

*SUPER*  
*S★ar*

# SUPER Star

6

A\*List

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# Scope and Sequence

	Communication	Word	Grammar Pattern
<b>Unit 1</b> <b>School Supplies</b>	<b>Lesson 1</b> Are you good at math? Yes, I'm very good at it. Can you help me? Sure.	<b>Lesson 2</b> folder, calculator, stapler, paper clip, magnet, glue stick <b>Lesson 3</b> sharpener, lock, notepad, mechanical pencil, highlighter, textbook	<b>Lesson 2</b> I have to buy a folder. I don't have to buy a folder. He/She has to buy a folder. He/She doesn't have to buy a folder. <b>Lesson 3</b> What do you have to buy? I have to buy a sharpener. What does he/she have to buy? He/She has to buy a sharpener.
<b>Unit 2</b> <b>Emotions</b>	<b>Lesson 1</b> Why don't you come to the park with us? I'm sorry. I can't. Why not? I'm busy. I have to do my homework.	<b>Lesson 2</b> excited, exciting, bored, boring, surprised, surprising, tired, tiring <b>Lesson 3</b> interested, interesting, disappointed, disappointing, thrilled, thrilling, confused, confusing	<b>Lesson 2</b> He's/She's excited. He/She thinks the game is exciting. They're excited. They think the game is exciting. <b>Lesson 3</b> Is he/she interested? Yes, he/she is. He/She thinks the movie is interesting. No, he/she isn't. He/She thinks the movie is disappointing. Are they interested? Yes, they are. They think the movie is interesting. No, they aren't. They think the movie is disappointing.
<b>Reading 1</b>	Snowflakes from the Sky	:: Science ::	
<b>Unit 3</b> <b>Outdoor Activities</b>	<b>Lesson 1</b> Excuse me. We're looking for the beach. Go straight and turn left. Thank you. No problem.	<b>Lesson 2</b> play basketball, play baseball, play tennis, play golf, play hockey, play volleyball <b>Lesson 3</b> go rafting, go horseback riding, go snorkeling, go surfing, go hiking, go sailing	<b>Lesson 2</b> I'm going to play basketball. I'm not going to play basketball. He's/She's going to play basketball. He/She isn't going to play basketball. <b>Lesson 3</b> What are you going to do? I'm going to go rafting. What is he/she going to do? He's/She's going to go rafting.
<b>Unit 4</b> <b>House Chores</b>	<b>Lesson 1</b> What's the hurry? I have to go to the grocery store. Why? Because I have to get some soap for Mom.	<b>Lesson 2</b> mop the floor, do the laundry, vacuum the carpet, set the table, do the dishes <b>Lesson 3</b> wash the car, take out the garbage, water the flowers, feed the fish, make the bed	<b>Lesson 2</b> He's/She's going to mop the floor. He/She isn't going to mop the floor. They're going to mop the floor. They aren't going to mop the floor. <b>Lesson 3</b> Is he/she going to wash the car? Yes, he/she is. No, he/she isn't. Are they going to wash the car? Yes, they are. No, they aren't.
<b>Reading 2</b>	Life in Space	:: Social Studies ::	
<b>Progress Test 1</b> Review Units 1~4			

	Communication	Word	Grammar Pattern
<b>Unit 5 School Life</b>	<b>Lesson 1</b> May I help you? My name is Monty. I lost my bag! Let me check. How do you spell your name? M-O-N-T-Y! Monty.	<b>Lesson 2</b> take a test, give a speech, make a poster, write an essay  <b>Lesson 3</b> read a textbook, use a computer, do an experiment, chat with friends	<b>Lesson 2</b> I was taking a test at 3 o'clock. I wasn't taking a test at 3 o'clock. He/She was taking a test at 3 o'clock. He/She wasn't taking a test at 3 o'clock.  <b>Lesson 3</b> What were you doing at 3 o'clock? I was reading a textbook. What was he/she doing at 3 o'clock? He/She was reading a textbook.
<b>Unit 6 At the Camp</b>	<b>Lesson 1</b> Which one do you like? I don't know. I can't make up my mind. Hurry up! Okay! I like the bigger one.	<b>Lesson 2</b> set up the tent, roast fish, collect leaves, catch insects  <b>Lesson 3</b> climb trees, sleep in a hammock, build a campfire, swim in the river	<b>Lesson 2</b> He/She was setting up the tent yesterday. He/She wasn't setting up the tent yesterday. They were setting up the tent yesterday. They weren't setting up the tent yesterday.  <b>Lesson 3</b> Was he/she climbing trees yesterday? Yes, he/she was. No, he/she wasn't. Were they climbing trees yesterday? Yes, they were. No, they weren't.
<b>Reading 3</b>	Where Did the First Clothes Come from? :: History ::		
<b>Unit 7 School Party</b>	<b>Lesson 1</b> What's wrong? We're out of drinks. Don't worry. I'll get some more. Thank you.	<b>Lesson 2</b> a glass of juice/milk a bowl of cereal/soup a slice of bread/cheese a bag of popcorn/potato chips  <b>Lesson 3</b> a lot of/a few cupcakes a lot of/a few nuts a lot of/a little pudding a lot of/a little lemonade	<b>Lesson 2</b> There is a glass of juice. There are two glasses of juice.  <b>Lesson 3</b> How many cupcakes are there? There are a lot of cupcakes. There are a few cupcakes. How much pudding is there? There is a lot of pudding. There is a little pudding.
<b>Unit 8 Around the World</b>	<b>Lesson 1</b> What are you going to do next vacation? I'm going to go abroad. Where are you going to go? To Spain! I'm looking forward to it.	<b>Lesson 2</b> Australia, Japan, Egypt, Italy, the United States  <b>Lesson 3</b> go whale watching, eat raw fish, see the pyramids, watch an opera, meet a movie star	<b>Lesson 2</b> I've been to Australia. I've never been to Australia. He's/She's been to Australia. He's/She's never been to Australia.  <b>Lesson 3</b> Have you ever gone whale watching? Yes, I have. No, I haven't. Has he/she ever gone whale watching? Yes, he/she has. No, he/she hasn't.
<b>Reading 4</b>	We Are the Same, but Different :: Social Studies ::		
<b>Progress Test 2 Review Units 5~8</b>			

