

JELLYSCHOOL

Say Something

2



김광현 지음



저자의 말

안녕하세요. 맛있는 영어 젤리스쿨입니다.

타 교육업체들이 자체교재들을 제작하고 있다고 할 때,
“시중에 좋은 교재가 많은데 왜 만들어?” 라는 생각을 했습니다.

하지만 시중 교재로 수업을 하기에는 부족한 부분이 계속 보이더라고요. 특정 교재는 양이 너무 적기도 했고요.

그래서 스피킹에 가장 적합한 포맷으로 1차적으로 20여종의 교재를 직접 만들게 되었습니다.

2024년 9월에 출시한 20종의 교재는 모두 그림묘사를 활용하여, 학생의 수준에 맞춘 수업이 가능한 교재니, 많은 관심 부탁드립니다.

젤리스쿨 소개

젤리스쿨은 영유재학생, 졸업생들의 눈높이에 맞는 화상영어수업 제공을 위해 2022년 설립된 프리토키ング에듀에서 런칭한 프리미엄 교육브랜드로 미국, 남아공 등 영미권 원어민 강사들로만 수업을 제공하고 있습니다.

온라인으로만 진행하는 화상영어의 틀에서 벗어나, 2024년 여름 국내영어캠프를 시작으로, 오프라인 행사를 지속적으로 진행하고 있으며, 화상영어 사업 이외에도, 출판, 영상제작, 온라인스쿨등의 교육과 관련된 사업을 추진하고 있습니다.

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Power of Music



Key vocabulary:

- **Resonance** – vibration that strengthens a sound.
- **Harmony** – the blending of different musical notes.
- **Dissonance** – a clash of notes creating tension.
- **Genre** – a category of music (such as jazz, pop, classical).
- **Orchestra** – a large group of musicians playing instruments together.



Questions:

- What instruments do you see in the picture?
- Which instrument would you like to try?
- How do people feel when they listen to music?
- Why do you think music is important in life?

Activity 1 – Think, Explain, and Discuss –

Instructions: Read each statement carefully. Do you agree or disagree? Explain your answer in complete sentences.

1. A drum is usually louder than a flute. Do you agree? Why or why not?
2. The violin and the guitar are similar instruments. How are they alike? How are they different?
3. Music can change a person's mood. Give an example.
4. Some instruments are easier to learn than others. Which instrument do you think is the easiest? Why?
5. Do you think music is important in daily life? Explain your answer.



Activity 2 – Describe, Compare, and Create –

Part A–Describe the Instrument.

Choose one instrument: Piano · Drum · Flute · Violin · Guitar

Guide questions: What does it look like?

- How do you play it?
- Is it louder than other instruments?
- Where do people usually play it?



Part B– Compare Two Instruments

Choose two instruments and complete:

1. The _____ is louder than the _____.
2. The _____ is smaller than the _____.
3. Both instruments _____.
4. I prefer the _____ because _____.

Part C– Creative Challenge –

If you could invent a new musical instrument:

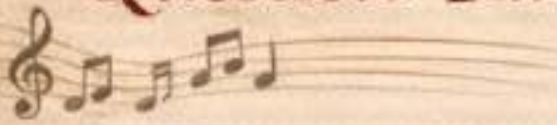
- What would you name it?
- What materials would you use?
- How would it sound?
- Where would people play it?

Draw it and explain your idea to  the class.



— Activity 3 —

Question Time – Different Topic



Questions:

1. It has six strings. You play it with your fingers or a pick. _____
2. You blow into it, and it makes a soft sound like the wind. _____
3. You hit it with sticks to make a beat. _____
4. It has black and white keys. You press sts them to make music. _____
5. It has four strings. People play it under their chin with a bow. _____



World of Sports



Key vocabulary:

- **Agility** – the ability to move quickly and change direction easily while staying in control of the body.
- **Balanced** – able to keep the body steady and controlled, whether standing still or moving.
- **Recovery** – the process of resting and healing so the body can regain strength and energy after exercise or injury.
- **Strategy** – a carefully planned way to achieve a goal in a game or sport, usually decided before or during the match.
- **Tactics** – the specific actions or decisions players make during the game to carry out the strategy and respond to what is happening.

Questions:

- What sports do you see in the picture?
- Which sport looks the most exciting?
- Which sport do you think is the hardest to play?
- How do people feel when they win a game?
- If you could try a new sport, which one would it be?



Activity 1 –

Sports Guessing Game



Directions: Guess the sport!

- You hit a ball with a bat.” _____
- You need water and goggles.” _____
- You kick the ball into a net.” _____
- You bounce the ball and throw it into a hoop.” _____
- You run fast to the finish line.” _____



—Activity 2—

Compare and Decide!



