

Zootalk Reading Series

Momo's School Life





저자의 말

안녕하세요. Zootalk은 동물을 캐릭터화 한 스토리로 아이들에게 영어 학습을 더욱 친숙하게 하기 위해 제작되었습니다.

아이들에게 스토리텔링으로 자연스러운 학습환경을 만들어 주고, 그 안에서 영어의 노출을 진행함으로써, 아이들은 더 편안하게 학습을 할 수 있습니다.

정해진 7권의 코스북 외에도, Extended Reading이나 World tour등 연관된 교재들도 있어서, 아이들의 학습에 더욱 더 도움이 되리라 생각합니다.

아이들이 이 교재들로 더 재미있게 공부하기를 바랍니다.

학습방법

교재는 총 7단계로 구분되어 있으며, 각 레벨마다 보충 교재들이 준비되어 있습니다.

1레벨 Kiki (파닉스를 갓 마친 혹은 파닉스 후반부의 학생)

2레벨 Bob (파닉스를 마치고, 다양한 어휘학습을 목표)

3레벨 Mimi (다양한 표현과 어휘학습을 목표)

4레벨 Momo (문법이 포함된 교재로, 다양한 표현도 습득)

5레벨 Gum (스토리마다 관련된 질문으로 사고력 향상)

6레벨 Leo (과거형을 사용하며, 사고력 향상을 목표)

7레벨 Kiri (과거형을 사용하며, 깊은 사고력 관련 포함)

목차



1	I Can't Roar Yet!	4-8
2	My Shadow Follows Me	9-13
3	I Am the King!	14-18
4	My Tail Can Think!	19-23
5	A Very Sleepy Day	24-28
6	The Missing Mane	29-33
7	The Big Yawn	34-38
8	I Am Not Scared!	39-43
9	I Can Be Quiet!	44-48
10	My Ears Hear Everything	49-53
11	The Big Stretch	54-58
12	My Funny Walk	59-63
13	The Loud Snore	64-68
14	I Don't Want to Share!	69-73
15	I Can Do It!	74-78

Unit 1

I Can Speak!

Vocabulary



nervous – worried or afraid



shy – quiet and afraid to talk

speak – to talk

introduce – to tell your name or someone's name

Grammar

✓ Verb + s / es

🕒 He / She / It + Verb + **s / es**



• He **speaks**.

• She **feels** nervous.



• It **looks** cute.

🕒 No Change

• I / You + Verb

– Most verbs → + **s**
(speak → speaks)

• Verbs ending in **s, sh, ch, x,**
→ + **es** (watch → **watches**)

★ No Change

🕒 I / You + Verb



• I **speak**.

• You **feel** shy.

• I **introduce** myself.

💡 Tip

• Most verbs → + **s**
(speak → speaks)

• Verbs ending in **s, sh, ch, x, o** → **es**
(watch → **watches**)

💡 Tip

- Most verbs → + **s** (speak → speaks)
- Verbs ending in **s, sh, ch, x, o** → + **es**
(watch → **watches**)





Momo stands in front of the class.
It is his first day at school.
He feels very nervous.
His hands are shaking.
He doesn't know what to say.



Momo looks at his classmates.
They are watching him quietly.
He feels a little shy.
But he opens his mouth slowly



Expressions

Look at=see=watch

Quietly= silently

Shy= embarrassed



The teacher smiles at Momo.
“Don’t worry. You can do it,” she says.
Momo takes a deep breath.
His heart is still beating fast.
But he tries to be brave.



Let me introduce myself.”

He speaks more clearly now.
The class smiles and claps for him.
Momo feels proud and happy.



Expressions



Let me introduce myself.

.....



My name is

.....



I am years old..

.....



Review Unit 1



1 Fill in the blanks:

1. I ____ Momo. (am / is)
2. He _____. (claps / clap)
3. She _____. (smiles / smile)
4. It _____. (jumps / jump)
5. I ____ sing. (can / can't)



2 Speaking Practice / Pair Work



Ask: "What can he / she / it do?"

Answer using: He / She / It + verb-s/es

👉 I can — + verb

Always ask politely: "May I...?"



3 Drawing Activity

1. Draw your favorite animal.

Write 1 sentence using:

I / He / She + verb-s/es.

She smiles.



3 Drawing Activity

1. Draw your favorite animal.

Write 1 sentence using:

I / He / She + verb-s/es.

She smiles.



Unit 2

Momo Raises His Hand!

Vocabulary



- nervous - worried or afraid
- stand - to be on your feet.
- raise - to lift up.
- listen - to hear and pay attention.
- hear - to notice a sound.
- classmate - a student in your class.
- pencil - a tool for writing or drawing.



Grammar

☾ He / She / It + Verb + s / es



- He **sits** in a chair.
- She **stands** by the door.
- It **raises** its paw.
- Momo **answers** the questions.

☾ I / You + Verb

- I **sit** in a chair.
- You stand by the door.
- Classmates listen to the teacher.



No Change



- I jump.
- You clap.
- They watch.



