

Super

Listener 2

**A Classroom
Teacher's Guide**

What does he look like?

Learning Focus

Topic	Describing people
Objectives	To reinforce language for describing people through selective listening practice To understand describing expressions through repeated listening and speaking practice
Materials	book, CD player, CD, simple map of the school, pictures of funny faces
Key Language	A: What does your sister look like? B: She's tall and has blond hair. A: Is this a picture of your cousin? B: Yes, he's really tall. I don't look like my brother at all. He has a round face. Let me tell you about my large family.
Key Vocabulary	short, tall, slim, overweight, have freckles, have pimples, pretty, handsome, wear glasses, look like, friendly, active, shy, quiet, curly, square, round
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 was your day? (→ It was awesome. We had a talent show.)
- How was your first day of school? (→ It was okay. I made new friends.)
- How's the weather today? (→ It's bright.)
- What's the date today? (→ It's January, 1st.)

Review & Warm up

1. Review

- a. Post a simple map of the English school on the board.
- b. Ask students how they can get to the appointed classrooms.
 - ① Where is 'Giraffe' class? (→ It's on the second floor. It's between 'Lion' class and 'Dolphin' class.)

2. Warm up

Part 1

- Give students two minutes to think about their best friends.
- Have them describe their best friends freely.
- Talk about what students mentioned.
 - Physical figure: color of eyes, hair, skin tone, hair style, height, body type, etc.
 - Character: personality, personal interest, talent, etc.

Tip

Let students realize describing people includes not just talking about the physical figure, but also their personality. They can use various adjectives, especially ones they've learned from Super Listener 1, Unit 3.

Part 2

After listening to students' description of their best friends, discuss if there were any harsh words to hurt feelings. (e.g. fat, ugly, dirty)

Tip

Tell students to have good manners when they describe others. They shouldn't use words that show racism. Let them know it can cause a serious problem.

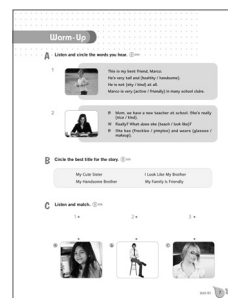
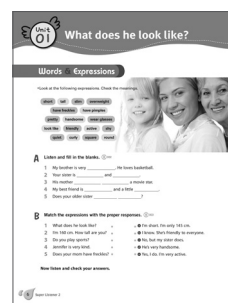
Presentation

1. Words & Expressions

- 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 key words of the lesson.
 - Ⓣ - What does 'freckle' mean? (→ It means little dots on the face.)
 - How do you spell 'pimple'? (→ P-I-M-P-L-E.)
 - Do you know what 'overweight' mean? (→ It means the same as 'fat'.)
- Play the CD track 002, 003 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 appearance and personality in the recording.
- Play the CD track 004 and ask the students.
 - Ⓣ - Who is the boy's best friend? (→ He is Marco.)
 - What does he look like? (→ He is tall and handsome.)
 - What does the new teacher look like? (→ She has freckles and wears glasses.)
- Have students open their books and circle the words in question 'A' while listening to the CD.



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

- Ⓙ - Which words did you circle?
 - How many siblings does the girl have? (→ She has one brother and a sister.)
 - How are they? (→ Both of them are friendly.)
 - Does the girl look like his brother? (→ No, she doesn't.)

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

- Ⓙ - Is the boy's sister tall or short? (→ She's tall.)
 - What's cute on the boy's cousin's face? (→ His freckles are really cute.)
 - Does the boy's sister wear glasses? (→ No, she doesn't.)

3. Listening Focus 1

[Listen & Write]

- a. Have students listen to the CD track 007 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.

- Ⓙ - Where is this place? (→ It's a toy store.)
 - What is the lost girl wearing?
 - (→ She's wearing blue jeans and a yellow T-shirt.)

[Listen & Answer]

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

- Ⓙ - Who's Rob? (→ He's the boy's cousin.)
 - Who's Dan? (→ He's the boy's brother.)
 - When will he come? (→ He will come this weekend.)
 - Where will they meet? (→ They'll meet at the park.)

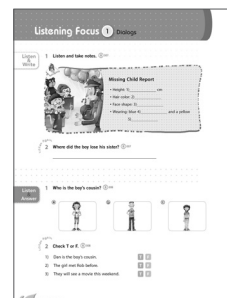
4. Listening Focus 2

[Listen & Write]

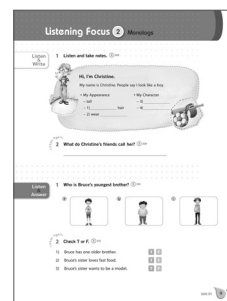
- a. Have students listen to the CD track 009 and fill in the blanks on page 9.
- b. Play the CD one more time so the students can complete the writing fully.

[Listen & Answer]

- a. Ask students to listen to the CD track 010 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.



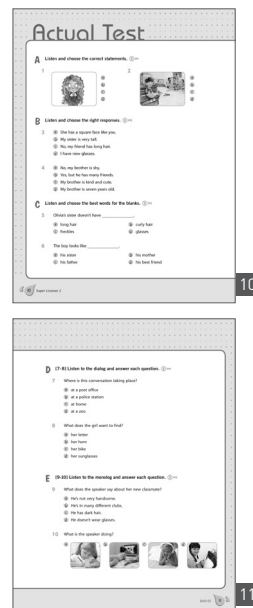
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5. Actual Test

- 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

- Bring some pictures of funny faces.
- Pair up the students.
- Have one student from each pair look at the picture and describe the picture.
- Let one student from the pair draw as the other student describes.
- After the drawing is finished, compare it with the original picture.
- The pair that has completed the most similar drawings wins the game.

Tip

The more complicated the picture is, the funnier the drawing will be.

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:

- Ⓣ - Good to have you back for Super Listener 2.
- Let's continue the excellent work in the next class.
 - Have a wonderful day!

Unit 01 What does he look like?

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

1. short	_____
2. slim	_____
3. overweight	_____
4. average	_____
5. glasses	_____
6. old	_____
7. handsome	_____
8. active	_____

B Translate each sentence into Russian.

- How tall are you? _____
- How heavy are you? _____
- What does he look like? _____
- He's about 1.70 m tall. _____
- How does he look like? _____
- He's about 1.70 m tall. _____
- How does he look like? _____
- He's about 1.70 m tall. _____

C Discussion. Listen and fill in the blanks.

1. a. I have a brother. He is _____.

- He's short and fat.
- He's tall and thin.
- He's average.
- He's old.
- He's handsome.
- He's active.

2. a. I have a sister. She is _____.

- She's short and fat.
- She's tall and thin.
- She's average.
- She's old.
- She's handsome.
- She's active.

3. a. I have a friend. He is _____.

- He's short and fat.
- He's tall and thin.
- He's average.
- He's old.
- He's handsome.
- He's active.

4. a. I have a brother. He is _____.

- He's short and fat.
- He's tall and thin.
- He's average.
- He's old.
- He's handsome.
- He's active.

5. a. I have a sister. She is _____.

- She's short and fat.
- She's tall and thin.
- She's average.
- She's old.
- She's handsome.
- She's active.

6. a. I have a friend. He is _____.

- He's short and fat.
- He's tall and thin.
- He's average.
- He's old.
- He's handsome.
- He's active.

I want to buy this jacket.

Learning Focus

Topic	Clothes & Style
Objectives	To be acquainted with the words for shopping and fashion To know the expressions of fashion through repeated listening and speaking practice
Materials	book, CD player, CD, paper doll (If you can't get this, you can google one and print it out.)
Key Language	A: Can I try this on? B: OK, but I think it's too big for you. A: Which one looks good on me? B: I like the blue blouse. It goes well with your skirt. A: Do you need anything else? B: I want to see some shirts, please. I bought this for my birthday party. Big clothes are the trend these days. I'm looking for a size seven jacket.
Key Vocabulary	jacket, pants, blouse, skirt, boots, sneakers, jeans, suit, medium, go well with, try on, fashion, style, trends, fit, tight, size, look good on
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 test at school? (→ I've got B. It wasn't bad.)
- Did you get new pants? (→ Yes, I went shopping yesterday.)
- How's the weather today? (→ It's foggy today.)
- What's the date today? (→ It's February, 12th.)

Review & Warm up

1. Review

- a. Pick one student to come to the front.
- b. Let him/her choose one of the students from the class.
- c. Have him/her describe that person.
- d. Make others guess who that person is.

2. Warm up

- Let each student stand up, one at a time, to talk about what they are wearing.
- Make them talk about every single thing they are wearing.
- Have other students listen and see if they heard everything.

Tip

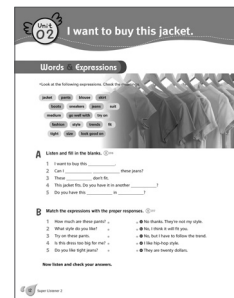
Inform students about the words that should be said in plural forms all the time.

- pants, shoes, socks, glasses

Presentation

1. Words & Expressions

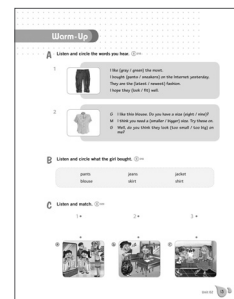
- Have students look at the words on page 12 and read each word out chorally.
Go through each word by checking students' previous knowledge about key words of the lesson.
 - ⓧ - What does 'look good on' mean? (→ It means (clothes) fit well.)
 - How do you know the size of clothes? (→ It's on the tag.)
 - How do you spell 'trend'? (→ T-R-E-N-D.)
 - Where can you try on the clothes? (→ I can try on clothes in the fitting room.)
- Play the CD track 016, 017 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.



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2. Warm-Up

- Before listening to the CD, have students close their books.
- Ask the students to listen for size, color, and clothes in the recording.
- Play the CD track 018 and ask the students.
 - ⓧ - What color does the girl like? (→ She likes green the most.)
 - What does the girl want to try on? (→ She wants to try on the blouse.)
 - What size does the girl look for? (→ She looks for size 8.)
- 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:
 - ⓧ - Where did she go yesterday? (→ She went to a clothing store.)
 - What did the clerk recommend? (→ The clerk recommended a jacket and a blouse.)
 - Did she like it? (→ No, they weren't her style.)
 - What did she buy? (→ She bought a nice shirt and a pair of jeans.)
- After listening to the CD track 020, give the following questions to the students.
 - ⓧ - What color is the dress? (→ It's pink.)
 - Why is the boy wearing big pants? (→ Big clothes are the trend these days.)
 - How much is the blue blouse? (→ It's thirty five dollars.)



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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.

- ① - What does the boy buy? (→ He buys a red jacket.)
 - What else does he want to see? (→ He wants to see some shirts.)

[Listen & Answer]

- Have students listen to the CD track 022 and find the correct answers on their own.
- Check the answers with the students.

- ① - What's the occasion? (→ Jason's graduation is coming.)
 - What should Mike wear? (→ He should wear a suit.)
 - What's the trend of a suit?
 (→ Wearing a white shirt without a tie is the trend.)
 - Where is a good clothing store? (→ There's one downtown.)
 - Where will they try on the suit? (→ They will go to Jason's house.)

4. Listening Focus 2

[Listen & Write]

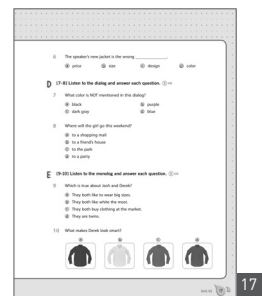
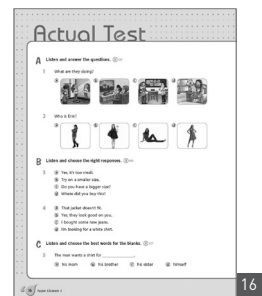
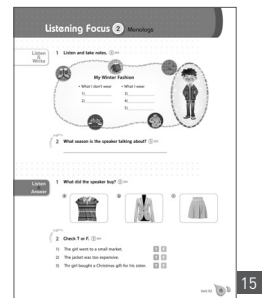
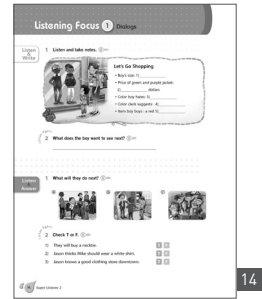
- Have students listen to the CD track 023 and fill in the blanks on page 15.
- Play the CD one more time so the students can complete the writing fully.

[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 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

- a. Take out a paper doll and its clothes.
- b. Give it to one of the students and let him/her dress the doll as your direction.
 - He/She is wearing a scarf, pink dress, and purple tights.
 - He/She is wearing training suits.
- c. Let others try out the same and check the time.
- d. The one who finished it fast and correctly wins the game.

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:
- Ⓟ - It has been a quality time with you.
 - You showed amazing energy.
 - You participated a lot. Great work!

Unit
02

▶


Want to buy this jacket.

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

1. pants	
2. shorts	
3. blouse	
4. windbreaker	
5. suit	
6. light	
7. try on	
8. fit	

B Translate each sentence into Korean.

1. I want to buy this shirt.
2. How much are these pants?
3. I like hip hop style.
4. Do you like the light jacket?
5. Please try on my shirt.


Dongin Learning

C. Dialogue. Listen and fill in the blanks.

1. I suppose you can help me? a. please

— Yes, the swimming is b. better.

— Oh, that's great. I want to go and people go there to c. swim.

— The danger is that the lake d. is deep.

— What about the wall? I think that's a better idea e. than the lake.

— Yes f. it is.

— Oh, so you think anything else? g. I think

— I think h. it's i. possible.

2. I want to look for a good graduation, then.

— That should be a a. little.

— I don't know anything about it. b. sorry.

— Yes, simply look, but what a c. difficult a.

— Oh, I think you are good d. ?

— Yes, I think I am e. good f. something g. something h. to try i. to try j. to try k. to try l. to try m. to try n. to try o. to try p. to try q. to try r. to try s. to try t. to try u. to try v. to try w. to try x. to try y. to try z. to try aa. to try ab. to try ac. to try ad. to try ae. to try af. to try ag. to try ah. to try ai. to try aj. to try ak. to try al. to try am. to try an. to try ao. to try ap. to try aq. to try ar. to try as. to try at. to try au. to try av. to try aw. to try ax. to try ay. to try az. to try ba. to try bb. to try bc. to try bd. to try be. to try bf. to try bg. to try bh. to try bi. to try bj. to try bk. to try bl. to try bm. to try bn. to try bo. to try bp. to try bq. to try br. to try bs. to try bt. to try bu. to try bv. to try bw. to try bx. to try by. to try bz. to try ca. to try cb. to try cc. to try cd. to try ce. to try cf. to try cg. to try ch. to try ci. to try cj. to try ck. to try cl. to try cm. to try cn. to try co. to try cp. to try cq. to try cr. to try cs. to try ct. to try cu. to try cv. to try cw. to try cx. to try cy. to try cz. to try da. to try db. to try dc. to try dd. to try de. to try df. to try dg. to try dh. to try di. to try dj. to try dk. to try dl. to try dm. to try dn. to try do. to try dp. to try dq. to try dr. to try ds. to try dt. to try du. to try dv. to try dw. to try dx. to try dy. to try dz. to try ea. to try eb. to try ec. to try ed. to try ee. to try ef. to try eg. to try eh. to try ei. to try ej. to try ek. to try el. to try em. to try en. to try eo. to try ep. to try eq. to try er. to try es. to try et. to try eu. to try ev. to try ew. to try ex. to try ey. to try ez. to try fa. to try fb. to try fc. to try fd. to try fe. to try ff. to try fg. to try fh. to try fi. to try fj. to try fk. to try fl. to try fm. to try fn. to try fo. to try fp. to try fq. to try fr. to try fs. to try ft. to try fu. to try fv. to try fw. to try fx. to try fy. to try fz. to try ga. to try gb. to try gc. to try gd. to try ge. to try gf. to try gg. to try gh. to try gi. to try gj. to try gk. to try gl. to try gm. to try gn. to try go. to try gp. to try gq. to try gr. to try gs. to try gt. to try gu. to try gv. to try gw. to try gx. to try gy. to try gz. to try ha. to try hb. to try hc. to try hd. to try he. to try hf. to try hg. to try hh. to try hi. to try hj. to try hk. to try hl. to try hm. to try hn. to try ho. to try hp. to try hq. to try hr. to try hs. to try ht. to try hu. to try hv. to try hw. to try hx. to try hy. to try hz. to try ia. to try ib. to try ic. to try id. to try ie. to try if. to try ig. to try ih. to try ii. to try ij. to try ik. to try il. to try im. to try in. to try io. to try ip. to try iq. to try

8. I want to be _____ to buy a gift for my sister's birthday. She really likes jewelry. I want a watch or ring. But her favorite is a new computer tablet. I don't know. What can I use my money for and get a job for (for Christmas). I really hope she likes this.

9. I see you know about _____ stuff.
A. What do you want to know, David?
I have a great idea. What are you going to _____ people?
I think you can stop your dad's car.
Do you want _____?
Yes. What do you want wearing a shirt?
I want to be _____, David.
The best way to lose _____ is _____.
Yes. I want to go to a French house this weekend.
I like living in the _____.

10. _____
A. Jack and David are _____ Jack likes meeting others and
David always gives his useful tips to _____
David usually wants to be a _____ But _____
sometimes he wants to be a star. He is _____ like _____
He usually likes to eat spaghetti. David likes to eat _____
but David doesn't _____

11. _____
A. Jack and David are _____ Jack likes meeting others and
David always gives his useful tips to _____
David usually wants to be a _____ But _____
sometimes he wants to be a star. He is _____ like _____
He usually likes to eat spaghetti. David likes to eat _____
but David doesn't _____

You look down today.

Learning
Focus

Topic	Emotion and moods
Objectives	To be acquainted with the words to express feelings To understand the expressions of moods through selective listening practice
Materials	book, CD player, CD, paper doll (from last class), pieces of paper for Bingo (paper with 5x5 Bingo grid on it)
Key Language	She is very down today. I feel blue. I was both happy and sad to say goodbye. We got the second prize so we were still happy.
Key Vocabulary	happy, sad, lonely, afraid, upset, down, terrible, serious, worried, feel, fantastic, in a bad mood, in a good mood, excited, exciting
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 do you feel today? (→ I feel green. My friends got a new cell phone.)
- You look down today. What happened? (→ I sprained my ankle.)
- How's the weather today? (→ I can feel the fresh breeze.)
- What's the date today? (→ It's March, 22nd.)

Review & Warm up

1. Review

- a. Divide students into two teams.
- b. Let all the students line up and face the back of the class.
- c. Make the first student see the paper doll.
- d. Have him/her whisper what the paper doll is wearing to the second student.
- e. Continue the process until reaching the last student.
- f. Listen to the last student's answer.
- g. The one with the right answer wins the game.

Tip

If both of the students get the right answer, the faster one wins.

2. Warm up

Part 1

Tell students that sometimes colors show feelings. Ask students what moods they feel about each color.

- I feel blue. (It means 'sad' and 'disappointed'.)
- I feel green with envy. (It means feeling 'jealousy'.)

Part 2

Inform the students that sometimes even words for directions can mean feelings. Ask student what moods they feel when they hear various direction words.

- You look down. ('Down' in this sentence means 'depressed'.)
- I feel up to climbing the mountain. ('Feel up to' means you have an energy to do something.)

Presentation

1. Words & Expressions

- 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 in the lesson.

- ① - What does 'serious' mean? (→ It means 'not joking'.)
- What does 'fantastic' mean? (→ It means 'excellent'.)
- Who is in a good mood? (→ (Person's name) is in a good mood.)
- Who is in a bad mood? (→ (Person's name) is in a bad mood.)

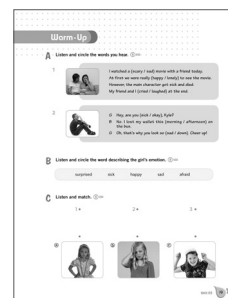
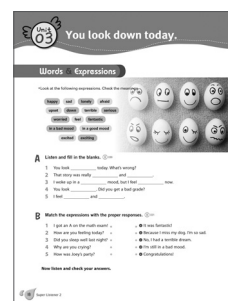
- Play the CD track 030, 031 and ask students to find the correct answers.
- If necessary, play the CD again so the students can complete the answers fully.
- Play the CD again and check the answers with students.

2. Warm-Up

- Before listening to the CD, have students close their books.
- Ask the students to listen for feeling and moods in the recording.
- Play the CD track 032 and ask the students.

- ① - What did the girl watch? (→ She watched a sad movie.)
- How did the girl feel at the end? (→ She felt sad and cried.)
- What did Kyle lose? (→ He lost his wallet.)
- Where did Kyle lose his wallet? (→ He lost it on the bus.)

- Let students open their books and circle the words in question 'A' while listening to the CD.
- Play the CD track 033 and have the students circle the words they hear. After listening, ask the following questions:



- Ⓣ - Which words did you circle?
- What happened to the girl? (→ Her best friend moved to another city.)
- How does the girl feel about her friend's moving? (→ She misses her friend.)
- What does the boy suggest that the girl do?
(→ He suggests her to call her friend.)

f. After listening to the CD track 034, give the following questions to the students.

- Ⓣ - Why is Janice upset? (→ Her dog chewed her favorite doll.)
- Why is Kate down? (→ Her pet goldfish died.)
- Why is Amy happy? (→ She's going to Steve's birthday party. Steve is the most popular boy at school.)

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 did John do on the math test? (→ He got an A.)
- How about Patti? (→ She got a D.)

[Listen & Answer]

- a. Let students listen to the CD track 036 and find the correct answers on their own.
- b. Check the answers with the students.

- Ⓣ - What's the matter? (→ Josh broke Dana's school project—a house.)
- How long did it take Dana to make a house? (→ It took her a week.)
- Will Josh help her to make a new one? (→ No, he won't.)
- What will he do, then? (→ He'll explain what happened to a teacher.)

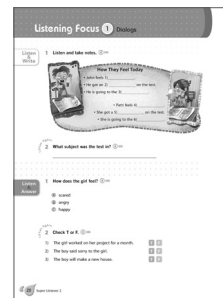
4. Listening Focus 2

[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.



5. Actual Test

- Play the CD from track 039 to 043 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.

Actual Test

A Listen and choose the correct statements. (2'00")

1. The man was very old.
☐ Yes ☐ No

2. The woman was very old.
☐ Yes ☐ No

3. The man was very old.
☐ Yes ☐ No

4. The woman was very old.
☐ Yes ☐ No

B Listen and choose the right responses. (2'00")

1. The man was very old.
☐ Yes ☐ No

2. The woman was very old.
☐ Yes ☐ No

3. The man was very old.
☐ Yes ☐ No

4. The woman was very old.
☐ Yes ☐ No

C Listen and choose the best words for the blanks. (2'00")

1. When I _____ to go on other countries.
☐ happy ☐ sad
☐ very young ☐ very old

2. When I _____ to go on other countries.
☐ happy ☐ sad
☐ very young ☐ very old

3. When I _____ to go on other countries.
☐ happy ☐ sad
☐ very young ☐ very old

D (7-8) Listen to the dialog and answer each question. (2'00")

1. What is the boy's name?
☐ John
☐ Peter
☐ Mary
☐ David

2. What will they do next?
☐ They will go to the park.
☐ They will go to the beach.
☐ They will go to the city.
☐ They will go to the mountains.

E (9-10) Listen to the recording and answer each question. (2'00")

1. Why does the speaker feel sad?
☐ He has lost his job.
☐ He has lost his money.
☐ He has lost his house.
☐ He has lost his car.

2. Why does the speaker feel sad?
☐ He has lost his job.
☐ He has lost his money.
☐ He has lost his house.
☐ He has lost his car.

Reinforcement

- Distribute a piece of paper to each student to play Bingo.
- Let the student write the words that show feelings or moods on a Bingo grid.
- Have students make sentences using the words on the Bingo sheet.
- If he/she says the correct sentence, he/she can cross out the word on the Bingo grid. (If other student wrote the same activity on the Bingo grid, he/she 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 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:
- Ⓟ - See you later, alligator!
 - I hope everyone will come to class with a big smile next time.
 - I hope to see your bright face next Monday.

Unit
03

You look down today.

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

1. space		
2. window		
3. water		
4. hat		
5. what		
6. around		
7. again		
8. between		

B Translate each sentence into Korean.

1. I'm cell in a bad mood.

2. How are you feeling today?

3. I'm nervous!

4. What happened?

5. I'm on my way. I'm on my way.

C. Dictation. Listen and fill in the blanks.

1. I spent it on the math book. _____ new.
I bought _____ milk.
I went to _____ the stores there.
I took _____ to Math.
I _____ some money.
I'm going to the library now. Can you _____?
No, I can't _____.
I _____ back tomorrow.

2. It is painful. _____ you _____ my friends.
_____ I don't know how to _____.
It's my homework for tomorrow.
_____ I _____ my math test on _____.
_____ I think I've learned on this project _____.
I really only _____ to the teacher.
I like _____.

3. My family _____ tomorrow. My best friend and I _____ to _____ are all at the same age. _____ going to Canada. I mean both _____ to go together. They _____ the trip and _____ a vacation _____ after they had to wait _____ in Canada.

8

[illegible]

I like comedy programs.

Learning Focus

Topic	Entertainment
Objectives	To reinforce language for talking about hobbies through selective listening practice To understand expressions to talk about hobbies by doing repeated listening and speaking practice
Materials	book, CD player, CD
Key Language	A: What's your book about? B: It's about a great man. A: What kind of movie is it? B: It's a story about Treasure Island. A: What will you do this weekend? B: I'm thinking of reading a book. There are many good shows on TV tonight. They are all sold out. 3D movies are very popular these days.
Key Vocabulary	action, sci-fi, comedy, fantasy, borrow, lend, sold out, novel, travel, pastime, comics, in 3D, channel, program, hobby
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.
- Did you do your homework? (↔ Yes, most of it. One question was too difficult.)
- Why didn't you come? (↔ I was sick.)
- How's the weather today? (↔ The sun shines in the sky.)
- What's the date today? (↔ It's April, 20th.)

Review & Warm up

1. Review

- a. Have one of the students come up to the front.
- b. Ask him/her to act out one of the emotions.
- c. Let other students guess what the student is describing.
- d. The one who gets the answer comes up to the front and acts out another activity.
- e. Continue this activity until all the key words from the last class have been described.

Tip

The teacher can tell students what emotion to act out. Or a teacher can let students choose one freely.

2. Warm up

Part 1

Inform the students about various kinds of TV programs. Ask the students about their favorite TV program. Then sort the programs in each category.

- Soap opera: Actors and actresses act for a certain situation.
- News: Announcers report what's going on around the world.
- Comedy: Comedians entertain viewers.
- Variety: Entertainers make a show. They show various things.
- Reality show: People show their real lives in certain situations.
- Music show: Singers and musicians play music.
- Documentary: It shows facts in detail.

Part 2

Tell the students that not only the TV programs, but also the movies have different genre. Let students talk about their favorite movie. Then sort the movies into each category.

- Romance: It usually is a romantic comedy. It tells about a love story.
- Sci-fi: It shows a realistic story which might happen with science high technology.
- Fantasy: It presents a story of imaginary creatures.
- Epic: It describes a life of a hero.
- Mythology: It tells a story of the gods.
- Thriller: It gives tension to the viewer.
- Horror: It presents mysterious horrifying events.
- Comedy: It shows funny events.
- Documentary: It presents facts in detail.
- Action: Action stars fight to accomplish a mission.
- Animation: Animated pictures or computer graphics present the story.

Presentation

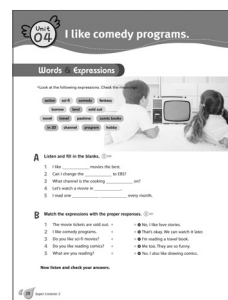
1. Words & Expressions

- 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 key words in the lesson.

- ① - What is your favorite genre of movie? (→ I like sci-fi movies.)
- Did you watch the Twilight movie? (→ Of course, I did. I watched it in 3D.)

- 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

- Before listening to the CD, have students close their books.
- Ask the students to listen for hobbies in the recording.
- Play the CD track 052 and ask the students.

- Ⓣ - What is the boy's hobby? (→ It's reading books.)
- What kind of books does he like? (→ He likes books about science.)
 - Why don't they watch the DVD? (→ A boy's watching the sports channel now.)
 - When will they watch the DVD? (→ They'll watch it about 15 minutes later.)

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

- Play the CD track 053 and have the students circle the words they hear. After listening, ask the following questions:

- Ⓣ - Which words did you circle?
- What does the girl like to watch? (→ She likes scary movies and action movies.)
 - How about her brother? (→ He hates both. He likes comedies.)
 - What do they both like? (→ Both of them like comic books.)

- After listening to the CD track 054, give the following questions to the students.

- Ⓣ - What is the girl's favorite movie? (→ It's Star Trek.)
- What is the book about? (→ It's about a great man.)
 - What did they watch on TV? (→ They watched a circus.)

3. Listening Focus 1

[Listen & Write]

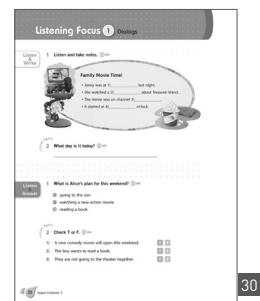
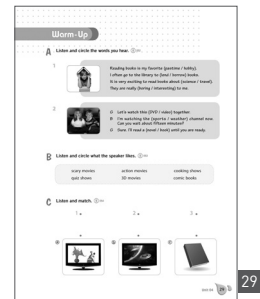
- Have students listen to the CD track 055 and write down the corresponding information.
- Check the answers as a class. Make sure that the students spell the answers correctly when writing. If necessary, play the CD one more time.

- Ⓣ - What did Jenny do last night? (→ She watched a movie with her sister and mother.)
- Where did she watch the movie? (→ She watched at home.)
 - What was it about? (→ It was about Treasure Island.)

[Listen & Answer]

- Let students listen to the CD track 056 and find the correct answers on their own.
- Check the answers with the students.

- Ⓣ - What does the boy want to do? (→ He wants to see an action movie.)
- Why doesn't the girl want to see the movie? (→ She wants to read a book.)
 - What is the book about? (→ It's a real story of a monkey and a man.)



4. Listening Focus 2

[Listen & Write]

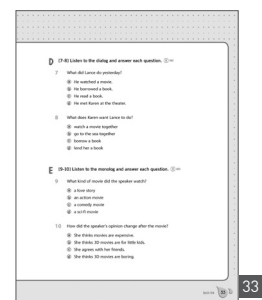
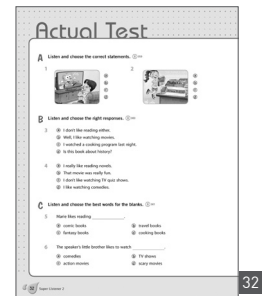
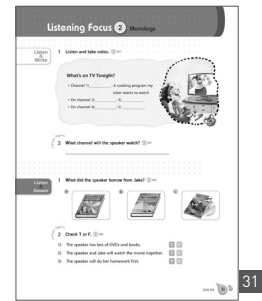
- Have students listen to the CD track 057 and fill in the blanks on page 31.
- Play the CD one more time so the students can complete the writing fully.

[Listen & Answer]

- Ask students to listen to the CD track 058 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 059 to 063 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

- Divide the 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 spare time activities. If he/she makes sentences correctly, draw his/her team's symbol on the pertaining box.

E.g. I love watching movies. / I read books every Sunday.

I enjoy playing computer games.

- Repeat the process with a student from the other team.
- Continue the game until a team has three of their symbols 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 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:

- Ⓣ - Have an excellent holiday.
- Have fun and let's talk about it next time.

Unit 4
04 I like comedy programs.

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

1. watch
2. comedy
3. look
4. answer
5. today
6. program
7. at 4
8. channel

B Translate each sentence into Russian.

1. The movie tickets are sold out.
2. Do you like reading comic books?
3. What are you reading?
4. I like true stories.
5. We can watch it later.

10

C Dictation. Listen and fill in the blanks.

01

1. I'm sorry what did you do last night?
 - a) I had a great night.
 - b) I had a terrible night.
 - c) I had a boring night.
 - d) I had a funny night.
2. I had a great night. I was with my friend and sister.
3. Did you go to the theater?
4. Yes, I did. I went to the theater.
5. I had a great night. I was with my friend and sister.
6. I had a great night. I was with my friend and sister.
7. I had a great night. I was with my friend and sister.
8. I had a great night. I was with my friend and sister.
9. I had a great night. I was with my friend and sister.
10. I had a great night. I was with my friend and sister.

11

02

1. I went to the library today. I had a lot of books. I was with my friend and sister.
2. I had a great night. I was with my friend and sister.
3. I had a great night. I was with my friend and sister.
4. I had a great night. I was with my friend and sister.
5. I had a great night. I was with my friend and sister.
6. I had a great night. I was with my friend and sister.
7. I had a great night. I was with my friend and sister.
8. I had a great night. I was with my friend and sister.
9. I had a great night. I was with my friend and sister.
10. I had a great night. I was with my friend and sister.

12

I like outdoor sports.

Learning
Focus

Topic	Sports
Objectives	To learn the words for outdoor sports through selective listening practice To reinforce the expression about sports through repeated listening and speaking practice
Materials	book, CD player, CD
Key Language	A: What kind of sports do you like? B: I really enjoy water sports. A: Why do people always warm up before exercising? B: If we don't, we can get hurt. A: What sports do you want to watch? B: I'm interested in badminton. A: Why don't we play soccer this afternoon? B: I'm sorry, but I don't like playing soccer. This event is every four years. I'm not good at skating.
Key Vocabulary	baseball, soccer, table tennis, marathon, tennis, swimming, coach, athlete, warm up, hit a home run, outdoor, indoor, figure skating, set a record
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.
- It's a perfect day for a picnic. (→ Yes, it is. I think I will ride a bike after class.)
 - Did you see the new action movie? (→ You mean, Bourne Legacy? Yes, I did.)
 - How's the weather today? (→ It is cool.)
 - What's the date today? (→ It's May, 18th.)

Review & Warm up

1. Review

- Write down the words below on the board.
 - book, DVD, movie ticket, computer, etc.
- Tell the students guess what you are trying to say.
 - book: I take this with me when I go travelling.

- DVD: I usually watch this at home.
- movie ticket: It is very light. I need it to get in the cinema.
- computer: I have this in my room. I sometimes use this for getting information.

2. Warm up

Part 1

Tell the students that the verb 'play' is used for sports as well as for musical instruments. However, before the musical instruments there should be a definite article 'the' while for sports, there shouldn't be any definite article.

- I play badminton. I play basketball. I play baseball. I play soccer.
- I play the piano. I play the trumpet. I play the violin. I play the cello.

Part 2

a. Inform the students that both soccer and football mean the same.

- Eleven players are on one team. Two teams kick the ball to each other's goal to score. They play for two periods. Each period lasts for 45 minutes. The ball is round.

b. Tell the students the difference between American football and football.

- Eleven players are on one team. Two teams run to the goal with a ball. They use hands to carry the ball while soccer players can't use hands except the goalie. American football players wear safety gear. They have four quarters (Each quarter is fifteen minutes.) and the whole game lasts for an hour. They use a ball that is nearly oval shaped. Goals have poles.

Tip

Show the pictures of the games mentioned for better understanding of the differences.

Presentation

1. Words & Expressions

a. Have students look at the words on page 34 and read each word out chorally.

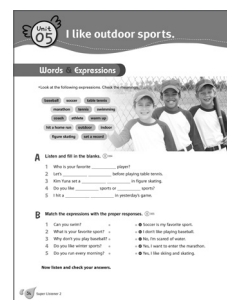
Go through each word by checking students' previous knowledge about the key words of the lesson.