# 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.** 

 Are you good at math? Math? Yes, I'm very good at it.  
Can you help me? Can you help me?  
Can you help me? Sure, Sure, Sure.

 Are you good at art? Art? Yes, I'm very good at it.  
Can you help me? Can you help me?  
Can you help me? Sure, Sure, Sure.

 Are you good at history? Yes, I'm very good at it.  
Can you help me? Can you help me?  
Can you help me? Sure, Sure, Sure.

**D Say and act.**

 Are you good at math?  
Yes, I'm very good at it.

 art

 history

 social studies

 **Monty 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)

1 folder 2 calculator 3 stapler 4 paper clip 5 magnet 6 glue stick

B Listen and say. Then practice. (2)

I have to buy a folder. don't = do not

I don't have to buy a folder.

OPEN 10 AM

The image shows a classroom scene with six children holding flashcards numbered 1 to 6, each with a picture of a folder, calculator, stapler, paper clip, magnet, and glue stick respectively. A speech bubble above them shows a conversation: 'I have to buy a folder.' and 'I don't have to buy a folder.' with a note 'don't = do not'. In the background, there is a sign that says 'OPEN 10 AM'.

### 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 has to buy a folder.      doesn't = does not  
 She doesn't have to



**D Listen and number.** 



**Star Quest**  **Ron Time!** 

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## 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 sharpener
- 2 lock
- 3 notepad
- 4 mechanical pencil
- 5 highlighter
- 6 textbook

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

What do you have to buy? I have to buy a sharpener.

10

### 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 have to buy? He has to buy a sharpener.  
 she have to buy? She has to buy a sharpener.



**D Listen and circle.** 



**E Sing.** 

 **Star Quest**  **Clare Time!** 

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### 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.

**4 Story**

**A Listen and read.**



It's the first day of school. Ron, Clare, Monty, and Tyler are in the classroom.

Oh, no!  
What's the matter, Ron?  
My math homework! Are you good at math?  
Yes, I'm very good at it.  
Can you help me?  
Sure.

Ron takes out his pencil.

Oh, no!  
What's the matter?  
I have to go to a stationery store. Now!  
What do you have to buy?  
I have to buy a sharpener.  
I have one. Here you are.

Oh, no!  
Huh? What's wrong?  
Look at my paper! I have to buy a folder!  
Don't worry. You can have this folder.  
Thank you. Oh, no!  
What's the matter, Ron?

**B Read and choose.**

- 1 Ron, Clare, Monty, and Tyler are in the \_\_\_\_\_. a library b classroom
- 2 \_\_\_\_\_ is good at math. a Ron b Clare
- 3 Monty has a \_\_\_\_\_. a folder b sharpener
- 4 Ron can have Tyler's \_\_\_\_\_. a folder b stapler

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### 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. 

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  10 

### 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

The screenshot shows a reading lesson page with two pages. Page 22 (left) is titled 'Snowflakes from the Sky' and contains a listening and reading section. The text describes how snowflakes are formed: snow falls from the sky in winter, snowflakes look different, water drops in clouds get cold and freeze into snow crystals, which then stick together to form a snowflake. Page 23 (right) is titled 'Read and check True or False' and contains five statements for students to check. Below this is a section titled 'Write the sentences in order' with a list of four sentences to be ordered: 'water drops change into snow crystals', 'snowflakes get heavy and fall to the ground', 'water drops in clouds get cold', and 'snow crystals stick together and make a snowflake'. There are four numbered lines for students to write the order.

### 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 for help
- to find out if someone is good at something

### Materials

- CD1 Tracks 3~6
- subject cards

### Warm Up

1. Greet students by saying, "Hello. How are you?" Have students answer, "I'm fine. Thank you."
2. Brainstorm subjects on the board. (Ex. math, art, history, English, science...)
3. Ask the question, "Are you good at (math)?" Have everyone repeat the question.
4. Have students who are good at it raise their hands. Have the other students ask, "Can you help me?"
5. Do the same for other subjects.

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.



Ron : Are you good at math?  
 Clare : Yes, I'm very good at it.  
 Ron : Can you help me?  
 Clare : Sure.



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.



Ron : Are you good at math?  
 Clare : Yes, I'm very good at it.  
 Ron : Can you help me?  
 Clare : Sure.

**C Sing.** 

Are you good at math? Math? Yes, I'm very good at it.  
Can you help me? Can you help me?  
Can you help me? Sure. Sure. Sure.

Are you good at art? Art? Yes, I'm very good at it.  
Can you help me? Can you help me?  
Can you help me? Sure. Sure. Sure.

Are you good at history? Yes, I'm very good at it.  
Can you help me? Can you help me?  
Can you help me? Sure. Sure. Sure.

**D Say and act.**

Are you good at math? Yes, I'm very good at it.

art  
history  
social studies



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 subjects in the lyrics with their own ideas and sing.