Tip

- Most verbs → + s
- You stand.
(watch → **watches**)



Tip

- Most verbs → + s (sit → sits)
- Verbs ending in s, sh, ch, x, o → +es
(teaches → teaches**es**, washes → washes**es**, goes → goes**es**)

- she sits
- he claps
- she teaches
- it washes
- Momo goes





Momo walks into his classroom.
He looks around carefully.
Everything is new to him.
He feels excited to be there.





Momo finds his seat.
It is near the window.
He puts his bag on the desk.
There is a book and a pencil.
He gets ready for class.



The teacher starts the lesson.
Momo opens his book.
The students read together.
Momo follows along slowly





Momo raises his hands.
He wants to answer the question.
He speaks in a clear voice.
The teacher smiles at him.





Review Unit 2

1

Fill in the blanks:

1. He _____, _____
2. She _____.
3. The lesson _____.
4. He _____.
5. She _____ at him.
6. I _____ a question.
7. I _____ sit in a chair.



2

Match the animals to the actions.



Monkey (Momo)



Bunny (teacher)



Cat

a. answers

b. sits

c. smiles

d. raises

e. starts



3

Short Writing / Drawing Activity

Draw your favorite classroom scene.

Write 1 sentence using:

I, He, She, or It.



Unit 3

What Do You Like?

1 Fill in the blanks.

- like — to enjoy something
- soccer — a sport with a ball
- draw — to make a picture
- friend — a person you like



Grammar

He / She / It + is + Verb-ing



He is **sitting** in a chair.

She is **standing** by the door.

It is **raising** its paw.

Momo is **answering** the questions.

- she is sitting
- he is clapping

I / You / We / They + am/are + Verb-ing

- I am **sitting** in a chair.
- You are **standing** by the door.
- Classmates are **listening** to the teacher.

- she is sitting
- he is clapping
- he is listening

Group Verbs

I / You + Verb



- I **sing**.
- You **dance**.
- They **cook**.

Tip

- Most verbs → + s
(sit → **sits**)
- Verbs ending in **s, sh, ch, x, o** → +es
(teaches, washes, goes)

Tip

- Most verbs → + s
- You **stand**.
(wash → **washes**, go → **goes**)





Momo sits next to Ben.
They look at each other and smile.
Momo wants to talk to him.
he thinks for a moment.
Then he asks a question.



“What do you like to do?”



“What do you like to do?”

Momo asks.

Ben thinks and smiles.

“I like to play soccer”, he says.

“I play every day after school”.

Momo listens carefully





“How about you?” Ben asks.
“I like to draw pictures”, he says.
“I draw animals and games”..
Ben looks interested.



Expressions



How about _____ ? – Asking
some questions



I like to _____. – enjoys to do
something

“That’s cool!” Ben says.
“Let’s play and draw together!”.
Momo nods happily.
They laugh and talk more.
They become closer friends.



Expressions



That’s cool – I like it



Nod – It means yes



Let’s ____ – do something together



Review Unit 3



Fill in the blanks.

1. He _____ soccer. (like / likes)
2. What _____ you _____? (do / does)
3. She doesn't _____ to sing. (like / likes)
4. We _____ a lot of books. (like / liking)
5. _____ they like cats? (Do / Does)
6. It _____ to play. (like / likes)



Match the animals to their favorite things.



Monkey (Momo)



Bunny



Cat

- a. a bicycle
- b. a soccer ball
- c. paint and a palette
- d. a video game



Short Writing / Drawing Activity

Draw your favorite thing or activity.

Write 1 sentence using:

I like __, We like __, They like __



What Do You Like?

Vocabulary

- watch** to look at something for a time.
- wash** to clean with water.
- mix** to combine different things.
- pass** to go past or hand something over.
- guess** to guess with

Grammar

★ Remember! Third Person Verbs
◀ (Add s / es to the verb) ▶

- ★ The rabbit **watches** (watch) a butterfly.
- ★ The monkey **washes** (wash) his.
- ★ She **mixes** (mix) the colors.
- ★ He **passes** (pass) the ball.

, ch, sh, x, or ss
to the verb

Word List

- | | | | |
|---------|---|---------|----------|
| ★ watch | → | watches | (add es) |
| ★ wash | → | washes | (add es) |
| ★ mix | → | mixes | (add es) |
| ★ pass | → | passes | (add es) |
| ★ guess | → | guesses | (add es) |
| ★ fix | → | fixes | (add es) |
| ★ go | → | goes | (add es) |





Momo and Ben walk into the lunchroom.
They see many kinds of food.
There is rice, soup, and vegetables.
There is also some strange food.
Momo looks at it curiously.



“What do you like?”



“I like rice and chicken”, Momo says.
“But I don't like these vegetables.”
Ben laughs and points at his tray.
“I like everything!” he says.

Momo takes a small bite.
He makes a funny face.
“I don’t like this!” he says.
Ben laughs and says, “Try this!”
“It’s really good!”



Momo tries the new food.

His eyes get big.

“Oh! It’s good!” he says”

Ben smiles and keeps eating

“Well... It’s better than eating bugs!”

