

Super **Listener 1**

**A Classroom
Teacher's Guide**

Glad to meet you!

Learning Focus

Topic	Greetings & Introductions
Objectives	To reinforce language for greetings and introductions through selective listening practice To understand greeting expressions through repeated listening and speaking practice
Materials	book, CD player, CD, sentence strips
Key Language	Glad to meet you. / Nice to meet you (too). A: Where do you live? B: I live in Westville but I grew up in New Jersey. A: I'm interested in fashion. B: Me too! We have a lot in common. A: How old are you? B: I'm 11 years old, how about you? I'm interested in learning languages. I'm in the fourth grade. / I'm in grade four.
Key Vocabulary	first name, last name, introduce, be interested in, grade, have in common, age, live, grow up, hobby, spell, be from
Duration of Class	50 minutes

Greetings

Start the lesson in a lively way so the students feel welcome and comfortable before the class.

- ① - Good morning. / Good afternoon everyone.
- How are you feeling today? (→ I feel great today. What about you?)
- Did you sleep well last night? (→ Yes, I did. / No, I didn't.)
- How's the weather today? (→ It's rainy today.)
- What's the date today? (→ It's July, 16th.)

Warm up

1. Part 1

- a. Ask students,
 - ① What information do you give when you introduce yourself to someone?
- b. Divide the class into groups of five. Assign one student in each group to be a writer. Tell the writer to write down all ideas from their group.
- c. Give students 5 minutes to talk about the topic. (You may need to walk around the classroom to encourage every student in each group to be involved.)

- d. Collect verbal feedback from the students. Ask how many ideas they have come up with and what ideas they have had.

- ① - How many ideas did you write down?
 - Which group has the most ideas?
 - Can you tell me what they are?

- e. Have the students share their ideas and introduce their interesting ideas to the class.

2. Part 2

- a. Write down 'Tom Cruise' on the whiteboard and draw a vertical line between 'Tom' and 'Cruise'. Tell students about the details about English names.

- ① Look at this everyone, the first part of the name, 'Tom' is called the 'first name' and the name followed by 'first name', 'Cruise' is called the 'last name' in English.

- b. Write down 'Wayne Rooney' and 'Drew Barrymore' on the whiteboard and ask the students to tell you where each name belongs.

- ① - Which ones can be the first name / last name?
 (→ 'Wayne' and 'Drew' can be the first name.)
 - What about 'Barrymore'? Is this a 'first name' or a 'last name'?
 (→ It's the last name.)

Tip

1. Explain that the first letter of each part of the name should be written with a capital letter.
2. Inform students that a 'first name' can be called a 'given name' and a 'last name' can be called a 'family name'.

Presentation

1. Words & Expressions

- a. Have students look at the words on page 6 and read each word out chorally.

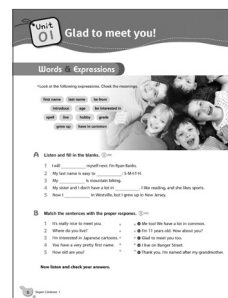
Go through each word by checking students' previous knowledge about the key words of the lesson.

- ① - What does 'grade' mean? (→ It means the level you're in.)
 - Which grade are you in? (→ We're in the third grade.)
 - Shall we make a sentence with 'be from'? (→ I am from Seoul, Korea.)
 - Do you know what 'hobby' means? It means something that you really enjoy doing when you have free time. My hobby is reading comic books. Do you have any hobbies?
 - How do you spell your name in English?

- b. Play the CD track 002, 003 and ask students to find the correct answers.

- c. If necessary, play the CD again so the students can complete the answers fully.

- d. Play the CD again and check the answers with students.



2. Warm-Up

- Before listening to the CD, have students close their books.
- Ask the students to listen for the age and the name of the children in the recording.
- Play the CD track 004 and ask the students.

- Ⓣ - How old is the boy? (→ He is 12 years old.)
- How old is the girl? (→ She is 11 years old.)
 - Did you hear their names? What names do they have?
(→ The boy is Mike Edwards and the girl is Ruby McNeil.)
 - Did you hear any other information about the children?

- Have students open their books and circle the words in question 'A' while listening to the CD.

- Play the CD track 005 and have the students circle the words they hear. After listening, ask the following questions:

- Ⓣ - Which words did you circle?
- Did you hear the girl's name? What is her name?
(→ Her name is Nadia Williams.)
 - Which school does she go to? Do you remember?
(→ She goes to Centennial Elementary School in Milford.)
 - Which hobbies does she have? (→ She likes swimming and drawing.)

- After listening to the CD track 006, give the following questions to the students.

- Ⓣ - What does Wendy want to be? (→ She wants to be a vet.)
- What is Wendy interested in? (→ She is interested in animals.)
 - Who likes cooking? (→ It's Marcus.)
 - What does Tina like to do? (→ She likes designing clothes.)

3. Listening Focus 1

[Listen & Write]

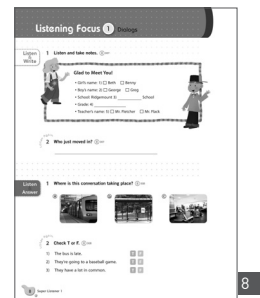
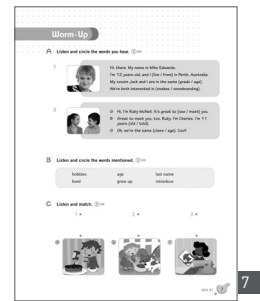
- Have students listen to the CD track 007 and write down the corresponding information.
- Check the answers as a class. Make sure that the students spell the answers correctly when writing. If necessary, play the CD one more time.

- Ⓣ - How do you spell 'elementary'?
- Did you write 'four' or 'fourth'?

[Listen & Answer]

- Let students listen to the CD track 008 and find the correct answers by themselves.
- Check the answers with the students.

- Ⓣ - Where are the children? (→ They are at a bus stop.)
- Did you hear the boy's name? (→ It's Andrew.)
 - Where is the boy going to? (→ He's going to a sports center.)
 - Which game is he going to see? (→ He's going to see a basketball game.)
 - What do they have in common? (→ They both like basketball.)



4. Listening Focus 2

[Listen & Write]

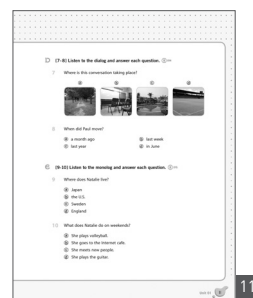
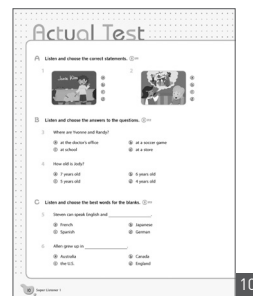
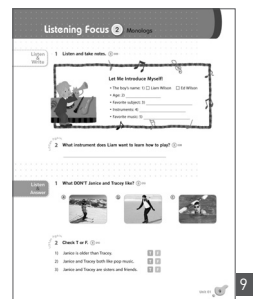
- Have students listen to the CD track 009 and fill in the blanks on page 9.
- Play the CD one more time so the students can complete the writing fully.

[Listen & Answer]

- Ask students to listen to the CD track 010 and find the correct answers on their own.
- Go over the answers by pausing after each key sentence that is related to the questions and have the students repeat.

5. Actual Test

- Play the CD from track 011 to 015 and have the students choose the correct answers by themselves. Go over the answers as a class.
- Ask the students which questions they found the most difficult and then play the chosen track again.



Reinforcement

- Prepare 5 sentence strips. Each strip should include a key sentence from Unit 1 in the textbook.
- Hide the sentence strips in advance when the students are working on the 'Actual Test' section. (It may increase students' interests if you hide the sentence strips around the classroom.)
- Divide the students into pairs or groups of no more than five depending on the size of your class.
- Assign a role to one student in each group to be the writer and tell the other members of the group to be the runners.
- Inform them that the writer will remain at their seat and write down the sentences dictated by the runners as accurately as possible.
- The runner will move around the classroom to find and memorize the text in the sentence strips and then return to the group to dictate what they have remembered to the others in the group.
- When the person running and reading has come to the end of what they have remembered, the next person in the group leaves to find another sentence strip.
- Set a time limit or proceed until most of the groups have finished writing.

i. Tell the students of the rules.

- ① The runners are not allowed to take the strips back to the group.
- ② The runners should not shout the sentence to the group.
- ③ The runners can go back to the paper and read it again if they forget the part of the sentence.
- ④ The winner of this game is the group that completed the most sentences accurately.

Closing

a. Inform the students that they should answer the questions from Unit 1 in their workbook for homework.

- Ⓣ - This is today's homework. I want you to do it all by yourself. Can you do that?
- Can you do all the exercises from page 1 to 3 by tomorrow?
 - Can you listen to the CD while doing your homework?

b. If there is any time left, have each student make one sentence including any key word from the lesson and let them say it to you freely when they leave the classroom.

c. Give your students suitable praise for their participation in the lesson and finish by saying:

- Ⓣ - You have done really well today everyone.
- It's time to go home, line up please.
 - Good bye everyone! Have a nice day! See you tomorrow!

d. Make sure each student prepare their family picture for the next class. If they can't bring the family picture, tell them to draw their family members and bring the drawing to class.

Unit 6
01 Glad to Meet You!

A. Write the meaning of the word in Russian. Then write each word three times.

1. glad	
2. quiet	
3. introduce	
4. fair	
5. first name	
6. surname	
7. to know	
8. today	

B. Translate each sentence into Russian.

- I'm interested in Japanese culture.
- We have a lot in common.
- Where are you from?
- My last name is long, it's difficult to spell.
- How often do you usually meet up with friends?

C. Dialogue. Listen and fill in the blanks.

1. A: Hi, I'm John. What's your name?
B: Hi, I'm Mary. What's your name?
A: Mary, right?
B: Yes, right.
A: How do you do?
B: I'm fine. Thank you. How do you do?
A: I'm fine. Thank you. How do you do?
B: I'm fine. Thank you. How do you do?

2. A: How are you today?
B: I'm fine. Thank you. How are you today?
A: I'm fine. Thank you. How are you today?
B: I'm fine. Thank you. How are you today?

3. A: My name is John. What's your name?
B: My name is Mary. What's your name?
A: Mary, right?
B: Yes, right. My name is Mary. What's your name?
A: I'm fine. Thank you. How do you do?
B: I'm fine. Thank you. How do you do?

4. A: Hi, I'm John. What's your name?
B: Hi, I'm Mary. What's your name?
A: Mary, right?
B: Yes, right. My name is Mary. What's your name?
A: I'm fine. Thank you. How do you do?
B: I'm fine. Thank you. How do you do?

5. A: How are you today?
B: I'm fine. Thank you. How are you today?
A: I'm fine. Thank you. How are you today?
B: I'm fine. Thank you. How are you today?

6. A: My name is John. What's your name?
B: My name is Mary. What's your name?
A: Mary, right?
B: Yes, right. My name is Mary. What's your name?
A: I'm fine. Thank you. How do you do?
B: I'm fine. Thank you. How do you do?

I have a big family.

Learning
Focus

Topic	Family & Relatives
Objectives	To be acquainted with the words for family members To review the expressions of introduction from the previous lesson To know the expressions of describing personality through repeated listening and speaking practice
Materials	book, CD player, CD, photos of each student's family, small pieces of paper to make business cards, big pieces of paper to draw a family tree
Key Language	I have a big family, but we are really close. A: How was your summer? B: Great. My family went on a camping trip. A: Who's the most interesting person in your family? B: My Uncle Ralph. You look a lot alike. He sounds kind of strange. I'd like to meet him sometime.
Key Vocabulary	sister, brother, cousin, family, nephew, niece, uncle, aunt, tradition, relatives, sibling, take after, get along, younger, older
Duration of Class	50 minutes

Greetings

Start the lesson in a lively way so the students feel welcome and comfortable before the class.

- ① - Good morning. / Good afternoon.
 - How was your day? (→ It was great.)
 - What's new? (→ Nothing much. / I had a test at school.)
 - How's the weather today? (→ It's stormy today.)
 - What's the date today? (→ It's August, 21st.)

Review & Warm up

1. Review

- Distribute a small piece of paper to each student.
- Have the students write their name, age, town (where they live), and favorite hobby.
- Pair up the students and let them introduce themselves to each other using the business card they have made.

2. Warm up

Part 1

a. Explain what family means.

Ⓣ Family is people who are related biologically or adopted as family members.

b. Ask students who can be family members.

c. Make each student tell what words can describe themselves.

- I can be a sister (sibling), niece, mother or an aunt.
- I can be a brother (sibling), nephew, father, or an uncle.

d. Have one student come up to the front and have him/her explain the word while other students guess the answer.

Ⓣ She's a girl. She is my brother's daughter. Who is she? (→ She's a niece.)

Tip

1. Use examples of family members from a famous TV show to help students understand the target words better.
2. Show the relations among family members by using a family tree.

Part 2

a. Give the students some words describing personality and explain the meaning of each word, if necessary.

b. Have the students choose the best descriptive words to describe their family members.

- sociable: My mom is sociable.
- talkative: My baby brother is really talkative.
- kind-hearted: My grandmother is kind-hearted.
- lovely: My cousin, Kate is such a lovely person.

Presentation

1. Words & Expressions

a. Have students look at the words on page 12 and read each word out chorally. Go through each word by checking students' previous knowledge about key words of the lesson.

Ⓣ - What does 'take after' mean?

(→ It means when someone looks like or behaves like an older family member of their family.)

- What does 'tradition' mean?

(→ It means cultural things which has continued for a long time in a group of people.)

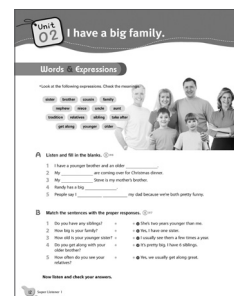
- Who gets along with you in your family? (→ My sister gets along with me.)

- Do you have a big family or a small family? (→ I have a big/small family.)

b. Play the CD track 016, 017 and ask students to find the correct answers.

c. If necessary, play the CD again so the students can complete the answers fully.

d. Play the CD again and check the answers with students.



