

SUPER
S★ar

SUPER ★ Star

5

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Scope and Sequence

	Communication	Word	Grammar Pattern
Unit 1 Job Day	Lesson 1 When is your birthday? It's September 19th! It's next week! Yes! I can't wait!	Lesson 2 pilot, chef, singer, firefighter, judge, movie director Lesson 3 writer, explorer, architect, engineer, reporter, fashion designer	Lesson 2 I want to be a pilot. He/She wants to be a pilot. Lesson 3 What do you want to be? I want to be a writer. What does he/she want to be? He/She wants to be a writer.
Unit 2 Music Class	Lesson 1 What's that? It's an accordion. Cool! How do you play it? Let me show you.	Lesson 2 piano, violin, recorder, guitar, flute, drums Lesson 3 trumpet, xylophone, cello, triangle, harp, cymbals	Lesson 2 I want to play the piano. I don't want to play the piano. He/She wants to play the piano. He/She doesn't want to play the piano. Lesson 3 Do you want to play the trumpet? Yes, I do. / No, I don't. Does he/she want to play the trumpet? Yes, he/she does. No, he/she doesn't.
Reading 1	Colors of a Rainbow :: Art ::		
Unit 3 On Weekends	Lesson 1 Hi, Ron. This is Tyler. Hi, Tyler. What's up? Are you free on Sunday? Yes, I am.	Lesson 2 go on a picnic, surf the Internet, read comics, hang out with friends Lesson 3 go to the movies, eat out, go to the library, take a nap	Lesson 2 I always go on a picnic on Sundays. I never go on a picnic on Sundays. He/She always goes on a picnic on Sundays. He/She never goes on a picnic on Sundays. Lesson 3 Do you go to the movies on weekends? Yes, I do. I always go to the movies on weekends. No, I don't. I never go to the movies on weekends. Does he/she go to the movies on weekends? Yes, he/she does. He/She always goes to the movies on weekends. No, he/she doesn't. He/She never goes to the movies on weekends.
Unit 4 At the Museum	Lesson 1 Do you know how to get to the Adventure Museum? We can ride the bus 11. How long does it take? It takes about 30 minutes.	Lesson 2 fast-faster-fastest, slow-slower-slowest, colorful-more colorful-most colorful, graceful-more graceful-most graceful Lesson 3 large-larger-largest, small-smaller-smallest, energetic-more energetic- most energetic, dangerous-more dangerous- most dangerous	Lesson 2 The dog is faster than the mouse. The butterfly is more colorful than the frog. The horse is the fastest of all. The parrot is the most colorful of all. Lesson 3 Which animal is larger? The deer is larger. Which animal is more energetic? The cat is more energetic. Which animal is the largest? The elephant is the largest. Which animal is the most energetic? The monkey is the most energetic.
Reading 2	The Journey of a Seed :: Science ::		
Progress Test 1 Review Units 1~4			

	Communication	Word	Grammar Pattern
Unit 5 Activities in Town	Lesson 1 Are you ready to order? Yes, I am. What would you like to have? Today's special, please.	Lesson 2 watched a movie, borrowed books, practiced taekwondo, mailed a package Lesson 3 took a walk, got a haircut, went shopping, ate dinner	Lesson 2 I went to the theater. I watched a movie. He/She went to the theater. He/She watched a movie. Lesson 3 Where did you go? I went to the park. I took a walk. Where did he/she go? He/She went to the park. He/She took a walk.
Unit 6 Town Fair	Lesson 1 Can you do me a favor? Sure. What is it? Can I borrow your bike? I'm late! No problem. Go ahead.	Lesson 2 ran fast, sang loudly, jumped high, smiled happily Lesson 3 talked quietly, danced beautifully, walked slowly, wrote neatly	Lesson 2 He/She ran fast. He/She didn't run fast. They ran fast. / They didn't run fast. Lesson 3 Did he/she talk quietly? Yes, he/she did. No, he/she didn't. Did they walk slowly? Yes, they did. / No, they didn't.
Reading 3	Our Solar System :: Science ::		
Unit 7 Vacation Plans	Lesson 1 Wow! What a nice hat! I made it myself! It looks good on you. Thank you.	Lesson 2 climb a mountain, see a waterfall, go to a desert, explore the jungle Lesson 3 go on safari, visit an island, walk in the forest, explore a cave	Lesson 2 I'll climb a mountain. I won't see a waterfall. He/She will climb a mountain. He/She won't see a waterfall. Lesson 3 What will you do this vacation? I'll go on safari. What will he/she do this vacation? He'll/She'll go on safari.
Unit 8 End of the Year	Lesson 1 Congratulations, everyone. Thank you, Mrs. Klever! Have a great vacation. You, too. Bye!	Lesson 2 get up early, get good grades, get along with friends, become a school president Lesson 3 exercise regularly, eat healthy food, learn a new language, do volunteer work	Lesson 2 He'll/She'll get up early. They'll get up early. Lesson 3 Will he/she exercise regularly next year? Yes, he/she will. No, he/she won't. Will they exercise regularly next year? Yes, they will. No, they won't.
Reading 4	They Look the Same and Different! :: History ::		
Progress Test 2 Review Units 5~8			

Super Star Lesson Guide



Lesson 1 Conversation

Warm Up

1. Begin by exchanging greetings with the class.
2. Provide an activity to allow students to experience the conversation they will be introduced to.
3. Pre-teach the conversation in the context you've provided.
4. Personalize conversation.


A Listen and say.

1. Have students talk about the illustrations to establish context. Activate prior knowledge by asking students to talk about characters and what they are doing.
2. Have students listen and repeat the conversation to get used to natural pronunciation and intonation.



B Listen and find the speakers.

1. Have students identify the speakers of the conversation while listening to the audio to review expressions and meaning.
2. Have students practice the conversation in groups as a role-play to practice pronunciation, intonation, and natural speed and rhythm.

C Sing. 

When is your birthday?
It's September 19th.

When is your birthday?
It's November 26th.


When is your birthday?
It's January 20th.

When is your birthday?
It's April 15th.


Wow! It's next week.
Yes! I can't wait!

D Say and act.

When is your birthday?



15 APRIL	April 15th
7 AUGUST	August 7th
26 NOVEMBER	November 26th

Star Quest  **Clare Time!** 

C Sing.

1. Listen to the song with students help them become familiar with the tune and rhythm of the song.
2. Read the lyrics line by line with students to identify familiar words and structures and work on their pronunciation.
3. Play the song again and have students sing along, paying attention to pronunciation and intonation.
4. Have students personalize the song by changing some lyrics.

D Say and act.

1. Present the conversation again. Model the conversation with a student, to show that a conversation is between two people.
2. Read the conversation line by line while students repeat, paying attention to pronunciation and intonation.
3. Role-play the conversation with students.
4. Divide the class into groups and have the groups role-play the conversation with each other for additional practice.
5. Role-play the conversation in pairs for additional practice and personalization.



Star Quest to consolidate learning

1. Play the audio track and have students listen as the character gives the quest.
2. Have students perform the quest individually or in groups, and then place the sticker on the back cover of their books to reward their accomplishments.

Extra Activity

- Use the suggested games or activities for further practice and consolidation of language learning.

Extra Practice

- Use corresponding workbook pages for extra practice in class or as homework.

Super Star Lesson Guide



Lesson 2 Word & Sentence

Warm Up

1. Review the conversation from Lesson 1 to activate prior learning.
2. Listen to the song from Lesson 1 and sing along to engage students in using English.

A Listen, point, and say.