Are you good at math? Math?  
Yes, I'm very good at it.  
Can you help me? Can you help me? Can you help me?  
Sure. Sure. Sure.

Are you good at art? Art?  
Yes, I'm very good at it.  
Can you help me? Can you help me? Can you help me?  
Sure. Sure. Sure.

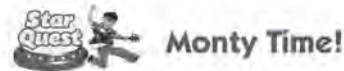
Are you good at history?  
Yes, I'm very good at it.  
Can you help me? Can you help me? Can you help me?  
Sure. Sure. Sure.

Student Book p.7

### D Say and act.

1. Present the conversation again. Have student volunteers come up to model the conversation. "Are you good at (math)?" "Yes, I'm very good at it." "Can you help me?" "Sure."
2. Read the conversation line by line and have students repeat each line.
3. Change the subject in the conversation and repeat again.
4. Divide students into pairs and let them practice the conversation together, substituting the subjects provided in the student book or using their own ideas.

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.



Monty Time! Listen and sing along.

### Extra Activity

#### Can You Help Me?

1. Prepare subject cards (math, art, history, science, social studies, music, English...) and place them face down on a table.
2. Have students make two lines. The first students in each line should run to the table.
3. When they reach the table, the two students can play rock-paper-scissors. The winner picks up a card and asks, "Are you good at (math)?" The other student can answer, "Yes, I'm very good at it."
4. The first student can say, "Can you help me?" And the other student can say, "Sure." Then they shake hands and return to the back of their line.
5. The activity continues until all students have had a chance to participate.

### 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 school supplies  
folder, calculator, stapler, paper clip,  
magnet, glue stick
- to make sentences using the key words  
I have to/don't have to buy a folder.  
He/She has to/doesn't have to buy a folder.

### Materials

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

### Warm Up

1. Review Lesson 1 Conversation.  
Are you good at math?  
Yes, I'm very good at it.  
Can you help me?  
Sure.
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.

CD1 7	1. folder	2. calculator	3. stapler
	4. paper clip	5. magnet	6. glue stick

Student Book p.8

### B Listen and say. Then practice.

1. Present the sentence stems, "I have to buy a \_\_\_\_\_." and "I don't have to buy a \_\_\_\_\_." to students. Ex. "I have to buy a folder." "I don't have to buy a folder."
2. Introduce students to the short form of 'do not' (don't = do not).
3. Have students practice saying the words they learned in A using the sentence stems.
4. Play CD1 Track 8 and have students listen to the sentences.
5. Listen again and repeat after the CD.
6. Have the whole class point to each picture and say the sentence.

**Lesson 2 Word & Sentence**

**A Listen, point, and say.**

1  
  
folder

2  
  
calculator

3  
  
stapler

4  
  
paper clip

5  
  
magnet

6  
  
glue stick

**B Listen and say. Then practice.**

I have to buy a folder.      don't = do not  
 I don't have to buy a folder.



I have to buy a folder. I don't have to buy a folder.  
don't = do not

1. I have to buy a folder. I don't have to buy a calculator.
2. I have to buy a calculator. I don't have to buy a stapler.
3. I have to buy a stapler. I don't have to buy paper clips.
4. I have to buy paper clips. I don't have to buy a magnet.
5. I have to buy a magnet. I don't have to buy a glue stick.
6. I have to buy a glue stick. I don't have to buy a folder.

Student Book p.9

### C Listen and say. Then practice.

1. Talk about the pictures on page 9. Encourage students to say what is going on in the pictures.
2. Present the sentence stems, "He/She has to buy a \_\_\_\_\_." "He/She doesn't have to buy a \_\_\_\_\_." to students.
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 9 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.

**C Listen and say. Then practice.** 

He has to buy a folder. She doesn't have to buy a folder. doesn't = does not



**D Listen and number.** 



**Star Quest Ron Time!** 

Student Book p.9

## D Listen and number.

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



1. I have to buy a folder.
2. He doesn't have to buy a stapler.
3. She has to buy paper clips.
4. He doesn't have to buy a magnet.
5. She has to buy a calculator.
6. I don't have to buy a glue stick.

Student Book p.9



1. Play CD1 Track 11.
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 explore.  
How many glue sticks can you find?



- He has to buy a folder. She has to buy a folder.  
He doesn't have to buy a folder. She doesn't have to buy a folder.  
doesn't = does not
1. He has to buy a folder. He doesn't have to buy a calculator.
  2. She has to buy a calculator. She doesn't have to buy a stapler.
  3. He has to buy a stapler. He doesn't have to buy paper clips.
  4. She has to buy paper clips. She doesn't have to buy a magnet.
  5. He has to buy a magnet. He doesn't have to buy a glue stick.
  6. She has to buy a glue stick. She doesn't have to buy a folder.

## Extra Activity

### Play Store!

1. Prepare the class materials needed for the store (folder, stapler, paper clip, magnet, calculator, glue stick). Place them on a desk with a chair behind the desk for the shop keeper.
2. Have all the students prepare their flashcards from Lesson 2.
3. Choose one student to be shop keeper. Have the other students line up in pairs.
4. Have the first pair play rock-paper-scissors to select a speaker. The winner chooses the first card from their flashcard and looks at their partner's first card as well.
5. The shopkeeper asks, "May I help you?"
6. The speaker says, "I have to buy a (folder). He/She has to buy a (calculator)."
7. The student who didn't speak becomes the new shopkeeper and the activity continues.