2. Warm-Up

- Before listening to the CD, have students close their books.
- Ask the students to listen for the family members and what they're doing together in the recording.
- Play the CD track 018 and ask the students.
 - Ⓣ - Does he have a big family or a small family? (→ He has a small family.)
 - How many cousins does he have? (→ He has two cousins.)
 - Do they live close or far away? (→ They live close in the neighborhood.)
- Let students open their books and circle the words in question 'A' while listening to the CD.
- Play the CD track 019 and have the students circle the words they hear. After listening, ask the following questions below:
 - Ⓣ - Which words did you circle?
 - Did you hear the girl's name? What is her name? (→ Her name is Pam.)
 - Does she have a big family or a small family? (→ She has a small family.)
 - Who does she see over the Christmas holidays?
 - (→ She only sees her aunts, uncles, and cousins.)
- After listening to the CD track 020, give the following questions to the students.
 - Ⓣ - Who does the girl take after? (→ She takes after her mom.)
 - What did the boy do yesterday? (→ He went to a barbeque party.)
 - Does the boy get along with his sister? (→ Yes, he does.)

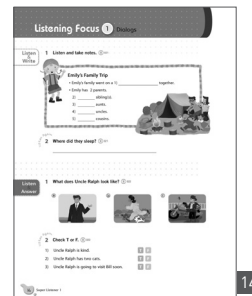
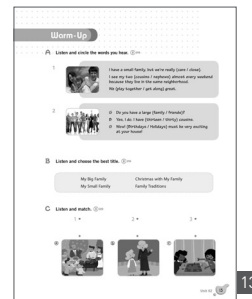
3. Listening Focus 1

[Listen & Write]

- Have students listen to the CD track 021 and write down the corresponding information.
- Check the answers as a class. Make sure that the students spell the answers correctly when writing. If necessary, play the CD one more time.
 - Ⓣ - How do you spell 'tradition'? (→ T-R-A-D-I-T-I-O-N.)
 - Where did Emily's family go together?
 - (→ They went on a camping trip together.)

[Listen & Answer]

- Have the students listen to the CD track 022 and find the correct answers on their own.
- Check the answers with the students.
 - Ⓣ - What is the boy's name? (→ His name is Ken.)
 - Does he have a big family or a small family? (→ He has a big family.)
 - Do his relatives live close or far away? (→ They live far away from each other.)
 - What do his relatives do every summer?
 - (→ They have a big family party together.)
 - What's their family tradition?
 - (→ They have a buffet-style meal in a park and play games.)



4. Listening Focus 2

[Listen & Write]

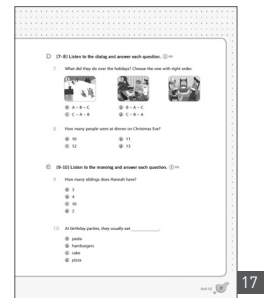
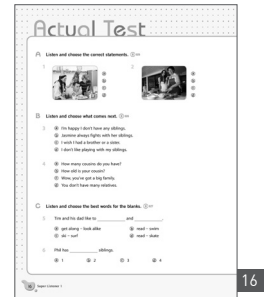
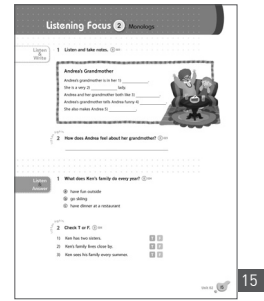
- Have students listen to the CD track 023 and fill in the blanks on page 15.
- Play the CD one more time so the students can complete the writing fully.

[Listen & Answer]

- Ask students to listen to the CD track 024 and find the correct answers on their own.
- Go over the answers by pausing after each key sentence that is related to the questions and have the students repeat.

5. Actual Test

- Play the CD from track 025 to 029 and have the students choose the correct answers on their own. Go over the answers as a class.
- Ask the students which questions they found the most difficult and then play the chosen track again.



Reinforcement

- Distribute a big piece of paper to each student. Tell them to draw a tree on it.
- Cut out the photos of family members and glue on it. (Use the family pictures that students brought to class.)
- Write the name, age, personality, and relation under each picture.
- Have each student come up to the front and introduce his/her family members.

Closing

a. Inform the students that they should answer the questions from Unit 2 in their workbook for homework.

- Ⓣ - This is today's homework. I want you to do it all by yourself. Can you do that?
- Can you do all the exercises from page 4 to 6 by tomorrow?
 - Can you listen to the CD while doing your homework?

b. If there is any time left, have each student make one sentence including any key word from the lesson and let them say it to you freely when they leave the classroom.

c. Give your students suitable praise for their participation in the lesson and finish by saying:

- Ⓣ - Time is up. Pack your bags to go home.
- It's all for today.
 - Let's call it a day.
 - You've done a good job.

d. Collect students' family tree posters for the next class.

Unit 02 I have a big family.

A. Write the meaning of the word in Russian. Then write each word three times.

1. cousin _____
2. aunt _____
3. mother _____
4. uncle _____
5. sibling _____
6. sister _____
7. husband _____
8. brother _____

B. Translate each sentence into Russian.

1. He is my grandfather. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

C. Complete Letter and fill in the blanks.

1. I am a _____ (brother/sister) _____
2. I have a _____ (cousin) _____
3. I have a _____ (sister) _____
4. I have a _____ (brother) _____
5. I have a _____ (sister) _____
6. I have a _____ (brother) _____
7. I have a _____ (sister) _____
8. I have a _____ (brother) _____

2. I have a _____ (cousin) _____
3. I have a _____ (sister) _____
4. I have a _____ (brother) _____
5. I have a _____ (sister) _____
6. I have a _____ (brother) _____
7. I have a _____ (sister) _____
8. I have a _____ (brother) _____

D. Write the missing words in the text.

1. I have a _____ (brother/sister) _____
2. I have a _____ (cousin) _____
3. I have a _____ (sister) _____
4. I have a _____ (brother) _____
5. I have a _____ (sister) _____
6. I have a _____ (brother) _____
7. I have a _____ (sister) _____
8. I have a _____ (brother) _____

2. I have a _____ (cousin) _____
3. I have a _____ (sister) _____
4. I have a _____ (brother) _____
5. I have a _____ (sister) _____
6. I have a _____ (brother) _____
7. I have a _____ (sister) _____
8. I have a _____ (brother) _____

She's tall and pretty.

Learning Focus

Topic	Appearance
Objectives	To be acquainted with the words to describe personality To be used to the adjectives through selective listening practice
Materials	book, CD player, CD, family tree (students' work from the last class), picture of a funny face, word cards of adjectives
Key Language	A: Who's that tall man? B: He's my dad. A: What does your new teacher look like? B: She's short and a bit heavy. A: I can't find my sister. Can you help me? B: Of course. I wish I could look just like her. I'm an average looking person. I'm the shortest of all my friends. You look different today.
Key Vocabulary	tall, short, heavy, thin, curly, straight, wavy, blond, attractive, average, young, old, height, beard, good-looking
Duration of Class	50 minutes

Greetings

Start the lesson in a lively way so the students feel welcome and comfortable before the class.

- Ⓣ - Good morning. / Good afternoon.
- What's up? (→ Everything is fine.)
- How are you doing? (→ I'm having a wonderful day.)
- How's the weather today? (→ It is raining cats and dogs today.)
- What's the date today? (→ It's August, 23rd.)

Review & Warm up

1. Review

- a. Choose one family tree among students' work from the last class.
- b. Point to each person in the family tree and ask who they are.
- c. Ask for more information on their age, relation, and personality.

Tip

Have the students take their family tree posters home after this class. Encourage them to put the posters on the wall in their room so they can become familiar with all the target words.

2. Warm up

Part 1

a. Explain what adjectives are.

① Adjectives are words that show color, size, condition, or number.

b. Have one student come up to the front and describe one of the classmates in the classroom.

c. Let other students guess who she/he is.

Part 2

a. Show students word cards with adjectives on them.

b. Explain the meaning of words.

c. Have students match the cards with opposite meaning.

- tall/short, heavy/thin, curly/straight, wavy/straight, young/old, good-looking/ugly

Presentation

1. Words & Expressions

a. Have students look at the words on page 18 and read each word out chorally.

Go through each word by checking students' previous knowledge about key words of the lesson.

- ① - What does 'average' mean? (→ It means an intermediate level or degree.)
 - What does 'attractive' mean? (→ It means someone has a likeable personality.)
 - Who has curly hair? (→ (Person's name) has curly hair.)
 - Who is good-looking in your family? (→ My brother is good-looking.)

b. Play the CD track 030, 031 and ask students to find the correct answers.

c. If necessary, play the CD again so the students can complete the answers fully.

d. Play the CD again and check the answers with students.

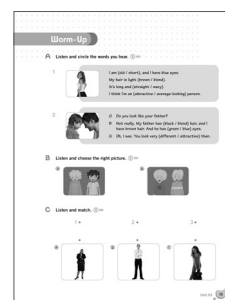
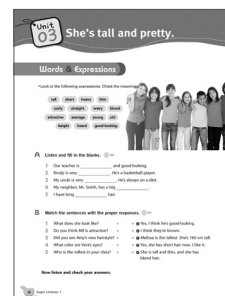
2. Warm-Up

a. Before listening to the CD, have students close their books.

b. Ask the students to listen for adjectives in the recording.

c. Play the CD track 032 and ask the students.

- ① - Is the girl tall or short? (→ She is short.)
 - What color are her eyes? (→ Her eyes are blue.)
 - What color is her hair? (→ Her hair is brown.)
 - Does the boy look like his father, or does he look different from his father?
 (→ He looks different from his father.)



- d. Have the students open their books and circle the words in question 'A' while listening to the CD.
- e. Play the CD track 033 and have the students circle the words they hear. After listening, ask the following questions:
- Ⓣ - Did you hear the boy's name? What is the boy's name?
(→ His name is Dennis.)
 - What is his friend's name? (→ His name is Peter.)
 - What color are their eyes? (→ They're blue.)
 - What color is their hair? (→ It's blond.)
 - Whose hair is wavy? (→ Dennis's hair is wavy.)
- f. After listening to the CD track 034, give the following questions to the students.
- Ⓣ - Who's the tall man? (→ He's the boy's dad.)
 - What will the girl do with her hair? (→ She's going to get a perm.)
 - What does the new teacher look like? (→ She is short and a bit heavy.)

3. Listening Focus 1

[Listen & Write]

- a. Have students listen to the CD track 035 and write down the corresponding information.
- b. Check the answers as a class. Make sure that the students spell the answers correctly when writing. If necessary, play the CD one more time.
- Ⓣ - How do you spell 'heavy'? (→ H-E-A-V-Y.)
 - Who is the person with long hair and glasses?
(→ It's the girl's mom when she was young.)

[Listen & Answer]

- a. Let students listen to the CD track 036 and find the correct answers by themselves.
- b. Check the answers with the students.
- Ⓣ - What's the matter? (→ A girl lost her little sister.)
 - What does she look like? (→ She has short brown hair.)
 - What is she wearing? (→ She's wearing a pink dress and black shoes.)
 - What color of a bag does she carry? (→ She carries a purple bag.)
 - Where is she? (→ She is in the bathroom.)

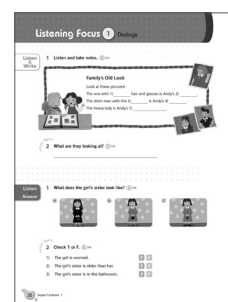
4. Listening Focus 2

[Listen & Write]

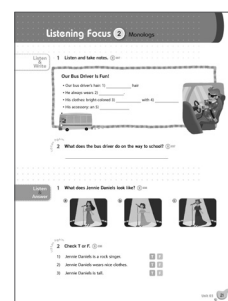
- a. Have students listen to the CD track 037 and fill in the blanks on page 21.
- b. Play the CD one more time so the students can complete the writing fully.

[Listen & Answer]

- a. Ask students to listen to the CD track 038 and find the correct answers by themselves.
- b. Go over the answers by pausing after each key sentence that is related to the questions and have the students repeat.



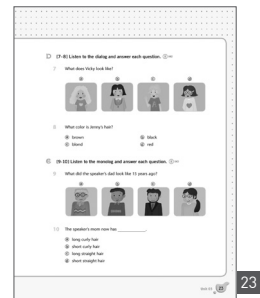
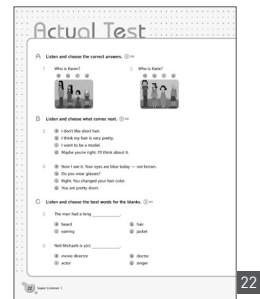
20



21

5. Actual Test

- Play the CD from track 039 to 043 and have the students choose the correct answers on their own. Go over the answers as a class.
- Ask the students which questions they found the most difficult and then play the chosen track again.



Reinforcement

- Choose one student to come up to the front.
- Show everyone in the class, except for the student up to the front, a picture of a funny face.
- Have the other students describe the face and the 'it' student up front draw the face on the board.
- Compare the two pictures and see if they are alike.

Closing

a. Inform the students that they should answer the questions from Unit 3 in their workbook for homework.

- Ⓣ - This is today's homework. I want you to do it all by yourself. Can you do that?
- Can you do all the exercises from page 7 to 9 by tomorrow?
 - Can you listen to the CD while doing your homework?

b. If there is any time left, have each student make one sentence including any key word from the lesson and let them say it to you freely when they leave the classroom.

c. Give your students suitable praise for their participation in the lesson and finish by saying:

- Ⓣ - The class is over. Nice work, everyone!
- See you next class.
 - Go show your proud work to your family.

Unit 03 She's tall and pretty.

A Write the meaning of the word in Russian. Then write each word three times.

1. like _____
2. heavy _____
3. heavy _____
4. enough _____
5. attractive _____
6. enough _____
7. ugly _____
8. short _____

B Translate each sentence into Russian.

1. What does she look like?

2. Melissa is the tallest. She's 1.80 m tall.

3. She is tall and thin and she has short hair.

4. Did you see Jerry's new haircut?

5. I think he's good looking.

C Discussion. Listen and fill in the blanks.