- ① - What sports do you play? (→ I play baseball.)
 - What can you do in the pool? (→ I can swim in the pool.)

b. Play the CD track 064, 065 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 sports in the recording.
- Play the CD track 066 and ask the students.
 - What do Robert and the boy like? (→ They like sports very much.)
 - What sports does Robert like? (→ He likes playing soccer.)
 - What sports does the boy like? (→ He likes playing table tennis.)
 - What does the girl like to do? (→ She likes swimming.)
 - What does the boy want to do in the future? (→ He wants to be a famous basketball coach in the future.)
- Have students open their books and circle the words in question 'A' while listening to the CD.
- Play the CD track 67 and have the students circle the words they hear. After listening, ask the following questions:
 - How often is it held? (→ It is held every four years.)
 - What do many countries try to win? (→ They try to win gold medals.)
 - What is this event? (→ It is Olympic Games.)
 - How many players are there on a team? (→ There are nine players.)
 - What do players do? (→ They try to throw, hit, and catch a small ball.)
 - What is this sport? (→ It's a baseball.)
- After listening to the CD track 68, give the following questions to the students.
 - What are they looking at? (→ They're looking at a girl skating.)
 - What kind of sports does she like? (→ She enjoys water sports—swimming, fishing, diving.)
 - What do people do before exercising? (→ People warm up before exercising.)

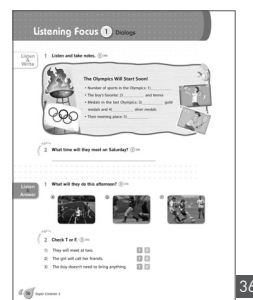
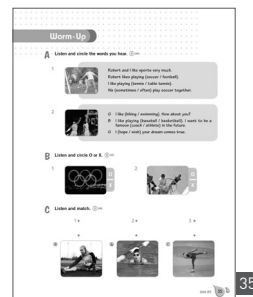
3. Listening Focus 1

[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.
 - How many sports are there in the Olympic Games? (→ There are 28 sports.)
 - What does the boy want to watch? (→ He's interested in badminton and tennis.)
 - Where will he watch those sports? (→ He's going to the stadium.)

[Listen & Answer]

- Let students listen to the CD track 070 and find the correct answers by themselves.
- Check the answers with the students.
 - What does the girl like to play? (→ She likes to play baseball.)
 - Where will they meet? (→ They'll meet at the school playground.)
 - When will they meet? (→ They'll meet at four.)



4. Listening Focus 2

[Listen & Write]

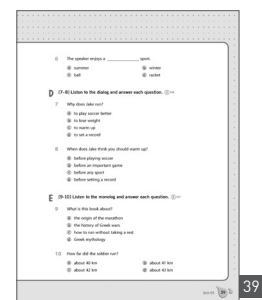
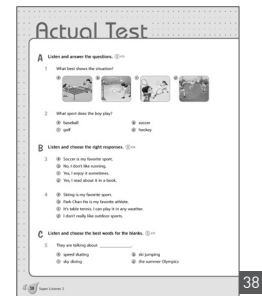
- Have students listen to the CD track 071 and fill in the blanks on page 37.
- Play the CD one more time so the students can complete the writing fully.

[Listen & Answer]

- Ask the 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 students sit in a circle.
- Let the students choose one sport. (They should choose different sports.)
- Clap and chant all together. "What do you play? What do you play?"
- The first student says his/her sport and asks other student what they play.
- The student who is asked should say what the first student says, and add up
- Continue the process until one fails to say all the sentences.

E.g. (All together) "What do you play? What do you play?"

- Jenny: I play baseball. What does Blair play?
- Blair: Jenny plays baseball. I play soccer. What does Chris play?
- Chris: Jenny plays baseball. Blair plays soccer. I play basketball. What does Ruth play?
- Ruth: Jenny plays baseball. Blair plays soccer. Chris plays basketball. I play hockey.
- What does Lisa play?

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:

- Ⓣ - As always, you've done an excellent job.
- As we learned outdoor sports today, do some exercise on the weekend and talk about what you have done in class sometime next week.
 - Have a good weekend!

Unit 05 I like outdoor sports.

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

1. basketball _____
2. soccer _____
3. tennis _____
4. volleyball _____
5. badminton _____
6. table tennis _____
7. swimming _____
8. ice skating _____
9. roller skating _____
10. judo _____

B Translate each sentence into Russian.

1. Soccer is my favorite sport.
2. I don't like playing basketball.
3. It's a kind of water sport.
4. Do you ever play tennis?
5. What is your favorite sport?

C Dictation. Listen and fill in the blanks.

1. I like to play soccer. It's a very popular sport. I play it every weekend. I like to play soccer because it's a team sport. I like to play soccer because it's a team sport. I like to play soccer because it's a team sport.

2. I like to play basketball. It's a very popular sport. I play it every weekend. I like to play basketball because it's a team sport. I like to play basketball because it's a team sport. I like to play basketball because it's a team sport.

3. I like to play tennis. It's a very popular sport. I play it every weekend. I like to play tennis because it's a team sport. I like to play tennis because it's a team sport. I like to play tennis because it's a team sport.

A Read the text and answer the questions.

1. I like to play soccer. It's a very popular sport. I play it every weekend. I like to play soccer because it's a team sport. I like to play soccer because it's a team sport. I like to play soccer because it's a team sport.

2. I like to play basketball. It's a very popular sport. I play it every weekend. I like to play basketball because it's a team sport. I like to play basketball because it's a team sport. I like to play basketball because it's a team sport.

3. I like to play tennis. It's a very popular sport. I play it every weekend. I like to play tennis because it's a team sport. I like to play tennis because it's a team sport. I like to play tennis because it's a team sport.

Do you know what UCC is?

Learning
Focus

Topic	Computer & the Internet
Objectives	To be familiar with computer terms in English through selective listening To learn about basic Internet manners through repeated listening and speaking practice
Materials	book, CD player, CD, number of pairs of picture cards (of sports), words to make sentences
Key Language	A: How can I send e-mails? B: First, log in to your e-mail account. A: How did you make it? B: I found instructions on the Internet. A: What do you do with your computer? B: I write a movie blog. I really enjoy looking at UCC in my free time. You can write about it on your blog.
Key Vocabulary	online game, blog, emoticon, surf the Internet, spam mail, chat, e-mail, ID, password, search engine, log in, log out, virus, UCC
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 outdoor activities did you do last weekend? (→ I went swimming.)
- It was raining yesterday. What did you do? (→ I just stayed at home.)
- How's the weather today? (→ It's freezing.)
- What's the date today? (→ It's June, 7th.)

Review & Warm up

1. Review

- a. Prepare a number of pairs of picture cards (of sports) prior to class.
- b. Place them face down on the desk in a random order.
- c. Have a student select two cards.
- d. Have him/her say out loud each sport that is shown.
- e. If he/she has selected two cards that match, he/she gets a point.
- f. Continue the game until all the cards have been matched.

Tip

The game may be played in pairs, groups or as a class.

2. Warm up

- Divide the class into groups of five and have each group brainstorm good manners when using the Internet.
- Have each group write down the ideas they have come up with and then present their ideas.
- Inform the students of some rules to keep on line such as netiquette—Internet + Etiquette.
 - Do not use harsh words to hurt other's feeling.
 - Do not download or upload illegally.

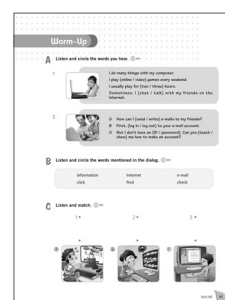
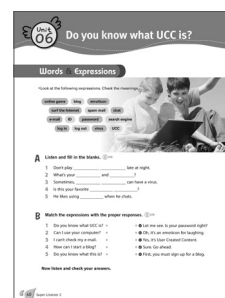
Presentation

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.
 - ① - What is the most popular search engine? (→ It is Google.)
 - What is your email address? (→ It's ID@emaildomain.com.)
- 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 what they do with a computer in the recording.
- Play the CD track 080 and ask the students.
 - ① - How long does the girl play online games? (→ She usually plays for three hours.)
 - What else does she do with her computer? (→ She chats with her friends.)
 - What do you need to send e-mails? (→ You need an ID.)
 - Does she have an e-mail address? (→ No, She has to make an account.)
- 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:
 - ① - Which words did you circle?
 - Why does the boy use the Internet to do his homework? (→ It has lots of information.)
 - Why do you have to be careful to use that information? (→ There is lots of wrong information.)



f. After listening to the CD track 082, give the following questions to the students.

- ① - What happened to John's computer?
(→ After the screen went black, he can't turn it on.)
- In what language can a boy communicate with foreign friends on-line?
(→ He chats with them in English.)
- What is UCC?
(→ It's User Created Contents. It should be made without the purpose of gaining profit.)

3. Listening Focus 1

[Listen & Write]

- a. Have students listen to the CD track 083 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 does Linda do with her computer? (→ She writes a movie blog.)
- What does Dan do with his computer? (→ He usually plays online games.)
- What else do they do? (→ They join internet clubs.)

[Listen & Answer]

- a. Let students listen to the CD track 084 and find the correct answers by themselves.
- b. Check the answers with the students.

- ① - What did a boy make? (→ He made a robot with paper.)
- How could he make it? (→ He found the instructions on the Internet.)
- What will he do with the robot? (→ He'll write about it on the blog.)

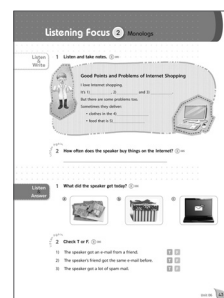
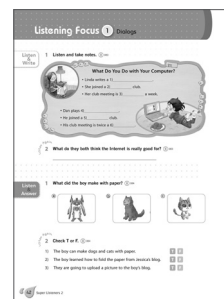
4. Listening Focus 2

[Listen & Write]

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

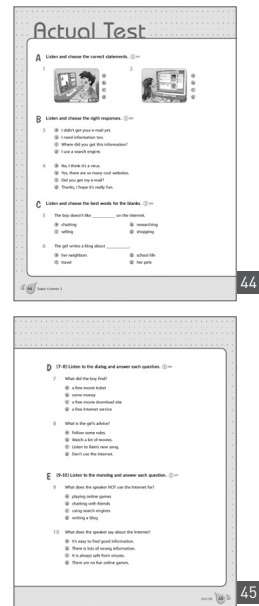
[Listen & Answer]

- a. Ask students to listen to the CD track 086 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 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

- Print out as many sentences about computers or the Internet as there are students in your class.
- Cut out the words and change their order.
- Distribute the words to the students.
- Let the students unscramble the words to make sentences.
- The one who makes a perfect sentence first will win the game.
 - games, weekend, play, every, online, I → I play online games every weekend.

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:

- Ⓣ - Let's write e-mails to each other tonight.
- Please visit my homepage and write something.
 - Write something about today's lesson on your blog.

Unit 06 Do you know what UCC is?

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

1. web
2. the Internet
3. download
4. e-mail
5. search engine
6. web
7. e-mail
8. open mail

B Translate each sentence into Korean.

1. Sometimes, open mail can have a virus.
2. It's an occasion for laughing.
3. Don't play online games late at night.
4. Can I use your computer?
5. I can't check my e-mail.

C Dictation. Listen and fill in the blanks.

Part 1

1. What do you do with your computer? (use)
2. I often use the Internet to check the news. What about you, Tom?
3. I usually use the Internet to check the news. And I joined an Internet group.
4. How did you join the group? (use)
5. I joined it.
6. Did you join it after you joined?
7. Yes, I did.
8. What about you?
9. We used to use a search engine.
10. Yes. The Internet is really good for meeting new people.
11. I like it very much.

Part 2

1. Look at this. It's a really good idea.
2. What is it? (use)
3. I found the Internet. (use)
4. I found the Internet. (use)
5. I found the Internet. (use)
6. I found the Internet. (use)
7. I found the Internet. (use)
8. I found the Internet. (use)
9. I found the Internet. (use)
10. I found the Internet. (use)

Part 3

1. I like it very much.
2. I like it very much.
3. I like it very much.
4. I like it very much.
5. I like it very much.
6. I like it very much.
7. I like it very much.
8. I like it very much.
9. I like it very much.
10. I like it very much.

Part 4

1. Today I got an e-mail. It was a really good idea. I found the Internet. (use)
2. I found the Internet. (use)
3. I found the Internet. (use)
4. I found the Internet. (use)
5. I found the Internet. (use)
6. I found the Internet. (use)
7. I found the Internet. (use)
8. I found the Internet. (use)
9. I found the Internet. (use)
10. I found the Internet. (use)

Part 5

1. I found the Internet. (use)
2. I found the Internet. (use)
3. I found the Internet. (use)
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10. I found the Internet. (use)

Part 6

1. I found the Internet. (use)
2. I found the Internet. (use)
3. I found the Internet. (use)
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9. I found the Internet. (use)
10. I found the Internet. (use)

I have a bad cold.

Learning Focus

Topic	Sickness & Symptoms
Objectives	To be familiar with the words to express sickness through selective listening practice To understand expressions of symptoms through repeated listening and speaking practice
Materials	book, CD player, CD, two pieces of paper
Key Language	A: What's wrong? B: I feel pain in my arm. A: Why don't you go to the hospital? B: I went yesterday and got medicine. A: I want to make a doctor's appointment. B: Sure. A: What are your symptoms? B: I have a headache. I feel pain in my legs. John had a runny nose and a cough.
Key Vocabulary	have a cold, the flu, catch a cold, have a fever, a cough, headache, stomachache, symptoms, a runny nose, sore throat, get a shot, doctor's appointment, take a rest, take medicine, feel sick
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.
- You look down today. What happened? (→ I have flu.)
- How's the weather today? (→ Thunder crashed in the sky.)
- What's the date today? (→ It's July, 31st.)

Review & Warm up

1. Review

- a. Divide the class into two teams and have them stand in line.
- b. Provide each team with a piece of paper.
- c. Have the teams designate a representative.
- d. Say a few sentences to the representatives, according to each student's level of English.

- e. Have the representatives say as many words or sentences as they can remember to their teammates.
- f. Each teammate delivers the words or sentences to the person standing behind of them.
- g. The last student should write down all the words or sentences delivered by their teammates within a designated time.
- h. The team with more correct words wins the game.
 - I do many things with my computer. I play online games every weekend. I usually play for two hours. Sometimes, I chat with my friends on the internet.

Tip

You could use some passages from the book.

2. Warm up

Part 1

Inform the students of the diverse kinds of clinics.

- Eye: ophthalmologic clinic
- Ear & Nose & Throat: ENT (ear, nose throat) hospital
- Teeth: dentist
- Skin: dermatologic hospital
- Bone: orthopedics
- Mental: psychiatric hospital

Part 2

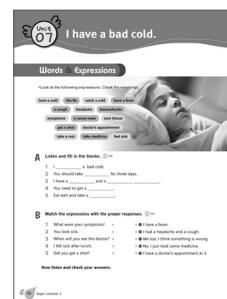
Tell the students that the names of subject, symptoms take both singular and plural forms.

- I have a runny nose. / We have runny noses.
- He has a sore throat. / They have sore throats.
- You have a cold. / You have colds.
- She has a headache. / They have headaches.
- I have a stomachache. / We have stomachaches.

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 the key words in the lesson.
 - ① - How do you spell 'symptom'? (→ S-Y-M-P-T-O-M.)
 - Before going to the hospital, what do you have to do?
(→ I should make an appointment with a doctor.)
- 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

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

- ① - Why does she have a cough and a sore throat? (→ She thinks she has flu.)
- What does she have to take? (→ She has to take medicine.)
 - What's the girl's symptom? (→ She has a headache and a fever.)
 - What will she do tomorrow? (→ She will see a doctor.)

- Have the students open their books and circle the words in question 'A' while listening to the CD.
- Play the CD track 101 and have the students circle the words they hear. After listening, ask the following questions below:

- ① - How long did the boy exercise? (→ He exercised for three hours.)
- What are his symptoms? (→ He was tired and had pains in his legs.)
 - What does he have to do? (→ He has to take a long rest.)
 - What's wrong with Jenny? (→ She caught a cold yesterday.)
 - What does she get at the hospital? (→ She's getting a shot.)

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

- ① - What's the boy's problem? (→ He feels pain in his arm.)
- Why does the boy make a doctor's appointment? (→ He has a stomachache.)
 - Why does a girl think she has a cold? (→ She has a fever.)

3. Listening Focus 1

[Listen & Write]

- Have the students listen to the CD track 103 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's wrong with Roy? (→ He had a headache after swimming.)
- What's wrong with Susan? (→ She feels pain in her chest after running.)

[Listen & Answer]

- Let students listen to the CD track 104 and find the correct answers by themselves.
- Check the answers with the students.

- ① - Why does Dave go to see a doctor? (→ He has a stomachache.)
- What did Dave eat? (→ He had a small piece of cake and street food.)
 - What was the problem? (→ Street food might cause the sickness.)

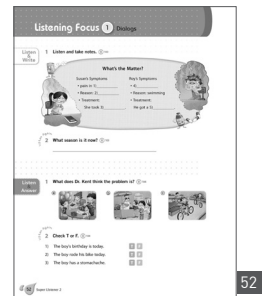
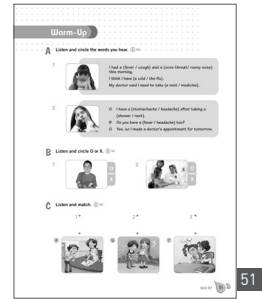
4. Listening Focus 2

[Listen & Write]

- Have students listen to the CD track 105 and fill in the blanks on page 53.
- Play the CD one more time so the students can complete the writing fully.

[Listen & Answer]

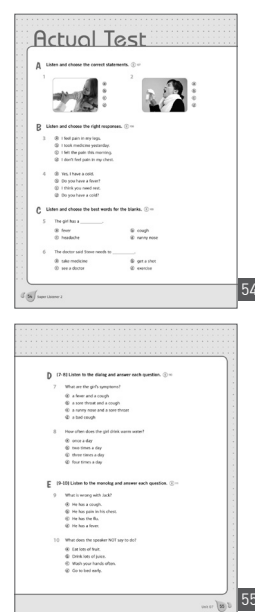
- Ask students to listen to the CD track 106 and find the correct answers by themselves.



- 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

- a. Play the CD from track 107 to 111 and have the students choose the correct answers by themselves. 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. Chant out loud “What’s wrong? What’s wrong?” together.
- b. One by one, introduce his/her symptoms.
- I have an earache. / I have a backache. / I feel pain in my legs. / I have a sore throat.
- c. After introducing each other’s symptoms, one student says his/her symptom again.
- I have a cold. Who has a fever? → I have a fever. Who has a headache?
- d. Then she/he calls out other symptom.
- I have a headache. Who has pain in the wrist? → I have pain in the wrist. Who has a runny nose?
- e. The one with the symptom says his/her symptom again, and calls out other one.
- f. Continue this until someone fails to say something.
- g. Then change the symptoms and start the game again.

Tip

Encourage each student to say a different symptom.

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:

Ⓣ - Eat vegetables and fruits for your health.

- Exercise every day and have enough rest to stay healthy.
- Being healthy is the most important thing. Keep that in mind and see you next class.

Unit
07

I have a bad cold.

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

1. suit		
2. wear		
3. cough		
4. ask		
5. cold		
6. medicine		
7. medicine		
8. stomachache		

B. Translate each sentence into Korean.

1. There is a fever.
2. I got back some medicine.
3. There is a doctor's appointment at 5.
4. Did you get a shot?
5. Did you take other pills.

C Dictation. Listen and fill in the blanks.

1 Listen to a conversation _____ my friend after meeting him about you?

2 A: I've been _____ a teacher after finishing school.

3 B: Did you _____ to the USA?

4 The teacher said it was _____ for him.

5 How about you? Is he married?

6 I did and got a job. My first job _____.

7 _____ I was working and got some machines.

8 Good. I'm glad to mention that he was late in _____.

2 Listen to a conversation between two friends.

1 A: How _____ do you work? _____.

2 B: I work _____ a day _____ today.

3 A: Did you take a very hard working party?

4 Yes, _____ did you get it _____.

5 A: Did you get the award for a _____?

6 Yes, _____.

7 A: How often do you think about it?

8 A: I think about it _____.

3 Listen to a conversation between two friends.

1 I like spicy dishes _____ today after lunch. I got a stomachache. I think it was because of the chicken party I spent at yesterday.

2 Yes, I like spicy food. _____.

3 I don't like it. _____.

4 I like spicy food _____.

5 _____ (I don't like it all).

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6. _____

3. My friend Alice is interested to visit a museum tomorrow, but we can't go because he is _____ now, and tomorrow, we won't be in the city. _____ and he probably won't. The next day, Alice has to _____ _____, and it's _____ Now he's free _____ and is in the hospital. I will tell him the hospital tomorrow.

4. _____

5. What are you _____ ?

6. I have a very nice room and _____
a) the comfortable bed of it is very useful
b) the room is always lit
c) the room is always lit and is helping _____
d) the room is always lit, but it often _____

7. Can I go to the hospital for the day? _____

8. _____ You need that, because if you are still sick, please call the hospital again.

9. _____

10. _____

11. Thanks! _____

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I think I can help you.

Learning
Focus

Topic	Problems & Solutions
Objectives	To reinforce language of giving advices through selective listening practice To understand expressions of problems and solutions through repeated listening and speaking practice
Materials	book, CD player, CD
Key Language	A: You look worried. What's wrong? B: I had a fight with a classmate. A: I forgot to bring my gym clothes. B: Don't worry. I will lend you mine. A: Are you ready for the final exams? B: Not yet. A: I lost my bag on the subway last night. B: Call the Lost and Found. If I have a problem, I always try to be positive. I ask for my best friend for advice.
Key Vocabulary	problem, advice, apologize, solve, fail a test, stress, score, help, worry, trouble, Why don't you...?, Let's..., You'd better..., You should...
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 are your symptoms? (→ I have a backache.)
- How is everyone? (→ We are fine.)
- How's the weather today? (→ It is a perfect day for a walk.)
- What's the date today? (→ It's August, 6th.)

Review & Warm up

1. Review

- a. Have a student act out one of the symptoms of sicknesses from the previous lesson.
- b. Let other students guess what the symptom is.
- c. The one who guesses correctly should come to the front and act out the other symptom.
- d. Continue this activity until all the symptoms have been described.

2. Warm up

Part 1

Tell the students that when they have a problem they can't deal with, they could ask for help. Drill the following expressions of asking a favor.

- Could you...?: Could you help me carry this luggage?
- Would you...?: Would you mind opening the window? It's too hot in here.
- Can you...?: Can you show me the way to the station?
- Will you...?: Will you teach me how to play the violin?

Part 2

Inform the students that when they give advice to others, they should use gentle tone. Tell them to use positive expressions rather than negative ones.

Do

- Why don't you...?: Why don't you try this book?
- Let's...: Let's see what I can do for you.
- You'd better...: You'd better go to see a doctor.
- You should...: You should listen to your mom.

Don't

- You must...: You must clean up right now!
- You must not...: You must not whine like a baby.
- Don't...: Don't be lazy. That's why you fail all the time!

Presentation

1. Words & Expressions

- a. 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 of the lesson.

- ① - After fighting, what do you have to do? (→ I should apologize to a friend.)
- How do you spell 'apologize'? (→ A-P-O-L-O-G-I-Z-E.)

- b. Play the CD track 112, 113 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

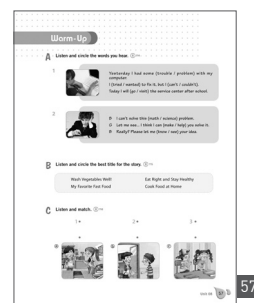
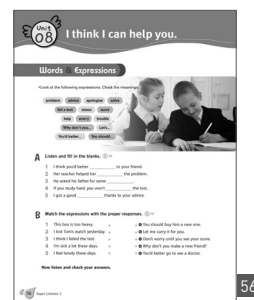
- a. Before listening to the CD, have students close their books.

- b. Ask the students to listen for the problem and solution in the recording.

- c. Play the CD track 114 and ask the students.

- ① - What was the problem? (→ A girl's computer was broken.)
- Where will the girl go? (→ She will go to the service center to fix the computer.)
- What's the boy's problem? (→ He can't solve the math problem.)
- Will he give up solving it? (→ No, a girl will help him to solve it.)

- 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:

- Ⓣ - Which words did you circle?
 - Why did the girl go see a doctor? (→ She wants to lose some weight.)
 - What shouldn't she eat? (→ She shouldn't eat fast food.)
 - What should she eat? (→ She should eat vegetables.)

f. After listening to the CD track 116, give the following questions to the students.

- Ⓣ - Why did a girl fight with her classmate? (→ He stepped on her new shoes.)
- What is the boy's next class? (→ It's P.E.)
- What's the problem with the book? (→ It's too expensive.)

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.

- Ⓣ - What is the girl worried about? (→ She's worried about the history exam.)
- What is the boy worried about? (→ He's worried about the science exam.)

[Listen & Answer]

a. Let students listen to the CD track 118 and find the correct answers by themselves.

b. Check the answers with the students.

- Ⓣ - What did Luke lose? (→ He lost his bag on the subway.)
- Did Luke find his bag again? (→ No, he didn't.)
- Who does Jenny suggest that Luke call? (→ She suggests that Luke call the Lost and Found Center.)

4. Listening Focus 2

[Listen & Write]

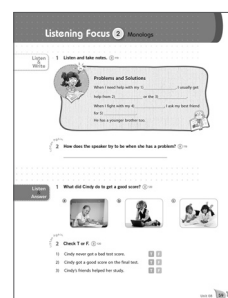
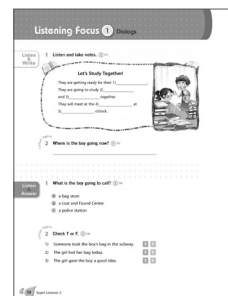
a. Have students listen to the CD track 119 and fill in the blanks on page 59.

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

[Listen & Answer]

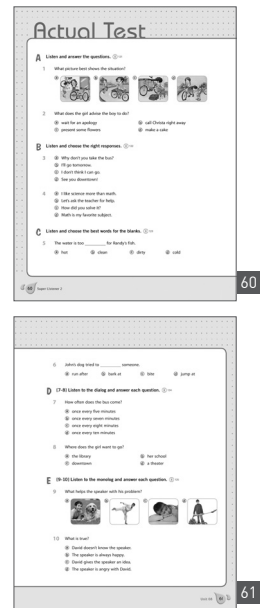
a. Ask students to listen to the CD track 120 and find the correct answers by themselves.

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



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.



Reinforcement

- Divide the class into two teams.
- Show or whisper a phrase related to problems from a lesson to a student from one of the teams.
E.g. This box is too heavy. / I lost my friend's pencil case. / I think I failed the test.
 I'm sick a lot these days. / I feel lonely these days.
- Ask the student to act out the phrase and their teammates should guess the problem within the designated time.
- If the team guesses correctly within the time limit, the team gets a point.
- Repeat this activity until all the phrases have been demonstrated. (The students should take turns acting out each phrase.)

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:

- Ⓣ - Do all the workbook homework by next class.
- If you don't know the answer, try your best and ask me next time.
- You can e-mail me to ask for help.

Unit 8
I think I can help you.

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

1. answer
2. stranger
3. problem
4. name
5. name
6. name
7. feel
8. trouble

B Translate each sentence into Korean.

1. I don't worry until you can speak Korean.
2. I don't know how to use a dictionary.
3. Why don't you make a name for me?
4. That teacher helped her solve the problem.
5. If you study hard, you won't feel the test.

22

C Dictation. Listen and fill in the blanks.

Part 1

1. I am very busy for the _____.
2. I am very busy about _____.
3. I am very busy about _____.
4. I am very busy about _____.
5. I am very busy about _____.
6. I am very busy about _____.
7. I am very busy about _____.
8. I am very busy about _____.

Part 2

1. I am very busy about _____.
2. I am very busy about _____.
3. I am very busy about _____.
4. I am very busy about _____.
5. I am very busy about _____.
6. I am very busy about _____.
7. I am very busy about _____.
8. I am very busy about _____.

Part 3

1. I am very busy about _____.
2. I am very busy about _____.
3. I am very busy about _____.
4. I am very busy about _____.
5. I am very busy about _____.
6. I am very busy about _____.
7. I am very busy about _____.
8. I am very busy about _____.

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Part 4

1. I am very busy about _____.
2. I am very busy about _____.
3. I am very busy about _____.
4. I am very busy about _____.
5. I am very busy about _____.
6. I am very busy about _____.
7. I am very busy about _____.
8. I am very busy about _____.

Part 5

1. I am very busy about _____.
2. I am very busy about _____.
3. I am very busy about _____.
4. I am very busy about _____.
5. I am very busy about _____.
6. I am very busy about _____.
7. I am very busy about _____.
8. I am very busy about _____.

Part 6

1. I am very busy about _____.
2. I am very busy about _____.
3. I am very busy about _____.
4. I am very busy about _____.
5. I am very busy about _____.
6. I am very busy about _____.
7. I am very busy about _____.
8. I am very busy about _____.

24

I want to be a scientist.

Learning
Focus

Topic	Jobs
Objectives	To reinforce language of jobs and careers through selective listening practice To understand activities in each season through repeated listening and speaking practice
Materials	book, CD player, CD, sentence strips of problems and solutions, pieces of paper for Bingo (paper with 5x5 Bingo grid on it)
Key Language	A: What do you want to be in the future? B: I want to be a photographer. A: Why do you want to be a doctor? B: I want to help people for free. A: What does your father do? B: He works outdoors. She will be a great pianist someday. Today I talked with my friend Brent about jobs.
Key Vocabulary	scientist, teacher, musician, doctor, actor, actress, vet, lawyer, athlete, banker, bus driver, designer, great, rich, future, photographer, job
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.
- Let's talk about your dream today. What do you want to be?
(→ I want to be a nurse.)
- What do you have on your mind? (→ Nothing. I feel excellent.)
- How's the weather today? (→ The weather is wonderful.)
- What's the date today? (→ It's September, 27th.)

Review & Warm up

1. Review

- a. Prepare the sentence strips of problems and solutions.
- b. Distribute one strip to each student.
- c. Have the students find their pair who has the matching strip.
 - I have a headache. / Go see a doctor.

- I can't solve this problem. / I think I can help you.
- My computer is broken. / Take it to the service center.
- I think I failed the test. / Don't worry until you see your score.
- I left my mobile phone on the subway. / Why don't you call a Lost and Found Center?

- d. The one who finds its pair first wins the game.
- e. Have each pair role-play the conversation by taking turns.

2. Warm up

Ask students,

- What do you want to be when you grow up?
 - Why do you want to be a/an _____?
 - What are you interested in?
- a. Have them think of their own interests first and then match to the jobs related.
- I like flowers. What can I do to see flowers every day? I can be a florist.
- b. Let them write the steps or efforts to have that job one day.
- I should know about various kinds of flowers.
 - I should study more about the names, scents of flowers, and how to raise and keep them properly.

Tip

Tell the students that planning for the future isn't easy, but it's very important.

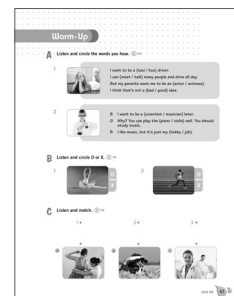
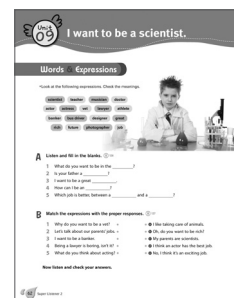
Presentation

1. Words & Expressions

- a. Have students look at the words on page 62 and read each word out chorally.
- Go through each word by checking students' previous knowledge about key words of the lesson.
- ① - What does a banker do? (→ He/She works at the bank.)
- Who takes photos professionally? (→ It's a photographer.)
- b. Play the CD track 126, 127 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 occupations in the recording.
- c. Play the CD track 128 and ask the students.
- ① - What does the girl want to be? (→ She wants to be a bus driver.)
- What do her parents want her to be? (→ They want her to be an actress.)
- What does the boy want to be? (→ He wants to be a scientist.)
- What is his hobby? (→ Music is his hobby.)



- d. Let students open their books and circle the words in question 'A' while listening to the CD.
- e. Play the CD track 129 and have the students circle the words they hear. After listening, ask the following questions below:
- ① - What did the girl and her sister talk about?
(→ They talked about their future jobs.)
- What does the girl's sister want to be? (→ She wants to be a pianist.)
 - What does the boy want to be? (→ He wants to be a famous runner.)
 - What does he write about? (→ He writes about athletes in his diary.)
- f. After listening to the CD track 130, give the following questions to the students.
- ① - Who designed the dress? (→ A girl's sister did.)
- What does the girl want to be? (→ She wants to be a doctor.)
 - What does the girl want to be? (→ She wants to be a photographer.)

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.
- ① - What does Mary want to be? (→ She wants to be a math teacher.)
- Why does she want to be a math teacher? (→ Math is her favorite subject.)
 - What does Jason want to be? (→ He wants to be a scientist.)
 - What does he want to study? (→ He wants to research about space.)

[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.
- ① - Where does the boy's father work? (→ He works outdoors.)
- What does he do? (→ He works in a tower and watches the forest.)
 - What does the girl's uncle do? (→ He's a firefighter.)

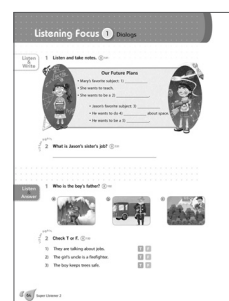
4. Listening Focus 2

[Listen & Write]

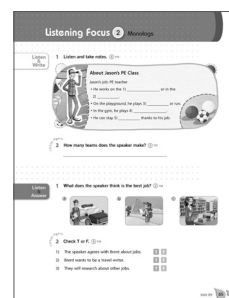
- a. Have students listen to the CD track 133 and fill in the blanks on page 65.
- b. Play the CD one more time so the students can complete the writing fully.

[Listen & Answer]

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



64



65

5. Actual Test

- Play the CD from track 135 to 139 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.

Actual Test

A Listen and choose the correct statements. (10)

1. The man is a doctor.
 2. The woman is a nurse.
 3. The man is a teacher.
 4. The woman is a student.

B Listen and choose the right responses. (10)

1. How are you?
 2. I'm fine, thank you.
 3. I'm not feeling well.
 4. I'm very busy.

C Listen and choose the best words for the blanks. (10)

1. The girl wants to be a _____.
 2. The boy wants to be a _____.
 3. The girl wants to be a _____.
 4. The boy wants to be a _____.

D (17-21) Listen to the dialog and answer each question. (10)

1. Why does the boy think his father's job is the best?
 2. Because his father likes to work with his hands.
 3. Because his father likes to work with his head.
 4. Because his father likes to work with his feet.

E (22-25) Listen to the monolog and answer each question. (10)

1. What does the man want to do in the future?
 2. He wants to be a doctor.
 3. He wants to be a teacher.
 4. He wants to be a student.

Reinforcement

- Distribute pieces of paper for playing Bingo.
- Let the student write the words that show jobs on a Bingo grid.
- Have students make sentences using the word on the Bingo.
- If he/she says the correct sentence, he/she can cross out the word on the Bingo grid. (If another student wrote the same activity on the Bingo grid, he/she 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.

- 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 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:

- Ⓣ - Please study hard to accomplish your goal.
- I hope you can make your dreams come true. Good luck in the future.
 - Slow and steady wins the race. I bet all of you can achieve your goal.

Unit
09

I want to be a scientist.

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

1. scientist	
2. rich	
3. musician	
4. airplane	
5. lawyer	
6. water	
7. scientist	
8. future	

B Rewrite each sentence into Korean.

1. I like taking care of animals.

2. I think it's on exciting job.

3. Do you want to be a scientist?

4. My parents are scientists.

5. Which job is better between a lawyer and a doctor?

[illegible][illegible]

I missed the bus.

Learning
Focus

Topic	Transportation
Objectives	To reinforce language for various kinds of transportation through selective listening practice To be familiar with expressions related to travel by doing repeated listening and speaking practice
Materials	book, CD player, CD
Key Language	A: How can I go to your house, John? B: Just take bus number 35. A: How can we get to the museum? B: We can take the subway. A: How long does it take to Jeju Island? B: It takes one hour by plain. He's getting on the bus. Which is faster, taking the subway or taking the bus?
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.
 - Where did you go last summer? (→ I went to Europe.)
 - Where have you been? (→ I've been in Paris.)
 - How's the weather today? (→ It's a lovely weather.)
 - What's the date today? (→ It's October, 10th.)

Review & Warm up

1. Review

- Designate a student.
- Tell the student the name of a job.
- Have the rest of students guess what that job is by asking a maximum of twenty yes/no questions.
- Answers must be either "Yes" or "No".
- The student who guesses correctly thinks of the next job and others guess what it is.

- Are you helping people? / No.
- Do you wear a uniform? / Yes.
- Do you work outdoors? / Yes.
- Do you play sports? / Yes.
- Do you use bats? / Yes.
- Are you a baseball player? / Yes.

2. Warm up

Part 1

Introduce various kinds of transportation to the students.

- Sky: helicopter, airplane
- Space: spaceship, space shuttle
- Land: car, bus, truck, motorcycle, bike, train, subway
- Water: boat, ship

Part 2

Tell them that it's better to take the public transportation to protect the Earth from pollution. Inform that it is because a lot of people can take the same public transportation at once together.

- Bus, train, subway, boat, and ship are public transportation.

Tip

1. In some countries, you use tickets to take public transportation.
2. In some countries, you use tokens to take public transportation.
3. In some countries, you use credit cards or cash to take public transportation.

Presentation

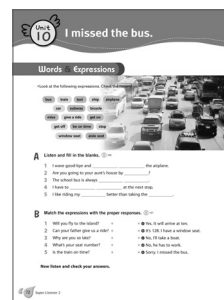
1. Words & Expressions

- a. 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.

- ① - What does 'aisle seat' mean? (→ It means seats near the hallway.)
 - How many people can take the bus? (→ Almost 30 people can take it.)

- b. Play the CD track 146, 147 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 transportations in the recording.
- Play the CD track 148 and ask the students.
 - Ⓣ - Where did the girl go? (→ She went to Grandmother's house last weekend.)
 - What did she take? (→ She took the train to go, but she took the bus to return.)
 - When does the bus leave? (→ It leaves at four.)
- Have the 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:
 - Ⓣ - Which words did you circle?
 - What does the boy usually ride to go to school? (→ He usually rides a bike.)
 - What does he take when it is raining? (→ He takes a bus on rainy days.)
 - Why was he late this morning? (→ He woke up really late.)
 - How did he go to school this morning? (→ His father gave him a ride.)
- After listening to the CD track 150, give the following questions to the students.
 - Ⓣ - What bus do you have to take to go to John's house?
 - (→ You should take bus number 35.)
 - How long does it take to go to the museum?
 - (→ It takes 30 minutes by subway.)
 - How long does it take to go to Jeju Island by boat? (→ It takes 10 hours.)

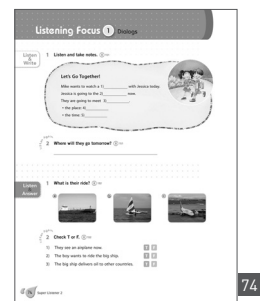
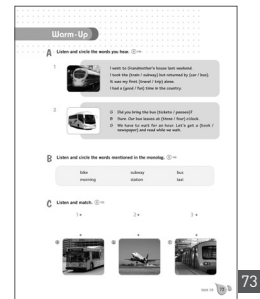
3. Listening Focus 1

[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.
 - Ⓣ - Where does Judy go today? (→ She goes to a hospital.)
 - Where does Mike go? (→ He goes to the library.)
 - Where will they go tomorrow? (→ They'll go to see a movie.)
 - When will they meet tomorrow? (→ They'll meet at three.)
 - What will Judy take to the theater? (→ She will take the bus.)

[Listen & Answer]

- Let students listen to the CD track 152 and find the correct answers on their own.
- Check the answers with the students.
 - Ⓣ - What ship is it? (→ It is an oil tanker.)
 - What does that ship do? (→ It delivers oil to other countries.)
 - Can the speakers take the oil tanker? (→ No, they can't.)



4. Listening Focus 2

[Listen & Write]

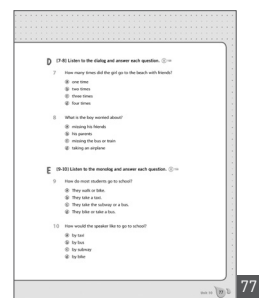
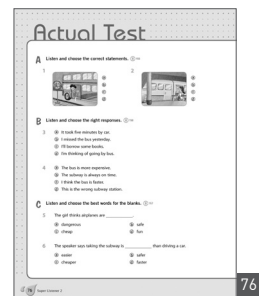
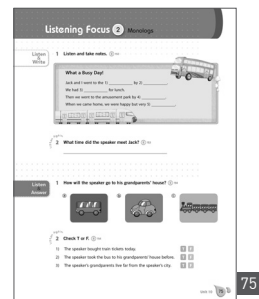
- Have students listen to the CD track 153 and fill in the blanks on page 75.
- Play the CD one more time so the students can complete the writing fully.

[Listen & Answer]

- Ask students to listen to the CD track 154 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 155 to 159 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 the board into 4 sections and then write places on the board—sky, land, water, space.
- Let the students say the names of the kinds of transportation that belong to each section.
- The one with the most answers wins.

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 page 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:

- Ⓣ - Time to go home.
- Your bus is waiting now.
 - Take the bus to go home.

Unit 10 I missed the bus.

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

1. stop
2. train
3. seat
4. tonight
5. engine
6. answer
7. window seat
8. get on

B Translate each sentence into Korean.

1. I missed the bus.
2. Is the train on time?
3. What's your seat number?
4. Can your father give us a lift?
5. The school bus is always on time.

28

C Dictation. Listen and fill in the blanks.

Part 1

1. I love about watching a movie today. I think it's very interesting.
2. I don't like to go to the library to study. I think it's too boring.
3. I don't like to go to the library to study. I think it's too boring.
4. I don't like to go to the library to study. I think it's too boring.
5. I don't like to go to the library to study. I think it's too boring.
6. I don't like to go to the library to study. I think it's too boring.
7. I don't like to go to the library to study. I think it's too boring.
8. I don't like to go to the library to study. I think it's too boring.

Part 2

1. I don't like to go to the library to study. I think it's too boring.
2. I don't like to go to the library to study. I think it's too boring.
3. I don't like to go to the library to study. I think it's too boring.
4. I don't like to go to the library to study. I think it's too boring.
5. I don't like to go to the library to study. I think it's too boring.
6. I don't like to go to the library to study. I think it's too boring.
7. I don't like to go to the library to study. I think it's too boring.
8. I don't like to go to the library to study. I think it's too boring.

29

Part 3

1. I don't like to go to the library to study. I think it's too boring.
2. I don't like to go to the library to study. I think it's too boring.
3. I don't like to go to the library to study. I think it's too boring.
4. I don't like to go to the library to study. I think it's too boring.
5. I don't like to go to the library to study. I think it's too boring.
6. I don't like to go to the library to study. I think it's too boring.
7. I don't like to go to the library to study. I think it's too boring.
8. I don't like to go to the library to study. I think it's too boring.

30

Signs are everywhere!

Learning Focus

Topic	Signs
Objectives	To become familiar with symbols and signs through repeated listening and speaking practice To be acquainted with traffic signs through selective listening practice
Materials	book, CD player, CD
Key Language	A: What does this sign mean? B: It means no cars allowed. A: Is there an elevator in this building? B: Oh, there's the sign. A: Can you understand this sign? B: Yes, it means, "Don't feed the animals." He showed a sign with a question mark. That was the sign to follow for help. It is very important that signs are easy to find.
Key Vocabulary	stop sign, look out, restroom, in public, cross the street, turn right, out of order, crosswalk, no pets allowed, recycle, under construction
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 did you see on the way here? (→ I saw a stop sign.)
- Why did it take longer than usual to come here? (→ There was an accident.)
- How's the weather today? (→ The weather is nice.)
- What's the date today? (→ It's November, 4th.)

Review & Warm up

1. Review

- a. Divide the class into two teams.
- b. Have the students line up. They should face back of the class.
- c. Write one of the kinds of transportation on the board and let only first students of each team to see it.
- d. Erase the word on the board.
- e. The first student should not say the word but explain the word to the next student.

- f. Continue the process.
- g. The last student of each team should guess and say the word.
- h. The one with the correct word wins. (If both teams get the correct answer, the faster one wins.)

2. Warm up

Part 1

Tell the students that both signs and symbols show images. But they are not the same.

- Ⓣ - A sign is a simple image. It usually shows a direction. A stop sign means stop, and the pictures with little children shows school zone.
- A symbol represents something. A dove represents the peace. It is the symbol of peace.

Tip

Talk about other signs and symbols. Photos can help students to understand better.

Part 2

Inform students that some signs such as traffic signs are very important to know. Since, they are related to our safety.

- Stop sign: It means stop. Do not go any further.
- Bumpy road: A picture of two humps means bumpy road.
- Beware of animals: Pictures of animals mean there can be animals running on the road. You should watch out for the road kill.
- Speed limit: An underlined number in a red circle means you should keep the speed limit of that number.
- Dead end: It means there is no more road to drive on.

Presentation

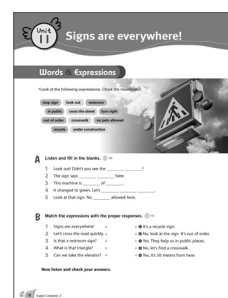
1. Words & Expressions

- a. 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 of the lesson.

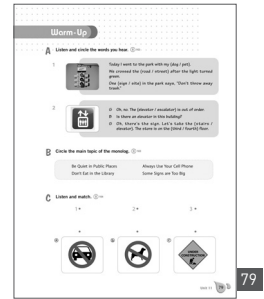
- Ⓣ - What does 'look out' mean?
(→ It means you should be careful. Danger might be ahead.)
- How do you spell 'construction'? (→ C-O-N-S-T-R-U-C-T-I-O-N.)

- b. Play the CD track 160, 161 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 signs and the meaning of them in the recording.
- Play the CD track 162 and ask the students.
 - What signs did a girl see at the crosswalk? (→ She saw a traffic light.)
 - What is wrong? (→ The escalator is out of order.)
 - How will the boy and girl go upstairs? (→ They'll take the elevator.)
- 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?
 - Where did John and Joe go? (→ They went to an art gallery.)
 - What's wrong with the man with a cell phone? (→ He was too loud.)
 - What sign was there on the second floor? (→ There was a 'Be Quiet' sign.)
- After listening to the CD track 164, give the following questions to the students.
 - Why can't the man go that way? (→ It's under construction.)
 - What can people NOT bring? (→ They can't bring dogs.)



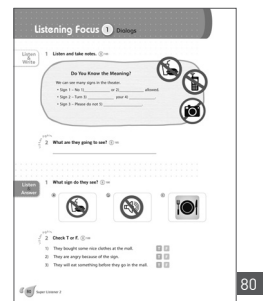
3. Listening Focus 1

[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.
 - What will Chris and the girl watch? (→ They'll watch a musical.)
 - What are people NOT allowed to bring into the theater?
 - (→ There's no food or drinks allowed.)
 - How about a cell phone? (→ You can take it, but should turn it off.)
 - Can you take pictures? (→ No, but you can buy some after the show.)

[Listen & Answer]

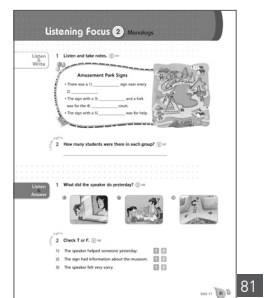
- Have students listen to the CD track 166 and find the correct answers on their own.
- Check the answers with the students.
 - Where are the boy and the girl going? (→ They're going to a mall.)
 - How much farther do they have to go? (→ They have to go 20 more meters.)
 - What is not allowed in the mall? (→ No food is allowed.)
 - What do they think about it? (→ They think it's a good idea.)



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.

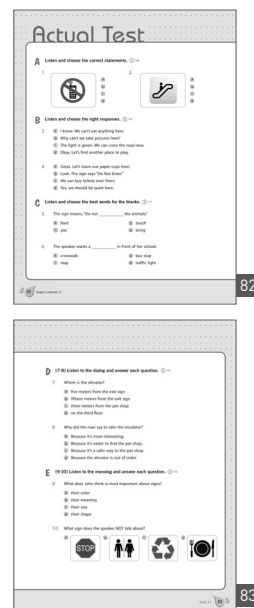


[Listen & Answer]

- Ask students to listen to the CD track 168 and find the correct answers 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 169 to 173 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

- Choose a sign and draw the picture that is on the whiteboard, one line at a time.
- Begin with only one line. With each incorrect guess, add another line, until students eventually identify the sign.
- The one who identifies the sign first wins.
- Then he/she comes to the front and draws another sign, one line at a time.
- Let others guess.

Tip

This activity can be played in teams.

a. Inform the students that they should answer the questions from Unit 11 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 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:

- Ⓣ - The clock struck six. It's already time to go.
- Line up in front of the door. Let's go home.
 - Please walk in the hallway to go home. Do not run.

Unit 11 Signs are everywhere!

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

1. one sign
2. one sign
3. one sign
4. one sign
5. one sign
6. one sign
7. one sign
8. one sign

B Translate each sentence into Russian.

1. It's 10 minutes from home.
2. The park is very far.
3. Signs help us in public places.
4. Let's find a command.
5. Signs are everywhere.

31

C Dictation. Listen and fill in the blanks.

1.

1. Check the correct sign name.
2. What is the sign? It's a ... sign.
3. What does it mean? ...
4. Look at the sign. It says "No parking".
5. It means we should not park our cars here.
6. Do not look at the sign. We can't ...
7. If you look at the sign, you can't see the sign after the sign. Come on, let's go!

2.

1. Everyone says the word "sign" a lot of ...
2. The sign says "No parking".
3. Let's go to the sign. It's ...
4. There is a sign. It says "No parking".
5. What does it mean? ...
6. It means we should not park our cars here.
7. Let's look at the sign. It says "No parking".
8. Don't look at the sign. We can't see the sign after the sign. Come on, let's go!

3.

1. On the road, you can see a lot of signs. They are ...
2. The sign says "No parking". It means we should not park our cars here.
3. Let's go to the sign. It's ...
4. There is a sign. It says "No parking".
5. What does it mean? ...
6. It means we should not park our cars here.
7. Let's look at the sign. It says "No parking".
8. Don't look at the sign. We can't see the sign after the sign. Come on, let's go!

32

4.

1. I saw a ... sign. It means we should not park our cars here.
2. The sign says "No parking". It means we should not park our cars here.
3. Let's go to the sign. It's ...
4. There is a sign. It says "No parking".
5. What does it mean? ...
6. It means we should not park our cars here.
7. Let's look at the sign. It says "No parking".
8. Don't look at the sign. We can't see the sign after the sign. Come on, let's go!

5.

1. I saw a ... sign. It means we should not park our cars here.
2. The sign says "No parking". It means we should not park our cars here.
3. Let's go to the sign. It's ...
4. There is a sign. It says "No parking".
5. What does it mean? ...
6. It means we should not park our cars here.
7. Let's look at the sign. It says "No parking".
8. Don't look at the sign. We can't see the sign after the sign. Come on, let's go!

33

What did you see in New York?

Learning Focus

Topic	Traveling
Objectives	To be familiar with expressions related to travel through repeated listening and speaking practice To reinforce the language of speaking about different tourist sights through selective listening practice
Materials	book, CD player, CD, photo cards of signs, big pieces of paper to plan a trip
Key Language	A: Let's take a bus trip this weekend. B: That's not a bad idea. A: How was your trip to Europe? B: It was great. A: What did you like the most about Thailand? B: The markets. I'm packing for my trip now. I need my camera to take good pictures. My summer vacation was terrible.
Key Vocabulary	stay, passport, capital, pack, go abroad, Europe, exchange, traditional, change planes, travel, be famous for, Australia, tourist, New York, Niagara Falls, trip
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.
- Since today's lesson is about traveling, where have you been?
(→ I've been to Paris.)
- Where do you want to go for this vacation? (→ I want to travel Malaysia.)
- How's the weather today? (→ It's not bad.)
- What's the date today? (→ It's December, 31st.)

Review & Warm up

1. Review

- a. Show students photo cards of signs one at a time.
- b. Have students talk what that sign means.
- c. The one who explained the most correctly wins the point.

Tip

It would be a good challenge for students to make their own signs. Let them explain what that sign means and why we need it.

2. Warm up

Part 1

Tell the students that before traveling, we should plan the trip.

- Where to?: You should decide where to go.
- For how long?: You should decide the period of your trip.
- How much?: You should decide how much money you will spend during the trip.
- Reservation: Book transportation and a hotel if necessary.

Part 2

Inform students that we need more things when going abroad than when traveling in our own country

- Passport: Without a passport, you can't travel abroad. It's your ID.
- Money: You can use the cash of that country, credit card, or traveler's check. It's better to exchange some money before you go.
- Medicine: Some medicine and bandages might be useful if you get sick.
- Camera: To remember the journey, it's good to take pictures.

Tip

Talk about other things you might need for traveling.

Presentation

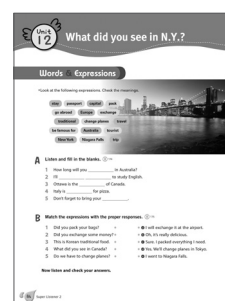
1. Words & Expressions

- a. 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.

- ① - Do you know what 'traditional' means? It is culture that has been continued for a long time.
- What is the fastest way to travel? (→ I can take an airplane.)

- b. Play the CD track 174, 175 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 places in the recording.
- Play the CD track 176 and ask the students.
 - ① - Where is the boy going? (→ He's going to China.)
 - Where will a boy send postcards to his friends?
 - (→ He'll send postcards to his friends from the Great Wall.)
 - Where are the girl and the boy going? (→ They're going to Australia.)
- 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:
 - ① - What is the girl doing? (→ She is packing for her trip.)
 - What does she need? (→ She needs a camera, some medicine and a map.)
 - Where did the boy stay? (→ He stayed in a nice hotel near the beach.)
 - How was the weather? (→ It rained every day.)
- After listening to the CD track 178, give the following questions to the students.
 - ① - Where does the girl want to go?
 - (→ She wants to visit a famous temple outside of Seoul.)
 - What did the boy buy from Europe?
 - (→ He bought a picture of Eiffel Tower for a girl.)
 - What did the boy like the most about Thailand?
 - (→ He liked the markets in a boat the most.)

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 - Where is Chris going this April? (→ He's going to Japan.)
 - Who does he go with? (→ He goes there with his brother.)
 - How will he go? (→ He will take a boat from Busan.)

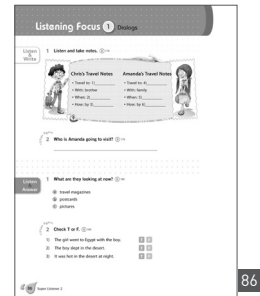
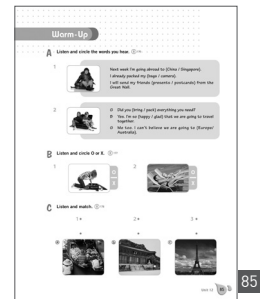
[Listen & Answer]

- Let students listen to the CD track 180 and find the correct answers by themselves.
- Check the answers with the students.
 - ① - Where did the boy go? (→ He went to Egypt with his cousin.)
 - What did he see there? (→ He saw pyramids.)
 - What did he ride? (→ He rode a camel.)
 - How long did he stay in a desert? (→ He stayed there for two days.)

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.

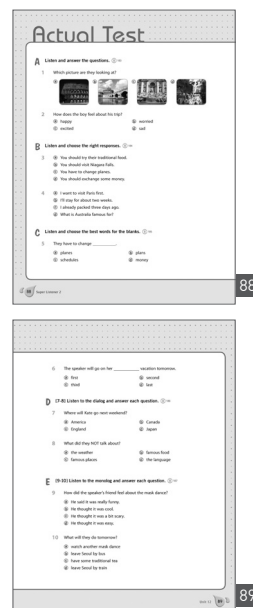


[Listen & Answer]

- Ask students to listen to the CD track 182 and find the correct answers 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 183 to 187 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

Planning a trip for this vacation

- Distribute a big piece of paper to each student.
- Give students 2 minutes to think about the place they want to go for traveling.
- Let students write the name of the place, the period of travel, the cost, the transportation they would take, things to bring and what they will see and eat in the place.
- After they have written a plan, have one by one to present their plans.

Tip

It would be fun to plan a trip to a fantasy world, too. You could plan to go to Never land where Peter Pan lives, or outer space, or Harry Potter's school, and so on.

Closing

a. 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?

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:

- Ⓣ - One more book is finished. All of you did a wonderful job.
- Please review this book again at home.
 - Let's start a new book next time.

Unit 12 What did you see in N.Y.?

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

1. airport
2. pack
3. city
4. notebook
5. Australia
6. lesson
7. exchange
8. go abroad

B Translate each sentence into Russian.

1. I packed everything I need.
2. We'll change planes in Tokyo.
3. This is Rome's traditional food.
4. Ottawa is the capital of Canada.
5. Italy is famous for pizza.

34

C Dictation. Listen and fill in the blanks.

Part 1

1. I decided to _____ the city with my brother.
2. I didn't have to hurry because we were going to _____.
3. We're going to _____.
4. That's great. Are you going to _____?
5. Actually, we'll take a train from Rome.
6. What time is that?
7. It's about 10:00.
8. Thanks, you too!

Part 2

1. I finally had a look at those pictures from _____.
2. When those people are here in that part _____.
3. In the city _____ the house is right next to it.
4. I'm happy that you like a car with a _____.
5. We'll be going to a car show next week in the city.
6. I might have had one if _____.
7. _____ in the city, but it was not at all right. The house was _____ of the city.

Part 3

1. I remember the going abroad with Alex. He said _____ Thailand for two weeks. I packed my _____ a hotel and pharmacy for the trip. He also said _____ the house in the city. He said we can use the house's family and pharmacy for the trip. We will have _____ I want to go to the pharmacy and get some medicine. But I hope _____.

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Part 4

1. I had a change _____ on the street today. He had a book about Rome. He worked _____ in good place in Rome. He had no time to really enjoy living in Rome. He had to go to the airport and _____ the Thailand one and we exchanged _____ change for the good one in Rome.

Part 5

1. Are you going to _____?
2. Yes, I'll be there next weekend.
3. Oh, I almost forgot that you had those pictures.
4. Yes, I had in London for _____.
5. Can you tell me where those pictures are in London?
6. Yes, the house _____ my brother and take a ride on the London Eye.
7. Oh, the car was really on my list for the trip.
8. I'll be there next week and I'll be _____ in England.
9. Oh, I don't know that.

Part 6

1. My American friend is visiting Rome. He is really _____ Rome. I took him to the Vatican today. I think it is a good place to see the city. He also said _____ the house in the city. He said we can use the house's family and pharmacy for the trip. We will have _____ I want to go to the pharmacy and get some medicine. But I hope _____.

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