## Extra Practice

1. 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 school supplies  
sharpener, lock, notepad, mechanical pencil,  
highlighter, textbook
- to ask and answer questions about buying school  
supplies  
What do you have to buy?  
I have to buy a sharpener.  
What does he/she have to buy?  
He/She has to buy a sharpener.

### Materials

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

### Warm Up

1. Review Lesson 2 Word and Sentence.  
folder, calculator, stapler, paper clip, magnet, glue stick  
I have to/don't have to buy a folder.  
He/She has to/doesn't have to buy a folder.

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 pages 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. sharpener   | 2. lock              |
| 3. notepad     | 4. mechanical pencil |
| 5. highlighter | 6. textbook          |

Student Book p.10

### B Listen, ask, and answer. Then practice.

1. Present the dialogue to the class: "What do you have to buy?" "I have to buy a sharpener."
2. Review the pattern, "I have to buy a \_\_\_\_\_." with students by indicating yourself and pointing to a school supply. Have students practice saying the words they learned in A in 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.

**Lesson 3 Word & Dialogue**

**A Listen, point, and say.** (CD1 12)

1  
  
sharpener

2  
  
lock

3  
  
notepad

4  
  
mechanical pencil

5  
  
highlighter

6  
  
textbook

**B Listen, ask, and answer. Then practice.** (CD1 13)

What do you have to buy? I have to buy a **sharpener**.



10

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 have them ask and answer questions about the picture.



- What do you have to buy? I have to buy a sharpener.
1. What do you have to buy? I have to buy a sharpener.
  2. What do you have to buy? I have to buy a lock.
  3. What do you have to buy? I have to buy a notepad.
  4. What do you have to buy? I have to buy a mechanical pencil.
  5. What do you have to buy? I have to buy a highlighter.
  6. What do you have to buy? I have to buy a textbook.

Student Book p.11

### C Listen, ask, and answer. Then practice.

1. Present the dialogue to the class: "What does he/she have to buy?" "He/She has to buy a sharpener."
2. Introduce the questions, "What does he/she have to buy?" and the answers, "He/She has to buy a \_\_\_\_\_." and have students practice with the words they learned in 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 pairs and role-play the conversation.

**C Listen, ask, and answer. Then practice.** 

What does he/she have to buy? He/She has to buy a sharpener.



**D Listen and circle.** 



**E Sing.**   **Clare 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 have to buy? I have to buy a sharpener.  
 What does he have to buy? He has to buy a lock.  
 What does she have to buy? She has to buy a notepad.  
 A sharpener! A sharpener! A lock! A lock!  
 A notepad! A notepad!  
 What do you have to buy? I have to buy a folder.  
 What does he have to buy? He has to buy a stapler.  
 What does she have to buy? She has to buy a magnet.  
 A folder! A folder! A stapler! A stapler! A magnet! A magnet!

Student Book p.11



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.



Clare Time! Listen and answer.  
 What do you have to buy?  
*Model Answer: I have to buy a mechanical pencil.*



What does he have to buy? He has to buy a sharpener.  
 What does she have to buy? She has to buy a sharpener.  
 1. What does he have to buy? He has to buy a sharpener.  
 2. What does she have to buy? She has to buy a lock.  
 3. What does he have to buy? He has to buy a notepad.  
 4. What does she have to buy?  
 She has to buy a mechanical pencil.  
 5. What does he have to buy? He has to buy a highlighter.  
 6. What does she have to buy? She has to buy a textbook.

Student Book p.11

## D Listen and circle.

1. Play CD1 Track 15.
2. Have students circle the correct photos while listening to the CD.
3. Check the answers together.
4. Ask students if they know other words from the photos. Encourage them to speak out.



1. What do you have to buy? I have to buy a sharpener.  
 2. What does she have to buy? She has to buy a notepad.  
 3. What does he have to buy?  
 He has to buy a mechanical pencil.  
 4. What does she have to buy? She has to buy a textbook.

## Extra Activity

### Shopping List

1. Give each student a piece of paper and have them make a checklist of school supplies from Unit 1. Have them put at least six items on their list.
2. Divide students into pairs and have them ask one at a time, "What do you have to buy?" and answer, "I have to buy (a sharpener)." Until they have talked about every item on their lists.
3. Then have the pairs make groups of four and ask about each other's partner's lists, saying, "What does he/she have to buy?" and answering, "He/She has to buy (a sharpener)."
4. Have groups report back to the class, with each student telling one thing they have to buy and one thing a group member has to buy. Ex. "I have to buy a sharpener. He has to buy a magnet."

## 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.  
sharpener, lock, notepad, mechanical pencil, highlighter, textbook  
What do you have to buy?  
I have to buy a sharpener.  
What does he/she have to buy?  
He/She has to buy a sharpener.
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 four and have them role-play the story.

★
★

★

### Story

**A Listen and read.**

It's the first day of school. Ron, Clare, Monty, and Tyler are in the classroom.

Oh, no!  
 What's the matter, Ron?  
 My math homework! Are you good at math?  
 Yes, I'm very good at it.  
 Can you help me?  
 Sure.

Ron takes out his pencil.

Oh, no!  
 What's the matter?  
 I have to go to a stationery store. Now!  
 What do you have to buy?  
 I have to buy a sharpener.  
 I have one. Here you are.

Oh, no!  
 Huh? What's wrong?  
 Look at my paper! I have to buy a folder!  
 Don't worry. You can have this folder.  
 Thank you. Oh, no!  
 What's the matter, Ron?