1. Look at the photo.

1. Look at the photo with me. _____?

2. It's my mom when she was young. _____?

3. She was short and had short hair. _____?

4. It's my dad. _____ with curly hair?

5. He was tall and had short hair. _____?

6. Look! Looking at old photos is fun.

2. Listen to the audio and fill in the blanks.

1. I think _____ is really cool. He has long black hair and _____ a pink shirt and black shoes.

2. He has short brown hair. _____ a pink shirt and black shoes.

3. He has curly hair. _____ a pink shirt and black shoes.

4. I think I can see her in the bathroom, just over there.

5. He looks like a rock.

3. Listen to the audio and fill in the blanks.

1. I think _____ is really cool. He has long black hair and _____ a pink shirt and black shoes.

2. He has short brown hair. _____ a pink shirt and black shoes.

3. He has curly hair. _____ a pink shirt and black shoes.

4. I think I can see her in the bathroom, just over there.

5. He looks like a rock.

4. Listen to the audio and fill in the blanks.

1. I think _____ is really cool. He has long black hair and _____ a pink shirt and black shoes.

2. He has short brown hair. _____ a pink shirt and black shoes.

3. He has curly hair. _____ a pink shirt and black shoes.

4. I think I can see her in the bathroom, just over there.

5. He looks like a rock.

5. Listen to the audio and fill in the blanks.

1. I think _____ is really cool. He has long black hair and _____ a pink shirt and black shoes.

2. He has short brown hair. _____ a pink shirt and black shoes.

3. He has curly hair. _____ a pink shirt and black shoes.

4. I think I can see her in the bathroom, just over there.

5. He looks like a rock.

I have an interesting hobby.

Learning
Focus

Topic	Hobbies
Objectives	To reinforce the language for telling hobbies through selective listening practice To become familiar with expressions related to hobbies through repeated listening and speaking practice
Materials	book, CD player, CD
Key Language	A: What's your hobby? B: I love collecting things. A: What tools do I need to start painting? B: You need paint brushes. A: What do you do in your free time? B: I'm writing a blog. I have always been good at painting. Traveling can be expensive, but the memories are worth it.
Key Vocabulary	hobby, take photos, read, practice, interesting, boring, difficult, easy, draw, spend time, collect, gardening, spare time, cooking
Duration of Class	50 minutes

Greetings

Start the lesson in a lively way so the students feel welcome and comfortable before the class.

- ① - Good morning. / Good afternoon.
- Welcome to class. (→ Hello, teacher!)
- Good to see you again. (→ Happy to see you again.)
- How's the weather today? (→ It is pouring.)
- What's the date today? (→ It's September, 5th.)

Review & Warm up

1. Review

- a. Have the students line up.
- b. Think of one word from the last class and whisper the meaning of it to the first student in the line.
- c. Ask the first student to whisper the meaning to the second student of a line.
- d. Continue the process and ask the last student what the word is.

Tip

Instead of the whisper game, you can do a gesture game. Let only one student see the teacher and the teacher explains the word with a body language. Then the student acts out the same to the next student. Have the last student say the word to see if it's right.

2. Warm up

Part 1

a. Ask students what they like to do in their free time.

① What do you like to do in your spare time? (→ I practice the piano.)

b. Ask them how often they do each activity.

① How often do you draw pictures? (→ I draw pictures twice a week.)

c. Inform the students of the definition of hobby.

① A hobby is an activity that you enjoy doing in your spare time.

Part 2

a. Introduce the adverbs of frequency.

b. Explain the meaning of each frequency adverb in detail.

- always (all the time) > usually (80%) > often (60%) > sometimes (40%) > never (0%)

Presentation

1. Words & Expressions

a. Have students look at the words on page 28 and read each word out chorally.

Go through each word by checking students' previous knowledge about the key words in the lesson.

① - What does 'practice' mean?

(→ It means to do something repeatedly in order to acquire a skill.)

- What does 'spare time' mean?

(→ It means the available time for hobbies and other activities that you enjoy.)

b. Play the CD track 050, 051 and ask students to find the correct answers.

c. If necessary, play the CD again so the students can complete the answers fully.

d. Play the CD again and check the answers with students.

2. Warm-Up

a. Before listening to the CD, have students close their books.

b. Ask the students to listen for hobbies in the recording.

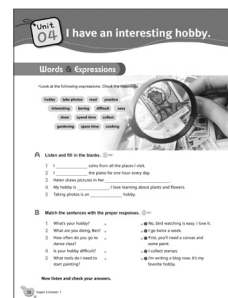
c. Play the CD track 052 and ask the students.

① - What is the girl's name? (→ She is Jackie.)

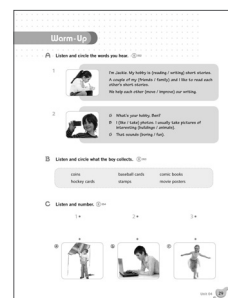
- What does she like to do? (→ She likes writing short stories.)

- What is the boy's name? (→ He is Ben.)

- What does he like to do? (→ He usually takes pictures of interesting buildings.)



28



28

- d. Have the students open their books and circle the words in question 'A' while listening to the CD.
- e. Play the CD track 053 and have the students circle the words they hear. After listening, ask the following questions:
- ① - Which words did you circle?
 - What does he love to do? (→ He loves collecting things.)
 - What does he collect? (→ He collects stamps, coins, and baseball cards.)
 - Who signed his baseball cards? (→ Mickey Mantle signed his cards.)
 - What does he think about collecting? (→ He thinks it is fun.)
- f. After listening to the CD track 054, give the following questions to the students.
- ① - What does the boy make? (→ He makes a kite.)
 - How long has the girl been doing ballet?
 - (→ She has been doing it for five years.)
 - What does the boy write a blog about?
 - (→ He writes a blog about taking photos.)

3. Listening Focus 1

[Listen & Write]

- a. Have students listen to the CD track 055 and write down the corresponding information.
- b. Check the answers as a class. Make sure that the students spell the answers correctly when writing. If necessary, play the CD one more time.
- ① - What is June's hobby? (→ Her hobby is knitting.)
 - Is June's hobby easy or difficult? (→ Her hobby is easy. It just takes patience.)
 - What's she making? (→ She's making a blanket.)

[Listen & Answer]

- a. Let students listen to the CD track 056 and find the correct answers on their own.
- b. Check the answers with the students.
- ① - How many hobbies does Jane have? (→ She has two hobbies.)
 - What are Jane's hobbies? (→ She likes gardening and cooking.)
 - What do other people think about gardening?
 - (→ They think gardening is boring.)

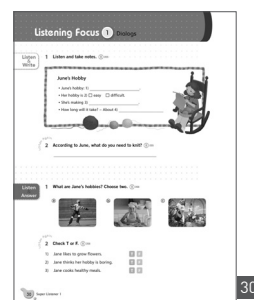
4. Listening Focus 2

[Listen & Write]

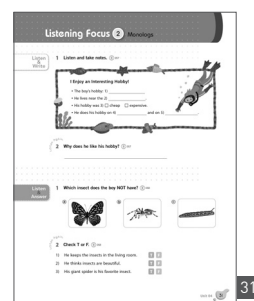
- a. Have students listen to the CD track 057 and fill in the blanks on page 31.
- b. Play the CD one more time so the students can complete the writing fully.

[Listen & Answer]

- a. Ask students to listen to the CD track 058 and find the correct answers on their own.
- b. Go over the answers by pausing after each key sentence that is related to the questions and have the students repeat.



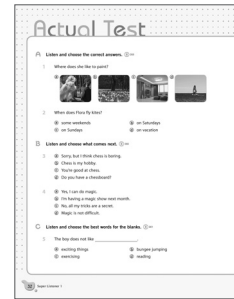
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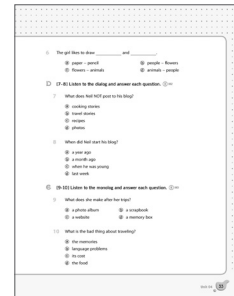
31

5. Actual Test

- Play the CD from track 059 to 063 and have the students choose the correct answers on their own. Go over the answers as a class.
- Ask the students which questions they found the most difficult and then play the chosen track again.



32



33

Reinforcement

- Divide class into two teams.
- Draw a Tic-Tac-Toe grid (3x3) on the whiteboard.
- Write a number from one through nine in ascending order in each box on the grid.
- Designate an 'O' or 'X' to each team.
- Ask a student from one of the teams to choose a number.
- Let him/her talk about hobbies. If she/he makes sentences correctly, draw her/his team's symbol on the pertaining box.
 - I love collecting stamps.
 - I practice soccer every Sunday.
 - I enjoy drawing pictures.
- Repeat the process with a student from the other team.
- Continue the game until a team has three of their symbol in a row horizontally, vertically, or diagonally.

Closing

a. Inform the students that they should answer the questions from Unit 4 in their workbook for homework.

- Ⓣ - This is today's homework. I want you to do it all by yourself. Can you do that?
- Can you do all the exercises from page 10 to 12 by tomorrow?
 - Can you listen to the CD while doing your homework?

b. If there is any time left, have each student make one sentence including any key word from a lesson and let them say it to you freely when they leave the classroom.

c. Give your students suitable praise for their participation in the lesson and finish by saying:

- Ⓣ - You did a wonderful job! Well done!
- That's all for today.
 - See you tomorrow morning/afternoon.

Unit 04 I have an interesting hobby.

A Write the meaning of the word in Russian. Then write each word three times.

1. hobby
2. boring
3. interesting
4. new
5. collect
6. visit
7. gardening
8. practice

B Translate each sentence into Russian.

1. What's your hobby?
2. I practice the piano for one hour every day.
3. I get bored in school.
4. I'm writing a story. It's my favorite hobby.
5. What book do I need to read tonight?

C Dictation. Listen and fill in the blanks.

8-10

1. I like what you are doing, son!
2. It looks really difficult.
3. Really? It's easy to learn.
4. Really? What are you making?
5. It's a cake.
6. How long will it take you?

8-11

1. I like it. I heard...
2. I like many people think it's boring. I like gardening.
3. Oh, yeah! What kind of things?
4. I like growing vegetables.
5. I like to use the vegetables?
6. I like to use the vegetables?
7. I like to use the vegetables?
8. I like to use the vegetables?
9. I like to use the vegetables?
10. I like to use the vegetables?

8-12

1. I don't have a very... hobby to make things. I don't like...
2. I don't have a very... hobby to make things. I don't like...
3. I don't have a very... hobby to make things. I don't like...
4. I don't have a very... hobby to make things. I don't like...
5. I don't have a very... hobby to make things. I don't like...
6. I don't have a very... hobby to make things. I don't like...
7. I don't have a very... hobby to make things. I don't like...
8. I don't have a very... hobby to make things. I don't like...
9. I don't have a very... hobby to make things. I don't like...
10. I don't have a very... hobby to make things. I don't like...

8-13

1. I like to travel.
2. I like to travel.
3. I like to travel.
4. I like to travel.
5. I like to travel.
6. I like to travel.
7. I like to travel.
8. I like to travel.
9. I like to travel.
10. I like to travel.

8-14

1. I like to travel.
2. I like to travel.
3. I like to travel.
4. I like to travel.
5. I like to travel.
6. I like to travel.
7. I like to travel.
8. I like to travel.
9. I like to travel.
10. I like to travel.

8-15

1. I like to travel.
2. I like to travel.
3. I like to travel.
4. I like to travel.
5. I like to travel.
6. I like to travel.
7. I like to travel.
8. I like to travel.
9. I like to travel.
10. I like to travel.

Art is my favorite subject.

Learning Focus

Topic	School & Subjects
Objectives	To be familiar with language for school subjects by listening To be acquainted with the places at school through repeated listening and speaking practice
Materials	book, CD player, CD, photo cards of school (cafeteria, classroom, computer lab, gym, music room, wash room, etc.), flashcards of piano, baseball, soccer ball and swimsuit
Key Language	A: Did you get your report card? B: Yes, I did. A: How did you do it? B: I've got all As as usual. A: What's your worst subject? B: Art is my worst subject. We don't have to wear uniforms at our school.
Key Vocabulary	subject, grade, test, field trip, exam, cafeteria, classmate, library, uniform, homework, report card, absent, art, science, math
Duration of Class	50 minutes

Greetings

Start the lesson in a lively way so the students feel welcome and comfortable before the class.

- ① - Good morning. / Good afternoon.
- What a lovely day! (→ Yes, it is. It is a great day to study.)
- Let's see what's new. (→ We start a new book today.)
- How's the weather today? (→ It is snowy.)
- What's the date today? (→ It's October, 11th.)

Review & Warm up

1. Review

- a. Show flashcards of the following objects to students.
 - piano, swimsuit, soccer ball, baseball cards, etc.
- b. Let the students make corresponding sentences with each object related to each hobby.
 - piano: I like playing the piano.
 - swimsuit: I enjoy swimming.
 - soccer ball: I practice soccer every day.
 - baseball cards: I love to collect baseball cards.

2. Warm up

Part 1

- Give students 3 minutes to think about their school.
- Then ask questions about school.
 - Ⓣ - Who works at school? (→ Teachers work at school. / Janitor works at school.)
 - Who goes to school? (→ Students go to school.)
 - What do you do at school? (→ We study, read books and debate together.)
- Ask students about their favorite classes.
 - Ⓣ What is your favorite class? (→ I like science. / I enjoy English class.)

Part 2

- Show the students photo cards of school.
- Ask them about each room at school.
 - Ⓣ What is this place? (→ It's a computer lab. / It's a music room.)
- Let them guess what subject they can study at each place.
 - Ⓣ - What subject do you study at the gym? (→ We have P.E class there.)
 - What do you do at the computer lab? (→ We learn to use a computer.)
- Ask them about other places at school.
 - Ⓣ - What can you do in the cafeteria? (→ We eat lunch. / We have snack there.)
 - What do you do in the wash room? (→ We wash hands.)

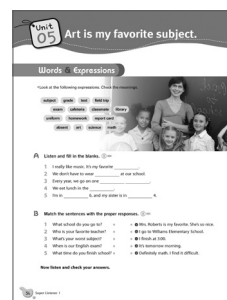
Tip

If you have extra time, you can compare the subjects or rooms in schools of other countries.