1. Activate prior knowledge by engaging students in discussion about target vocabulary and letting them use the language they already know. Optionally, use flashcards to introduce new words.
2. Model pronunciation of the new words by reading and having students repeat, emphasizing natural pronunciation and intonation.
3. Have students listen to the audio, point to the pictures in their books, and repeat the words to establish a connection between the sound of the words and their meaning.
4. Read the words while pointing to the pictures together with the students.

Lesson 2 Word & Sentence

A Listen, point, and say.

1 pilot 2 chef 3 singer 4 firefighter 5 judge 6 movie director

B Listen and say. Then practice.

I want to be a pilot.


I want to be...

1 2 3 4 5 6


The image shows a lesson page for 'Lesson 2 Word & Sentence'. It features a red banner at the top with the lesson title and a star icon. Below the banner, there are two main sections: 'A Listen, point, and say.' and 'B Listen and say. Then practice.'. Section A includes six numbered images of a pilot, a chef, a singer, a firefighter, a judge, and a movie director, each with its corresponding label below. Section B shows a yellow speech bubble with the sentence 'I want to be a pilot.' and a chalkboard with the sentence 'I want to be...' and six numbered images of a pilot, a chef, a singer, a firefighter, a judge, and a movie director.


B Listen and say. Then practice.


1. Present the target structure to students and give them the necessary grammatical information to understand usage.
2. Read the key sentences with the students and allow them to practice using the words that they have learned.
3. Use the audio CD and have students repeat while focusing on pronunciation and intonation.
4. As a whole class, point to each image and make the correct sentences using the words they have learned.



C Listen and say. Then practice. 

He wants to be a pilot.
She



D Listen and number. 



Star Quest  **Ron Time!** 

9



Star Quest to consolidate learning

1. Play the audio track and have students listen as the character gives the quest.
2. Have students perform the quest individually or in groups, and then place the stickers on the back cover of their book.

Extra Activity

- Use the suggested games or activities for further practice and consolidation of language learning.

Extra Practice

- Use corresponding workbook pages for extra practice in class or as homework.

C Listen and say. Then practice.

1. Present the target structure to students and give them the necessary grammatical information to understand usage.
2. Read the key sentences with the students and allow them to practice using the words that they have learned.
3. Use the audio CD and have students repeat while focusing on pronunciation and intonation.
4. As a whole class, point to each image and make the correct sentences using the words they have learned.

D Listen and number.

1. Play the audio CD for students to listen and check their understanding of the words and sentences by completing the activity.
2. Check the answers together.
3. Encourage personalization by asking students to talk about the illustration outside of the target language.

Super Star Lesson Guide



Lesson 3 Word & Dialogue

Warm Up

1. Review Lesson 2 to activate prior learning.

A Listen, point, and say.

1. Activate prior knowledge by engaging students in discussion about target vocabulary and letting them use the language they already know. Optionally, use flashcards to introduce new words.
2. Model pronunciation of the new words by reading and having students repeat, emphasizing natural pronunciation and intonation.
3. Have students listen to the audio, point to the pictures in their books, and repeat the words to establish a connection between the sound of the words and their meaning.
4. Read the words while pointing to the pictures together with the students.

Lesson 3 Word & Dialogue

A Listen, point, and say. (12)

1 writer 2 explorer 3 architect 4 engineer 5 reporter 6 fashion designer

B Listen, ask, and answer. Then practice. (13)

What do you want to be? I want to be a **writer**.

10

The image shows a lesson page with a red banner at the top. Below the banner are two sections, A and B. Section A has six numbered icons representing different professions: a writer, an explorer, an architect, an engineer, a reporter, and a fashion designer. Section B features a large illustration of children in various roles, with a speech bubble containing a dialogue. The page number 10 is in the bottom left corner.

B Listen, ask, and answer. Then practice.

1. Present the dialogue to the class, using gesture to aid comprehension.
2. Give students the necessary grammatical information they need to successfully complete the dialogue.
3. Have students practice using the words they learned in A in the new structure in order to practice further.
4. Read the dialogue together with the students to work on pronunciation.
5. Listen and repeat after the audio for further practice.
6. Practice the dialogue together while pointing to the pictures to make a connection between the sounds and image.
7. Have students practice in pairs or groups for additional practice and personalization.

C Listen, ask, and answer. Then practice. 

What does he want to be? He wants to be a **writer**.
 she She



D Listen and number. 



E Sing. 

 **Monty Time!** 

11

C Listen, ask, and answer. Then practice.

1. Present the dialogue to the class, using gesture to aid comprehension.
2. Give students the necessary grammatical information they need to successfully complete the dialogue.
3. Have students practice using the words they learned in A in the new structure in order to practice further.
4. Read the dialogue together with the students to work on pronunciation.
5. Listen and repeat after the audio for further practice.
6. Practice the dialogue together while pointing to the pictures to make a connection between the sounds and image.
7. Have students practice in pairs or groups for additional practice and personalization.

D Listen and number.

1. Play the audio CD for students to check their understanding of the words and dialogues.
2. Have students complete the activity in the book individually to show their understanding.
3. Check answers together.
4. Encourage personalization by asking students to talk about the photos outside of the target language.

E Sing.

1. Listen to the song with students help them become familiar with the tune and rhythm of the song.
2. Read the lyrics line by line with students to identify familiar words and structures and work on their pronunciation.
3. Play the song again and have students sing along, paying attention to pronunciation and intonation.



Star Quest to consolidate learning

1. Play the audio track and have students listen as the character gives the quest.
2. Have students perform the quest individually or in groups, and then place the stickers on the back cover of their book.

Extra Activity

- Use the suggested games or activities for further practice and consolidation of language learning.

Extra Practice

- Use corresponding workbook pages for extra practice in class or as homework.

Super Star Lesson Guide



Lesson 4 Story & Unit Test

Warm Up


1. Review the dialogue from Lesson 3 to review and activate prior learning.
2. Listen to the song from Lesson 3 and sing along to engage students in using English.

A Listen and read.

1. Use the pictures to review the words, sentences, and dialogues of the unit.
2. Talk about what is happening in each scene, allowing students to speak freely.
3. Play the audio and listen carefully while looking at the pictures and text.
4. Read the story again together as a class to practice pronunciation and intonation.
5. Have students role-play in groups and act out the story.

Lesson 4 Story

A Listen and read.



Ron, Clare, Monty, and Tyler are in the classroom. The class is about to start.

When is Job Day?
It's September 13th. It's today.
I can't wait!

Tyler's dad comes and talks about his job.

Hi, everyone! I'm an explorer. What do you want to be?
I want to be a reporter!
I want to be a singer!
I want to be a chef. No, wait! I want to be a pilot.
No! Dancer! I want to be a dancer!
Great!

Tyler's dad looks at Ron.

How about you, Ron? What do you want to be?
I want to be an explorer!
Excellent!

B Read and check True or False.

- 1 Tyler's dad is an explorer. T F
- 2 Tyler wants to be a singer. T F
- 3 Ron wants to be a pilot. T F

12

B Read and check True or False.

1. Have students read the questions carefully and choose the correct answers.
2. Check the answers together.

Unit Test

• Listen and circle. 

1   2  

3   4  

• Listen and choose. 

5  6  7  8 
a b c a b c a b c a b c

• Read, write, and say.

9  10 
It's September 19th. What does he want to be?

13

Extra Activity

- Use the suggested games or activities for further practice and consolidation of language learning.

Extra Practice

- Use corresponding workbook pages for extra practice in class or as homework.

Unit Test

1. Have students get their pencils and erasers ready before the test.
2. Remind students of standard test-taking precautions (cover your paper, don't look at other papers).
3. Make sure students are ready and audio is prepared.
4. Play the audio and give students time to answer for each segment.
5. Check answers together after the test.

