

# Unit 01 It Is a Happy Sunny Day


<ul style="list-style-type: none"> <li>• <b>Objectives:</b> Students will learn how to describe people, things, places, weather, and the mood in pictures.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Materials:</b> ppt tool(Talk to Me 2_Unit 1)</li> </ul>	
<p>★Warm Up (page 9)</p>	
<p><b>Look and talk.</b></p> <ol style="list-style-type: none"> <li>1. Have the students look at the picture.</li> <li>2. Ask them the questions.</li> <li>3. Ask some extra questions.</li> </ol> <p>T: What season do you think it is? Where is the car?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. Two boys and a girl are playing. A man is watering the plants.</li> <li>2. It is sunny. It is warm.</li> <li>3. It is <u>a happy picture</u>. (looks peaceful) / I feel <u>happy</u>. (excited)</li> </ol>
<p><b>You Can Say This</b></p> <ol style="list-style-type: none"> <li>1. Ask the students to read the sentences out loud and compare the written answers with their own answers from above.</li> <li>2. Help the students understand and realize the present continuous tense used to describe actions.</li> </ol> <p>T: When you talk about pictures, you can describe these things: the people's actions and appearances, the place, the weather, the mood, the color, shape, and location of the objects.</p>	
<p>★Let's Talk! (page 10)</p>	
<p><b>Some people are doing different activities. Choose a person you like and tell your partner about him or her.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 10 and work in pairs.</li> <li>2. Tell them to look at the pictures and choose the person they like.</li> <li>3. Tell the students to talk about him or her to their partners.</li> <li>4. Ask for volunteers or choose some students to share their answers to the questions.</li> <li>5. Ask some extra questions.</li> </ol> <p>T: Do you like skiing/playing basketball? Can you play the violin?</p>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> <li>-The girl is skiing. / She is wearing a helmet and goggles. She has long brown hair.</li> <li>-The boy is playing the violin. / He is wearing glasses. He is wearing a suit. He has short blonde hair.</li> <li>-The man is driving. He is listening to music. / He is wearing a cap and sunglasses.</li> <li>-The girl is doing her homework. / She has green eyes. Her hair is red. She is angry.</li> <li>-The boy is playing basketball. / He is tall. He has short black hair. He is wearing a basketball jersey.</li> </ul>
<p><b>Ask and answer with your partner.</b></p> <ol style="list-style-type: none"> <li>1. Have the students look at the pictures.</li> <li>2. Tell them to ask and answer the questions with their partners.</li> <li>3. Ask for volunteers or choose some students to share their answers to the questions.</li> <li>4. Ask some extra questions.</li> </ol> <p>T: What colors are the birds? Do you like rainy/windy days?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>-Two birds are in the tree. One bird is on the ground.</li> <li>-The blue bird is sleeping. The yellow bird is singing. The red bird is eating a worm.</li> </ul> </li> <li>2. <ul style="list-style-type: none"> <li>-It is night. / It is windy. It is raining.</li> <li>-I feel <u>lonely</u>. (scared)</li> </ul> </li> </ol>
<p>★Speak Out! (page 11)</p>	
<p><b>Say what you can see. Then, talk about how you feel about the</b></p>	<p>[Possible Answers]</p>

<p><b>pictures.</b></p> <ol style="list-style-type: none"> <li>Have the students turn to page 11 and make small groups.</li> <li>Have them look at picture #1. Then ask questions about it. <ul style="list-style-type: none"> <li>T: Where are the people?</li> <li>S: They are on the street.</li> <li>T: What is this place?</li> <li>S: It is a bakery.</li> <li>T: What is the man wearing?</li> <li>S: He is wearing a blue suit.</li> <li>...</li> </ul> </li> <li>Tell the students to talk more about the picture in groups. <ul style="list-style-type: none"> <li>T: Now, let's talk more about the picture in groups. You can say what each person is doing, what he or she looks like, what shops/places/items you see, what the weather is like, or how you feel about the pictures.</li> </ul> </li> <li>Let each group take turns describing the picture one at a time. Correct their sentences when needed. <ul style="list-style-type: none"> <li>T: Tell me anything you see in this picture. Which group wants to start?</li> </ul> </li> <li>Apply these steps to picture #2. <ul style="list-style-type: none"> <li>T: Now, look at picture #2. Where is this place?</li> <li>S: It is an outdoor swimming pool.</li> <li>T: Where is this man sleeping?</li> <li>S: He is sleeping on a towel.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>-I see a bakery and a clothing store.</li> <li>/ A boy is crossing the street. He is wearing a purple cap. He has an umbrella. He looks happy.</li> <li>/ A man is wearing a blue suit. He is looking at his watch and walking fast. He is late.</li> <li>/ I see a policeman. He is angry.</li> <li>/ A woman is walking her dog. She is wearing sunglasses. She is wearing a green dress.</li> <li>/ A girl is skateboarding on the road. She is smiling.</li> <li>/ There are four people at the bus stop.</li> <li>-It looks <u>busy</u>. (noisy, fun, crowded)</li> </ul> </li> <li> <ul style="list-style-type: none"> <li>-I see a swimming pool. There are three cars.</li> <li>There is a big tree. There are clouds in the sky.</li> <li>/ Some children are playing with a ball.</li> <li>/ A boy is jumping into the pool.</li> <li>/ A man is sleeping on a towel. He is wearing sunglasses.</li> <li>/ A girl is eating an ice cream cone.</li> <li>/ A man is selling hot dogs. People are waiting to buy hotdogs. A boy is eating a hotdog.</li> <li>-It is a <u>fun</u> picture. (happy) / I feel hot.</li> </ul> </li> </ol>
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**★Spot the Differences (page 12)**

<p><b>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.</b></p> <ol style="list-style-type: none"> <li>Have the students turn to page 12 and work in pairs.</li> <li>Ask about the pictures. <ul style="list-style-type: none"> <li>T: Where are the people?</li> <li>S: They are in the classroom.</li> <li>T: What do you see in the classroom?</li> <li>S: I see a bookcase, a flower pot, a blackboard, tables, and a piano.</li> </ul> </li> <li>Tell the students to find nine differences between the two pictures and tell their partners. The person who finds the most differences is the winner. <ul style="list-style-type: none"> <li>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?</li> </ul> </li> </ol>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> <li>-There is a bookcase next to the blackboard.</li> <li>-There is a flower pot on the bookcase.</li> <li>-There is a piano in front of the whiteboard.</li> <li>-A boy is drawing.</li> <li>-A girl is sleeping.</li> <li>-A girl is eating corn.</li> <li>-A boy and a girl are dancing.</li> <li>-A boy is reading on the floor.</li> <li>-A girl is playing with a puppy.</li> <li>-There is a piano next to the blackboard.</li> <li>-There is a flower pot on the piano.</li> <li>-There is a bookcase in front of the whiteboard.</li> <li>-Two boys are drawing.</li> <li>-A boy is sleeping.</li> <li>-A girl is eating a banana.</li> <li>-A girl is dancing.</li> <li>-A girl is reading at the table.</li> <li>-A girl is playing with a parrot.</li> </ul>
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# Unit 02 Do Not Touch!

<p>• <b>Objectives:</b> Students will learn to describe signs and rules.</p>	
<p>• <b>Materials:</b> ppt tool(Talk to Me 2_Unit 2), coins</p>	
<p>★Warm Up (page 13)</p>	
<p><b>Look and talk.</b></p> <ol style="list-style-type: none"> <li>1. Have the students look at the picture.</li> <li>2. Ask them the questions.</li> <li>3. Ask some extra questions.</li> </ol> <p>T: Whose bone/skeleton is that? Have you been to a science museum? What other signs have you seen in a science museum?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. It is in a science museum.</li> <li>2. Do not take photos. (You should not take photos. / Do not touch. (You should not touch.)</li> <li>3. I have seen "Do not touch" signs in the zoo. I have seen "Do not take photos" signs in a gallery.</li> </ol>
<p><b>You Can Say This</b></p> <ol style="list-style-type: none"> <li>1. Ask the students to read the sentences out loud and compare the written answers with their own answers to questions #2 and #3.</li> <li>2. Help the students learn how to describe signs and rules.</li> </ol> <p>T: When you talk about signs and rules, you can say this: Do not ..., You should ....</p>	
<p>★Let's Talk! (page 14)</p>	
<p><b>Which rules do you like in school? Choose two rules and talk with your partner.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 14 and work in pairs.</li> <li>2. Tell them to look at the pictures and choose two school rules they like.</li> </ol> <div style="border: 1px dashed black; padding: 5px;"> <p><b>[Teaching Tip]</b> put trash in the trash can, raise your hand when you ask a question, walk in the hallways, listen to the teacher, help others</p>  </div> <ol style="list-style-type: none"> <li>3. Tell the students to talk about the rules to their partners.</li> <li>4. Ask for volunteers or choose some students to share their answers to the questions.</li> </ol>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> <li>-We should <u>put trash in the trash can.</u> (throw garbage in the garbage can)</li> <li>-We should raise our hand to <u>talk.</u> (ask questions)</li> <li>-We should <u>walk in the hallways.</u> (not run in the hallways.)</li> <li>-We should listen to the teacher.</li> <li>-We should help others.</li> </ul>
<p><b>Ask and answer with your partner.</b></p> <ol style="list-style-type: none"> <li>1. Have the students look at the pictures.</li> <li>2. Tell them to ask and answer the questions with their partners.</li> <li>3. Ask for volunteers or choose some students to share their answers to the questions.</li> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. -They should not smoke. -We can see it in restaurants, museums, and airplanes.</li> </ol>

	<p>2. -You can ride a bike here. -I have seen it at the park.</p>
<p><b>★Speak Out! (page 15)</b></p>	
<p><b>Choose one person and say what he or she is doing wrong. Then, talk about what you would say to him or her.</b></p> <p>1. Have the students turn to page 15 and make small groups. 2. Have them look at picture #1. Start by practicing vocabulary with the class. Circle a few places/items from the picture and let the students guess what they are. T: What is this place? S: It is a library. ... 3. Explain how to do the speaking activity with the picture. T: You can see the people numbered 1 to 6. Each of you will choose a person in the picture and tell your group members what he or she is doing wrong. Then talk about what you would say to him or her. Take turns until everyone has talked about one person. Are you ready? 4. Let each group take turns describing what the people are doing wrong one at a time. Correct their sentences when needed. T: What is the girl numbered 1 doing wrong and what would you say to her? Which group wants to be the first? Raise your hands. 5. Apply these steps to picture #2.</p>	<p>[Possible Answers]</p> <p>1. ① The girl is eating a hamburger. / Do not eat in the library. (You should not eat in the library.) ② The boy is opening the door. / Do not enter. (You should not enter.) ③ The girl is touching the vase. / Do not touch it. (You should not touch it.) ④ The boy is going into the bakery with his dog. / Do not bring your dog. (You should not bring your dog.) ⑤ The boy is swimming. / Do not swim here. (You should not swim here.) ⑥ The boy is taking a photo./ Do not take a photo. (You should not take a photo.)</p> <p>2. ① The boy is crossing the street. / Do not cross the street on a red light. (You should not cross the street on a red light.) ② The woman is turning left./ Do not turn left. (You should not turn left.) ③ The man is driving on a green light. / Do not drive on a green light. (You should not drive on a green light. You should stop your car.) ④ The boy is talking on the phone. / Do not talk on the phone in the theater. (You should not talk on the phone in the theater.) ⑤ The girl is putting a can in the trash can. / Do not put it in the trash can. (You should not put it in the garbage can. You should recycle.) ⑥ The boy is not wearing a seatbelt. / You should wear your seatbelt on the plane.</p>
<p><b>★Signs Are Everywhere (page 16)</b></p>	
<p><b>Flip a coin and move along the board. When you land on each space, say what the sign means.</b></p> <p>1. Have the students turn to page 16 and work in pairs or groups. 2. Have them prepare coins.</p>	<p>[Possible Answers]</p> <p>-Do not use your cell phone. -The floor is wet. -Do not drink (the tap water).</p>

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3. Each student will flip a coin and say what the sign on that space means.