Momo laughs.



Expressions



Try – to attempt to do something



Eat – to put food in your mouth



Have – to put food in your mouth and swallow it



Review Unit 4

1 Fill in the blanks.

1. I add **es** to words ending in...
2. **es**, or **s** to make them plural (Ex: box > boxes)

1. What do you like?" I like _____.
(carrot / carrots)
2. He likes the _____. (box / boxes)
3. She sees the _____. (bug / bugs)
4. Please wash the _____.
(dish / dishes)
5. They saw three _____. (fox / foxes)



2 Match the animals to their words.



Monkey
(Momo)



Bunny
(Teacher)



Fox

- a. carrots, foxes
- b. boxes, dishes
- c. bugs, tomatoes
- d. tomatoes, carrots



3 Short Writing / Drawing Activity

Draw your favorite vegetable (plural!).
Write 1 sentence using:

(I like __, He likes __, She likes __)

.....

.....

.....



Unit 5

What Sport Do You Like!

Vocabulary

- **soccer** to play with a ball
- **basketball** to play with a ball and throw it.
- **baseball**
to hit a ball with a bat.
- **biking** to ride a bike.
- **swimming**
to move in the water.
- **running**
to move fast using your legs.

Grammar

1. Ask: What sport/activity do you like?
2. Answer: I like ~

★ I like **basketball**.

★ I like **playing** soccer.

★ I like **playing** basketball.

sport

example

★ what sport → I like **basketball**

★ what activity → I like **playing** soccer

★ what activity → I like **playing** basketball

★ **Let's practice!** 

3. Add "playing" + sport for activities:

★ I like **playing** soccer.





Momo and his friends go outside.
The weather is since and sunny.
There are many balls and cones.
Monmo feels excited to play.



Expressions



★ There is a (an)– used for sigular

★ There are – used for plural

"I like soccer,"
Momo says.

What sport do you like?



"What sport do you like?" Ben asks.

"I like soccer", Momo says.

Ben smiles and picks up a ball.

"I like basketball", he says



Momo runs very fast.
He kicks the ball to Ben.
Ben catches and throws it back.
They laugh and enjoy the game.



Expressions



Fast

- make fast
- swim fast
- drive fast

“I really like sports!”
Ben nods and smiles.
“We can play every day!”
They feel happy and full of energy.





★ Review Unit 5 ★



Fill in the blanks.

1. I like to play _____. (soccer)
2. She _____ basketball. (like / likes)
3. He is good at _____. (swim / swimming)
4. They _____ baseball now. (play / playing)
5. A: Do you like _____ a bike? (ride / riding)
6. Q: What _____ he like? (do / does)



Match the players to the sports.



Monkey (Momo)

a. **swimming**



Cat

b. **soccer**



Bunny
(teacher-like)

c. **biking**

d. **basketball**



Short Writing / Drawing Activity

Draw your favorite sport and write 1 sentence.

Write 1 sentence using:

Draw your favorite sport

I like ____
He likes ____
She is ____



Unit 6

Let's Go to the Playground!

★ Key Expressions

What can you do?

I can climb!

✓ I can climb.

✓ I can run and jump.

✓ I can slide.

✓ I can swing.

Let's play at the playground!

Grammar

★ Talk about things you can do:

1. Ask: What can you do?

2. Answer: I can climb.

(run and jump, slide, swing)

Example:

What can you do?

I can slide.

Vocabulary

★ climb go up using your hands and legs.

★ run move fast using your legs.

★ jump push off the ground and go up in the air.

★ swing move back and forth.

★ slide go down a slide.

Let's practice!

★ I can climb.

★ I can swing.

★ I can run and jump.

★ I can slide.



It is after school.

Momo and Ben go to the playground.

There are swings and a slide.

Many Friends are playing there.

Momo looks around excitedly.



Expressions



After – later in time or behind in space

Before – earlier than a specific time,
event, or order

“What can you do?”

‘I can climb!’



“What can you do?” Ben asks.

“I can climb!” Momo says.

He climbs up the jungle gym.

Ben watches and smiles.

“I can swing!” he says.





“I can run and jump!”

Mamo jumps down and runs fast.

“I can run and jump!” he says.

Ben swings high in the air.

“I can go really high!” he laughs.

They cheer for each other.



Expressions



Swing – moves back and forth

Verb + Really  much / very

Cheer = Encourage



“Let’s play together!”

“Let’s play together!” Momo says
They run, climb, and swing.
They try many fun things.
“I can do many things now!”
Momo says
They feel proud and happy





Review Unit 6

1

Fill in the blanks.

1. He _____ climb. (can/can't)
2. _____ she jump? (Can/Can't)
3. She _____ swing and run. (can't/can)
4. What _____ you do? (can/can't)
5. The _____ is high. (slide/swing)
6. Let's _____ and jump. (run/run)



2

Match the animals to their ability.



Monkey
(Momo)



Bunny
(Teacher)



Fox

- a. can climb
- b. can slide
- c. can swing
- d. can jump
- e. can run



3

Short Writing / Drawing Activity

Draw your favorite classroom or playground memory.