Super Star Lesson Guide



Reading

Reading 1

A Listen and read.

There are many colors in the world. These colors **come from** three colors. They are red, blue, and yellow. They are **primary** colors.

Let's **mix** colors. Mix red and yellow. Red and yellow **make** orange! Mix blue and yellow. Blue and yellow make green! Mix red and blue. Red and blue make indigo. Mix blue and a little more red. They make violet.

Now you have the colors for a **rainbow**. A rainbow has seven colors: red, orange, yellow, green, blue, indigo, and violet!

B Read and check true or False.

- 1 Red, green and yellow are primary colors. T F
- 2 Red and blue make green. T F
- 3 Red and yellow make orange. T F
- 4 Blue and a little more red make violet. T F
- 5 There are seven colors in a rainbow. T F

Look and match.

- 1
- 2
- 3
- 4

Warm Up

1. Use pictures and illustrations to activate prior knowledge.
2. Talk about what is happening in the illustrations.
3. Use prediction skills to guess what the reading will be about.

A Listen and Read.

1. Play the audio track and have students listen to the reading while following along in their books.
2. Give students time to identify unfamiliar words and learn the meanings together.
3. Repeat the audio track and have students read and point to the words, focusing on correct pronunciation and intonation.
4. Read again with a focus on meaning.
5. Have students read the story in groups.

B Read and Check True or False.

1. Check students' understanding by having them complete the activity.
2. Check the answers together.

Cross-curricular Activity

1. Check students' understanding of the reading by having them complete the activity.
*Specific activities will vary – see the individual reading sections.

Extra Activity

- Use the suggested games or activities for further practice and consolidation of content learning.

Extra Practice

- Use corresponding workbook pages for extra practice in class or as homework.

Progress Test



Progress Test to evaluate cumulative learning

• Listening • Reading • Writing • Speaking

1. Have students get their pencils and erasers ready before the test.
2. Remind students of standard test-taking precautions (cover your paper, don't look at other papers).
3. Make sure students are ready and audio is prepared.
4. Pause from time to time to make sure students are following direction and working on the correct part of the test.
5. Play the audio tracks for the listening and speaking portions and give students time to answer.
6. Use the scoring rubric provided after each test to score the speaking portion.

Super Star Time



1. Read and write the numbers to evaluate contextual reading skills and consolidate learning.
2. Check the answers together and read the dialogue for each illustration.

Lesson 1 Conversation

Objectives

- to ask when someone's birthday is
- to answer with the student's own birthday
- to express excitement about the student's birthday

Materials

- CD1 Tracks 3~6
- a calendar, paper, and pencils

Warm Up

1. Greet students by saying, "Hello. How are you?" Have students answer, "I'm fine. Thank you."
2. Bring a calendar and show students the months and dates. Ask, "What's the date today?"
3. Write today's date on the board and repeat the question. Ex. "What's the date today?" "It's December 27th."
4. Write the months on the board and say them together.
5. Ask students at random, "When is your birthday?" Have them answer with their birthday. Ex. "When is your birthday?" "It's November 9th."

Student Book p.6

A Listen and say.

1. Have students talk about the illustration on page 6. Encourage them to talk about the characters and what they're doing in the illustration.
2. Play CD1 Track 3 and have students listen to the conversation.
3. Have students repeat the conversation.
4. Play the track again for students to repeat after.



Tyler : When is your birthday?
 Monty : It's September 19th.
 Tyler : It's next week!
 Monty : Yes! I can't wait!



Student Book p.6

B Listen and find the speakers.

1. Play CD1 Track 4 and have students identify the speakers of the conversation.
 *You will hear the conversation two times.
2. Play the same track again and identify the speakers with students.
3. Have students make pairs and role-play the conversation. Once they've finished, have them switch roles.



Tyler : When is your birthday?
 Monty : It's September 19th.
 Tyler : It's next week!
 Monty : Yes! I can't wait!



Student Book p.7

C Sing.

1. Play CD1 Track 5 and have students listen to the song first.
2. Read the song line by line with students.
3. Play the track again and have students sing along to the song.
4. Have students replace the birthdays in the lyrics with their own birthdays and sing.



When is your birthday? It's September 19th.
 When is your birthday? It's January 20th.
 When is your birthday? It's November 26th.
 When is your birthday? It's April 15th.
 Wow! It's next week. Yes! I can't wait!

Student Book p.7

D Say and act.

1. Present the conversation again. Have student volunteers come up to model the conversation. "When is your birthday?" "It's September 19th."
2. Read the conversation line by line and have students repeat each line.
3. Divide students into two groups and have them role-play. Take turns in asking and answering the questions.
4. Divide students into pairs and take turns asking and answering the questions with the given birthdays.

Student Book p.7



1. Play CD1 Track 6.
2. Have students perform the quest individually and then place the character sticker on the back cover of the student book.



Clare Time! Listen and answer.
 When is your birthday?
 Model Answer : It's February 6th.

Extra Activity

Birthday Mingle

1. Give each student a piece of paper. Ask them to draw a big 'T' to make a chart with two columns.
2. Ask students to label the first column 'names' and the second column 'birthdays.'
3. In the first column, ask the students to write down the names of other students in the class.
4. Have students stand up and walk around the class, asking their classmates, "When is your birthday?" and writing down their answers.
5. Continue the activity until students' charts are completed.
6. After students are seated again, ask them at random when their classmates' birthdays are.

Extra Practice

1. Have students do workbook pages 4~5 as homework or complete them in class.
 *You can download the answer key online.

Lesson 2 Word & Sentence

Objectives

- to learn and say different jobs
pilot, chef, singer, firefighter, judge, movie director
- to make sentences using the key words
I want to be a pilot.
He wants to be a pilot.
She wants to be a pilot.

Materials

- CD1 Tracks 7~11
- Flashcards Unit 1 01~06

Warm Up

1. Review Lesson 1 Conversation.
When is your birthday?
It's September 19th.
It's next week!
Yes! I can't wait!
2. Play CD1 Track 5 and sing together.

Student Book p.8

A Listen, point, and say.

1. Talk about the photos on page 8. Ask students if they recognize any words.
*You could use the flashcards on pages 101~102.
2. Read each word and have students repeat them.
3. Play CD1 Track 7 and have students point to each photo and repeat the words.
4. Read each word while pointing to each photo with students.



1. pilot
2. chef
3. singer
4. firefighter
5. judge
6. movie director

2 Word & Sentence

A Listen, point, and say. CD1 7

pilot

chef

singer

firefighter

judge

movie director

B Listen and say. Then practice. CD1 8

I want to be a pilot.

I want to be...

Student Book p.8


B Listen and say. Then practice.

1. Present the sentence stem, "I want to be a _____." to students.
Ex. "I want to be a pilot."
2. Have students practice saying the words they learned in A using the sentence stem.
3. Play CD1 Track 8 and have students listen to the sentences.
4. Listen again and repeat after the CD.
5. As a whole class, point to each picture and say the sentence.


I want to be a pilot.


1. I want to be a pilot.
2. I want to be a chef.
3. I want to be a singer.
4. I want to be a firefighter.
5. I want to be a judge.
6. I want to be a movie director.

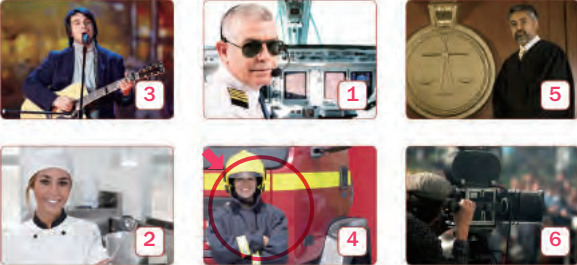
18


C Listen and say. Then practice. 