Presentation

1. Words & Expressions

- Have students look at the words on page 34 and read each word out chorally.
Go through each word by checking students' previous knowledge about key words in the lesson.
 - Ⓣ - Do you wear a uniform at school? (→ Yes, I do. / No, I don't.)
 - How many classes do you have a day? (→ I have six classes a day.)
- Play the CD track 064, 065 and ask students to find the correct answers.
- If necessary, play the CD again so the students can complete the answers fully.
- Play the CD again and check the answers with students.



2. Warm-Up

- Before listening to the CD, have students close their books.
- Ask the students to listen for subjects and school in the recording.
- Play the CD track 066 and ask the students.
 - What is the girl's name? (→ She's Harriet.)
 - What school does she go to? (→ She goes to Empire Elementary School.)
 - What grade is Harriet in? (→ She is in grade four.)
 - How does Bill like his teacher? (→ He thinks his teacher is nice.)
- Let students open their books and circle the words in question 'A' while listening to the CD.
- Play the CD track 067 and have the students circle the words they hear. After listening, ask the following questions:
 - Which words did you circle?
 - What does the girl want to do together with the boy? (→ She wants to play video games.)
 - Will they play games together? (→ No, they won't.)
 - Why can't the boy play games? (→ He has too much homework.)
- After listening to the CD track 068, give the following questions to the students.
 - Does the girl like her school schedule this year? (→ Yes, she does.)
 - When is the girl's favorite day? (→ Her best day is Monday.)
 - Why is that? (→ Her favorite subjects—English, science, and gym are on that day.)

Warm-Up

A Listen and circle the words you hear.

1. The teacher's job is to **teach** elementary school. The teacher's job is to **teach** elementary school. The teacher's job is to **teach** elementary school. The teacher's job is to **teach** elementary school.

2. I like to play video games with my friend. I like to play video games with my friend. I like to play video games with my friend. I like to play video games with my friend.

B Listen and circle the words mentioned in the dialog.

1. science English history math gym

C Listen and match.

1. 2. 3.

4. 5. 6.

35

3. Listening Focus 1

[Listen & Write]

- Have students listen to the CD track 069 and write down the corresponding information.
- Check the answers as a class. Make sure that the students spell the answers correctly when writing. If necessary, play the CD one more time.
 - What did the students get? (→ They got report cards.)
 - What was Beth's worst subject? (→ It was gym.)
 - How did Tony do? (→ He got all As as usual.)

[Listen & Answer]

- Let students listen to the CD track 070 and find the correct answers by themselves.
- Check the answers with the students.
 - How long has Becky been absent? (→ She has been absent for three days.)
 - Why was Becky absent? (→ She went to Toronto.)
 - Why happened in Toronto? (→ There was a music festival.)

Listening Focus 1

1 Listen and take notes.

1. Tony's Report Card

2. Beth's Report Card

2 What's Tony's worst subject?

3 What's Beth's worst subject?

4 Check T or F.

1. Tony got all As. ☐ T ☐ F

2. Beth's worst subject is gym. ☐ T ☐ F

3. Tony's worst subject is science. ☐ T ☐ F

4. Beth's worst subject is math. ☐ T ☐ F

36

4. Listening Focus 2

[Listen & Write]

- Have students listen to the CD track 071 and fill in the blanks on page 37.
- Play the CD one more time so the students can complete the writing fully.

Listening Focus 2

1 Listen and take notes.

1. My School Year

2. What does Nick do for Mr. Peters, the librarian?

3 What's Nick's English class like?

4 Check T or F.

1. Nick's worst subject is English. ☐ T ☐ F

2. Nick's worst subject is math. ☐ T ☐ F

3. Nick's worst subject is science. ☐ T ☐ F

4. Nick's worst subject is gym. ☐ T ☐ F

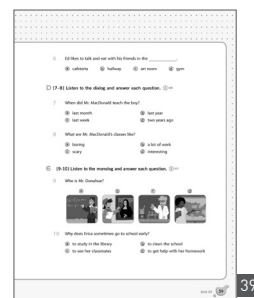
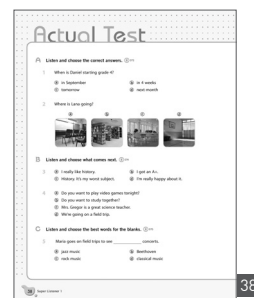
37

[Listen & Answer]

- Ask students to listen to the CD track 072 and find the correct answers by themselves.
- Go over the answers by pausing after each key sentence that is related to the questions and have the students repeat.

5. Actual Test

- Play the CD from track 073 to 077 and have the students choose the correct answers by themselves. Go over the answers as a class.
- Ask the students which questions they found the most difficult and then play the chosen track again.

**Reinforcement**

- Have the students sit in a circle.
- Let the students choose one subject. (They should choose different subjects.)
- Clap and chant all together. "What do you study? What do you study?"
- The first student says his/her subject and asks another student what they study.
- The student who is asked should say what the first student says, and then add their answer.
- Continue the process until one student fails to say all the sentences.

E.g.

(All together) "What do you study? What do you study?"

- Jenny: I study math. What does Blair study?
- Blair: Jenny studies math. I study Korean. What does Chris study?
- Chris: Jenny studies math. Blair studies Korean. I study music. What does Ruth study?
- Ruth: Jenny studies math. Blair studies Korean. Chris studies music. I study social studies. What does Lisa study?

Closing

- a. Inform the students that they should answer the questions from Unit 5 in their workbook for homework.
- Ⓓ - This is today's homework. I want you to do it all by yourself. Can you do that?
 - Can you do all the exercises from page 13 to 15 by tomorrow?
 - Can you listen to the CD while doing your homework?
- b. If there is any time left, have each student make one sentence including any key word from the lesson and let them say it to you freely when they leave the classroom.
- c. Give your students suitable praise for their participation in the lesson and finish by saying:
- Ⓓ - Try not to make any noise as you leave.
 - Time flew really fast thanks to your active participation.
 - Have a good time with your family.

05

Unit 5

Art is my favorite subject.

A Write the meaning of the word in Korean. Then write each word seven times.

1. subject	<div style="background-color: #cccccc; height: 20px; width: 100%;"></div>	
2. grade	<div style="background-color: #cccccc; height: 20px; width: 100%;"></div>	
3. name	<div style="background-color: #cccccc; height: 20px; width: 100%;"></div>	
4. field trip	<div style="background-color: #cccccc; height: 20px; width: 100%;"></div>	
5. classroom	<div style="background-color: #cccccc; height: 20px; width: 100%;"></div>	
6. library	<div style="background-color: #cccccc; height: 20px; width: 100%;"></div>	
7. homework	<div style="background-color: #cccccc; height: 20px; width: 100%;"></div>	
8. cafeteria	<div style="background-color: #cccccc; height: 20px; width: 100%;"></div>	

B Translate each sentence into Korean.

What time do you finish school?
→ ~


What's your name student?
→ ~

Who is your favorite teacher?
→ ~

We don't have to wear uniforms at our school.
→ ~

I like Mr. Williams Elementary School.
→ ~

Unit 5



[illegible][illegible]

Learning
Focus

Topic	Food & Tastes
Objectives	To reinforce the way to express tastes of various foods through selective listening To know the basic table manners through listening practice
Materials	book, CD, CD player, a worksheet for matching exercises, a photocopy of recipe, a worksheet with food adjectives, photo cards of various food
Key Language	A: What did you have for lunch? B: I had a peanut butter sandwich. A: I'm going to take a cooking class. Do you want to join me? B: What kind of cooking class is it? A: It's about cooking on the barbecue. People say I'm a picky eater. I prefer bland foods.
Key Vocabulary	sweet, salty, spicy, bitter, delicious, meal, sour, bland, dessert, pasta, steak, salad, fruit, vegetarian, potluck, recipe, reservation, order, restaurant
Duration of Class	50 minutes

Greetings

Start the lesson in a lively way so the students feel welcome and comfortable before the class.

- ① - Good morning. / Good afternoon.
- What's happening? (→ I was sick yesterday.)
- How have you been? (→ I am fine.)
- How's the weather today? (→ It is sunny and clear.)
- What's the date today? (→ It's November, 18th.)

Review & Warm up

1. Review

- a. Prepare a worksheet for matching exercises.
- b. List school subjects such as art, math, English, music and history on one side of the worksheet.
- c. On the opposite side of the sheet, write a simple description of each subject. For example, 'You learn about the past.', 'You learn about songs and musical instruments.'
- d. Make enough photocopies for every student and have them draw lines to match.

2. Warm up

Part 1

- Pair up the students and give each pair a photocopy of the recipe.
- Go over the list of ingredients and directions with the example recipe.
- Give the students 2 minutes to talk about their favorite dish and a step-by-step process for cooking the dish.
- Have the students make their own recipe by using the example recipe.

Part 2

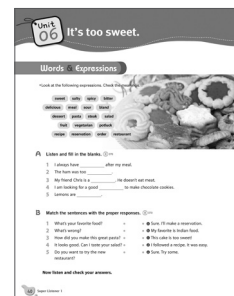
- Explain the meaning of adjectives for tastes, such as bland, bitter, sour and salty.
- Provide a worksheet with the following adjectives related to food. The types of adjectives should be mixed.
 - bland, sour, sweet, bitter, salty, spicy, hot, delicious, tasty, greasy, rich
 - chewy, crunchy, soft, crispy, hard
 - round, oval, square
 - white, purple, red, orange
- Ask the students to put the adjectives in the correct tables.

Taste	Shape	Color	Texture
sweet	round	green	chewy

Presentation

1. Words & Expressions

- Have students look at the words on page 40 and read each word out chorally.
Go through each word by checking students' previous knowledge about key words of the lesson.
 - ⓧ - What is a vegetarian? (→ It means a person who eats only vegetables.)
 - How do you spell 'reservation'? (→ R-E-S-E-R-V-A-T-I-O-N.)
- Play the CD track 078, 079 and ask students to find the correct answers.
- If necessary, play the CD again so the students can complete the answers fully.
- Play the CD again and check the answers with students.



2. Warm-Up

- Before listening to the CD, have students close their books.
- Ask the students to listen for food and tastes in the recording.
- Play the CD track 080 and ask the students.
 - Ⓙ - What kind of food does the man want to try? (→ He wants to try Thai food.)
 - How does Thai food taste? (→ It tastes spicy.)
 - What did the girl make? (→ She made a salad.)
 - How did the girl make it? (→ She used a recipe.)
- Let students open their books and circle the words in question 'A' while listening to the CD.
- Play the CD track 081 and have the students circle the words they hear. After listening, ask the following questions below:
 - Ⓙ - When was her birthday? (→ It was last Saturday.)
 - Did you hear the name of her favorite restaurant?
 - (→ Yes, we did, it's Blue Star.)
 - What did she have? (→ She had a steak.)
 - What did Julie have? (→ She had fish and chips.)
- After listening to the CD track 082, give the following questions to the students.
 - Ⓙ - What did John have for lunch?
 - (→ He had a peanut butter sandwich and an apple.)
 - What did Suzie have for lunch? (→ She had spaghetti and pizza.)
 - What did Paul have for lunch? (→ He had a chicken salad and some yogurt.)

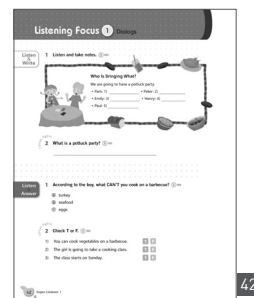
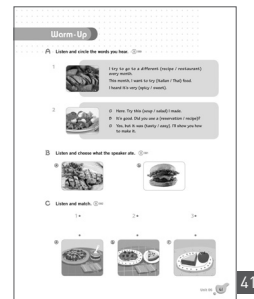
3. Listening Focus 1

[Listen & Write]

- Have students listen to the CD track 083 and write down the corresponding information.
- Check the answers as a class. Make sure that the students spell the answers correctly when writing. If necessary, play the CD one more time.
 - Ⓙ - What kind of party is it? (→ It's a potluck party.)
 - Who is bringing potatoes? (→ Emily is bringing potatoes.)
 - What will the boy bring? (→ He will bring some juice and soda.)

[Listen & Answer]

- Let students listen to the CD track 084 and find the correct answers on their own.
- Check the answers with the students.
 - Ⓙ - What class is the boy going to take? (→ He's going to take a cooking class.)
 - What kind of cooking class is it? (→ It's about cooking on the barbecue.)
 - What kind of food did he mention that we can cook on a barbecue?
 - (→ Just any kinds of food he said—beef, chicken, turkey, seafood and vegetables.)
 - When does the class start? (→ It starts on Saturday.)



4. Listening Focus 2

[Listen & Write]

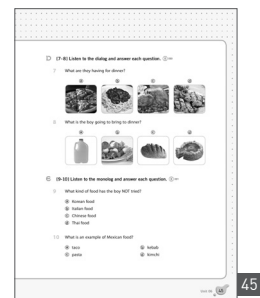
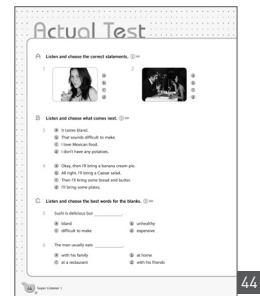
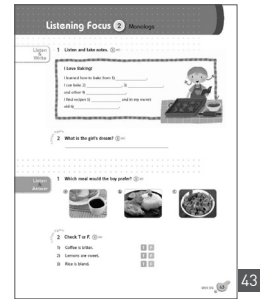
- Have students listen to the CD track 085 and fill in the blanks on page 43.
- Play the CD one more time so the students can complete the writing fully.

[Listen & Answer]

- Ask students to listen to the CD track 086 and find the correct answers by themselves.
- Go over the answers by pausing after each key sentence that is related to the questions and have the students repeat.

5. Actual Test

- Play the CD from track 087 to 091 and have the students choose the correct answers by themselves. Go over the answers as a class.
- Ask the students which questions they found the most difficult and then play the chosen track again.



Reinforcement

- Show the various photo cards of food to the class.
- Talk about the tastes of each food.
- Divide the whiteboard into five sections by drawing four vertical lines.
- Write five adjectives of taste in each section. (e.g. sweet, sour, spicy, salty, and bitter)
- Divide the class into groups.
- Give the photo cards to a group and let the first group put them on the right section.
- Check the time spent sorting photo cards.
- Repeat this procedure with the other groups.
- Give a prize to the group that sorted the fastest.

Closing

- a. Inform the students that they should answer the questions from Unit 6 in their workbook for homework.
 - Ⓟ - This is today's homework. I want you to do it all by yourself. Can you do that?
 - Can you do all the exercises from page 16 to 18 by tomorrow?
 - Can you listen to the CD while doing your homework?
- b. If there is any time left, have each student make one sentence including any key word from the lesson and let them say it to you freely when they leave the classroom.
- c. Give your students suitable praise for their participation in the lesson and finish by saying:
 - Ⓟ - All of you did very well today!
 - It's time to finish.
 - Are you done?
 - Do you have any questions?
- d. Make sure the students bring two things to sell in the flea market for the next class.

Unit

06

It's too sweet.

A

Write the meaning of the word in Korean. Then write each word three times.

sweet

1. better

2. sour

3. salty

4. spicy

5. bitter

6. delicious

7. unique

8. restaurant

B

Translate each sentence into Korean.

1. What's your favorite food?

2. This cake is too sweet!

3. How did you make this great pasta?

4. It tastes like a watermelon.

5. I'd like to try a unique 100 yen snack.


 Dongnam University

C. Dictate, Listen and fill in the blanks.

1. I feel you are very to this weekend?
a. I feel _____
b. _____ everyone to be _____
c. What should I bring?
d. Well, there is something a _____ there is something _____, _____ and there is something _____, _____ is something _____
e. Why don't I bring the whole? I'll bring _____
f. Something good.

2. I'm going to take a _____ to my parents.
a. What kind of cooking class is it?
b. What kind of cooking on the barbecue.
c. I'm going to take _____
d. You can cook anything on a barbecue, _____
e. Really? That sounds interesting. Maybe I'll go _____
f. Really?

3. I'm very tired.
a. I have taught me how to take _____
b. When you go out and you can't do it _____ I can take _____
c. _____ and other _____
d. I usually _____
e. I'm going to _____
f. My friends have been trying to get the food for me in a _____
g. _____
h. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

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88. _____

89. _____

90. _____

91. _____

92. _____

93. _____

94. _____

95. _____

96. _____

97. _____

98. _____

99. _____

100. _____

[illegible]

That's a bargain.

Learning Focus

Topic	Shopping
Objectives	To reinforce language for buying and selling through selective listening practice To understand shopping and bargain expressions through repeated listening and speaking practice
Materials	book, CD player, CD, handkerchief, and a small amount of the following objects: sugar, salt, pepper, coffee powder, vitamin powder, five paper cups, photo cards of stationery (pencil, eraser, ruler, etc.), blank sheet of paper to make shopping lists
Key Language	A: How much did you pay for the T-shirt? B: It was on sale. It's only \$7.00. A: Can I use this coupon for the donuts? B: Yes, you can. A: How much is it? B: That will be \$20.87. I am looking for the perfect gift for my grandmother. That's a good buy.
Key Vocabulary	bargain, buy, browse, exchange, receipt, on sale, cash, coupon, department store, shopping mall, good buy, return, credit card, expensive, cheap
Duration of Class	50 minutes

Greetings

Start the lesson in a lively way so the students feel welcome and comfortable before the class.

- ① - Good morning. / Good afternoon.
- How's it going? (→ Not bad.)
- How have you been? (→ Pretty good.)
- How's the weather today? (→ It is freezing.)
- What's the date today? (→ It's December, 25th.)

Review & Warm up

1. Review

- a. Prepare small amount of sugar, salt, pepper, coffee powder, and vitamin powder and put each item into a paper cup.
- b. Let one student come up front and blind fold him/her with a handkerchief.

- c. Let him/her taste one of the items and make him/her guess what it is.
- d. Continue this activity with the class.

2. Warm up

Part 1

Making a shopping list

- a. Explain that students will pretend to go to the stationery store.
- b. Ask them what they need before shopping.
- c. Distribute a blank sheet of paper and have the students write the items they need for stationery shopping.
- d. Let the students make check boxes before each item.

Tip

1. Keep the shopping lists till the class is over.
2. You can use shopping lists for the reinforcement (flea market) at the end.

Part 2

Reading currency (dollar & cent)

- a. On the board, post some of photo cards.
- b. Write the cost under the cards.
- c. Tell students numbers on the left from the dot shows dollars.
- d. Tell students numbers on the right from the dot shows cents.
- e. Write other prices and let students read it.

Presentation

1. Words & Expressions

- a. Have students look at the words on page 50 and read each word out chorally.
Go through each word by checking students' previous knowledge about key words of the lesson.

① - What does the receipt show?

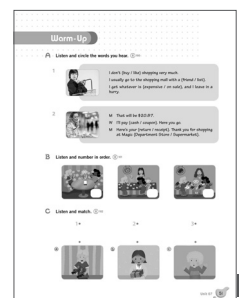
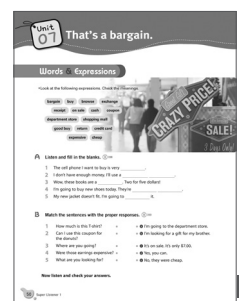
(→ It shows the price, item, and the date you buy.)

- How can you pay for the goods? (→ I can pay with cash or a credit card.)

- b. Play the CD track 098, 099 and ask students to find the correct answers.
- c. If necessary, play the CD again so the students can complete the answers fully.
- d. Play the CD again and check the answers with students.

2. Warm-Up

- a. Before listening to the CD, have students close their books.
- b. Ask the students to listen for the cost in the recording.
- c. Play the CD track 100 and ask the students.



- Ⓣ - Does the boy like shopping? (→ No, he doesn't.)
- Who does he go shopping with? (→ He goes shopping with his friends.)
- What did the woman pay with? (→ She paid with cash.)
- What did the man give to the woman? (→ He gave her a receipt.)

d. Let students open their books and circle the words in question 'A' while listening to the CD.

e. Play the CD track 101 and have the students circle the words they hear. After listening, ask the following questions below:

- Ⓣ - Where did the woman go? (→ She went to a shopping mall.)
- Who did she meet there? (→ She met her friends.)
- What did she look at? (→ She looked at some shoes and jewelries.)
- What did she buy? (→ She bought nothing.)
- What did she eat? (→ She had ice cream.)

f. After listening to the CD track 102, give the following questions to the students.

- Ⓣ - Why did the boy buy nothing? (→ He is trying to save money.)
- What was on sale? (→ The rollerblades were on sale.)

3. Listening Focus 1

[Listen & Write]

a. Have students listen to the CD track 103 and write down the corresponding information.

b. Check the answers as a class. Make sure that the students spell the answers correctly when writing. If necessary, play the CD one more time.

- Ⓣ - What are they going to buy? (→ They're going to buy shirts.)
- What color did they choose? (→ They chose purple and navy.)

[Listen & Answer]

a. Let students listen to the CD track 104 and find the correct answers by themselves.

b. Check the answers with the students.

- Ⓣ - Why did Daniel return the jacket? (→ It's too tight for him.)
- Is there another reason? (→ He doesn't like the color, either.)
- Who bought them for him? (→ Daniel's mother bought them for gifts.)

4. Listening Focus 2

[Listen & Write]

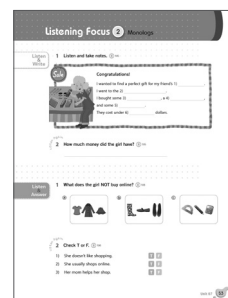
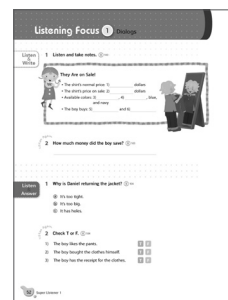
a. Have students listen to the CD track 105 and fill in the blanks on page 53.

b. Play the CD one more time so the students can complete the writing fully.

[Listen & Answer]

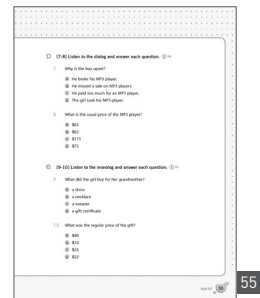
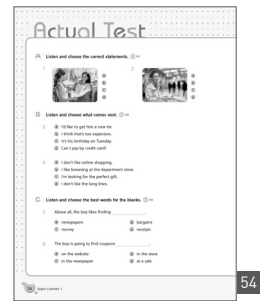
a. Ask students to listen to the CD track 106 and find the correct answers by themselves.

b. Go over the answers by pausing after each key sentence that is related to the questions and have the students repeat.



5 . Actual Test

- Play the CD from track 107 to 111 and have the students choose the correct answers on their own. Go over the answers as a class.
- Ask the students which questions they found the most difficult and then play the chosen track again.



Reinforcement

- Divide class into two teams.
 - One team will act as 'clerks' and the other team will act as 'customers'.
 - Give clerks the photo cards of the stationery items.
 - Have the clerks decide prices for each item.
 - Let customers have their shopping lists.
 - Let students pretend to buy and sell things.
- ① - How much is this pencil? (→ It's one dollar fifty cents.)
- What's the price of these scissors? (→ They are two dollars and seventy cents.)
 - It's too expensive. Can I get a discount? (→ Okay.)

Closing

a. Inform the students that they should answer the questions from Unit 7 in their workbook for homework.

- Ⓣ - This is today's homework. I want you to do it all by yourself. Can you do that?
- Can you do all the exercises from page 19 to 21 by tomorrow?
 - Can you listen to the CD while doing your homework?

b. If there is any time left, have each student make one sentence including any key word from the lesson and let them say it to you freely when they leave the classroom.

c. Give your students suitable praise for their participation in the lesson and finish by saying:

- Ⓣ - Catch you later.
- You've reached today's goal.
 - You've done great work today.

Unit 7 That's a bargain.

A Write the meaning of the word in Korean. Then write each word three times.

1. suit
2. department store
3. expensive
4. cheap
5. shopping mall
6. suit coat
7. on sale
8. bargain

B Translate each sentence into Korean.

1. I'm going to the department store.
2. How much is this T-shirt?
3. It's on sale. It's only \$10.00.
4. How much savings expected?
5. What are you looking for?

19

C Discussion. Listen and fill in the blanks.

1.

1. Let's go to _____.
2. I don't like to go to _____.
3. This store would look really _____.
4. They're on sale.
5. You look like _____ they're _____ they're usually _____ but today _____.
6. That's a _____ but which color? _____.
7. I think people and my best friend are going to _____.
8. They're on sale.

2.

1. What's in the bag, David?
2. I got _____ and _____.
3. Why?
4. _____.
5. The color of the pants _____.
6. How much did you pay for those things?
7. I didn't. They were _____.
8. How much money did you have?
9. You're going to _____.

3.

1. I was _____ yesterday last week, and I wanted to find the _____.
2. I went to the shopping mall. I only had \$ _____ with me.
3. Luckily, there was a big sale on _____ and some really nice pants at the _____.
4. I was a great buy.

20

4.

1. I like shopping but I don't like _____ and I usually _____.
2. My shopping list is usually long: clothing, school supplies, books, CDs, _____ and jewelry _____.
3. I go to the _____ on my computer and see _____ on long time. My mom helps me buy things _____ and I give her cash.

5.

1. I bought _____ your new MP3 player. When did you get it?
2. I got it at _____.
3. What? I checked at O'Hare and they were _____.
4. The price was too high. They're _____.
5. How much was it?
6. It was \$ _____.
7. How much was it?
8. It was \$ _____.
9. That's a great bargain. They're usually \$ _____.
10. I know. I was _____.

6.

1. I was looking for the perfect gift for my _____.
2. Finally I found a lovely pink sweater at a store called _____.
3. How much was it? I was looking for \$10. The gift _____.
4. For that price, it's _____.
5. It's \$10. The gift _____.
6. I was looking for the perfect gift for my _____.
7. Finally I found a lovely pink sweater at a store called _____.
8. How much was it? I was looking for \$10. The gift _____.
9. For that price, it's _____.
10. It's \$10. The gift _____.

21

I love long weekends.

Learning
Focus

Topic	Weekends and Various Activities
Objectives	To reinforce language of vacation and holidays through selective listening practice To understand weather expressions through repeated listening and speaking practice
Materials	book, CD player, CD, photo cards of various kinds of stationery (You can use the same photo cards you used from the last class.), calendar
Key Language	A: What did you do on Saturday? B: Nothing much during the day. A: What do you usually do on weekends? B: I usually spend time with my friends. I will see you at school on Monday. I always have very busy weekends.
Key Vocabulary	weekend, out of town, sleepover party, stadium, camping, amusement park, weather forecast, video games, overnight, exercise, babysit, beach
Duration of Class	50 minutes

Greetings

Start the lesson in a lively way so the students feel welcome and comfortable before the class.

- ① - Good morning. / Good afternoon.
- How are you doing? (→ I'm doing great.)
- Good day! (→ Yes, it is a good day!)
- How's the weather today? (→ It is chilly.)
- What's the date today? (→ It's January, 22nd.)

Review & Warm up

1. Review

- a. Post photo cards of kinds of stationery. Then write the prices under each card.
 - b. Ask students how much each item is.
- ① - How much is this pencil? (→ It is thirty five cents.)
 - Which one costs eight dollars and twenty cents? (→ It's a notepad.)

2. Warm up

Part 1

- Invite the students to look at the calendar together.
- Ask students what red numbers on the calendar mean.
 - Ⓟ What does this red number mean? (→ It means the date is a holiday.)
- Talk about their favorite holidays.
 - Ⓟ What is your favorite holiday? (→ It's New Year's Day.)

Tip

Discuss different holidays around the world.

Part 2

- Talk about outdoor activities they can do.
 - Ⓟ - What can you do on the mountain? (→ We can do mountain climbing.)
 - What can you do in the water park? (→ We can swim in the water park.)
- Talk about activities that can do alone.
 - Ⓟ What can you do alone? (→ I can swim alone.)
- Talk about activities that should be done with others.
 - Ⓟ What activities do you have to do with others?
 - (→ I should play soccer with others.)

