


Unit 01 We Are Playing Together

<p>• Objectives: Students will learn to describe actions using the present continuous.</p>	
<p>• Materials: ppt tool(Talk to Me 1_Unit 1), coins</p>	
<p>★Warm Up (page 9)</p>	
<p>Look and talk.</p> <ol style="list-style-type: none"> 1. Have the students look at the picture. 2. Ask them the questions. 3. Ask some extra questions. <p>T: What is the man drinking? What is the dog doing? What is the boy wearing on his head? Why is the boy shouting? Why do you think the girl is angry?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. They are in an Internet cafe. 2. The children are playing computer games. The man is writing an email and drinking coffee. 3. I meet my friends in an Internet cafe almost every day. We play computer games together.
<p>You Can Say This</p> <ol style="list-style-type: none"> 1. Ask the students to read the sentences out loud and compare the written answers with their own answers from above. 2. Help the students understand and realize the present continuous tense used to describe actions. <p>T: When you talk about what is happening now, you can say: The children are playing. The man is writing. The man is drinking. The dog is sleeping.</p>	
<p>★Let's Talk! (page 10)</p>	
<p>You and your best friend are doing different activities at a theme park. Choose and talk with your partner.</p> <ol style="list-style-type: none"> 1. Have the students turn to page 10 and work in pairs. 2. Tell them to look at the pictures and choose what they and their best friend are doing at a theme park. <div style="border: 1px dashed black; padding: 5px; margin: 10px 0;"> <p>[Teaching Tip] wait for tickets, buy balloons, eat an ice cream cone, take pictures, ride on a roller coaster</p>  </div> <ol style="list-style-type: none"> 3. Tell the students to talk to their partners based on the pictures they chose. 4. Ask for volunteers or choose some students to share their answers to the questions. 	<p>[Possible Answers]</p> <p>-I'm waiting <u>for tickets</u>. (to buy tickets) My friend is buying a balloon.</p> <p>-I'm eating <u>ice cream</u>. (an ice cream cone) My friend is taking pictures.</p> <p>-I'm riding on a rollercoaster, and my friend is buying a balloon.</p>

<p>T: Who is buying balloons? Raise your hands.</p> <p>5. Ask some extra questions.</p> <p>T: Do you like going to theme parks? What do you like to do there? Do you like riding rollercoasters?</p>	
<p>Ask and answer with your partner.</p> <p>1. Have the students look at picture #1.</p> <p>2. Tell them to ask and answer the questions with their partners.</p> <p>3. Ask for volunteers or choose some students to share their answers to the questions.</p> <p>4. Ask some extra questions.</p> <p>T: Look at me. (<i>Teacher makes an action</i>). Who can tell me what I am doing?</p> <p>5. Apply these steps to picture #2.</p>	<p>[Possible Answers]</p> <p>1.</p> <p>-She is <u>playing the piano</u>. (teaching music) -He/ She is <u>listening to us</u>. (standing next to us, speaking in English, helping students)</p> <p>2.</p> <p>-They are <u>singing</u>. (taking a music class, learning how to sing) -We are <u>talking</u>. (learning English, taking an English class)</p>
<p>★Speak Out! (page 11)</p>	
<p>Choose one person and say two activities that the person is doing. Your classmates will guess who you are talking about.</p> <p>1. Have the students turn to page 11 and make small groups.</p> <p>2. Have them look at picture #1. Start by practicing vocabulary with the class. Circle a few items from the picture and let the students guess what they are.</p> <p>T: Where are the people? S: They are in a shopping mall. T: Now, I'll ask you about some items in this picture. Tell me what they are. What is this? S: It is a cap. T: What is this? S: It is an escalator. ...</p> <p>3. Explain how to do the speaking activity with the pictures.</p> <p>T: You can see the people numbered 1 to 7. The people are doing two different things. Each of you will choose a person in the picture and tell your group members what that person is doing. Then, your group members will guess who that person is. Take turns until everyone has described one person. Are you ready?</p> <p>4. Let each group take turns describing the people's actions one at a time. Correct their sentences when needed.</p> <p>T: What are the people doing? Let's move clockwise. What is the person numbered 1 doing?</p> <p>5. Apply these steps to picture #2.</p>	<p>[Possible Answers]</p> <p>1.</p> <p>① The person is holding a crying baby and looking at a cap. ② The person is going up the escalator and talking on the phone. ③ The person is going down the escalator and drinking juice. ④ The person is drinking juice and crying. ⑤ The person is looking at sunglasses and holding shopping bags. ⑥ The person is going down the escalator and listening to music. ⑦ The person is talking on the phone and holding shopping bags.</p> <p>2.</p> <p>① The person is reading a book and sitting under a tree. ② The person is playing soccer and shouting (at his friends). ③ The person is riding a bike and flying a kite. ④ The person is following a dog and shouting (at the dog). ⑤ The person is sleeping (under a tree) and dreaming. ⑥ The person is sitting on a bench and eating sandwiches. ⑦ The person is sitting on a bench and painting</p>

	a picture.
★What Are They Doing? (page 12)	
<p>Flip a coin and move along the board. When you land on each space, say what the person or people are doing. Go up the snake and down the ladders.</p> <ol style="list-style-type: none"> 1. Have the students turn to page 12 and work in pairs or groups. 2. Have them prepare coins. 3. Each student will flip a coin and describe the person or people's actions on that space. 4. The first one to the Finish is the winner. 	<p>[Possible Answers]</p> <ul style="list-style-type: none"> -He is cooking. -She is playing the piano. -He is taking a bath. -They are smelling flowers. -He is swimming. -They are fighting. -They are shaking hands. -He/She is cutting paper. -He is reading a newspaper. -They are making a snowman. -She is writing a letter. -They are <u>dancing</u>. (doing ballet) -He is waiting for a bus. -She is washing the dishes. -He is <u>working</u>. (typing) -She is planting. -They are pushing a car. -He is <u>throwing a ball</u>. (playing baseball)

Unit 02 Everyone Looks Different

<ul style="list-style-type: none"> • Objectives: Students will learn to describe people's appearances. 	
<ul style="list-style-type: none"> • Materials: ppt tool(Talk to Me 1_Unit 2) 	
<p>★Warm Up (page 13)</p>	
<p>Look and talk.</p> <ol style="list-style-type: none"> 1. Have the students look at the picture. 2. Ask them the questions. 3. Ask some extra questions. <p>T: Where is she? What is she wearing? Do you think she looks good in the dress? Where do you think the shop owner/store worker is?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. She is <u>shopping</u>. (looking at herself in the mirror, smiling) 2. Her hair is long and blond. 3. She looks happy because she is smiling.
<p>You Can Say This</p> <ol style="list-style-type: none"> 1. Ask the students to read the sentences out loud and compare the written answers with their own answers to questions #2 and #3. 2. Help the students learn what they can say to describe people's appearances. <p>T: When you talk about what people look like, you can describe these things: their height, their hair color, their eye color, what they are wearing, how they look.</p>	
<p>★Let's Talk! (page 14)</p>	
<p>Let's make an avatar! Choose two items and talk about them with your partner.</p> <ol style="list-style-type: none"> 1. Have the students turn to page 14 and work in pairs. 2. Tell them to look at the pictures and choose two items to make their avatars. 3. Tell the students to talk about their avatars based on the pictures they chose. 4. Ask for volunteers or choose some students to share their answers to the question. 	<p>[Possible Answers]</p> <ul style="list-style-type: none"> -My avatar is wearing a hat and glasses. -He is wearing a T-shirt and pants. -She is wearing a dress and glasses.
<p>Ask and answer with your partner.</p> <ol style="list-style-type: none"> 1. Have the students look at the pictures. 2. Tell them to ask and answer the questions with their partners. 3. Ask for volunteers or choose some students to share their answers to the questions. <p>T: Who would like to tell us what your partner looks like/how your partner looks?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> -He is tall. He has short green hair. He is wearing a basketball jersey. -She has long pink hair. She is wearing a green sweatshirt and a yellow skirt. -You are short. Your hair is black. You have brown eyes. You are wearing a T-shirt and a skirt. 2.

	<p>-She looks sad. -You look <u>bored</u>. (happy, sleepy, tired, excited)</p>
<p>★Speak Out! (page 15)</p>	
<p>Talk about the differences between the two people.</p> <ol style="list-style-type: none"> Have the students turn to page 15 and make small groups. Have them look at picture #1. Then, ask questions about it. T: What day do you think it is? S: It's Christmas. T: What does Lily get for Christmas? S: She gets a ball. T: What do you think Jenny gets? Tell the students to talk about the differences between the two people in groups. Let each group take turns talking about the differences one at a time. Correct their sentences when needed. Apply these steps to picture #2. T: Now, look at picture #2. When is it? S: It is night. T: What are they doing? S: They are waiting for bus. T: Why do you think he looks scared? 	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <p>1. -Jenny is tall, but Lily is short. -Jenny has long brown hair, but Lily has short red hair. -Jenny has brown eyes, but Lily has green eyes. -Jenny is wearing a jacket and pants, but Lily is wearing a blouse and a skirt. -Jenny looks <u>excited</u> (happy), but Lily looks <u>angry</u> (disappointed, upset).</p> <p>2. -Tom is short, but Jack is tall. -Tom has blond hair, but Jack has black hair. -Tom has blue eyes, but Jack has black eyes. -Tom is wearing a suit, but Jack is wearing a T-shirt and shorts. -Tom looks tired, but Jack looks scared.</p>
<p>★Guess Who? (page 16)</p>	
<p>Work in pairs. Choose one person. Your partner will ask you three questions to learn who the person is. The winner is the one who finds the most people.</p> <ol style="list-style-type: none"> Have the students turn to page 16 and work in pairs. Each student chooses one person and the other student asks three questions to find out who the person is. Take turns. The winner is the one who finds the most people. 	<p>[Possible Answers]</p> <ol style="list-style-type: none"> The woman has short gray hair. She has green eyes. The girl has long blond hair. She has black eyes. The man has short brown hair. He is wearing glasses. He looks <u>annoyed</u>. (grumpy) The woman has brown hair. She has black eyes. She looks happy. The woman has orange hair. Her eyes are green. The boy has short brown hair. He has black eyes. He looks happy. The man has short brown hair. His eyes are brown. He has a beard. The girl has long blond hair. Her eyes are blue. The man is bald. He has black eyes. He looks happy. The boy has short blond hair. He looks upset. The woman has brown hair. Her eyes are black. She looks upset. The man has black hair and black eyes. He looks happy.