4. The first one to the Finish is the winner.

- There is an elevator.
- Do not fish here.
- Do not pick the flowers.
- You should be quiet. (Please be quiet.)
- There is a bathroom for men or women.  
(There is a public washroom.)
- You should put trash in the trash can.  
(garbage in the garbage can)
- Do not play (soccer) here.
- Do not walk on the grass.
- There is a kangaroo.
- Do not skate here.

## Unit 03 Where Is the Cafeteria?

<p>• <b>Objectives:</b> Students will learn to give directions.</p>	
<p>• <b>Materials:</b> ppt tool(Talk to Me 2_Unit 3)</p>	
<p>★Warm Up (page 17)</p>	
<p><b>Look and talk.</b></p> <ol style="list-style-type: none"> <li>1. Have the students look at the picture.</li> <li>2. Ask them the questions.</li> <li>3. Ask some extra questions.</li> </ol> <p>T: Think about your school. Which floor is your classroom on?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. I see classrooms, a teacher's room, a library, a music room, and a cafeteria.</li> <li>2. It is on the third floor.</li> <li>3. Go up the stairs to the third floor. Turn left and go straight. It is on their left.</li> </ol>
<p><b>You Can Say This</b></p> <ol style="list-style-type: none"> <li>1. Ask the students to read the sentences out loud and compare the written answers with their own answers to questions #2 and #3.</li> <li>2. Help the students learn how to give directions to a place.</li> </ol> <p>T: When you talk about how to get to a certain place, you can say these things to show the way: Turn left, Go straight, It is on your left.</p>	
<p>★Let's Talk! (page 18)</p>	
<p><b>You are at a shopping mall. Choose two places you want to visit and ask your partner where they are.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 18 and work in pairs.</li> <li>2. Tell them look at the picture and ask about it.</li> </ol> <p>T: What stores do you see in the shopping mall? S: I see a theater, ice cream store, clothing store, hair salon, shoe store, bookstore, toy store, bakery, flower shop, supermarket, and a post office.</p> <ol style="list-style-type: none"> <li>3. Tell them to choose two places they want to visit and ask their partners about the location.</li> <li>4. Ask some extra questions.</li> </ol> <p>T: Are the two places you want to visit on the same floor? Where else do you want to visit in the shopping mall?</p>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> <li>-The supermarket is on the first floor. It is next to the post office.</li> <li>-The post office is on the first floor. It is next to the supermarket.</li> <li>-The toy store is on the second floor. It is next to the bakery.</li> <li>-The bakery is on the second floor. It is between the toy store and the flower shop.</li> <li>-The flower shop is on the second floor. It is next to the bakery.</li> <li>-The shoe store is on the third floor. It is next to the bookstore.</li> <li>-The bookstore is on the third floor. It is next to the shoe store.</li> <li>-The clothing store is on the fourth floor. It is next to the hair salon.</li> <li>-The hair salon is on the fourth floor. It is next to the clothing store.</li> <li>-The theater/cinema is on the fifth floor. It is next to the ice cream shop.</li> <li>-The ice cream shop is on the fifth floor. It is next</li> </ul>

	to the theater/cinema.
<p><b>Ask and answer with your partner.</b></p> <ol style="list-style-type: none"> <li>1. Have the students look at the pictures.</li> <li>2. Tell them to ask and answer the questions with their partners.</li> <li>3. Ask for volunteers or choose some students to share their answers to the questions. T: Who would like to tell us how to get to the post office/bookstore?</li> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. -There is a post office next to the train station. -Go straight. Turn right and go straight. It is on your right. It is next to the train station.</li> <li>2. -I see a pet shop, a bookstore, a hospital, a supermarket, and a bank. -Go straight. Turn left and go straight. It is on your left.</li> </ol>
<p><b>★Speak Out! (page 19)</b></p>	
<p><b>Choose one place and tell your classmates how to get there. They will guess where you are going.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 19 and make small groups.</li> <li>2. Have them look at picture #1. Start by practicing vocabulary with the class. Circle a few places from the picture and let the students guess what the places are. T: What is this place? S: It is a bank. ...</li> <li>3. Explain how to do the speaking activity with the picture. T: You can see the places numbered 1 to 6. Each of you will choose one of the places and say how to get there. Then, the members of your group will guess where you are going. Let's start!</li> <li>4. Let each group take turns talking about the places one at a time. Correct their sentences when needed. T: Who can tell me how to get to the bank? Let's move clockwise.</li> <li>5. Apply these steps to picture #2.</li> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. <ol style="list-style-type: none"> <li>① bank: Go straight. It is on your left.</li> <li>② bookstore: Go straight two blocks. Turn right and go straight. Turn left. It is on your left. It is next to the police office.</li> <li>③ police office: Go straight two blocks. Turn right. Go straight. Turn left and go straight. It is on your left. It is next to the bookstore.</li> <li>④ gas station: Go straight. It is your right.</li> <li>⑤ hospital: Go straight. Turn right and go straight. Turn left. It is on your left.</li> <li>⑥ theme park: Go straight two blocks. Turn right. Go straight. Turn left and go straight. It is on your right.</li> </ol> </li> <li>2. <ol style="list-style-type: none"> <li>① giraffe: Turn left and go straight. Turn right. Go Straight one block. It is on your left.</li> <li>② gorilla: Turn left and go straight. Turn right. Go straight two blocks. Turn right. It is on your left. It is next to the monkey.</li> <li>③ hippo: Turn right and go straight. Turn left. Go straight two blocks. Turn left. It is on your left. It is next to the crocodile.</li> <li>④ crocodile: Turn right and go straight. Turn left. Go straight two blocks. Turn right. It is on your left. It is next to the hippo.</li> <li>⑤ elephant: Turn left and go straight. It is on your right.</li> <li>⑥ lion: Turn right and go straight. It is on your left.</li> </ol> </li> </ol>

## ★Into the Forest Maze (page 20)

**Work in pairs. Choose Little Red Riding Hood or Wolf. Then, take turns giving directions to Grandma's house. The winner is the first one who arrives at Grandma's house.**

1. Have the students turn to page 20 and work in pairs.
2. Tell them to choose Little Red Riding Hood or Wolf.  
T: Who wants to be Little Red Riding Hood? Raise your hands.  
Okay, then the others are all Wolf.
3. Tell the students to take turns giving directions to Grandma's house.  
T: You will go to Grandma's house. But you should follow your partner's directions. Take turns saying to your partner the way they should go one at a time. The first person who arrives there is the winner. Ready?

[Possible Answers]

- Little Red Riding Hood:  
Turn right and go straight.  
Turn left and go straight.  
Turn right and go straight.  
Turn left and go straight.  
Turn left and go straight.
- Wolf:  
Go straight.  
Turn left and go straight.  
Turn left and go straight.  
Turn right and go straight.  
Turn left and go straight.  
Turn left and go straight.



## Unit 04 What Is This For?

<p>• <b>Objectives:</b> Students will learn to describe objects.</p>	
<p>• <b>Materials:</b> ppt tool(Talk to Me 2_Unit 4), coins</p>	
<p>★Warm Up (page 21)</p>	
<p><b>Look and talk.</b></p> <p>1. Have the students look at the picture. 2. Ask them the questions. 3. Ask some extra questions. T: Which one tells you the time?</p>	<p>[Possible Answers]</p> <p>1. I can see them <u>in my room.</u> (at school, on my desk) 2. I write with pencils. 3. They are made of wood.</p>
<p><b>You Can Say This</b></p> <p>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 learn how to describe objects. T: When you talk about objects, you can say these things: shape, texture, what you use it for, what it is made of, where you can see it.</p>	
<p>★Let's Talk! (page 22)</p>	
<p><b>Let's look in the bathroom! Choose an item and ask your partner what he or she uses it to do.</b></p> <p>1. Have the students turn to page 22 and work in pairs. 2. Tell them to look at the pictures and choose one item. 3. Tell the students to ask their partners about what he or she uses it to do. 4. Ask for volunteers or choose some students to share their answers to the questions. 5. Ask some extra questions. T: What else can you see in your bathroom?</p>	<p>[Possible Answers]</p> <p>-I use a towel to dry my hair, face, and body. -I use soap to wash my hands and body. -I use a toothbrush and toothpaste to brush my teeth. -I use shampoo to wash my hair.</p>
<p><b>Ask and answer with your partner.</b></p> <p>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. 4. Ask some extra questions. T: Can you tell me other objects made of metal?</p>	<p>[Possible Answers]</p> <p>1. -It is red, yellow, and green. It is round. (It looks like a circle.) -It is light. 2. -I can see them in the kitchen. -They are made of metal.</p>
<p>★Speak Out! (page 23)</p>	
<p><b>Choose one object and say two things about it. Your classmates will guess which object you are talking about.</b></p> <p>1. Have the students turn to page 23 and make small groups. 2. Have them look at picture #1. Then ask questions about it.</p>	<p>[Possible Answers]</p> <p>1. -orange: This is round. (It looks like a circle.) It tastes sour and sweet.</p>

<p>T: What do you see the picture?                  S: I see oranges, a book, a comb, an umbrella, a clock, and a bed.</p> <p>3. Explain how to do the speaking activity with the pictures.                  T: Each of you will choose one item in the picture and say two things-shape, size, color, texture, weight, what you use it to do, what it is made of, where you can see it- about it. Then your group members 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>-book: This is thick. It looks like a rectangle. We can read it in the library or at home.</p> <p>-comb: This is yellow. It is made of plastic. It is not heavy. I use it to brush my hair.</p> <p>-umbrella: This is long and purple. I use it on a rainy day.</p> <p>-clock: This look like a circle. It is pink and white. It has numbers. It tells the time. We can see it in the classroom or at home.</p> <p>-bed: I can see this in my room. I can sleep on it.</p> <p>2.</p> <p>-balloon: This is light. It is made of rubber.</p> <p>-kite: This is light. It is made of paper. It can fly.</p> <p>-blackboard: This looks like a rectangle. Teachers can write on it. We can see this in the classroom.</p> <p>-plate: This looks like a circle. It is made of glass. We can put food on it. We can see it in the kitchen.</p> <p>-igloo: This is made of ice and snow. We can see it in cold places. Some people live in it.</p> <p>-bus: This looks like a rectangle. It has four wheels. It has windows. We can see it on the road. We can ride it to go somewhere.</p>
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**★Things Around You (page 24)**