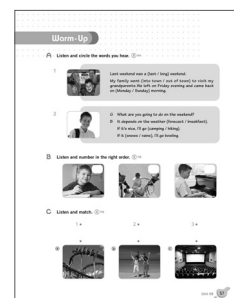
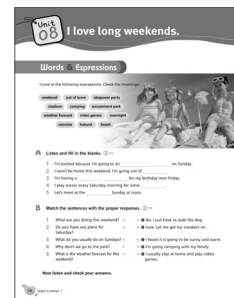
Presentation

1. Words & Expressions

- Have students look at the words on page 56 and read each word out chorally.
Go through each word by checking students' previous knowledge about key words in the lesson.
 - Ⓟ - How do you know the weather for tomorrow?
(→ I can see the weather forecast.)
 - How do you spell 'exercise'? (→ E-X-C-E-R-I-S-E.)
- Play the CD track 112, 113 and ask students to find the correct answers.
- If necessary, play the CD again so the students can complete the answers fully.
- Play the CD again and check the answers with students.

2. Warm-Up

- Before listening to the CD, have students close their books.
- Ask the students to listen for the weekend's plans in the recording.
- Play the CD track 114 and ask the students.
 - Ⓟ - Why did the family go out of town? (→ They visited grandparents.)
 - When did they come back? (→ They came back on Monday morning.)
 - Where will the boy go if the weather is nice? (→ He will go hiking.)
 - Where will the boy go if the weather is rainy? (→ He will go bowling.)



- d. Let students open their books and circle the words in question 'A' while listening to the CD.
- e. Play the CD track 115 and have the students circle the words they hear. After listening, ask the following questions below:
- ① - What does the boy do on Saturday morning? (→ He plays baseball.)
 - What does the boy do on Saturday afternoon? (→ He takes piano lessons.)
 - What does the boy do on Sunday? (→ He goes to church with his family.)
 - What does the boy do on Sunday evening? (→ He does his homework.)
- f. After listening to the CD track 116, give the following questions to the students.
- ① - What did the boy do on Saturday? (→ He went to a movie in the evening.)
 - Where did the boy go? (→ He went to a beach with his family.)
 - What did the boy do on Sunday?
 - (→ He went to an amusement park with friends.)

3. Listening Focus 1

[Listen & Write]

- a. Have students listen to the CD track 117 and write down the corresponding information.
- b. Check the answers as a class. Make sure that the students spell the answers correctly when writing. If necessary, play the CD one more time.
- ① - Can Richard go rollerblading? (→ No, he can't. He's busy.)
 - Whose birthday party will he go to on Sunday? (→ His cousin has a party.)

[Listen & Answer]

- a. Let students listen to the CD track 118 and find the correct answers on their own.
- b. Check the answers with the students.
- ① - What day is it? (→ It's Friday.)
 - What does Kelly usually do on weekends? (→ She spends time with friends.)
 - What will she do this weekend? (→ She will relax by herself.)

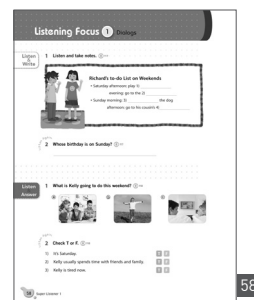
4. Listening Focus 2

[Listen & Write]

- a. Have students listen to the CD track 119 and fill in the blanks on page 59.
- b. Play the CD one more time so the students can complete the writing fully.

[Listen & Answer]

- a. Ask students to listen to the CD track 120 and find the correct answers by themselves.
- b. Go over the answers by pausing after each key sentence that is related to the questions and have the students repeat.



58



59

5. Actual Test

- Play the CD from track 121 to 125 and have the students choose the correct answers on their own. Go over the answers as a class.
- Ask the students which questions they found the most difficult and then play the chosen track again.

Actual Test

A. Listen and choose the correct statements.

B. Listen and choose the right answer.

1. I went to an amusement park and the sun.
☐ I looked for some kids.
☐ I didn't go swimming.
☐ I played it and watched TV.

2. How about football?
☐ Yes, every day I go to the stadium.
☐ Yes, I can't wait to go there.
☐ I don't do anything special either.

C. Listen and choose the best words for the blanks.

1. He was _____.
☐ playing tennis
☐ playing the piano
☐ on the weekend
☐ on his birthday

2. They go to the amusement park _____.
☐ when it's hot outside
☐ when it's too hot
☐ when it's too cold

60

Actual Test

D. (7-8) Listen to the dialog and answer each question.

1. What is Mary looking for?
☐ money
☐ money
☐ money

2. What is Mary NOT going to do at the party?
☐ eat pizza
☐ dance
☐ play games
☐ eat the cake

E. (9-10) Listen to the recording and answer each question.

1. Where did they go?
☐ at the playground
☐ at a restaurant
☐ on the grass
☐ in the room

2. What did they do last?
☐ at the playground
☐ at a restaurant
☐ on the grass
☐ in the room

61

Reinforcement

- Divide class into two teams.
- Pretend you're doing a certain activity.
- Let the students guess what that activity is.
- The team with the most correct answers wins the game.

Ⓟ (Pretend and ask) What am I doing?

(→ You are sliding on the ground smoothly, so I guess you are skating.)

Closing

a. Inform the students that they should answer the questions from Unit 8 in their workbook for homework.

- Ⓣ - This is today's homework. I want you to do it all by yourself. Can you do that?
- Can you do all the exercises from page 22 to 24 by tomorrow?
 - Can you listen to the CD while doing your homework?

b. If there is any time left, have each student make one sentence including any key word from the lesson and let them say it to you freely when they leave the classroom.

c. Give your students suitable praise for their participation in the lesson and finish by saying:

- Ⓣ - See you again!
- Thanks to your enthusiasm, it was a very interesting class.
 - I'm happy to see your participation.

Unit 08 I love long weekends.

A Write the meaning of the word in Russian. Then write each word three times.

- weekend
- company
- weather
- weather
- weather
- weather
- game
- video game

B Translate each sentence into Russian.

- I want to go to the city and work.
- What do you usually do on weekends?
- What do you do on this weekend?
- Let's meet at the station Sunday at noon.
- I'm going camping with my family.

22

C Dictation. Listen and fill in the blanks.

Part 1

- I finished my work on _____ somewhere this weekend?
- My family is going to _____ this weekend?
- My family is going to _____ and Saturday night is _____ with my family.
- My family is going to _____ and in the afternoon I'm going to _____.
- My family is going to _____.

Part 2

- I _____.
- I've been a long time, I'm so happy to _____.
- I've _____.
- I usually spend time with my friends and family, but this weekend I just want to _____.
- My family is going to _____.
- That's very nice of you, thanks.

Part 3

- I _____.
- My family is going to _____.
- I've been a long time, I'm so happy to _____.
- I've _____.
- I usually spend time with my friends and family, but this weekend I just want to _____.
- My family is going to _____.
- That's very nice of you, thanks.

23

Part 4

- I finished my work on _____ somewhere this weekend?
- My family is going to _____ this weekend?
- My family is going to _____ and Saturday night is _____ with my family.
- My family is going to _____ and in the afternoon I'm going to _____.
- My family is going to _____.

Part 5

- I _____.
- I've been a long time, I'm so happy to _____.
- I've _____.
- I usually spend time with my friends and family, but this weekend I just want to _____.
- My family is going to _____.
- That's very nice of you, thanks.

Part 6

- I _____.
- My family is going to _____.
- I've been a long time, I'm so happy to _____.
- I've _____.
- I usually spend time with my friends and family, but this weekend I just want to _____.
- My family is going to _____.
- That's very nice of you, thanks.

24

I like winter.

Learning
Focus

Topic	Weather & Seasons
Objectives	To reinforce language of weather and climate through selective listening practice To understand activities in each season through repeated listening and speaking practice
Materials	book, CD player, CD, pieces of paper for Bingo (paper with 5x5 Bingo grid on it)
Key Language	A: How's the weather out there? B: It's beautiful! A: What's your favorite season? B: Definitely winter. A: Should I bring an umbrella? B: Yes, it's pretty cloudy out here. It was clear and a little bit breezy. It was raining cats and dogs.
Key Vocabulary	sunny, foggy, chilly, windy, pour, freezing, blizzard, humid, lightning, thunderstorm, breeze, temperature, rain cats and dogs, shower, umbrella, partly cloudy
Duration of Class	50 minutes

Greetings

Start the lesson in a lively way so the students feel welcome and comfortable before the class.

- Ⓣ - Good morning. / Good afternoon.
- How are you feeling today? (→ Couldn't be better.)
- It was stormy yesterday. How was your house? (→ Luckily, it was okay.)
- How's the weather today? (→ We have a blizzard.)
- What's the date today? (→ It's February, 14th.)

Review & Warm up

1. Review

- a. Ask student what they did last weekend.
 - Ⓣ What did you do last weekend? (→ I went to the movies with my friends.)
- b. Talk about what students did last vacation.
 - Ⓣ What did you do last vacation? (→ I went to an amusement park.)

f. After listening to the CD track 130, give the following questions to the students.

- Ⓣ - How's the weather out there? (→ It's beautiful. It's clear and there's no cloud.)
- Should the girl bring an umbrella? (→ Yes, she should. It's pretty cloudy.)
- When do you see lightning? (→ I see lightning when it's cloudy or rainy.)

3. Listening Focus 1

[Listen & Write]

- a. Have students listen to the CD track 131 and write down the corresponding information.
- b. Check the answers as a class. Make sure that the students spell the answers correctly when writing. If necessary, play the CD one more time.

- Ⓣ - What's Oliver's favorite season? (→ It's winter.)
- Why does he like winter? (→ Because he likes winter sports.)
- What does he do in the summer?
(→ He tries to stay inside and plays video games.)

[Listen & Answer]

- a. Let students listen to the CD track 132 and find the correct answers by themselves.
- b. Check the answers with the students.

- Ⓣ - How's the weather today? (→ It rains cats and dogs.)
- What plan does the girl have for tomorrow? (→ She plans to go to the beach.)
- What will the weather be tomorrow? (→ It will be a beautiful day.)

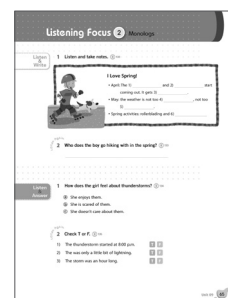
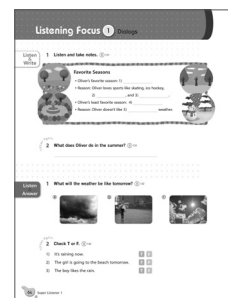
4. Listening Focus 2

[Listen & Write]

- a. Have students listen to the CD track 133 and fill in the blanks on page 65.
- b. Play the CD one more time so the students can complete the writing fully.

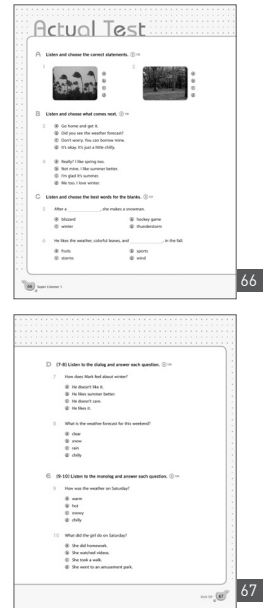
[Listen & Answer]

- a. Ask students to listen to the CD track 134 and find the correct answers on their own.
- b. Go over the answers by pausing after each key sentence that is related to the questions and have the students repeat.



5. Actual Test

- Play the CD from track 135 to 139 and have the students choose the correct answers on their own. Go over the answers as a class.
- Ask the students which questions they found the most difficult and then play the chosen track again.



Reinforcement

- Distribute pieces of paper for playing Bingo.
- Have the students write the words that show weather, climate or season on their Bingo grid.
- Have students make a sentence using each word on the Bingo grid.
- If she/he says the correct sentence, she/he can cross out the word on the Bingo grid. (If another student wrote the same word on the Bingo grid, she/he can cross it out, too.)
- The first student to cross out a complete horizontal, vertical, or diagonal row and say "Bingo!" wins the game.

Closing

a. Inform the students that they should answer the questions from Unit 9 in their workbook for homework.

- Ⓣ - This is today's homework. I want you to do it all by yourself. Can you do that?
- Can you do all the exercises from page 25 to 27 by tomorrow?
 - Can you listen to the CD while doing your homework?

b. If there is any time left, have each student make one sentence including any key word from the lesson and let them say it to you freely when they leave the classroom.

c. Give your students suitable praise for their participation in the lesson and finish by saying:

- Ⓣ - It's always pleasant to have you in my class.
- You are such good students.
 - Let's learn more in next class.

Unit 08 I love long weekends.

A Write the meaning of the word in Korean. Then write each word three times.

1. weekend
2. company
3. weather
4. weekend
5. vacation
6. weekend
7. rest
8. vacation

B Translate each sentence into Korean.

1. I heard he is going to be a company and a weekend.
2. What do you usually do on 'weekend'?
3. What are you doing this weekend?
4. Let's meet at the stadium Sunday at noon.
5. I'm going camping with my family.

25

C Dictation. Listen and fill in the blanks.

Part 1

1. I heard he is going to be a company and a weekend.
2. What do you usually do on 'weekend'?
3. What are you doing this weekend?
4. Let's meet at the stadium Sunday at noon.
5. I'm going camping with my family.

Part 2

1. I heard he is going to be a company and a weekend.
2. What do you usually do on 'weekend'?
3. What are you doing this weekend?
4. Let's meet at the stadium Sunday at noon.
5. I'm going camping with my family.

Part 3

1. I heard he is going to be a company and a weekend.
2. What do you usually do on 'weekend'?
3. What are you doing this weekend?
4. Let's meet at the stadium Sunday at noon.
5. I'm going camping with my family.

26

Part 4

1. I heard he is going to be a company and a weekend.
2. What do you usually do on 'weekend'?
3. What are you doing this weekend?
4. Let's meet at the stadium Sunday at noon.
5. I'm going camping with my family.

Part 5

1. I heard he is going to be a company and a weekend.
2. What do you usually do on 'weekend'?
3. What are you doing this weekend?
4. Let's meet at the stadium Sunday at noon.
5. I'm going camping with my family.

Part 6

1. I heard he is going to be a company and a weekend.
2. What do you usually do on 'weekend'?
3. What are you doing this weekend?
4. Let's meet at the stadium Sunday at noon.
5. I'm going camping with my family.

