

# Unit 01 That Doesn't Belong

<ul style="list-style-type: none"> <li>• <b>Objectives:</b> Students will learn to describe differences and be able to differentiate groups of objects.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Materials:</b> ppt tool(Talk to Me 3_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: Have you seen any of these animals in person?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. I can see a bird, a horse, a pig, and a sheep.</li> <li>2. They are all animals.</li> <li>3. The bird is different. It has two legs, and it can fly. But the other animals have four legs, and they can't fly.</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 describe what doesn't belong to the group and explain why.</li> </ol> <p>T: When you talk about differences of things you can describe the differences in abilities, numbers,...</p>	
<p>★Let's Talk! (page 10)</p>	
<p><b>Here are some groups of things. Choose a group and tell your partner about the one that does NOT belong.</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 one group each.</li> <li>3. Tell the students to talk about it with their partners.</li> <li>4. Ask for volunteers or choose some students to share their answers.</li> <li>5. Ask some extra questions.</li> </ol> <p>T: What will you put in each group instead of the strawberry/number 5/rose?</p>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> <li>-The strawberry is different. It is a fruit. The others are vegetables.</li> <li>-The number 5 is different. The others are letters.</li> <li>-The rose is different. It is a flower. The others are animals.</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: Instead of the horse, what can fit with the car and the bus? What else belongs to a chef?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>-I can see a horse, a car, and a bus.</li> <li>-The horse is different because it is an animal. And it doesn't have wheels.</li> </ul> </li> <li>2. <ul style="list-style-type: none"> <li>-I can see a fire hose, a fire truck, and a hat.</li> <li>-The hat is different. It is for a chef, and the others are for a firefighter.</li> </ul> </li> </ol>

<b>★Speak Out! (page 11)</b>	
<p><b>Choose one group and say which one in the group is different and how.</b></p> <p>1. Have the students turn to page 11 and make small groups.</p> <p>2. Have them look at picture #1. Then ask questions about it.</p> <p style="padding-left: 20px;">T: What can you see in this group?</p> <p style="padding-left: 20px;">S: I can see a bee, a snake, a dragonfly, and an eagle.</p> <p style="padding-left: 20px;">T: What about this group?</p> <p style="padding-left: 20px;">S: I can see a pencil, a crayon, a colored pencil, and paper.</p> <p style="padding-left: 20px;">...</p> <p>3. Tell the students to talk about which animals or items don't belong in the groups.</p> <p>4. Let each group take turns talking about which one is different and how. Correct their sentences when needed.</p> <p style="padding-left: 20px;">T: I'll choose one group from the picture. Raise your hand quickly and say the answer. Are you ready?</p> <p style="padding-left: 40px;">A bee, a snake, a dragonfly, and an eagle. Which one is different?</p> <p>5. Apply these steps to picture #2.</p>	<p>[Possible Answers]</p> <p>1.</p> <ul style="list-style-type: none"> <li>-The snake is different. The others have wings and they can fly.</li> <li>-The paper is different. We can write with a pencil, a colored pencil, and a crayon.</li> <li>-The table is different. We can sit on a chair, a sofa, and a bench.</li> <li>-The brick is different. The others float on water.</li> <li>-The cheetah is different. The others are slow.</li> </ul> <p>2.</p> <ul style="list-style-type: none"> <li>-The river is different. The others are in the sky.</li> <li>-The pillow is different. The others are in the kitchen.</li> <li>-The sneakers are different. We wear a cap, a helmet, and a hat on our head.</li> <li>-The mouth is different. We have two hands, two ears, and two feet.</li> <li>-The sandals are different. We wear a scarf, a hat, and mittens in winter.</li> </ul>
<b>★Odd One Out! (page 12)</b>	
<p><b>Work in pairs. Find the odd one out in each line as fast as you can and tell your partner. The winner is the one who finds the most.</b></p> <p>1. Have the students turn to page 12 and work in pairs.</p> <p>2. Tell the students to find the different picture from each line and to tell their partners. The person who finds the most differences is the winner.</p> <p style="padding-left: 20px;">T: You'll see groups of four pictures. There is one odd picture among them. Try to find the odd one out quickly and tell your partner about the difference.</p> <p style="padding-left: 20px;">Let's see who finds the most different pictures. Are you ready?</p>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> <li>-The girl's boots have dots.</li> <li>-The cat is <u>sleeping</u>. (closing its eyes)</li> <li>-Rudolph looks <u>annoyed</u>. (sad, mad, angry, tired)</li> <li>-The boy and the girl are raising their right hands.</li> <li>-There is no cheese in the burger.</li> </ul>

## Unit 02 This Is Heavier

<p>• <b>Objectives:</b> Students will learn to compare two things or people.</p>	
<p>• <b>Materials:</b> ppt tool(Talk to Me 3_Unit 2), coins</p>	
<p>★Warm Up (page 13)</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 is heavier than the elephant? Can you name one?</p>	<p>[Possible Answers]</p> <p>1. I can see a balloon, a backpack, and an elephant.</p> <p>2. The backpack is heavier than the balloon.</p> <p>3. No, the backpack is lighter than the elephant.</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 to questions #2 and #3.</p> <p>2. Help the students learn how to compare two things or people.</p> <p>T: When you compare two things or people, you can say this: heavier than, lighter than</p>	
<p>★Let's Talk! (page 14)</p>	
<p><b>Let's compare two things or people in a picture! Choose and tell your partner about them by using the words below.</b></p> <p>1. Have the students turn to page 14 and work in pairs.</p> <p>2. Tell them to look at the pictures and choose a pair.</p> <p>3. Tell the students to talk about it with their partners by changing the adjectives below.</p> <p>4. Ask for volunteers or choose some students to share their answers.</p>	<p>[Possible Answers]</p> <p>-The yellow box is bigger. The green box is smaller.</p> <p>-The man is stronger. The boy is weaker.</p> <p>-The girl is faster. The boy is slower.</p> <p>-The dog is fatter. The cat is thinner.</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>4. Ask some extra questions.</p> <p>T: Which dress do you think is prettier? Do you like loud places?</p>	<p>[Possible Answers]</p> <p>1.</p> <p>-The pink dress is longer.</p> <p>-The blue dress is more expensive.</p> <p>2.</p> <p>-The school playground is louder.</p> <p>-The movie theater and the shopping mall are louder than the library.</p>
<p>★Speak Out! (page 15)</p>	
<p><b>In the first picture, say what is scarier for the girl and talk about yourself. In the second picture, say what is more exciting for the boy and talk about yourself.</b></p> <p>1. Have the students turn to page 15.</p>	<p>[Possible Answers]</p> <p>1.</p> <p>-The girl thinks a ghost is scarier than the vampire.</p> <p>-I think a bat is scarier than a ghost.</p>

<p>2. Have them look at picture #1. Then ask questions about it.  T: What is the girl scared of?  S: She is scared of the vampire and the ghost.  T: Which one is scarier for the girl?  S: The ghost is scarier.</p> <p>3. Tell them to talk about what is scarier for them.  T: Are you scared of the ghost too?  What is scarier for you?</p> <p>4. Apply these steps to picture #2.  T: What is the boy thinking about?  S: He is thinking about watching baseball and playing baseball.  T: Which one is more exciting for the boy?  S: Playing baseball is more exciting.  T: What about you? Which one is more exciting for you?  What is more exciting than that?</p>	<p>I think my brother is scarier than a bat.</p> <p>2.</p> <p>-The boy thinks playing baseball is more exciting than watching baseball.  -I think playing badminton is more exciting than playing basketball.  I think playing soccer is more exciting than playing badminton.</p>
<p><b>★Let's Compare! (page 16)</b></p>	
<p><b>Flip a coin and move along the board. When you land on each space, compare the things or people by using the given word.</b></p> <p>1. Have the students turn to page 16 and work in pairs or groups.  2. Have them prepare coins.  3. Each student will flip a coin and compare the things or people on that space using the given word.  4. The first one to the Finish is the winner.</p>	<p>[Possible Answers]</p> <p>-The dog is dirtier than the cat.  -The sun is brighter than the moon.  -The red person is higher than the white person.  -The blue pencil is longer than the yellow pencil.  -The <u>girl</u>(Snow White) is more beautiful than the witch.  -The car is slower than the airplane.  -The boy is younger than the woman.  -The carrot is shorter than the cucumber.  -The soccer ball is bigger than the baseball.  -The coffee is hotter than the milk.  -The mittens are softer than the brick.  -The boy is taller than the girl.  -The book is thicker than the notebook.</p>