Which sport looks louder?

- Which one looks more peaceful? _____
- Which sport do you prefer to watch? _____
- Which sport do you think takes more practice? _____
- Which sport would you like to try? _____

—Activity 3—

Would You Rather



- Would you rather win a gold medal or score the winning goal?
- Would you rather watch a live sports game or watch it on TV?
- Would you rather be a famous soccer player or a famous basketball player? _____
- Would you rather train every day or play only for fun?
- Would you rather be a coach or be a player?



Amazing Inventions

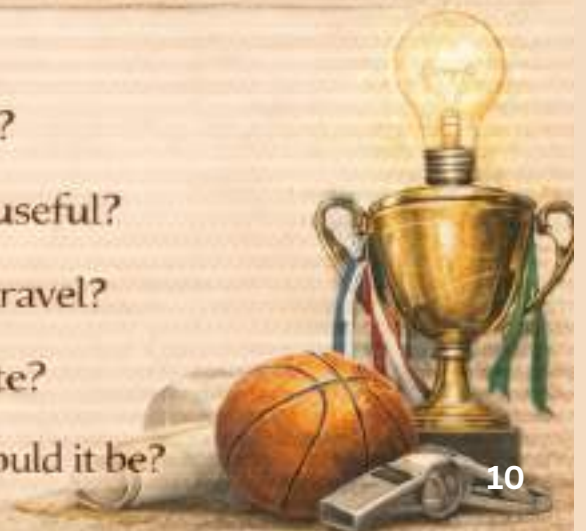


Key vocabulary:

- **Automation** – using machines to replace human work.
- **Breakthrough** – a sudden major discovery or advance.
- **Innovation** – a new idea, method, or invention that improves something.
- **Obsolescence** – becoming outdated or useless.
- **Feasibility** – how practical or possible something is.

Questions:

- Which inventions do you see in the picture?
- Which invention do you think is the most useful?
- Which invention changed the way people travel?
- Which invention helps people communicate?
- If you could invent something new, what would it be?



— Activity 1 —

Analyze and Decide!

Read the statement, choose agree or disagree, and give one reason to explain your choice.

- The smartphone is the most important invention in history.

Agree

Disagree

- The airplane is more useful than the car.

Agree

Disagree

- Robots will make people's lives better.

Agree

Disagree

- The computer changed the world more than the television.

Agree

Disagree

- Future inventions will be more dangerous than helpful.

Agree

Disagree

— Activity 2 —

My Opinion Q & A

- What is one invention that changed the world?
- What invention makes your life easier every day?
- What invention do you think people use too much?
- Which invention will still be important in 100 years?
- If you were an inventor, what would you invent first?



—Activity 3—

Two Topic Pictures

Brain booster!

write 1-2 sentence answer



→ Which car looks faster? _____

→ Which car is better for the environment? _____

→ Which car is more comfortable? _____

→ Which one would you rather drive? _____

→ How are both cars similar? _____

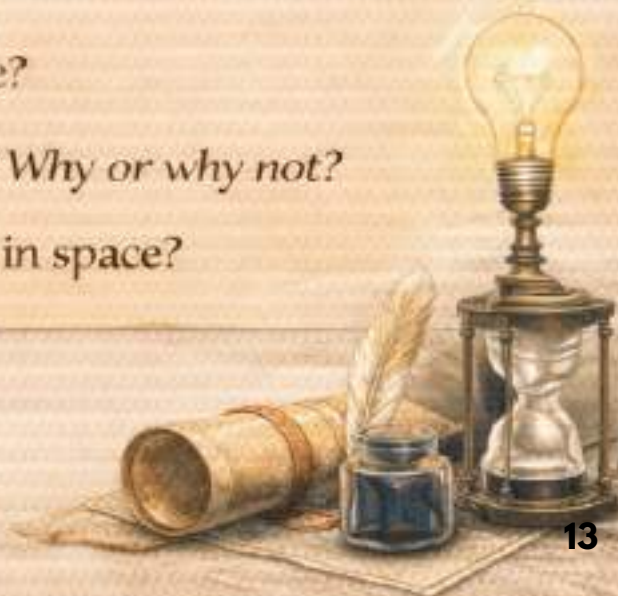


Exploring Outer Space



Questions:

- What do you see in the picture?
- How does the astronaut look?
- What objects are floating in space?
- Would you like to travel to space? *Why or why not?*
- What do you think astronauts do in space?



Key vocabulary:

- **Astronaut** – a person who travels and works in space.
- **Orbit** – the curved path of an object around a star or planet.
- **Mission** – a planned journey or task in space with a specific goal.
- **Satellite** – an object that moves around a planet or star, either naturally (like the Moon) or made by humans.
- **Extraterrestrial** – existing or coming from beyond Earth.