He wants to be a pilot.
She _____



D Listen and number. 



Star Quest Ron Time! 

Student Book p.9

C Listen and say. Then practice.

- Talk about the pictures on page 9. Encourage students to say what is going on in the pictures.
- Present the sentence stems, “He wants to be a _____.” and “She wants to be a _____.” to students.
Ex. “He wants to be a pilot.” “She wants to be a chef.”
- Have students practice saying the words they learned in A using the sentence stems.
- Play CD1 Track 9 and have students listen to the sentences.
- Listen again and repeat after the CD.
- As a whole class, point to each picture and say the sentence.



He wants to be a pilot. She wants to be a pilot.

- She wants to be a pilot.
- He wants to be a chef.
- She wants to be a singer.
- He wants to be a firefighter.
- She wants to be a judge.
- He wants to be a movie director.

Student Book p.9

D Listen and number.

- Play CD1 Track 10.
*You will hear the activity two times.
- Have students number the correct photos while listening to the CD.
- Check the answers together.
- Ask students if they know other words in the photos. Encourage them to speak out.



- He wants to be a pilot.
- She wants to be a chef.
- He wants to be a singer.
- She wants to be a firefighter.
- He wants to be a judge.
- She wants to be a movie director.

Student Book p.9



- Play CD1 Track 11.
- Have students perform the quest individually and then place the character sticker on the back cover of the student book.



Ron Time! Listen and explore.
How many firefighters are there?

Extra Activity

Memory Game

- Stand in a circle with students. Say, “I want to be a pilot.” and mime flying an airplane.
- Have the student on your left say, “She wants to be a pilot. I want to be a (singer).” and mime their job.
- Have the next student say, “She wants to be a pilot. He wants to be a singer. I want to be a (movie director).” and mime ‘movie director.’
- As the game continues, each student has to remember what all the previous people have said. Students can continue to mime to give each other hints.
- If a student makes a mistake, they have to sit down.
- The game continues until everyone is sitting or for a limited time.

Extra Practice

- Have students do workbook pages 6~7 as homework or complete them in class.
*You can download the answer key online.

Lesson 3 Word & Dialogue

Objectives

- to learn and say different job words
writer, explorer, architect, engineer, reporter,
fashion designer
- to make sentences with the key words
What do you want to be? I want to be a writer.
What does he/she want to be?
He/She wants to be a writer.

Materials

- CD1 Tracks 12~17
- Flashcards Unit 1 07~12

Warm Up

1. Review Lesson 2 Word and Sentence.
pilot, chef, singer, firefighter, judge, movie director
I want to be a pilot.
He/She wants to be a pilot.

Student Book p.10

A Listen, point, and say.

1. Talk about the photos on page 10. Ask students if they recognize any words.
*You could use the flashcards on page 101~102.
2. Read each word and have students repeat them.
3. Play CD1 Track 12 and have students point to each photo and repeat the words.
4. Read each word while pointing to each photo with students.



- | | |
|--------------|---------------------|
| 1. writer | 2. explorer |
| 3. architect | 4. engineer |
| 5. reporter | 6. fashion designer |

Student Book p.10

B Listen, ask, and answer. Then practice.

1. Present the dialogue to the class: "What do you want to be?"
"I want to be a writer."
2. Review the pattern "I want to be a _____." with students by indicating yourself and saying, "I want to be an English teacher." Have students practice saying the words they learned in A using the pattern.
3. Read the sentences on page 10 with students.
4. Play CD1 Track 13 and have students pay attention to the dialogue and repeat after the CD.
5. As a class, point to the picture for each number and make the question and correct answer.

A Listen, point, and say.

writer

explorer

architect

engineer

reporter

fashion designer

B Listen, ask, and answer. Then practice.

What do you want to be? I want to be a **writer**.

6. Divide students into pairs. Have them ask and answer questions about each number.



What do you want to be? I want to be a writer.

1. What do you want to be? I want to be a writer.
2. What do you want to be? I want to be an explorer.
3. What do you want to be? I want to be an architect.
4. What do you want to be? I want to be a reporter.
5. What do you want to be? I want to be an engineer.
6. What do you want to be? I want to be a fashion designer.

Student Book p.11

C Listen, ask, and answer. Then practice.

1. Present the dialogue to the class. Ex. "What does he/she want to be?" "He/She wants to be a writer."
2. Review the patterns "He wants to be a _____." and "She wants to be a _____."
3. Read the sentences on page 11 with students.
4. Play CD1 Track 14 for students to listen and repeat after.
5. As a class, point to the picture for each number and make the question and correct answer.
6. Divide students into two groups and role-play the conversation.

C Listen, ask, and answer. Then practice. 

What does he want to be? He wants to be a **writer**.
What does she want to be? She wants to be a **writer**.



D Listen and number. 



E Sing.   **Monty Time!**

Student Book p.11

E Sing.

1. Play CD1 Track 16 and have students listen to the song.
2. Read the song line by line with students.
3. Play the track again and have students sing along.



What do you want to be? I want to be a writer.
What does he want to be? He wants to be an explorer.
What does she want to be? She wants to be a reporter.
What do you want to be? I want to be a firefighter.
What does he want to be? He wants to be an engineer.
What does she want to be? She wants to be a architect.

Student Book p.11



Monty Time!

1. Play CD1 Track 17.
2. Have students, as a group or individually, perform the quest, and then place the character sticker on the back cover of the student book.



Monty Time! Listen and sing along.



What does he want to be? He wants to be a writer.
What does she want to be? She wants to be a writer.
1. What does she want to be? She wants to be a writer.
2. What does he want to be? He wants to be an explorer.
3. What does she want to be? She wants to be an architect.
4. What does she want to be? She wants to be a reporter.
5. What does he want to be? He wants to be an engineer.
6. What does she want to be? She wants to be a fashion designer.

Student Book p.11

D Listen and number.

1. Play CD1 Track 15. *You will hear the activity two times.
2. Have students number the correct photos while listening to the CD.
3. Check the answers together.



1. What does he want to be? He wants to be a writer.
2. What does she want to be? She wants to be an explorer.
3. What does he want to be? He wants to be an architect.
4. What does he want to be? He wants to be a reporter.
5. What does she want to be? She wants to be an engineer.
6. What does she want to be? She wants to be a fashion designer.

Extra Activity

Job Fair

1. Prepare two or three sets of flashcards of all the jobs from Unit 1. Place them face up on a table on one side of the room. Have students form two lines on the other side of the room.
2. Count down from three and let the first two students run to the table and choose their job. They can play rock-paper-scissors to select who will speak. The winner asks, "What do you want to be?" The second student answers, "I want to be a (reporter)."
3. The whole class asks, "What does he want to be?" The student looks at the winner's card and says, "He/She wants to be a (writer)." They take the cards with them back to their line.
4. The next pair plays with the remaining cards in the same way.
5. The activity continues until all the cards have been collected.

Extra Practice

1. Have students do workbook pages 8~9 as homework or complete them in class.
*You can download the answer key online.

Lesson 4 Story & Unit Test

Objectives

- to review what students have learned in Lessons 1 to 3
- to assess students' knowledge of what they have learned in Lessons 1 to 3

Materials

- CD1 Tracks 18~20
- Flashcards Unit 1 01~12

Warm Up

1. Review Lesson 3 Word and Dialogue.
writer, explorer, architect, engineer, reporter, fashion designer
What do you want to be? I want to be a writer.
What does he/she want to be? He/She wants to be a writer.
2. Play CD1 Track 16 and sing together.