## Unit 03 Who Is the Youngest?

<ul style="list-style-type: none"> <li>• <b>Objectives:</b> Students will learn to compare more than two things or people.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Materials:</b> ppt tool(Talk to Me 3_Unit 3), coins</li> </ul>	
<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: Who is the oldest and the youngest in your family?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. I see a grandfather, a father, and a girl. There are pandas, monkeys, and an alligator.</li> <li>2. The grandfather is the oldest. The girl is the youngest.</li> <li>3. The alligator is the most dangerous.</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 to express how one is compared to the others.</li> </ol> <p>T: When you talk about comparing more than two things or people, you can say this: the oldest, the youngest, the most dangerous</p>	
<p>★Let's Talk! (page 18)</p>	
<p><b>You can be the best at something. Choose and talk with your partner.</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 to look at the picture and ask about it.</li> </ol> <p>T: What are the people doing? S: They are singing. They are drawing. They are cooking. They are playing basketball. They are dancing.</p> <ol style="list-style-type: none"> <li>3. Tell them to choose one they want to be the best at and to talk about it with their partners.</li> <li>4. Ask for volunteers or choose some students to share their answers.</li> <li>5. Ask some extra questions.</li> </ol> <p>T: What else do you want to be the best at? Who is the best at singing in the class?</p>	<p>[Possible Answers]</p> <p>-I want to be the best at singing/playing basketball/drawing/dancing/cooking.</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 answers to the questions.</li> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>-The giraffe is the tallest.</li> <li>-My brother is the tallest person in my family.</li> </ul> </li> <li>2. <ul style="list-style-type: none"> <li>-Canada is the biggest.</li> </ul> </li> </ol>

	<p>-Seoul is the biggest city. It is <u>beautiful</u>. (too busy)</p>
<p><b>★Speak Out! (page 19)</b></p>	
<p><b>Talk about what is happening and how the boy or girl feels. Then, talk about your happiest or saddest day.</b></p> <p>1. Have the students turn to page 19. 2. Have them look at picture #1. Then ask questions about it. T: What is happening in the picture? S: It is the boy's birthday. He has many birthday gifts. T: How does the boy feel? S: He is so happy.</p> <p>3. Tell them to talk about their happiest day. T: When was your happiest day? What happened?</p> <p>4. Apply these steps to picture #2. T: What is happening in the picture? S: The girl is sick. She wants to go on a picnic but she can't. T: How does the girl feel? S: She is sad. T: When was your saddest day? What happened?</p>	<p>[Possible Answers]</p> <p>1. -The boy has many birthday gifts. He feels happy. -I got my pet dog last month. It was the happiest day. (My happiest day was when I went to Disneyland for my 10<sup>th</sup> birthday.)</p> <p>2. -The girl wants to go on a picnic. But she is sick. She feels sad. -My favorite pet died last month. I was so sad. It was the saddest day ever. (My saddest day was when I was sick on my birthday.)</p>
<p><b>★Who Is the Fastest? (page 20)</b></p>	
<p><b>Flip a coin and move along the board. When you land on each space, answer the question in a full sentence.</b></p> <p>1. Have the students turn to page 20 and work in pairs or groups. 2. Have them prepare coins. 3. Each student will flip a coin and answer the question on that space. 4. The first one to the Finish is the winner.</p>	<p>[Possible Answers]</p> <p>-<i>Secret Life of Pets</i> is the funniest movie. I watched it three times. -Chris is the tallest boy in the class. He is 150cm tall. -Emma is the tallest girl. She is 145cm tall. -Spaghetti is the most delicious food. I eat it every weekend. -Aidan has the biggest bag. -Math is the most difficult subject. I can't understand it. -Adele is the best singer. I like all her songs. -Playing tag is the most fun thing to do at the park. -Bella's hair is the longest. -My soccer shoes are the heaviest things in my bag. -The blue whale is the biggest animal in the ocean.</p>

## Unit 04 The Light Is on in the House

<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 3_Unit 4)</li> </ul>	
<p>★Warm Up (page 21)</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. I can see a house, a river, and tall green trees. I see some birds too.</li> <li>2. The clouds are gray. It looks like it might rain.</li> <li>3. It looks peaceful. / It is getting dark. It makes me feel a little scared.</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 the questions above.</li> <li>2. Help the students learn to describe pictures.            T: When you talk about pictures, you can describe these things:            the people's or animals' actions and appearances, the place, the weather, the mood, the color, shape, and location of the objects.</li> </ol>	
<p>★Let's Talk! (page 22)</p>	
<p><b>Here are some beautiful places to visit. Choose your favorite one and tell your partner about it.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 22 and work in pairs.</li> <li>2. Tell them to look at the pictures and to choose a place they like.</li> <li>3. Tell the students to talk to their partners about the picture they chose.</li> <li>4. Ask for volunteers or choose some students to share their answers.</li> </ol>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> <li>-There are lots of buildings. The buildings are tall and short. There are some clouds in the sky.</li> <li>-There is so much sand. Some people are riding camels. They are moving in a line. It looks fun.</li> <li>-There is a big mountain. There is snow on it. There are many tall trees. I can see the mountain in the <u>water</u>. (lake)</li> <li>-There are big balloons. Some balloons are in the sky, and some are on the field. The field is green.</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: Is there anyone who wants to be an astronaut?            Do you want to stay in the igloo?</li> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1.           <ul style="list-style-type: none"> <li>-I can see an astronaut.</li> <li>-He is floating in space.</li> </ul> </li> <li>2.           <ul style="list-style-type: none"> <li>-I can see an igloo and lots of white snow. The sky is blue.</li> <li>-It looks very cold but beautiful. It looks calm and peaceful.</li> </ul> </li> </ol>

★Speak Out! (page 23)	
<p><b>Say what you can see. Then, talk about how you feel about the pictures.</b></p> <p>1. Have the students turn to page 23.</p> <p>2. Have them look at picture #1. Then ask questions about it.</p> <p>T: Who do you think are they? S: They are a mom and a daughter. T: What are they doing? S: They are sitting on the bed. The mom is reading a book to the daughter. T: Good. What can you see in the picture? S: I see a tall lamp and two teddy bears. T: Where is the lamp? ...</p> <p>3. Ask the students about how they feel about the picture.</p> <p>T: How do you feel about this picture?</p> <p>4. Apply these steps to picture #2.</p> <p>T: Where are the family? S: They are outside. T: What are they doing? S: The dad is cooking. The mom and the children are sitting at the table. T: What does the boy look like? S: He is wearing an orange hat. He is smiling. He is looking at his sister. T: Where is the baby? S: The mom is holding the baby. ...</p>	<p>[Possible Answers]</p> <p>1.</p> <p>-A mom and a daughter are sitting on the bed. The mom is reading a book to the daughter. There is one big white teddy bear on the bed. There is a brown teddy bear on the bed. I see a tall lamp beside the bed. I see curtains behind the bed. -It looks like night time. The mom/ girl looks happy.</p> <p>2.</p> <p>-I see a family, Dad, Mom, a son, a daughter, and a baby. They are <u>outside</u>. (in the garden) There are flags. They look like triangles. They are different colors. The mom and the son are wearing orange hats. The dad is <u>cooking</u>. (barbecuing, grilling) The mom and the children are sitting at the table. The mom is holding the baby. The boy is looking at his sister. He is smiling. The mom and the baby are looking at the dad. -They look happy. I'm hungry. I want to be there too. I like the orange hats.</p>
★Picture Bingo (page 24)	
<p><b>Work in pairs. Take turns saying what you see in the picture and how it makes you feel. Find and say the number of the picture your partner is talking about. Circle the pictures you and your partner chose. The winner is the first one who has four circles in a row and calls out, "Bingo!"</b></p> <p>1. Have the students turn to page 24 and work in pairs.</p> <p>2. Tell S1 to look at page 24 and S2 to look at page 78.</p> <p>3. Tell the students to take turns choosing a picture and saying what they can see and how they feel about it. Have them play until one of them has four circles in a row and calls out, "Bingo!"</p>	<p>[Possible Answers]</p> <p>1. There is a panda in a tree. The panda is really cute. It makes me happy.</p> <p>2. There is a big Christmas tree. The boy has a very big Christmas gift. He looks surprised/excited. I want to open the box. I want to get a gift too.</p> <p>3. A boy is sitting on the bench. He looks bored. I want to play with him.</p> <p>4. A cat is taking a photo. It is smiling. It is holding an ice cream cone. The photo is funny.</p> <p>5. The girl is making pizza. I want to eat the pizza.</p> <p>6. There is a piece of cheesecake on the plate. It looks yummy.</p> <p>7. There is a rainbow in the sky. It looks beautiful.</p> <p>8. Some children are jumping into the swimming pool. It looks so fun.</p> <p>9. A baby is sleeping. He is hugging a teddy bear.</p>



### Talk to Me 3\_Teacher's Guide

- It looks so peaceful and cozy. I feel sleepy.
10. A boy is feeding the rabbit. The rabbit is so cute.
11. Two lions are fighting. It looks scary. The lions look so strong and powerful.
12. A woman is holding a phone. She is yelling. She looks angry. I feel scared.
13. A girl is eating watermelons at the beach. She is wearing sunglasses. I want to go to the beach too.
14. There is a squirrel in the snow. It has snow on its fur. It makes me feel cold.
15. There are a lot of people on the street. They are crossing the road. It looks too busy. I don't want to be there.
16. Some children are pulling a rope. They are laughing. I want to be play with them.