Activity 1

Use in a Sentence

Use each word in a short sentence of your own

astronaut → _____

orbit → _____

planet → _____

gravity → _____

mission → _____

Activity 2

Space Q & A

Answer these questions with a partner



Questions:

- What is the closest planet to Earth?
- What do astronauts wear in space?
- Why is gravity important?
- What is one thing people can see with a telescope?
- What do you think living in space would be like?

— Activity 3 —



Questions:

- Why are people interested in exploring space?
- Do you think humans will live on another planet in the future?
- What dangers do astronauts face in space?
- How can space technology help life on Earth?
- Do you think it is worth spending money to explore space?
Why or why not?

Protecting the Ocean



Key vocabulary:

- **Biodiversity** – the variety of life in a habitat or ecosystem.
- **Sustainability** – using resources in a way that protects them for the future.
- **Conservation** – the careful management of natural resources to prevent loss.
- **Pollutant** – a substance that contaminates air, water, or land.
- **Microplastics** – tiny plastic particles harmful to marine life.

Questions:

- What are the children doing in the picture?
- Why do you think they are cleaning the beach?
- How does the water look when it is clean?
- What animals need a clean ocean to survive?
- What can you do to help protect the ocean?

— Activity 1 —

Would you rather?

- Would you rather swim with dolphins or turtles?
- Would you rather explore a coral reef or a deep cave in the sea?
- Would you rather be a scuba diver or a submarine captain?
- Would you rather protect whales or protect sharks?
- Would you rather live near the ocean or in the mountains?

Picture Story

Identify the picture and tell something about it.



— Activity 3 —

Activity 3



Questions:

- Why is the ocean important for people and animals?
- What small things can children do to help protect the sea?
- Do you think governments should ban plastic bags? Why or why not?
- How do healthy oceans help the whole world?
- Would you like to join an ocean clean-up project? Why?

Great Histories



Key vocabulary:

- **Civilization** – an advanced society with cities, culture, and government.
- **Archaeology** – the study of human history through remains and artifacts.
- **Revolution** – a sudden and major change in politics, society, or culture.
- **Conquest** – the act of taking control of land or people by force.
- **Renaissance** – a period of renewed interest in art, science, and learning.

Questions:

- What discoveries do you see in the picture?
- Which discovery looks the most exciting?
- How do you think people felt when they found something new?
- What is a discovery you learned about in school?
- If you could make a discovery, what would it be?

Activity 1



Questions:

- Which discovery looks more dangerous?
- Which discovery helps people more directly?
- Which discovery looks more exciting?
- Which one would you like to be part of?
- How are both types of discoveries similar?

— Activity 2 —

The Explorer!

Help the explorer reach the discovery!

Start at the Ship and find your way to the New Land.
Along the way, collect only the important discovery tools
and avoid the distractions.



Answer Me!

- Which tools did you collect on the way?
- Why are these tools important for explorers?
- What happens if explorers don't have a map or compass?
- Which discovery tool would you invent for future explorers?

— Activity 3 —

Agree or Disagree

- The smartphone is the most important invention of all time.
- Exploring space is more important than exploring the ocean.
- Sports are more about fun than winning.
- Music is more powerful than books.
- It is better to live in a big city than in a small town.

Identify and Speak

Identify the picture and tell something about it.



– Unit 07 – Traditions and Festivals



Key vocabulary:

- **Ritual** – a set of actions done in a particular order, often for cultural or religious reasons.
- **Heritage** – the traditions, culture, and history passed down from previous generations.
- **Commemoration** – an event or action done to remember and honor someone or something important.
- **Continuity** – the unbroken survival of traditions over time.
- **Transmission** – the passing of culture or knowledge from one generation

Questions:

- What do you see in the picture?
- What kinds of food do you think are served at the festival?
- What are the people wearing?
- How do people look when they celebrate?
- What festival would you like to join?

Activity 1

Compare and Talk

Talk with
me!



- Which festival looks more colorful?
- Which one happens at night?
- Which one looks more exciting to you?
- How are both festivals similar?
- Which one would you like to join and why?

Activity 2

Use in a Sentence

Use each word in your own sentence

Tradition → _____

Festival → _____

Costume → _____

Parade → _____

Celebrate → _____

Activity 3 Festival Mix-Up Match!

Festivals	Activities
Lantern Festival	People eat turkey and give thanks with their family.
Carnival	
Lunar New Year	People wear colorful costumes and dance in parades.
Thanksgiving	
Diwali	People light lanterns and watch them float in the sky.
Lantern Festival	People watch dragon dances and celebrate with firecrackers.
Carnival	
	People light oil lamps and celebrate with fireworks.

After matching, students pick one festival and say something about it.

– Unit 08 – Incredible Journeys



What can you see in the picture?

Which type of journey looks the most exciting?

How do you think the traveler feels?

Key vocabulary:

- **Expedition** → a journey for exploration, research, or discovery.
- **Odyssey** → a long, adventurous, and eventful journey.
- **Pilgrimage** → a journey made for spiritual or religious reasons.
- **Traverse** → to travel across or through a difficult area.
- **Sojourn** → a temporary stay in a place during travel.



Activity 1

Find 5 differences



- Why do people like to go on journeys?
- Do you think long journeys are always fun? Why or why not?
- What is the difference between a journey and a vacation?
- How do journeys help people learn new things?
- If you could take a journey anywhere, where would it be?



Activity 2

Compare and Talk!



- Which journey looks easier?
- Which journey looks more adventurous?
- Which journey would you prefer?
- Which journey is faster?
- How are both journeys similar?

Activity 3 Talking Q & A

- What is your favorite way to travel?
- Where would you like to go on a long journey?
- Do you prefer traveling alone or with friends? Why?
- What do you always need to bring on a journey?
- What is the most exciting journey you can imagine?

– Unit 09 – Life in a Rainforest



Key vocabulary:

- **Rainforest** – a hot, wet forest with many trees and animals.
- **Habitat** – the natural home of an animal or plant.
- **Canopy** – the top layer of trees in a rainforest.
- **Species** – a group of living things that are the same.
- **Ecosystem** – all living and nonliving things in one environment.

Questions:

- What animals can you see in the picture?
- How does the rainforest look different from where you live?
- Which animal looks the most interesting to you?
- What do you think the weather is like in the rainforest?
- Would you like to visit a rainforest? Why or why not?

Activity 1

Compare and Talk



- Which rainforest looks healthy?
- Which one looks dangerous?
- How do the animals look in each picture?
- What happens if the rainforest disappears?
- Why should people protect the rainforest?

Activity 2

Spot the Difference



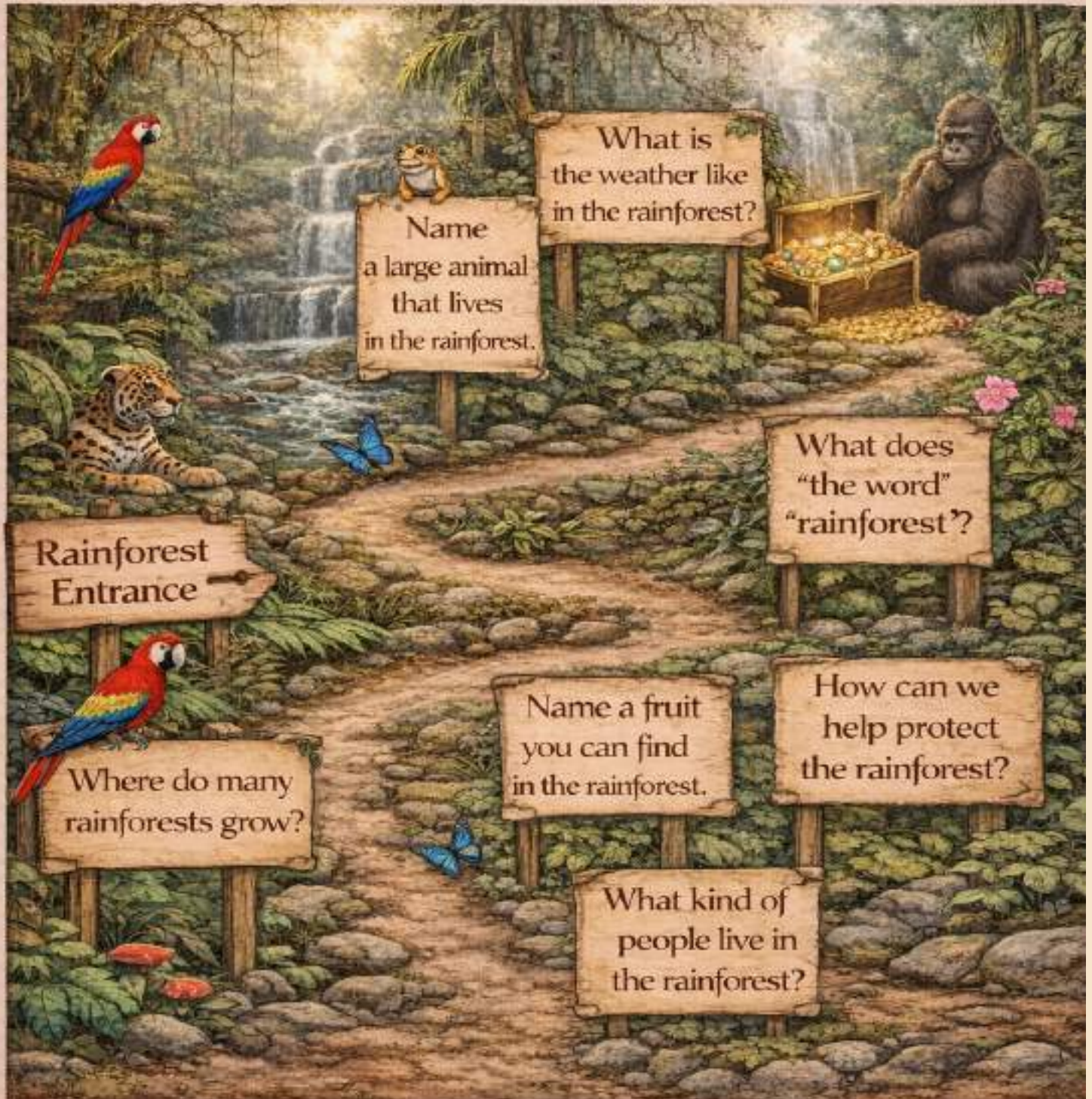
Think Deeper:

- Why are rainforests important to the Earth?
- What can people learn from the rainforest?
- Do you think people should cut down trees in rainforests?
Why or why not?
- What would happen if rainforests disappeared?
- What rainforest animal would you most like to see in real life?

Activity 3

Rainforest Maze: Q & A Game

Start at the Rainforest Entrance, answer each question to move forward, and reach the Treasure to win!



Unit 10 –

Protecting our Planet



Key vocabulary:

- **Sustainability** – using resources without harming future needs.
- **Conservation** – protecting natural environments from loss.
- **Degradation** – the decline of land, water, or ecosystems.
- **Carbon Footprint** – the total greenhouse gases caused by activities.
- **Renewable** – energy or resources that can be naturally replaced.

Questions:

- What are the children doing in the picture?
- Why do you think they are planting trees?
- What colors do you see in the recycling bins?
- What animals can you find in a clean environment?
- How do you feel when you see a clean park or beach?

Activity 1

Protecting our Planet

Read the statement, then say if you agree or disagree.
Give one reason.

☐ agree

☐ disagree

- Everyone should recycle at home.
- Plastic is not really a problem.
- Planting trees is the best way to protect Earth.
- Kids cannot help the environment.
- Protecting our planet is more important than building new cities.

Activity 2

Complete the sentences with "biodegradable" or "non-biodegradable".

- A banana peel is _____.
- A plastic bottle is _____.
- Dry leaves are _____.
- A styrofoam cup is _____.
- A carrot is _____.



Activity 3

Look and discuss



- Which river looks healthier?
- Which river would you like to visit?
- How do animals feel in each picture?
- Which picture shows a safer environment for people?
- What can people do to make polluted rivers clean again?

Unit 11 –

Building the future



Key vocabulary:

- 🌿 **Innovation**— the process of creating new ideas, products, or methods to improve the future
- 🌿 **Infrastructure**— the basic systems and structures needed for a society to function, like roads, bridges, and utilities.
- 🌿 **Architecture**— the art and science of designing and constructing buildings.
- 🌿 **Decarbonization**— reducing carbon emissions to slow climate change.
- 🌿 **Megacity**— a city with more than ten million residents.

Questions:

- 🌿 What do you see in the picture?
- 🌿 Which invention looks the most useful?
- 🌿 How is this city different from cities today?
- 🌿 Would you like to live in this kind of city? Why or why not?
- 🌿 What do you think the future will look like in 100 years?

Activity 1

Use in a Sentence

- Future → _____
- Technology → _____
- Robot → _____
- Energy → _____
- Innovation → _____

