonnaise**.  
 A: Okay. Would you like something to drink?  
 B: I'd like **3 a chocolate shake**, please.  
 A: All right. Is that for here or to go?  
 B: To go, please. And can I have extra **4 cheese** on my **4 sandwich**?  
 A: Of course. Here you are.  
 B: Thank you.



**1** double cheeseburger   **2** lettuce  
**3** milk   **4** hot sauce/burger



**1** hot dog   **2** mustard  
**3** a Coke   **4** onions/hot dog



**1** chicken sandwich   **2** onions  
**3** orange juice   **4** pepper/sandwich

B. Pronunciation \_ Listen and repeat. 

Words	sand-wich	or-ange	des-sert	ap-pe-tiz-er
Sentence	I'll have cream pasta and a Coke, please.			

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## Conversation

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

### B. Pronunciation

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

## Communication Task

A. You're at Fantastic Restaurant. Check  the items you will order for dinner.



B. Pair work \_ Take turns being a customer and a server with your partner. The server writes the customer's order in the chart below.

Example

A: What will you have for dinner?  
 B: I'll have a steak and a Coke.  
 A: Would you like an appetizer or a desert?  
 B: Yes, please. I'd like onion soup and a piece of apple pie.

My Partner's Order

Appetizer	Main Dish
salad	grilled fish
Drink	Dessert
water	ice cream

C. Class work \_ Tell your classmates what your partner ordered.

My partner wants to have salad for an appetizer. He/She wants to have grilled fish for his/her main dish. He/She also ordered a bottle of water and ice cream for a drink and dessert.

UNIT 3 • 17

## Communication Task

- A.** – Have the students look at the menu. Tell them to check the items that they want to order for dinner.  
**B.** – Ask the students to work in pairs. Tell them to take turns being a server and a customer at Fantastic Restaurant. The server will write down the customer's order in the chart.  
**C.** – Ask the students to use the information from the chart to fill in the blanks in the box. Have the pair stand up and tell the class what their partner wants to order for dinner.

**Extra Idea** – Ask the students to think of more items for each section of the menu. Write their ideas down, along with the menu items in the textbook, on small slips of paper. Put all of the pieces of paper in an envelope or a box. Have each student come up to the front of the classroom and pull out four slips of paper. The first one will be their appetizer, the second their main dish, the third their drink, and the fourth their dessert. Write the meal combinations on the board and ask the other students if they'd like to order it. Encourage the students to laugh at the strange meals that get created. ("I'll have a pizza for my appetizer. I'll have a cookie for my main dish. I'll have soup for my drink, and a Coke for dessert.")

# Workbook Answers

**A**

1. fried
2. pasta
3. ordered
4. mayonnaise
5. pie
6. extra

**B**

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

**C**

- c  
d  
b  
a

**D**

- 1 server
- 2 ready to order
- 3 a bottle of water
- 4 like to eat
- 5 a burger
- 6 recommend
- 7 prefer
- 8 take your menus
- 9 be ready



# My Favorite Fruit

Giving a speech about your favorite fruit

**Theme**

Food

**Speaking Task**

Giving a speech about your favorite fruit

**Speaking Skill**

Long response / Impromptu speech

**Core Language**

- Papayas are my favorite fruit.
  - Papayas are not so big and look like melons.
  - Strawberries are bright red.
  - They have small green leaves on top.
  - Strawberries smell like sweet flowers and taste sweet and sour.
  - I like to eat strawberries after dinner.
  - I like strawberries because they're easy to eat and full of vitamins.
  - Pronunciation
- Words:** tangerine watermelon vitamin bitter  
**Sentence:** Papayas are not so big and look like melons.

**Pacing Guide**

Week 4: Unit 4 My Favorite Fruit		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		
<b>Total Time</b>				<b>45 mins.</b>

### Introduction

Ask the students about their favorite fruits. What do they look like? Why do they like them? When do they like to eat them?

**Unit 4**

# My Favorite Fruit

Giving a speech about your favorite fruit

**Getting Ready**

**A. Look at the pictures and complete the chart with the phrases from the box. You can use the phrases more than once.**

1



2



	1	2
What it is	b	a
What it looks like (size/shape/color...)	c, f, h, i, j	d, e, g
How it tastes	k	k, l
When you like to eat it	n	m
Why you like it	p, q, r	o, p, r

a. tangerine

c. big

e. looks like a small orange

g. orange

i. green

k. sweet

m. on a cold winter day

o. easy to eat

q. cools me down on a hot day

b. watermelon

d. small

f. looks like a rugby ball

h. red

j. has stripes on the outside

l. sour

n. on a hot summer day

p. full of vitamins

r. healthy

## Getting Ready

- A.** – Ask the students to look at the pictures. Which fruit do they prefer?
- Read the chart and the words and phrases from the box together and ask the students to work on their own to fill in the chart.
  - Check the answers together as a class.

### Extra Idea

- Choose some other fruits for the students to describe using the chart.

## Presentation Practice

**A. Listen** \_ Jack is describing his favorite fruit. Fill in the blanks.

Hi, I'm Jack. Let me tell you about my favorite **fruit** .

**Papayas** are my favorite fruit. Papayas are not so **big** and look like melons. Papayas are **green** on the outside. On the inside, they're bright **orange** . They have many **black** seeds inside, too. Papayas smell like **flowers** and taste **sweet** . I like to eat papayas on a hot **summer** day. I like papayas because they're very **healthy** and they taste **delicious** !



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

1. What do papayas smell and taste like?
  - They smell like **flowers** and taste **sweet** .
2. Why does Jack like papayas?
  - He likes them because they're **very healthy** and **they taste delicious** .

**Speaking Skill**

When you **talk about your favorite fruit**, you can

- say the name of the fruit
- describe what it looks like
- say what it smells and tastes like
- say when you like to eat it
- say why you like it

## Presentation Practice

- A.** – Before playing the recording, have the students describe the fruits in the picture. What are they called? What do they look like? Have they ever tried them?
- 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

- Tell the students to describe different fruits using the model presentation in Activity A. Their partner will try to guess what fruits they are.

### 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 fruit! Answer the questions about your favorite fruit.

**[Sample Answer]**

- 1. What is your favorite fruit?**  
 → Strawberries are my favorite fruit.
- 2. What do they look like?**  
 → Strawberries are small and look like little hearts. (size, shape)  
 → Strawberries are bright red. (color)  
 → They have small seeds on the outside. They have small green leaves on top. (features)
- 3. What do they smell and taste (like)?**  
 → They smell (like) sweet flowers and taste (like) sweet and sour.
- 4. When do you like to eat the fruit?**  
 → I like to eat strawberries after dinner.
- 5. Why do you like the fruit?**  
 → I like strawberries because they are easy to eat and full of vitamins.

20

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

## My Favorite Fruit

**[Sample Answer]**

Let me tell you about my favorite fruit. Strawberries are my favorite fruit.

Strawberries are small and look like little hearts.

Strawberries are bright red. They have small seeds on the outside. They have small green leaves on top.

Strawberries smell (like) sweet flowers and taste (like) sweet and sour.

I like to eat strawberries after dinner. I like strawberries because they are easy to eat and full of vitamins.

**Idea Box**

- **Fruit:** strawberries, oranges, grapes, apples, bananas, peaches, pears...
- **Appearance:** round, oval, big, small, long, red, green, purple, yellow, orange, have black seeds, look like little hearts...
- **Smell and taste (like):** like flowers, like honey, sweet, sour, bitter, fresh...
- **Best time to eat:** for breakfast, after dinner, in spring...
- **Reason:** easy to eat, full of vitamins, cool me down on a hot day, healthy, delicious...