## Unit 05 That's Not Right!

<ul style="list-style-type: none"> <li>• <b>Objectives:</b> Students will learn to describe things or people that are wrong.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Materials:</b> ppt tool(Talk to Me 3_Unit 5), coins</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> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. The flowers are on the clouds.</li> <li>2. The flowers should be in the garden.</li> <li>3. There are carrots in the trees.</li> </ol> <p>The roof is <u>on the grass</u>. (under the house)</p>
<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 the questions above.</li> <li>2. Help the students learn to express what is wrong and how to make it right.</li> </ol> <p>T: When you talk about something that is wrong and how it should be changed, you can use "should".</p>	
<p>★Let's Talk! (page 26)</p>	
<p><b>Something is wrong with the pictures. Choose and tell your partner about it.</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 a picture.</li> <li>3. Tell the students to talk to their partners about what is wrong with the picture they chose.</li> <li>4. Ask for volunteers or choose some students to share their answers.</li> </ol>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> <li>-The man is skiing at the beach.</li> <li>-The pig is faster than the cheetah.</li> <li>-They are playing soccer with a baseball.</li> <li>-The woman is swimming in a wedding dress.</li> <li>-The girl is wearing a coat on a hot day.</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. <ul style="list-style-type: none"> <li>-I can see a clown (riding a unicycle).</li> <li>-There is a bed in the kitchen.</li> </ul> </li> <li>2. <ul style="list-style-type: none"> <li>-There is a man in a boat on the street.</li> <li>-The boat should be in the <u>water</u>.(sea, lake)</li> </ul> </li> </ol>
<p>★Speak Out! (page 27)</p>	
<p><b>Say what is wrong with the pictures.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 27 and make small groups.</li> <li>2. Have them look at picture #1. Then ask questions about it.</li> </ol> <p>T: Where are the people? S: They are in the supermarket.</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>-It is raining in the supermarket.</li> <li>-Two boys are playing basketball in the supermarket.</li> </ul> </li> </ol>

<p>3. Tell them to talk about what is strange in the picture in groups.</p> <p>4. Let each group take turns saying what is wrong with the picture one at a time. Correct their sentences when needed.</p> <p>T: How many things did you find wrong? Let's move clockwise.</p> <p>What is wrong with the picture?</p> <p>5. Apply these step to picture #2.</p> <p>T: Now, look at picture #2. Where is this place?</p> <p>S: It is the office.</p>	<p>-There is a taxi in the supermarket.</p> <p>-A firefighter is watering the fruits.</p> <p>-A nurse is selling vegetables in the supermarket.</p> <p>-There is a computer on the floor.</p> <p>2.</p> <p>-There is a tiger in the office.</p> <p>-There is a tent in the office.</p> <p>-A woman is playing the guitar in the office.</p> <p>-A man is wearing his swimming suit in the office.</p> <p>-A man is skateboarding in the office.</p> <p>-A man is standing on the desk.</p>
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**★Strange World (page 28)**

<p><b>Flip a coin and move along the board. When you land on each space, say what is wrong with the picture.</b></p> <p>1. Have the students turn to page 28 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 is wrong with the picture on that space.</p> <p>4. The first one to the Finish is the winner.</p>	<p>[Possible Answers]</p> <p>-The boy is brushing his teeth with a pencil.</p> <p>-The cat has no ears.</p> <p>-There is a pig in the forest.</p> <p>-The clock has only one hand.</p> <p>-The rainbow is black and white.</p> <p>-The bus is on the sea.</p> <p>-The chair has two legs.</p> <p>-The girl is eating soup with chopsticks.</p> <p>-The boy is eating paper.</p> <p>-The wheels are triangles.</p> <p>-The boy is flying a kite in the room.</p> <p>-The giraffe's neck is short.</p> <p>-The ice cream is bigger than the man.</p> <p>-The sun is up at night.</p>
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## Unit 06 What Is Similar and Different?

<ul style="list-style-type: none"> <li>• <b>Objectives:</b> Students will learn to compare and contrast pictures.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Materials:</b> ppt tool(Talk to Me 3_Unit 6)</li> </ul>	
<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. They are having a class. The students are looking at the teacher.</li> <li>2. The boys are in the classroom. The girls are at the gym.</li> <li>3. The boys are <u>not wearing uniforms</u>. (wearing different clothes) The girls are wearing sport uniforms.</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 what they can say to compare and contrast things.</li> </ol> <p>T: When you talk about what is similar and different between two pictures, you can describe these things: places, clothes, numbers, jobs, colors, ...</p>	
<p>★Let's Talk! (page 30)</p>	
<p><b>Here are the four seasons. Choose two seasons and ask your partner about the differences between them.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 30 and work in pairs.</li> <li>2. Tell the students to look at the pictures and choose two seasons.</li> <li>3. Tell the students to talk to their partners about the differences between the two seasons.</li> <li>4. Ask for volunteers or choose some students to share their answers.</li> <li>5. Ask some extra questions.</li> </ol> <p>T: What is your favorite season? What do you like to do in summer/winter?</p>	<p>[Possible Answers]</p> <p>-Spring: There are blossoms on the tree. I can see sprouts.</p> <p>-Summer: The leaves are green. The grass is green. It is hot.</p> <p>-Fall: The leaves are red and yellow. Leaves are falling down.</p> <p>-Winter: There is snow. There are no leaves on the tree.</p>
<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> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>-They are eating bread and drinking orange juice.</li> <li>-The girl is <u>in the kitchen</u>(at home), and the woman is in the restaurant.</li> </ul> </li> <li>2. <ul style="list-style-type: none"> <li>-The roofs look like triangles. There is a door and a window.</li> </ul> </li> </ol>

	<p>-The house on the left is made of wood. The house on the right is made of bricks. The window on the left is big, but the window on the right is small.</p>
<p><b>★Speak Out! (page 31)</b></p>	
<p><b>Talk about the similarities and differences of the pictures.</b></p> <p>1. Have the students turn to page 31.</p> <p>2. Have them look at picture #1. Then ask questions about it. T: Look at the two pictures. Take your time to find the similarities of the two pictures. S: There is a boy and a girl. There is an apple tree. There is a sheep, a cow, a duck, a pig, and a horse. T: How do the boys and girls look? S: The boys both look happy. The girls both look angry. T: Great! Now, let's talk about the differences between the pictures. Who would like to tell us what is different?</p> <p>4. Apply these steps to picture #2. T: Now, look at picture #2. Can you find what is the similarities? S: Yes, the children are buying ice cream too. ...</p>	<p>[Possible Answers]</p> <p>1. *Similarities: -There is a boy and a girl. -There is a sheep, a cow, a duck, a pig, and a horse. -There is an apple tree. -The girls look angry. -The boys look happy. *Differences: -The children are at a farm. / The children are at the zoo. -The girl is picking apples. / The girl is eating an apple. -The boy is touching the horse. / The boy is feeding the horse. -The boy is short. / The boy is tall.</p> <p>2. *Similarities: -The woman and the man are wearing the same clothes. -The children are buying ice cream. -The children are holding an umbrella. *Differences: -The boy is buying ice cream. / The girl is buying ice cream. -The woman is selling ice cream./ The man is selling ice cream. -They are inside. / They are outside. -The boy's umbrella is yellow. / The girl's umbrella is red.</p>
<p><b>★How Are They Similar or Different? (page 32)</b></p>	
<p><b>Work in pairs. In the first pictures, find the four similar things as fast as you can and tell your partner. In the second pictures, find the four different things as fast as you can and tell your partner. The winner is the one who says the most sentences.</b></p> <p>1. Have the students turn to page 32 and work in pairs.</p>	<p>[Possible Answers]</p> <p>1. They are boys. They are outside. They are playing with a ball.</p>

<p>2. Tell the students to look at picture #1 and to find the similarities of the two pictures and tell their partners. Then tell the students to discuss the differences between the pictures in #2. The person who finds the most is the winner.</p> <p>T: In #1, try to find the four similar things between the two pictures. Then tell your partner. In #2, tell your partner the four differences between the pictures. Let's see who finds the most. Are you ready?</p>	<p>They are wearing uniforms.</p> <p>2.</p> <p>There is a boy and his mom./ There is a girl and her mom.</p> <p>They are buying some fruits./ They are buying some vegetables.</p> <p>They have a shopping cart./ The woman is holding a basket.</p> <p>They are looking at the fruits./ They are looking at each other.</p>
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## Unit 07 How Often Do You Eat Out?

<ul style="list-style-type: none"> <li>• <b>Objectives:</b> Students will learn to describe how frequently they do an activity.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Materials:</b> ppt tool(Talk to Me 3_Unit 7), coins</li> </ul>	
<p>★Warm Up (page 33)</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 fast food restaurant do you often go to? What is your favorite thing from the fast food restaurant?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. Some people are at the fast food restaurant. They are waiting in line to order.</li> <li>2. Yes, I like hamburgers and French fries. / No, I don't like fast food. I like healthy food.</li> <li>3. I eat fast food once a week.</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 express frequency.</li> </ol> <p>T: When you express how often you do a certain thing, you can say these words: every day, once a week, twice a month, never</p>	
<p>★Let's Talk! (page 34)</p>	
<p><b>Here are the activities people often do. Choose and ask your partner.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 34 and work in pairs.</li> <li>2. Tell them to look at the pictures and choose one activity.</li> <li>3. Tell the students to ask their partner about how often they do the activity.</li> <li>4. Ask for volunteers or choose some students to share their answers.</li> </ol>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> <li>-I play the piano every day.</li> <li>-I play soccer two times a week.</li> <li>-I study English three times a week.</li> <li>-I go swimming once a month.</li> <li>-I read a book every day.</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 kinds of movies do you often watch?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>-The are watching a movie.</li> <li>-I go to the movie theater once a month. I go there with my family.</li> </ul> </li> <li>2. <ul style="list-style-type: none"> <li>-I say "I love you" to my parents every day.</li> <li>-They say "I love you too."</li> </ul> </li> </ol>
<p>★Speak Out! (page 35)</p>	
<p><b>In the first picture, choose one place and say how often you visit and what you do there. In the second picture, choose one way to travel and say how often you travel with it and why you like it or not.</b></p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>-I go to an Internet cafe a few times a month. I play computer games with my friends.</li> </ul> </li> </ol>

<p>1. Have the students turn to page 35.</p> <p>2. Have them look at picture #1. Then ask questions about it. T: What places can you see? S: I can see a park, a dentist's office, an Internet cafe, a supermarket, and the library.</p> <p>3. Tell them to choose one place and say how often they visit and what they do there.</p> <p>4. Ask about picture #2. Then tell the students to choose one vehicle and to say how often they take it and why they like it or not. T: What can you see? S: I can see an airplane, a bus, a taxi, a train, and a subway.</p>	<p>-I go to the dentist once a year. I open my mouth wide, and the dentist checks my teeth.</p> <p>-I go to the supermarket once a week with my mom. I buy some chocolate.</p> <p>-I go to the library twice a week. I borrow some books.</p> <p>-I go to the park once a week. I ride my bike there.</p> <p>2.</p> <p>-I take a train twice a year. I like it because I like looking <u>out the window</u>. (at the view)</p> <p>-I take an airplane once a year. I don't like it because I feel scared.</p> <p>-I take a subway once a week. I don't like it because there are many people in it.</p> <p>-I never take a taxi. It is expensive.</p> <p>-I take a bus every day. I like it because I can look <u>out the window</u>. (at the view)</p>
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**★How Often Do You Do That? (page 36)**

<p><b>Flip a coin and move along the board. When you land on each space, say how often you do the activity.</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 how often they do that activity on that space.</p> <p>4. The first one to the Finish is the winner.</p>	<p>[Possible Answers]</p> <p>-I watch TV every day.</p> <p>-I buy new clothes every month.</p> <p>-I eat chocolate every day.</p> <p>-I get up at 7 o'clock five times a week.</p> <p>-I play badminton once a week.</p> <p>-I take a shower every day.</p> <p>-I listen to music every day.</p> <p>-I eat fruits every day.</p> <p>-I play the piano three times a week.</p> <p>-I play computer games every day.</p> <p>-I meet my friends after school every day.</p> <p>-I go to bed after 11 o'clock once a week.</p>
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## Unit 08 What Is He Going to Do?

<ul style="list-style-type: none"> <li>• <b>Objectives:</b> Students will learn to make predictions based on evidence.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Materials:</b> ppt tool(Talk to Me 3_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> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. He is at the park.</li> <li>2. He is going to paint a picture.</li> <li>3. I think so because he has a paintbrush, paper, and paint.</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 #2.</li> <li>2. Help the students learn to make predictions about the future.</li> </ol> <p>T: When you talk about what you think will happen in the future with the fact or your feeling, you can say "is going to".</p>	
<p>★Let's Talk! (page 38)</p>	
<p><b>Let's guess what someone is going to do! 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 a 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.</li> </ol>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> <li>-She is going to brush her teeth.</li> <li>-He/She is going to send the letter.</li> <li>-He is going to play basketball.</li> <li>-She is going to fall asleep.</li> <li>-He is going to drink water.</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: Have these situations happened to you?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>-The girl is walking. There is a banana peel on the floor, but she doesn't see it.</li> <li>-She is going to slip/fall (over).</li> </ul> </li> <li>2. <ul style="list-style-type: none"> <li>-I think her shopping bag is going to break.</li> <li>-Her bag <u>has too many things in it.</u> (is full)</li> </ul> </li> </ol>
<p>★Speak Out! (page 39)</p>	
<p><b>Choose one person and talk about what he or she is going to do.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 39 and make small groups.</li> <li>2. Have them look at picture #1. Then ask questions about it.</li> </ol> <p>T: What season is it? S: It is winter.</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>① She is going to ski.</li> <li>② He is going to snowboard.</li> <li>③ They are going to make a snowman.</li> <li>④ She is going to skate.</li> </ul> </li> </ol>

<p>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 going to do. Take turns until everyone has talked about one person. Are you ready?</p> <p>4. Let each group take turns describing what the people are going to do one at a time. Correct their sentences when needed.  T: What is the girl numbered 1 going to do?</p> <p>5. Apply these steps to picture #2.  T: Where are the people?  S: They are on the street.</p>	<p>⑤ They are going to have a snowball fight.  ⑥ She is going to fall down.</p> <p>2.</p> <p>① They are going to buy some bread.  ② She is going to cross the road.  ③ He is going to ride his bike.  ④ They are going to take a bus.  ⑤ He is going to stop the car.  ⑥ She is going to buy a hamburger.</p>
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**★What Are They Going to Do? (page 40)**

<p><b>Flip a coin and move along the board. When you land on each space, say what the person or people are going to do.</b></p> <p>1. Have the students turn to page 40.  2. Have them prepare coins.  3. Tell them to flip a coin and say what the person or people on that space are going to do.  4. The first one to the Finish is the winner.</p>	<p>[Possible Answers]</p> <p>-The dog is going to catch the ball.  -They are going to pick apples.  -The boy is going to bake.  -The girl is going to play soccer.  -The girl is going to dry her hair.  -It is going to rain.  -The girl is going to take a bath.  -They are going to run.  -The man is going to drive a car.  -The boy is going to play the violin.  -The girl is going to water the flower.  -The man is going to deliver letters.  -The baby is going to wake up.</p>
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## Unit 09 When Do You Yawn?

<ul style="list-style-type: none"> <li>• <b>Objectives:</b> Students will learn to talk about when something happens or when they do it.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Materials:</b> ppt tool(Talk to Me 3_Unit 9), coins</li> </ul>	
<p>★Warm Up (page 41)</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 is in the boy's room?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. The boy is doing his homework. He is yawning.</li> <li>2. He is bored.</li> <li>3. I yawn when I'm tired.</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 talk about when something happens or when they do it.</li> </ol> <p>T: When you talk about the time when something happens or when you do it, you can say this: I yawn when ..., When ..., I yawn."</p>	
<p>★Let's Talk! (page 42)</p>	
<p><b>Here are some places around town. Choose and talk with your partner.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 42 and work in pairs.</li> <li>2. Tell them to look at the pictures and choose a place.</li> <li>3. Tell the students to ask their partner about when they go to the place.</li> <li>4. Ask for volunteers or choose some students to share their answers.</li> </ol>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> <li>-I go to the post office when I send Christmas cards.</li> <li>-I go to the bookstore when I buy books.</li> <li>-I go to the dentist's office when I have a toothache.</li> <li>-I go to the supermarket when I buy food.</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. <ul style="list-style-type: none"> <li>-The girl is watering the plants.</li> <li>-We water the plants when they are dry.</li> </ul> </li> <li>2. <ul style="list-style-type: none"> <li>-The boy is putting on a helmet.</li> <li>-We wear helmets when we ride a bike or skate.</li> </ul> </li> </ol>
<p>★Speak Out! (page 43)</p>	
<p><b>Talk about what is happening and what you would say at that time. Then, talk about when you say "I'm Sorry" or "Thank you".</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.</li> </ol> <p>T: Where are the people?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>-The girl broke a cup at the restaurant.</li> <li>I would say "I'm sorry"</li> <li>-I say "I'm sorry" when I <u>hurt someone</u>.</li> </ul> </li> </ol>

<p>S: They are at the restaurant.  T: What do you think happened?  S: The girl broke a cup.  T: Let's say you broke a cup at the restaurant. What would you say?  S: I would say "I'm sorry."  3. Tell the students to talk about when they say "I'm sorry."  4. Apply these steps to picture #2.  T: What can you see in the picture?  S: The boy is giving a Christmas gift to the girl.  T: If you were the girl, what would you say?  S: I would say "Thank you."</p>	<p>(I step on someone's foot, I didn't clean my room)  2.  -The boy is giving a Christmas gift to the girl.  I would say "Thank you."  -I say "Thank you" when <u>someone helps me</u>.  (I get my food, my friend shares their crayons with me)</p>
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**★When Do You Do That? (page 44)**

<p><b>Flip a coin and move along the board. When you land on each space, answer the question.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 44 and work in pairs or groups.</li> <li>2. Have them prepare coins.</li> <li>3. Each student will flip a coin and answer the question on that space.</li> <li>4. The first one to the Finish is the winner.</li> </ol>	<p>[Possible Answers]  -I wear shorts when it is sunny and hot.  -I write a card when it is my friend's birthday.  -I sweat when I play soccer.  -I eat food when I'm hungry.  -I wear a coat when it is cold.  -I drink water when I'm thirsty.  -I give gifts when it is Christmas.  -I use an umbrella when it is raining.  -I use an alarm clock when I want to wake up early.  -I wash clothes when they are dirty.  -I use soap when I wash my hands.  -I wear pajamas when I go to bed.</p>
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## Unit 10 Let's Make Plans!

<ul style="list-style-type: none"> <li>• <b>Objectives:</b> Students will learn to express/make plans.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Materials:</b> ppt tool(Talk to Me 3_Unit 10)</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. They will go to the park after school. They will ride bikes to get there.</li> <li>2. They will play tag at the park.</li> <li>3. After school, I will go to the park with my classmates. We will ride our bikes to the park. We will play tag there.</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 #1 and #2.</li> <li>2. Help the students learn to express their plans.  T: When you make a plan at the time of speaking, you can use "will". And you can say these things to talk about your plan:  After school(when), the park(where), play tag(what).  You can also say who you will do it with.</li> </ol>	
<p>★Let's Talk! (page 46)</p>	
<p><b>Imagine you are planning for this weekend. Choose a place and the way to travel 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 a place and a vehicle each.</li> <li>3. Tell the students to talk to their partner based what they chose.</li> <li>4. Ask for volunteers or choose some students to share their answers.</li> </ol>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> <li>-I'll go to the baseball stadium/museum/movie theater/aquarium.</li> <li>-I'll take the train/ride my bike/take the bus/take the car.</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: Do you save money in a piggy bank? What will you do with the money?  Have you ever been to a farm?</li> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>-He will buy a skateboard.</li> <li>-He will go skateboarding with Annie.</li> </ul> </li> <li>2. <ul style="list-style-type: none"> <li>-They will go to the farm in May.</li> <li>-They will ride horses and feed the horses.</li> </ul> </li> </ol>

<b>★Speak Out! (page 47)</b>	
<p><b>Talk about the children's plans for a birthday party or a field trip. Then, make your own plans with your classmates.</b></p> <p>1. Have the students turn to page 47 and make small groups.</p> <p>2. Have them look at picture #1. Then ask questions about it.</p> <p style="padding-left: 20px;">T: What is their plan for the birthday party? Where will they do it?</p> <p style="padding-left: 20px;">S: They will have a party in the classroom.</p> <p style="padding-left: 20px;">T: When will they do it?</p> <p style="padding-left: 20px;">S: They will do it at 4.</p> <p style="padding-left: 20px;">T: What will they need?</p> <p style="padding-left: 20px;">S: They will need a birthday cake.</p> <p style="padding-left: 20px;">T: What will they do at the party?</p> <p style="padding-left: 20px;">S: They will play a board game.</p> <p>3. Tell the students to make their own plans for a birthday party in groups.</p> <p style="padding-left: 20px;">T: Now, let's make your own plans for a party. Decide the place, the time, and the items you need together. Let's see whose plans are the most fun.</p> <p>4. Apply these steps to picture #2.</p> <p style="padding-left: 20px;">T: The children are talking about going to a field trip. What is their plan?</p>	<p>[Possible Answers]</p> <p>1.</p> <p>-They will have a party in the classroom. They will have a party at 4 o'clock. They will need a birthday cake. They will play a board game.</p> <p>-We will have a birthday party at McDonald's. We will have a birthday party at noon. We will need birthday gifts. We will sing "Happy Birthday to You" together.</p> <p>2.</p> <p>-They will go to the zoo. They will go on Friday. They will need lunch boxes. They will feed the animals.</p> <p>-We will go to the swimming pool. We will go on Wednesday. We will need swimming suits and towels. We will have a race.</p>
<b>★Find a Friend! (page 48)</b>	
<p><b>Circle your answer to each question and ask your classmates the questions. The winner is the first one who finds a friend with the same plan.</b></p> <p>1. Have the students turn to page 48.</p> <p>2. Tell them how to do the activity.</p> <p style="padding-left: 20px;">T: Let's make plans for this weekend! Choose and circle your answer to each question.</p> <p style="padding-left: 20px;">Now, you'll find who has the exact same plan as you. Walk around and ask other classmates the questions. When you find the person, let me know. Let's see who is the first. Shall we start?</p>	<p>[Possible Answers]</p> <p>*This Saturday</p> <p>-I will <u>go bowling</u>. (go skating, play badminton)</p> <p>-I will go/play with my <u>family</u>. (brother/sister/friends)</p> <p>-I will go at <u>12 o'clock</u>. (1 o'clock, 3 o'clock)</p> <p>*This Sunday</p> <p>-I will go to the <u>museum</u>. (shopping mall, movie theater)</p> <p>-I will <u>ride my bike</u>. (take the bus, take the subway)</p> <p>-I will go with my <u>family</u>. (brother/sister/friends)</p> <p>-I will go at <u>10 o'clock</u>. (11:30, 2 o'clock)</p>

## Unit 11 I Would Do If I Could Do

<ul style="list-style-type: none"> <li>• <b>Objectives:</b> Students will learn to express possible situations in the future.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Materials:</b> ppt tool(Talk to Me 3_Unit 11), coins</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: Whose idea do you like the most? Do you like riding on a rollercoaster?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. Brian wants to go swimming. Emma wants to ride on a rollercoaster. Greg wants to see the kangaroos.</li> <li>2. Brian should go to the beach. Emma should go to the amusement park. Greg should go to the zoo.</li> <li>3. I would go shopping because I need new shoes.</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 the questions above.</li> <li>2. Help the students learn how to express possible situations in the future.</li> </ol> <p>T: When you answer questions about some possible situations, you can use "would" like this.</p>	
<p>★Let's Talk! (page 50)</p>	
<p><b>Imagine you can have a job for one day. Choose and talk with 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 a job they like.</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.</li> </ol>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> <li>-I would be an actor because I want to be famous.</li> <li>-I would be a race car driver because they look great.</li> <li>-I would be a vet because I like animals.</li> <li>-I would be a teacher because I like teachers/kids.</li> <li>-I would be a chef because I like cooking.</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: Have you ever worn any costumes? What did you wear?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>-He is painting the room.</li> <li>-I would paint it yellow. Yellow is my favorite color.</li> </ul> </li> <li>2. <ul style="list-style-type: none"> <li>-It is Halloween.</li> <li>-I would wear a princess costume. I want to wear a pretty dress.</li> </ul> </li> </ol>

<b>★Speak Out! (page 51)</b>	
<p><b>Say what you can see. Then, talk about if you would go there or not and give reasons.</b></p> <p>1. Have the students turn to page 51.</p> <p>2. Have them look at picture #1. Then ask questions about it.                      T: What can you see?                      S: I can see an astronaut and rockets.</p> <p>3. Tell the students to talk about if they would go there or not and why.                      T: Let's say you have a chance to go to space.                      Who would go there? Raise your hands.                      Who would not go there? Raise your hands.                      Why would you want to go there? Why would you not want to go?</p> <p>4. Apply these steps to picture #2.                      T: What can you see?                      S: I see snow, ice, igloos, penguins, and seals.</p>	<p>[Possible Answers]</p> <p>1.                      -I see an astronaut and rockets. Maybe he is on Mars.                      -I would go there because I want to see an alien. / I would not go there because it looks very scary.</p> <p>2.                      -I see ice and snow. I see igloos. I see penguins and seals too.                      -I would go there because I could play with penguins. / I would not go because it looks too cold.</p>
<b>★If You Could (page 52)</b>	
<p><b>Flip a coin and move along the board. When you land on each space, answer the question and explain.</b></p> <p>1. Have the students turn to page 16 and work in pairs or groups.</p> <p>2. Have them prepare coins.</p> <p>3. Each student will flip a coin and answer the question on that space and give reasons.</p> <p>4. The first one to the Finish is the winner.</p>	<p>[Possible Answers]</p> <p>-I would watch cartoons or my favorite Disney movie.                      -I would choose spaghetti because it is my favorite food.                      -I would live in Australia because it is beautiful and it has cute animals.                      -I would have an iguana because it is quiet.                      -I would write a fun story about my pet dogs because they are so funny.                      -I would buy a new T-shirt and skirt.                      -I would meet One Direction.                      -I would choose English because I want to go to many countries and make new friends.                      -I would choose Rosie because that is my favorite model's name.                      -I would choose a puppy and a heart because I love puppies.                      -I would meet Johnny Depp. He is a great pirate in his movies.                      -I would choose art class because I like drawing.</p>



## Unit 12 We Had a Good Time

<ul style="list-style-type: none"> <li>• <b>Objectives:</b> Students will learn to talk about their experiences.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Materials:</b> ppt tool(Talk to Me 3_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 eating out?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. They are <u>celebrating Mom's birthday</u>. (taking a picture)</li> <li>2. They went there by car.</li> <li>3. It was last weekend. I ate Italian food.</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 the questions above.</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: went, ate, had</p> <p>And you can say these things: Last week(when), an Italian restaurant(when), for my mom's birthday(why), by car(how), ate pizza, pasta, and a birthday cake(what), a good time(how)</p>	
<p>★Let's Talk! (page 54)</p>	
<p><b>Have you helped others? Choose what you did and tell your partner.</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 what they did.</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.</li> <li>5. Ask some extra questions.</li> </ol> <p>T: What else did you do for your family or friends? Have you got help from someone? What did they help you with?</p>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> <li>-It was yesterday. I washed the dishes with Mom.</li> <li>-I helped my brother with his homework yesterday.</li> <li>-Last week, I helped an old woman. I carried her heavy bag.</li> <li>-Today, I lent a pencil to my friend.</li> <li>-I helped my friend clean the classroom yesterday.</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. <ul style="list-style-type: none"> <li>-They are shopping.</li> <li>-Last month, I got a new T-shirt.</li> </ul> </li> <li>2. <ul style="list-style-type: none"> <li>-She is singing in front of her classmates.</li> <li>-I felt excited. I sang my favorite song "In the Sea".</li> </ul> </li> </ol>

<b>★Speak Out! (page 55)</b>	
<p><b>Talk about what is happening and how the boy and girl feel. Then, talk about the last time you felt like him or her. Say when, where, why, and who you were with at that time.</b></p> <ol style="list-style-type: none"> <li>Have the students turn to page 55.</li> <li>Have them look at picture #1. Then ask questions about it.                      T: Let's talk about the picture. What are the people doing?                      S: They are looking out the window.                      T: Good. How do they look?                      S: She looks happy but the boy looks sad.</li> <li>Tell the students to take turns talking about the last time they felt happy or sad.                      T: Think about the last time when you felt very happy or sad. Tell us about it. Who would like to go first?</li> <li>Apply these steps to picture #2.                      T: Now, look at picture #2. What do you think happened?                      S: I think the boy stepped on her foot. I think the boy hit her by mistake.                      T: I think so too. She looks very angry, How does the boy feel?                      S: He feels scared.</li> </ol>	<p>[Possible Answers]</p> <p>1.</p> <p>-The girl and the boy are on the bus. They are looking out the window. The girl looks happy and the boy looks sad.</p> <p>*Happy</p> <p>When: It was last Christmas.</p> <p>Where: I was at the school Christmas concert.</p> <p>Who: I was with my class.</p> <p>Why: I sang a song by myself. Everyone clapped. I won the prize.</p> <p>*Sad</p> <p>When: It was when I was 8 years old.</p> <p>Where: I was on the street.</p> <p>Who: I was with my brother.</p> <p>Why: My dog suddenly ran away. We didn't find it.</p> <p>2.</p> <p>-The girl looks so angry, and the boy looks scared. Maybe he hit her by mistake.</p> <p>*Angry</p> <p>When: It was yesterday.</p> <p>Where: I was at the park.</p> <p>Who: I was with my friends.</p> <p>Why: Someone stole my new bike.</p> <p>*Scared</p> <p>When: It was last night.</p> <p>Where: I was at home.</p> <p>Who: I was with my little sister.</p> <p>Why: There was a big storm. It was so loud and scary.</p>
<b>★Beat the Clock! (page 56)</b>	
<p><b>Ask your classmates the following questions. You can only ask a classmate one question. When someone answers the question, ask him or her to write their name on your chart. Ask as many different classmates as possible until the time is up. The winner is the one who has the most names.</b></p> <ol style="list-style-type: none"> <li>Have the students turn to page 56.</li> <li>Explain how to do the activity.                      T: Walk around the classroom and ask your classmates the questions. You should ask only one question to each person. When someone answers the question, ask him or her to write their name on your chart.</li> </ol>	<p>[Possible Answers]</p> <p>-I had a cold last month. I had lemon tea.</p> <p>-I ate a hamburger yesterday. I ate it at McDonalds.</p> <p>-I met my grandparents last month. We had lunch and went shopping.</p> <p>-I was so sick last weekend. I went to the hospital by ambulance.</p> <p>-I wrote a card last week. It was my best friend's birthday.</p> <p>-I took a lot of photos last weekend. I went to the aquarium.</p>

**Talk to Me 3\_Teacher's Guide**

I'll give you 15 minutes. Let's see who has the most names.  
Ready?

-It was yesterday. My friend slipped over on the ice.  
-I rode my bike two weeks ago. I went to the  
Children's' Grand Park.  
-It was two months ago. I went there with my mom.

## Unit 13 Ask Me a Question!

<ul style="list-style-type: none"> <li>• <b>Objectives:</b> Students will learn to ask questions.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Materials:</b> ppt tool(Talk to Me 3_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> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. They are <u>at the door</u>. (on the steps)</li> <li>2. What are they <u>doing</u>? (wearing, holding)</li> <li>3. Why are they <u>standing at the door</u>? (wearing costumes, holding pumpkins)</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 to make questions. T: When you ask someone about something, you can use these words: When, Who, Where, What, Why.</li> </ol>	
<p>★Let's Talk! (page 58)</p>	
<p><b>Here are some activities we do every day. Choose and ask your partner about when he or she does that.</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 ask questions about the pictures. T: What are the people doing? S: The boy is taking a shower. The girl is eating dinner. The boy is going to sleep. The boy is watching TV. The girl is brushing her teeth.</li> <li>3. Tell the students to choose one activity and to ask their partner about when they do that.</li> <li>4. Ask for volunteers or choose some students to share their answers.</li> </ol>	<p>[Possible Answers]</p> <p>Q. When do you take a shower/eat dinner/go to bed/watch TV/brush your teeth?</p> <p>A. I take a shower at night. I eat dinner at 6:30. I go to bed at 11. I watch TV after dinner. I brush my teeth before I go to bed.</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 answers to the questions. T: Do you feel scared when you get a shot? Do you have a dog or a cat? Have you washed him/her?</li> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. -She is in the hospital. -Why is she crying? (She is crying because she is scared.)</li> <li>2. -She is bathing the dog. -Why is the girl bathing the dog? (The dog is dirty.) Why is the dog angry? (It doesn't like water.)</li> </ol>