Activity 2

Let's Talk

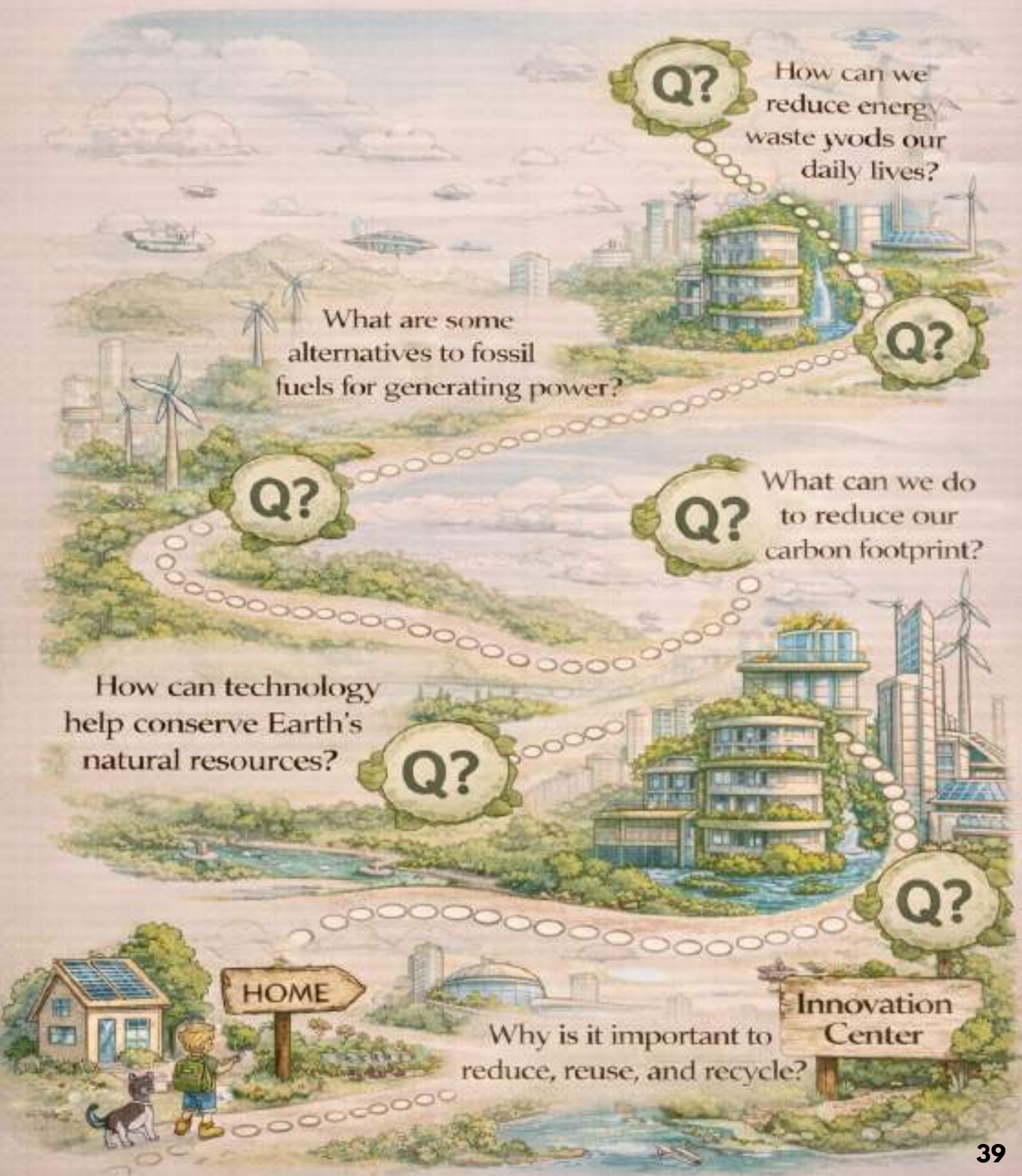
- What would you like to invent for the future?
- How will people travel in the future?
- Do you think robots will help people every day?
- How will schools be different in the future?
- What is one problem in the world that new technology should solve?



Activity 3

Futuristic Eco-City Maze

Guide your way from HOME to the Innovation Center, stopping at each Q? bubble to answer the eco-question before moving on.



Unit 12

Exploring Deserts and Mountains

Guide your way from HOME to the Innovation Center, stopping at each Q? bubble to answer the eco-question before moving on.