**Tip!** When you give a presentation, remember that you're speaking to your friends, so don't be nervous.

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.

# Workbook Answers

**A**

1. bright
2. sour
3. bitter
4. vitamins
5. full of
6. healthy
7. watermelon
8. sweet

**B**

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

**C**

1. Apples are my favorite fruit.
2. Apples are red and look like balls.
3. Apples smell like fresh flowers and taste sweet and sour.
4. I like to eat apples for breakfast.
5. I like apples because they are crispy, delicious, and healthy.

**D**

- ① tell you about my favorite fruit
- ② small and look like little hearts
- ③ have small seeds on the outside
- ④ have small green leaves on top
- ⑤ flowers and taste sweet and sour
- ⑥ like to eat strawberries after dinner
- ⑦ easy to eat and full of vitamins



Conversation

# Can I Have a Ticket?

Buying tickets

**Theme**

Movies

**Speaking Task**

Buying tickets

**Speaking Skill**

Short response

**Core Language**

- I'd like three tickets for *Shrek*. How much are they?
- It's \$10 for each. So the total price is \$30.
- Do you give special discounts for students?
- Students get 20% off their tickets.
- Here are your tickets.
- Pronunciation

**Words:** theater museum concert amusement

**Sentence:** How much are they?

## Pacing Guide

Week 5: Unit 5 Can I Have a Ticket?		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		
<b>Total Time</b>				45 mins.

## Introduction

Ask the students about places they can go with their friends and family to have fun. How much money does it cost to visit these places? Do they need to buy a ticket to go there? Introduce the key vocabulary (different attractions, money) and expressions (I'd like tickets for (place). / How much are they? / Do you give special discounts for students?) for the unit and practice saying them together as a class.

# Unit 5 Can I Have a Ticket?

Buying tickets

Getting Ready

**A. What is each place? Match the correct word to each place.**

 a Ticket Booth	 d Ticket Booth	 e Baseball Ticket Booth
 c Box Office	 f Ticket Booth	 b Diva Ticket Booth

a. zoo	b. concert hall	c. movie theater
d. museum	e. ballpark	f. amusement park

**B. Match the sentences.**

- May I help you? a
- How much are they? d
- Do you give special discounts for students? b
- We're students. Here's the money. c

a. Yes. I'd like three tickets for <i>Kung Fu Panda</i> .	b. Yes, we do. Students get 20% off.
c. Here are your tickets. Enjoy the movie.	d. It's \$5 for each.

22

## Getting Ready

- A.** – Have the students look at the pictures. Read the names of the places together.  
– Tell the students to fill in the blanks in the chart.  
– Check the answers together as a class.
- B.** – Read the sentences together. Ask the students to match the sentences in the box with the other sentences.  
– Check the answers together as a class.

### Extra Idea

- Teach the students how to talk about money. Tell them the names of the different American coins (and show them examples of each coin if you have them). Read off a list of 10 prices and have the students write them down. (Teacher: "How much is it?" "It's \$11.75." / "It's a quarter." / "It's \$100.")

## Speaking Practice

**A. Pair work** \_ What kind of concert do you want to go to? Check [✓] one of the concerts below and tell your partner why you want to go there.

 Classical music concert <input type="checkbox"/>	 Pop concert <input type="checkbox"/>	 Hip-hop concert <input type="checkbox"/>
---	---	---

Example

A: What kind of concert do you want to go to?  
B: I want to go to a classical music concert because I like classical music and playing the piano.  
A: What classical music concert do you want to go to?  
B: I want to go to a Yoyoma concert.

**B. Listen** \_ You are going to listen to a boy buying concert tickets. Answer the questions about his tickets. 

- What kind of concert does the boy want to go to?  
a. classical music concert    b. pop concert     hip-hop concert
- Where does the boy want to sit?  
 in the front    b. in the middle    c. in the back
- What is the total price for the tickets?  
a. \$40     \$36    c. \$18

Talk It Over

Ask your teacher about a concert he/she wants to go to.  
A: What concert do you want to go to?  
B: I want to go to a world music concert.

UNIT 5 • 23

## B. Listen

- W:** May I help you?  
**B:** Can I have two tickets for tonight's hip-hop concert?  
**W:** Sure. Tickets in the front are \$20 each. Tickets in the middle are \$10. And tickets in the back are \$5.  
**B:** Can we have two tickets in the front, please?  
**W:** Sure. We also have a student discount. Are both of you students?  
**B:** Yes, we are. Here are our student IDs.  
**W:** Terrific. Students get a 10% discount on all tickets, so the total price is \$36.  
**B:** That's great. Thanks for all your help.  
**W:** It's my pleasure. Here are your tickets. Enjoy the concert.

## Speaking Practice

- A.** – Have the students look at the pictures and read the kinds of concerts together. Have the students ever watched a concert? What kind of concert was it? Why did they like it?  
– Ask the students to work in pairs. Tell them to check the kind of concert they want to go to and to talk about it with their partner.
- B.** – Read the questions together and then tell the students to listen to the boy buying concert tickets. Ask them to circle the correct answers.

### Talk It Over

- Have the students ask you about a concert you want to go to.

### Extra Idea

- Tell the students a different genre of music than the ones listed in Activity A. If the students don't know how to spell the musical style, have them ask "How do I spell that?" Spell the word really quickly a few times so that they have to ask "How do I spell that?" again.

## Conversation

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

A: Next, please. Hello, may I help you?  
 B: I'd like **1** three tickets for **1** Shrek. How much are they?  
 A: It's **2** \$10 for each. So the total price is **2** \$30.  
 B: Do you give special discounts for students?  
 A: Yes, we do. Students get **3** 20% off their tickets.  
 B: Excellent. We're students.  
 A: Okay, the total price is **4** \$24.  
 B: Here you are.  
 A: Here are your tickets. Have a nice day.



**1** two/the dolphin show      **2** \$5/\$10  
**3** 10%      **4** \$9



**1** four/the amusement park      **2** \$15/\$60  
**3** 5%      **4** \$57



**1** five/the baseball game      **2** \$5/\$25  
**3** 20%      **4** \$20

**B. Pronunciation** \_ Listen and repeat. 

Words    the·a·ter    mu·se·um    con·cert    a·muse·ment

Sentence    How much are they?

24

## Communication Task

**A. Pair work** \_ Write how many tickets you want for each event. Then take turns asking and answering the questions with your partner.

Event	Adult	Number	Student	Number
Dolphin show	\$ 10		\$ 5	
Pop concert	\$ 25		\$ 20	
Today's movie	\$ 10		\$ 8	
Art exhibition	\$ 10		\$ 7	

**Example**

A: Hello, may I help you?  
 B: Yes. I'd like tickets for the dolphin show.  
 A: How many tickets do you want?  
 B: One adult and two students, please.  
 A: The total price is \$20.  
 B: Here you are.  
 A: Here are your tickets.  
 B: Thank you.