Unit 03 Shapes Are Everywhere

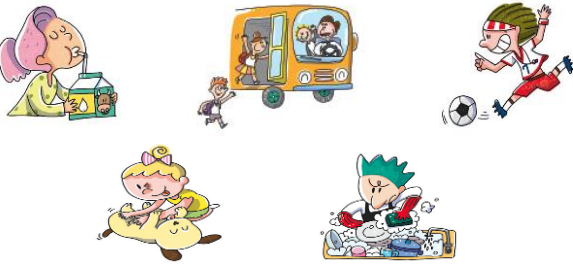
<ul style="list-style-type: none"> • Objectives: Students will learn to describe objects. 	
<ul style="list-style-type: none"> • Materials: ppt tool(Talk to Me 1_Unit 3) 	
<p>★Warm Up (page 17)</p>	
<p>Look and talk.</p> <ol style="list-style-type: none"> 1. Have the students look at the picture. 2. Ask them the questions. 	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. I see a square, a circle, a star, and a heart. 2. They are blue, pink, orange, and red. 3. My cushion is blue and purple. It is small. It looks like a triangle. It is light and soft.
<p>You Can Say This</p> <ol style="list-style-type: none"> 1. Ask the students to read the sentences out loud and compare the written answers with their own answers to question #3. 2. Help the students learn what they can say to describe objects. T: When you talk about objects, you can talk about these things: color, size, shape, how it feels. 	
<p>★Let's Talk! (page 18)</p>	
<p>Close your eyes! Your partner will give you something. Touch it and say how it feels by using the words below. Then, guess what it is.</p> <ol style="list-style-type: none"> 1. Have the students turn to page 18 and work in pairs. 2. Tell S1 to close their eyes and S2 to get an object. 3. Tell S2 to give the object to S1. S1 will say how it feels and what it is. 4. Ask the students what object they were given and how it felt. T: What did your partner give to you? How did it feel? Can you guess what it is? 	<p>[Possible Answers]</p> <ul style="list-style-type: none"> -It is small and light. It feels soft. It is a mitten! -It is small and light. It feels hard. It is a ruler! -It is small. It feels hard. It is not heavy. I think it's a cellphone!
<p>Ask and answer with your partner.</p> <ol style="list-style-type: none"> 1. Have the students look at the pictures. 2. Tell them to ask and answer the questions with their partners. 3. Ask for volunteers or choose some students to share their answers to the questions. 	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> -I see a table, coins, a pizza, a plate, a clock, and a full moon. -The clock looks like a <u>square</u>. (circle, triangle, rectangle, star, heart, diamond) 2. <ul style="list-style-type: none"> -I see squares. -The window (picture frame, clock) is a square.
<p>★Speak Out! (page 19)</p>	
<p>Choose one object and say two things about it. Your classmates will guess which object you are talking about.</p> <ol style="list-style-type: none"> 1. Have the students turn to page 19 and make small groups. 2. Have them look at picture #1. Start by practicing vocabulary 	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> ① tent: It is blue. It looks like a triangle. ② kite: It is orange and blue. It looks like a

<p>with the class. Circle a few items from the picture and let students guess what they are.</p> <p>T: What is the girl doing?</p> <p>S: She is eating ice cream.</p> <p>T: You'll see five numbered objects in the picture. What are they?</p> <p>S: I see a tent, a kite, a tree, a beach ball, and a picnic mat.</p> <p>3. Explain how to do the speaking activity with the pictures.</p> <p>T: Each of you chooses one item numbered 1 to 5 in the picture and say two things-shape, size, color, texture, weight- about it. Then, the members of the group will guess what it is. Let's start!</p> <p>4. Let each group take turns talking about the items one at a time. Correct their sentences when needed.</p> <p>5. Apply these steps to picture #2.</p> <p>T: Now, look at picture #2. Where are we? What are the numbered objects?</p> <p>S: We are in a bedroom. A pillow, a mirror, a cellphone, a book, and sunglasses.</p>	<p>diamond. It is light.</p> <p>③ tree : It is a triangle and a rectangle. It is green and brown.</p> <p>④ beach ball: It is light. It looks like a circle. It is blue, yellow, and pink.</p> <p>⑤ picnic mat: It is light. It is white and yellow. It looks like a square.</p> <p>2.</p> <p>① pillow: It looks like a rectangle. It is white and orange. It is light and soft.</p> <p>② mirror: It looks like a heart. It feels hard.</p> <p>③ cellphone: It looks like a rectangle. It is small. It feels hard. It is black.</p> <p>④ book: It looks like a rectangle. It is yellow. It feels hard. It is thick.</p> <p>⑤ sunglasses: They are light. They look like stars. They are purple.</p>
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★Spot the Differences (page 20)

<p>Work in pairs. Find the differences between the two pictures as fast as you can and tell your partner. The winner is the one who finds the most differences.</p> <p>1. Have the students turn to page 20 and work in pairs.</p> <p>2. Ask about the pictures.</p> <p>T: What are the girls doing?</p> <p>S: They are having a birthday party.</p> <p>T: What can you see?</p> <p>S: I see balloons, a cake, some cookies and sandwiches, and gift boxes.</p> <p>3. Tell the students to find the eight differences between the two pictures and tell their partners. The winner is the one who finds the most differences.</p> <p>T: Try to find the difference between the two pictures. Then tell your partner. Let's see who finds the most differences. Are you ready?</p>	<p>[Possible Answers]</p> <p>-The window looks like a square.</p> <p>-The balloon is purple.</p> <p>-The girl is wearing a blue T-shirt.</p> <p>-The cookies look like stars.</p> <p>-The cake looks like a circle.</p> <p>-There are eight candles on the cake.</p> <p>-The sandwiches are all triangles.</p> <p>-The gift boxes are small.</p> <p>-The window looks like a circle.</p> <p>-The balloon is yellow.</p> <p>-The girl is wearing a pink T-shirt.</p> <p>-The cookies look like stars.</p> <p>-The cake looks like a rectangle.</p> <p>-There are seven candles on the cake.</p> <p>-There are five triangle sandwiches and a square sandwich.</p> <p>-The gift boxes are big.</p>
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Unit 04 I Am Busy Every Day

<p>• Objectives: Students will learn to describe daily routines.</p>	
<p>• Materials: ppt tool(Talk to Me 1_Unit 4)</p>	
<p>★Warm Up (page 21)</p>	
<p>Look and talk.</p> <p>1. Have the students look at the picture.</p> <p>2. Ask them the questions.</p>	<p>[Possible Answers]</p> <p>1. She is <u>sleeping</u>. (reading a book, lying in bed)</p> <p>2. It is 9 o'clock.</p> <p>3. Yes, I do. I read books <u>after dinner</u> (at 8 o'clock) every day. / No, I don't. I read books on the weekend.</p>
<p>You Can Say This</p> <p>1. Ask the students to read the sentences out loud and compare the written answers with their own answers to question #3.</p> <p>2. Help the students learn how to talk about their daily routines.</p> <p>T: When you talk about what you do every day you can say these things to show the order: At 7:30, Then, After school.</p>	
<p>★Let's Talk! (page 22)</p>	
<p>What do you do every day? Choose all the activities you do and talk with your partner.</p> <p>1. Have the students turn to page 22 and work in pairs.</p> <p>2. Tell them to look at the pictures and choose things they do every day.</p> <div style="border: 1px dashed black; padding: 5px; margin: 10px 0;"> <p>[Teaching Tip] drink milk, go to school by bus, play soccer, play with the dog, wash the dishes</p>  </div> <p>3. Tell the students to talk to their partners based on the pictures they chose.</p> <p>4. Ask for volunteers or choose some students to share their answers to the question.</p> <p>5. Ask some extra questions.</p> <p>T: What else do you do every day? What do you do after school every day?</p>	<p>[Possible Answers]</p> <p>-I go to school by bus every day.</p> <p>-I drink milk and I wash the dishes every day.</p> <p>-Every day I play with my dog, I play soccer, and I wash the dishes.</p>

<p>Ask and answer with your partner.</p> <ol style="list-style-type: none"> 1. Have the students look at the pictures. 2. Tell them to ask and answer the questions with their partners. 3. Ask for volunteers or choose some students to share their answers to the questions. T: Who eats breakfast at 7 o'clock? Raise your hands. What about others? What time do you eat breakfast? 	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. -They are eating breakfast. -I eat breakfast <u>at 7 o'clock.</u> (before I go to school) 2. -It is 6 o'clock. -I <u>have dinner</u> (watch my favorite TV show, play with my brother, do my homework) at 6 o'clock.
<p>★Speak Out! (page 23)</p>	
<p>Say which activities you do NOT do every day. Then, say the activities you do every day in the correct order.</p> <ol style="list-style-type: none"> 1. Have the students turn to page 23 and make small groups. 2. Have them look at picture #1. Circle a person and ask the students to describe that person. T: What are the people doing? Let's start with the girl on the left. S: The girl is eating breakfast. The boy is brushing his teeth. The boy is painting the building. The boy is putting on his pants. (The boy is getting dressed.) The children are going to school. The boy is going fishing. The boy is putting out the fire. 3. Ask them which activities they do or do not do every day. T: Do you do these activities every day? Which one do you do every day, and which one do you not do every day? 4. Tell them to say their daily activities in the correct order in groups. 5. Ask them to find the most common routines. T: What do most of you do first in the morning? Who has the same routines with you? 6. Apply these steps to picture #2. T: Now, look at picture #2. What are they doing? S: The girl is sleeping. The girl is studying/doing her homework. The girl is playing the harp. The girl is cooking. The boy is going to the hospital. The boy is taking a shower. The boy is playing computer games. 	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. -I don't paint every day. I don't put out fires every day. I don't go fishing every day. I don't wear a bear costume every day. - I eat breakfast. Then, I brush my teeth and get dressed. At 7:30, I go to school. / First, I get dressed. Then, I eat breakfast. After I brush my teeth, I go to school. 2. -I don't cook every day. I don't play the harp every day. I don't go to the hospital every day. -First, I play computer games. Then, I do my homework. I take a shower before I go to bed. Then, I take a shower and go to bed at 10.
<p>★Be a Detective! (page 24)</p>	
<p>Work in pairs. Guess what each person does in the evening. Then, take turns asking your partner. The winner is the first one who completes the chart.</p> <ol style="list-style-type: none"> 1. Have the students turn to page 24 and work in pairs. 2. Tell S1 to look at page 24 and S2 to look at page 78. 3. Tell them to take turns asking and answering questions to fill in their own charts. The first one who completes the chart is the winner. 	<p>[Possible Answers]</p> <p>Q. Does John/Finn/Lily/Star eat dinner/play the piano/read a book/clean the room at 6/7/8 o'clock?</p> <p>-John: He eats dinner at 6 o'clock. He walks his dog at 7 o'clock. At 8 o'clock, he cleans his room. -Finn: He plays the piano at 6 o'clock. He has dinner</p>

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	<p>at 7 o'clock. He does his homework at 8 o'clock. -Lily: She goes swimming at 6. At 7 o'clock, she plays with her brother. She has dinner at 8 o'clock. -Julie: She eats dinner at 6. At 7 o'clock, she plays badminton. At 8 o'clock, she reads a book.</p>
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Unit 05 Where Is the Sofa?