**B Read and choose.**

- 1 Ron, Clare, Monty, and Tyler are in the \_\_\_\_\_.  library  classroom
- 2 \_\_\_\_\_ is good at math.  Ron  Clare
- 3 Monty has a \_\_\_\_\_.  folder  sharpener
- 4 Ron can have Tyler's \_\_\_\_\_.  folder  stapler

12



It's the first day of school. Ron, Clare, Monty, and Tyler are in the classroom.

Ron : Oh, no!  
 Clare : What's the matter, Ron?  
 Ron : My math homework! Are you good at math?  
 Clare : Yes, I'm very good at it.  
 Ron : Can you help me?  
 Clare : Sure.

Ron takes out his pencil.  
 Ron : Oh, no!  
 Monty: What's the matter?  
 Ron : I have to go to a stationery store. Now!  
 Monty: What do you have to buy?  
 Ron : I have to buy a sharpener.  
 Monty: I have one. Here you are.

Ron : Oh, no!  
 Tyler : Huh? What's wrong?  
 Ron : Look at my paper! I have to buy a folder!  
 Tyler : Don't worry. You can have this folder.  
 Ron : Thank you. Oh, no!  
 Clare, Monty, Tyler: What's the matter, Ron?

Student Book p.12

### 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.** 

1  2 

3  4 

**• Listen and choose.** 

5  6  7  8 

**• Read, write, and say.**

9  10 

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 have to buy a folder.
2. I don't have to buy a glue stick.
3. He doesn't have to buy a lock.
4. She has to buy a sharpener.

### Listen and choose.

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



5. What do you have to buy?
  - a. She has to buy a mechanical pencil.
  - b. I have to buy a highlighter.
  - c. He has to buy a sharpener.
6. What does he have to buy?
  - a. I have to buy a magnet.
  - b. He has to buy a magnet.
  - c. She has to buy a textbook.
7. What does she have to buy?
  - a. He has to buy a notepad.
  - b. I have to buy a folder.
  - c. She has to buy a notepad.
8. What do you have to buy?
  - a. He has to buy a textbook.
  - b. I have to buy a calculator.
  - c. She has to buy a lock.

### Read, write, and say.

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

### Extra Activity

#### Listen and See

1. Divide students into pairs and give each student a flashcard. Have students attach their flashcard to their shirt with some tape.
2. Have students play rock-paper-scissors to decide their roles: one student wears a blindfold and asks questions while the other looks at the other students and answers.
3. Have students stand in a circle and let the listening students cover their eyes. Listening students should point anywhere in the circle (at another student) and ask, "What does he/she have to buy?" Their partner can answer "He/She has to buy (a textbook)." depending on the flashcard the student is wearing.
4. All students can ask and answer at the same time, or take turns at the teacher's discretion.
5. After a limited time, students can change roles and move around the circle.

### 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 someone to do something
- to politely refuse a request
- to make an excuse

### Materials

- CD 1 Tracks 21~24

### Warm Up

1. Greet students by saying, "Hello. How are you?" Have them respond with, "I'm fine. Thank you."
2. Ask students what places they like to go (Ex. the park, the movie theater, the playground). Make a list.
3. Introduce the question, "Why don't you come to (the park) with us?" Have students say, "I'm sorry. I can't."
4. Repeat the question and answer with students, replacing 'the park' with other places on their list.

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.



Monty : Why don't you come to the park with us?  
 Clare : I'm sorry. I can't.  
 Tyler : Why not?  
 Clare : I'm busy. I have to do my homework.




Student Book p.14

### B Listen and find the speakers.

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




Monty : Why don't you come to the park with us?  
 Clare : I'm sorry. I can't.  
 Tyler : Why not?  
 Clare : I'm busy. I have to do my homework.


**C Sing.** 

Why don't you, why don't you come to the park with us?  
I'm sorry. I'm sorry. I can't.  
Why not? Why not?  
I'm busy. I'm busy. I have to do my homework.

Why don't you, why don't you come to the park with us?  
I'm sorry. I'm sorry. I can't.  
Why not? Why not?  
I'm busy. I'm busy. I have to do my homework.




**D Say and act.**



Why not?

I'm sorry. I can't.

**Star Quest** **Monty Time!** 

15

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 place in the lyrics with their own ideas.

 CD1  
23

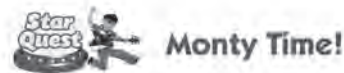
Why don't you, why don't you come to the park with us?  
I'm sorry. I'm sorry. I can't.  
Why not? Why not?  
I'm busy. I'm busy. I have to do my homework.  
Why don't you, why don't you come to the park with us?  
I'm sorry. I'm sorry. I can't.  
Why not? Why not?  
I'm busy. I'm busy. I have to do my homework.

Student Book p.15

### D Say and act.

1. Present the conversation again. Have student volunteers come up and role play the conversation.
2. Read the conversation line by line and have students repeat each line.
3. Elicit other obligations from students (Ex. do my homework, eat dinner, go to a class). and practice the conversation again using them.
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, changing the place or obligation.

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.

 CD1  
24

Monty Time! Listen and sing along.

### Extra Activity

#### Flip a Coin!

1. Divide students into pairs.
2. Provide a coin for each pair. Explain that 'heads' (the side with a head on it, or whichever side the teacher designates) is "Yes" and 'tails' (the other side) is "No."
3. The first student asks, "Why don't you come to (the park) with us?"
4. The other student flips the coin. If it lands on heads, the student says, "Yes. Okay!" If it lands on tails, the student says, "I'm sorry. I can't."
5. The first student can ask, "Why not?" and the second student can answer, "I'm busy. I have to (do my homework)." Then they change turns.
6. The activity continues until all students have had a chance to participate.