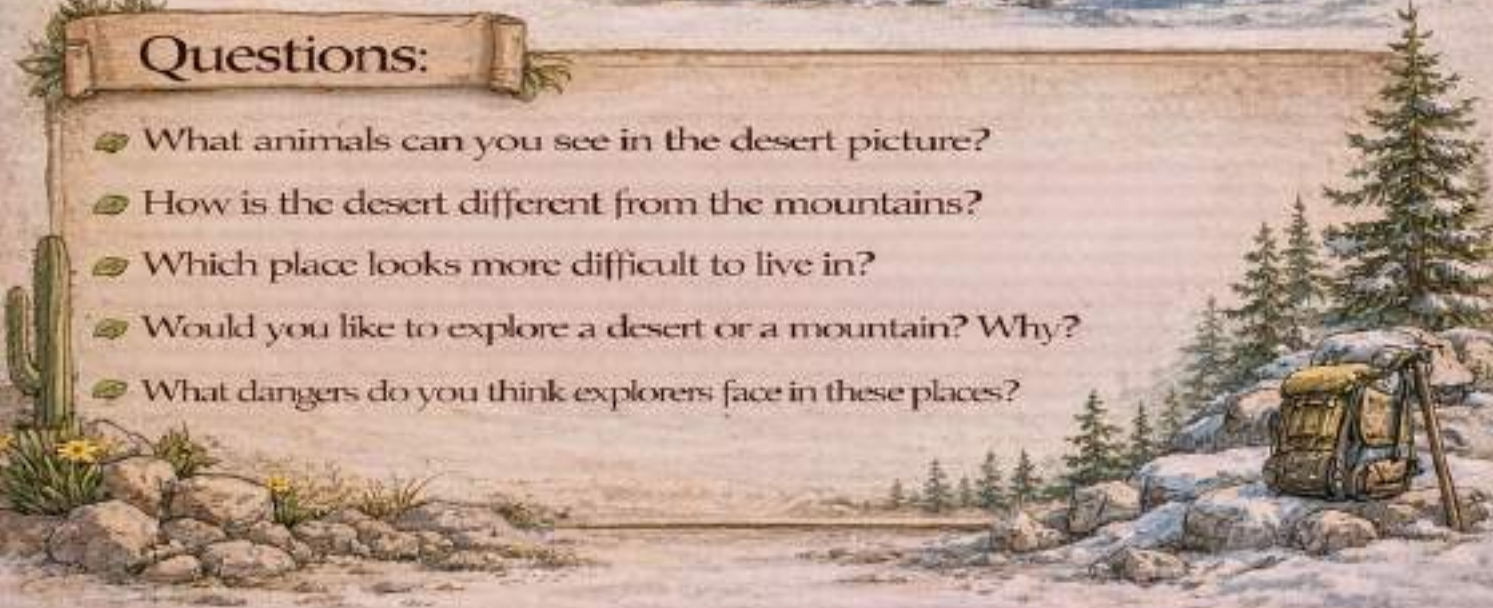
Key vocabulary:

- 🌵 Oasis - a place in the desert with water and plants.
- 🌵 Altitude: height above sea level.
- 🌵 Erosion: wearing away of land by wind or water.
- 🌵 Permafrost: permanently frozen ground.
- 🌵 Expedition: a journey for exploration or research.



Questions:

- 🌵 What animals can you see in the desert picture?
- 🌵 How is the desert different from the mountains?
- 🌵 Which place looks more difficult to live in?
- 🌵 Would you like to explore a desert or a mountain? Why?
- 🌵 What dangers do you think explorers face in these places?



Activity 1

Picture Talk

Describe what you see. Say something about the picture.



Activity 2

Would you rather

- Would you rather drink water from an oasis or **melt** snow on a mountain?
- Would you rather ride a camel in the desert or climb a mountain peak?
- Would you rather face a sandstorm or freezing winds?
- Would you rather explore the Sahara Desert or Mount Everest?
- Would you rather live in the desert or on a mountain?

Activity 3

- Which journey looks more dangerous?
- Which journey looks slower?
- Which place looks **hotter**? Which one colder?
- Which place would you like to visit first?
- How are both journeys similar?



Unit 13 – Science of Weather

Science of Weather



- ☞ What kinds of weather do you see in the picture?
- ☞ Which weather looks the most dangerous?
- ☞ Which weather do you like the most? Why?
- ☞ How do people dress differently in each kind of weather?
- ☞ What happens if the weather changes suddenly?

Activity 2

What Will You Do?

- It starts raining heavily and you don't have an umbrella.
- It snows and the road is too slippery to walk.
- A strong wind blows while you are playing outside.
- The temperature is very hot and you forget your water bottle.
- There is thunder and lightning while you are walking home.
- A thick fog makes it hard to see the road.

Activity 3

Spot the Difference



- How does weather affect your daily life?
- Which type of weather is the most dangerous? Why?
- Do you think weather can change people's moods?
- How is weather different from climate?

Unit 14

Cities of the World



Questions:

- ☞ What cities can you recognize in the picture?
- ☞ Which city looks the most modern?
- ☞ Which city do you think has the most history?
- ☞ Which city would you like to visit? Why?
- ☞ What do you think is special about each city?

Key Vocabulary

- **Metropolis** – a very large and important city, often the center of business or culture.
- **Urban** – relating to a city or town, rather than the countryside.
- **Population** – the total number of people living in a city, country, or area.
- **Skyscraper** – a very tall building found in large cities.
- **Infrastructure** – the roads, transport, water, and power systems a city depends on.