Write 1 sentence using:

I can _ , He can _ , She can _





Unit 7

Let's Dance!

★ Key Expressions & Vocabulary

★ Say: Let's dance! 🎵

➡ Step left! 🎵

➡ Step right! 🎵

➡ I can dance to the beat! 🎵

➡ We love to dance! 🎵

Vocabulary Definitions

steps = individual foot movements

dance = move your body to music

move left = step/move in the left

move right = ^{direction} step/move in the right direction

📖 Grammar & Practice

★ Remember! Action Verbs

1. Say: (Let's dance! 🎵

★ Step left!

★ Step right!



Example



Step left, step right! 🎵

I can dance to the beat! 🎵



Action Verb Checklist

she	dances	he	claps
he	claps	it	shakes
they	jump	he	points
she	turns	it	spins
it	wiggles	he	moves

Step left, step right!

Let's dance!

I can dance to the beat!

🎵 Let's dance! 🎵

★ Step left! ➡

★ Step left! ➡

★ Step right! ➡



IT is time for dance class.

Momo is excited to dance.

The music is bright and fun.

The teacher says, "Let's dance!"

All the friends start moving their feet.



“Step left, step right!”



The teacher shows some moves.

“Step left, step right!” she says.

Momo steps left and right with a smile.

The other friends copy the steps.

Expressions

Left - ←

Up - ↑

Right - →

Down - ↓

The teacher shows some moves.

“Step left, step right!” she says.

Momo steps left and right with a smile.

The other friends copy the steps.

Ben says, “I can dance to the beat!”



Expressions



Dance to the beat.

Dance to the music.

Dance to the song.

An illustration of four children dancing joyfully on a colorful, patterned floor. In the foreground, a boy with brown skin and a red cap with a yellow star is wearing a red shirt and green shorts, with his arms raised in a dance move. Next to him is a girl with orange fur, wearing a green shirt and green shorts, also dancing with her arms raised. In the background, a boy with brown fur and a white shirt with a gold medallion is dancing, and a girl with white fur and a pink dress is also dancing. The background is filled with colorful stars and musical notes. A speech bubble from the boy in the foreground says, "We love to dance!"

“We love to dance!”

“Let’s dance more!” Momo says.
The teacher plays a fast song.
They dance and laugh with joy.
“We love to dance!” the friends cheer.
They feel happy, energetic, and
connected.





1 Fill in the blanks.

1. Let's dance! (dance / word)
2. I can dance to the (beat / ben't)
3. Step left, step _____. (right / the beat)
4. I can _____ to music. (move / dance)
5. She _____ step to the beat.
6. To dance, say "Step (can / can't)
+ _____" (left / right)
_____ / _____



2 Reviewing Dance Steps

- ☒ I can ask, "Let's dance!"
- ☒ I say, "Step + left/right."
- ☒ I can dance to the beat.

step left

step right

dance



3 Short Writing / Speaking Activity

Write 1 short conversation. Use these dance phrases:

Let's dance!]

Step left, step right]

[I can dance!]

[beat]



A: _____

B: _____



Unit 8

Let's Make Sandwiches!

Vocabulary

- **cook** = to make food.
- **slice** = to cut into pieces.
- **cheese** = yellow, salty, dairy food.
- **bread** = baked food like wheat or white.

Key Expressions

- ★ It is time to cook! 🎵
- ★ What can we make? 🎵
- ★ Let's make sandwiches! 🎵
- ★ I can make a sandwich. 🎵
- ★ Wow! It's delicious. 🎵

Grammar

- 1 Say: 'It is time to cook!' 🎵
- 2. Ask: 'What can we make?' 🎵
Answer: 'Let's make sandwiches!'

Grammar Exercises

- ★ **cook** → Let's cook!
- ★ **slice** → Can you slice it?
- ★ **cheese** → Add some cheese.
- ★ **bread** → This is whole wheat bread.

Verbs with s/es

- ★ **say** → Say: It is time to cook!
- ★ **ask** → Ask: What can we make?
- ★ **let's** → Let's make sandwiches!
- ★ **can** → I can make a sandwich.



It's time for cooking class!



It is time for cooking class.

Momo and his friends wear aprons.

The teacher brings many ingredients.

There are eggs, vegetables, and bread.

Momo feels excited and curious.



“What can we make?”

“Let’s make sandwiches!”



“What can we make?” Momo asks.
“Let’s make sandwiches!” the teacher
says.

Momo washes his hands carefully.
Ben takes some bread and vegetables.
They get ready to cook together.



Momo cuts the vegetables slowly.

“I can cut!” he says proudly.

Ben puts cheese on the bread.