<b>★Speak Out! (page 59)</b>	
<p><b>Choose one item or place and ask a question about it, using where, what, or when. Your classmates will guess what you are talking about and answer the question.</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: What can you see in the picture?          S: I can see a spoon, a nest, the bakery, bananas, a bathroom, and an umbrella.</p> <p>3. Tell the students to choose one item or place and to take turns asking a question about it.          T: Choose one item or place. Then ask your group members about it. You can use "where", "what", or "when" to make questions.</p> <p>4. Apply these steps to picture #2.          T: Let's move on to the second picture. What can you see?          S: I can see the zoo, the school, a bed, socks, a cup, and a camera.</p>	<p>[Possible Answers]</p> <p>1.</p> <ul style="list-style-type: none"> <li>-spoon: What do you eat soup with?</li> <li>-nest: Where do birds live?</li> <li>-bakery: Where can you buy bread?</li> <li>-bananas: What do monkeys eat?</li> <li>-bathroom: Where do you take a shower?</li> <li>-umbrella: What do you use on a rainy day?</li> </ul> <p>2.</p> <ul style="list-style-type: none"> <li>-zoo: Where can you see many animals?</li> <li>-school: Where can you meet your teacher and classmates?</li> <li>-camera: What do you use to take a picture?</li> <li>-bed: Where do you sleep?</li> <li>-socks: What do you wear on your feet?</li> <li>-cup: What do you use to drink water?</li> </ul>
<b>★Learn About Jake and Lily! (page 60)</b>	
<p><b>Work in pairs. Take turns asking a question, using the given word where, when, what, or who. Write your partner's answer to fill in the blank. The winner is the first pair to finish.</b></p> <p>1. Have the students turn to page 60 and work in pairs.</p> <p>2. Tell S1 to look at page 60 and S2 to look at page 79.</p> <p>3. Tell them to take turns asking and answering questions to fill in their charts. The first pair who completes the chart is the winner.</p>	<p>[Possible Answers]</p> <p>*Jake</p> <ul style="list-style-type: none"> <li>-Where are you from?</li> <li>-When is your birthday?</li> <li>-What is your favorite food?</li> <li>-Who is your favorite singer?</li> <li>-What do you do every Saturday?</li> <li>-What do you want to be later?</li> </ul> <p>*Lily</p> <ul style="list-style-type: none"> <li>-Where are you from?</li> <li>-When is your favorite season?</li> <li>-What is your favorite color?</li> <li>-Who is your best friend?</li> <li>-What do you do every Sunday?</li> <li>-What do you want to be later?</li> </ul>

## Unit 14 Tell Me a Story!

<ul style="list-style-type: none"> <li>• <b>Objectives:</b> Students will learn to retell a story by summarizing the beginning, the middle, and the end.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Materials:</b> ppt tool(Talk to Me 3_Unit 14)</li> </ul>	
<p>★Warm Up (page 61)</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. I can see Snow White and the witch.</li> <li>2. In the beginning, the witch gave an apple to Snow White.</li> <li>3. In the middle, Snow White ate the apple. In the end, Snow White fell asleep.</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 to summarize a story in three parts. T: When you retell a story in three parts, you can say "in the beginning, in the middle, in the end".</li> </ol>	
<p>★Let's Talk! (page 62)</p>	
<p><b>Can you tell this story? Choose one part of the story and tell your partner.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 62 and work in pairs.</li> <li>2. Tell them to look at the pictures and ask about them. T: Can you guess what story they are from? S: Alice in Wonderland!</li> <li>3. Tell the students to choose one picture and to talk to their partners about it. T: Choose the picture you like and tell your partner about it, using "in the beginning", "in the middle", or "in the end".</li> <li>4. Ask for volunteers or choose some students to share their answers. T: Who would like to tell us what happened in the beginning?</li> </ol>	<p>[Possible Answers]</p> <ul style="list-style-type: none"> <li>-In the beginning, the girl was reading a book under a tree. She saw a rabbit. It had a watch.</li> <li>-In the middle, the rabbit went down a hole. The girl followed the rabbit.</li> <li>-In the end, the girl became smaller than the butterfly.</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 the students to number the pictures in order. T: The pictures are mixed. Which one do you think comes first?</li> <li>2. Have the students tell the story using the pictures and explain why they think the rabbit took a nap in the race.</li> <li>3. Ask for volunteers or choose some students to share their answers to the questions. T: Who would like to tell us the story in order? Why did the rabbit take a nap?</li> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. In the beginning, the turtle and the rabbit started a race. In the middle, the rabbit took a nap. In the end, the turtle won the race.</li> <li>2. The turtle is slower than the rabbit. So, the rabbit thought it would win.</li> </ol>

<b>★Speak Out! (page 63)</b>	
<p><b>Tell the story by using the pictures. Then, tell the story again in three parts: the beginning, the middle, and the end.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 63 and make small groups.</li> <li>2. Have them look at the pictures and tell the stories by using the pictures in groups.</li> <li>3. Tell the students to tell the story again in three parts. Ask for volunteers to share their own story summaries.</li> </ol> <p>T: Who would like to tell us the beginning, the middle, and the end of the story?</p>	<p>[Possible Answers]</p> <p>-City Mouse visits Country Mouse. They have a meal together. City Mouse doesn't like the food. City Mouse invites Country Mouse to the city. They go to the city together. They have a lot of food. They are happy. A cat chases them and they run away. Then, people find them and they run away again. Country Mouse doesn't like the city anymore. He goes back to his home.</p> <p>-In the beginning, City Mouse comes to Country Mouse's house. City Mouse doesn't like his food so they go to the city together. In the middle, they eat a lot of food in the city. But they meet a cat and people. They run away again and again. In the end, Country Mouse goes back to the country.</p>
<b>★Story Retelling (page 64)</b>	
<p><b>Make groups. Read each story and answer the questions together. Then, share the story summary with your classmates as a group.</b></p> <ol style="list-style-type: none"> <li>1. Have the students turn to page 64 and make small groups.</li> <li>2. Tell them to read the story and answer the questions together.</li> <li>3. Tell the groups to share the summary.</li> </ol> <p>T: Did you enjoy the story? Who would like to tell us what happened in the beginning?</p> <ol style="list-style-type: none"> <li>4. Apply these steps to the second story.</li> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. In the beginning, the man visited the king and showed a coat to him.</li> <li>2. The king couldn't see the coat. But the man said, "Only smart people can see the coat". So the king said, "The coat is wonderful".</li> <li>3. In the end, the king walked in a parade. A boy shouted, "The king has no clothes on." Everyone laughed.</li> </ol> <ol style="list-style-type: none"> <li>1. In the beginning, the sun and the wind were fighting. The sun said "I'm the strongest." The wind said, "I'm the strongest."</li> <li>2. In the middle, they saw a man. The wind blew hard. But the man didn't take off his coat.</li> <li>3. In the end, the sun shined. It was very hot so the man took off his coat. The sun won.</li> </ol>

## Unit 15 What Do You Think?

<ul style="list-style-type: none"> <li>• <b>Objectives:</b> Students will learn to give opinions on what is good or not.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Materials:</b> ppt tool(Talk to Me 3_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 the students the questions.</li> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. The boy went to bed early. The girl is not sleeping at night.</li> <li>2. I usually go to bed early/late.</li> <li>3. I think so too because I can wake up early the next day. / I don't think too so because I want to play more.</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 the question #3.</li> <li>2. Help the students learn what 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 think so too ...". You can say, "I don't think so..." when you are against their opinion.</p>	
<p>★Let's Talk! (page 66)</p>	
<p><b>Which sport do you think is dangerous? 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 66 and work in pairs.</li> <li>2. Tell the students to look at the pictures and ask questions.</li> </ol> <p>T: What are the sports? S: They are the bungee jumping, scuba diving, skiing, and skateboarding.</p> <ol style="list-style-type: none"> <li>3. Tell the students to choose the one they think is dangerous and Ask their partners if they agree or not with it.</li> </ol> <p>T: Which one do you think is the most dangerous? Choose one 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.</li> <li>5. Ask some extra questions.</li> </ol> <p>T: Which looks like the most exciting sport? Have you ever done any of them before?</p>	<p>[Possible Answers]</p> <p>Q. I think bungee jumping/ scuba diving/skiing/ skateboarding is dangerous. Do you agree?</p> <p>A. Yes, <u>I think so.</u> (I agree) / No, <u>I don't think so.</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 question #1.</li> </ol> <p>T: What are the animals? S: They are giraffes. T: Where are they? S: They are in the nature. They are in the zoo.</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>-The giraffes are free. It looks like Africa.</li> <li>-The giraffes are in the zoo.</li> </ul> </li> <li>2.</li> </ol>



<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? Are zoos good for animals or not?</p>	<p>-I think zoos are good for the animals because they are safe there. Do you agree? / I think zoos are good for the animals because people give food to them. Do you agree?</p> <p>-I think zoos are not good for the animals because the space is too small for them. Do you agree?/ I think zoos are not good for the animals because they can't move around. Do you agree?</p>
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**★Speak Out! (page 67)**