27

I'll call you back.

Learning Focus

Topic	Telephone Talk
Objectives	To reinforce the language of speaking on the phone through selective listening practice To be familiar with telephone manners through repeated listening and speaking practice
Materials	book, CD player, CD, map, paper-cup-phone (two paper cups connected with a string), small pieces of paper
Key Language	A: Can I talk to Paul? B: Sorry, he's not available at the moment. A: What's your phone number? B: It's 030-387-1768. A: Can you answer the phone? B: Okay, I'll get it. Can I take a message? You've got the wrong number.
Key Vocabulary	call, answer, hold on, message, dial, busy, speak up, ring, hang up, call back, at the moment, wrong number, phone number, cell phone
Duration of Class	50 minutes

Greetings

Start the lesson in a lively way so the students feel welcome and comfortable before the class.

- ① - Good morning. / Good afternoon.
- How are you? (→ I feel wonderful.)
- What did you do last weekend? (→ I went to movies with friends.)
- How's the weather today? (→ We had a thunderstorm.)
- What's the date today? (→ It's March, 10th.)

Review & Warm up

1. Review

- a. Post a map on the board. (You can use a globe instead of a map.)
 - b. Point to your location and ask the weather and season.
- ① - How's the weather? (→ It's sunny and hot.)
 - What season is it? (→ It's summer.)

c. Point the country on the other side of your country and ask the weather and season.

- Ⓟ - How's the weather here? (→ It's freezing and chilly.)
- What season is it? (→ It's winter.)

d. Ask students about the weather and season in other places, too.

- Ⓟ - How's the weather in Antarctica? (→ It's always chilly and snowy.)
- What season is it in the Arctic? (→ It's winter.)
- How's the weather in Africa? (→ It's usually dry and hot.)

2. Warm up

Part 1

Inform students what they have to talk first on the phone.

- Ⓟ - When you get the phone, you should say, "Hello." or "Hi."
- When a caller didn't identify himself/herself, ask, "Would you mind if I ask who's calling?" or "Who's this?"
- If you need time to get the one to answer or to get a memo for a message, you say, "Hold on."
- If you are too busy, you can say, "Sorry, can I call you back?"

Tip

Call on the phone; you should identify yourself, "This is (name)." instead of "I am (name)."

Part 2

- a. Distribute small pieces of paper.
- b. Pretend you're calling one of the students.
- c. Have the student pretend they are someone else and the called person is not there, and have the student take a message for you.
 - A: Hello, this is Pam. Can I talk to Jen?
B: Sorry, she's not available at the moment.
 - A: When will she back?
B: She went to a shopping mall. She'll come back by five.
 - A: Can you take a message for me?
B: Of course, what do you want me to tell her?
 - A: Please tell her to call me back.
B: OK, bye.
A: Bye.

Tip

1. Teach students what to write on the memo note. You should write the date, time, caller, and what she/he wants to tell the person.
2. When you say the phone number, you should read it one number by one.
e.g. 531-2684: five three one, two six eight four
3. When you say the phone number, 0 can be zero or 'O'. Many people say 'O' instead of zero.

Presentation

1. Words & Expressions

- Have students look at the words on page 72 and read each word out chorally.
Go through each word by checking students' previous knowledge about key words of the lesson.
 (T) - What does 'hold on' mean? (→ It means 'wait'.)
 - What does 'hang up' mean? (→ It means 'end the call'.)
- Play the CD track 146, 147 and ask students to find the correct answers.
- If necessary, play the CD again so the students can complete the answers fully.
- Play the CD again and check the answers with students.

2. Warm-Up

- Before listening to the CD, have students close their books.
- Ask the students to listen for who and why she/he called in the recording.
- Play the CD track 148 and ask the students.
 (T) - Can Jack answer the phone? (→ No, he can't. He's not available.)
 - Who does a boy want to talk to? (→ He wants to talk to Vanessa.)
- Let students open their books and circle the words in question 'A' while listening to the CD.
- Play the CD track 149 and have the students circle the words they hear. After listening, ask the following questions:
 (T) - Which words did you circle?
 - What did the boy buy? (→ He bought a new cell phone.)
 - Who does he call? (→ He calls his friends.)
 - What else does he do with a phone?
 (→ He takes photos or plays games.)
 - What color is it? (→ It's shiny and black.)
- After listening to the CD track 150, give the following questions to the students.
 (T) - Who does the boy want to talk to? (→ He wants to talk to Jack.)
 - What is the boy's phone number? (→ It's 030-387-1768.)
 - Who's getting the phone? (→ The boy is getting the phone.)

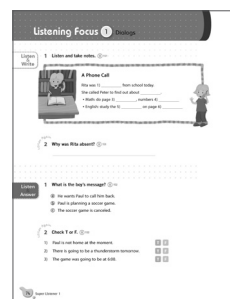
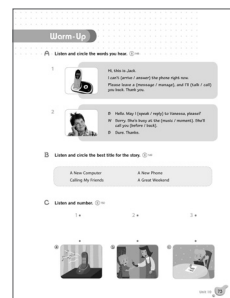
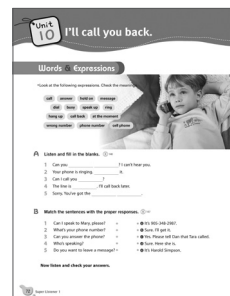
3. Listening Focus 1

[Listen & Write]

- Have students listen to the CD track 151 and write down the corresponding information.
- Check the answers as a class. Make sure that the students spell the answers correctly when writing. If necessary, play the CD one more time.
 (T) - Who was absent? (→ Rita was absent.)
 - Why was she absent? (→ She had a dental appointment.)
 - Why did she call Peter? (→ She called to find out the homework.)

[Listen & Answer]

- Let students listen to the CD track 152 and find the correct answers by themselves.
- Check the answers with the students.



- ① - What is canceled? (→ A soccer game is canceled.)
- Why is it canceled? (→ They will get a thunderstorm.)
- When was the game scheduled for? (→ It was for 6:00.)

4. Listening Focus 2

[Listen & Write]

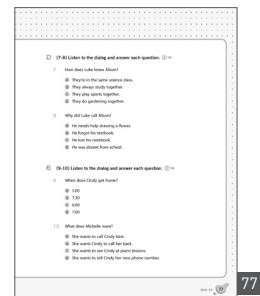
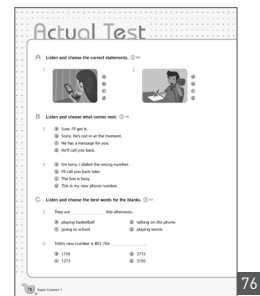
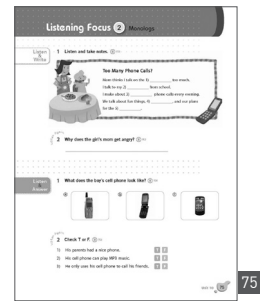
- a. Have students listen to the CD track 153 and fill in the blanks on page 75.
- b. Play the CD one more time so the students can complete the writing fully.

[Listen & Answer]

- a. Ask students to listen to the CD track 154 and find the correct answers on their own.
- b. Go over the answers by pausing after each key sentence that is related to the questions and have the students repeat.

5. Actual Test

- a. Play the CD from track 155 to 159 and have the students choose the correct answers on their own. Go over the answers as a class.
- b. Ask the students which questions they found the most difficult and then play the chosen track again.



Reinforcement

- a. Pair up the students.
- b. Give each pair a paper-cup-telephone.
- c. Designate different situations to each pair of students.
- d. Let them act as if they're talking on the phone.
 - Make a call to a friend's house

A: Hello, this is Suzie, Ben's friend. Can I talk to Ben?

B: Yes, hold on.
 - Call a restaurant for a reservation

A: Hello, I'd like to make a reservation for two for tonight.

B: What time do you want to make a reservation?

- Call a cosmetic store
- A: Hello, I want to buy some red lipstick. Do you have any?
- B: Sure, visit any time.

Closing

a. Inform the students that they should answer the questions from Unit 10 in their workbook for homework.

- Ⓣ - This is today's homework. I want you to do it all by yourself. Can you do that?
- Can you do all the exercises from pages 28 to 30 by tomorrow?
 - Can you listen to the CD while doing your homework?

b. If there is any time left, have each student make one sentence including any key word from the lesson and let them say it to you freely when they leave the classroom.

c. Give your students suitable praise for their participation in the lesson and finish by saying:

- Ⓣ - Till next class, take care.
- Have an amazing weekend.
 - Don't forget we have extra class on this Saturday.

Unit 10 I'll call you back.

A Write the meaning of the word in Russian. Then write each word three times.

1. call
2. message
3. ring
4. hang up
5. phone number
6. wrong number
7. speak up
8. answer

B Translate each sentence into Russian.

1. Can I speak to Mary please?
2. What's your phone number?
3. Please tell her that I've called.
4. The line is busy. I'll call back later.
5. What's tomorrow?

C Dictation. Listen and fill in the blanks.

Section 1

1. I called.
2. Hello, Mary?
3. It's Mr. Smith.
4. What time?
5. I have to go to school. I called to find out.
6. What's your homework now?
7. I have to do it by 8 o'clock.
8. Can you check it for me tomorrow? I've been to study the words on the map and today?
9. Yes, I'll do it.
10. I will.

Section 2

1. I'm sorry. I called you.
2. I'm sorry. I called you at the wrong time.
3. I'm sorry. I called you at the wrong time.
4. I'm sorry. I called you at the wrong time.
5. I'm sorry. I called you at the wrong time.
6. I'm sorry. I called you at the wrong time.
7. I'm sorry. I called you at the wrong time.
8. I'm sorry. I called you at the wrong time.
9. I'm sorry. I called you at the wrong time.
10. I'm sorry. I called you at the wrong time.

Section 3

1. I'm sorry. I called you at the wrong time.
2. I'm sorry. I called you at the wrong time.
3. I'm sorry. I called you at the wrong time.
4. I'm sorry. I called you at the wrong time.
5. I'm sorry. I called you at the wrong time.
6. I'm sorry. I called you at the wrong time.
7. I'm sorry. I called you at the wrong time.
8. I'm sorry. I called you at the wrong time.
9. I'm sorry. I called you at the wrong time.
10. I'm sorry. I called you at the wrong time.

Section 4

1. I'm sorry. I called you at the wrong time.
2. I'm sorry. I called you at the wrong time.
3. I'm sorry. I called you at the wrong time.
4. I'm sorry. I called you at the wrong time.
5. I'm sorry. I called you at the wrong time.
6. I'm sorry. I called you at the wrong time.
7. I'm sorry. I called you at the wrong time.
8. I'm sorry. I called you at the wrong time.
9. I'm sorry. I called you at the wrong time.
10. I'm sorry. I called you at the wrong time.

Section 5

1. I'm sorry. I called you at the wrong time.
2. I'm sorry. I called you at the wrong time.
3. I'm sorry. I called you at the wrong time.
4. I'm sorry. I called you at the wrong time.
5. I'm sorry. I called you at the wrong time.
6. I'm sorry. I called you at the wrong time.
7. I'm sorry. I called you at the wrong time.
8. I'm sorry. I called you at the wrong time.
9. I'm sorry. I called you at the wrong time.
10. I'm sorry. I called you at the wrong time.

I'm always on time.

Learning
Focus

Topic	Time & Appointments
Objectives	To reinforce the language for talking about appointments through selective listening practice To be familiar with time expressions through repeated listening and speaking practice
Materials	book, CD player, CD, telephone memo, clock, calendar, big pieces of paper to make invitation cards
Key Language	A: When would you like to come? B: Can I come on Monday at 10? A: What about 9:00 instead? B: Okay. I want to reschedule my appointment for tomorrow. I make an appointment to see my doctor. Don't be late. You're always late.
Key Vocabulary	appointment, what time...?, cancel, schedule, reschedule, late, early, meet, on time, reserve, free, a.m., p.m.
Duration of Class	50 minutes

Greetings

Start the lesson in a lively way so the students feel welcome and comfortable before the class.

- ① - Good morning. / Good afternoon.
- How was your vacation? (→ It was super. I went hiking.)
- Why do you have a long face? (→ My baby brother is sick.)
- How's the weather today? (→ It's mild and clear.)
- What's the date today? (→ It's April, 4th.)

Review & Warm up

1. Review

- a. Post a telephone memo on the board.
- b. Ask students to find out the information from the memo.

- ① - Who called?
- What time did the person call?
- Why did the person call?

2. Warm up

Part 1

- Show students a clock. Teach them the big hand and the little hand.
 - Ⓣ The big hand names the minute and the little hand tells the hour.
- Inform the concept of 'after/past', and 'to'.
 - 3:15; It's three fifteen. It's quarter (=fifteen) after (=past) three.
 - 12:50; It's twelve fifty. It's ten to one.
 - 7:30; It's seven thirty. It's half after (=past) seven. It's thirty minutes to eight.
- Explain the difference between "Do you have time?" and "Do you have the time?"
 - Ⓣ - Do you have time? It asks if you have time to do something. People ask this for asking out or a favor.
 - Do you have the time? It asks the time. It has the same meaning as "What time is it now?"

Tip

Inform the students that 'quarter' means fifteen minutes and 'half' means 30 minutes.

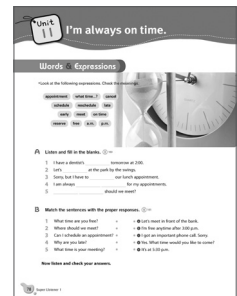
Part 2

- Show students a calendar.
- Go through the each month.
 - January, February, March, April, May, June, July, August, September, November, December
- Go through the weekdays and weekends.
 - Weekdays: Monday, Tuesday, Wednesday, Thursday, Friday
 - Weekends: Saturday, Sunday
- Go through the dates. Tell them to use ordinal numbers.

Presentation

1. Words & Expressions

- Have students look at the words on page 78 and read each word out chorally.
- Go through each word by checking students' previous knowledge about key words in the lesson.
 - Ⓣ - What does 'appointment' mean? (→ It means scheduled event.)
 - How do you spell 'reschedule'? (→ R-E-S-C-H-E-D-U-L-E.)
- Play the CD track 160, 161 and ask students to find the correct answers.
- If necessary, play the CD again so the students can complete the answers fully.
- Play the CD again and check the answers with students.



2. Warm-Up

- Before listening to the CD, have students close their books.
- Ask the students to listen for who and why she/he called in the recording.
- Play the CD track 162 and ask the students.
 - Ⓣ - Why does the boy's friend get angry? (→ The boy usually gets late.)
 - What will Ruby and a boy will to? (→ They will study together.)
 - When will they meet? (→ They'll meet at the library at 6:00.)
- Let students open their books and circle the words in question 'A' while listening to the CD.
- Play the CD track 163 and have the students circle the words they hear. After listening, ask the following questions below:
 - Ⓣ - Which words did you circle?
 - Why does the girl call the hospital? (→ She calls when she's sick.)
 - Who schedules the appointment? (→ A doctor's secretary does.)
 - Why do you have to make an appointment? (→ The doctor is busy all the time.)
- After listening to the CD track 164, give the following questions to the students.
 - Ⓣ - Where will they meet? (→ They'll meet in front of the theater.)
 - Where will they meet? (→ They'll meet at the subway station.)
 - What time will they meet? (→ They'll meet at two.)

3. Listening Focus 1

[Listen & Write]

- Have students listen to the CD track 165 and write down the corresponding information.
- Check the answers as a class. Make sure that the students spell the answers correctly when writing. If necessary, play the CD one more time.
 - Ⓣ - Who does Eric want to see? (→ He wants to see Dr. Cooper.)
 - What is Eric's last name? (→ It's Thomas.)
 - When is Eric's birthday? (→ It's September, 12th 1997.)
 - When will Eric see Dr. Cooper? (→ He'll meet Dr. Cooper on Wednesday at 9:00.)

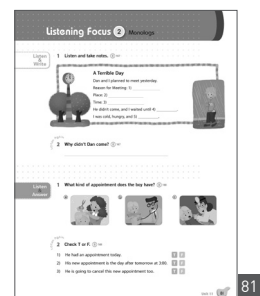
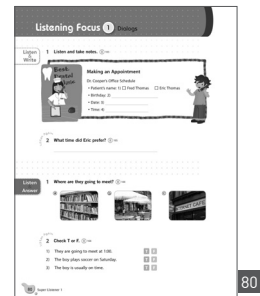
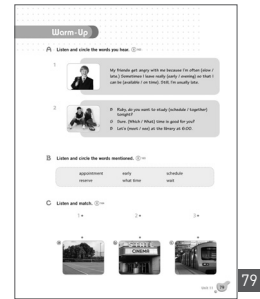
[Listen & Answer]

- Let students listen to the CD track 166 and find the correct answers by themselves.
- Check the answers with the students.
 - Ⓣ - What will they do? (→ They'll play on-line games together.)
 - When will they meet? (→ They'll meet on Saturday.)
 - What time will they meet? (→ They'll meet at two.)
 - Where will they meet? (→ They'll meet outside Power PC.)

4. Listening Focus 2

[Listen & Write]

- Have students listen to the CD track 167 and fill in the blanks on page 81.
- Play the CD one more time so the students can complete the writing fully.

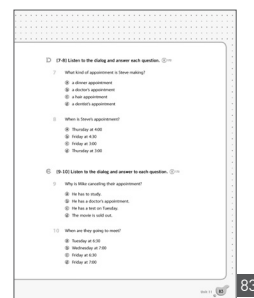
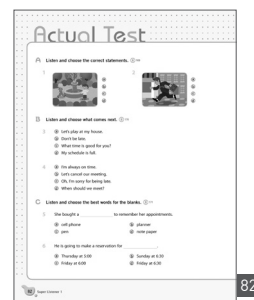


[Listen & Answer]

- Ask students to listen to the CD track 168 and find the correct answers on their own.
- Go over the answers by pausing after each key sentence that is related to the questions and have the students repeat.

5. Actual Test

- Play the CD from tracks 169 to 173 and have the students choose the correct answers on their own. Go over the answers as a class.
- Ask the students which questions they found the most difficult and then play the chosen track again.



Reinforcement

- Have students think of a party.
① What kind of party do you usually have? Can you talk to each other?
- Tell them to write an invitation card for their own party.
① It can be any party you like. (e.g. pajama party, birthday party, house warming party)
- Distribute a blank sheet of paper to each student and have them write the details of the party they want to have. (e.g. type of the party, the date, time, and the place)
- Let the students to talk about each other's different party schedule when the writing is done.

Tip

Leave some space on the paper for the next class. After this class, collect the paper. Draw a map in the next class.

Closing

- a. Inform the students that they should answer the questions from Unit 11 in their workbook for homework.

① - This is today's homework. I want you to do it all by yourself. Can you do that?

- Can you do all the exercises from page 31 to 33 by tomorrow?
- Can you listen to the CD while doing your homework?

- b. If there is any time left, have each student make one sentence including any key word from the lesson and let them say it to you freely when they leave the classroom.

- c. Give your students suitable praise for their participation in the lesson and finish by saying:

Ⓣ - I do enjoy teaching this class.

- All of you are my proud students.
- You are my best students.

Unit
11

I'm always on time.

A Write the meaning of the word in Korean. Then write each word three times.

1. on time	
2. late	
3. early	
4. schedule	
5. cancel	
6. appointment	
7. meet	
8. schedule	

B Translate each sentence into Korean.

1. What time are you here?
2. When should we meet?
3. I'm late again after 3:00 p.m.
4. Let's meet in front of the bank.
5. I have a dentist's appointment tomorrow at 10:00.

Unit 11

C Dialogue. Listen and fill in the blanks.

1. A: Hello. B: Hello. C: Hello, my friend.
A: I'd like to talk to _____ with _____.
A: How many and how often please?
A: In the _____, September 12, 2000.
A: _____ day?
A: On _____ (Wednesday) at 10 in the morning.
A: Sorry, _____.
A: OK.
A: At night. _____ (Wednesday) day.

2. A: Hey, look. Do you want to _____ (fly) weekend?
A: Yes, I want to go to _____.
A: How about _____ at around 10:00?
A: Sure, _____ on _____.
A: Great. _____ (fly) _____.
A: Sure, _____.

3. A: I had _____ yesterday. We traveled there and _____ for three days.
A: _____ at 10:00. _____ (fly) _____.
A: _____ had _____ (fly) _____.
A: _____ at 12:30. _____ (fly) _____ and _____ (fly) _____.
A: _____ (fly) _____.

4. A: _____

5. A: _____

6. A: _____

7. A: _____

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247.

[illegible]

It's around the corner.

Learning
Focus

Topic	Finding Locations
Objectives	To reinforce the language of finding locations through selective listening practice To be familiar with expressions of locations through repeated listening and speaking practice
Materials	book, CD player, CD, invitation card (last class's work)
Key Language	A: How do I get to the movie theater? B: It's right around the corner. A: I'm trying to find a supermarket. B: There's one two blocks from here. A: I'm looking for a book shop. B: Walk straight and turn left at the corner. It's on your left next to the bakery. I live in the very convenient neighborhood.
Key Vocabulary	next to, across from, between, block, directions, around the corner, center, straight, right, left, neighborhood, intersection, far, close
Duration of Class	50 minutes

Greetings

Start the lesson in a lively way so the students feel welcome and comfortable before the class.

- ① - Good morning. / Good afternoon.
- Why were you absent? (→ I went to England for a vacation.)
 - Why are you blue? (→ I got F on the report card.)
 - How's the weather today? (→ The temperature is very low today.)
 - What's the date today? (→ It's May, 31st.)

Review & Warm up

1. Review

- Post one of the invitation cards from the last class.
- Ask students the date, time, and place of the party.

Tip

Remember to use these invitation cards again after in this class for reinforcement.

2. Warm up

- Let one student come front and raise hand as teacher says.
 - Right, (See if she/he raise the right hand) left, right, right, right, left.
- Say 'right' and 'left' randomly so that the student can't predict what's next.
- If a student raised a wrong hand, she/he loses the game.

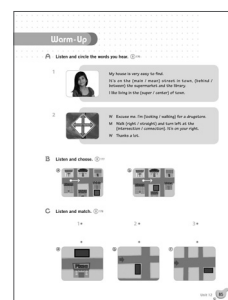
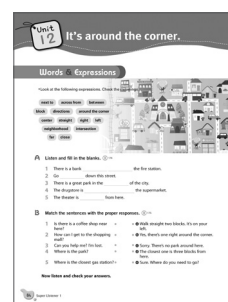
Presentation

1. Words & Expressions

- Have students look at the words on page 84 and read each word out chorally.
Go through each word by checking students' previous knowledge about key words of the lesson.
 - Do you know what 'intersection' means? It means the place where two streets meet.
 - How do you spell 'neighborhood'? (N-E-I-G-H-B-O-R-H-O-O-D.)
- Play the CD track 174, 175 and ask students to find the correct answers.
- If necessary, play the CD again so the students can complete the answers fully.
- Play the CD again and check the answers with students.

2. Warm-Up

- Before listening to the CD, have students close their books.
- Ask the students to listen for the way to the location in the recording.
- Play the CD track 176 and ask the students.
 - What is between the supermarket and the library? (There's a girl's house.)
 - Where in town is the girl's house? (Her house is in the center of the town.)
 - What is the woman looking for? (She's looking for a drugstore.)
- Let students open their books and circle the words in question 'A' while listening to the CD.
- Play the CD track 177 and have the students circle the words they hear. After listening, ask the following questions below:
 - What did the boy find? (He found a best sandwich shop.)
 - What's next to the sandwich shop? (A bakery is there.)
- After listening to the CD track 178, give the following questions to the students.
 - Where does the girl want to go? (She wants to go to a movie theater.)
 - Where is the Internet cafe? (It's across from the pizzeria.)
 - How far is the supermarket? (It's two blocks from here.)



3. Listening Focus 1

[Listen & Write]

- Have students listen to the CD track 179 and write down the corresponding information.
- Check the answers as a class. Make sure that the students spell the answers correctly when writing. If necessary, play the CD one more time.

- ① - What is the book shop's name? (→ It's Book Nook.)
- How far is the book shop from the intersection? (→ It's three blocks away.)
 - What's next to the book shop? (→ A bakery is next to it.)

[Listen & Answer]

- Let students listen to the CD track 180 and find the correct answers on their own.
- Check the answers with the students.

- ① - Why is the girl late? (→ She's lost.)
- Where is the boy? (→ He's at the subway station.)
 - Where is the girl? (→ She's at the police station.)
 - What is across from the station? (→ There is a fountain.)

4. Listening Focus 2

[Listen & Write]

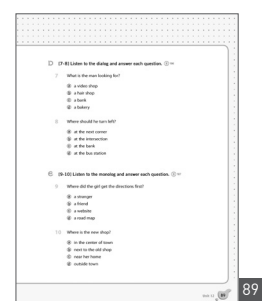
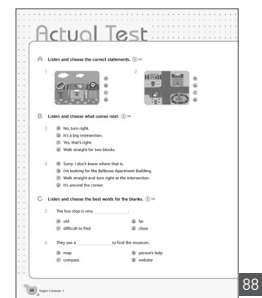
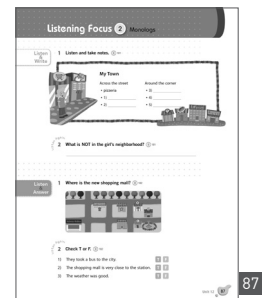
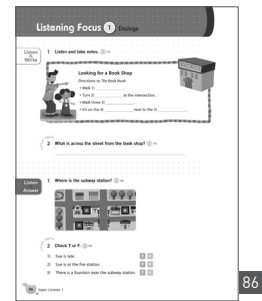
- Have students listen to the CD track 181 and fill in the blanks on page 87.
- Play the CD one more time so the students can complete the writing fully.

[Listen & Answer]

- Ask students to listen to the CD track 182 and find the correct answers by themselves.
- Go over the answers by pausing after each key sentence that is related to the questions and have the students repeat.

5. Actual Test

- Play the CD from track 183 to 187 and have the students choose the correct answers on their own. Go over the answers as a class.
- Ask the students which questions they found the most difficult and then play the chosen track again.



Reinforcement

- Take out the invitation cards that the students made in the last class and distribute them.
- Let students draw a party place on their cards.
- Make every student come up to the front and let them say the way to get to the party place.

Tip

Tell the students that they don't have to draw a real place. They can make up the places.
Let them take the cards home after the class.

Closing

- Inform the students that they should answer the questions from Unit 12 in their workbook for homework.
 - Ⓣ - This is today's homework. I want you to do it all by yourself. Can you do that?
 - Can you do all the exercises from page 34 to 36 by tomorrow?
 - Can you listen to the CD while doing your homework?
- If there is any time left, have each student make one sentence including any key word from the lesson and let them say it to you freely when they leave the classroom.
- Give your students suitable praise for their participation in the lesson and finish by saying:
 - Ⓣ - I had a wonderful time with you.
 - You accomplished a lot through this book.
 - You've been super students.

Unit 12 It's around the corner.

A Write the meaning of the word in Russian. Then write each word three times.

- between
- next to
- corner
- block
- corner
- neighborhood
- across from
- around

B Translate each sentence into Russian.

- Walk straight one block. It's on your left.
- There is a coffee shop near here?
- Where is the closest gas station?
- Can you help me find this?
- The closest one is three blocks from here.

34

C Dictation. Listen and fill in the blanks.

1. I can see the _____ the front shop.

2. I can see the _____ the front shop.

3. I can see the _____ the front shop.

4. I can see the _____ the front shop.

5. I can see the _____ the front shop.

6. I can see the _____ the front shop.

7. I can see the _____ the front shop.

8. I can see the _____ the front shop.

9. I can see the _____ the front shop.

10. I can see the _____ the front shop.

35

1. My friend and I _____ in the city on Saturday. We went to _____ and then walked enough for about _____.

2. I can see the _____ the front shop.

3. I can see the _____ the front shop.

4. I can see the _____ the front shop.

5. I can see the _____ the front shop.

6. I can see the _____ the front shop.

7. I can see the _____ the front shop.

8. I can see the _____ the front shop.

9. I can see the _____ the front shop.

10. I can see the _____ the front shop.

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