### 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 emotions  
excited – exciting, bored – boring,  
surprised – surprising, tired – tiring
- to make sentences using the key words  
He's/She's excited. He/She thinks the game is  
exciting.  
They're excited. They think the game is exciting.

### Materials

- CD1 Tracks 25~29
- Flashcard Unit 2 01~04

### Warm Up

1. Review Lesson 1 Conversation.  
Why don't you come to the park with us?  
I'm sorry. I can't.  
Why not?  
I'm busy. I have to do my homework.
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.

CD1  
25

1. excited – exciting
2. bored – boring
3. surprised – surprising
4. tired – tiring

**Lesson 2 Word & Sentence**

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

1 excited exciting 2 bored boring 3 surprised surprising 4 tired tiring

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

He's excited. He thinks the game is exciting. She's = He is, She's = She is

Student Book p.16

### B Listen and say. Then practice.

1. Present the sentences, "He's/She's excited. He/She thinks the game is exciting."
2. Present the patterns, "He's/She's \_\_\_\_\_. He/She thinks the game is \_\_\_\_\_." to students. Ex. "He's excited. He thinks the game is exciting." and "She's excited. She thinks the game is exciting."
3. Introduce students to the short form of 'he is' and 'she is' (he's = he is, she's = she is).
4. Explain to students that the '-ed' ending is used to describe a feeling and the '-ing' ending is used to describe a quality of something.
5. Have students practice saying the words they learned in A using the sentence stem.
6. Play CD1 Track 26 and have students listen to the sentences.
7. Listen again and repeat after the CD.
8. Have the whole class point to each picture and say the sentence.

CD1  
26

- He's excited. He thinks the game is exciting.  
She's excited. She thinks the game is exciting.  
He's = He is, She's = She is
1. He's excited. He thinks the game is exciting.
  2. She's bored. She thinks the game is boring.
  3. He's surprised. He thinks the game is surprising.
  4. She's tired. She thinks the game is tiring.

**C Listen and say. Then practice.**

They're **excited**. They think the game is **exciting**. They're = They are

**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, "They're \_\_\_\_\_. They think the game is \_\_\_\_\_." to students. Ex. "They're excited. They think the game is exciting."
3. Introduce students to the short form of 'they are' (they're = they are).
4. Explain to students that the '-ed' ending is used to describe a feeling and the '-ing' ending is used to describe a quality of something.
5. Have students practice saying the words they learned in A using the sentence stems.
6. Play CD1 Track 27 and have students listen to the sentences.
7. Listen again and repeat after the CD.
8. Have the whole class point to each picture and say the sentence.

CD1  
27

They're excited. They think the game is exciting.  
They're = They are

1. They're excited. They think the game is exciting.
2. They're bored. They think the game is boring.
3. They're surprised. They think the game is surprising.
4. They're tired. They think the game is tiring.

Student Book p.17

### D Listen and circle.

1. Play CD1 Track 28.
2. Have students circle the correct picture while listening to the CD.
3. Check the answers together.
4. Ask students if they know other words in the pictures. Encourage them to speak out.

CD1  
28

1. He's surprised. He thinks the game is surprising.
2. She's bored. She thinks the game is boring.
3. They're excited. They think the game is exciting.
4. They're tired. They think the game is tiring.

Student Book p.17



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

CD1  
29

Ron Time! Listen and find the boy and the girl.  
They're excited. They think the game is exciting.

### Extra Activity

#### Show It On Your Face

1. Prepare a set of flashcards from Lesson 2 for each student.
2. Divide students into groups of three and have them put the flashcards face-down in front of them.
3. Students can play rock-paper-scissors to determine who goes first. The first player picks up a card, hiding it from the rest of the players. Have the student make the facial expression for each word without speaking.
4. Team members can guess which word the player picked by saying, "He's/She's (excited). He/She thinks the game is (exciting)."
5. The person who guesses correctly can take the next turn.
6. The game continues 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 say different emotion words  
interested – interesting, disappointed – disappointing,  
thrilled – thrilling, confused – confusing
- to ask and answer questions with the key words  
Is he/she interested? Yes, he/she is. He/She thinks  
the movie is interesting. / No, he/she isn't. He/She  
thinks the movie is disappointing.  
Are they interested? Yes, they are. They think the  
movie is interesting. / No, they aren't. They think the  
movie is disappointing.

### Materials

- CD1 Tracks 30~35 • Flashcards Unit 2 05~08

### Warm Up

1. Review Lesson 2 Word and Sentence.  
excited – exciting, bored-boring,  
surprised-surprising, tired-tiring  
He's/She's excited. He/She thinks the game is exciting.  
They're excited. They think the game is exciting.

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 pages 103~104.
2. Read each word and have students repeat them.
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.



1. interested – interesting
2. disappointed – disappointing
3. thrilled – thrilling
4. confused – confusing

Student Book p.18

### B Listen, ask, and answer. Then practice.

1. Present the dialogue to the class: "Is he/she interested?" "Yes, he/she is. He/She thinks the movie is interesting." "No, he/she isn't. He/She thinks the movie is disappointing."
2. Introduce the pattern, "Is he/she \_\_\_\_\_?" and the answers, "Yes, he/she is." and "No, he/she isn't."
3. Read the sentences on page 18 with students.
4. Play CD1 Track 31 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. Divide students into two groups and role-play.