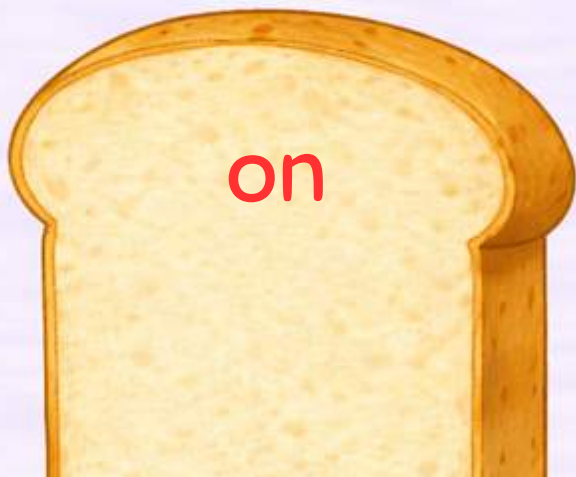
They work together and smiles.



over

on

by



Ben puts cheese on the bread.
“I can make a sandwich!” he says’
They work together and smile.



Expressions

- I can make a sandwich! – means able to do something
- Wow! It's delicious! – shows excitement about tasty foods
- They work together. – means helping each other as a team
- I smile – shows happiness on your face
- They smile – means looking happy

★ Review Unit 8 ★

1 Fill in the blanks.

1. He/She/It's time _____ cook. (for/to)
2. What _____ we make? (cook / can)
3. I say, let's make _____ (cook / bread).
4. You can _____ the cheese. (cut / slice)
5. The sandwich is _____. (good / delicious)
6. I _____ make pasta. (let's/can)



2 Match the characters to the actions.



Monkey (Momo)



Bunny (Teacher)

- a. **cook**
- b. **slice**
- c. **make**
- d. **say**
- e. **check**



3 Short Writing / Speaking Activity

Draw your favorite kitchen item.

Write 1 conversation using "make"



Unit 9

Let's Make Art!

Vocabulary

 **circle** = round shape 

 **square** = box shape 

 **triangle** = three-sided shape

 **paste** = stick/paste with glue 

● It is time to make art!

● Let's cut and paste!

● I like hearts.

● I like triangles.

● I can cut and paste!

● I made a robot!

Key Expressions & Grammar

Remember! Making and Talking about Art

1. Say: It is time to make art!

2. Ask: What shape do you like?

→       

→ Answer: I like circles (squares, triangles, stars, or hearts)



What shape do you like?



 **circle** = round shape 

 **square** = box shape

 **triangle** = three-sided shape

 **paste** = stick/paste with glue



Let's start art class!



Today is art class. Momo and his friends sit on the table. There are crayons and paper. The teacher smiles and says hello. Momo feels happy and ready.



"I can draw a cat!"



“What can you draw” the teacher asks.

“I can draw a cat!” Ben says.

Momo picks up a crayon.

“I can draw a tree,” he says
They start drawing together.





Momo colors his tree green.

“I can color!” he says.

Ben draws a big orange cat.

They look at each other's pictures.





Ben draws a big orange cat.
They look at each other's pictures.
“Wow! That’s nice!” they say.



Review Unit 9

1

Fill in the blanks.

1. It's time _____ make art! (for / to)
2. Q (_____ shape do you like?)
(What / When)
3. A: Let's _____ and paste. (cut / make)
4. I like _____ and hearts. (pasta / triangles)
5. I can _____ the square. (glue / circle)



2

Match the characters to the actions.



Monkey
(Momo)



Rabbit
(Teacher)

a. makes

b. draws

c. glues

d. cuts

e. paints



3

Short Writing / Drawing Activity

Draw your favorite shape below and write one sentence about it.

Q: What shape do you like?

A: I like _____.

circle

heart

triangle

square



Unit 10

May I use this?

Vocabulary & Key Expressions



★ use = color, draw, or read

★ Yes, you may.

★ Don't stand on the chair.

★ It is dangerous.

★ We are good friends.

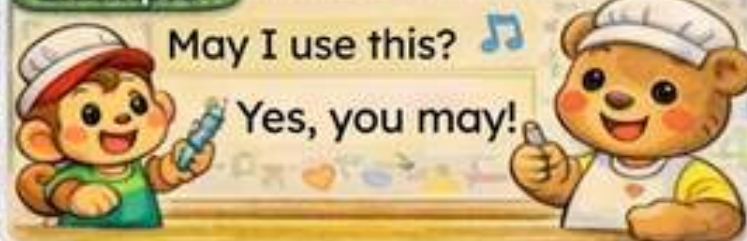
★ We are good friends.

Grammar

★ Grammar Rule: Ask: May I use this?

★ Answer: "Yes, you may." or "No, you may not."

Example



Vocabulary

★ may → May I use this?

★ yes → Yes, you may.

★ no → No, you may not.

★ not → No, you may not.



Let's practice!

★ May I use this?

★ Don't stand on the chair!

★ We are good friends!

★ Yes, you may.

★ Don't stand on the chair!

★ We are good friends!



Momo and his friends sit in class.
There are books and crayons on the
table.

Momo looks at the crayons.
“May I use this?” he asks.





The teacher smiles.

"Yes, you may", she says.

Momo takes a crayon and draws.

Kiki looks at Momo's picture.

"May I try?" Kiki asks.





Kiki stands on the chair.

The teacher looks surprised.

“Don’t stand on the chair!” she says.