Student Book p.12

A Listen and read.

1. Read the words, sentences, and dialogues with students while looking at the pictures on page 12.
2. Talk about what is going on in each scene and who the speakers are. Pay attention to the character pictures beside each line of text. Encourage students to speak out.
3. Play CD1 Track 18 and have students listen carefully.
4. Play the CD again and have students repeat the story, focusing on correct pronunciation.
5. As a class, have students read the story together.
6. Divide the class into groups of five and have them role-play the story.

Story

A Listen and read.

Ron, Clare, Monty, and Tyler are in the classroom. The class is about to start.

When is Job Day?
 It's September 13th. It's today.
 I can't wait!

Tyler's dad comes and talks about his job.

Hi, everyone! I'm an explorer. What do you want to be?
 I want to be a reporter!
 I want to be a singer!
 I want to be a chef. No, wait! I want to be a pilot.
 No! Dancer! I want to be a dancer!
 Great!

Tyler's dad looks at Ron.

How about you, Ron? What do you want to be?
 I want to be an explorer!
 Excellent!

B Read and check True or False.

1 Tyler's dad is an explorer.	T <input checked="" type="checkbox"/>	F <input type="checkbox"/>
2 Tyler wants to be a singer.	T <input type="checkbox"/>	F <input checked="" type="checkbox"/>
3 Ron wants to be a pilot.	T <input type="checkbox"/>	F <input checked="" type="checkbox"/>

12



Ron, Clare, Monty, and Tyler are in the classroom. The class is about to start.

Ron : When is Job Day?
 Clare : It's September 13th. It's today.
 Ron : I can't wait!

Tyler's dad comes and talks about his job.

Tyler's dad : Hi, everyone! I'm an explorer.
 What do you want to be?
 Clare : I want to be a reporter!
 Monty : I want to be a singer!
 Tyler : I want to be a chef. No, wait! I want to be a pilot. No! Dancer! I want to be a dancer!
 Tyler's dad : Great!

Tyler's dad looks at Ron.

Tyler's dad : How about you, Ron? What do you want to be?
 Ron : I want to be an explorer!
 Tyler's dad : Excellent!

Student Book p.12

B Read and check True or False.

1. Have students read the questions carefully and check the correct answers.
2. Check the answers together.
3. Have students correct false sentences to make them true.

Unit Test

Listen and circle. 

1  

2  

3  

4  

Listen and choose. 

5  a b c

6  a b c

7  a b c

8  a b c

Read, write, and say.

9  When is your birthday?
It's September 19th.

10  What does he want to be?
He wants to be a chef.

Student Book p.13

Unit Test

1. Have students take out their pencils and erasers for the test.
2. Remind students of the usual test-taking precautions.
3. Check that all students are ready and that the audio is prepared.
4. Check the answers together after the test.

Listen and circle.

1. Play CD1 Track 19 and give students time to answer.



1. I want to be an architect.
2. I want to be a judge.
3. She wants to be a reporter.
4. He wants to be an explorer.

Listen and choose.

1. Play CD1 Track 20 and give students time to answer.



5. a. I want to be a pilot.
b. She wants to be a firefighter.
c. She wants to be a pilot.
6. a. He wants to be a judge.
b. I want to be an architect.
c. She wants to be a movie director.
7. What does he want to be?
a. I want to be a singer.
b. He wants to be a reporter.
c. He wants to be a singer.
8. What do you want to be?
a. I want to be a pilot.
b. He wants to be an engineer.
c. He wants to be an explorer.

Read, write, and say.

1. Have students read the questions and write the answers, then role-play in pairs.

Extra Activity

Find the Blank

1. Prepare enough flashcards from Unit 1 and one blank card for each student to have a card. Ask the students to keep their cards secret.
2. Explain that no two cards are the same and that one student has a blank card. They have to discover who has the blank card.
3. Have students walk around asking, "What do you want to be?" Students should answer, "I want to be a reporter." according to their card. The student with the blank card can answer with whatever job they want.
4. After five minutes or so, have the students stop and have each student guess who has the blank card - it will probably be a person who said the same job as someone with a real card.
5. If the students guess correctly, they get a point. If not, the student who had the blank card gets a point.

Extra Practice

1. Have students do workbook pages 10~11 as homework or complete them in class.
*You can download the answer key online.

Lesson 1 Conversation

Objectives

- to ask and answer questions about musical instruments
- to demonstrate how to do something

Materials

- CD 1 Tracks 21~24
- six-sided dice

Warm Up

1. Greet students by saying, "Hello. How are you?" Have them respond with, "I'm fine. Thank you."
2. Draw a picture of a violin on the board. Ask students, "What's this?" Have students answer, "It's a violin." Ask students, "How do you play it?" Let students mime playing the violin.
3. Do the same for piano and accordion, but have students ask the questions, "What's this?" and "How do you play it?" When students ask, "How do you play it?" respond, "Let me show you."
4. Have all students repeat the questions and answers.

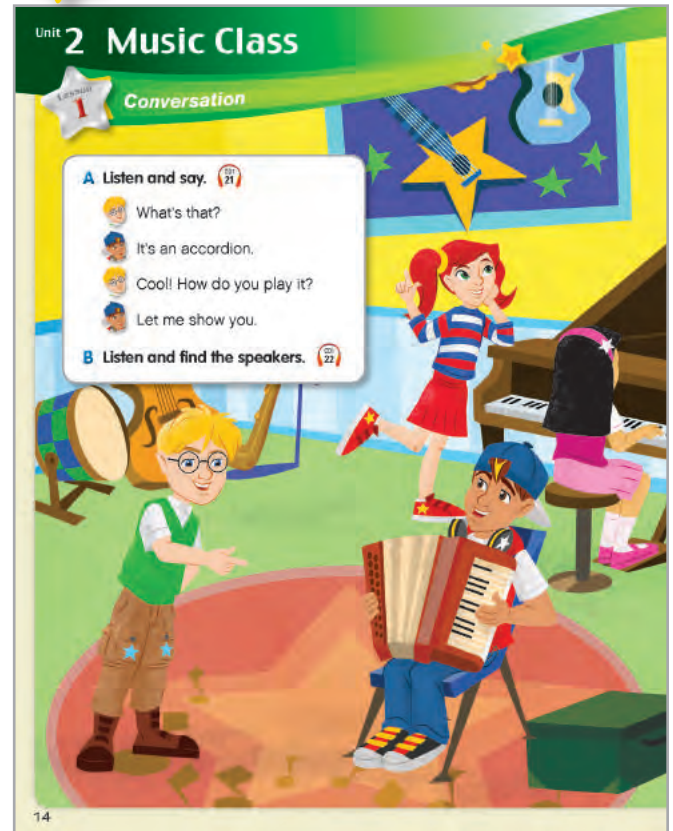
Student Book p.14

A Listen and say.

1. Have students talk about the illustration on page 14. Encourage them to talk about the characters and what they are doing in the illustration.
2. Play CD1 Track 21 and have students listen to the conversation.
3. Have students repeat the conversation.
4. Play the track again for students to repeat after.



Ron : What's that?
 Monty : It's an accordion.
 Ron : Cool! How do you play it?
 Monty : Let me show you.



Student Book p.14

B Listen and find the speakers.

1. Play CD1 Track 22 and have students identify the speakers of the conversation.
 *You will hear the conversation two times.
2. Play the same track again and identify the speakers with students.
3. Have students make pairs and role-play the conversation. Once they've finished, have them switch roles.



Ron : What's that?
 Monty : It's an accordion.
 Ron : Cool! How do you play it?
 Monty : Let me show you.



Student Book p.15

C Sing.

1. Play CD1 Track 23 and have students listen to the song first.
2. Read the song line by line with students.
3. Play the track again and have students sing along to the song.
4. Have students replace the instruments in the lyrics with their own instruments.



What's this? What's this? It's an accordion.
Cool! How do you play it? Let me show you.
What's this? What's this? It's a piano.
Cool! How do you play it? Let me show you.
What's this? What's this? It's a violin.
Cool! How do you play it? Let me show you.

Student Book p.15

D Say and act.

1. Present the conversation again. Have student volunteers come up and role-play the conversation referring to the pictures drawn on the board during Warm Up. For example, "What's this?" (indicates violin) "It's a violin." "How do you play it?" "Let me show you." (mimes playing violin)
2. Read the conversation line by line and have students repeat each line.
3. Role-play with students. Take turns asking and answering the questions.
4. Divide students into two groups. Have them practice asking and answering the questions in turns.
5. Put students in pairs and have them practice the conversation together.

Student Book p.15



1. Play CD 1 Track 24.
2. Have students, as a group or individually, perform the quest, and then place the character sticker on the back cover of the student book.



Tyler Time!

Listen and clap for "accordion," "piano," and "violin."

Extra Activity

Roll the dice!

1. Divide students into pairs and give each pair a six-sided die.
2. Assign an instrument to each side For examples, sides 1 and 4 are violins, sides 2 and 5 are accordions, sides 3 and 6 are pianos.
3. Have students play rock-paper-scissors to decide who goes first. The winner rolls the die.
4. The other student asks, "What's this?" and the winner should respond with the correct instrument.
5. If the answer is correct, the other student asks, "How do you play it?" and the winner says, "Let me show you." and acts out playing the instrument. If the answer is wrong, the other student takes the die and rolls it.
6. The game continues until every student has a chance to roll the dice a few times.

Extra Practice

1. Have students do workbook pages 12~13 as homework or complete them in class.
*You can download the answer key online.

Lesson 2 Word & Sentence

Objectives

- to learn and say different instruments
piano, violin, recorder, guitar, flute, drums
- To make sentences using the key words
I want to play the piano.
I don't want to play the piano.
He/She wants to play the piano.
He/She doesn't want to play the piano.

Materials

- CD1 Tracks 25~29
- Flashcards Unit 2 01~06
- Battleship game cards (optional)

Warm Up

1. Review Lesson 1 Conversation.
What's that?
It's an accordion.
Cool! How do you play it?
Let me show you.
2. Play CD1 Track 23 and sing together.

Student Book p.16

A Listen, point, and say.

1. Talk about the photos on page 16. Ask students if they recognize any words.
*You could use the flashcards on pages 103~104.
2. Read each word and have students repeat them.
3. Play CD1 Track 25 and have students point to each photo and repeat the words.
4. Read each word while pointing to each photo with students.



1. piano
2. violin
3. recorder
4. guitar
5. flute
6. drums

Lesson 2 Word & Sentence

A Listen, point, and say. (CD 25)

B Listen and say. Then practice. (CD 26)

I want to play the piano. I don't want to play the piano.

don't = do not

Student Book p.16

B Listen and say. Then practice.

1. Present the sentences, "I want/don't want to play the piano."
2. Present the patterns, "I want to play the _____." and "I don't want to play the _____." to students.
Ex. "I want to play the violin." "I don't want to play the violin."
3. Introduce students to the short form of 'do not' (don't = do not).
4. Have students practice saying the words they learned in A using the sentence stem.
5. Play CD1 Track 26 and have students listen to the sentences.
6. Listen again and repeat after the CD.
7. Have the whole class point to each picture and say the sentence.



- I want to play the piano. I don't want to play the piano.
(don't = do not)
1. I want to play the piano.
 2. I don't want to play the violin.
 3. I want to play the recorder.
 4. I don't want to play the guitar.
 5. I want to play the flute.
 6. I don't want to play the drums.

C Listen and say. Then practice.

He wants to play the piano.
She doesn't want to play the piano.

doesn't = does not

D Listen and circle.

Star Quest Ron Time!

17

Student Book p.17

C Listen and say. Then practice.

1. Talk about the pictures on page 17. Encourage students to say what is going on in the pictures.
2. Present the sentence stems, "He/She wants to play the _____." and "He/She doesn't want to play the _____." to students.
Ex. "He wants to play the drums." "She doesn't want to play the guitar."
3. Introduce students to the short form of 'does not' (doesn't = does not).
4. Have students practice saying the words they learned in A using the sentence stems.
5. Play CD1 Track 27 and have students listen to the sentences.
6. Listen again and repeat after the CD.
7. Have the whole class point to each picture and say the sentence.



He wants to play the piano.
He doesn't want to play the piano.
She wants to play the piano. She doesn't want to play the piano. (doesn't = does not)

1. He wants to play the piano.
2. She wants to play the violin.
3. She doesn't want to play the recorder.
4. He wants to play the guitar.
5. She doesn't want to play the flute.
6. He doesn't want to play the drums.

Student Book p.17

D Listen and circle.

1. Play CD1 Track 28. *You will hear the activity two times.
2. Have students circle the correct photos while listening to the CD.
3. Check the answers together.



1. She wants to play the piano. She doesn't want to play the violin.
2. He wants to play the recorder. He doesn't want to play the guitar.
3. She wants to play the flute. She doesn't want to play the drums.
4. He wants to play the drums. He doesn't want to play the recorder.

Student Book p.17



1. Play CD1 Track 29.
2. Have students perform the quest individually and then place the character sticker on the back cover of the student book.



Ron Time! Listen and find the boy.
He doesn't want to play the violin.

Extra Activity

Listen and Hit

1. Put students in pairs and give each student a piece of paper. Ask students to make a box with 25 squares inside. (5x5)
2. Across the top, label each column with an instrument. Along the left side, label each row with a pronoun (I/ he/she – can be used more than once).
*Teacher can prepare steps 1 and 2 ahead of time.
3. Ask students to hide their papers from their partners and place three smiles and three frowns anywhere in their squares.
4. Students play rock-paper-scissors to choose who goes first. Winner says, "He doesn't want to play the (piano)."
5. If the square that corresponds to 'he' and 'piano' has a frown, the speaker gets a point and plays again. If not, it is the other player's turn.
6. The game continues until students have found each other's smiles and frowns or for a limited time.

Extra Practice

1. Have students do workbook pages 14~15 as homework or complete them in class.
*You can download the answer key online.

Lesson 3 Word & Dialogue

Objectives

- to learn and talk about different instruments trumpet, xylophone, cello, triangle, harp, cymbals
- to ask and answer questions about the instruments

Do you want to play the trumpet?

Yes, I do. / No, I don't.

Does he/she want to play the trumpet?

Yes, he/she does. / No, he/she doesn't.

Materials

- CD1 Tracks 30~35
- Flashcards Unit 2 07~12
- a coin

Warm Up

1. Review Lesson 2 Word and Sentence.
piano, violin, recorder, guitar, flute, drums
I want to play the piano.
I don't want to play the piano.
He/She wants to play the piano.
He/She doesn't want to play the piano.

Student Book p.18

A Listen, point, and say.

1. Talk about the photos on page 18. Ask students if they recognize any words. *You could use the flashcards on page 103~104.
2. Read each word and have students repeat them. Help students speak with correct pronunciation.
3. Play CD1 Track 30 and have students point to each photo and repeat the words.
4. Read each word while pointing to each photo with students.