<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 67.</p> <p>2. Have them read statement #1 and decide what they think.</p> <p>3. Ask the students about their thoughts on that statement and the reasons why they think so.</p> <p>T: Let's talk about having a brother or sister. Listen to your classmates' thoughts and write his or her name in the chart.</p> <p>T: Which statement do you agree with?</p> <p>S1: I agree with the first statement.</p> <p>T: Why do you think having a brother or sister is great?</p> <p>S1: It is great because my brother is kind to me.</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 statement #2.</p>	<p>[Possible Answers]</p> <p>1. Having a brother or sister is great because <u>my brother is kind to me.</u> (my sister buys me candy, my little brother is so cute, my brother helps me with my homework) / Having a brother or sister is not good because <u>I always fight with my brother.</u> (my sister does not play with me, my baby brother cries all the time)</p> <p>2. Being a celebrity would be great because <u>lots of people like them.</u> (they get a lot of money, people write them fan letters) / Being a celebrity would not be good because <u>people want to take their photo all the time.</u> (they have to work so hard, I'm shy)</p>
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**★Let's Debate! (page 68)**

<p><b>Read and debate.</b></p> <p>1. Have the students turn to page 68.</p> <p>2. Tell them to read the first statement and take a side.</p> <p>T: Pets are great. Do you agree or not?</p> <p>3. Tell them to make teams who are on the same side and talk about the reasons why they agree or disagree and write them below the picture.</p> <p>4. Have the two teams sit face to face and take turns saying one reason each. The winner is the team who has the most reasons.</p> <p>T: Okay, now let's debate!</p> <p>5. Apply these steps to the second statement.</p>	<p>[Possible Answers]</p> <p>* Pets are great.</p> <p>-Agree: I think so because <u>pets are fun to play with.</u> (pets make people happy, pets are cute, pets love us)</p> <p>-Disagree: I don't think so because <u>I don't like animals.</u> (pets are too noisy, pets are too messy, caring for pets is too much work)</p> <p>* Going hiking is great.</p> <p>-Agree: I think so because <u>I can get fresh air.</u> (I like trees, I can exercise, I can have a good time with my family)</p> <p>-Disagree: I don't think so because <u>it is boring.</u> (it is tiring, I don't like walking for hours)</p>
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## Unit 16 What Should Children Do?

<ul style="list-style-type: none"> <li>• <b>Objectives:</b> Students will learn to give opinions on what children should do or not do.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Materials:</b> ppt tool(Talk to Me 3_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. They are <u>playing outside</u>. (drawing on the ground)</li> <li>2. Yes, I do. / No, I don't.</li> <li>3. I agree because we can get fresh air. / I disagree because I don't like playing sports.</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 what 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..." or "I think so ...". You can say, "I disagree..." or "I don't think so ..." when you do not agree with their opinion.</p>	
<p>★Let's Talk! (page 70)</p>	
<p><b>What should children do every day? 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 choose what they think children should do every day and to ask their partners if they agree or not.</li> <li>3. Ask for volunteers or choose some students to share their answers.</li> <li>4. Ask some extra questions.</li> </ol> <p>T: Which one do you not want to do most? What else should children do every day?</p>	<p>[Possible Answers]</p> <p>Q. I think children should read books/ eat vegetables/take a shower/exercise(jump rope) every day. Do you agree?</p> <p>A. Yes, <u>I agree</u>. (I think so.) / No, <u>I don't agree</u>. (I disagree. I don't think so.)</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 them. T: Look at picture on the left. What is happening? S: The mom bought the boy a cellphone. He looks excited. T: Good job. What about the girl on the right? S: She wants a cellphone, but her mom won't buy one for her.</li> <li>2. Tell the students to think about question #2 and talk about it with their partners.</li> <li>3. Ask for volunteers or choose some students to share their partner's answers. T: Does your partner agree with you? Should children have cellphones?</li> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1. One mom is buying a cellphone for the boy. One mom isn't buying a cellphone for the girl.</li> <li>2. -I think children should have cellphones because we can call mom or dad when we need help. Do you agree? - I think children should not have cellphones. I want to play outside but they play games on it. Do you agree?</li> </ol>

★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> <ol style="list-style-type: none"> <li>Have the students turn to page 71.</li> <li>Have the students read statements #1 and decide what they think.</li> <li>Ask the students about their thoughts and reasons on the statements.                             <p>T: Do you do some chores at home? Should children do that? Listen to your classmates' thoughts and write his or her name in the chart.</p> <p>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 children should help with chores at home?</p> <p>S1: It's because I like my house nice and clean.</p> <p>...</p> </li> <li>Find which statement has more votes in the class.                             <p>T: Okay. Let's see which statement is more popular. How many names do you have for the first statement?</p> </li> <li>Apply these steps to statements #2.</li> </ol>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>Children should help with chores at home because <u>I like my house nice and clean.</u> (I can get some pocket money, I want to help my parents) / Children should not help with chores at home because <u>chores are boring.</u> (it is my mom and dad's job, we are busy)</li> <li>Children should play computer games because <u>computer games are fun.</u> (I like to get the high score in a game) / Children should not play computer games because <u>it isn't good for our eyes.</u> (it is better to play with friends outside)</li> </ol>
★Let's Debate! (page 72)	
<p><b>Read and debate.</b></p> <ol style="list-style-type: none"> <li>Have the students turn to page 72.</li> <li>Tell them to read the first statement and take a side.                             <p>T: Children should not eat junk food. Do you agree or not?</p> </li> <li>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.</li> <li>Have the two teams sit face to face and take turns saying one reason each. The winner is the team that has the most reasons.                             <p>T: Okay, now let's debate!</p> </li> <li>Apply these steps to the second statement.</li> </ol>	<p>[Possible Answers]</p> <p>* Children should not eat junk food.</p> <p>-Agree: I agree because <u>it isn't good for our health.</u> (I don't want to be fat, it can make us sick)</p> <p>-Disagree: I disagree because <u>it is yummy.</u> (I feel good when I eat it, it is the best party food)</p> <p>* Children should bring pets to school.</p> <p>-Agree: I agree because <u>I miss my pet.</u> (I want to play with animals at school, I don't have a pet so I can play with my friend's pet)</p> <p>-Disagree: I disagree because <u>I'm scared of animals.</u> (the classroom would be messy, the classroom would smell bad)</p>

# 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]

Start

-We wait in line when there are many people in the bathroom.

-Math is the most difficult school subject.

-The bird is different. It has two legs, but the others have six legs.

-I had my birthday party in my house. I invited my classmates. We ate a birthday cake and some foods. We played computer games together.

\*Roll the Die Again

-I laugh when I watch comedy movies.

-I watch TV every day.

-The man is surfing. It looks cool.

-Who is your favorite actor?

-I agree because we should learn more. /I don't agree because we should play outside.

-Matt ate a hamburger last week.

-The girl is taller than the boy.

-I'll go to my friend's house.

-Jenny is the funniest.

\*Go Back to Start

-Where is your bag?

-The woman is drinking coffee.

\*Miss a Turn

-The bike is slower than the car.

-I clean my room once a week.

-I played badminton with my friends.

-The hippo is the biggest.

-I would choose a fast food restaurant.

-The dogs are running on the grass. They look happy.

-I will visit my grandparents.

\*Stand Up Three Times

-I think so too because I can ride a Viking ship./ I don't think so because I hate riding on a rollercoaster.

Finish

## ★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]

Start

-Halla Mt. is the highest.

-I watch movies once a month.

-We take medicines when we are sick.

-The helicopter is faster than the train.

-I say "Excuse me" when I ask directions.

-My sister is the youngest.

\*Shout "Hurray" Two Times

-The boy is going to fly a kite.

-Why do you study English?

-The shoes are different. We wear them on our feet.

-I have English class three times a week.

-Art is the easiest school subject.

\*Move Ahead 2 Spaces

-Two children are sitting on the roof. It is nighttime. The boy is wearing a box on his head.

-Liam played soccer yesterday.

\*Miss a Turn

-What am I doing?

-I think so because I want to wear the same clothes as my friends. / I don't think so because my school uniform is ugly.

-There is a mom, a daughter, and a son. The children are sitting on the bench. They are shopping for shoes.

-I would go to an amusement park.

-The family is camping. There is a tent. The dad is playing the guitar. The son is singing.

-I would play computer games all day.

-The lamp is different. The others are toys.

-Last weekend, I went to see/watch a baseball game with my dad.

-There is a woman and two children. They are shopping. They are inside.

-My dad is a police officer. My mom is a teacher. I have a little brother. He is 5 years old. He is cute.

-He is going to plant a tree.

-I'll write a card. I'll sing for her and say "Thank you".

-I'll do my homework.

-I would buy a new cap.

Finish