“It is dangerous.”

Kiki sits down quickly



Expressions



It is dangerous – giving a warning

It is safe – meaning that no harm will
happen

The friends draw together.
They share crayons and paper.
“May I use the blue one?”
“Yes, you may”
They smile and say, “We are good
friends!”



Expressions

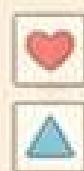
May I – Yes, you may
No you may not
Can I – Yes, you can
No, you can't

★ Review Unit 10 ★

May I use this?

1 Fill in the blanks.

1. May I use this? - Yes, you _____.
(may / not)
2. Don't _____ on the chair! (stand / sitting)
3. _____ I use this? (May / Mayn't)
4. We are good _____. (friends / colors)
5. It _____ dangerous. (was / is)
6. _____ colors. (dangerous / safe)



2 Reviewing Class Words



Brown Bear

a. dangerous



Bunny (Teacher)

b. may



Monkey (Momo)

c. not



Cat student

d. safe

e. useful



3 Short Writing Activity

Draw your favorite safe classroom activity.

Write 1 conversation using "May I..."

May I...

Yes, you may

No, you may not

favorite activity

A: May I use this?

B: Yes, you may.



Unit 11

I Can Play the Piano!

Key Expressions

1. What can you play?
2. I can play the piano.
3. How long have you learned?
4. I've learned for 4 years.
5. What can you play?
6. I can play the violin.
7. What can you play?
8. I can play the trumpet.

Grammar

Remember! Talk about skills and skill learning

• (Use "can play" for skill, and present perfect for duration)

- ★ 1. Ask: What can you play?
- ★ 2. Answer: I can play the piano
(violin, trumpet, guitar, drum, or recorder)
- ★ 3. Ask: How long have you learned?
Answer: I've learned for 4 years.

Duration Examples

- ★ I've learned for 1 year.
- ★ I've learned for 2 years.
- ★ I've learned for 3 years.
- ★ I've learned for 4 years.
- ★ I've learned for 5 years.

Verbs with "can play" and "learned for"

- | | |
|-------------------|------------------|
| ★ I can play | ★ he has learned |
| ★ you can play | ★ I've learned |
| ★ we can play | ★ you've learned |
| ★ I have learned | ★ she's learned |
| ★ she has learned | ★ he's learned |

What can you play?

I can play the violin.

I can play the trumpet.

Let's practice!

- | | |
|------------------------------|------------------------------|
| ★ What can you play? | ★ I can play the piano! |
| ★ I can play the piano! | ★ How long have you learned? |
| ★ How long have you learned? | ★ I've learned for 4 years. |



Music class begins. Momo and his friends sit together. There are drums and tanbourines. The teacher claps her hands. “Let’s make music!” she says.

Expressions

Let’s _____ – inviting to do something
ex: – Let’s go to school.
– Let’s eat some icecream.



"I can sing!"

The illustration shows a cheerful monkey with brown fur and a green shirt, sitting at a wooden table and holding a black microphone. Next to him is a white rabbit with pink inner ears and a yellow flower on its head, wearing blue overalls and holding a drumstick. On the table are a large red drum, a small yellow tambourine, and several crayons. In the background, a green chalkboard has musical notes floating on it. The monkey has a speech bubble saying "I can sing!" and the rabbit has a speech bubble saying "I can play the drum!"

"I can play the drum!"

"What can you do?" the teacher asks.
"I can sing!" Momo says.
"I can play the drum!" Ben says.
They pick up the instruments.
The class starts to play.





Momo sings a happy song.
Ben plays the drum loudly.
The friends clap their hands.
Clap, clap, clap! They follow the beat
together



“Let’s sing again!” Momo says.
They sing and play together.
The music is loud and fun.
“I love music!” Ben says.
Everyone smiles and laughs



Expressions

- Everybody + Verb + s
- Every____ + Verb + s

ex: Everyone smiles



Review Unit 11

1 Fill in the blanks.

1. What _____ you play? (do / can)
2. I can play the violin or the _____. (piano / recorder)
3. I've learned for 4 _____. (color / years)
4. I've learned for _____ instruments. (2 / music)
5. How _____ have you learned? (long / wide)



2 Match the animals to the actions.



Monkey (Momo)



Bear (Teddy)



Bunny (Teacher)

- a. Bear
- b. Rabbit
- c. Monkey
- d. play
- e. learned



3 Short Writing / Drawing Activity

Draw your favorite musical instrument.

Write 1 conversation about playing it.

A: What can you play?

B: I can play the _____ (instrument).

A: How long have you learned?

B: I've learned for _____ (number) years.



instrument



Unit 12

Do You Have Homework?

Key Expressions

Do you have homework?

Yes, I do.

- **homework** = assignments
- **finish** = complete
- **need to** = have to, must
- **Friday** = April 5

Grammar

Remember! Ask and Answer

• (Use "Do you" for questions and "finish by" for time)

- ★ 1. Ask: Do you have homework?
★ Answer: Yes, I do. / No, I don't.
- ★ 2. Ask: When do you need to finish by?
★ Answer: I need to finish by Friday.