CD1
30

- | | | |
|-------------|--------------|------------|
| 1. trumpet | 2. xylophone | 3. cello |
| 4. triangle | 5. harp | 6. cymbals |

Student Book p.18

B Listen, ask, and answer. Then practice.

1. Present the dialogue to the class: "Do you want to play the trumpet?" "Yes, I do. / No, I don't."
2. Introduce the pattern "Do you want to _____?" "Yes, I do. / No, I don't." with students by pointing to any student and pretending to play the trumpet. Also introduce the answers "Yes, I do." by nodding your head and "No, I don't." by shaking your head.
3. Have students practice saying the words they learned in A using the pattern. Ex. "Do you want to play the trumpet?" "Yes, I do. / No, I don't."

Lesson 3 Word & Dialogue

A Listen, point, and say.

trumpet

xylophone

cello

triangle

harp

cymbals

B Listen, ask, and answer. Then practice.

Do you want to play the trumpet? Yes, I do.
No, I don't.

18

4. Introduce the short form of 'do not' (don't = do not).
5. Read the sentences on page 18 with students.
6. Play CD1 Track 31 and have students pay attention to the dialogue and repeat after the CD.
7. As a class, point to the picture for each number and make the question and correct answer.
8. Divide students into pairs and role-play the conversation.

CD1
31

Do you want to play the trumpet? Yes, I do.
Do you want to play the trumpet? No, I don't.
1. Do you want to play the trumpet? Yes, I do.
2. Do you want to play the xylophone? No, I don't.
3. Do you want to play the cello? No, I don't.
4. Do you want to play the triangle? No, I don't.
5. Do you want to play the harp? No, I don't.
6. Do you want to play the cymbals? Yes, I do.

Student Book p.19

C Listen, ask, and answer. Then practice.

1. Present the dialogue to the class. Ex. "Does he/she want to play the trumpet?" "Yes, he/she does. / No, he/she doesn't."
2. Introduce the questions "Does he want to _____?" and "Does she want to _____?"
3. Introduce the short form of 'does not' (doesn't = does not).
4. Read the sentences on page 19 with students.
5. Play CD1 Track 32 for students to listen and repeat after.

C Listen, ask, and answer. Then practice.

Does he/she want to play the trumpet? Yes, he does. / No, she doesn't.

D Listen and check True or False.

 F . Card 2: Xylophone, girl, T F . Card 3: Cello, boy, T F . Card 4: Triangle, girl, T F ."/>

E Sing.

Star Quest **Clare Time!**

- As a class, point to the picture for each number and make the question and correct answer.
- Divide students into two groups and role-play the conversation.

CD1 32

- Does he want to play the trumpet? Yes, he does.
Does he want to play the trumpet? No, he doesn't.
Does she want to play the trumpet? Yes, she does.
Does she want to play the trumpet? No, she doesn't.
- Does he want to play the trumpet? Yes, he does.
 - Does she want to play the xylophone? No, she doesn't.
 - Does he want to play the cello? Yes, he does.
 - Does she want to play the triangle? No, she doesn't.
 - Does she want to play the harp? Yes, she does.
 - Does he want to play the cymbals? No, he doesn't.

Student Book p.19

D Listen and check True or False.

- Play CD1 Track 33. *You will hear the activity two times.
- Have students check True or False while listening to the CD.
- Check the answers together.

CD1 33

- Does he want to play the trumpet? Yes, he does.
- Does she want to play the xylophone? No, she doesn't.
- Does he want to play the cello? Yes, he does.
- Does she want to play the cymbals? No, she doesn't.

Student Book p.19

E Sing.

- Play CD1 Track 34 and have students listen to the song.
- Read the song line by line with students.
- Play the track again and have students sing along.

CD1 34

- Do you want to play the trumpet? Yes, I do.
Do you want to play the cello? No, I don't.
Does he want to play the triangle? Yes, he does.
Does he want to play the piano? No, he doesn't.
Does she want to play the violin? Yes, she does.
Does she want to play the guitar? No, she doesn't.

Student Book p.19



- Play CD1 Track 35.
- Have students, as a group or individually, perform the quest, and then place the character sticker on the back cover of the student book.

CD1 35

- Clare Time! Listen and answer.
Do you want to play the cymbals?

Extra Activity

Doing Actions

- Divide students into pairs. Provide a set of Unit 2 flashcards for each pair. They can arrange the flashcards into whatever order they want, but the shape has to be an instrument. Students should designate a start and finish card. Students can use an eraser as their game piece.
- Provide a coin for each pair. Students can play rock-paper-scissors to determine who will go first. The first player flips the coin. If the coin lands on heads, the player can move two places. If it lands on tails, they can move one place.
- Then the other player asks, "Do you want to play the trumpet?" according to the square on the game and the player has to answer and do the action on the card. The second player can then take a turn.
- The first player to finish wins.
*Players can add "Lose a turn." or "Go back two spaces." cards to their game.

Extra Practice

- Have students do workbook pages 16-17 as homework or complete them in class.
*You can download the answer key online.

Lesson 4 Story & Unit Test

Objectives

- to review what students have learned in Lessons 1 to 3
- to assess students' knowledge of what they have learned in Lessons 1 to 3

Materials

- CD1 Tracks 36~38
- Flashcards Unit 2 01~12

Warm Up

1. Review Lesson 3 Word and Dialogue.
trumpet, xylophone, cello, triangle, harp, cymbals
Do you want to play the trumpet? Yes, I do. / No, I don't.
Does he/she want to play the trumpet?
Yes, he/she does. / No, he/she doesn't.
2. Play CD1 Track 34 and sing together.

Student Book p.20

A Listen and read.

1. Read the words, sentences, and dialogues with students while looking at the pictures on page 20.
2. Talk about what is going on in each scene and who the speakers are. Pay attention to the character pictures beside each line of text. Encourage students to speak out.
3. Play CD1 Track 36 and have students listen carefully.
4. Play the CD again and have students repeat the story, focusing on correct pronunciation.
5. As a class, have students read the story together.
6. Divide the class into groups of four and have them role-play the story.

★
★
★



Lesson 4

Story

A Listen and read. 





It's music class. Monty, Clare, Tyler, and Ron are in the classroom.

 I want to play the guitar!
 I want to play the violin!
 I want to play the drums!
 How about you, Ron?
 I don't know.

Monty points to the cymbals.

 Do you want to play these?
 What are they?
 They're cymbals.
 How do you play them?
 Let me show you.

Monty plays the cymbals.

 Look! It's very easy.
 I like cymbals! I want to play the cymbals!
 Great! Let's play together!

B Read and choose.

1. Monty wants to play the _____. a guitar b violin
2. Clare wants to play the _____. a drums b violin
3. Ron wants to play the _____. a cymbals b triangle

20



It's music class. Monty, Clare, Tyler, and Ron are in the classroom.

Monty : I want to play the guitar!

Clare : I want to play the violin!

Tyler : I want to play the drums!

How about you, Ron?

Ron : I don't know.

Monty points to the cymbals.

Monty : Do you want to play these?

Ron : What are they?

Monty : They're cymbals.

Ron : How do you play them?

Monty : Let me show you.

Monty plays the cymbals.

Monty : Look! It's very easy.

Ron : I like cymbals! I want to play the cymbals!

Monty : Great! Let's play together!


Student Book p.20


B Read and choose.


1. Have students read the questions carefully and choose the correct answers.
2. Check the answers together.

Unit Test


Listen and circle.  37

1.   2.  


3.   4.  

Listen and choose.  38

5.  a b **c** 6.  a b **c**

7.  a **b** c 8.  **a** b c

Read, write, and say.

9. **How do you play it?**
 Let me show you. **b**

10. **Do you want to play the piano?**
 Yes, I do. I want to play the piano.