<p><b>Flip a coin and move along the board. When you land on each space, say two things about the object.</b></p> <p>1. Have the students turn to page 24 and work in pairs or groups.</p> <p>2. Have them prepare coins.</p> <p>3. Each student will flip a coin and say two things about the object on that space.</p> <p>4. The first one to the Finish is the winner.</p>	<p>[Possible Answers]</p> <p>-eraser: It is made of rubber. It is pink. We can see it at home or school.</p> <p>-notebook: It is made of paper. We can write on it. We can see it at home or school.</p> <p>-key: It is made of metal. We open/lock the door with it.</p> <p>-die: It is made of plastic. It looks like a square.</p> <p>-Teddy bear: It is made of fabric. It feels soft.</p> <p>-spoon: It is made of metal. I eat food with it.</p> <p>-window: It is made of glass. It looks like a square.</p> <p>-rubber duck: It is made of rubber. It is light.</p> <p>-chair: It is made of wood. We can sit on it. We can see it at home or in the classroom.</p> <p>-coin: It is made of metal. It looks like a circle. I use it to buy things.</p> <p>-bat: It is made of wood. It is long. I can play baseball with it.</p>
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## Unit 05 They Are Similar but Different

<ul style="list-style-type: none"> <li>• <b>Objectives:</b> Students will learn to compare things.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Materials:</b> ppt tool(Talk to Me 2_Unit 5)</li> </ul>	
<p>★Warm Up (page 25)</p>	
<p><b>Look and talk.</b></p> <ol style="list-style-type: none"> <li>1. Have the students look at the picture.</li> <li>2. Ask them the questions.</li> <li>3. Ask some extra questions.</li> </ol> <p>T: Which fruit do you like more? Do you like sour or sweet foods?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. I can see lemons and bananas.</li> <li>2. They are both yellow.</li> <li>3. Lemons are sour and bananas are sweet.</li> </ol>
<p><b>You Can Say This</b></p> <ol style="list-style-type: none"> <li>1. Ask the students to read the sentences out loud and compare the written answers with their own answers to questions #2 and #3.</li> <li>2. Help the students learn what they can say to compare things.</li> </ol> <p>T: When you talk about how things are similar, you can say these words: too, both. You can say "but" to say how things are different.</p>	
<p>★Let's Talk! (page 26)</p>	
<p><b>Let's compare vehicles! Choose two vehicles and ask your partner about how they are different.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 26 and work in pairs.</li> <li>2. Tell them to look at the pictures and choose two vehicles.</li> <li>3. Tell the students to ask their partners how the vehicles are different.</li> <li>4. Ask for volunteers or choose some students to share their answers to the questions.</li> <li>5. Ask some extra questions.</li> </ol> <p>T: Which vehicle do you like most? Do you have a bike?</p>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> <li>-airplane: It flies in the sky. It has wings.</li> <li>-ship: It moves/floats on the sea. It doesn't have wings. It doesn't have wheels.</li> <li>-bike: It moves on <u>the road</u>. (land) It has two wheels.</li> <li>-car: It moves on <u>the road</u>. (land) It has four wheels.</li> </ul>
<p><b>Ask and answer with your partner.</b></p> <ol style="list-style-type: none"> <li>1. Have the students look at the pictures.</li> <li>2. Tell them to ask and answer the questions with their partners.</li> <li>3. Ask for volunteers or choose some students to share their answers to the questions.</li> <li>4. Ask some extra questions.</li> </ol> <p>T: Anyone who has a twin brother or sister? Do you like baseball? Have you been to a baseball stadium?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>-They are wearing the same dress. They both are wearing glasses.</li> <li>-One is wearing red glasses and the other is wearing green glasses.</li> </ul> </li> <li>2. <ul style="list-style-type: none"> <li>-They are watching a baseball game.</li> <li>-The girl is watching the game at the stadium. The man is watching the game at home.</li> </ul> </li> </ol>

★Speak Out! (page 27)

**Choose two animals or flags and say what is similar or different about them.**

1. Have the students turn to page 27.
2. Have them look at picture #1. Then ask questions about it.
  - T: What animals do you see?
  - S: I see a parrot, horse, elephant, giraffe, fish, duck, dog, turtle, hippo, mouse, and cat.
  - T: Which animals can swim?
  - S: The duck, turtle, and fish can swim.
  - T: Which animals eat grass?
  - S: The horse, elephant, giraffe, and hippo eat grass.
  - T: Which animals have wings?
  - S: The parrot and duck have wings.
3. Tell the students to choose two animals in the picture and say what is similar or different about them. Correct their sentences when needed.
4. Have the students look at picture #2. Ask them about the similarities and differences between the two flags. Correct their sentences when needed.
  - T: This time, I'll choose two flags and say their numbers. Tell me what is similar or different about them.

[Possible Answers]

1.
  - parrot, duck: They have two legs.
  - / turtle, horse, elephant, giraffe, mouse, lizard, hippo, dog, cat: They have four legs.
  - / fish: They don't have legs.
  - lizard, mouse: They have a long tail.
  - parrot, duck: They have wings.
  - parrot: They can fly.
  - duck, turtle, fish: They can swim.
  - horse, dog, cat, mouse, lizard: They can move fast.
  - horse, elephant, giraffe, hippo: They eat plants.
  - lizard, mouse, turtle: They eat insects.
  - dog, cat, lizard, parrot, turtle, fish: People have them as a pet.
  - fish: They live in water.
  - turtle: They walk slowly.
  - elephant: They have a long nose/trunk and big ears.
  - giraffe: They are tall. They have a long neck and long legs.
  
2.
  - ①: It is a triangle. It is purple. It has a white heart on it.
  - ②: It is a triangle. It is white. It has a green star on it.
  - ③: It is a triangle. It is green and yellow.
  - ④: It is a triangle. It is blue. It has a yellow heart on it.
  - ⑤: It is a triangle. It is green and red.
  - ⑥: It is a triangle. It is white. It has a pink diamond.
  - ⑦: It is a triangle. It is white and yellow. It has a red circle on it.
  - ⑧: It is a square. It is red and white.
  - ⑨: It is a square. It is white and yellow. It has a pink star on it.
  - ⑩: It is a square. It is red. It has white circles on it.
  - ⑪: It is a square. It is white. It has a blue heart on it.
  - ⑫: It is a square. It is white and blue. It has a red circle on it.
  - ⑬: It is a square. It is purple.
  - ⑭: It is a square. It is blue. It has a purple diamond on it.

★How Are They Different? (page 28)

**Work in pairs. Choose a picture and take turns saying one sentence about it. If what your partner says is different from your picture, circle the part. The winner is the first one who has five circles.**

1. Have the students turn to page 28 and work in pairs.
2. Tell them to choose one picture and not look at their partners'.
3. Tell the students to take turns describing their pictures one at a time.

T: Your picture and your partner's picture are similar but different. Tell your partner about your picture one at a time. When your partner says something that doesn't match your picture, circle the part. Are you ready?

[Possible Answers]

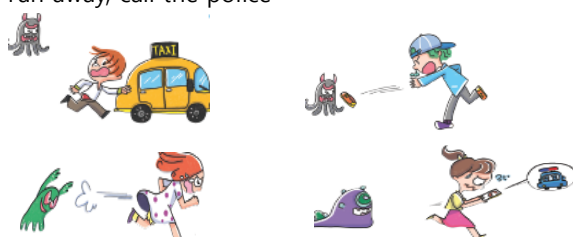
Similarities:

- The people are at a theater.
- They are watching a movie.
- The boy is eating popcorn.
- The boy is wearing a cap.
- The man at the counter is wearing a cap.

Differences:

- There are three people.
- They are waiting to buy popcorn.
- They are wearing summer clothes.
- They are watching a movie and they are laughing. (They like the movie. They are having fun. The movie is funny.)
- They are sitting in red chairs. (Their seats are red.)
- There are four people.
- They are waiting to buy tickets.
- They are wearing winter clothes.
- They are watching a movie and they look scared. (The movie is scary. / They are scared.)
- They are sitting in blue chairs. (Their seats are blue.)

## Unit 06 Imagine This!

<p>• <b>Objectives:</b> Students will learn to express possible/impossible situations.</p>	
<p>• <b>Materials:</b> ppt tool(Talk to Me 2_Unit 6), coins</p>	
<p>★Warm Up (page 29)</p>	
<p><b>Look and talk.</b></p> <ol style="list-style-type: none"> <li>1. Have the students look at the picture.</li> <li>2. Ask them the questions.</li> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. The girl has a magic lamp. She meets a genie.</li> <li>2. She wants to get a new dress and a pet dog.</li> <li>3. I would like superpowers.</li> </ol>
<p><b>You Can Say This</b></p> <ol style="list-style-type: none"> <li>1. Ask the students to read the sentences out loud and compare the written answers with their own answers to question #3.</li> <li>2. Help the students learn how to express possible or impossible situations.</li> </ol> <p>T: When you talk about things that are possible or impossible, you can use "would" like this.</p>	
<p>★Let's Talk! (page 30)</p>	
<p><b>Imagine a monster is chasing you. Choose what you would do and tell your partner.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 30 and work in pairs.</li> <li>2. Ask them to imagine they are being chased by a monster. Then tell the students to look at the pictures and choose what they would do at that time.</li> <li>3. Tell the students to talk to their partners based on the picture they chose.</li> </ol> <div style="border: 1px dashed black; padding: 5px; margin: 10px 0;"> <p><b>[Teaching Tip]</b> take a taxi, throw a shoe, run away, call the police</p>  </div> <ol style="list-style-type: none"> <li>4. Ask for volunteers or choose some students to share their answers to the questions.</li> <li>5. Ask some extra questions.</li> </ol> <p>T: What else would you do? How would you feel at that time? Have you ever been chased by someone or something?</p>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> <li>-I would take a taxi.</li> <li>-I would <u>throw my shoe at it.</u> (fight with it)</li> <li>-I would run away fast.</li> <li>-I would call the police.</li> </ul>