Verbs with/out homework

- | | |
|-----------------------|----------------|
| ★ she needs | ★ she finishes |
| ★ they need | ★ they finish |
| ★ it needs | ★ it finishes |
| ★ they need | ★ they finish |
| ★ He needs to finish. | |

Requirements

- | | |
|-------------|----------------|
| ★ she has | ★ he completes |
| ★ we have | ★ they must |
| ★ it needs | ★ it finishes |
| ★ she wants | ★ he asks |

★ **Example:** Do you have homework? Yes, I do.

Do you have homework?

Yes, I do.

Do you have homework?

Do you have homework?

Yes, I do.

When do you need to finish by?

Let's practice!

★ Do you have homework?

★ Yes, I do.

★ Yes, I do.

★ When do you need to finish by?

★ When do you need to finish by? ★ I need to finish by Friday.



Momo is at home.

He sits at the table.

There is a book and a pencil.

Mom looks at Momo.

“Do you have homework?” she asks.



Momo looks at his bag.

He takes out his book.

“Yes, I do.” he says.

Mom smiles at him.

“Do your homework please,” she says.





Momo writes in his book.
He thinks and writes slowly.
Mom looks at his work.
“Are you doing your homework?” she
asks.
“Yes I am.” he says.

Expressions

- I am doing my homework.
- I am having a meal.
- I am drawing a picture.



Momo writes and smiles.
He shows his book to Mom.
Mom smiles and says, "Good job!"
Momo feels happy.



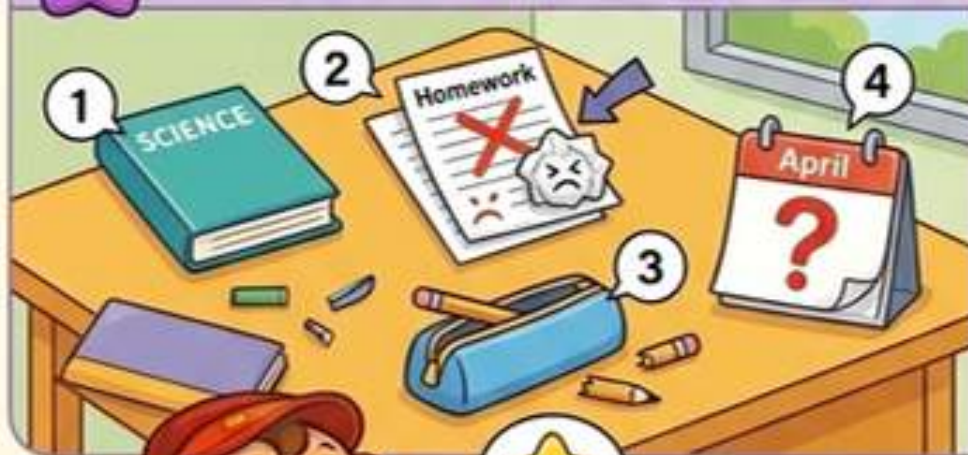


Fill in the blanks.

- _____ you have homework?
(Do / Does)
- A: Yes, I do. (yes / do)!
- I need _____ finish by Friday.
(to / do)
- Friday _____ April 5.
(was / is)



Momo's "What's Wrong?" Observation Game



What's wrong? (Write 1-2 words)

1 Wrong subject

2

3

4



Short Writing / Drawing

Draw your favorite homework item.
Write 1 conversation about it.

A: _____

B: _____



Unit 13

Let's Do an Activity!

Vocabulary

- **rules** = do and don't s.
- **follow** = listen, obey.
- **listen** = hear, pay attention
- **carefully** = slowly and safely.

Key Expressions

- These are the rules.
- Follow the rules.
- Listen to the teacher.
- Don't run inside.
- Walk carefully.

Grammar

★ **Grammar Rule:** Ask and follow instructions.

★ **Rule 1:** Teacher asks to do an activity.

★ **Rule 2:** Student agrees to follow rules.

★ I will follow

★ we will listen

★ she will follow

★ I'll walk

★ he will follow

★ I'll willl obey

★ they will follow

★ **Example.**

Instructions

- ★ Don't run inside.
- ★ Okay. I'll follow the rules.
- ★ Walk carefully.

I'll follow the rules!

Let's Practice Sentences

★ These are the rules. 🎵🎵

★ I'll follow the rules. 🚗🎵

★ Don't run inside. 🚧🎵

★ Follow the rules. 🚗🎵

★ Listen to the teacher. 🚗🎵

★ Walk carefully. 🎵🎵



Momo is at school.
He sits with his friends.
The teacher stands in front.
“Let’s play a game!” she says
Momo looks excited.





The students stand up.
They make a big circle.
“Clap ypur hands!” says the teacher.
Clap! Clap! Clap!
Momo laughs.



"Jump!" says the teacher.



The students stand up.
They make a big circle.
"Jump!" says the teacher.
Jump! Jump! Jump!
Momo laughs.