Student Book p.21

Unit Test

1. Have students take out their pencils and erasers for the test.
2. Remind students of the usual test-taking precautions.
3. Check that all students are ready and that the audio is prepared.
4. Check the answers together after the test.

Listen and circle.

1. Play CD1 Track 37 and give students time to answer.



1. I want to play the violin.
2. I want to play the recorder.
3. She wants to play the xylophone.
4. He wants to play the cymbals.

Listen and choose.

1. Play CD1 Track 38 and give students time to answer.



5. a. I don't want to play the xylophone.
b. I want to play the recorder.
c. He wants to play the xylophone.
6. a. She wants to play the trumpet.
b. She wants to play the cello.
c. She doesn't want to play the cello.
7. Do you want to play the trumpet?
a. Yes, I do.
b. No, I don't.
c. No, he doesn't.
8. Does he want to play the drums?
a. Yes, he does.
b. No, he doesn't.
c. Yes, I do.

Read, write, and say.

1. Have students read the questions and write the answers, then role-play in pairs.

Extra Activity

Match them up!

1. Divide students into pairs and provide each pair with two sets of flashcards for Unit 2. Have them mix up the cards and lay them out face down on the desks in front of them.
2. Have students play rock-paper-scissors to decide who will go first. The first student turns over the first card. The second student looks at it and asks, "Does he/she want to play the (drums)?"
3. Then the first student turns over the second card. If the cards are the same, the first person answers, "Yes, he/she does." and takes both cards. Then the player can take another turn.
4. If they are different, the player answers, "No, he/she doesn't. He/She wants to play the (recorder)." and puts them back. Then it is the second player's turn.
5. The game continues until all the cards have been collected.

Extra Practice

1. Have students do workbook pages 18~19 as homework or complete them in class.
*You can download the answer key online.

Reading 1 Colors of a Rainbow

Objectives

- to read and learn about mixing colors
- to learn and talk about how rainbows are made

Materials

- CD1 Track 39
- crayons, paper, notebooks, and pencils

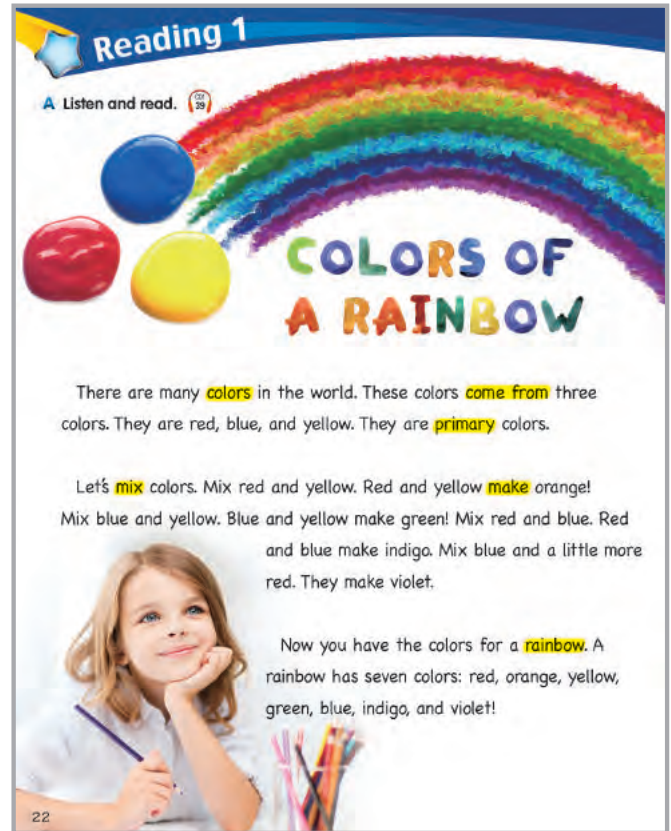
Warm Up

1. Have students look at the title and photo on page 22 and talk about what they see.
2. Have students guess what the reading will be about.


Student Book p.22

A Listen and read.

1. Play CD1 Track 39 and have students listen to the reading. Have students identify unfamiliar words.
2. Check the meanings of unfamiliar words together with students.
3. Play the same track and have students repeat. Have students point to the words while reading. Help them read using correct pronunciation and intonation.
4. Read the reading together and talk about the meaning.
5. Have student read in pairs or in groups.



Reading 1

A Listen and read.  39

COLORS OF A RAINBOW

There are many **colors** in the world. These colors **come from** three colors. They are red, blue, and yellow. They are **primary** colors.

Let's **mix** colors. Mix red and yellow. Red and yellow **make** orange! Mix blue and yellow. Blue and yellow make green! Mix red and blue. Red and blue make indigo. Mix blue and a little more red. They make violet.

Now you have the colors for a **rainbow**. A rainbow has seven colors: red, orange, yellow, green, blue, indigo, and violet!

22


CD1
39

Colors of a Rainbow

There are many colors in the world. These colors come from three colors. They are red, blue, and yellow. They are primary colors.

Let's mix colors. Mix red and yellow. Red and yellow make orange! Mix blue and yellow. Blue and yellow make green! Mix red and blue. Red and blue make indigo. Mix blue and a little more red. They make violet.

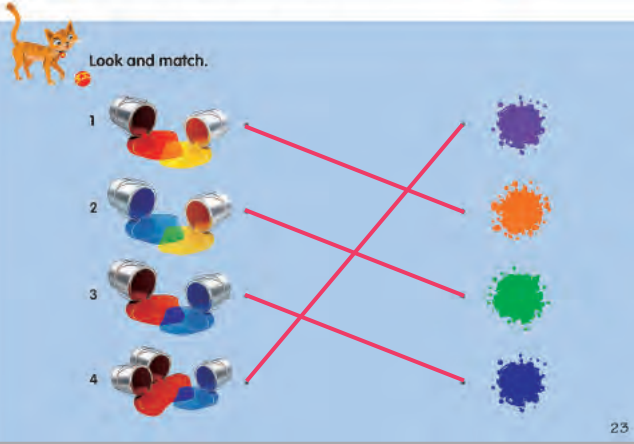
Now you have the colors for a rainbow. A rainbow has seven colors: red, orange, yellow, green, blue, indigo, and violet!

ART 

B Read and check True or False.

- 1 Red, green and yellow are primary colors. T F
- 2 Red and blue make green. T F
- 3 Red and yellow make orange. T F
- 4 Blue and a little more red make violet. T F
- 5 There are seven colors in a rainbow. T F

Look and match.



23

Student Book p.23

B Read and check True or False.

1. Have students read the sentences carefully and check the correct answers.
2. Check the answers together.
3. Have students correct false sentences to make them true.

Student Book p.23

Look and match.

1. Have students look at the photos and draw lines to match the color mixtures to the results, saying the sentence for each mixture. Ex. “Red and yellow make orange.”
2. Students can then write in their notebooks. Ex. “Red and yellow make orange.”
3. Check the answers together.

Extra Activity

See For Yourself!

1. Divide students into groups of four and provide a basket of crayons and some paper for each group.
2. Have students find the primary colors in the basket (red, blue, yellow).
3. Have students say, “Mix _____ and _____. _____ and _____ make _____.” and then do it. Ex. “Mix red and yellow. Red and yellow make orange.”
4. Have students speak and mix each of the colors themselves, then use the colors to make a rainbow.
 - *Students can also make a rainbow with the other colors in the crayon basket and compare.
 - *Hint: mixing crayons works better when the darker colors are the bottom layer.

Extra Practice

1. Have students do workbook pages 20~21 as homework or complete them in class.
 - *You can download the answer key online.