<p><b>Ask and answer with your partner.</b></p> <ol style="list-style-type: none"> <li>1. Tell the students to look at the pictures.</li> <li>2. Tell them to ask and answer the questions with their partners.</li> <li>3. Ask for volunteers or choose some students to share their answers to the questions.</li> <li>4. Ask some extra questions. T: Which animal would you not choose?</li> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. -The toy can talk. -I would <u>tell the robot my secrets</u>. (use the robot to argue with my mom)</li> <li>2. -I would choose a rabbit. (bear, lion, cat, dog) -A rabbit is cute, and everyone likes it. /A bear is strong so I can scare people. /A lion is the king of all animals. /A cat is cute, and I like fish too. /A dog is cute, and it can run fast.)</li> </ol>
<p><b>★Speak Out! (page 31)</b></p>	
<p><b>Talk about what is happening. Then, imagine you are the boy or girl and talk about what you would do.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 31.</li> <li>2. Have them look at picture #1. Then ask questions about it. T: What is the boy doing? How does he look? S: He is crying. He looks sad. T: Why do you think he is crying? S: He is alone on an island. But he doesn't have a boat. He doesn't have a cellphone.</li> <li>3. Tell the students to take turns saying what they would do in that situation. Correct their sentences when needed. T: Let's say you are the boy. How would you feel? What would you do?</li> <li>4. Apply these steps to picture #2. T: Now, look at picture #2. What is happening? What does the girl see? S: She is going home from school. She sees a big boy bullying another boy.</li> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. -The boy is alone on an/a (deserted) island. He doesn't have a boat or a cellphone. -I would swim and sleep all day. / I would go fishing. / I would make a boat. / I would climb a tree and pick some fruits. / I would ride on a whale.</li> <li>2. -A big boy is bullying another boy. A girl is going home and sees them. -I would say "Stop" and run away. / I would walk away. / I would call the police. / I would bring other friends and help the boy.</li> </ol>
<p><b>★What Would You Do? (page 32)</b></p>	
<p><b>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.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 32 and work in pairs or groups.</li> <li>2. Have them prepare coins.</li> <li>3. Each student will flip a coin and say what they would do when the situation on that space happens.</li> <li>4. The first one to the Finish is the winner.</li> </ol>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> <li>-I would <u>say "Sorry."</u> to him. (hide the glasses)</li> <li>-I would <u>catch it</u>. (scream and call my mom, jump onto the bed)</li> <li>-I would <u>go to the police office</u>. (cry and stay there, call my mom, ask other people for help)</li> <li>-I would <u>do my homework first</u>. (play first and do my homework later)</li> <li>-I would <u>keep it in my pocket</u>. (throw it in the trash /garbage can)</li> <li>-I would <u>call the police</u>. (shout, "Fire!")</li> </ul>

## Talk to Me 2\_Teacher's Guide

- I would play computer games. (watch TV, read a book)
- I would study hard. (cry, tear / rip the test paper)
- I would look for it with my best friend. (cry, go home, ask my mom to buy a new one)
- I would go to the police. (put it in my pocket, go to the supermarket and buy snacks)
- I would climb a tree. (shout and run away fast, hide behind a tree)
- I would eat the fish. (not eat the fish, eat other foods)
- I would tell the teacher. (cheat from his test , fight with my friend)



# Unit 07 I Would Rather Choose This

<p>• <b>Objectives:</b> Students will learn to express preferences.</p>	
<p>• <b>Materials:</b> ppt tool(Talk to Me 2_Unit 7), coins</p>	
<p>★Warm Up (page 33)</p>	
<p><b>Look and talk.</b></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 do you usually do during the day?          What do you usually do at night?          Have you ever been in the dark? How did you feel then?</p>	<p>[Possible Answers]</p> <p>1. I see day and night.</p> <p>2. I would rather have only daytime. / I would rather have only nighttime.</p> <p>3. I would <u>sleep long</u>. (play in the dark)</p>
<p><b>You Can Say This</b></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 how to express what they prefer.</p> <p>T: When you express you like one thing more than another, you can say " I would rather ...."</p>	
<p>★Let's Talk! (page 34)</p>	
<p><b>Your mom asks you to help her with chores. Choose one you would rather do and tell your partner.</b></p> <p>1. Have the students turn to page 34 and work in pairs.</p> <p>2. Tell them to look at the pictures and choose which chore they would rather do.</p> <p>3. Tell the students to talk to their partner based on the picture they chose.</p> <div style="border: 1px dashed black; padding: 5px; margin: 10px 0;"> <p><b>[Teaching Tip]</b>              wash the dishes, cook, do the laundry,              clean the house, throw out the trash</p>  </div> <p>4. Ask for volunteers or choose some students to share their answers to the questions.</p>	<p>[Possible Answers]</p> <p>-I would rather <u>wash the dishes</u>. (cook, do the laundry, clean the house, throw out the trash)</p>
<p><b>Ask and answer with your partner.</b></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</p>	<p>[Possible Answers]</p> <p>1.          -The girl has carrots and broccoli. She doesn't like them. / The girl is thinking about eating carrots or</p>

<p>answers to the questions.</p> <p>T: Who would rather eat carrots/broccoli for one whole day? Who would rather be super strong/super fast?</p>	<p>broccoli.</p> <p>-I would rather eat carrots all day. I hate broccoli.</p> <p>2.</p> <p>-I would rather be super smart. I would get the perfect score every time.</p> <p>-I would rather be super strong. I would help people.</p>
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**★Speak Out! (page 35)**

<p><b>In the first picture, talk about who you would rather be and what you would do. In the second picture, talk about which time you would rather go to and what you would do.</b></p> <p>1. Have the students turn to page 35.</p> <p>2. Have them look at picture #1. Then ask about it.</p> <p>T: What is the boy doing? S: He is playing basketball. He is riding his bike.</p> <p>T: What is the girl doing? S: She is painting a picture. She is watching TV.</p> <p>T: Where are they all day? S: The boy is outside. The girl is at home.</p> <p>3. Tell them to choose who would they rather be. Then ask what they would do if they stayed outside or inside for one whole day.</p> <p>T: Who would rather play outside like the boy? Who would rather stay at home like the girl? What would you do?</p> <p>4. Ask about picture #2. Then tell the students to choose which time they would rather go to and what they would do.</p> <p>T: This picture shows two different times What are they? S: They are the past and the future.</p> <p>T: Would you rather go to the past or go to the future? What would you do?</p>	<p>[Possible Answers]</p> <p>1.</p> <p>- I would rather play outside all day. I feel bored at home. I like sports so I would play soccer in the morning, play baseball in the afternoon, and play basketball in the evening. / I would rather stay at home all day. I would play computer games and sleep all day.</p> <p>2.</p> <p>-I would rather go to the past. I would see the dinosaurs and take a picture with them. / I would rather go to the future. In the future, robots would do my homework and clean my room.</p>
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**★Would You Rather (page 36)**

<p><b>Flip a coin and move along the board. When you land on each space, say what you would rather choose and why.</b></p> <p>1. Have the students turn to page 36 and work in pairs or groups.</p> <p>2. Have them prepare coins.</p> <p>3. Each student will flip a coin and say what they would rather choose on that space.</p> <p>4. The first one to the Finish is the winner.</p>	<p>[Possible Answers]</p> <p>-I would rather have three arms. I would do three things at the same time.</p> <p>-I would rather have no hair. I like eating.</p> <p>-I would rather be a dad. I don't want to study.</p> <p>-I would rather watch a sad movie. I hate scary movies.</p> <p>-I would rather live on the moon. I would play with aliens.</p> <p>-I would rather live without a TV. I love computer games.</p>
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## Talk to Me 2\_Teacher's Guide

- I would rather be a chef. I like cooking.
- I would rather live with City Mouse. I want a lot of foods. I can run away fast.
- I would rather have a pet whale. I would sleep on it.
- I would rather never eat chicken again. Pizza is my favorite food.
- I would rather turn purple when I lie. It would be funny.
- I would rather have a sister. I have a brother but he hits me and we fight a lot.
- I would rather have a broken arm. I can't play soccer with a broken leg.

## Unit 08 She Needs Some Advice

<ul style="list-style-type: none"> <li>• <b>Objectives:</b> Students will learn to give advice.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Materials:</b> ppt tool(Talk to Me 2_Unit 8), coins</li> </ul>	
<p>★Warm Up (page 37)</p>	
<p><b>Look and talk.</b></p> <ol style="list-style-type: none"> <li>1. Have the students look at the picture.</li> <li>2. Ask them the questions.</li> <li>3. Ask some extra questions.</li> </ol> <p>T: Have you ever been in the same situation? Have you ever been angry with your brother/sister? When do you feel angry?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. She looks angry.</li> <li>2. Her sister took her bag.</li> <li>3. Why don't you hide the bag? (You should hide the bag.)</li> </ol>
<p><b>You Can Say This</b></p> <ol style="list-style-type: none"> <li>1. Tell the students to read the sentences out loud and compare the written answers with their own answers to questions #3.</li> <li>2. Help the students learn how to give advice or make suggestions.</li> </ol> <p>T: When you talk to a person who needs help with something, you can say this: Why don't you ...? You should ....</p>	
<p>★Let's Talk! (page 38)</p>	
<p><b>What kinds of problems do you have? Choose and tell your partner.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 38 and work in pairs.</li> <li>2. Tell them to look at the pictures and choose the one that shows their problem.</li> <li>3. Tell the students to talk to their partner based on the picture they chose.</li> <li>4. Ask them some extra questions.</li> </ol> <p>T: Do you have any other problems?</p>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> <li>-I have a toothache.</li> <li>-I <u>like a boy</u>. (have a crush on a boy)</li> <li>-I have a bad cold.</li> <li>-I have a low score on my math test. (I can't do the math well.)</li> <li>-I'm fat.</li> </ul>
<p><b>Ask and answer with your partner.</b></p> <ol style="list-style-type: none"> <li>1. Have the students look at the pictures.</li> <li>2. Tell them to ask and answer the questions with their partners.</li> <li>3. Ask for volunteers or choose some students to share their answers to the questions.</li> </ol> <p>T: Let's say I'm the girl. What would you tell me to do? Let's say I'm the boy. What should I do?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>-She can't see the board well.</li> <li>-You should wear glasses. (Why don't you wear glasses?)</li> </ul> </li> <li>2. <ul style="list-style-type: none"> <li>-He left/forgot his wallet on the bus.</li> <li>-You should call the bus company. (Why don't you call the bus company?)</li> </ul> </li> </ol>
<p>★Speak Out! (page 39)</p>	
<p><b>Talk about what is happening. Then, talk about what the boy or girl should do.</b></p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1.</li> </ol>

<p>1. Have the students turn to page 39.</p> <p>2. Have them look at picture #1. Then ask about it.</p> <p>T: What is happening in the picture?</p> <p>S: The boy lost his friend's hamster.</p> <p>T: What should the boy do?</p> <p>3. Tell them to take turns saying what the boy should do.</p> <p>4. Apply these steps to picture #2.</p> <p>T: What is the girl eating?</p> <p>S: She is eating chocolate.</p> <p>T: Right. She is eating chocolate all day. Do you think this is good? What should she do?</p>	<p>-The boy found his friend's hamster <u>is missing</u>. / The boy's friend's hamster is not in the cage.</p> <p>-He should look for the hamster with other friends./ He should say "Sorry." to his friend. / He should buy his friend a new hamster.</p> <p>2.</p> <p>-The girl eats <u>too much chocolate</u>. (chocolate all day)</p> <p>-She should eat chocolate only once a day. / She should not buy chocolate any more. / She should give her chocolate to her friends. / She should eat other foods.</p>
<p><b>★What Should I Do? (page 40)</b></p>	
<p><b>Flip a coin and move along the board. When you land on each space, give advice to fit the problem.</b></p> <p>1. Have the students turn to page 40.</p> <p>2. Have them prepare coins.</p> <p>3. Tell them to flip a coin and say what the person on that space should do.</p> <p>4. The first one to the Finish is the winner.</p>	<p>[Possible Answers]</p> <p>-You should exercise every day.</p> <p>-You should read an English book every day.</p> <p>-You should get up early.</p> <p>-You should go to the vet.</p> <p>-You should join a science class.</p> <p>-You should watch a funny/fun movie.</p> <p>-You should <u>say "No." to them</u>. (hide your cellphone, show your messages to them)</p> <p>-You should say "Sorry." to your friend.</p> <p>-You should play outside.</p> <p>-You should see the dentist.</p> <p>-You should play with the sand.</p> <p>-You should call your friend and ask him/her.</p> <p>-You should use more blankets.</p>

## Unit 09 What Do You Know About It?

<p>• <b>Objectives:</b> Students will learn to talk about facts and opinions.</p>	
<p>• <b>Materials:</b> ppt tool(Talk to Me 2_Unit 9)</p>	
<p>★Warm Up (page 41)</p>	
<p><b>Look and talk.</b></p> <p>1. Have the students look at the picture.</p> <p>2. Ask them the questions.</p>	<p>[Possible Answers]</p> <p>1. I see a girl and a rabbit. (A girl is holding a rabbit.)</p> <p>2. Rabbits have fur. They have a short tail and long ears. They eat carrots.</p> <p>3. Yes, because rabbits are cute and quiet.</p>
<p><b>You Can Say This</b></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 to talk about facts and opinions.</p> <p style="padding-left: 20px;">T: Rabbits have a short tail and long ears. They eat carrots. These are facts. They are true. And when you talk about your opinions, you can say, "I think ...."</p>	
<p>★Let's Talk! (page 42)</p>	
<p><b>What school subjects do you like? Choose two subjects and ask your partner.</b></p> <p>1. Have the students turn to page 42 and work in pairs.</p> <p>2. Tell them to look at the pictures and choose two subjects they like.</p> <p>3. Tell the students to ask their partner's opinions about the two classes.</p> <p>4. Ask for volunteers or choose some students to share their answers to the questions.</p> <p>5. Ask some extra questions.</p> <p style="padding-left: 20px;">T: Are you good at music? Which class is the most difficult to you?</p>	<p>[Possible Answers]</p> <p>-I think music class is fun. I like singing together.</p> <p>-English class is fun. I like speaking in English.</p> <p>-I think math class is boring. Math is difficult.</p> <p>-I like art class. I enjoy drawing.</p> <p>-I think science class is fun but sometimes boring.</p>
<p><b>Ask and answer with your partner.</b></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>[Possible Answers]</p> <p>1.</p> <p>-Red and yellow make orange. / Yellow and blue make green.</p> <p>-My favorite color is blue. / It is the color of the sea.</p> <p>2.</p> <p>-They <u>look like circles</u> (are round) They have a hole.</p> <p>-Donuts are <u>sweet</u>. (yummy, delicious) I like them.</p>

<b>★Speak Out! (page 43)</b>	
<p><b>Say what you can see. Then, talk about what you think about the pictures.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 43.</li> <li>2. Have them look at picture #1. Then ask questions about it.               <ul style="list-style-type: none"> <li>T: What do you see in the picture?</li> <li>S: I see a rainbow and sunflowers.</li> <li>...</li> <li>T: Tell me about the people. What are they doing? What do they look like?</li> </ul> </li> <li>3. Tell the students to talk about what they think about the picture.               <ul style="list-style-type: none"> <li>T: How is the weather in the picture?</li> <li>Why do you think the little girl looks upset?</li> <li>What do you think the boy is going to do?</li> </ul> </li> <li>4. Apply these steps to picture #2.               <ul style="list-style-type: none"> <li>T: What do you see in the picture?</li> <li>What is happening to the bus?</li> <li>What do you think is wrong with the bus?</li> <li>Do you think the monkey likes the bus or not?</li> <li>Do you think the lion wants to get on the bus?</li> </ul> </li> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1.           <ul style="list-style-type: none"> <li>- I see a rainbow and sunflowers. Dragonflies are in the sky. There is an umbrella on the ground.</li> <li>/ There is a man, a woman, a boy and two girls. The man is wearing sunglasses, and he is waving his hand. The older girl is jumping. The boy is wearing a soccer jersey.</li> <li>- I think it rained. / The older girl looks happy. / The little girl looks upset. / I think she doesn't want to take a picture. / The boy is going to play soccer.</li> </ul> </li> <li>2.           <ul style="list-style-type: none"> <li>- There is a bus in the jungle. Three children and a bus driver are on the bus. The girl is waving her hand. She is wearing a purple dress.</li> <li>/ There is a snake and a monkey in the trees. There is a parrot on the bus. There is a lion near the door.</li> <li>- I think the lion wants to get on the bus. / The boys look scared. / I think the girl is saying "Hello!" to the lion. / I think the monkey doesn't like the bus. / The bus will leave soon.</li> </ul> </li> </ol>
<b>★Fact and Opinion Bingo (page 44)</b>	
<p><b>Work in pairs. Take turns saying the number of the picture. When the number is red, say something that is true about it. When the number is green, say what you think about it. Circle the pictures you and your partner say. The winner is the first one who has four circles in a row and calls out, "Bingo!"</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 44 and work in pairs.</li> <li>2. Tell S1 to look at page 44 and S2 to look at page 78.</li> <li>3. Tell the students to take turns choosing a number and saying facts or opinions based on the color of the number. Have them play until one of them has four circles in a row and calls out, "Bingo!".</li> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. A kangaroo can jump well. It has a long tail. It has a pocket on its belly.</li> <li>2. Chocolate ice cream is my favorite food.</li> <li>3. A soccer ball is black and white. It is round.</li> <li>4. I like tomatoes. Tomatoes taste good.</li> <li>5. The boy is playing the guitar. He is smiling.</li> <li>6. The kitten is cute.</li> <li>7. The children are brushing their teeth. They are wearing the same clothes.</li> <li>8. I think the shoes are pretty.</li> <li>9. The box looks like a square. It is made of paper.</li> <li>10. The girl looks bored.</li> <li>11. She is the dentist. She is wearing a uniform.</li> <li>12. I don't like riding on roller coasters. It is scary.</li> <li>13. A broccoli is green. It is a vegetable.</li> <li>14. I like hamburgers. They are delicious.</li> <li>15. The baby is drinking milk.</li> <li>16. I think the doll is ugly.</li> </ol>

# Unit 10 This Happened Yesterday

<ul style="list-style-type: none"> <li>• <b>Objectives:</b> Students will learn to talk about what they did in the past. (what, when)</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Materials:</b> ppt tool(Talk to Me 2_Unit 10), coins</li> </ul>	
<p>★Warm Up (page 45)</p>	
<p><b>Look and talk.</b></p> <ol style="list-style-type: none"> <li>1. Have the students look at the picture.</li> <li>2. Ask them the questions.</li> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. The boy fell off his bike.</li> <li>2. He hurt his knee.</li> <li>3. Yes. Last weekend, I fell off my bike. I broke my wrist.</li> </ol>
<p><b>You Can Say This</b></p> <ol style="list-style-type: none"> <li>1. Tell the students to read the sentences out loud and compare the written answers with their own answers to question #3.</li> <li>2. Help the students learn how to talk about the past activity.            T: When you talk about what happened in the past, you can use the past tense form of verbs: fell, hurt, broke.            When you describe when in the past that activity happened, you can say this: yesterday, last weekend.</li> </ol>	
<p>★Let's Talk! (page 46)</p>	
<p><b>Sometimes embarrassing things happen. Choose one that happened to you and tell your partner.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 46 and work in pairs.</li> <li>2. Tell them to look at the pictures and choose one that happened to them.</li> <li>3. Tell the students to talk to their partner based on the picture they chose.</li> <li>4. Ask for volunteers or choose some students to share their answers to the questions.</li> </ol>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> <li>-I went to a supermarket last week. But I didn't <u>have any money</u>. (bring my wallet.)</li> <li>-Last month, I found a hole in my pants.</li> <li>-Last Friday, I didn't bring my backpack to school.</li> <li>-Yesterday, there weren't any tissue in the school bathroom.</li> <li>-I left my umbrella on the bus last weekend.</li> </ul>
<p><b>Ask and answer with your partner.</b></p> <ol style="list-style-type: none"> <li>1. Have the students look at the pictures.</li> <li>2. Tell them to ask and answer the questions with their partners.</li> <li>3. Ask for volunteers or choose some students to share their answers to the questions.</li> <li>4. Ask some extra questions.            T: Who cleans your room?            When you said, "No!" or "I don't want to." to your friends, what did they say back to you?</li> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1.           <ul style="list-style-type: none"> <li>-The boy's room is messy. His mom is angry.</li> <li>-She shouted, "Clean your room right now!"</li> </ul> </li> <li>2.           <ul style="list-style-type: none"> <li>-The children are going to the movies. One boy doesn't want to go because he doesn't like horror movies.</li> <li>-I said "No!" and went home.</li> </ul> </li> </ol>



<b>★Speak Out! (page 47)</b>	
<p><b>Talk about what is happening. Then, talk about when that happened to you and what you did at that time.</b></p> <p>1. Have the students turn to page 47.</p> <p>2. Have them look at picture #1. Then ask questions about it.</p> <p style="padding-left: 20px;">T: What is happening in the picture?</p> <p style="padding-left: 20px;">S: The boy is crying. He had a bad dream. / He woke up from a bad dream.</p> <p>3. Tell the students to talk about when that happened to them and what they did.</p> <p style="padding-left: 20px;">T: When did you have a bad dream? Did you wake up or not?</p> <p style="padding-left: 40px;">What did you do when you woke up from the bad dream?</p> <p>4. Apply these steps to picture #2.</p> <p style="padding-left: 20px;">T: Who is in the house?</p> <p style="padding-left: 20px;">S: There is a girl in the house. Her parents are going out.</p> <p style="padding-left: 20px;">T: How does she look?</p> <p style="padding-left: 20px;">S: She looks happy/excited.</p> <p style="padding-left: 20px;">T: When were you home alone? What did you do at that time?</p>	<p>[Possible Answers]</p> <p>1.</p> <p>-The boy had a bad dream. He is crying. He is scared.</p> <p>-I had a bad dream last night. I woke up and played computer games. / Last Sunday, I had a bad dream. I slept in my parents' room. I slept with my parents.</p> <p>2.</p> <p>-The girl's parents are going out and she is home alone. She looks excited.</p> <p>-I was at home alone yesterday. I slept and watched TV all day. / I was home alone last Sunday. I ate hamburgers and played computer games with my friends.</p>
<b>★What Did You Do? (page 48)</b>	
<p><b>Flip a coin and move along the board. When you land on each space, say what you did at that time.</b></p> <p>1. Have the students turn to page 48 and work in pairs or groups.</p> <p>2. Have them prepare coins.</p> <p>3. Each student will flip a coin and say what they did at the time written on that space.</p> <p>4. The first one to the Finish is the winner.</p>	<p>[Possible Answers]</p> <p>-I said "Sorry." to him/her. (I didn't talk to him/her.)</p> <p>-I went to a park with my family.</p> <p>-I called my mom.</p> <p>-I cried.</p> <p>-I took medicine and slept.</p> <p>-I went to a theme park with my friends.</p> <p>-I wrote a Christmas card to my parents.</p> <p>-I played with my pet.</p> <p>-I took it and went to the police office.</p> <p>-I said "Hello!" first. (I didn't talk.)</p> <p>-I talked on the phone with my friend.</p> <p>-I ate breakfast and then took a shower.</p>

## Unit 11 We Met at the School Yard

<ul style="list-style-type: none"> <li>• <b>Objectives:</b> Students will learn to talk about what they did in the past. (who, where, why)</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Materials:</b> ppt tool(Talk to Me 2_Unit 11)</li> </ul>	
<p>★Warm Up (page 49)</p>	
<p><b>Look and talk.</b></p> <ol style="list-style-type: none"> <li>1. Have the students look at the picture.</li> <li>2. Ask them the questions.</li> <li>3. Ask some extra questions.</li> </ol> <p>T: Were you excited to go to school? Do you remember what you wore on your first day of school?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. She is going to school.</li> <li>2. Yes, I went to school with my mom.</li> <li>3. I met my teacher and classmates . We sat at our desks. We said "Hello." to each other.</li> </ol>
<p><b>You Can Say This</b></p> <ol style="list-style-type: none"> <li>1. Tell the students to read the sentences out loud and compare the written answers with their own answers to questions #2 and #3.</li> <li>2. Help the students learn how to talk about past activities.</li> </ol> <p>T: When you talk about what happened in the past, you can use the past tense form of verbs: walked, met, was.</p>	
<p>★Let's Talk! (page 50)</p>	
<p><b>Have you seen any of these in person? Choose all and tell your partner.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 50 and work in pairs.</li> <li>2. Tell them to look at the pictures and choose things they have seen in person.</li> <li>3. Tell the students to talk to their partner based on the picture they chose.</li> <li>4. Ask for volunteers or choose some students to share their answers to the question.</li> </ol>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> <li>-I saw a starfish at the beach.</li> <li>-I saw a fire engine on the road.</li> <li>-I saw a kite at the park.</li> <li>-I saw a gorilla at the zoo.</li> </ul>
<p><b>Ask and answer with your partner.</b></p> <ol style="list-style-type: none"> <li>1. Have the students look at the pictures.</li> <li>2. Tell them to ask and answer the questions with their partners.</li> <li>3. Ask for volunteers or choose some students to share their answers to the questions.</li> </ol> <p>T: Who did you have a fight with? Have you gone camping? Did you like it? Why?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>-The children are fighting for the TV remote.</li> <li>-Yes, I had a fight with my sister.</li> </ul> </li> <li>2. <ul style="list-style-type: none"> <li>-They are camping.</li> <li>-Yes, I liked it because I enjoyed sleeping in a tent. / I didn't like it. I hate bugs.</li> </ul> </li> </ol>
<p>★Speak Out! (page 51)</p>	
<p><b>Choose one item or type of weather and talk about your memories of it.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 51.</li> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>-piano: My dad bought me a piano last Christmas.</li> </ul> </li> </ol>

<p>2. Have them look at picture #1. Then ask questions about it.  T: What do you see?  S: I see a piano, a bus, a lunch box, ....</p> <p>3. Tell the students to choose one item and talk about their memories of it.  T: What do you think when you see the piano?  Do you have any memories of the piano?  What comes to your mind when you see the piano?</p> <p>4. Apply these steps to picture #2.  T: Look at picture #2. You'll see different types of weather.  What types of weather do you see?  S: It is rainy. It is windy. There is a thunderstorm. It is a very hot day.  ...  T: Great. Do you have any memories of the weather?  Who would like to tell me about their memories of a rainy day?</p>	<p>I was so happy.  -bus: Last weekend, I met my teacher on the bus.  -lunch box: I went shopping with my mom last week. I bought a new lunch box. It is so cute.  -key: I lost my house key last week. My mom was so angry with me.  -math test: Last week I had a math test in class. I got a perfect score. I felt so happy.  -birthday cake: My mom made chocolate cake on my birthday. It was great. It was delicious.  -dog: I lost my dog last month. I'm so sad.</p> <p>2.  -rainy day: I ran around in the rain with my friend for fun. Then I got a bad cold.  -windy day: It was very windy yesterday. I lost my favorite cap.  -thunderstorm: Last Friday, I was home alone. There was a thunderstorm at night. My dog barked a lot. I was scared.  -hot day: Last summer, I went to the water park with my friends. We went swimming and had fun.  -snowy day: I made a big snowman with my sister and took a picture.  -fall day: I collected a lot of red and yellow leaves last fall.  -spring day: Last year I went on a picnic with my family. I saw a lot of roses. They were pretty.</p>
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**★Find a Friend! (page 52)**

<p><b>Ask your classmates if they did these activities last week. If they did, ask him or her to write their last names in the box. The winner is the one who has the most names.</b></p> <p>1. Have the students turn to page 52.  2. Tell them how to do the activity.  T: Now, you'll find friends who did these activities last week.  Walk around and ask your classmates if they did the activity in each picture last week. If they did, ask the question on the picture and get him or her to write their last name in the box. I'll give you 15 minutes. Let's see who has the most names.  Shall we start?  3. Ask them how many names they have on their chart to find the winner.  T: Anyone who has nine names on their chart?</p>	<p>[Possible Answers]  -I went to a fast food restaurant with my brother.  -I went to a theme park with my family.  -I ate pizza with my family.  -I <u>took a train to my grandparents' house.</u> (went to my grandparent's house by train)  -I played computer games at my friend's house.  -I watched a movie at home.  -I saw a doctor because I had a fever.  -I cried because I fell.  -I went to a hair salon because my hair was too long.</p>
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## Unit 12 Tell Me How to Make Milk Tea

<ul style="list-style-type: none"> <li>• <b>Objectives:</b> Students will learn to give instructions.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Materials:</b> ppt tool(Talk to Me 2_Unit 12)</li> </ul>	
<p>★Warm Up (page 37)</p>	
<p><b>Look and talk.</b></p> <ol style="list-style-type: none"> <li>1. Have the students look at the picture.</li> <li>2. Ask them the questions.</li> <li>3. Ask some extra questions.</li> </ol> <p>T: Do you like milk tea?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. I can see milk, sugar, a spoon, a kettle, a cup/mug and a tea bag.</li> <li>2. I can make milk tea.</li> <li>3. Yes, I do. / No, I don't.</li> </ol>
<p><b>You Can Say This</b></p> <ol style="list-style-type: none"> <li>1. Tell the students to read the sentences out loud and compare the written answers with their own answers to question #3.</li> <li>2. Help the students learn to give instructions of how to do something .</li> </ol> <p>T: When you talk about how to do something step by step, you can say this to show the order: First, Second, Third, Last.</p>	
<p>★Let's Talk! (page 54)</p>	
<p><b>Let's make the steps to show how to do two simple things!</b></p> <p><b>Choose and ask your partner about the last step.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 54 and work in pairs.</li> <li>2. Tell them to look at the pictures and choose one to ask what is the last step.</li> </ol> <p>T: The pictures show what someone is doing. What is the person doing?</p> <p>S: He is drawing a snowman. He is making sandwiches.</p> <p>T: Right. Ask your partner the last thing to do to draw a snowman or to make sandwiches.</p> <div style="border: 1px dashed black; padding: 5px; margin-top: 10px;"> <p><b>[Teaching Tip]</b></p> <p>*Drawing a snowman: First, draw one big and one small circle. Second, add a face in the small circle. Third, draw arms. Last, draw a hat and a scarf.</p> <p>*Making a sandwich: First, spread butter on the bread. Second, Add ham, tomato, and lettuce. Third, put one slice of bread on the top. Last, cut the sandwich in half.</p> </div> <ol style="list-style-type: none"> <li>3. Ask for volunteers or choose some students to share their answers to the question.</li> </ol>	<p>[Possible Answers]</p> <p>-Last, draw a hat and a scarf.</p> <p>-Last, cut the sandwich (in half).</p>
<p><b>Ask and answer with your partner.</b></p> <ol style="list-style-type: none"> <li>1. Have the students look at the pictures.</li> <li>2. Tell them to ask and answer the questions with their partners.</li> <li>3. Ask for volunteers or choose some students to share their</li> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. -He is <u>looking at his clothes</u>. (choosing his clothes)</li> </ol>

<p>answers to the questions.</p>	<p>-First, I put on a T-shirt. Second, I put on pants. Third, I put on socks. Last, I put on shoes.</p> <p>2. -He is brushing his teeth. -First, I put some water on the toothbrush. Second, I put toothpaste on the toothbrush. Third, I brush my teeth. Last, I rinse my mouth.</p>
<p><b>★Speak Out! (page 55)</b></p>	
<p><b>Think about how to make a Christmas card or ramen. Then, say one sentence each in the correct order to make the steps.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 55 and make small groups.</li> <li>2. Have them look at picture #1. Then ask questions about it. T: What do you think the picture is about? S: It is about making a Christmas card. / It shows how to make a Christmas card.</li> <li>3. Tell the students to take turns saying one step each in groups. T: Let's put the pictures in order. One person from each group starts by saying the first step. Then take turns saying the next steps. When you make the steps, raise your hand.</li> <li>4. Let the first group to finish saying the steps. Correct their sentences when needed. T: Tell me how to make a Christmas card.</li> <li>5. Apply these steps to picture #2.</li> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. First, fold the paper in half. Second, cut out a Christmas tree shape. Third, cut out a star shape. Fourth, stick the Christmas tree and the star onto the card. Last, write "Merry Christmas" on the card.</li> <li>2. First, boil water in a pot. Second, open the ramen noodle packet. Third put the noodles and powder in the water. Fourth, stir the noodles. Last, pour them into a bowl and enjoy.</li> </ol>
<p><b>★Relay Race (page 56)</b></p>	
<p><b>Stand in lines. The person at the front will say the first step for the activity. Then, the next person will repeat what they heard and say the second step. Continue until your line completes all the steps. The winner is the first line that finishes. Take turns and change orders.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 56.</li> <li>2. Explain how to do the activity. T: Four people stand in line. When I say, "Start!", the person at the front says the first step to prepare cereal. Then the second person repeats what they heard and says the next step. When you finish all the steps, let me know. Ready?</li> <li>3. Tell the students to change orders. T: This time, the fourth person comes to the front. You'll tell the steps to boiling eggs. Are you ready?</li> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. First, pour cereal in a bowl. Second, pour some milk. Last, use a spoon and eat.</li> <li>2. First, pour water into a pot. Second, add the eggs. Third, boil the water and eggs for 10 minutes. Last, peel the eggs.</li> <li>3. First, wet your hands. Second, get some soap on your hands. Third, rub your hands. Last, rinse your hands.</li> </ol>

## Unit 13 Why Is the Boy Sleeping?

<ul style="list-style-type: none"> <li>• <b>Objectives:</b> Students will learn to talk about causes and effects.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Materials:</b> ppt tool(Talk to Me 2_Unit 13)</li> </ul>	
<p>★Warm Up (page 57)</p>	
<p><b>Look and talk.</b></p> <ol style="list-style-type: none"> <li>1. Have the students look at the picture.</li> <li>2. Ask them the questions.</li> <li>3. Ask some extra questions.</li> </ol> <p>T: What happened when you fell asleep in class? Did your teacher notice you were sleeping?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. The boy is playing computer games at night. He is sleeping in class.</li> <li>2. He is sleeping because he went to bed too late.</li> <li>3. Yes, I have. / No., I haven't.</li> </ol>
<p><b>You Can Say This</b></p> <ol style="list-style-type: none"> <li>1. Tell the students to read the sentences out loud and compare the written answers with their own answers to questions #2.</li> <li>2. Help the students learn to say causes and effects.</li> </ol> <p>T: When you talk about why something happens, you can use "because". When you talk about what happens as a result, you can use "so".</p>	
<p>★Let's Talk! (page 58)</p>	
<p><b>These events happen with the weather. Choose and tell your partner about it.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 58 and work in pairs.</li> <li>2. Tell them to look at the pictures and choose one to say its cause and effect.</li> <li>3. Tell the students to talk to their partner based on the picture they chose.</li> <li>4. Ask for volunteers or choose some students to share their answers to the questions.</li> </ol>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> <li>-There is a rainbow because it rained.</li> <li>-A boy is making a snowman because it snowed.</li> <li>-The chocolate is melting because it is hot.</li> </ul>
<p><b>Ask and answer with your partner.</b></p> <ol style="list-style-type: none"> <li>1. Have the students look at the pictures.</li> <li>2. Tell them to ask and answer the questions with their partners.</li> <li>3. Ask for volunteers or choose some students to share their answers to the questions.</li> </ol> <p>T: Why is the boy running home in the rain? What will happen to the baby?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>-The boy is running home in the rain.</li> <li>-He is running because he doesn't have an umbrella.</li> </ul> </li> <li>2. <ul style="list-style-type: none"> <li>-The baby is sleeping, and the dog is barking and playing with a ball.</li> <li>-The baby will wake up and cry.</li> </ul> </li> </ol>

<b>★Speak Out! (page 59)</b>	
<p><b>In the first picture, say one sentence each about what is happening and why that is happening. In the second picture, say one sentence each about what happened and what is happening.</b></p> <p>1. Have the students turn to page 59 and make small groups.</p> <p>2. Have them look at picture #1. Then ask questions about it.            T: Look at the first picture. How is the weather?            S: It is hot.            T: What is the boy thinking in the second picture?</p> <p>3. Tell them to take turns saying what is happening and why that is happening using "because" in groups.</p> <p>4. Have them look at picture #2 and ask questions about it. Then tell The students to take turns saying what happened and what is happening using "so" in groups.            T: Let's move on to the second picture. What is the boy doing?            S: He is eating. He is thinking about going to the water park.            T: Next, what is the boy doing?            ...</p>	<p>[Possible Answers]</p> <p>1.</p> <ul style="list-style-type: none"> <li>-It is a hot day.</li> <li>-The boy wants to go the water park because it is a hot day.</li> <li>-He packs his backpack fast because he wants to go to the water park.</li> <li>-He arrives at the water park early because he packed his backpack fast.</li> <li>-There are no people at the water park because he arrived there early.</li> <li>-He enjoys swimming because there are no people.</li> </ul> <p>2.</p> <ul style="list-style-type: none"> <li>-The girl wants to get a toy.</li> <li>-She wants to get a toy so she helps her parents.</li> <li>-She helped her parents so they give her some money.</li> <li>-Her parents gave her money so she goes to a toy store.</li> <li>-She went to a toy store so she bought the toy.</li> <li>-She bought the toy so she went home and felt happy.</li> </ul>
<b>★Spot the Differences (page 60)</b>	
<p><b>Work in pairs. Find the differences between the two pictures as fast as you can and tell your partner the differences in cause and effect. The winner is the one who finds the most differences.</b></p> <p>1. Have the students turn to page 60 and work in pairs.</p> <p>2. Ask about the pictures.            T: What do you see in the first picture?            S: I see a bear. There is a boat in the lake. A boy is singing.            ...</p> <p>3. Tell the students to find the six differences between the two pictures and tell their partners. The person who finds the most differences is the winner.            T: There are six differences between the two pictures. They can be the causes or the effects. Try to find them as fast as possible and tell your partner using "because" or "so". Are you ready?</p>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> <li>-The man is burning the sausages because he is looking at his phone.</li> <li>-The boat is sinking because there are heavy things in it.</li> <li>-It is hot so the girl's ice cream is melting.</li> <li>-The girl is shouting because she sees a bear.</li> <li>-The girl is laughing because the dog is barking.</li> <li>-The man and the woman are happy because the boy is singing..</li> <li>-The man is burning the sausages because he is talking with the woman.</li> <li>-The boat is sinking because it has a hole.</li> <li>-It is hot so the girl is sweating.</li> <li>-The girl is shouting because she sees a snake.</li> <li>-The girl is crying because the dog is barking.</li> <li>-The man and the woman are happy because the boy is playing the guitar.</li> </ul>

# Unit 14 What Happened?

<p>• <b>Objectives:</b> Students will learn to make predictions about actions that happened before.</p>	
<p>• <b>Materials:</b> ppt tool(Talk to Me 2_Unit 14)</p>	
<p>★Warm Up (page 61)</p>	
<p><b>Look and talk.</b></p> <p>1. Have the students look at the pictures. 2. Ask them the questions.</p>	<p>[Possible Answers]</p> <p>1. The shoemaker is cutting leather for new shoes. Then he goes to sleep. 2. The next morning, the shoemaker finds lots of new shoes. He sells the shoes and becomes rich. 3. I think some little mice made the shoes.</p>
<p><b>You Can Say This</b></p> <p>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 to say what they think happened before. T: When you want to say what you think happened before, you can say this: I think..., Maybe ....</p>	
<p>★Let's Talk! (page 62)</p>	
<p><b>The giant is chasing the boy. Choose what you think happened before and talk with your partner.</b></p> <p>1. Have the students turn to page 62 and work in pairs. 2. Ask them about the picture in the middle. T: What is happening? S: The giant is chasing the boy. / The giant is coming down to catch the boy. 3. Tell the students to choose what they think happened before and talk to each other. T: Why is the giant chasing him? What do you think happened before? Look at the four mini pictures and tell your partner. 4. Ask for volunteers or choose some students to share their answers to the questions. 5. Ask some extra questions. T: Do you remember Jack and the Beanstalk? What happened in the original story?</p>	<p>[Possible Answers]</p> <p>-I think the boy broke the giant's lamp. -I think the boy ate the giant's food. -Maybe the boy stole the giant's <u>gold</u>. (treasure) -Maybe the boy cut the giant's mustache.</p>
<p><b>Ask and answer with your partner.</b></p> <p>1. Have the students look at the pictures and ask them about the pictures. T: Look at the picture on the left. Where is the girl sleeping? S: She is in the bear's house. T: How do you know know that? S: There is some honey on the table. There are pictures of the</p>	<p>[Possible Answers]</p> <p>1. The girl is sleeping in the bears' house. Then she is running away from the house. 2. -I think the bears came home and found the girl. They got angry and scared her.</p>



<p>bears.</p> <p>T: Good. Look at the last picture. What is the girl doing?</p> <p>S: She is leaving the house. / She is running out of the house.</p> <p>2. Tell the students to think what happened in the middle picture 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: Did your partner think the same as you?</p> <p>What did your partner think happened before?</p>	<p>-I think she remembered she had to do her homework.</p> <p>-Maybe it was time for dinner. She was hungry and wanted to go home.</p>
<p><b>★Speak Out! (page 63)</b></p>	
<p><b>Look and think about what happened in the middle picture. Then, tell your own story by using the pictures.</b></p> <p>1. Have the students turn to page 63 and make small groups.</p> <p>2. Have them look at the pictures and ask questions about the pictures.</p> <p>T: Look at the first picture. What are the boy and the girl doing?</p> <p>Can you guess which story the pictures are from?</p> <p>3. Tell them to make their own stories by using the pictures. They must come up with their own ideas for the fifth scene 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?</p> <p>Who wants to tell their story?</p>	<p>[Possible Answers]</p> <p>A boy and a girl go buy pizza. They buy pizza. Then they go back home and see a special house. It is made of cookies and candies. They get into the house and sees a witch there.</p> <p>-I think the children became friends with the witch. They invited her to their home.</p> <p>-Maybe the children ate all the cookies and candies. The witch had no home so she went with the children.</p> <p>Their family and the witch eat pizza together.</p>
<p><b>★What Happened to Them? (page 64)</b></p>	
<p><b>Make groups. Read each story and answer the questions together. Then, share the best idea from your group with your classmates.</b></p> <p>1. Have the students turn to page 64 and make small groups.</p> <p>2. Tell them to read the story and answer the questions together.</p> <p>3. Check their comprehensions through questions #1 and #2.</p> <p>4. Tell the students to share the best idea from each group.</p> <p>T: Little Red Riding Hood saw a monster at her grandparents' house. Where are the grandparents? Who has the best idea from your group?</p> <p>5. Apply these steps to the second story.</p>	<p>[Possible Answers]</p> <p>1. She visited her grandparents to bring them some soup and cake.</p> <p>2. She found a big red monster.</p> <p>3.</p> <p>-I think the monster ate her grandparents.</p> <p>-Maybe her grandparents are hiding from the monster.</p> <p>1. He always told lies.</p> <p>2. He said he saw a thief and a fire.</p> <p>3.</p> <p>-I think he really saw a thief and no one believed him.</p> <p>-Maybe his friend lied to him and he was angry.</p>

## Unit 15 Let's Tell a Story!

<ul style="list-style-type: none"> <li>• <b>Objectives:</b> Students will learn to tell stories in order.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Materials:</b> ppt tool(Talk to Me 2_Unit 15)</li> </ul>	
<p>★Warm Up (page 65)</p>	
<p><b>Look and talk.</b></p> <ol style="list-style-type: none"> <li>1. Have the students look at the pictures.</li> <li>2. Ask them the questions.</li> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. Two boys are playing in the ocean. Then, they see something in the water.</li> <li>2. They get out of the water.</li> <li>3. They shout, "Shark!"</li> </ol>
<p><b>You Can Say This</b></p> <ol style="list-style-type: none"> <li>1. Tell the students to read the sentences out loud and compare the written answers with their own answers to questions from above.</li> <li>2. Help the students learn how to tell a story in order. T: When you tell a story, you can say these words to show the order: First, Then, Next, Finally.</li> </ol>	
<p>★Let's Talk! (page 66)</p>	
<p><b>Brian is fighting with his friend. Choose the reason you think they are fighting and tell your partner.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 66 and work in pairs.</li> <li>2. Ask them about the picture in the middle. T: What is happening in the picture? S: Brian and his friend are fighting.</li> <li>3. Tell the students to choose the reason they think and talk with their partners. T: Why do you think they are fighting? Look at the four mini pictures and tell your partner what you think.</li> <li>4. Ask for volunteers or choose some students to share their answers to the questions.</li> <li>5. Ask some extra questions. T: Among the four mini pictures, which one annoys you most?</li> </ol>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> <li>-I think Brian cheated from his friend's test.</li> <li>-I think Brian took his friend's snack.</li> <li>-Maybe Brian teased his friend.</li> <li>-Maybe Brian broke his friend's pencil.</li> </ul>
<p><b>Ask and answer with your partner.</b></p> <ol style="list-style-type: none"> <li>1. Have the students look at the pictures. Then ask them to number the pictures in order. T: The pictures are mixed. Which one do you think comes first?</li> <li>2. Tell them to tell the story using the pictures and what they think the bear said.</li> <li>3. Ask for volunteers or choose some students to share their partner's answers to the questions. T: What did the bear say to the family? Tell me what your partner said to you.</li> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. First, the family are going on a picnic to the forest. Next, a big bear comes. Finally, the bear talks to the family. They are shocked.</li> <li>2. <ul style="list-style-type: none"> <li>-I think the bear said, "May I have some food?"</li> <li>-Maybe the bear said, "Would you like to come to my house?"</li> </ul> </li> </ol>