<ul style="list-style-type: none"> • Objectives: Students will learn to describe locations of people or things. 	
<ul style="list-style-type: none"> • Materials: ppt tool(Talk to Me 1_Unit 5) 	
<p>★Warm Up (page 25)</p>	
<p>Look and talk.</p> <ol style="list-style-type: none"> 1. Have the students look at the picture. 2. Ask them the questions. 	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. There are a living room, two bedrooms, a kitchen, and a bathroom. 2. I like the bathroom because I like a large bathroom. / I like the bedroom on the second floor. It looks cozy. 3. The sofa is <u>next to the lamp</u>. (behind the coffee table)
<p>You Can Say This</p> <ol style="list-style-type: none"> 1. Ask the students to read the sentences out loud and compare the written answers with their own answers to question #3. 2. Help the students learn the prepositions to describe locations. T: When you talk about where things are, you can say these things: in, behind, next to, on. 	
<p>★Let's Talk! (page 26)</p>	
<p>Make your dream bedroom! Choose three items you want to have in it and tell your partner.</p> <ol style="list-style-type: none"> 1. Have the students turn to page 26 and work in pairs. 2. Tell them to look at the pictures and to choose three items for their dream bedroom. 3. Tell the students to talk to their partners based on the pictures they chose. 4. Ask for volunteers or choose some students to share their answers to the question. 5. Ask some extra questions. T: Who wants a big sofa? Why? What else do you want to have in your dream bedroom? 	<p>[Possible Answers]</p> <ul style="list-style-type: none"> -There are a fridge, a big window, and a big TV in my dream bedroom. -There are a fridge, a big sofa, and a big bed in my dream bedroom.
<p>Ask and answer with your partner.</p> <ol style="list-style-type: none"> 1. Have the students look at the pictures. 2. Tell them to ask and answer the questions with their partners. 3. Ask for volunteers or choose some students to share their answers to the questions. 	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> -They are under the cookies and cupcakes. -I keep my snacks <u>in my bag</u>. (under my bed, on the desk) 2. <ul style="list-style-type: none"> -The school is between the hospital and the police station.

	<p>-There is a big supermarket next to my school.</p>
<p>★Speak Out! (page 27)</p>	
<p>Talk about the locations of the person, ghosts, and other things.</p> <p>1. Have the students turn to page 27 and make small groups.</p> <p>2. Have them look at picture #1. Start by practicing vocabulary with the class. Circle a few items from the picture and let the students guess what they are.</p> <p>T: What do you see?</p> <p>S: I see a girl and a dog. I see three ghosts. I see swings, benches, bicycles, a fence, some clouds, and mountains.</p> <p>3. Tell them to say where the person, ghosts, and other things are in groups.</p> <p>4. Ask each group about the locations of an item/person. Correct their sentences when needed.</p> <p>T: Where is the dog?</p> <p>5. Apply these steps to picture #2.</p> <p>T: Now, look at picture #2. What is in the room?</p> <p>S: I see a bookcase, books, ghosts, a bed, a desk, a computer, a picture frame, and a window.</p>	<p>[Possible Answers]</p> <p>1.</p> <p>-There is a girl <u>under the tree</u>. (on the chair) / A girl is sitting <u>under the tree</u>. (on the chair)</p> <p>-There is a ghost on the swings.</p> <p>-There is a ghost in the tree.</p> <p>-There is a ghost on the cloud.</p> <p>-There is a dog next to the girl.</p> <p>-There are two bicycles behind the fence.</p> <p>2.</p> <p>-There is a ghost in the bookcase.</p> <p>-There is a ghost under the bed.</p> <p>-There is a ghost <u>behind the computer</u>. (on the desk)</p> <p>-There are many books in the bookcase.</p> <p>-There is a picture on the wall.</p> <p>-There is a lamp next to the bed.</p> <p>-There are pillows on the bed.</p> <p>-There is a cap on the floor.</p> <p>-There are a bat and four baseballs on the floor.</p>
<p>★Spot the Differences (page 28)</p>	
<p>Work in pairs. Find the differences between the two pictures as fast as you can and tell your partner. The winner is the one who finds the most differences.</p> <p>1. Have the students turn to page 28 and work in pairs.</p> <p>2. Ask about the pictures.</p> <p>T: What animals you see?</p> <p>S: I see a monkey, koala, lion, penguin, kangaroo, and elephant.</p> <p>T: What is the monkey doing?</p> <p>S: It is eating bananas.</p> <p>T: What are the koala and the lion doing?</p> <p>S: They are sleeping.</p> <p>3. Tell the students to find the six differences between the two pictures and tell their partners. The winner is the one who finds the most differences.</p>	<p>[Possible Answers]</p> <p>-The monkey is next to the chair.</p> <p>-The koala is sleeping in the tree.</p> <p>-The lion is sleeping in front of the giraffe.</p> <p>-The penguin is <u>on the ice</u>. (next to the polar bear)</p> <p>-The kangaroo is next to the skateboard.</p> <p>-The beach ball is <u>in front of the elephant</u>. (outside the wall)</p> <p>-The monkey is on the chair.</p> <p>-The koala is sleeping under the tree.</p> <p>-The lion is sleeping behind the giraffe.</p> <p>-The penguin is <u>in the water</u>. (in front of the polar bear)</p> <p>- The kangaroo is on the skateboard.</p> <p>-The beach ball is <u>next to the elephant</u>. (inside the wall)</p>

Unit 06 I Love Animals

<p>• Objectives: Students will learn to describe animals.</p>	
<p>• Materials: ppt tool(Talk to Me 1_Unit 6)</p>	
<p>★Warm Up (page 29)</p>	
<p>Look and talk.</p> <p>1. Have the students look at the picture.</p> <p>2. Ask them the questions.</p> <p>3. Ask some extra questions.</p> <p>T: Do you like koalas?</p> <p>Which country is famous for its koalas? (Answer: Australia)</p>	<p>[Possible Answers]</p> <p>1. Yes, I've seen one at the zoo. / No, I haven't. I've only seen them in books.</p> <p>2. It is gray. It has fur and claws.</p> <p>3. It eats leaves.</p>
<p>You Can Say This</p> <p>1. Ask the students to read the sentences out loud and compare the written answers with their own answers to questions #2 and #3.</p> <p>2. Help the students learn what they can say to describe animals.</p> <p>T: When you talk about animals, you can describe these things: what they look like, where they live, what they eat, what they can do well.</p>	
<p>★Let's Talk! (page 30)</p>	
<p>Animals have different homes. Choose two animals and ask your partner about their homes.</p> <p>1. Have the students turn to page 30 and work in pairs.</p> <p>2. Tell them to look at the pictures and to choose two animals.</p> <p>3. Tell the students to ask their partners about where the animals they chose live.</p> <p>4. Ask for volunteers or choose some students to share their answers to the question.</p> <p>5. Ask some extra questions.</p> <p>T: What else lives in the ocean?</p> <p>Can you tell me some other animals that live in trees?</p>	<p>[Possible Answers]</p> <p>Q. Where do dogs/birds/monkeys/whales/frogs live?</p> <p>-Dogs live in doghouses.</p> <p>-Birds live in bird nests.</p> <p>-Monkeys live in trees.</p> <p>-Whales live in the ocean.</p> <p>-Frogs live in ponds.</p>
<p>Ask and answer with your partner.</p> <p>1. Tell the students to look at the pictures.</p> <p>2. Tell them to ask and answer the questions with their partners.</p> <p>3. Ask for volunteers or choose some students to share their answers to the questions.</p>	<p>[Possible Answers]</p> <p>1.</p> <p>-The horse is eating an apple.</p> <p>-Horses can <u>run fast</u>. (jump well)</p> <p>2.</p> <p>-A bat has wings. It has fur. It has long ears and claws.</p> <p>-Bats can <u>fly</u>. (see in the dark, hear well)</p>

★Speak Out! (page 31)	
<p>Say what you know about the animals.</p> <p>1. Have the students turn to page 31 and make small groups.</p> <p>2. Have them look at picture #1. Then, ask about it. T: What animals do you see? S: They are polar bears.</p> <p>3. Tell them to talk about the animals in groups.</p> <p>4. Let each group take turns saying one fact about the animals one at a time. Correct their sentences when needed.</p> <p>5. Apply these steps to picture #2. T: What are the animals in picture #2? S: They are rabbits.</p>	<p>[Possible Answers]</p> <p>1.</p> <ul style="list-style-type: none"> -Polar bears are very big. They have sharp teeth and claws. They look white, but their skin is black. -Polar bears eat seals and fish. -Polar bears live in the ice and snow. -Polar bears can <u>swim</u> (smell) well. <p>2.</p> <ul style="list-style-type: none"> -Rabbits have long ears and sort tails. They have soft fur. They are brown, grey, or white. -Rabbits eat grass. They like carrots. -Rabbits live <u>under the ground</u> (in burrows). -Rabbits can run fast. They can <u>hear</u> (see, smell) well. They can dig.
★Animal Bingo (page 32)	
<p>Work in pairs. Take turns saying an animal's name and two facts about it. Circle the animals you and your partner say. The winner is the first one who has four circles in a row and calls out, "Bingo!"</p> <p>1. Have the students turn to page 32 and work in pairs.</p> <p>2. Tell S1 to look at page 32 and S2 to look at page 79.</p> <p>3. Tell the students to take turns choosing an animal and saying two facts about it. Have them play until one of them has four circles in a row and calls out, "Bingo!".</p>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> -Mice: They are very small. They have long tails and big ears. They have fur. They eat almost anything. They live almost anywhere, human homes, forests, etc. They are afraid of cats. -Turtles: They have a shell. They can swim well. They walk very slowly. -Dolphins: They eat fish. They live in the ocean. They are very smart. -Camels: They have one or two humps on their back. They are yellow or brown. They eat grass. They can drink a lot of water. They live in the desert. -Lions: They have fur. They roar. They eat <u>meat</u>. (other animals) They live in the wild. They can run fast. -Dogs: They have fur. They can hear very well. People keep them as pets. -Pigs: They have short, curly tails. They eat <u>everything</u>. (plants and animals) They can smell well. They are smart. -Cheetahs: They have black spots on their bodies. They eat <u>meat</u>. (other animals) They can run very fast. -Crocodiles: They have sharp teeth. They eat other animals. They live in the water and on land. -Giraffes: They are very tall. They have a long neck and long legs. They eat leaves. They can kick hard.

-Elephants: They are huge. They have a long nose and large ears. They eat grass. They can smell well.

-Eagles: They have wings and a beak. They can fly. They can see very well. They can fly and catch small animals.

-Zebras: They have black and white stripes. They eat grass. They can run fast. They can see and hear well.

-Kangaroos: They have a pouch on their belly. They have big feet. They eat grass and leaves. They live in Australia. (in the forests) They can jump high. They can hear well.

-Bears: They are big. They have fur and sharp teeth. They eat plants and small animals. They can smell very well.

-Hippos: They are very big and heavy. They have a huge mouth and sharp teeth. They have short legs. They eat grass. They usually stay in water or mud.

Unit 07 Welcome to My Neighborhood

<ul style="list-style-type: none"> • Objectives: Students will learn to describe places in a neighborhood. 	
<ul style="list-style-type: none"> • Materials: ppt tool(Talk to Me 1_Unit 7), coins 	
<p>★Warm Up (page 33)</p>	
<p>Look and talk.</p> <ol style="list-style-type: none"> 1. Have the students look at the picture. 2. Ask them the questions. 3. Ask some extra questions. <p>T: How does the girl go to the post office? Is your house near the post office?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. I see a shoe store, a bookstore, a fire station, and a post office. 2. She is going to the post office. She has letters in the basket. 3. I can <u>buy stamps</u> (mail a letter to my grandparents, send a package to my friend) at the post office.
<p>You Can Say This</p> <ol style="list-style-type: none"> 1. Tell the students to read the sentences out loud and compare the written answers with their own answers to question #3. 2. Help the students learn how to describe certain places in a neighborhood. <p>T: When you talk about places in a neighborhood, you can say what you can do there like this: I go to the post office to mail letters. I can buy stamps at the post office.</p>	
<p>★Let's Talk! (page 34)</p>	
<p>There are so many places to go in the neighborhood. Choose your favorite place and talk about it with your partner.</p> <ol style="list-style-type: none"> 1. Have the students turn to page 34 and work in pairs. 2. Tell them to look at the pictures and choose their favorite place. 3. Tell the students to talk to their partner based on the picture they chose. 4. Ask for volunteers or choose some students to share their answers to the questions. 	<p>[Possible Answers]</p> <ul style="list-style-type: none"> -My favorite place in the neighborhood is the bookstore. I can read books and buy books there. -My favorite place in the neighborhood is the pet store. I like watching cute animals. - I like the playground. I can use the swings and slides and have fun with my friends. -My favorite place is the toy store. I can buy toys there. -I like the cinema. I like eating popcorn and watching movies there.
<p>Ask and answer with your partner.</p> <ol style="list-style-type: none"> 1. Have the students look at the pictures. 2. Tell them to ask and answer the questions with their partners. 3. Ask for volunteers or choose some students to share their answers to the questions. 	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> -He is going to school. -There are classrooms, a cafeteria, and a gym in my school. 2. <ul style="list-style-type: none"> -She is in the library. -I can <u>borrow some books</u>. (use computers, read

	books, do my homework)
★Speak Out! (page 35)	
<p>Say what you can see and what the people are doing.</p> <ol style="list-style-type: none"> 1. Have the students turn to page 35 and make small groups. 2. Have them look at picture #1. Ask about it. T: Where is this place? S: It is a supermarket. 3. Tell them to talk more about the picture in groups. 4. Let each group take turns saying one thing about the picture one at a time. Correct their sentences when needed. 5. Apply these step to picture #2. T: Now, look at picture #2. Where is this place? S: It is a restaurant. 	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> -I see some <u>vegetables</u> (cabbages, carrots, potatoes, and cucumbers), <u>fruits</u> (bananas, grapes, and watermelons), snacks, and cheese. -Some people are waiting in line to pay. -The woman is buying milk. -Some people are shopping. -The woman is pushing a cart. -The woman is holding a shopping basket. -The boy is crying. He wants to buy some snacks. 2. <ul style="list-style-type: none"> -I see a chef, waiters, some people, some food, a plant, a kitchen, tables, and chairs. -The chef is cooking. -Some people are eating food. -Some people are ordering food. A waiter is taking an order. -A waitress is serving food.
★My Neighborhood (page 36)	
<p>Flip a coin and move along the board. When you land on each space, say what the place is and what you can do there.</p> <ol style="list-style-type: none"> 1. Have the students turn to page 36 and work in pairs or groups. 2. Have them prepare coins. 3. Each student will flip a coin and talk about the place on that space. 4. The first one to the Finish is the winner. 	<p>[Possible Answers]</p> <ul style="list-style-type: none"> -Airport: It is an airport. I can get on an airplane there. -Hospital: It is a hospital. I go there when I'm sick. -Stadium: It is a stadium. I can watch a soccer match there. -Swimming pool: It is a swimming pool. I can swim there. -Bakery: It is a bakery. I can buy some bread and cake there. -Cinema: It is a cinema. I can watch movies there. -Pet store: It is a pet store. I can buy things for my pet there. -Gym: It is a gym. I can exercise there. -Train station: It is a train station. I can get on a train there. -Zoo: It is a zoo. I can see a lot of different animals there. -Market: It is a market. I can buy some food there. -Bookstore: It is a bookstore. I can buy some

	books there. -Park: It is a park. I can have a picnic there.
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Unit 08 Do You Like All Kinds of Food?

<ul style="list-style-type: none"> • Objectives: Students will learn to express likes and dislikes. 	
<ul style="list-style-type: none"> • Materials: ppt tool(Talk to Me 1_Unit 8) 	
<p>★Warm Up (page 37)</p>	
<p>Look and talk.</p> <ol style="list-style-type: none"> 1. Have the students look at the picture. 2. Ask them the questions. 3. Ask some extra questions. <p>T: Did you eat any of these foods yesterday? Which food is from Italy? (Answer: Pizza)</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. corn, broccoli, hamburger, strawberries, beans, pizza, shrimp 2. I like pizza because I like cheese. 3. I don't like shrimp because I have an allergy to shrimp.
<p>You Can Say This</p> <ol style="list-style-type: none"> 1. Tell the students to read the sentences out loud and compare the written answers with their own answers to questions #2 and #3. 2. Help the students learn how to say what they like or dislike and why. <p>T: When you talk about what you like and what you dislike, you can say this: I like, I dislike. Use "because" to give reasons.</p>	
<p>★Let's Talk! (page 38)</p>	
<p>What kinds of movies do you like? Choose and talk with your partner.</p> <ol style="list-style-type: none"> 1. Have the students turn to page 38 and work in pairs. 2. Tell them to look at the pictures and choose their favorite type of movie. 3. Tell the students to talk to their partner based on the picture they chose. 4. Ask for volunteers or choose some students to share their answers to the question. 5. Ask them some extra questions. <p>T: What is the best movie you've ever seen? Can anyone tell me some other movie genres? (Answer: Comedy)</p>	<p>[Possible Answers]</p> <p>-I like <u>romance movies</u>. (horror movies, action movies, science-fiction movies, animation movies)</p>
<p>Ask and answer with your partner.</p> <ol style="list-style-type: none"> 1. Have the students look at the pictures. 2. Tell them to ask and answer the questions with their partners. 3. Ask for volunteers or choose some students to share their answers to the questions. <p>T: Who likes summer/winter more? Why? Who dislikes summer/winter? Why?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> -Summer and fall. -I like summer because I can have fun at the beach. / I like fall because I hate hot weather. 2. <ul style="list-style-type: none"> -Santa Claus is giving presents to the children. Some people are having a birthday party.

	<p>-I like my birthday because all my friends give me gifts. / I like Christmas because I like seeing Christmas trees.</p>
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★Speak Out! (page 39)

<p>Talk about which classes or pets you like and why. Then, talk about which ones you dislike and give reasons.</p> <p>1. Have the students turn to page 39.</p> <p>2. Have them to look at picture #1. Start by practicing vocabulary with the class. Circle a few items from the picture and let the students guess what they are.</p> <p>T: What class is this? T: It is a taewondo class.</p> <p>...</p> <p>T: What other classes do you see?</p> <p>3. Tell them to take turns saying which classes they like or do not like and why.</p> <p>4. Tell the students to take turns saying which animals they like or do not like and why. Correct their sentences when needed.</p> <p>5. Apply these steps to picture #2.</p> <p>T: Where is it? What is this animal? S: It is an iguana.</p> <p>...</p> <p>T: What other animals do you see? S: I see a dog, a rabbit, a turtle, and two cats.</p>	<p>[Possible Answers]</p> <p>1.</p> <p>-I like taekwondo because I like the uniform. / I don't like taekwondo because I don't want to kick other people.</p> <p>-I like soccer because I am good at running. / I don't like soccer because I don't know the rules.</p> <p>-I like math because I like numbers. / I don't like math because I'm not good at it.</p> <p>-I like the violin because it sounds very good. / I don't like the violin because it is hard to learn.</p> <p>-I like the piano because I can play lots of songs. / I dislike the piano because it is boring.</p> <p>-I like science because it is so interesting. / I don't like science because it is difficult.</p> <p>-I like English because I want to write a letter to Justin Bieber. / I dislike English because it is not fun to learn.</p> <p>-I like Chinese because I want to visit China. / I don't like Chinese because it is difficult to learn.</p> <p>-I like art because I am good at drawing and painting. / I don't like art because It is boring.</p> <p>2.</p> <p>-I like puppies because I can take them for a walk. / I don't like puppies because they bark.</p> <p>-I like iguanas because they are quiet. / I dislike iguanas because they are not fun to play with.</p> <p>-I like kittens because they are fluffy and cute. / I dislike kittens because they have sharp claws.</p> <p>-I like parrots because they can talk. / I dislike parrots because they are too noisy.</p> <p>-I like goldfish because they are fun to watch. / I don't like goldfish because I can't play with them.</p> <p>-I like rabbits because they are quiet and soft. / I don't like rabbits because they are smelly.</p> <p>-I like turtles because they are easy to care for. / I don't like turtles because they are boring.</p> <p>-I like hamsters because they are small and cute. / I dislike hamsters because they smell bad.</p>
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★Make a Choice! (page 40)

Circle the picture you like better in each pair. Ask your classmates if they like the same things you chose. The winner is the first one who completes the chart.

1. Have the students turn to page 40.
2. Tell them to look at the picture and circle the one they like more.
 T: See each pair of pictures. Which one do you like? Choose and circle it.
3. Tell them to walk around the classroom to find who circled the same pictures as them.
 T: Now, you'll find people who chose the same things as you. Ask your friends and if they answered the same things you chose, write their names below the pictures. Let me know if you have their names below every picture. Are you ready? Start!
4. The first one who completes the chart is the winner.