**B. Write receipts for your partner.**

**Your Partner's Receipt**

**[Sample Answer]**

	Receipt Date: <u>06 / 31 / 2012</u>	Receipt Date: ___ / ___ / ___	
	Event: <u>Dolphin show</u>	Event: _____	
Ticket	Price	Ticket	Price
Adult <u>1</u>	\$ <u>10</u>	Adult _____	\$ _____
Student <u>2</u>	\$ <u>10</u>	Student _____	\$ _____
Total	\$ <u>20</u>	Total _____	\$ _____

	Receipt Date: ___ / ___ / ___	Receipt Date: ___ / ___ / ___	
	Event: _____	Event: _____	
Ticket	Price	Ticket	Price
Adult _____	\$ _____	Adult _____	\$ _____
Student _____	\$ _____	Student _____	\$ _____
Total	\$ _____	Total _____	\$ _____

	Receipt Date: ___ / ___ / ___	Receipt Date: ___ / ___ / ___	
	Event: _____	Event: _____	
Ticket	Price	Ticket	Price
Adult _____	\$ _____	Adult _____	\$ _____
Student _____	\$ _____	Student _____	\$ _____
Total	\$ _____	Total _____	\$ _____

	Receipt Date: ___ / ___ / ___	Receipt Date: ___ / ___ / ___	
	Event: _____	Event: _____	
Ticket	Price	Ticket	Price
Adult _____	\$ _____	Adult _____	\$ _____
Student _____	\$ _____	Student _____	\$ _____
Total	\$ _____	Total _____	\$ _____

UNIT 5 • 25

## Conversation

- A.** – Tell the students that they are going to practice buying tickets for an event.  
 – 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 the students make money and use it to buy their tickets. They can also use their money in the Communication Task on page 25.

### B. Pronunciation

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

## Communication Task

- A.** – Have the students look at the chart. Tell them to write how many tickets they want for each event. Ask them to buy tickets for adults and children.  
 – Ask the students to work in pairs. Tell them to take turns buying and selling tickets for the different events listed in Activity A. Remind them that they should use “the” before “dolphin show,” “pop concert,” and “art exhibition,” but they shouldn’t use “the” before “today’s movie.”
- B.** – After their partner has finished buying tickets for each event in Activity A, tell the students to make receipts for them.

# Workbook Answers

- A**
1. movie theater
  2. ballpark
  3. recently
  4. concert
  5. tickets
  6. exhibition

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

- C**
- b  
d  
a  
c

- D**
- 1 two tickets
  - 2 \$20
  - 3 in the middle
  - 4 in the back
  - 5 in the front
  - 6 student discount
  - 7 discount
  - 8 the total price
  - 9 my pleasure
  - 10 Enjoy the concert



# My Favorite Movie

Giving a speech about your favorite movie

**Theme**  
Movies

**Speaking Task**  
Giving a speech about your favorite movie

**Speaking Skill**  
Long response / Impromptu speech

**Core Language**

- My favorite movie is *Kung Fu Panda*.
- It's an animated movie.
- The movie is about a panda bear named Po.
- My favorite character in the movie is Po.
- I like this movie because the computer animation is great.
- Pronunciation

**Words:** kidnap rescue effect horror

**Sentence:** The movie is about a young woman's adventure.

## Pacing Guide

Week 6: Unit 6 My Favorite Movie		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		
<b>Total Time</b>				45 mins.

## Introduction

Ask the students how often they watch movies. Do they watch movies at home or at a movie theater? If the students go to a movie theater, who do they go with? Who buys the tickets?

## Extra Idea

Role play buying tickets for a movie with some of the students to review the language from Unit 5.

### Unit 6 My Favorite Movie

Giving a speech about your favorite movie

#### Getting Ready

**A.** Look at the movie posters below. Then write the correct kind of movie under each poster.

 science fiction	 animated movie	 horror
 action	 romance	 comedy

horror      romance      comedy  
action      science fiction      animated movie

**B. Pair work** \_ What kind of movies do you like the best? Talk about it with your partner.

*I like horror movies the best because I like to be scared.*

26

## Presentation Practice

**A. Listen** \_ Jennifer is talking about her favorite movie. Fill in the blanks.  T13



Hi, I'm Jennifer. My favorite **movie** is *Pirates of the Caribbean: The Curse of the Black Pearl*. It's an **action** movie. The movie is about a **young** woman's adventure. She gets **kidnapped** by pirates. Then a **pirate** named Captain Jack Sparrow rescues her. My favorite character in the movie is Jack Sparrow. He's very **funny** and can do anything! I want to **travel** across the sea with him. I like this movie because it's **exciting**. The **special** effects are also terrific. I recommend that you watch it.

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

- What's the movie about?  
➤ The movie is about **a young woman's adventure**. She gets kidnapped by **pirates**. Then **a pirate named Captain Jack Sparrow rescues her**.
- Why does Jennifer like this movie?  
➤ She likes it because it's **exciting** and **the special effects are also terrific**.

### Speaking Skill

When you **talk about your favorite movie**, you can

- say the name of the movie
- say what kind of movie it is
- describe what the movie is about
- say who your favorite character in the movie is and talk about why you like him/her
- explain why you like the movie

UNIT 6 • 27

## Getting Ready

- A.** – Have the students look at the movie posters.
- Read the movie genres in the box together and tell the students to write the correct kind of movie under each poster.
  - Check the answers together as a class. Encourage the students to speak in full sentences. (Teacher: "What kind of movie is *Home Alone*?" Students: "*Home Alone* is a comedy.")
- B.** – Which of the movies from Activity A would the students like to watch? Why do they want to watch them? Write their reasons on the board.
- Ask the students to work in pairs. Have them talk about what kinds of movies they like the best with their partners. They can use their own reasons, or the reasons that are written on the board.

## Presentation Practice

- A.** – Before playing the recording, have the students describe what they see in the picture. Ask them to guess what Jennifer's favorite movie 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 information about their favorite movie. Ask them to tell their partner what the movie is about and why they like the movie, but not to say the name of the movie. After hearing their answers, their partner can try to guess what the movie is.

### 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 movie! Answer the questions about your favorite movie.

[Sample Answer]

- What is your favorite movie?  
 → My favorite movie is **Kung Fu Panda**.
- What kind of movie is it?  
 → It's a(n) **animated** movie.
- What is the movie about? Give detailed information.  
 → The movie is about **a panda bear named Po**.  
 → **He wants to be a kung fu fighter**.
- Who is your favorite character in the movie?  
 → My favorite character in the movie is **Po**.
- Why do you like the character?  
 → **He/She 's funny and does his best to make his dream come true. I want to do my best to make my dream come true just like him**.
- Why do you like this movie?  
 → I like this movie because **the computer animation is great**.

28

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

## My Favorite Movie

[Sample Answer]

My favorite movie is **Kung Fu Panda**. It's a(n) **animated** movie. The movie is about **a panda bear named Po**.  
**He wants to be a kung fu fighter**.  
 My favorite character in the movie is **Po**.  
**He/She 's funny and does his best to make his dream come true. I want to do my best to make my dream come true just like him**.  
 I like this movie because **the computer animation is great**.  
 I recommend that you watch it.

**Idea Box**

- Words to describe movie characters: funny, brave, warm-hearted, work hard to do his/her best to make his/her dream come true...
- Why you like the movie: exciting, thrilling, funny, excellent, romantic, heartwarming, sad, the computer animation is great...

**Tip!** When you give a presentation, don't be scared of making mistakes.

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

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.

## A

1. recommend
2. animated
3. effects
4. horror
5. thrilling
6. rescue
7. heartwarming
8. kidnapped

## B

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

## C

1. My favorite movie is *Hachiko: A Dog's Story*.
2. It's a drama.
3. The movie is about a dog named Hachiko. He waits for the return of his dead owner.
4. My favorite character in the movie is Hachiko.
5. He's smart and loyal to his owner.
6. I like this movie because it's sad but heartwarming.

## D

- ① a panda bear named Po
- ② his dream come true
- ③ make my dream come true just like him
- ④ the computer animation is great
- ⑤ recommend that you watch it



# In My Free Time

Talking about your free time activities

### Theme

Free time activities

### Speaking Task

Talking about your free time activities

### Speaking Skill

Short response

### Core Language

- What do you do in your free time?
- I like to jump rope.
- I usually play tennis.
- Where do you go swimming?
- I go swimming at the beach.
- Who do you go with?
- I go with my friends.
- Pronunciation

**Words:** computer beach volunteer skateboard

**Sentence:** I usually go swimming.

## Pacing Guide

Week 7: Unit 7 In My Free Time		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		
<b>Total Time</b>				<b>45 mins.</b>

## Introduction

Ask the students what they like to do in their free time. Where do they do it? Who do they do it with? Write the free time activities they say on the board. Introduce the key vocabulary (free time activities) and expressions (What do you do in your free time? / Where do you do it? / Who do you do it with?) for the unit and practice saying them together as a class.

# Unit 7 In My Free Time

Talking about your free time activities

**Getting Ready**

**A. Look at the pictures below. Then match the correct phrase to each picture.**



1 **e**



2 **a**



3 **g**



4 **c**



5 **d**



6 **f**



7 **b**



8 **h**

a. jump rope	b. practice dancing	c. do kendo
d. play computer games	e. ride my bike	f. draw pictures
g. build models	h. play a musical instrument	

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



A: What do you like to do in your free time?  
 B: I like to **jump rope**. How about you?  
 A: I like to **play computer games**.

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## Speaking Practice

**A. Pair work** \_ Look at the pictures and check [✓] what you like to do in your free time. Then practice the conversation with your partner using the phrases below.



### Example

A: What do you do in your free time?  
 B: I usually **play basketball**. How about you?  
 A: I usually **play tennis**.  
 B: That's cool! I'd love to learn how to **play tennis** someday.  
 A: I'd be happy to teach you.  
 B: Really? Thanks!

**B. Listen** \_ You are going to listen to a conversation between Kate and Mike. Write the activities that Mike and Kate always do in their free time. 

- Mike: **playing computer games, building models**
- Kate: **doing kendo**

UNIT 7 • 31

## B. Listen

**Kate:** I'm so happy that school is finished.

**Mike:** Me too! Do you want to walk home together?

**Kate:** Sure. What are your plans for the rest of the day, Mike?

**Mike:** I'm just going to watch TV at home.

**Kate:** Is that what you usually do in your free time?

**Mike:** No, I usually play computer games and I sometimes build models. How about you, Kate?

**Kate:** I always go to the gym and practice kendo.

**Mike:** Is kendo fun?

**Kate:** Yes, it is. Why don't you come to the gym with me? I'll teach you how to do it.

**Mike:** No, thanks. I don't like sports very much. I'd rather stay at home.

## Getting Ready

- A.** – Have the students look at the pictures. Read the phrases in the box together as a class.
- Tell the students to match the correct phrase to each picture.
  - Check the answers together as a class. Encourage the students to answer in full sentences. (Teacher: "What do you like to do in your free time?" Students: "I like to ...")

### Extra Idea

- Play charades. Whisper one of the free time activities to a student. The rest of the class will ask "What do you like to do in your free time?" The student will answer "I like to" and then do the action. Whoever guesses the free time activity first ("You like to jump rope") gets to be the next person to perform an action. Have the students act out some of the activities written on the board during the introduction in addition to the ones in Activity A.

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

## Speaking Practice

- A.** – Have the students look at the pictures and read the names of the free time activities together. Do the students do any of these free time activities?
- Ask the students to work in pairs. Tell them to check the activities that they like to do (or would like to try if they don't do any of the activities).

### Extra Idea

- Make flashcards with the activities from Activity A and page 30. Use magnets to put some of the flashcards on the board. Have the students say the activities on the flashcards. (Teacher: "What do you do in your free time?" Students: "I usually ...") Tell the students to close their eyes. Move the flashcards around and take one away. Tell the students to open their eyes and ask them which flashcard is missing. (See the worksheet on page 43~46.)

- B.** – Tell the students that they are going to listen to Kate and Mike talk about their free time activities. Ask them to write down the activities that Kate and Mike do in their free time.

## Conversation

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

A: What do you do in your free time?  
 B: I usually **1 read comic books**. But sometimes I **2 go skateboarding**.  
 How about you?  
 A: Well, I usually **3 go swimming**.  
 B: That's cool! Where do you **3 go swimming**?  
 A: I **3 go swimming 4 at the beach**.  
 B: Who do you go with?  
 A: I go with my friends.  
 B: It sounds like fun.



**1** watch TV      **2** go to the museum  
**3** play basketball      **4** at the sports center



**1** ride my bike      **2** build models  
**3** go hiking      **4** in the forest



**1** read books      **2** play the guitar  
**3** volunteer      **4** at the nursing home

B. **Pronunciation** \_ Listen and repeat. 

Words	com-put-er	beach	vol-un-teer	skate-board
Sentence	I usually go swimming.			

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## Conversation

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

### Extra Idea

- Have a few students practice the dialogue in front of the class. Instead of using the information from the textbook, ask them to talk about the free time activities they like to do.

### B. Pronunciation

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

## Communication Task

### Mission

Find out what your partner likes to do in his/her free time.

A. Choose three activities that you like to do in your free time. For each one, write (1) what you do, (2) where you do it, (3) how often you do it, and (4) who you do it with.

Watch TV	Go to the movies	Read books	Ride my bike
Play sports	Chat on the Internet	Play a musical instrument	Build models
Once a week	Every day	With my friends	Alone

[Sample Answer]

What?	Where?	How often?	With whom?
1. go to the movies	movie theater	once a month	family
2. play sports	gym	once a week	friends
3. read books	home	everyday	alone

B. **Pair work** \_ Don't tell your partner which activities you chose. Answer your partner's questions until he/she guesses your activity. Once he/she guesses correctly, change roles.

### Example

A: Where do you do it?  
 B: I do it at school.  
 A: How often do you do it?  
 B: I do it about twice a week.  
 A: Who do you do it with?  
 B: I do it with my friends.  
 A: You play sports.  
 B: That's right!

➔ What are your partner's three free time activities?

1. going to the movies
2. playing sports
3. reading books

UNIT 7 • 33

## Communication Task

- A.** – Read the words and phrases in the boxes together. Ask the students to write three free time activities in the chart. Tell them to also include information about where they do the activity, how often they do it, and whom they do it with. Students can use the information in the boxes to do this, or their own ideas. Make sure the students don't tell anyone which free time activities they chose.
- B.** – Ask the students to work in pairs. Their partner will ask them questions to try and guess the free time activities they have written down.

# Workbook Answers

**A**

1. free time
2. rest
3. musical instruments
4. chat
5. often
6. volunteer

**B**

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

**C**

- d  
b  
a  
c

**D**

- 1 happy
- 2 walk home
- 3 your plans
- 4 watch TV
- 5 free time
- 6 play computer games
- 7 build models
- 8 practice kendo
- 9 how to do it
- 10 stay at home

# Flashcards







# Extreme Sports

Giving a speech about extreme sports

### Theme

Free time activities

### Speaking Task

Giving a speech about extreme sports

### Speaking Skill

Long response / Impromptu speech

### Core Language

- If I join the Extreme Sports Club, I want to learn how to snowboard.
- I love winter and playing in the snow.
- I saw people snowboarding on TV and it looked like a lot of fun!
- I want to surf on top of a big wave in the ocean.
- It will be exciting to do cool tricks on a surfboard.
- To surf, all I need is a wetsuit and a surfboard.
- I think surfing is the perfect extreme sport for me!
- Pronunciation

**Words:** surfboard wetsuit trick wave

**Sentence:** If I join the Extreme Sports Club, I want to learn how to snowboard.

## Pacing Guide

Week 8: Unit 8 Extreme Sports		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		
<b>Total Time</b>				<b>45 mins.</b>

## Introduction

Explain to the students what "extreme sports" are. Do any of the students do extreme sports in their free time?