<b>★Speak Out! (page 67)</b>	
<p><b>Make a story with your classmates by using the pictures. Choose a picture to start the story. Continue until the story is complete.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 67 and make small groups.</li> <li>2. Have the students look at the pictures. Then ask questions about them. T: Look at the pictures. Can you guess what story they are from?</li> <li>3. Tell the students to tell a story in groups. T: You'll make the stories using the pictures with your group members. The pictures are mixed. You can choose any picture to start the story. Then take turns choosing a picture and telling the story. Let me know when the story is complete. Let's start!</li> <li>4. Ask for volunteers to share their own stories. T: Who wants to tell their story?</li> </ol>	<p>[Possible Answers]</p> <p>First, the grandmother bakes cookies. Next, one of the cookies <u>runs away</u>. (gets out of the oven) Then, the grandfather and grandmother try to catch the cookie. Then, the cookie meets a fox at the river. It says "Help me!" to the fox. Then, the fox helps the cookie cross the river. Finally, the fox is hungry and eats the cookie.</p>
<b>★Be the Story Maker! (page 68)</b>	
<p><b>Make groups. Read each story and answer the questions together. Then, share the best idea from your group with your classmates.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 68 and make small groups.</li> <li>2. Tell them to read the story and answer the questions together.</li> <li>3. Check their comprehensions through questions #1 and #2.</li> <li>4. Tell the students to share the best idea from each group. T: How will you become friends with the fox? Who has the best plans?</li> <li>5. Apply these steps to the second story.</li> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. She fed the fox.</li> <li>2. She gave the fox some delicious food. She took a walk with the fox.</li> <li>3. -First, I'll give some food to the fox. Next, I'll brush the fox's fur. Then, I'll make a house for the fox. Finally, I'll be friends with the fox.</li> </ol> <ol style="list-style-type: none"> <li>1. A giant was blocking their way.</li> <li>2. He had long brown hair and bright green eyes.</li> <li>3. First, give me your horses. Next, give me your clothes. Then, give me some food. Finally, you can pass.</li> </ol>

## Unit 16 She Was Mean to Cinderella

<ul style="list-style-type: none"> <li>• <b>Objectives:</b> Students will learn to give opinions on the characters of fairy tales.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Materials:</b> ppt tool(Talk to Me 2_Unit 16)</li> </ul>	
<p>★Warm Up (page 69)</p>	
<p><b>Look and talk.</b></p> <ol style="list-style-type: none"> <li>1. Have the students look at the picture.</li> <li>2. Ask them the questions.</li> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. She is cleaning the floor.</li> <li>2. She is mean.</li> <li>3. I agree because the stepmother was so mean to her. / I disagree because she is a good girl.</li> </ol>
<p><b>You Can Say This</b></p> <ol style="list-style-type: none"> <li>1. Tell the students to read the sentences out loud and compare the written answers with their own answers to questions #3.</li> <li>2. Help the students learn to say when they agree or disagree with someone's opinion.</li> </ol> <p>T: When you have the same opinion with someone, you can simply say, "I agree..." You can say, "I disagree..." when you do not agree with their opinion.</p>	
<p>★Let's Talk! (page 70)</p>	
<p><b>What is your favorite fairy tale? Choose and ask your partner if he or she agrees.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 70 and work in pairs.</li> <li>2. Tell them to look at the pictures and ask about them.</li> </ol> <p>T: Here are some famous fairy tales Pinocchio, Sleeping Beauty, Aladdin, Alice in Wonderland, and Peter Pan. I bet everyone has read these stories.</p> <ol style="list-style-type: none"> <li>3. Tell the students to choose their favorite one and ask their partners if they agree or not with it.</li> </ol> <p>T: Which one do you like most? Choose the story you think is the best and ask your partner if he or she thinks so too.</p> <ol style="list-style-type: none"> <li>4. Ask for volunteers or choose some students to share their answers to the questions.</li> <li>5. Ask some extra questions.</li> </ol> <p>T: Let's see which story is the most popular.</p> <p>Who thinks Pinocchio is the best fairy tale? Raise your hand.</p>	<p>[Possible Answers]</p> <p>Q. I think Pinocchio/Sleeping Beauty/ Aladdin/ Alice in Wonderland/Peter Pan is the best fairy tale. Do you agree?</p> <p>- Yes, I agree. / No, <u>I don't agree</u>. (I disagree)</p>
<p><b>Ask and answer with your partner.</b></p> <ol style="list-style-type: none"> <li>1. Have the students look at the pictures and ask about the pictures..</li> </ol> <p>T: Can you guess what stories the wolves are from?</p> <p>S: This wolf(on the left) is from Little Red Riding Hood.</p> <p>This one(on the right) is from Three Little Pigs.</p> <p>T: Good job. Do you remember what the wolves did wrong in the</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>- The wolf on the left(<i>Little Red Riding Hood</i>) ate the grandmother. And he tried to trick and eat the little girl.</li> <li>- The wolf on the right(<i>Three Little Pigs</i>) broke</li> </ul> </li> </ol>

<p>stories?</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.</p> <p>T: Does your partner agree with you? Which wolf does he/she think is worse?</p>	<p>the pigs' houses. And he tried to eat the pigs.</p> <p>2. I think the wolf on the left is worse. It almost ate two people. Do you agree? / I think the wolf on the right is worse because the poor pigs don't have homes now. Do you agree?</p>
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★Speak Out! (page 71)

<p><b>Say which statement you agree with and why. Write down the names of your classmates who are on the same side as you.</b></p> <p>1. Have the students turn to page 71.</p> <p>2. Have the students read statements #1 and decide what they think.</p> <p>3. Ask the students about their thoughts on the statements and the reasons why they think so.</p> <p>T: I'm very curious to what you all think about Ant. Listen to your classmates' thoughts and write his or her name in the chart. We'll go clockwise. Which statement do you agree with?</p> <p>S1: I agree with the first statement.</p> <p>T: Why do you think Ant is not kind? S1: He didn't help Grasshopper.</p> <p>...</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 statements #2.</p>	<p>[Possible Answers]</p> <p>1. Ant is not kind because he didn't share the food with Grasshopper. We should help others. / Ant is not bad because Ant worked hard for the food but Grasshopper didn't work.</p> <p>2. Country Mouse should live in the city because there are many delicious foods in the city. / Country Mouse should go back to the country because the city is too dangerous.</p>
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★Let's Debate! (page 72)

<p><b>Read and debate.</b></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: Fairy tales are fun to read. Do you agree or not?</p> <p>3. Tell them to make teams who are on the same side. Then tell the students to talk about why they agree or disagree and write their reasons 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>* It is fun to read fairy tales.</p> <p>-Agree: I agree because <u>fairy tales have magic</u>. (They teach us good things. We can read them and imagine. They have fun/interesting characters.)</p> <p>-Disagree: I disagree because <u>they are not real stories</u>. (Some fairy tales are scary.)</p> <p>* Fairy tales need a happy ending.</p> <p>-Agree: I agree because <u>I want everyone to be happy</u>. (good people should be happy and bad people should be punished, most people love a happy ending)</p> <p>-Disagree: I disagree because <u>every story needs a different ending</u>. (that is not real, that is not interesting)</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]

-I ate/had cereal. (rice and soup, toast and eggs)

-Yes, I did. I went to McDonald's.

-It is snowing. There is a snowman. The dog is having fun. (running around)

-Kate's birthday is this month.

-I use scissors to cut things.

-Polar bears live in the North Pole. They have fur. They have sharp claws. They can swim.

-Yes, I helped Leah to move a box.

-This ruler is made of metal.

-A girl is watering the plant.

-They both are birds. They both have wings. (feathers)

\*Roll the Die Again

-Do not ride your bike here. (You should not ride your bike here.)

-You should rest. (take a nap, sleep)

-I would rather have a pet spider. A spider is small, and I'm scared of snakes.

-It is sunny. (cloudy, windy, rainy)

-It is made of paper. It tells the date.

-I would scream and call my mom. (try to talk to it, give it some food)

\*Go Back to Start

-I think it is cute. (ugly)

-The bag has too many things in it. (There are heavy things in the bag.)

-Mason read a book yesterday.

\*Miss a Turn

-Do not feed the animals. (You should not feed the animals.)

-I had a fight with my brother. He teased me.

-I watched a movie last weekend.

-Go straight. Turn right and go straight. It is on your left.

\*Shout "Hello!" Three Times

-First, I wet my hair. Second, I put shampoo in it. Third, I rinse it. Last, I dry it with a towel.

-I went to Hong Kong.

-He is crying because he got a shot.

-I went to Burger King yesterday.

## ★Talk Some More 2 (pages 76-77)

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

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]

- I said, "Sorry." to her. (I went to my room.)
- Apples are fruits. They are round. They are red or green. They taste sour and sweet.
- Do not eat here. (You should not eat here.)
- I sit on/in it. (I use a chair to sit.)
- Eagles can fly, but penguins can't fly.
- I would go to bed late.
- I went to bed at 10:30.
- First, I make/roll snowballs. Second, I give it a face. Third, I give it arms. Last, I put on a hat and a scarf.
- Yes, I did. I talked on the phone with Jason.
- Mia and I like the same TV show.
- I use a comb to brush my hair.
- It is rainy and windy. The girl is holding an umbrella.
- \*Ask a Question
- It is happening because someone didn't water the plant.
- You should go out and play basketball.
- He/She is nice. (kind, scary)
- Do not bring your dog. (You should not bring your dog. No animals/pets.)
- First, boil the water. Second, pour the coffee into the cup. Third, add the water and stir. Last, add sugar and milk.
- I would be the president.
- Alex went shopping last weekend.
- \*Shout "Hurray!" Three Times
- Yes, because they are friends. / No, because her friends didn't help her.
- This desk and chair are made of wood.
- She is waving her hand. She looks sad.
- \*Move Ahead 2 Spaces
- He will have a stomachache. (be sick)
- The dog is biting the boy's pants. The boy will shout and cry.
- It is made of rubber. It is blue and red. I use it to remove what I wrote. (pencil marks)
- \*Go Back to Start
- I would rather have a new computer. My computer is old.
- It is fun. (I like swimming. It is hard/difficult. Swimming is scary.)