[Possible Answers]

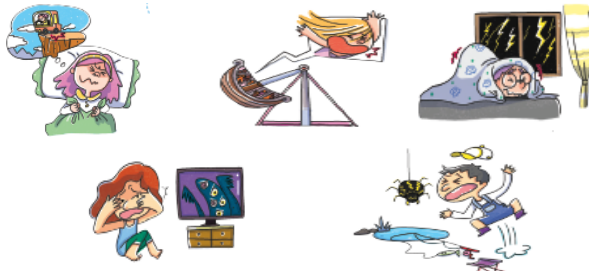
- I like pizza because I like cheese.
- I like chicken because I like meat.
- I like flowers because they smell good.
- I like trees because they are green.
- I like books because I like reading.
- I like movies because they have sounds.
- I like rainy days because I like the sound of rain.
- I like snowy days because I can have a snowball fight.
- I like short hair because it is easier to wash.
- I like long hair because I look better with long hair.
- I like trains because I can see the country.
- I like airplanes because they are fast.
- I like milk because it is good for my health.
- I like cola because it tastes better.
- I like Sunday because I don't go to school.
- I like Monday because I can watch my favorite TV show.
- I like meat because I want to be strong.
- I like fish because it is delicious.
- I like hiking because I can see trees.
- I like going to the beach because I like swimming.
- I like cold weather because I like winter clothes.
- I like hot weather because I hate the cold.
- I like apples because they are good for my health.
- I like oranges because they are sweet.

Unit 09 That Is What I Need!

<ul style="list-style-type: none"> • Objectives: Students will learn to talk about things needed to do something. 	
<ul style="list-style-type: none"> • Materials: ppt tool(Talk to Me 1_Unit 9), coins 	
<p>★Warm Up (page 41)</p>	
<p>Look and talk.</p> <ol style="list-style-type: none"> 1. Have the students look at the picture. 2. Ask them the questions. 3. Ask some extra questions. <p>T: When did you go camping? Who did you go camping with? What do you do when you go camping?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. They are camping. 2. Yes, it is fun. / No, it is scary at night. 3. I need a tent and food for camping.
<p>You Can Say This</p> <ol style="list-style-type: none"> 1. Tell the students to read the sentences out loud and compare the written answers with their own answers to question #3. 2. Help the students learn how to say what they need. <p>T: When you talk about what you need in order to do something, you can say: I need "things" to do something.</p>	
<p>★Let's Talk! (page 42)</p>	
<p>Let's make a pizza! What do you need for toppings? Choose three things and talk with your partner.</p> <ol style="list-style-type: none"> 1. Have the students turn to page 42 and work in pairs. 2. Tell them to look at the pictures and choose three things they like to put on a pizza. 3. Tell the students to talk to their partner based on the picture they chose. 4. Ask for volunteers or choose some students to share their answers to the question. 5. Ask some extra questions. <p>T: What is your favorite pizza? What do you not want to put on your pizza?</p>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> -I need mushrooms, olives, and pineapple. -I need olives, ham, and onions.
<p>Ask and answer with your partner.</p> <ol style="list-style-type: none"> 1. Have the students look at the pictures. 2. Tell them to ask and answer the questions with their partners. 3. Ask for volunteers or choose some students to share their answers to the questions. 	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> -He is thinking about his birthday party. -I need <u>balloons</u> (party food, a birthday cake, games) for the party. 2. <ul style="list-style-type: none"> -She is thinking about going to the beach. -I need <u>a swimsuit</u> (a beach ball, a swimming tube, a hat, sunscreen, a towel) when I go to the

	beach.
<p>★Speak Out! (page 43)</p>	
<p>Choose the items you need to do something and say their names. Your classmates will guess what you are going to do with them.</p> <p>1. Have the students turn to page 43 and make small groups.</p> <p>2. Have them look at picture #1. Start by practicing vocabulary with the class. Circle a few items from the picture and let the students guess what they are.</p> <p>T: What is this? S: It is a blanket.</p> <p>...</p> <p>T: What else do you see in the picture? S: I see a tent, a pillow, pens, paper, a bat, and a baseball.</p> <p>3. Explain to them what to do with the picture.</p> <p>T: Think about what you can do with the items in the picture. Then, choose and say two or three using the phrase "I need" Your group members will try to guess what you are going to do with them.</p> <p>4. Apply these steps to picture #2.</p>	<p>[Possible Answers]</p> <p>1.</p> <ul style="list-style-type: none"> -I need a bike and a helmet. =>You're going to ride a bike. -I need a pillow and a blanket. =>You're going to sleep. -I need a glove and a baseball. =>You're going to play baseball. -I need a toothbrush and toothpaste. =>You're going to brush your teeth. -I need some soil and a shovel. =>You're going to plant something. -I need some paper and pens. =>You're going to draw. <p>2.</p> <ul style="list-style-type: none"> -I need a map and a travel bag. =>You're going to travel. - I need movie tickets and popcorn. =>You're going to watch a movie. - I need a tennis ball and a racket. =>You're going to play tennis. - I need an oven, some eggs, and flour. =>You're going to bake. - I need scissors, wrapping paper, a ribbon, and a doll. => You're going to wrap a doll.
<p>★What's the Problem? (page 44)</p>	
<p>Flip a coin and move along the board. When you land on each space, say what the person or people need.</p> <p>1. Have the students turn to page 44 and work in pairs or groups.</p> <p>2. Each student will flip a coin and say what the person or people on that space need.</p> <p>3. The first one to the Finish is the winner.</p>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> -He needs more paint. -He needs an umbrella. -He needs more water. -He needs some money. -He needs an egg. -He needs warm clothes. -He needs a fork. -He needs a racket. -He needs an eraser. -They need a <u>bigger car</u>. (another car) -He needs <u>tissues</u>. (medicine) -He needs a <u>bigger T-shirt</u>. (another T-shirt)

Unit 10 Sometimes I Feel Annoyed

<p>• Objectives: Students will learn to express feelings and emotions.</p>	
<p>• Materials: ppt tool(Talk to Me 1_Unit 10), coins</p>	
<p>★Warm Up (page 45)</p>	
<p>Look and talk.</p> <ol style="list-style-type: none"> 1. Have the students look at the picture. 2. Ask them the questions. 3. Ask some extra questions. <p>T: How do you feel when your family eats your food? How do you feel when you lose something you like?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. There aren't any cupcakes for the girl. Her sister ate all of them. 2. She looks <u>annoyed</u>. (upset, angry). 3. I feel annoyed when my sister wears my shoes.
<p>You Can Say This</p> <ol style="list-style-type: none"> 1. Tell the students to read the sentences out loud and compare the written answers with their own answers to question #3. 2. Help the students learn how to express their feelings. <p>T: When you talk about how you feel at a certain time, you can say this: I feel annoyed when ...</p>	
<p>★Let's Talk! (page 46)</p>	
<p>When do you feel scared? Choose and tell your partner.</p> <ol style="list-style-type: none"> 1. Have the students turn to page 46 and work in pairs. 2. Tell them to look at the pictures and choose when they feel scared. <div style="border: 1px dashed black; padding: 5px; margin: 10px 0;"> <p>[Teaching Tip] have a bad dream, ride a Viking ship, there is a thunderstorm, watch a horror movie, see a big spider</p>  </div> <ol style="list-style-type: none"> 3. Tell the students to talk to their partner based on the picture they chose. 4. Ask for volunteers or choose some students to share their answers to the question. 5. Ask them some extra questions. <p>T: What else are you scared of? What do you do when you are scared?</p>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> -I feel scared when I have a bad dream. -I feel scared when I ride a Viking ship. -I feel scared when there is a thunderstorm. -I feel scared when I watch a horror movie. -I feel scared when I see a big spider.

<p>Ask and answer with your partner.</p> <ol style="list-style-type: none"> 1. Have the students look at the pictures. 2. Tell them to ask and answer the questions with their partners. 3. Ask for volunteers or choose some students to share their answers to the questions. T: How do you feel when you are home alone? Why do you feel that way? 	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. -He looks worried. -I feel great. I can watch TV all day. / I feel scared because I hear sounds, but no one is home. 2. -The girl is visiting her grandparents. -Yes, I feel happy because they are always kind to me. / No, I feel bored because there is no computer in their house.
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★Speak Out! (page 47)

<p>Talk about what is happening and how the person or people feel. Then, talk about when you feel the same way.</p> <ol style="list-style-type: none"> 1. Have the students turn to page 47. 2. Have them to look at picture #1. Then ask about it. T: What do you see? S: I see five boys. They are wearing basketball jerseys. T: How do they look? S: They look happy. T: Why do you think they are happy? S: They won the basketball championship. 3. Tell them to talk about when they feel the same way. T: When do you feel happy/excited? 4. Ask about picture #2 and tell the students to talk about when they feel the same way. T: What is the boy looking for? S: He is looking for a cap. T: How does he look? S: He looks annoyed. T: When do you feel annoyed? 	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. -The boys won the basketball championship. They feel <u>excited</u>. (proud, happy) -I feel <u>excited</u> (proud, happy) when I go to the theme park. 2. -The boy is looking for his baseball cap. He feels <u>annoyed</u>. (angry, upset). -I feel annoyed when I do my homework.
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★My Feelings (page 48)

<p>Flip a coin and move along the board. When you land on each picture, say when you feel that way. When you land on each expression, say how you feel at that time.</p> <ol style="list-style-type: none"> 1. Have the students turn to page 48 and work in pairs or groups. 2. Each student will flip a coin and say how they feel at the given situations on that space or when they feel that way shown on that space. 3. The first one to the Finish is the winner. 	<p>[Possible Answers]</p> <ul style="list-style-type: none"> -I feel <u>scared</u>. (nervous) I feel angry when my sister teases me. -I feel <u>excited</u>. (happy, sad) -I feel sad when my dog is sick. -I feel <u>nervous</u>. (upset, excited) -I feel <u>scared</u>. (upset, nervous) -I feel excited when I watch a baseball game. -I feel <u>upset</u>. (disappointed, sad, annoyed) -I feel <u>scared</u>. (embarrassed, nervous, annoyed, upset) -I feel bored when I study math. -I feel <u>sad</u>. (disappointed, upset)
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	<p>-I feel embarrassed when the teacher asks me a question.</p> <p>- I feel <u>excited</u>. (happy)</p>
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Unit 11 This Is My Family

<p>• Objectives: Students will learn to describe people's jobs, hobbies/interests, abilities, and personality.</p>	
<p>• Materials: ppt tool(Talk to Me 1_Unit 11)</p>	
<p>★Warm Up (page 49)</p>	
<p>Look and talk.</p> <p>1. Have the students look at the picture.</p> <p>2. Ask them the questions.</p> <p>3. Ask some extra questions.</p> <p>T: What does your dad/mom do? What are your parents/siblings good at? Do you get along with your brother/sister?</p>	<p>[Possible Answers]</p> <p>1. I see a mom, a dad, a son, a daughter, a grandma, and a grandpa.</p> <p>2. I have a brother. He is very funny. / I have two sisters. One is nice, but the other is mean. / No, I don't have any brothers or sisters.</p> <p>3. My dad likes music. My mom likes yoga.</p>
<p>You Can Say This</p> <p>1. Tell the students to read the sentences out loud and compare the written answers with their own answers to questions #2 and #3.</p> <p>2. Help the students learn what they can say to describe people.</p> <p>T: When you describe someone to other people, you can talk about his/her job and personality. You can also say what he/she likes and what he/she is good at.</p>	
<p>★Let's Talk! (page 50)</p>	
<p>What kind of person are you? Choose and talk with your partner.</p> <p>1. Have the students turn to page 50 and work in pairs.</p> <p>2. Tell them to look at the pictures and ask about the pictures and the given words.</p> <p>T: Look at the pictures. What is this girl doing? S: She is reading a book. She is not talking. T: Right. She is quiet. Anyone who thinks they are quiet?</p> <p>3. Tell the students choose the person who they are similar to and talk to their partner based on the picture they chose.</p> <p>4. Ask for volunteers or choose some students to share their answers to the question.</p>	<p>[Possible Answers]</p> <p>-I am <u>quiet</u>. (kind, talkative, funny, cheerful)</p>
<p>Ask and answer with your partner.</p> <p>1. Have the students look at the pictures.</p> <p>2. Tell them to ask and answer the questions with their partners.</p> <p>3. Ask for volunteers or choose some students to share their answers to the questions.</p> <p>T: Do you have a friend who is a good dancer?</p>	<p>[Possible Answers]</p> <p>1. -He is good at dancing. -My friend Jessica can dance really well. / My friend Jake is a good dancer.</p> <p>2. -She is good at math. -I am good at <u>art</u>. (music, English, science, P.E.)</p>

★Speak Out! (page 51)

In the first picture, match each person with a job and a hobby and talk about them. In the second picture, match each person with a personality and an ability and talk about them.

- Have the students turn to page 51 and make small groups.
- Have them look at picture #1 and ask about it.

T: Look at picture #1. You'll see four men, Ben, David, Jake, and Matt. And here are some jobs and hobbies. What are the jobs?

S: I see an English teacher, a chef, a singer, and a doctor.

T: Great. And let's talk about hobbies. What do you see?

S: I see people playing the guitar, riding their bike, playing badminton, and shopping.
- Explain to them what to do with the picture.

T: Look at Ben. I think he is a doctor, and he likes riding his bike. What do you think?

Match each person with a job and a hobby. Then talk about them with your group members.
- Ask each group who was told to be a chef the most. Then ask them who they think likes shopping the most.
- Ask the students about picture #2.

T: Look at picture #2. You'll see four girls, Vicky, Sarah, Molly, and Amy. And here are their personalities and what they are good at. Which personalities do you see?

S: shy, funny, smart, lazy

T: Great. What subject does each picture show?

S: English, math, science, and art!

T: Now, match each person with a personality and ability. Then talk about them with your group members.
- Ask each group who was told to be funny the most. Then ask them who they think is good at math the most.

[Possible Answers]

- Ben is a doctor. (an English teacher, a chef, a singer) He likes playing badminton. (riding his bike, playing the guitar, shopping)

-David is an English teacher. He likes riding his bike.

- Jake is a chef. He likes playing the guitar.

- Matt is a singer. He likes shopping.
- Vicky is lazy. (smart, funny, shy) She is good at English. (math, art, science)

-Sarah is smart. She is good at math.

-Molly is funny. She is good at art.

-Amy is shy. She is good at science.

★Find a Friend! (page 52)

Ask your classmates and learn who matches with each picture. Then, write his or her name below each picture. The winner is the one who has the most names.

- Have the students turn to page 52.
- Tell them to look at the picture and talk about the pictures.

T: Look at the pictures on the left. What are they doing?

S: The boy is riding his bike. He is drawing. He is cooking. He is singing.
- Tell them how to do this activity.

T: Now, walk around and ask your classmates if they are good at these activities. Then ask them to find who likes the items in the middle, and who has the items on the right.

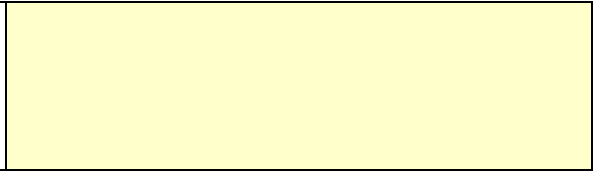
Whenever someone answers yes to your question, write his or her name below the picture. I'll give you 15 minutes. Shall we

[Possible Answers]

- Are you good at riding a bike?
(drawing, cooking, singing)
- Do you like baseball?
(chocolate, cheesecake, the color blue)
- Do you have a piano? (cat, cellphone, watch)

start?

3. Ask them how many names they have on their charts and find the winner.



Unit 12 Let's Imagine!

<ul style="list-style-type: none"> • Objectives: Students will learn to express imaginary situations. 	
<ul style="list-style-type: none"> • Materials: ppt tool(Talk to Me 1_Unit 12), coins 	
<p>★Warm Up (page 37)</p>	
<p>Look and talk.</p> <ol style="list-style-type: none"> 1. Have the students look at the picture. 2. Ask them the questions. 3. Ask some extra questions. <p>T: What animals do you see? Have you ever been to Australia? What are there in Australia? Have you ever had a dream about flying?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. A girl with wings is flying. A boy is surfing. There are a kangaroo and a koala. There is an opera house. 2. She is flying to Australia. 3. I would be a superhero and help people.
<p>You Can Say This</p> <ol style="list-style-type: none"> 1. Tell the students to read the sentences out loud and compare the written answers with their own answers to question #3. 2. Help the students learn how to express maginary situations. <p>T: When you talk about things that are not real/possible, you can use "would" like this.</p>	
<p>★Let's Talk! (page 54)</p>	
<p>Imagine you can have a superpower. Choose and talk with your partner.</p> <ol style="list-style-type: none"> 1. Have the students turn to page 54 and work in pairs. 2. Tell them to look at the pictures and choose a superpower. <p>T: There are some superpowers. Imagine you can be super smart, super strong, super fast, or super tall. What would you like to be?</p> <ol style="list-style-type: none"> 3. Tell the students to talk to their partner based on the picture they chose. 4. Ask for volunteers or choose some students to share their answers to the questions. 	<p>[Possible Answers]</p> <ul style="list-style-type: none"> -I would be super strong and save people. -I would be super smart and help my friends with their homework. -I would be super fast and run to the city. -I would be super tall and help people trapped in buildings.
<p>Ask and answer with your partner.</p> <ol style="list-style-type: none"> 1. Have the students look at the pictures. 2. Tell them to ask and answer the questions with their partners. 3. Ask for volunteers or choose some students to share their answers to the questions. <p>T: Let's say I have a lot of money. I would eat pizza every day. What about you? What would you do with it?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> -He won the lottery. -I would <u>buy a lot of computer games</u>. (buy a big house, visit Italy) 2. <ul style="list-style-type: none"> -A girl woke up. She turned into a dog. -I would <u>chase cats</u>. (bite the people I don't like)

★Speak Out! (page 55)	
<p>Talk about what is happening. Then, imagine you are the girl or boy and talk about what you would do.</p> <ol style="list-style-type: none"> 1. Have the students turn to page 55. 2. Have them look at picture #1. Then ask about it. T: Look at picture #1. What is happening? S: The girl sees a monster under her bed. She is shocked. 3. Tell the students to take turns saying what they would do in that situation. T: Imagine you see a monster under your bed. How would you feel? What would you do? 4. Ask about picture #2 and tell the students to take turns saying what they would do in that situation. T: Now, look at picture #2. What is special about the boy? S: He is invisible. People can't see him. T: Good. Have you ever imagined you were invisible? What would you do then? 	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. -I would <u>run away</u>. (become friends with the monster, ask the monster to scare my friend) 2. -I would <u>scare people</u>. (hit my brother)
★Imagination Is Fun (page 56)	
<p>Flip a coin and move along the board. When you land on each space, imagine that happens to you and say what you would do.</p> <ol style="list-style-type: none"> 1. Have the students turn to page 56 and work in pairs or groups. 2. Have them prepare coins. 3. Tell them to flip a coin and say what they would do when the situation on that space happens. 4. The first one to the Finish is the winner. 	<p>[Possible Answers]</p> <ul style="list-style-type: none"> -I would wish for a puppy. -I would scare bullies. -I would tell my secret. -I would make it rain when I was angry. -I would scream and run. -I would change my face to be very beautiful/handsome. -I would do five different things at the same time. -I would stay at home and play all day. -I would ask the robot to do my homework. -I would drive her car. -I would ride a shark. -I would watch movies for free. -I would let the students play all day.

Unit 13 My Pet Is Sick

<ul style="list-style-type: none"> • Objectives: Students will learn to describe jobs. 	
<ul style="list-style-type: none"> • Materials: ppt tool(Talk to Me 1_Unit 13), coins 	
<p>★Warm Up (page 57)</p>	
<p>Look and talk.</p> <ol style="list-style-type: none"> 1. Have the students look at the picture. 2. Ask them the questions. 3. Ask some extra questions. <p>T: What do vets do? What do vets wear? Have you ever been to the vet with your pet?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. It is an animal hospital. 2. She is a vet. 3. I go to the animal hospital when my pet is sick.
<p>You Can Say This</p> <ol style="list-style-type: none"> 1. Tell the students to read the sentences out loud and compare the written answers with their own answers from above. 2. Help the students learn what they can say to describe jobs. <p>T: When you talk about jobs, you can describe these things: what they do, where they work, what they wear.</p>	
<p>★Let's Talk! (page 58)</p>	
<p>You have a chance for your dream job. Choose and talk with your partner.</p> <ol style="list-style-type: none"> 1. Have the students turn to page 58 and work in pairs. 2. Tell them to look at the pictures and choose a job they would like to have. <p>T: What jobs do you see? S: I see a singer, a model, an actor, a pro-gamer, and a president. T: You can become one of them. What would you like to be?</p> <ol style="list-style-type: none"> 3. Tell the students to talk to their partner based on the picture they chose. 4. Ask for volunteers or choose some students to share their answers to the questions. 	<p>[Possible Answers]</p> <ul style="list-style-type: none"> -My dream job is a singer. A singer sings at concerts. -My dream job is a model. A model wears different clothes and walks on stage. -I want to be <u>an actor</u>. (a movie star) An actor acts in movies. -I want to be a pro-gamer. A pro-gamer plays computer games in contests. -I want to be a president. The president takes care of the country.
<p>Ask and answer with your partner.</p> <ol style="list-style-type: none"> 1. Have the students look at the pictures. 2. Tell them to ask and answer the questions with their partners. 3. Ask for volunteers or choose some students to share their answers to the questions. 	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> -I can see lights, a camera, and a computer in the photo studio. - A photographer takes pictures/photos of people, things, or places. 2. <ul style="list-style-type: none"> -A hairdresser uses a hair dryer, brushes, scissors, and mirror.

	<p>-I go to a hair salon when <u>my hair grows too long</u>. (I need a haircut, I want a perm, I want to dye my hair.)</p>
<p>★Speak Out! (page 59)</p>	
<p>Talk about what is strange in the pictures.</p> <ol style="list-style-type: none"> 1. Have the students turn to page 59 and make small groups. 2. Have them look at picture #1. Start by practicing vocabulary with the class. Circle a few people from the picture and let the students guess who they are. T: Who do you see? S: I see a firefighter, a pilot, a chef, a magician, a farmer, and a police officer. T: Good. Do you know what a firefighter does? S: Yes, a firefighter puts out fires. T: Right! Then look at the firefighter in the picture. Is he putting out fires? S: No, he is cleaning the windows. T: Right. Now, let's talk more about what is strange with your group members. 3. Tell them to talk more about the picture in groups and let each group take turns saying what is strange one at a time. Correct their sentences when needed. 4. Apply these steps to picture #2. 	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> -The firefighter is cleaning the windows. -The pilot is putting out the fire. -The chef is working in the office. -The magician is driving a police car. -The farmer is flying a plane. -The police officer is baking bread. 2. <ul style="list-style-type: none"> -The chef is cutting the carrot with a brush. -The artist is cooking. -The nurse is washing the dishes. -The soccer player is serving food. -The dentist is checking a man's teeth at a restaurant. -The waiter is ordering food, and the customer is taking the order.
<p>★Job World (page 60)</p>	
<p>Flip a coin and move along the board. When you land on each space, say things about the job.</p> <ol style="list-style-type: none"> 1. Have the students turn to page 60 and work in pairs or groups. 2. Each student will flip a coin and talk about the job on that space. 3. The first one to the Finish is the winner. 	<p>[Possible Answers]</p> <ul style="list-style-type: none"> -firefighter: They are firefighters. They put out fires. They save people. They use a hose, a ladder, and drive a <u>big red truck</u>. (fire engine) -teacher: She is a teacher. She teaches students. She helps students learn. She gives students homework. She works at a school. -bus driver: He is a bus driver. He drives a bus. -mailman: He is a mailman. He delivers letters and packages. -farmer: He is a farmer. He grows food. He raises animals. He works on a farm. -dentist: She is a dentist. She fixes teeth. She wears a mask and a uniform. -pianist: He is a pianist. He plays the piano on stage. -baseball player: He is a baseball player. He plays baseball in a baseball stadium. He wears a uniform.

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-reporter: She is a reporter. She reports the news on TV.

-baker: He is a baker. He bakes bread.

-police officer: He is a police officer. He protects people. He catches thieves. He wears a uniform. He works in a police station.

-pilot: He flies a plane. He wears a uniform.

-doctor: He is a doctor. He helps sick people. He wears a uniform. He works in a hospital.

Unit 14 What Will Happen Next?

<ul style="list-style-type: none"> • Objectives: Students will learn to make predictions about what happens next in creative stories. 	
<ul style="list-style-type: none"> • Materials: ppt tool(Talk to Me 1_Unit 14) 	
<p>★Warm Up (page 61)</p>	
<p>Look and talk.</p> <ol style="list-style-type: none"> 1. Have the students look at the picture. 2. Ask them the questions. 	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. UFOs are flying to the Earth. People are watching UFOs coming to the Earth. The UFOs land on the Earth. 2. I would feel <u>excited</u>. (scared) 3. I expect cute and friendly aliens will come out.
<p>You Can Say This</p> <ol style="list-style-type: none"> 1. Tell the students to read the sentences out loud and compare the written answers with their own answers to question #3. 2. Help the students learn how to say what will happen next. T: When you want to say what you think will happen next, you can say this: I think..., I expect..., Perhaps, ... 	
<p>★Let's Talk! (page 62)</p>	
<p>Uh-oh! The teacher turned into a gorilla. Choose what you think will happen next and talk with your partner.</p> <ol style="list-style-type: none"> 1. Have the students turn to page 62 and work in pairs. 2. Ask them about the picture on the left. T: What happened in the classroom? S: There is a gorilla in the classroom. / The teacher turned into a gorilla. T: What do you think will happen next? Look at the four mini pictures and choose what you think. 3. Tell the students to choose what they think will happen next and talk with their partners. 4. Ask for volunteers or choose some students to share their answers to the question. 5. Ask some extra questions. T: What else would you do if you saw a gorilla in your classroom? 	<p>[Possible Answers]</p> <ul style="list-style-type: none"> -I think the children will run away. -I think the children will play with the gorilla. -I expect the gorilla will teach the children. -Perhaps the gorilla will throw the tables and chairs.
<p>Ask and answer with your partner.</p> <ol style="list-style-type: none"> 1. Have the students look at the pictures and ask them about the pictures. T: Where is the boy? S: He is in a witch's home. T: How do you know a witch lives there? S: There are some pictures of the witch. There is a broom. There is a witch's hat. 	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. The boy is in a witch's house. He sees a glass on the table. It has an X on it, but he starts to drink it. 2. <ul style="list-style-type: none"> -I think the boy's body will turn green. -I expect the boy will become bigger and bigger. -Perhaps the boy will disappear.

<p>T: Good. Look at the next picture. What is the boy doing? S: He is drinking something. T: Do you think the drink is a good one? S: No, I think it has something bad in it.</p> <p>2. Tell them to think what will happen next and to talk about it with their partners.</p> <p>3. Ask for volunteers or choose some students to share their partner's answers. T: Does your partner think the same as you? What does your partner think will happen next?</p>	
<p>★Speak Out! (page 63)</p>	
<p>Look and think about what will happen next. Then, tell your own story by using the pictures.</p> <p>1. Have the students turn to page 63 and make small groups.</p> <p>2. Have them look at the picture and think what will happen next. T: Look at the picture. A little girl meets fairies in the forest. Then something happens. Think about what will happen next.</p> <p>3. Tell them to make their own stories by using the first four pictures. They must come up with their own endings and share it with their group members.</p> <p>4. Ask for volunteers to share their own stories. T: Whose story is the best from your group? Who wants to tell their story?</p>	<p>[Possible Answers]</p> <p>-A little girl is walking in the forest. She meets some little fairies. The fairies fly over to her. They say, "Come with us." The little fairies take her to a tree. There is a tiny door in the tree. The little girl says, "I want to go inside." The fairies change her into a small girl. The little girl becomes too small, so she can't open the door.</p> <p>-The little girl opens the door and goes inside. She meets a scary monster there.</p> <p>-The little girl opens the door and goes inside. Lots of fairies say hello to the girl.</p>
<p>★What Will Happen Next? (page 64)</p>	
<p>Make groups. Read each story and answer the questions together. Then, share the best ending from your group with your classmates.</p> <p>1. Have the students turn to page 64 and make small groups.</p> <p>2. Tell them to look at the picture and ask about it. T: What are the children doing? S: They are laughing.</p> <p>3. Tell them to read the first story and answer the questions together.</p> <p>4. Check their comprehensions through questions #1 and #2.</p> <p>5. Tell the students to share the best ending from each group. T: Ashley is in trouble. She is wearing her pajamas to school and her friends are laughing at her. Who has the best ending from your group?</p> <p>6. Apply these steps to the second story.</p>	<p>[Possible Answers]</p> <p>1. She eats breakfast, washes her face, brushes her teeth, and goes to school.</p> <p>2. Ashley's friend's laugh at her because she is wearing her pajamas to school.</p> <p>3. -I think Ashley's teacher will tell her to go back home to change. -I expect Ashley will get angry and fight with her friends. -Perhaps Ashley will call her mom and ask her to bring some clothes.</p>

Unit 15 Let's Twist Fairy Tales!

<ul style="list-style-type: none"> • Objectives: Students will learn to make predictions and express what happens next in twisted fairy tales. 	
<ul style="list-style-type: none"> • Materials: ppt tool(Talk to Me 1_Unit 15) 	
<p>★Warm Up (page 65)</p>	
<p>Look and talk.</p> <ol style="list-style-type: none"> 1. Have the students look at the pictures. 2. Ask them the questions. 	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. She is dancing with the prince. 2. Yes. I don't want to go home late. / No. I don't want to lose the glass shoe. 3. I think the prince will marry the ugly sister.
<p>You Can Say This</p> <ol style="list-style-type: none"> 1. Tell the students to read the sentences out loud and compare the written answers with their own answers to questions #3. 2. Help the students learn how to express what will happen next. T: When you express what you think will happen next, you can say this: I think..., I expect..., Perhaps, ... 	
<p>★Let's Talk! (page 66)</p>	
<p>The girl is asking for help. Choose what you think will happen next and talk with your partner.</p> <ol style="list-style-type: none"> 1. Have the students turn to page 66 and work in pairs. 2. Ask them about the picture on the left. T: What is happening in the picture? S: The princess is in the tower. She is asking for help. The prince is looking at her. T: What do you think will happen next? Will the prince help her or not? Look at the four mini pictures and choose what you think will happen next. 3. Tell the students to choose what they think will happen next and talk with their partners. 4. Ask for volunteers or choose some students to share their answers to the question. 5. Ask some extra questions. T: What else would you do if you were the prince? 	<p>[Possible Answers]</p> <ul style="list-style-type: none"> -I think the prince will use a magic flying carpet. -I think the prince will bring a ladder and save her. -I expect the prince will fly a helicopter to her. -Perhaps the prince will walk away.
<p>Ask and answer with your partner.</p> <ol style="list-style-type: none"> 1. Have the students look at the pictures and ask them about the pictures. T: Who are they? S: They are a witch and Snow White. T: What is happening? S: The witch is giving an apple to Snow White. She put something bad in the apple. 	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. The witch gives Snow White a poisonous apple. Snow White makes an apple pie with it. 2. -I think she will eat the apple pie with the dwarves. -I expect she will give the apple pie to the witch. The witch will die.

<p>T: Good. Look at the next picture. What is Snow White doing? S: She is making an apple pie with the apple.</p> <p>2. Tell them to think what will happen next and talk about it with their partners.</p> <p>3. Ask for volunteers or choose some students to share their partner's answers.</p> <p>T: Does your partner think the same as you? What does your partner think will happen next?</p>	<p>-Perhaps the apple pie will taste bad. She will throw it away.</p>
<p>★Speak Out! (page 67)</p>	
<p>Look and think about what will happen next. Then, tell your own story by using the pictures.</p> <p>1. Have the students turn to page 67 and make small groups.</p> <p>2. Have them look at the picture and think what will happen next.</p> <p>3. Tell them to make their own stories by using the first four pictures. They must come up with their own endings and share it with their group members.</p> <p>4. Ask for volunteers to share their own stories.</p> <p>T: Whose story is the best from your group? Who wants to tell their story?</p>	<p>[Possible Answers]</p> <p>There is a beast in a castle. The beautiful girl thinks the beast will change into a prince. She kisses the beast. The beast doesn't change into a prince.</p> <p>-The girl gets upset and leaves. -The girl kisses the beast again, and the beast becomes a prince. -The girl marries him.</p>
<p>★What Will Happen Next? (page 68)</p>	
<p>Make groups. Read each story and answer the questions together. Then, share the best ending from your group with your classmates.</p> <p>1. Have the students turn to page 68 and make small groups.</p> <p>2. Tell them to look at the picture and ask about it.</p> <p>T: What do you see? S: I see three pigs.</p> <p>3. Tell them to read the first story and answer the questions together.</p> <p>4. Check their comprehensions through questions #1 and #2.</p> <p>5. Tell the students to share the best ending from each group.</p> <p>T: The big, scary wolf eats all the houses. And now, he finds the pigs hiding in the forest. What will happen to the pigs? Who has the best ending from your group?</p> <p>6. Apply these steps to the second story.</p>	<p>[Possible Answers]</p> <p>1. They make food houses out of chocolate, cheese, and pizza. 2. The wolf eats the houses. 3. -I think the prince and the mermaid will marry and live happily. -I expect the prince will be very angry with her. He will get his body back. -Perhaps the prince will swim far away and fall in love with another mermaid.</p>

Unit 16 Which Side Are You On?

<ul style="list-style-type: none"> • Objectives: Students will learn to give opinions on which is better. 	
<ul style="list-style-type: none"> • Materials: ppt tool(Talk to Me 1_Unit 16) 	
<p>★Warm Up (page 69)</p>	
<p>Look and talk.</p> <ol style="list-style-type: none"> 1. Have the students look at the picture. 2. Ask them the questions. 3. Ask some extra questions. <p>T: What animals do you see? What is your pet's name? What does your pet look like?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. I have a <u>dog</u>. (5 fish, a hamster) 2. I want a <u>rabbit</u>. (cat, turtle, guinea pig) 3. I agree because dogs are more fun and friendlier. / I disagree because dogs are loud but cats are quiet.
<p>You Can Say This</p> <ol style="list-style-type: none"> 1. Tell the students to read the sentences out loud and compare the written answers with their own answers to questions #3. 2. Help the students learn how to agree and disagree with someone's opinion. <p>T: When you have the same opinion with someone, you can simply say, "I agree..." You can say, "I disagree..." or "I don't think so." when you do not agree with their opinion.</p>	
<p>★Let's Talk! (page 70)</p>	
<p>What is your favorite season? Choose and ask your partner if he or she agrees.</p> <ol style="list-style-type: none"> 1. Have the students turn to page 70 and work in pairs. 2. Tell them to look at the pictures and choose their favorite seasons. 3. Tell the students to ask their partners if they agree or not with their thoughts. 4. Ask for volunteers or choose some students to share their answers to the questions. 	<p>[Possible Answers]</p> <p>Q. I think spring/summer/fall/winter is the best season of the year. Do you agree?</p> <p>- Yes, I agree. / No, <u>I don't agree</u>. (I disagree)</p>
<p>Ask and answer with your partner.</p> <ol style="list-style-type: none"> 1. Have the students look at the pictures and ask them about the pictures. <p>T: Where are the places? S: This one(on the left) is a city. This one(on the right) is a farm. T: What do you see in the city? S: I see many buildings, cars, and people. T: Good. What do you see in the farm? S: I see grass. There are some houses. T: How do the places look? S: The city looks busy. It looks noisy. But the farm looks peaceful</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> 1. The city has lots of tall buildings and cars. It looks very busy. The country looks calm, quiet, and beautiful. 2. I think the country is better because it is quiet and clean. Do you agree? / I want to live in the city because I can go anywhere on a bus or subway. Do you agree?

<p>and quiet.</p> <p>2. Tell the students to think about question #2 and talk about it with their partners.</p> <p>3. Ask for volunteers or choose some students to share their partner's answers to the questions.</p> <p>T: Does your partner agree with you? Where does he/she think is better to live in?</p>	
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★Speak Out! (page 71)

<p>Say which statement you agree with and why. Write down the names of your classmates who are on the same side as you.</p> <p>1. Have the students turn to page 71.</p> <p>2. Have them read statement #1 and decide what they think.</p> <p>3. Ask the students about their thoughts on that statement and the reasons why they think so.</p> <p>T: Okay let's talk about which one you think is better. Listen to your classmates' thoughts and write his or her name in the chart.</p> <p>T: Which statement do you agree with? S1: I agree with the first statement. T: Why do you think ice cream is better? S1: Ice cream is cold and sweet. ...</p> <p>4. Find which statement has more votes in the class.</p> <p>T: Okay. Let's see which statement is more popular. How many names do you have for the first statement?</p> <p>5. Apply these steps to statement #2.</p>	<p>[Possible Answers]</p> <p>1. Ice cream is better than fruit because it <u>is sweet and delicious</u>. (has many flavors) / Fruit is better than ice cream because <u>fruit is good for your health</u>. (ice cream is too cold)</p> <p>2. The beach is better than the park because we can <u>swim at the beach</u>. (play in the sand) / The park is better than the beach because <u>I can go there anytime, even in winter</u>. (I can ride my bike there, I don't need a swimsuit)</p>
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★Let's Debate! (page 72)

<p>Read and debate.</p> <p>1. Have the students turn to page 72.</p> <p>2. Tell them to read the first statement and take a side.</p> <p>T: Day is better than night. Do you agree or not?</p> <p>3. Tell them to make teams who are on the same side and talk about the reasons why they agree or disagree and write them below the picture.</p> <p>4. Have the two teams sit face to face and take turns saying one reason each. The winner is the team who has the most reasons.</p> <p>T: Okay, now let's debate!</p> <p>5. Apply these steps to the second statement.</p>	<p>[Possible Answers]</p> <p>* Day is better than night.</p> <p>-Agree: I agree because <u>day is warmer</u>. (I can play outside, every shop is open)</p> <p>-Disagree: I disagree because it is noisy during the day but <u>it is quiet at night</u>. (I don't want to go to school, I feel better at night, I don't like the sun)</p> <p>* Wearing a school uniform is better than wearing everyday clothes.</p> <p>-Agree: I agree because <u>uniforms are cheaper</u>. (I like wearing the same clothes as my friends, it is easier to get dressed)</p> <p>-Disagree: I disagree because <u>I want to wear my favorite clothes every day</u>. (uniforms are ugly, I don't want to wear the same clothes every day)</p>
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Talk Some More 1,2

• **Objectives:** Students will describe the pictures or answer the questions.

• **Materials:** dice

★Talk Some More 1 (pages 74-75)

Roll a die and move along the board. Answer the questions or talk about the pictures.

1. Have the students open their books to the page 74 and make small groups.
2. Have them prepare dice and tell them how to play.
3. The first one to the Finish is the winner.

[Possible Answers]

-The girl is jumping rope. She has blond hair. She is wearing a T-shirt and shorts..

-The man is tall. He is wearing a big hat. He is wearing big black shoes.

-This pencil is long and thin.

-I brush my teeth.

* Miss a Turn

-My friend Chloe is sitting next to me.

-Yes, because it tastes good. / No, I don't. I get a stomachache every time I eat spicy food.

-The children are catching a butterfly. The girl's hair is blond and the boy's hair is orange. She is wearing a skirt. He is wearing shorts.

-I have a pet dog. He has brown fur. He has a short tail.

-I go to the hospital when I'm very sick.

-I feel annoyed when someone pushes me.

-I'm funny. I like drawing. I'm good at art.

* Say Anything

-I need a backpack, a camera, and sneakers for hiking.

-The boy is jumping on the bed. There are a bed, a chair, a desk, a radio, and a computer in the room.

-I would touch the clouds.

* Roll the Die Again

-I'm good at swimming.

-I like corns and music.

-I would play with Nemo.

-A vet helps sick animals.

* Say Anything

-Taylor has a black bag.

-The man is wearing glasses. He is wearing a tie. He looks tired.

-Yes. You can breathe fresh air on the mountains. / No. The beach is more fun.

-I feel sad when my pet is sick.

* Go Back to START

-There are a notebook and a pencil case on my desk.

-Yes. Cats are quiet. / No. Dogs are friendlier.

-Kate wants to be a singer.

-I feel happy when my mom buys me a hamburger.

-The koala is in the tree. It looks cute. It eats leaves.

-I watch TV with my family.

★Talk Some More 2 (pages 76-77)

Roll a die and move along the board. Answer the questions or talk about the pictures. Go down the snakes.

1. Have the students turn to page 76 and make small groups.
2. Have them prepare dice and tell them how to play.
3. The first one to the Finish is the winner.

[Possible Answers]

- My bag is black. It is light. It looks like a rectangle.
- The children are watering the plants. He is wearing a cap. The girl has blond hair.
- I have a pet turtle. It has a shell. It eats small worms. I feed it every day. It is so cute.
- I feel excited when I dance Hip Hop.
- The clock, the mirror, and the table are circles.
- I live in an apartment. It is next to a park.
- I go to bed at 10:30.
- Alex is sitting in front of me.
- I'm good at baseball.
- A firefighter puts out the fires.
- I don't like cats and carrots.
- My dad is tall. He wears glasses. He has short black hair and black eyes.
- Joshua likes vegetables.
- Yes, because I like watching monkeys. / No, because I don't like animals. They smell bad.
- My teacher is kind. She has long hair. She likes chocolate.
- Yes, because I look good with long hair. / No, because I don't like washing my hair.
- The girl is wearing a dress. She looks worried.
- I feel great.
- I need a swimsuit, a swimming cap, and a towel.
- I'm playing a board game.
- I feel upset when I go to school.
- It feels soft.
- Yes. I can meet my friends and play with them. / No. School is boring.
- I would fight with bullies and save the children.
- I feel annoyed.
- Roses, fire engines, and strawberries are red.
- A panda has black and white fur. It looks cute.
- Yes, because I can go to the beach. / No, because I don't like sweating.
- Bats and ducks have wings.
- Yes, because I like campfires. / No, because I hate bugs.
- I go to the post office to send a letter.
- My favorite singer is One Direction.
- The girl looks happy. She is jumping. She is smiling. She has blond hair. She is wearing pants.