**Unit 8**

# Extreme Sports

Giving a speech about extreme sports

**Getting Ready**

**A.** These are some of the activities that the Extreme Sports Club does. Complete the chart with the phrases from the box.

**Welcome to the Extreme Sports Club!**






	1	2	3	4
Activity name	d	a	b	c
What you can do	h	g	e	f
What you need for it	j	k	i	l

a. rock climbing

e. snowboard down the side of a snowy mountain

f. surf on top of a big wave

h. do cool tricks

k. climbing shoes, rope, safety gear

b. snowboarding

i. surfboard, wetsuit

c. surfing

g. climb very high

j. helmet, skateboard, knee pads

l. snowboard, goggles

d. skateboarding

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## Getting Ready

- A.** – Have the students look at the pictures. Can they do any of these extreme sports? If not, which one of the extreme sports would they like to try?
- Read the phrases in the box together and ask the students to work on their own to fill in the chart.
  - Check the answers together as a class.

### Extra Idea

- Split the class into two teams. Ask team A to close their eyes. Have a student from team B describe one of the extreme sports using the chart from Activity A. Tell the student to make their voice sound different. When they have finished describing the extreme sport, ask Team A to guess the speaker's identity.

**Presentation Practice**

**A. Listen** \_ Kelly is talking about the extreme sport she wants to learn how to do. Fill in the blanks. 

Hi, I'm Kelly. If I join the Extreme Sports Club, I want to learn how to **snowboard** . I love **winter** and playing in the **snow** . I saw people **snowboarding** on TV and it looked like a lot of **fun** ! I want to snowboard down the side of a snowy **mountain** with my friends. It will be exciting to do cool **tricks** on a snowboard, too. To **snowboard** , all I need is a snowboard, **goggles** , and winter clothes. I think **snowboarding** is the perfect extreme sport for me!



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

1. Why does Kelly want to learn how to do it?
  - She loves **winter and playing in the snow** .
  - She saw people **snowboarding** on TV and it looked like **a lot of fun** !
2. What does Kelly need to do it?
  - All she needs is **a snowboard, goggles, and winter clothes** .

**Speaking Skill**

When you talk about an extreme sport you want to learn how to do, you can

- say what it is
- say why you want to learn how to do it
- tell what you want to do
- tell what you need to do it

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## Presentation Practice

- A.** – Before playing the recording, have the students describe the picture. Where is the girl? What is she doing?
- Tell the students to listen to the recording and fill in the blanks with the correct information.
  - Check the answers together as a class, and then have the students read the presentation aloud.

### Extra Idea

- Split the class into two teams. Ask each team to read the presentation and time them to see how fast they can read it. If they make any mistakes when reading a sentence, tell them to read it again. Give the team that reads the presentation the fastest a small reward.

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

- Tell them to each ask one of the questions and their partner will say the answer.

### Speaking Skill

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

# Presentation Workshop

Step 1



Present the extreme sport you want to learn how to do! Answer the questions about the extreme sport you want to learn how to do.

[Sample Answer]

1. What do you want to learn how to do if you join the Extreme Sports Club?
  - ➔ If I join the Extreme Sports Club, I want to learn how to surf.
2. Why do you want to learn how to do it?
  - ➔ I love summer and playing in the ocean.
  - ➔ I saw people surfing on TV and it looked like a lot of fun.
3. If you learn how to do the activity, what do you want to do?
  - ➔ I want to surf on top of a big wave in the ocean.
4. What else will be exciting to do?
  - ➔ It will be exciting to do cool tricks on a surfboard, too.
5. What do you need to do it?
  - ➔ To surf, all I need is a wetsuit and a surfboard.

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Step 2

Write your presentation using your answers from page 36.

## My Extreme Sport!

[Sample Answer]

If I join the Extreme Sports Club, I want to learn how to surf. I love summer and playing in the ocean. I saw people surfing on TV and it looked like a lot of fun. I want to surf on top of a big wave in the ocean. It will be exciting to do cool tricks on a surfboard, too. To surf, all I need is a wetsuit and a surfboard. I think surfing is the perfect extreme sport for me!

**Idea Box**

- **Extreme sports:** mountain bike, in-line skate, water ski, kayak, parachute, surf, snowboard...
- **Why you want to learn:** I love winter/snow/summer/water, I saw people doing it on TV and it looked cool/looked like a lot of fun...
- **What you want to do:** surf on top of a big wave in the ocean, snowboard down the side of a snowy mountain, mountain bike on trails in a forest, kayak down a fast-moving river, skydive out of an airplane, water ski in a lake, do cool tricks...
- **What you need:** in-line skates, mountain bike, winter jacket, gloves, water skis, kayak, parachute, goggles, paddles, ski bindings...

**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, take a deep breath and relax before speaking.

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## 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.

**A**

1. join
2. wetsuit
3. goggles
4. need
5. helmet
6. snowboard
7. perfect
8. climb

**B**

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

**C**

1. If I join the Extreme Sports Club, I want to learn how to skydive.
2. I love the sky. I saw people skydiving on TV, and it looked like a lot of fun.
3. I want to fly through the clouds.
4. All I need is a parachute, a helmet, and goggles.

**D**

- ① learn how to surf
- ② playing in the ocean
- ③ saw people surfing on TV
- ④ surf on top of a big wave
- ⑤ do cool tricks on a surfboard
- ⑥ the perfect extreme sport for me



# Visiting a New Place

Asking and giving directions

**Theme**

Directions and places

**Speaking Task**

Asking and giving directions

**Speaking Skill**

Short response

**Core Language**

- How do I get to the tourist center?
- Go straight for one block and turn right. It's on your left.
- How long does it take from here?
- It takes about 10 minutes on foot.
- Is there a souvenir shop near there?
- Yes. There's one across from the tourist center.
- Pronunciation

**Words:** across tourist souvenir hospital

**Sentence:** Go straight for two blocks and turn right.

## Pacing Guide

Week 9: Unit 9 Visiting a New Place		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		
<b>Total Time</b>				<b>45 mins.</b>

## Introduction

Ask the students about shops and other places that are nearby your school. How do you get there from your school? How long does it take to walk there? Introduce the key vocabulary (locations) and expressions (Is there a \_\_\_ around here? / How do I get to \_\_\_? / How long does it take from here?) for the unit and practice saying them together as a class.

# Unit 9 Visiting a New Place

Asking and giving directions

**Getting Ready**

**A.** Look at the map below. Then match the correct sentence to each place.

1. Go straight for one block and turn left. It's next to the gas station.  d
2. It's between the bookstore and the post office.  b
3. It's across from the library.  a
4. Go straight for two blocks and turn right. It's on the corner.  c
5. It's next to the theater.  e

**B. Pair work** \_ Practice the conversation with your partner using the words and sentences above.

A: Excuse me. Is there a hospital around here?

B: Yes, there is.

A: How do I get there?

B: Go straight for one block and turn left. It's next to the gas station.

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## Getting Ready

- A.** – Have the students look at the map. Read the names of the places together. Are any of these places near your school?
- Read the sentences below the picture together. Tell the students to match the correct sentence to each place.
  - Check the answers together as a class.

**Extra Idea** – Ask the students for directions to their house from your school. How long does it take to walk there?

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

**Extra Idea** – Take the students outside of the classroom. Using the dialogue from Activity B, ask the students about different areas in your school and walk there together using the directions they give you. If it's a nice day outside, try having them lead you to some places that are nearby your school as well.

## Speaking Practice

**A. Pair work** \_ Look at the map below. Give the country mouse directions to each of the cheese shops. Take turns being the country mouse and the city mouse with your partner.

How do I get to cheese shop number 1?

Go straight for two blocks and turn right. It's on your left.

**B. Listen** \_ You are going to listen to a conversation between the country mouse and the city mouse. Check [✓] the correct information. T18

1. Which cheese shop is the best?	<input type="checkbox"/> cheese shop number 1	<input checked="" type="checkbox"/> cheese shop number 2
	<input type="checkbox"/> cheese shop number 3	
2. How long will it take to get to the best cheese shop?	<input type="checkbox"/> 2 minutes	<input checked="" type="checkbox"/> 10 minutes
	<input type="checkbox"/> 20 minutes	

**Talk It Over** Take turns asking and giving directions to the rest of the places on the map above with your partner.

**A:** How do I get to the park?

**B:** Go straight for two blocks and turn left. It's on your right.

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## Speaking Practice

- A.** – Have the students look at the map. Which places would they like to visit? Why would they like to go there? How do they get there?
- Ask the students to work in pairs. Tell them to take turns giving directions to the different cheese shops on the map.

**B. Listen** – Tell the students that they are going to listen to the country mouse and the city mouse talk about the cheese shops in activity A. Play the recording and ask them to check the correct choices.

**Extra Idea** – Before playing the recording, ask the students to guess which cheese shop is the best. Give the students who guess correctly a small reward.

**Talk It Over** – Ask the students to work in pairs. Have them practice asking and giving directions to the other places on the map in Activity A.

**Extra Idea** – Using the maps on pages 38 and 39 as guides, have the students draw a map of their dream town. Tell them to label the map with all the places and shops that they love to visit. When they finish their map, their partner can ask for directions to the different places on it.

## B. Listen T18

**A:** Wow, this is such a big city! Look at all the tall buildings!

**B:** Yes, I'm sure you'll love it here, Mick.

**A:** Are there any cheese shops near here?

**B:** Yes. The best cheese shop in the city is nearby. All the tourist mice go there.

**A:** That's great. How do I get there?

**B:** Go straight for two blocks. It's on your left. It's next to the bakery.

**A:** Thanks. I'll go there right now. How long will it take?

**B:** It'll take about 10 minutes. But please be careful! The best fish shop in the city is across from the cheese shop. All the tourist cats go there.

## Conversation

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

A: Excuse me. How do I get to the **1 tourist center**?  
 B: Go straight for **2 one block(s)** and turn **2 right**.  
 It's on your **3 left**.  
 A: How long does it take from here?  
 B: It takes about 10 minutes on foot.  
 A: Is there a **4 souvenir shop** near there?  
 B: Yes. There's one **5 across from the tourist center**.  
 A: Great. Thank you for your help!



shopping mall	bank	1 bank	2 two/left
bus stop	bank	3 right	4 coffee shop
bank	bank	5 across from the bank	
souvenir shop			
bookstore	restaurant	1 restaurant	2 one/left
restaurant	coffee shop	3 right	4 bookstore
tourist center	tourist center	5 next to the restaurant	
bakery	hospital	1 shopping mall	2 two/left
hospital	school	3 right	4 bus stop
school		5 between the shopping mall and the bank	

B. Pronunciation \_ Listen and repeat.  T20

Words	a-cross	tour-ist	sou-ve-nir	hos-pi-tal
Sentence	Go straight for two blocks and turn right.			

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## Communication Task

### Mission

Complete the town map with your partner.

Ask and answer the questions to complete your maps.  
 Don't look at your partner's map.



Student A

Ask about these places

- ▶ supermarket
- ▶ library
- ▶ subway station
- ▶ bookstore

Example

A: Excuse me. I'm looking for the **supermarket**.  
 B: The **supermarket**? Let's see. Go straight for **one block**.  
 Then turn left. It's on your right.

Student B

Ask about these places

- ▶ bakery
- ▶ museum
- ▶ post office
- ▶ bank

Example

B: Excuse me. I'm looking for the **museum**.  
 A: The **museum**? Let's see. Go straight for **one block**.  
 Then turn left. It's on your right.

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## Conversation

- A. – Tell the students that they are going to practice giving directions to different places.
- 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 map and places in the textbook, tell them to ask for directions to places nearby your school.

### B. Pronunciation

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

## Communication Task

- Ask the students to work in groups. Tell them to ask and answer questions with their partner to complete their maps. Remind them not to look at their partner's map.
- After the students have completed their maps, tell them to let their partner check if it's correct.

# Workbook Answers

- A**
1. tourists
  2. post office
  3. directions
  4. blocks
  5. bakery
  6. bus stop

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

- C**
1. d
  2. c
  3. b
  4. a

- D**
- 1 big city
  - 2 tall buildings
  - 3 near here
  - 4 in the city
  - 5 go there
  - 6 Go straight
  - 7 on your left
  - 8 next to
  - 9 across from



# My Vacation Plan

Planning your vacation

**Theme**

Directions and places

**Speaking Task**

Planning your vacation

**Speaking Skill**

Long response /  
Impromptu speech

**Core Language**

- I'm going to visit my grandparent's farm with my family during summer vacation.
- First, we're going to have a barbecue.
- Next, we're going to camp in the forest.
- Finally, we'll hike up a mountain and go fishing.
- I'm sure it'll be a great vacation! I can't wait!
- Pronunciation

**Words:** direction sightseeing vacation national

**Sentence:** We're going to visit a national park to see wild animals.

## Pacing Guide

Week 10: Unit 10 My Vacation Plan		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		
<b>Total Time</b>				<b>45 mins.</b>

## Introduction

Ask the students what they like to do during summer vacation. What places do they visit with their family and friends? Do they ever go on trips during summer vacation?

Unit 10 **My Vacation Plan**  
Presentation Planning your vacation

### Getting Ready

**A.** Sam is planning his summer vacation. Can you guess what he's going to do? Choose answers from the box below.



1. What's he going to do during summer vacation?  b   
2. Who's he going to do it with?  e   
3. What exciting things is he going to do there?  g, j, k

a. go to an English camp    b. visit his grandparents' farm    c. take a trip to New York  
d. his friends    e. his family    f. his cousins  
g. camping    h. swimming    i. sightseeing  
j. take care of farm animals    k. have a barbecue

**B. Pair work** \_ What do you want to do during summer vacation? Talk about it with your partner.

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## Getting Ready

- A.** – Ask the students to look at the picture. Read the phrases in the box together as a class.  
– Tell the students to use the picture and the phrases to guess what Sam is going to do during his summer vacation.  
– Check the answers together as a class.
- B.** – Ask the students to work in pairs. Tell them to use the questions from Activity A to talk about what they want to do during their summer vacation.

## Presentation Practice

**A. Listen** \_ Sally is talking about her summer vacation plan. Fill in the blanks. 



Hi, I'm Sally. I'm going to take a trip to Costa Rica with my family during **summer** vacation. We'll do many exciting things. First, we're going to go to **the beach**. We're going to go **surfing** all day. Next, we're going to visit a **national park** to see **wild animals**. There are many kinds of interesting **animals** in Costa Rica, like sloths. Finally, we'll eat lots of **delicious food** like tacos and tortillas. I'm sure it'll be a **great** trip! I can't wait!

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

1. What's Sally going to do during her summer vacation?  
➔ She's going to **take a trip to Costa Rica with her family**.

2. What exciting things is Sally going to do there?  
➔ She's going to go to **the beach** and visit **a national park**.

### Speaking Skill

When you talk about your vacation plans, you can

- say what you're going to do
- say who you're going to do it with
- say what exciting things you're going to do there
- explain how you feel about your plans

UNIT 10 • 43

## Presentation Practice

- A.** – Before playing the recording, ask the students what they see in the picture. Where do they think the picture was taken?  
– Tell the students to listen to the recording and fill in the blanks with the correct information.  
– Check the answers together as a class, and then have the students read the presentation aloud.
- Extra Idea**  
– Pause the CD before each blank and have the students guess what the answer will be.
- B.** – Ask the students to work in pairs to answer the questions about the presentation.  
– Tell them to each ask one of the questions and their partner will say the answer.
- 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 summer vacation plan! Answer the questions about your summer vacation.



[Sample Answer]

- What are you going to do during summer vacation? Who are you going to do it with?
  - I'm going to **visit my grandparents' farm** with **my family** during summer vacation.
- What exciting things are you going to do there? Tell three things.
  - First, we're going to **have a barbecue with delicious fresh food from my grandparents' garden**.
  - Next, we're going to **camp in the forest next to my grandparents' house**.
  - Finally, we'll **hike up a mountain and go fishing**.
- How do you feel about your plans?
  - I'm sure it'll be a **great** vacation!

44

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

## My Summer Vacation Plan

[Sample Answer]

I'm going to **visit my grandparents' farm** with **my family** during summer vacation. We'll do many exciting things. First, we're going to **have a barbecue with delicious fresh food from my grandparents' garden**. Next, we're going to **camp in the forest next to my grandparents' house**. Finally, we'll **hike up a mountain and go fishing**. I'm sure it'll be a **great** vacation! I can't wait!

**Idea Box**

- Plans for summer vacation: visit my grandparents, take a trip to -, go to an English camp, go to a water park...
- What you can do there: do water activities, go sightseeing, go fishing, eat special food, climb a mountain, learn English, camp in the forest...

**Tip!** When you give a presentation, remember that you're speaking to your friends, so don't be nervous.

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

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. wild animals
2. vacation
3. trip
4. garden
5. sightseeing
6. national
7. take care of
8. plan

## B

1. b
2. c
3. d
4. a

## C

1. I'm going to go to an English summer camp during summer vacation.
2. I'm going to do it with my older sister.
3. I'm going to learn English with new friends and do water activities.

## D

- ① visit my grand parents' farm with my family
- ② many exciting things
- ③ from my grandparents' garden
- ④ camp in the forest next to my grandparents' house
- ⑤ up a mountain and go fishing
- ⑥ sure it'll be a great vacation



# The Magic Shoes

Role-playing

### Theme

Story time

### Speaking Task

Role-playing

### Speaking Skill

Role-playing

### Core Language

- This is for you.
- What's inside the box?
- Open it and see.
- I like comic books a lot!
- I'm going to throw them away and then go to sleep.
- I found shoes in the trash.
- Pronunciation

**Words:** thirsty pain dove bite

**Sentence:** The ant runs over to the hunter and bites his foot.

## Pacing Guide

Week 11: Unit 11 The Magic Shoes		Section & Page	CD Track	Time
Review & Check homework	Word Test			8 mins.
Getting Ready		SB p.46		7 mins.
Speaking Practice		SB p.47	22	9 mins.
Conversation		SB p.48	23	9 mins.
Communication Task		SB p.49		9 mins.
Assign homework	Workbook	WB pp.22~23	22	3 mins.
	Hybrid CD	Unit 11		
<b>Total Time</b>				<b>45 mins.</b>

## Introduction

Ask the students if they know what a genie is. If they ever met a genie, what would they wish for?

# Unit 11 The Magic Shoes

Conversation Role-playing

### Getting Ready

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

The Ant and the Dove



dove  
ant

thirsty ant, fall, pond, leaf, bite, foot, shout

The Magic Shoes



genie  
Kevin  
shoes

birthday gift, candy, comic books, smelly shoes, fly

[Sample Answer]

1. What do you think each story is about?
  - ➔ I think *The Ant and the Dove* is about **a dove, an ant, and a hunter**.
  - ➔ I think *The Magic Shoes* is about **a birthday gift from a genie**.
2. Who do you think is a bad character in *The Ant and the Dove*?
  - ➔ I think the **hunter** is a bad character.
3. What do you think Kevin gets from the genie for his birthday?
  - ➔ I think he gets **a pair of shoes from the genie**.
4. How do you think *The Ant and the Dove* ends?
  - ➔ I think **the ant saves the dove from the hunter**.

46

## Speaking Practice

**A. Listen** \_ Number the pictures from *The Ant and the Dove* in the correct order. T22






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

1. Why did the dove pull a leaf from the tree?
  - a. It needed to eat something.
  - b. It wanted to save the ant.
  - c. It was scared of the hunter.
2. Compare your answers for questions 1, 2, and 4 on page 46 to what really happened in the story.

If you were the ant and saw the hunter, what would you do? Why would you do that? Talk about it with your partner.

UNIT 11 • 47

## A. Listen T22

#1

**Ant:** I'm thirsty. I need a drink. Oh, no! I fell in the pond. Help me!

**Dove:** What's wrong?

**Ant:** I can't swim.

#2

**Narrator:** The dove drops a leaf into the pond.

**Dove:** Here, take this!

**Ant:** What is it?

**Dove:** It's a leaf. You can use it as a boat.

**Ant:** Thank you.

#3

**Ant:** I'm safe! Who's that person? Oh no, it's a hunter.

#4

**Narrator:** The ant runs over to the hunter and bites his foot. The hunter shouts in pain.

**Dove:** What happened?

**Ant:** I bit his foot so that you could hear him coming.

**Dove:** Thank you for helping me.

**Ant:** You're welcome.

## Getting Ready

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

## Speaking Practice

- A.** – Have the students look at the pictures. Ask them to guess what is happening in each picture.
- Play the recording and ask the students to number the pictures in the correct order.
  - Check the answers together as a class.
- B.** – Ask the students to work in pairs to answer question 1. For question 2, tell them to look at their answers on page 46 for 1, 2, and 4. Did they guess correctly?

### Talk It Over

- Ask the students to work in pairs. Have them talk about what they would do if they were the ant in the story with their partner.

### Extra Idea

- Have a few students talk about what they would do if they were the ant in front of the class. Ask the other students if they would do the same thing.

## Conversation

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



Genie: Happy birthday! This is for you.  
Kevin: Oh, a gift! Thank you!  
What's inside the box?



Genie: Open it and see.  
Kevin: The box is full of candy! This is great.



Kevin: There's something else inside the box.  
Genie: They're comic books.  
Kevin: I like comic books a lot!



Kevin: What's this? Oh, it's a pair of old shoes.  
Genie: Yes, they're special shoes.  
Kevin: Thank you. But why do they smell so bad?



Kevin: I don't like these shoes at all. I'm going to throw them away and then go to sleep.



Max (Kevin's brother): I found shoes in the trash. It's amazing. I can fly. I love these shoes!  
Kevin: What happened? Oh, no! Those are my shoes!

48

## Communication Task

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

[Sample Answer]

A: Happy birthday! This is for you.

B: Oh, a gift! Thank you! What's inside the box?

A: Open it and see.

B: The box is full of **baseballs**! This is great.

B: There's something else inside the box.

A: They're **action figures** .

B: I like **action figures** a lot!

B: What's this? Oh, **these are capes** .

A: Yes, they're special **cap**es .

B: Thank you. But why **are they so ugly** ?

B: I don't like **these capes** at all. I'm going to **use them to mop the floor** and then go to sleep.

C: I found **cap**es in **the laundry room**. It's amazing. I can **be invisible**. I love **these capes** !

B: What happened? Oh, no! Those are my **cap**es !

### Idea Box

- chocolates, video games, flowers, toys, snacks, cell phones, MP3 players, books...
- they're boring, they look old-fashioned, they're too big, they're too heavy, they're ugly...
- jump really high, run fast, stop time, know the answer to every question, travel back in time...

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

UNIT 11 • 49

## Conversation

- A. – Tell the students that they are going to listen to a story about Kevin, a genie, and Kevin's brother, Max.
- Let the students listen to the recording. Explain any new vocabulary to the students and then ask them to read the story aloud.
  - Ask the students to work in groups of three. Tell them to act out the story with their partners. Have them take turns being each character so that they can practice using all of the vocabulary and expressions.

### Extra Idea

- Type the story and print two copies of it. Cut out the different speaking parts and put them in an envelope. Have the students choose one piece of paper. Then tell them to stand up and find the person who has the same piece of dialogue as they do.

## Communication Task

- A. – Tell the students that they are going to make their own story.
- Introduce the language in the Idea Box and tell the students that they can use these ideas, along with their own ideas, for their story if they want to.
  - Ask the students to work in groups of 3. Tell them to fill in the blanks to make their own story.
- B. – Have each group act out their story in front of the class. Encourage them to change their voices and to use hand gestures to make the story more entertaining.

# Workbook Answers

- A**
1. hunters
  2. pain
  3. bite
  4. dove
  5. thirsty
  6. find

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

- C**
1. The box is full of snacks.
  2. Do you like video games?
  3. I'm going to wash my hands and then go to sleep.
  4. I found toys in the chest.

- D**
1. thirsty
  2. the pond
  3. can't swim
  4. a leaf
  5. a boat
  6. a hunter
  7. bites his foot
  8. in pain
  9. hear



# My Birthday

Telling a story

### Theme

Story time

### Speaking Task

Telling a story

### Speaking Skill

Storytelling

### Core Language

- Jack studied very hard for his test.
- Jack's parents bought him a new video game as a reward for his perfect score.
- She hoped it would be a special day.
- But she just stayed home alone all afternoon and watched TV.
- Later in the day, her friend called her.
- When she got there, she couldn't believe her eyes. All her friends were there. It was a surprise party!
- Pronunciation

**Words:** reward alone surprise calendar

**Sentence:** When he got home, he showed his test to his parents.

## Pacing Guide

Week 12: Unit 12 My Birthday		Section & Page	CD Track	Time
Review & Check homework	Word Test			8 mins.
Getting Ready		SB p.50	24	7 mins.
Speaking Practice		SB p.51		9 mins.
Conversation		SB pp.52~53		18 mins.
Assign homework	Workbook	WB pp.24~25		3 mins.
	Hybrid CD	Unit 12		
<b>Total Time</b>				45 mins.

## Introduction

Ask the students about their birthdays. When are their birthdays? What do they usually do on their birthdays? What birthday presents do they want to get this year?

## Extra Idea

Ask one student, "When is your birthday?" Tell them to answer ("My birthday is August 10.") and then to ask the person next to them. Time the students to see how long it takes for everyone to say when their birthday is.

# Unit 12 My Birthday

Telling a story

## Getting Ready

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






Picture 1	Jack <b>studied</b> very hard for his math test in his bedroom.
Picture 2	During the <b>test</b> , he was <b>happy</b> because he knew all of the <b>answers</b> .
Picture 3	When he got home, he <b>showed</b> his test to his parents. They were pleased that Jack got a perfect <b>score</b> .
Picture 4	Jack's parents bought him a new <b>video game</b> as a reward for his perfect score. He was very happy. Jack and his parents had a great <b>time</b> playing the video game together.

time	answers	score	test
showed	studied	video game	happy

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

50

## Getting Ready

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

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

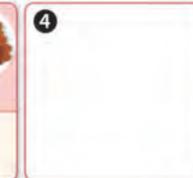
## Extra Idea

- Tell the students to close their textbooks. Write the story on the board and ask the students to read it aloud. Erase some of the words from each sentence and ask the students to read it again and fill in the missing words from memory. After they finish, erase a few more words. Keep going until all the words have been erased. Can the students say the whole story from memory?

## Presentation Practice

**A. Look at the pictures below. What can you see in each picture? Write the letters in the chart.**



Picture 1	<b>b, e, g</b>
Picture 2	<b>a, d, f</b>
Picture 3	<b>c</b>

a. stay home alone	b. wake up	c. get a phone call from her friend
d. watch TV	e. a calendar that shows her birthday	
f. bored	g. excited	

**B. Pair work** \_ Think about what will happen in the last picture and share your ideas with your partner.

**Speaking Skill**

When you tell a story using pictures, you can

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

UNIT 12 • 51

## Presentation Practice

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

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

## Speaking Skill

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

# Presentation Workshop

**Step 1**  
Present your story! Describe each picture by filling in the blanks. Draw your own picture in the last box and describe it.

**[Sample Answer]**

- 

1. One morning, Catherine **woke up** . She was very **excited** because it was her **birthday** . She hoped it would be **a special day** .
- 

2. But she just **stayed home** alone all afternoon and **watched TV** .
- 

3. Later in the day, Catherine's friend **called** her. She said she needed **help with her homework** . So Catherine **went to** her friend's house.
- 

4. **When she got there, she couldn't believe her eyes. All her friends were there. It was a surprise party!**

52

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

## Today is My Birthday!

**[Sample Answer]**

One morning, Catherine **woke up** . She was very **excited** because it was her **birthday** . She hoped it would be **a special day** . But she just **stayed home** alone all afternoon and **watched TV** . Later in the day, Catherine's friend **called** her. She said she needed **help with her homework** . So Catherine **went to** her friend's house. **When she got there, she couldn't believe her eyes. All her friends were there. It was a surprise party!**

\_\_\_\_\_ . (Your own ending)

**Idea Box**

- wake up, be a special day, stay home, watch TV, get a call from a friend, her friend needs help with her homework, go to her friend's house, go shopping, go to the park, surprise party, buy a birthday gift for -, watch fireworks together...

**Tip!** When you tell a story, change the sound of your voice to create excitement.

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

UNIT 12 • 53

## Presentation Workshop

### Step 1:

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

### Step 2:

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

### Presentation to others

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

### Tip!

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

# Workbook Answers

**A**

1. surprise
2. answer
3. showed
4. reward
5. test
6. alone

**B**

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

**C**

1. 1) He's in his room  
2) He's studying.
2. 1) He's taking a test.  
2) He looks happy because he knows all the answers.
3. He's showing his test to his parents.  
His parents are giving him a present.
4. They are playing video games together.

**D**

- ① very excited because it was her birthday
- ② hoped it would be a special day
- ③ stayed home alone all afternoon and watched TV
- ④ Catherine's friend called her
- ⑤ she needed help with her homework
- ⑥ she couldn't believe her eyes
- ⑦ her friends were there

## 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