Activity 1

Q & A: City Explorer

- What is the capital city of your country?
- Which city would you like to live in? Why?
- Which city do you think has the best food?
- Which city has the most interesting landmarks?
- What problems do big cities have?

Activity 2

Compare and Talk

— INSERT A PICTURE —



Reason out!

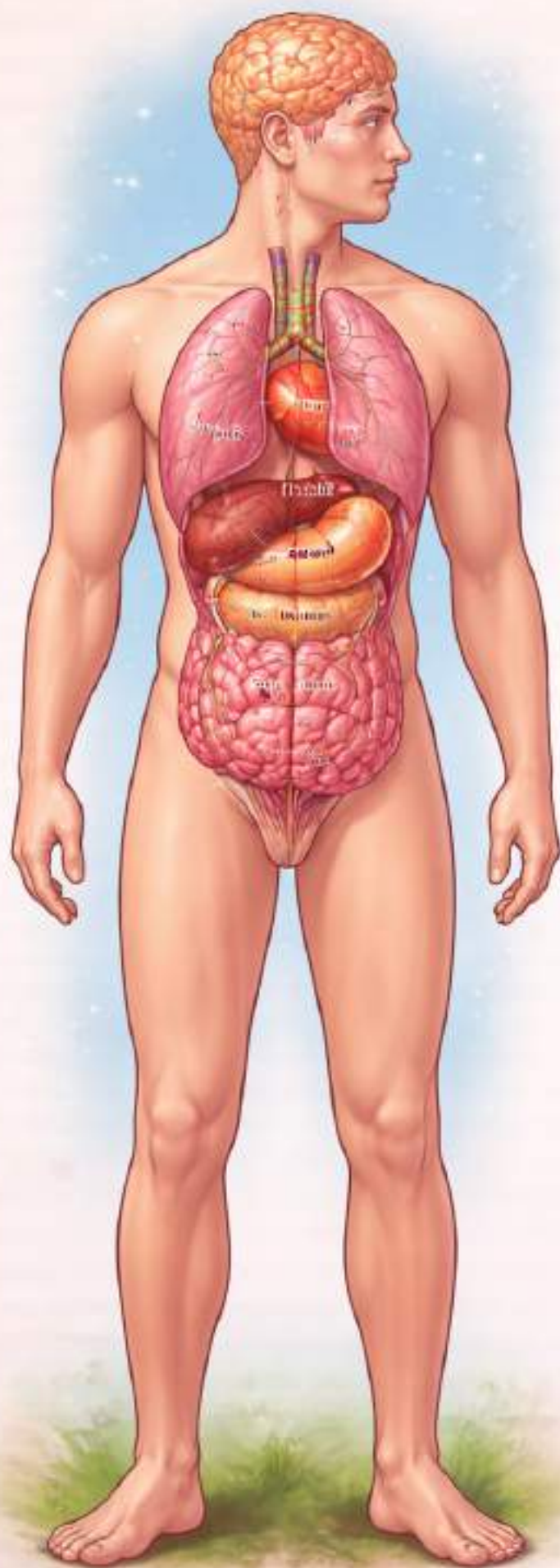
- ☞ Which place looks noisier?
- ☞ Which place looks more peaceful?
- ☞ Which place do you prefer? Why?
- ☞ What do people do in each place?
- ☞ How are the city and the town similar?

Activity 3

Say Something About the Picture



Unit 15 – The human body



Questions:

- ✔ What body parts can you see in the picture?
- ✔ Can you identify and name at least five major organs shown in this picture?
- ✔ Which organ pumps blood?
- ✔ Where are the lungs located?
- ✔ Which part is the most important to you, you, and why?

Key Vocabulary:



Neurons – nerve cells that transmit signals.



Synapse – the junction where nerve cells communicate.



Hormones – chemicals that regulate body functions.



Enzymes – proteins that speed up chemical reactions in the body.



Pathogens – harmful microorganisms causing disease.

Activity 1

Compare and Talk



Activity 2

Look at the picture, unjumble the letters to find the organ's name, and say how it helps our body.



Questions:

- ✔ Which systems of the body are working harder in *Picture A*?
- ✔ Which systems are resting in *Picture B*?
- ✔ Why is sleep important for the human body?
- ✔ Which picture shows more activity in the circulatory system?
- ✔ How are both activities good for health?

Activity 2 Look at the picture, unjumble the letters to find the organ's name, and say how it helps our body.



rahte



nirab



sglun



ydienk



erilv

Activity 3 The Human Body Maze

Directions: Help the organs by answering the questions as you find your way from the Brain (START) to the Feet (FINISH)!