**3 Word & Dialogue**

**A Listen, point, and say.**

1  
  
interested  
interesting

2  
  
disappointed  
disappointing

3  
  
thrilled  
thrilling

4  
  
confused  
confusing

**B Listen, ask, and answer. Then practice.**

Is he interested? Yes, he is. He thinks the movie is interesting.  
Is she interested? No, she isn't. She thinks the movie is disappointing.

isn't = is not

18



- Is he interested?  
Yes, he is. He thinks the movie is interesting.  
Is she interested?  
Yes, she is. She thinks the movie is interesting.  
Is he interested?  
No, he isn't. He thinks the movie is disappointing.  
Is she interested?  
No, she isn't. She thinks the movie is disappointing.  
isn't = is not

1. Is he interested? Yes, he is. He thinks the movie is interesting.
2. Is she disappointed? No, she isn't. She thinks the movie is thrilling.
3. Is he thrilled? No, he isn't. He thinks the movie is disappointing.
4. Is she confused? Yes, she is. She thinks the movie is confusing.

Student Book p.19

### C Listen, ask, and answer. Then practice.

1. Present the dialogue to the class: "Are they interested?" "Yes, they are. They think the movie is interesting." "No, they aren't. They think the movie is disappointing."
2. Introduce the pattern, "Are they \_\_\_\_\_?" and the answers, "Yes, they are. They think the movie is \_\_\_\_\_." and "No, they aren't. They think the movie is \_\_\_\_\_."
3. Introduce the short form of 'are not' (aren't = are not).
4. Read the sentences on page 19 with students.
5. Play CD1 Track 32 for students to listen and repeat after.
6. As a class, point to the picture for each number and make the question and correct answer.
7. Divide students into pairs and role-play the conversation.

**C Listen, ask, and answer. Then practice.**

Are they interested? Yes, they are. They think the movie is interesting.  
No, they aren't. They think the movie is disappointing.

aren't = are not

**D Listen and number.**

**E Sing.** **Star Quest** **Clare Time!**

Student Book p.19

## E Sing.

1. Play CD1 Track 34 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.



Is he thrilled? Yes, he is. He thinks the movie is thrilling.  
Is she confused?

Yes, she is. She thinks the movie is confusing.

Are they interested? Yes, they are. They think the movie is interesting.

Is he excited? No, he isn't. He thinks the game is boring.

Is she bored? No, she isn't. She thinks the game is exciting.

Are they tired? No, they aren't. They think the game is surprising.

Student Book p.19



**Clare time!**

1. Play CD1 Track 35.
2. Have students perform the quest and then place the character sticker on the back cover of the student book.



Clare Time! Listen and repeat.

Is she interested?

Yes, she is. She thinks the movie is interesting.



Are they interested?

Yes, they are. They think the movie is interesting.

Are they interested?

No, they aren't. They think the movie is disappointing.  
aren't = are not

1. Are they interested? Yes, they are. They think the movie is interesting.
2. Are they disappointed? No, they aren't. They think the movie is thrilling.
3. Are they thrilled? No, they aren't. They think the movie is disappointing.
4. Are they confused? Yes, they are. They think the movie is confusing.

Student Book p.19

## D Listen and number.

1. Play CD1 Track 33.
2. Have students number the correct photos while listening to the CD.
3. Check the answers together.



1. Are they thrilled?

No, they aren't. They think the movie is disappointing.

2. Is she confused?

Yes, she is. She thinks the movie is confusing.

3. Are they interested?

Yes, they are. They think the movie is interesting.

4. Is he disappointed?

No, he isn't. He thinks the movie is thrilling.

## Extra Activity

### Is She Interested?

1. Prepare a set of flashcards for Unit 2.
2. Divide students into two groups and have them line up at once side of the room. Place two chairs at the other side of the room.
3. Let the first two students come up to the chairs and give them a choice of cards for Unit 2. They can discuss in secret and choose one. Then one person acts out the card and the other person asks the question, "Is he/she (interested)?" The other students who are lined up can try to answer, "Yes, he/she is. He/She thinks the movie is interesting." or "No, he/she isn't. He/She thinks the movie is (confusing)." The student who answers correctly gets a point.
4. The next pair comes up and plays in the same way. The student with the most points wins.

## Extra Practice

1. 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 01~08

### Warm Up

1. Review Lesson 3 Word and Dialogue.  
interested – interesting, disappointed – disappointing,  
thrilled – thrilling, confused-confusing  
Is he/she interested?  
Yes, he/she is. He/She thinks the movie is interesting. /  
No, he/she isn't. He/She thinks the movie is  
disappointing.  
Are they interested?  
Yes, they are. They think the movie is interesting. /  
No, they aren't. They think the movie is disappointing.
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.

Unit 4
Story

**A Listen and read.**

It's Saturday afternoon. Tyler, Clare, Ron, and Monty are in the library.

Clare, do you want to play? Look outside. I think the game is exciting.

I'm not interested. I want to read this book. It's very interesting.

Fine! I'll ask Ron.

Ron, why don't you play with me?

Sorry. I have to do my science homework.

I think science is boring!

No. Science is interesting!

Okay.

Hi, Tyler. What's up?

I'm bored and tired of the library.

Me, too. Let's go out and play.

YES! I think that game is interesting! Let's go play with them.

Sure.

**B Read and check True or False.**

1 Tyler doesn't want to play outside.	T <input type="checkbox"/>	F <input checked="" type="checkbox"/>
2 Ron has to do his science homework.	T <input checked="" type="checkbox"/>	F <input type="checkbox"/>
3 Tyler thinks science is interesting.	T <input type="checkbox"/>	F <input checked="" type="checkbox"/>
4 Monty wants to go out and play.	T <input checked="" type="checkbox"/>	F <input type="checkbox"/>

20

It's Saturday afternoon. Tyler, Clare, Ron, and Monty are in the library.

Tyler : Clare, do you want to play? Look outside. I think the game is exciting.

Clare : I'm not interested. I want to read this book. It's very interesting.

Tyler : Fine! I'll ask Ron.

Tyler : Ron, why don't you play with me?

Ron : Sorry. I have to do my science homework.

Tyler : I think science is boring!

Ron : No. Science is interesting!

Tyler : Okay.

Monty : Hi, Tyler. What's up?

Tyler : I'm bored and tired of the library.

Monty : Me, too. Let's go out and play.

Tyler : YES! I think that game is interesting! Let's go play with them.

Monty: Sure.

Student Book p.20

### 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.

30

## 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  **Is she excited?**  
 Yes, she is. She thinks the game is exciting.

10  **Why don't you come to the park with us?**  
 I'm sorry. I can't.

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.

CD1  
37

1. He's bored. He thinks the game is boring.
2. They're surprised. They think the movie is surprising.
3. She's confused. She thinks the game is confusing.
4. They are interested. They think the movie is interesting.

### Listen and choose.

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

CD1  
38

5. Is he excited?
  - a. Yes, he is. He thinks the game is exciting.
  - b. No, he isn't. He thinks the game is confusing.
  - c. Yes, she is. She thinks the game is exciting.
6. Is she surprised?
  - a. Yes, she is. She thinks the movie is surprising.
  - b. No, she isn't. She thinks the movie is boring.
  - c. No, he isn't. He thinks the movie is surprising.
7. Is he confused?
  - a. No, he isn't. He thinks the game is thrilling.
  - b. Yes, he is. He thinks the game is confusing.
  - c. No, they aren't. They think the game is exciting.
8. Are they disappointed?
  - a. No, they aren't. They think the movie is interesting.
  - b. Yes, he is. He thinks the movie is disappointing.
  - c. No, they aren't. They think the movie is disappointing.

### Read, write, and say.

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

### Extra Activity

#### Go Fish

1. Divide students into pairs and provide each group with two sets of Unit 2 flashcards. Have students mix up the cards and deal two to each student. Put the rest of the cards face down between the students.
2. Have students play rock-paper-scissors to decide who will go first. The first student asks a question, "Is he/she (excited)?" depending on the cards in their hand. If the second student has a matching card, they can answer, "Yes, he/she is. He/She thinks the game is (exciting)." and then give the first player the card who takes another turn.
3. If the second student doesn't have a matching card, they answer, "No, he/she isn't. Go fish." and the first player chooses a card from the middle and the turn changes.
4. If a player gets a match from a card in the middle, they wait until their turn and put down both cards and say, "They are (excited). They think the game is (exciting)."
5. The activity continues until all 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 snowflakes from the sky

## Objectives

- to read and learn about how snowflakes are made
- to learn and talk about different snowflakes

## Materials

- CD1 Track 39
- paper, colored pencils, glue stick, scissors

## 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.



### Snowflakes from the Sky

Snow falls from the sky in winter. Look closely. There are snowflakes.

Snowflakes all look different. Let's see how snowflakes are made.

First, water drops in clouds get cold. It has to be colder than zero degrees Celsius (0°C).

Next, the drops freeze. They change into snow crystals.

Then, the snow crystals stick together. They make a snowflake. One snowflake can have two snow crystals. Or it can have up to 200 snow crystals!

Finally, the snowflakes get heavy. They fall from the clouds to the ground.

**Reading 1**

**A Listen and read.**

## Snowflakes from the Sky

Snow **falls** from the sky in winter. Look closely. There are snowflakes. Snowflakes all look **different**. Let's see how snowflakes are made.


First, water drops in clouds get cold. It has to be colder than zero degrees Celsius (0°C).

Next, the drops **freeze**. They **change into** snow crystals.

Then, the snow crystals **stick** together. They **make** a snowflake. One snowflake can have two snow crystals. Or it can have up to 200 snow crystals!


Finally, the snowflakes get **heavy**. They fall from the clouds to the **ground**.

22

SCIENCE 

**B Read and check True or False.**

- 1 A snowflake has only one snow crystal. T  F
- 2 All snowflakes look the same. T  F
- 3 Snow crystals make a snowflake. T  F
- 4 Snowflakes change into water drops at zero degrees Celsius (0°C). T  F
- 5 Snowflakes get heavy and fall. T  F

 **Write the sentences in order.**

water drops change into snow crystals  
 snowflakes get heavy and fall to the ground  
 water drops in clouds get cold  
 snow crystals stick together and make a snowflake

- 1 First, water drops in clouds get cold
- 2 Next, water drops change into snow crystals
- 3 Then, snow crystals stick together and make a snowflake
- 4 Finally, snowflakes get heavy and fall to the ground

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

## Write the sentences in order.

1. Have students read all the sentences carefully first.
2. Have students write the correct number next to the sentences to put them in order.
3. Check the answers together.  
 \*Students can then write the sentences in order in their notebooks.

### Extra Activity

#### Word Snowflakes

1. Provide paper, scissors, glue stick, and colored pencils for students.
2. Have each student write down new or important words they learned about Snowflakes from the Sky on the paper. Write each word in a different color and sketch or decorate it.
3. As they write each word, they should use it in a sentence. Ex. Say, "They change to snow crystals." as they write "crystals."
4. Cut out all the words. Use the glue stick to stick them together in a snowflake shape.  
 \*Decorate the classroom with the word snowflakes.

### Extra Practice

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