


Everyone

Speak!



3

 Build & Grow®

Hybrid CD Included

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Conversation

Getting Ready

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



B: I think he's funny and friendly.

Speaking Practice

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



Jack

I love to make my friends laugh.

I study hard every day.



Sheryl

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



Alex

What do you think Jack is like?

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

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

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




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

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

B: I think he/she is _____.

Conversation

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

A: Hey, Tina! Can I see your pictures?

B: Sure.

A: Who's that?

B: Who are you talking about?

A: The **①** boy wearing a red T-shirt.

B: That's **②** Henry. He sits next to me in class.

A: What's he/she like?

B: **③** He's smart and friendly.

④ He always smiles at everyone.



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



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



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

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

Words	neat	greed·y	stub·born	talk·a·tive
Sentence	He's <u>smart</u> and <u>friendly</u> .			

Communication Task

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

Star Signs



Aries, the Ram

- March 21-April 19
- adventurous, nervous



Libra, the Balance

- September 23-October 23
- talkative, friendly



Taurus, the Bull

- April 20-May 20
- honest, stubborn



Scorpio, the Scorpion

- October 24-November 21
- passionate, jealous



Gemini, the Twins

- May 21-June 21
- smart, funny



Sagittarius, the Archer

- November 22-December 21
- honest, adventurous



Cancer, the Crab

- June 22-July 22
- kind, lazy



Capricorn, the Goat

- December 22-January 19
- hardworking, neat



Leo, the Lion

- July 23-August 23
- helpful, funny



Aquarius, the Water Carrier

- January 20-February 18
- friendly, stubborn



Virgo, the Virgin

- August 24-September 22
- hardworking, shy



Pisces, the Fish

- February 19-March 20
- creative, careless

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

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

My partner's sign is _____.

He/She is _____ and/but _____.

He/She thinks his/her sign [describes/doesn't describe] him/her.

My Dream Job

presentation

Giving a speech about your dream job

Getting Ready

A. Write the correct letters in the chart.



a. musician



b. astronaut



c. teacher



d. chef



e. interpreter



f. actor/actress




g. soccer player



h. fashion designer

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

Presentation Practice

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

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

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

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



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

1. What does Natasha want to be when she grows up?

➡ She wants to be _____.

2. Why does she want to have that job?

➡ She wants to travel to _____ and _____.

3. What does she have to do to get her dream job?

➡ She has to _____ and _____.

Speaking Skill

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

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

Presentation Workshop

Step 1

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



1. What do you want to be when you grow up?

➡ When I grow up, I want to be _____.

2. Why do you want to have that job?

➡ I want to _____.

3. What would be exciting to do if you had that job?

➡ It would be exciting to _____.

4. Why do you think this would be a good job for you? (personality)

➡ I think this would be a good job for me because I'm _____.

5. What are you good at?

➡ I'm good at _____, too.

6. What do you have to do to get that job?

➡ To become _____, I have to _____.

7. What do you think it would be like to have that job?

➡ I think being _____ would be a(n) _____ job and
would make me feel _____.

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

My Dream Job

When I grow up, I want to be 1. I want to 2.

It would be exciting to 3.

I think this would be a good job for me because I'm 4.

I'm good at 5, too.

To become 6, I have to 7.

I think being 8 would be a(n) 9 job

and would make me feel 10.

Idea Box

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



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

Tip!


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

Have You Ever Eaten a Durian?


Talking about your experiences

Getting Ready


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




Sally



Alex





- | | |
|--|--------------------------------------|
| a. I have been to Egypt. _____ | b. I have gone bungee jumping. _____ |
| c. I have eaten a durian. _____ | d. I have seen a giraffe. _____ |
| e. I have eaten a triple cheeseburger. _____ | f. I have gone scuba diving. _____ |
| g. I have seen a penguin. _____ | h. I have been to China. _____ |

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



A: Have you ever been to China, Sally?

B: Yes, I have. Have you ever been to China, Alex?

A: No, I haven't.

Speaking Practice

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



Questions	Your answers	Your partner's answers
1. Have you ever <u>been to New Zealand</u> ?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Have you ever _____ ?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Have you ever _____ ?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Have you ever _____ ?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

New Zealand

go bungee jumping

see a kiwi

eat lamb meat

B. Listen _ Check [✓] the experience above that both Sophie and Tripp have done.




What places have you been to? Talk about your recent travels with your partner.

A: I went to Osaka last year. Have you ever been there?

B: Yes, I have. / B: No, I haven't, but I want to go there someday.

Conversation

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



A: Have you ever ① gone white water rafting?

B: Yes, I have.

A: Where did you do it?

B: I did it in ② Thailand. Have you been there?

A: Yes, I went to ③ Bangkok last year during winter vacation.

B: What did you do there?

A: I ④ ate lots of pad thai. Have you ever tried it?

B: No, I haven't, but I want to someday.

A: You'll love it!



① gone surfing

② Hawaii

③ Maui

④ went scuba diving



① gone fishing

② Canada

③ Vancouver

④ went whale watching



① gone horseback riding

② Australia

③ Sydney

④ played cricket

B. Pronunciation _ Listen and repeat.  T8

Words	du•ri•an	gi•raffe	pen•guin	Aus•tral•ia
Sentences	Have you <u>been</u> to <u>Thailand</u> ? I've <u>been</u> to <u>Bangkok</u> .			

Communication Task

A. Class work _ Let's play bingo!

How to play

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

Bingo Card

Have you ever-?

Have you ever
visited a zoo?

Have you ever
traveled to a
foreign country?

Have you ever
eaten sushi?

Have you ever
climbed a
mountain?

Have you ever gone
snowboarding?

Have you ever lied
to your teacher?

Have you ever
seen a snake?

Have you ever
gotten a perfect
score on a test?

Have you ever
watched a 3-D
movie?

Have you ever
gone skiing?

Have you ever
danced in front of
your classmates?

Have you ever
gone camping?

Have you ever
fought with a
friend?

Have you ever met
a famous person?

Have you ever
fallen in love?

Have you ever
visited an
aquarium?

Beautiful Places

Presentation

Describing a place in a picture

Getting Ready


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



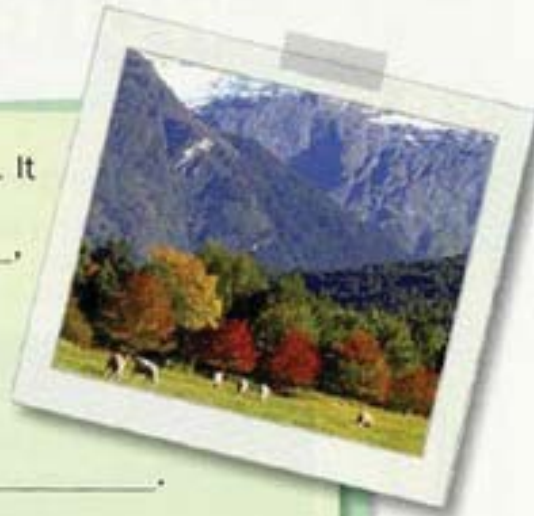
	Picture 01	Picture 02
What you can see (things, actions)		
How the place makes you feel		

- countryside, mountain, forest, grass, river, bush, tree, palm tree, cloud, flower, elephant, lamb...
- taking a bath, grazing, drinking water...
- happy, relaxed, adventurous, calm, peaceful, lonely...

Presentation Practice

A. **Listen** _ Erica is describing a picture. How does she describe it? Fill in the blanks.  T9

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



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

1. How does the place in the picture look to Erica?

➡ It looks _____ and _____.

2. What kinds of things are there in the picture?

➡ There are _____, _____, _____, and _____.

3. How does this picture make Erica feel?

➡ This picture makes Erica feel _____.

Speaking Skill

When you describe a place in a picture, you can

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

Presentation Workshop

Step 1

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



1. What kind of picture are you describing?

➡ This is a picture of _____.

2. How does the place in the picture look?

➡ It looks _____.

3. What kinds of things are there in the picture?

➡ There are _____, and _____.

4. What details can you give about the things in the picture?

➡ The _____

5. How does the picture make you feel?

➡ Looking at this picture makes me feel _____.

Step 2

Write your presentation using your answers from page 20.

Describing a Place in a Picture

This is a picture of _____. It looks _____.

There are _____, and _____.

The _____.

_____.

_____.

Looking at this picture makes me feel _____.

Idea Box

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



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

Tip!

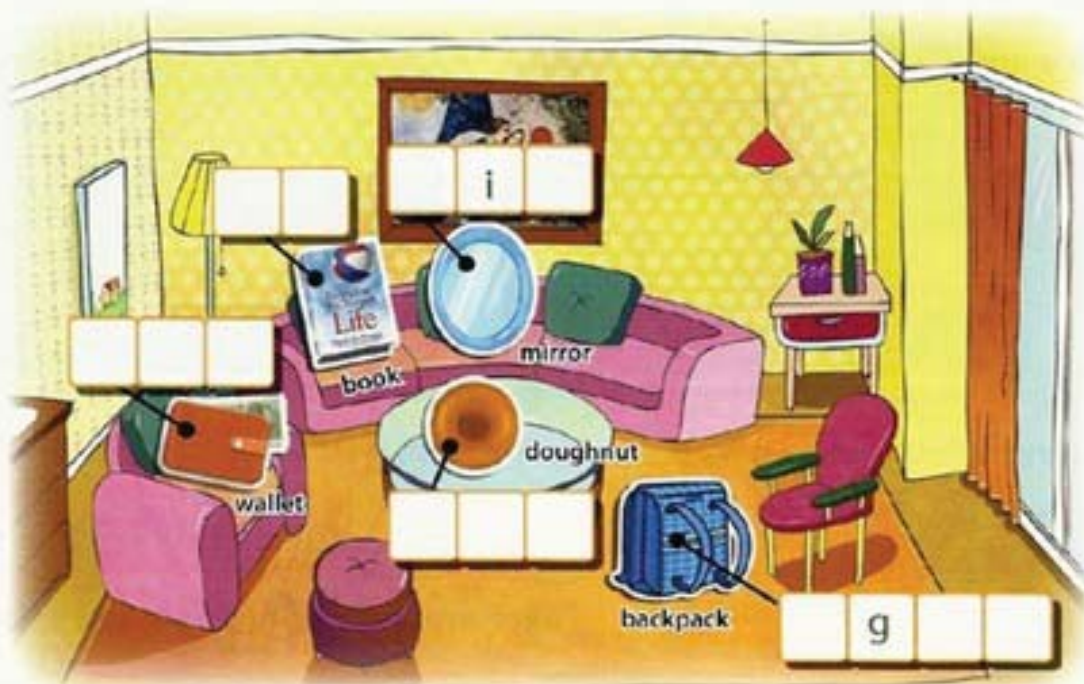
When you give a presentation, if you make a mistake, don't stop – just keep talking.

What Does It Look Like?

Describing objects

Getting Ready

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



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

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



A: What does it look like?

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

A: Oh, is it a wallet?

B: Yes, you're right!

Speaking Practice

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




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

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

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

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

B. Listen _ Kylie gave Luke a birthday present. Find and check [✓] Kylie's gift from the objects above.  T10




What was your favorite birthday gift? Describe it to your partner.

My favorite birthday gift	Description

A: What was your favorite birthday gift?

B: It was my watch. It was from my parents.
It's round and made of plastic.

Conversation

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

A: Excuse me. I think I left my **1** wallet at this restaurant.

B: What does it look like?

A: It's **2** brown and it has **2** a button.

B: What's it made of?

A: It's made of **3** leather.

B: Does it have **4** a checkered pattern on it?

A: Yes, it does.

B: Here it is.

A: Thank you very much!



1 jacket

2 gray/brown buttons

3 nylon

4 a red hood



1 cell phone

2 pink/silver buttons

3 plastic and metal

4 heart stickers on it



1 mitten

2 green/white stripes

3 wool

4 a purple string

B. Pronunciation _ Listen and repeat. 

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

Communication Task

- **Pair work** _ Play a guessing game with your partner.

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

My List

- 1.
- 2.
- 3.
- 4.

Example

Student A: What shape is it?

Student B: It's rectangular.

Student A: Is it made of metal?

Student B: Yes, it is./No, it isn't.

Student A: Does it have buttons?

Student B: Yes, it does./No, it doesn't.

Student A: Is it a microwave?

Student B: Yes, it is!./No, it isn't!

Flea Market



microwave

wallet

mirror

handbag

plastic bag

plate

ruler

backpack

cushion

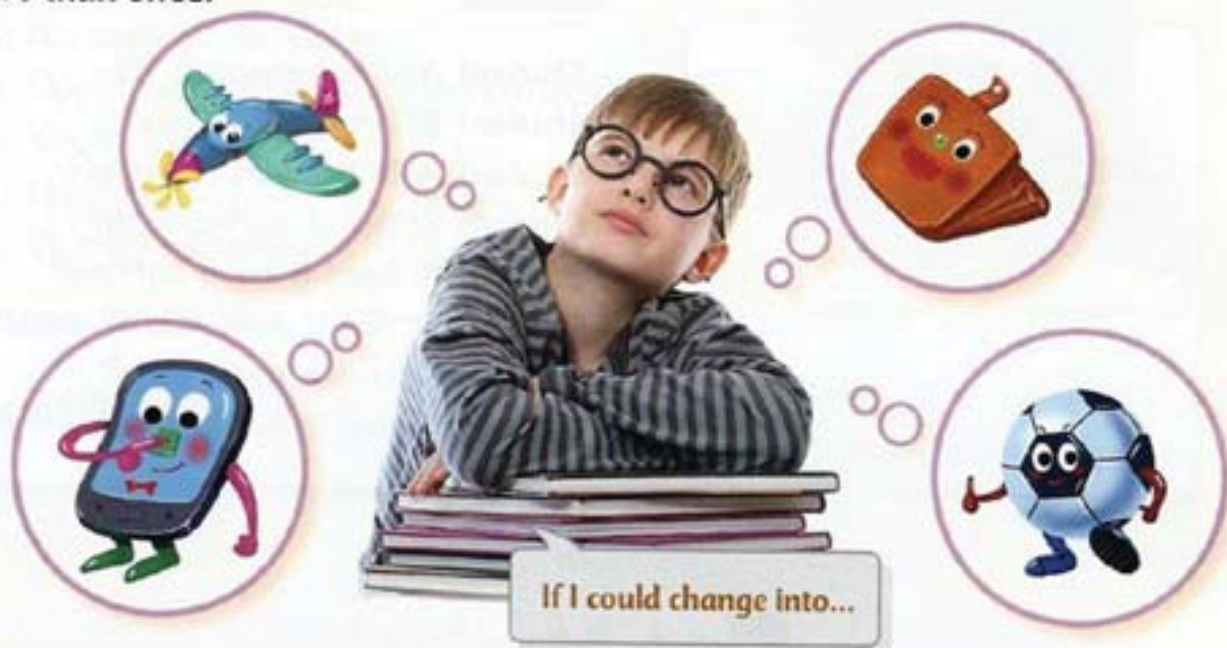
If I Could...

Presentation

Giving a speech using your imagination

Getting Ready

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




Object	Reasons
airplane	
cell phone	
wallet	
soccer ball	

- meet many famous players
- always communicate with my friends
- see beautiful scenery from the sky
- be rich
- be very useful
- be very fashionable
- travel all over the world
- play outside all day long

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

Presentation Practice

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

Hi, I'm Nick. If I could change into an object, I'd like to be a

_____. I'd like to be a _____ for many

_____. First of all, I could _____

all day long. I wouldn't have to _____ inside

a _____ anymore! Second, _____

have many players, so I could make a lot of new _____. Finally,

if I were a really good _____, maybe I could go to the World

Cup! I could meet all of my _____ soccer _____ there.

I think it would be exciting to be a _____.



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

1. If Nick could change into an object, what would he like to be?

➡ He'd like to be _____.

2. Why would Nick like to be that object? Find three reasons in his presentation.

➡ First of all, he could _____.

➡ Second, he could _____ on soccer teams.

➡ Finally, he could go to the World Cup. Then he could _____.

Speaking Skill

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

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

Presentation Workshop

Step 1

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



1. If you could change into an object, what would you like to be?

➡ If I could change into an object, I'd like to be a(n) _____.

2. Why would you like to be that object? Give three reasons with details.

1) First reason: I could _____

➡ Detail: _____

2) Second reason: I could _____

➡ Detail: _____

3) Last reason: I could _____

➡ Detail: _____

3. What do you think it would be like to be that object?

➡ I think it would be _____ to be a(n) _____.

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

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

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

I'd like to be _____ for many reasons. First of all, I could _____

2-1R

Second, I could _____

2-1D

2-2R

2-2D

Finally, I could _____

2-3R

2-3D

I think it would be _____ to be _____.

Idea Box

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



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

Tip!

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

What Should I Do?

Giving advice

Getting Ready

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

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



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



- 3 I lost my cell phone.



- 4 I failed my math test.



Advice

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

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



A: My family is going to move to another city, but I don't want to move. What should I do?

B: Why don't you talk about your feelings with your parents?

A: That's a good idea! Thank you!

Speaking Practice

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




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

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



Problem: I like my best friend's girlfriend.

I think you should read more English books.


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

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



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

Conversation

A. Listen and repeat the conversation. Then use the speaking cards to practice it with your partner.  **T15**

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



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



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



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

B. Pronunciation _ Listen and repeat.  **T16**

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

Communication Task

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

Problem 1

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

Your advice

If I were you, I would _____

Problem 2

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

Your advice

You should _____

Problem 3

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

Your advice

If I were you, I would _____

Problem 4

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

Your advice

Why don't you _____

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

Which Do You Prefer?

Giving a speech about your preferences

presentation

Getting Ready

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



	Mountains	Beach
Activities		
Reasons why you like this place		

A. camping

B. snorkeling

C. surfing

D. building a sand castle

E. hiking

F. rock climbing

G. white water rafting

H. having a picnic

I. roasting marshmallows

a. It's an exciting place.

b. I can eat delicious seafood.

c. I can have fun with my family.

d. I can enjoy water sports.

e. I can get some fresh air.

f. I can enjoy beautiful scenery.

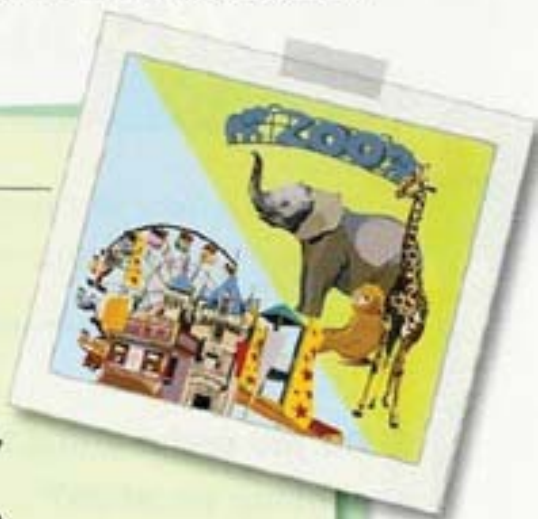


Presentation Practice

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



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



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

1. Where does Jaiden prefer going on the weekend?

➡ He prefers going to _____.

2. What's the first reason why he prefers going there?

➡ The first reason is that it's _____.

3. What's the second reason why he prefers going there?

➡ The second reason is that he can _____.

Speaking Skill

When you talk about your preferences, you can

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

Presentation Workshop

Step 1

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



1. Do you prefer going to the mountains or going to the beach during summer vacation?

➡ I prefer going to _____ to going to _____ during summer vacation.

2. What's the first reason for it?

➡ First, _____.

3. Give details about the first reason.

➡ _____.

4. What's the second reason for it?

➡ Second, _____.

5. Give details about the second reason.

➡ _____.

6. Repeat why you prefer your choice.

➡ For these reasons, I prefer going to _____ during summer vacation.

Step 2

Write your presentation using your answers from page 36.

I Prefer Going to the _____!

I prefer going to _____ to going to _____ during

summer vacation. First, _____

Second, _____

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

Idea Box

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



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

Tip!

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

Classroom Rules

Talking about classroom rules

Getting Ready

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

Classroom Rules

1. Do your homework. _____
2. Do not tease your classmates. _____
3. Do not use your cell phone. _____
4. Put trash in the wastebasket. _____
5. Listen to the teacher. _____
6. Do not be late. _____

Reasons

- a. Their feelings may get hurt.
- b. It keeps the classroom clean.
- c. You might bother your teacher and classmates.
- d. You will miss part of the lesson.
- e. It will help you to understand the lesson.
- f. It's important to practice what you've learned.



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



A: What rules do you have in your classroom?

B: We should not tease our classmates.

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

B: Yes, because their feelings may get hurt.

Speaking Practice

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



Do your homework.



Don't bring your cell phone.



Listen when others are speaking.



Tease your classmates.




Chew gum.



Work in a safe manner.

I think we should do our homework because...

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


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



What classroom rules does your class have?

Our Classroom Rules

Conversation

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

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



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



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



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

B. Pronunciation _ Listen and repeat.  T20

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

Communication Task

● Group work _ Let's make new classroom rules!

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

Classroom Rules

Classroom Rules

- 1 Listen when others are speaking.
- 2 Follow directions.
- 3 Keep your hands and feet to yourself.
- 4 Work quietly and don't disturb others.
- 5 Show respect for the school's and other people's things.
- 6 Work and play in a safe manner.

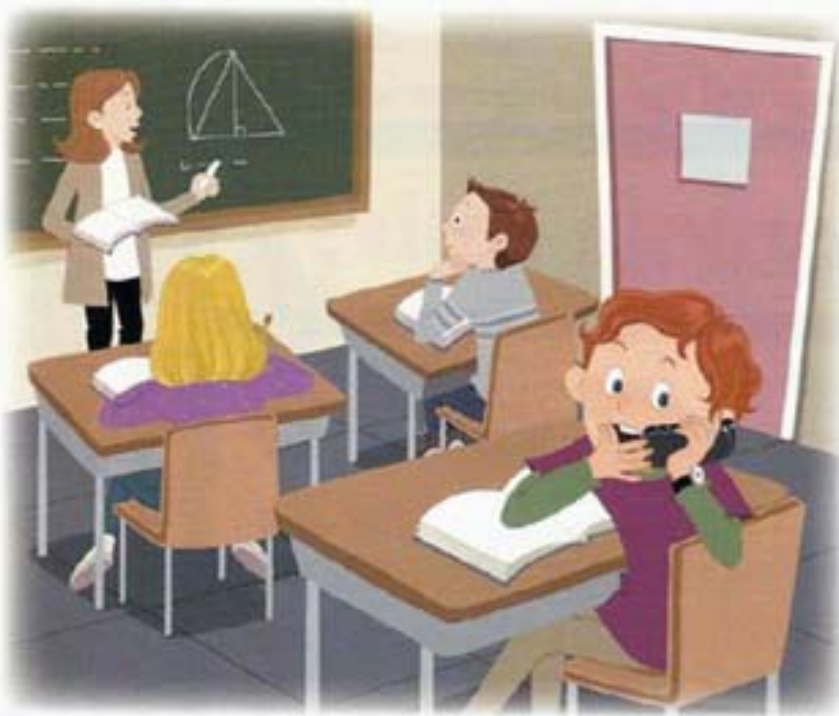
Agree or Disagree?

presentation

Giving your opinions about classroom rules

Getting Ready

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



Good things

Bad things

B. Match the reasons with their supporting details.

1. Cell phones are necessary for safety.

2. Cell phones can disturb the class.

3. Cell phones can be used to cheat.

4. Cell phones can help students study.


a. Many cell phones have useful educational functions.

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

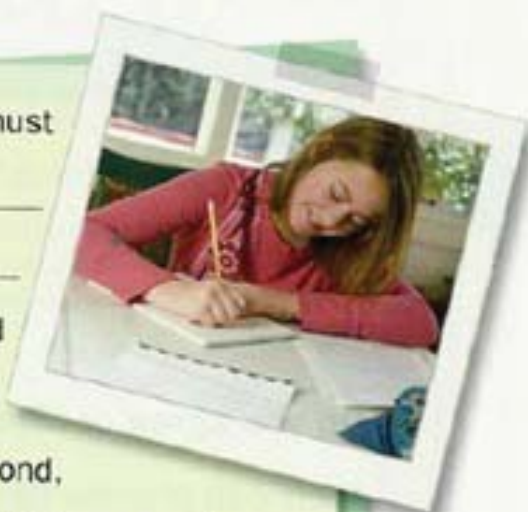
c. Students can quickly call an adult for emergencies.

d. It's noisy when cell phones ring.

Presentation Practice

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

Hi, I'm Josie. I _____ with the rule that children must
_____. First, doing homework takes _____
away from children. It's important for children to _____
new _____, _____ with their friends, and spend
time with their _____. It's _____ to do these
things if they must do homework _____. Second,
doing homework can make children _____. Children spend a
lot of time _____ at school. Going home and _____
more can be _____. For these reasons, I _____
it's a good idea for children to do homework.



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

1. What does Josie think about doing homework?

➤ She _____ with the rule that children must do homework.

2. What's the first reason for her opinion?

➤ Doing homework takes _____.

3. What's the second reason?

➤ Doing homework can make _____.

Speaking Skill

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

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

Presentation Workshop

Step 1

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



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

➡ I _____ with the rule that students must not bring their cell phones to class.

2. What's the first reason for your opinion?

➡ First, cell phones _____.

3. Give details about the first reason.

➡ _____.

4. What's the second reason?

➡ Second, cell phones _____.

5. Give details about the second reason.

➡ _____.

6. Repeat why you agree or disagree.

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

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

Bringing Your Cell Phone to Class

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

Second, cell phones _____

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

Idea Box

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



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

Tip!

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

The Magic Pencil

Role-playing

Getting Ready

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

The Donkey and the Wolf



Donkey

Mr. Wolf

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

The Magic Pencil



Sparkle

Kayla

magic pencil

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

1. What do you think each story is about?

➡ I think *The Donkey and the Wolf* is about _____.

➡ I think *The Magic Pencil* is about _____.

2. Who do you think is a bad character in *The Donkey and the Wolf*?

➡ I think _____ is a bad character.


3. What do you think is wrong with Kayla?

➡ I think she's worried about _____.

4. How do you think *The Donkey and the Wolf* ends?

➡ I think _____.

Speaking Practice

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



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

1. What was Donkey's problem?

➡ He _____.

2. Why did Donkey kick Mr. Wolf?


➡ He was _____.

3. Compare your answers for questions 1, 2, and 4 on page 46 to what really happened in the story.



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

Conversation

A. Listen and repeat. Then act out the story with your partner.  T23



Kayla: I don't have any good ideas for my writing homework.

Sparkle: Kayla, Kayla. Look down here, under the bed.



Kayla: Who are you?

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



Kayla: Really? What does it do?

Sparkle: With this pencil, you can write whatever you want.



Kayla: This is awesome.

Sparkle: It'll write down whatever you're thinking.



Kayla: Sparkle? Where are you? I've got great news!

Sparkle: I'm here. Did your friends like your story?



Kayla: Everyone said it was fantastic. I love writing stories now.

Sparkle: Then you don't need my magic pencil anymore. I think you can write stories all by yourself. You can become a great writer!

Communication Task

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

A: I don't have any good ideas for _____.

B: _____. Look down here, under the bed.

A: Who are you?

B: My name is _____.

I'm _____. I want to give you my magic _____.

A: Really? What does it do?

B: With this _____, you can _____ whatever you want.

A: This is awesome.

B: It'll _____ whatever you're thinking.

The next day...

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

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

A: Everyone said it was fantastic. I love _____ now.

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

Idea Box

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

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

A Wonderful Game

Telling a story

Presentation

Getting Ready

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



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

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

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

Presentation Practice

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



Picture 1	Place	
	People	
	Action	
Picture 2	Place	
	People	
	Action	
Picture 3	Place	
	People	
	Action	

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

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 in the story
- explain what is happening in each of the pictures

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.



1. One day Anna and her friends decided to _____.
_____. They wanted to watch a
_____.



2. The ballpark was full of _____. Anna _____
_____ her favorite player, Homer Fielder. Then
Homer Fielder _____!



3. The ball was _____ towards
Anna. She _____ and she
caught _____. She couldn't
believe it!



4. _____

_____!

Step 2

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

A Wonderful Game!

One day Anna and her friends decided to _____. They wanted
to watch a _____. The ballpark was full of _____. Anna
_____ her favorite player, Homer Fielder. Then Homer Fielder
_____! The ball was _____ towards Anna.
She _____ and she caught _____.
She couldn't believe it! _____

_____! (Your own ending)

Idea Box

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



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

Tip!

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