The game is over.
Momo smiles.
“that is fun!” he says.
The teacher smiles too.
“Good job, everyone!”

Expressions

- _____ is over. – something is done
- ex:
- Lunch time is over.
 - Music is over.

★ Review Unit 13 ★

1 Fill in the blanks.

1. These _____ the rules. (are / is)
2. _____ the rules. (Run / Follow)
3. Listen _____ the teacher. (to / of)
4. Don't _____ inside! (run / sing)
5. Walk _____ inside.
(quickly / carefully)
6. Walk quickly/carefully or
Run/Follow. (run/follow)



2 Review Safety Rules

- a. "These are the rules."
- b. Listen to the teacher.
- c. Don't run inside.
- d. Walk carefully.
- e. Know safety words.



Let's review!

We'll follow the rules!



3 Short Writing / Speaking Activity

Write one short conversation using these safety phrases:

are the rules

Listen to the teacher

Walk carefully

... conversation using safety words:

.....

.....



Unit 14

How Do You Play Musical Chairs!

Key Expressions

- How do you play it? 🎱
- First,... ①
- Second,... ②
- Third,... ③

Vocabulary

- game = a fun activity. 🎲
- chair = a seat. 🪑
- music = a tune. 🎵
- winner = a champion. 🏆

Grammar

Remember! First, Second, and Third

• (Use these words for rules) •

- First, the players walk around.
- Second, the players sit down.
- Third, the last player sitting is the winner.

Examples

- Teacher says "music stops".
- Player (monkey, bear) sits on a chair.
- One player (rabbit) stands up.
- Final sitting player is winner.

It's fun to play Musical Chairs!

Third!

First!

Second!

Practice Sentences

- First, the players walk around the chairs. 🎵
- Second, the players sit down. 🎵
- Third, the last player sitting is the winner. 🎵

"Let's play musical chairs!"



Momo is in the classroom.

Chairs are in a circle.

The music starts.

Momo walks around the chairs.





The music is playing.
Momo walks in with his friends.
They smile and laugh.
The teacher watches them.
“Keep walking!” she says.





The music is playing.
Momo walks in with his friends.
They smile and laugh.
The teacher watches them.
“Keep walking!” she says.



The game goes on again.
Momo finds a chair.
He sits and smiles.
“That is fun!” he says



Expressions

- That is fun.
- That is interesting.
- That is amazing
- That is boring



★ Review Unit 14: ★

How to Play Musical Chairs?

1 Fill in the blanks.

1. _____ players sit down?
(rocks / stops)
2. How do _____ play musical?
(you / they)
3. One player is the _____.
(chair / ship)
4. The _____ player wins.
(last / first)



2 Review Game Steps & Words



Student



Teacher



Friend

a. **winner**

b. **chair**

c. **player**

d. **wins**

e. **starts**

It's fun to play!



3 Short Writing / Speaking Activity

Write 1 conversation about playing.
Use 1 game word: player, winner, music, music, chair.

player

winner

music

chair

A: How do you play it?

B: First, the _____ stops.

A: Second, the _____ sit down.

B: One is the _____.



Unit 15

Let's Have a Presentation!

★ Key Expressions

- ★ What do you want to do?
- ★ I want to sing a song.
- ★ I want to dance.
- ★ I want to tell a story.

Vocabulary

- ★ presentation
- ★ talent
- ★ fun

Grammar

★ Grammar Rule: want to + verb

- ★ He **wants to** sing.
- ★ She **wants to** dance.
- ★ They **want to** tell a story.
- ★ I **want to**...

Want to Verb Usage

- ★ she **wants to** sing
- ★ he **wants to** dance
- ★ they **want to** tell
- ★ we **want to** play

Verbs after want to

Action	Example
sing	I want to sing a song.
dance	She wants to dance.
tell	He wants to tell a story.
play	They want to play.



Let's Practice!

- ★ I want to sing a song.
- ★ I want to dance.
- ★ I want to tell a story.
- ★ I want to tell a story.



The stage is ready.

The teacher talks to the students.

"It's time for our end of year presentation!" she says.

"OK!" say the children. They are excited.





Momo sings a song.
Rabbit claps her hands.
The parents watch.
The teacher smiles.
The students are happy.





The lion wears a leaf costume.
A bear is dressed like a flower.
Momo and Rabbit sing.
The parents clap.
The teachers claps too.





The students take a bow.
Momo finds a chair.
He sits and smiles.

Expressions

- Well done
- Good work
- Very good



★ Review Unit 15 ★

1 Fill in the blanks.

1. What do _____ do? (I / you)
2. I _____ tell a story. (can / cant)
3. I want to _____ story. (tell / dance)
3. I want to _____ sorg. (tell / dance)
4. I want to _____ song. (sing / song)
5. I'll _____ fun on stage. (have / try)



2 Match the animal to the presentation act.



Monkey



Giraffe



Bunny

a. sing

b. tell a story

c. tell presentation words



3 Short Writing / Drawing Activity

Draw your favorite stage scene.

Write 1 conversation using
'I want to...'

Use 'presentation' words: sing dance tell a story

A:

B:

