

JELLYSCHOOL

Say Something

1



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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01 UNIT

Planning a fun Day



Questions

- 1 Where are the children standing, and what famous structure can you see behind them?
- 2 What are the children looking at on the map, and why might they need it?
- 3 How does the fountain in the background add to the atmosphere of the place they are visiting?
- 4 What different buildings can you see in the background, and what do they tell you about the city?
- 5 What clues in the picture show that the children are excited about their adventure?

Key Vocabulary:

- **Expedition** – A trip made for a special purpose, like exploring.
- **Scenery** – The view of natural places, like mountains or rivers.
- **Lobby** – A big open space in a building where people meet.
- **Travel across** – To go through or across a place.
- **Noticeable** – Something that stands out or is well-known.

Activity 1 Best Route Planning

Write your route and explain why you chose it.
Try to think about time, energy, and weather.



Route:

Reason:

Brain Search

Spot the difference. Find at least 6 differences.



Which picture do you like better? Why?

If you were in this park, what would you do first?

How would your fun day change if it started to rain?

UNIT 2

Celebrations

from around the world



Key Vocabulary:

- **Remembrance** – an event to remember something important.
- **Celebration** – a colorful event with special clothes and activities.
- **Idea** – what something stands for or shows.
- **Tradition** – doing the same customs again and again.
- **Culture** – shared customs and values that make people feel they belong.

Questions:

1. Why do you think music and dancing are important in celebrations?
2. If your country could show one celebration to the world, which one would you choose, and why?

ACTIVITY 1 – Fill in the blanks

Use the words related to celebrations: **ceremony**, **tradition**, **festival**, **ritual**, **parade**.

- My school had a graduation ceremony.
- Eating rice cakes is a New Year's tradition.
- Bowing to elders is a common ritual in Korea.
- The dancers in the parade carried big flags.
- Lighting candles before dinner is a family tradition.

ACTIVITY 2 – Match celebrations to countries

Example: Carnival → Brazil → People wear costumes and dance in the street.

Celebration	Country	What people usually do
Thanksgiving	 India	People wear costumes and dance in the street.
Chinese New Year	 USA	People have a big meal with turkey and family.
Diwali	 Brazil	People give red envelopes and watch fireworks.
Carnival	 China	People light lamps and celebrate with sweets.



Celebration	Country	What people usually do
Thanksgiving	 India	People wear costumes and dance in the street.
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Diwali	 Brazil	People give red envelopes and watch fireworks.
Carnival	 China	People light lamps and celebrate with sweets.

Picture Pair Activity 3

Directions: Look carefully at both pictures. Circle or point to:

- Something that shows a tradition.
- Something that looks like a ceremony.
- Something that is part of a parade.
- The dancers in the parade carried big flags.
- Lighting candles before dinner is a family tradition.



Which picture shows a stronger ritual, and why?

How do these two celebrations show different customs?

Which celebration would be harder to continue every year, and why?

If you had to design a new tradition by mixing the two, what would it look like?

Which celebration do you think shows more about a country's cultural identity?

Describing the View from My Window



Key Vocabulary:

- **Environment** – the natural world around us, including land, water, air, and living things.
- **Observation** – the act of carefully looking at something to notice details.
- **Variation** – a change or difference in the way something appears or happens.
- **Settlement** – a place where people live, such as a village, town or city.
- **Agriculture** – the practice of farming, including growing crops and raising animals.

Questions:

1. What kind of landscape do you see from the window?
2. How does the perspective change if you look left or right?
3. What contrasts can you find in this view?
4. Which side looks more urban, and which looks more rural?
5. If this was your window, which side would you like more? Why?
6. Which celebration would be harder to continue every year, and why?

Analyze and Decide



Imagine you are the child looking out of the window. Write three short sentences starting with: **I see...** I notice... I can hear...

Directions: Write them into the correct group.

City things

- apartment
- highway
- market
- subway
- billboard
- factory

Country things

- tractor
- sheep
- barn
- orchard
- meadow
- village

Two Topic Pictures



Answer Quest

Which perspective gives more information about human life?

Which landscape shows **more** change over time?

What contrast do you see between the two pictures?

Which place would you choose to live, and why?

Do you think it is better for children to grow up in a an **urban** or **rural** setting? Defend your answer.

City things	Country things
• apartment • highway • market • subway • billboard • factory	• tractor • sheep • barn • orchard • meadow • village

My Morning and Evening Routines

Morning Routine



Evening Routine



What morning habits do you see?

What evening rituals do you notice?

How does discipline help a student every day?

Key Vocabulary:

- **Temporary** – lasting for a short time.
- **Adaptable** – able to recover and adjust after difficulties.
- **Thorough** – very careful and paying attention to details.
- **Vague** – not clear or having more than one meaning.
- **Original** – using new ideas in a creative way.

What morning habits do you see?

What evening rituals do you notice?

How does discipline help a student every day?





1



2



3

Imagine you could swap your current window view with one of these:

Directions: *Write 3 sentences explaining:*

- Which view would you choose and why?
- What new details would you notice from this vantage point?
- What contrast would you see compared to your current window?
- How would this new view change your perspective every morning?
- Which view do you think would inspire creativity the most?

Exploring Inventions That Changed the World

Take a Look!



1



2



3

Take a Look!

- What inventions can you see in the picture?
- Which invention do you think is the most important? Why?
- Do you think people could live without smartphones today?
- If you could invent something new, what would it be?

Key Vocabulary:

- **Innovation** – a new method, idea, or product.
- **Revolutionize** – to completely change something, often for the better.
- **Prototype** – the first working model of an invention.
- **Obsolete** – no longer useful or in fashion.
- **Efficiency** – the ability to work well without wasting time.

 Exploring Inventions
That Changed the World

Synonym Match

Instructions: Inventions love word partners! Match each word with its synonym twin.

Word	Synonym
Innovation	New idea
Revolutionize	Transform
Prototype	First model
Obsolete	Outdated
Efficiency	Productivity

Quick Answer Challenge

Instructions: Answer each question in one short sentence. Be fast and creative!

- Which invention helps you the most every day?
- Which invention do you think is the most fun?
- Which invention saves the most time?
- Which invention do you think is the the most important in history?
- If you could invent one thing, what would it be?

Activity 3

Think Like a Genius! Pictures Here

Compare & Contrast

Picture A



A

Picture B

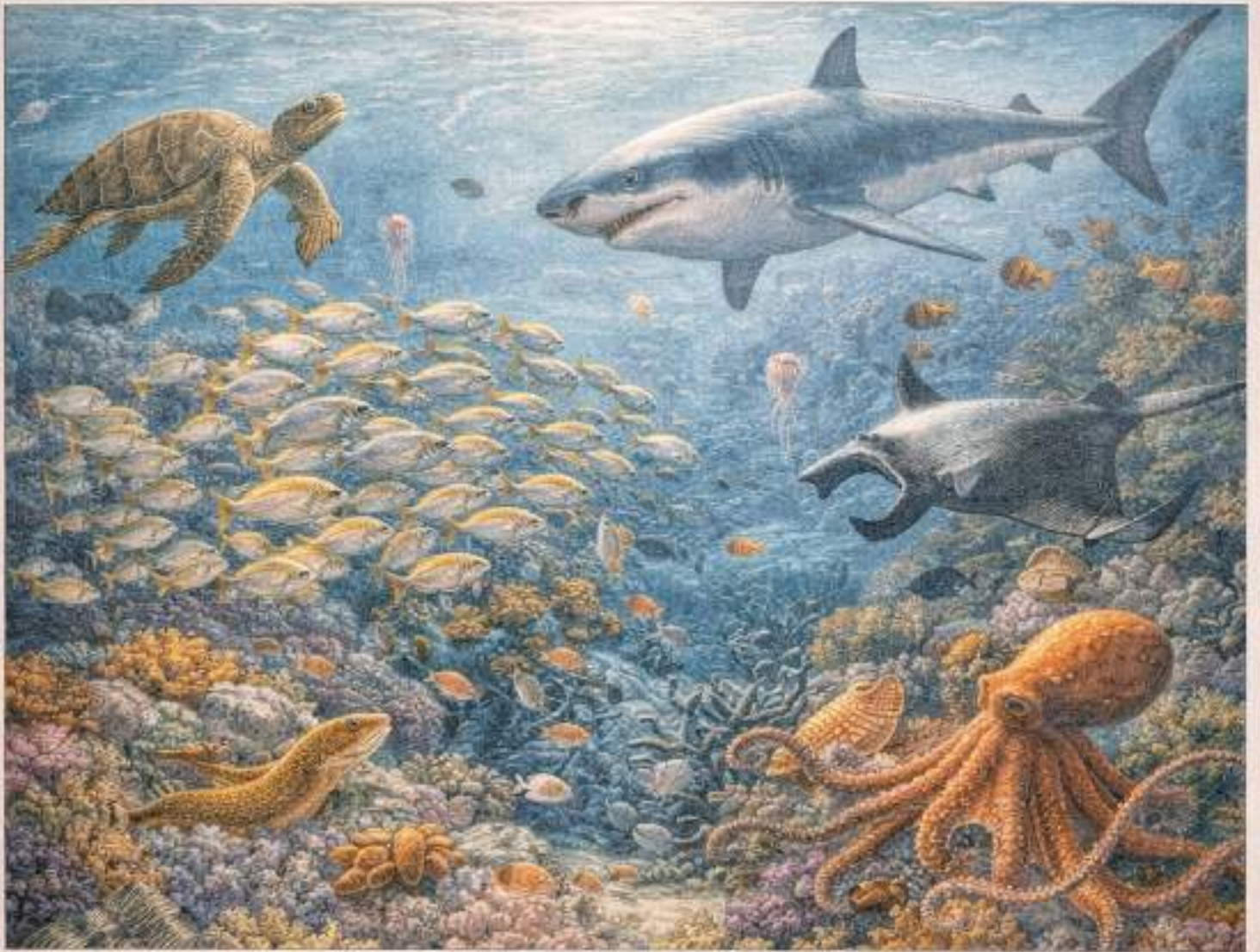


B

- How are these two classrooms different?
- Which classroom looks more efficient?
- Which tools are obsolete in Picture A?
- Which modern tools in Picture B help students learn faster?
- If you could study in one of them, which would you choose and why?

Life Under the Sea

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- What animals can you see in the ocean?
- How many fish are swimming together?
- What do you think the shark is looking at?
- What dangers can sea creatures face in the ocean?

Life Under the Sea

ACTIVITY 1

Instructions: Match the sea creature with its description. Then, explain why it is important to the ocean.

Sea Creature	Description	Importance
Dolphin	_____	_____
Coral	_____	_____
Shark	_____	_____
Jellyfish	_____	_____
Octopus	_____	_____

Descriptions:

- a) Builds homes for fish
- b) Can sting with tentacles
- c) Smart and friendly mammal
- d) A predator that keeps balance
- e) Has eight arms

Descriptions:

- a) Builds homes for fish
- b) Can sting with tentacles
- c) Smart and friendly mammal
- d) A predator that keeps balance
- e) Has eight arms

Quick Answer

Instructions: Answer in one short sentence.

- Which sea creature is the most dangerous?

- Which creature looks the strangest to you?

- Which animal would you like to see in real life?

- What would happen if there were no sharks?

- Which sea creature would make the best superhero?

Challenge Question:

If you could be any sea creature for one day, which one would you choose, and what crazy adventure would you have under the sea?



Key Vocabulary

Key Vocabulary

- **Vicinity** - the area surrounding a particular place; nearby surroundings.
- **Infrastructure** - the basic physical structures (roads, transport, utilities) needed for a community to function.
- **Residency** - the state of living in a particular place; a dwelling area.
- **Commute** - the regular journey between one's home and workplace or school.
- **Amenities** - useful facilities or services provided in a community.



Answer Time!

- How many dogs can you see in the picture?
- What are the people in the street doing?
- How many shops can you find in the photo?
- What colors are the shop awnings?
- What do you think the weather is like in the picture?

Activity 1: Match & Explain

Directions: Match the place to its description.

Place	Description
Bakery	_____
Playground	_____
Bus stop	_____
Library	_____
Park	_____

Descriptions:

- a) A place where you wait for public transport.
- b) A place where children climb, swing, and slide.
- c) A place to borrow books and study quietly.
- d) A place to enjoy nature, trees, and walking paths.
- e) A place to buy bread, cakes, and pastries.



ACTIVITY 3: Talk Spot It!

Directions: Match the place to its description.



A



B

- What is missing in Picture A?
- What is new in Picture B?
- Which picture looks more colorful?
- Which picture has more fish?
- If you lived in one picture, which would you choose and why?

- 1) What is missing in Picture A?
- 2) What is new in Picture B?
- 3) Which picture looks more colorful?
- 4) Which picture has more fish?
- 5) If you lived in one picture, which would you choose and why?



ACTIVITY 3: DIFFERENCE GAME – THINK DEEPER



A



B

Discussion Questions:

- How do neighborhoods shape the way people live?
- Do you think it's better to live in a big city neighborhood or a small town one? Why?
- How does a park or playground help the community?
- What would happen if a neighborhood had no public transportation?
- What changes do you think your neighborhood will have in 20 years?



ACTIVITY 3: DIFFERENCE GAME – THINK DEEPER



Discussion Questions:

- What different foods can you see in the picture?
- Which food do you think smells the strongest?
- Why do you think people enjoy eating food from other countries?
- Do you think eating food together makes people closer? Why or why not?

Key Vocabulary

- Cuisine – the style of cooking from a particular country or culture.
- Savory – food that is salty or spicy, not sweet.
- Exotic – unusual or from a faraway place.
- Fusion – a mix of different cooking styles or food traditions.
- Nutritious – food that gives you health and energy.



Food Detective

Activity 1

Directions: Look at the pictures of different foods. Guess where each food originally comes from. Then write one sentence about why it is popular worldwide.

Mexico



Japan



Italy



Germany



France



Activity 2 – Would You Try?

Answer the questions and explain why or why not.

- Would you try food made with insects if it was healthy? _____
- Would you eat food that glows in the dark? _____
- Would you try food cooked by a robot? _____
- Would you eat food from a country you've never visited? Why? _____
- Would you taste food from a country you've never visited? Why? _____

Food Time: Think Differently

Discussion Questions



Street food stal!



Modern fusion

Discussion Questions:

- Which picture shows food that tells more about the culture it comes from? Explain your choice.
- Which food do you think requires more skill rather than time to prepare?
- If these foods represented two different lifestyles, what kind of lifestyle would each one show?
- Which picture would attract tourists more, and why?
- Which food do you think would leave a stronger memory after eating it?

What Do I Need?

Questions:



At home

At a festival

Discussion Questions:

- Which picture shows food that is easier to eat? Why?
- Which food do you think takes longer to prepare?
- If you had to eat from only one picture for a week, which would you choose? Why?
- Which picture shows food that is better for your health?
- Which setting (home or festival) do you think would make food taste better? Why?

- **Resource** – something useful that helps you achieve a goal.
- **Essential** – something that is absolutely necessary.
- **Accessibility** – the ability for people to get or use something easily.
- **Adaptation** – a change made to fit new conditions or needs.
- **Innovation** – a new idea, method, or tool that improves life.



Activity 1 – Answer Time

- What different items can you see in the shop?
- Which items do you think are essential for students, and why?
- If you had only three coins, what would you buy first? Explain your choice.
- Do you think students in different countries need the same school items? Why or why not?
- What is one resource you need for learning that is not shown in the picture?

Activity 2 – Need or Want

Directions: Decide if each item is a Need (something you must have to learn or live) or a Want (something nice to have but not necessary).



Questions:

- Which school supply is the most important for you to use every day?
- Can you name one item that is fun to have but not necessary for learning?
- Do you think a computer is a need or a want in today's classroom? Why?
- If you could only bring three items to school, which would you choose and why?
- Is there one school item that could be both a need and a want? Explain.



Activity 3 – Find 5 Differences

Discussion Questions



Discussion Questions:

- Do students really need technology to learn well? Why or why not?
- What is something your parents needed for school that is different from today?
- If you could invent one tool to make learning easier, what would it be?
- Are “needs” always the same for every country? Explain.
- Which is more important: good teachers or good tools? Why?



Key Vocabulary

- **Celestial** – relating to the sky, outer space, or heavenly bodies.
- **Luminous** – giving off light, bright or shining.
- **Phenomenon** – an observable event or fact, especially something unusual or remarkable.
- **Gravitational** – relating to the natural force that pulls objects toward each other.
- **Trajectory** – the curved path followed by an object moving through space.



Questions:

- What do you see shining in the night sky?
- How do you think the child feels while using the telescope?
- If you could visit one place in the sky, where would you go?

Activity 1 – Match and Explain

Directions: Match the word to the correct meaning. Then explain why it is important when studying space.

Meanings:

- A group of stars forming a pattern in the night sky.
- The path an object takes as it goes around another object in space.
- A massive system of stars, planets, and dust held together by gravity.
- The scientific study of stars, planets, and space.
- An object (natural or artificial) that moves around a planet.

Words:

- Constellation
- Orbit
- Galaxy
- Astronomy
- Satellite

Activity 2 – Think and Answer.

Questions:

- Why do we only see stars at night?
- How is a galaxy different from a solar system?
- What do satellites help people do on Earth?
- Why do planets not shine like stars?

Activity 3 – Stargazing

Directions: Look carefully at the two skies. Use what you see to answer the questions.

Meanings:

- A group of stars forming a pattern in the night sky.
- The path an object takes as it goes around another object in space.
- A huge collection of stars, planets, gas, and dust held together in space.

Words:

- Constellation
- Orbit
- Galaxy
- Astronomy
- Satellite

**Questions**

- Which sky would help someone notice more stars, and what clues tell you that?
- City lights, clouds, and pollution affect the sky differently. Which one matters most in these pictures?
- Imagine setting up a telescope—where would it work best, and why?
- A clear night sky can change how people feel. What emotion does it give you, and what causes that feeling?
- From timekeeping to navigation, how has observing the sky helped humans throughout history?

11

UNIT

Unit 11 THIS IS MY FAMILY

Key Vocabulary

- **Generation** – a group of people born and living around the same time.
- **Tradition** – a practice or belief passed down through families.
- **Heritage** – cultural values or customs passed from earlier generations.
- **Bond** – a strong connection or relationship between people.
- **Responsibility** – a duty or task someone is expected to take care.



Questions:

- Who do you see in the picture?
- What are the family members doing?
- What do you think they enjoy doing together?

11 UNIT

Unit 11 THIS IS MY FAMILY

Activity 1 – Match the Role

Directions: Match the family member with their description.

Family Members:

- A Mother
- B Father
- C Sister
- D Brother
- E Grandparents

Descriptions:

- A. Take care of the family and give guidance.
- B. Younger female in the family.
- C. Older male parent
- D. Older people who share stories and traditions.
- E. Female parent in the family.

Answer Time!

- Who cooks most often in your family?
- Who tells the best stories in your family?
- Which family member makes you laugh the most?
- Who helps you the most with homework?
- What do you like doing together as a family?

Answer Time!

- Who cooks most often in your family?
- Who tells the best stories in your family?
- Which family member makes you laugh the most?

Activity 2 – Compare and TALK

Answer these questions. Circle the best words to practice speaking.

Family Members:

1. Which family **appears more relaxed**?

The family in the park / the family having a picnic in the yard

2. Which family is **enjoying a meal outdoors**?

The family playing games / the family eating at a table outside

3. Which activity **sounds more fun to you**?

I'd rather play cards inside / I'd rather have a picnic outside

4. Which family time is **better for our health**?

Eating in the backyard / enjoying a meal indoors.

5. What do **you and your family** do the **most of** on weekends?

We mostly meet up for game nights / we mostly enjoy picnics at the park

11 UNIT

Unit 11 THIS IS MY FAMILY

Activity 3 – Find 5 Differences

Directions: Look carefully at the two family pictures. Find five differences, then discuss the questions below.



Discussion Questions

1. In what ways does spending time with family improve daily life?
2. Eating together is common in many families. When might it be helpful – and when might it be difficult?
3. Which family tradition in the pictures seems meaningful, and why?
4. Families show care differently around the world. What signs of love do you notice in the pictures?
5. Thinking beyond the pictures, what qualities do you believe help a family stay strong over time?

Questions:



- What are the children pretending to be?
- What objects in the picture are being used in a creative, way?
- If you could imagine yourself as anyone, who would you be?
- Why do children like pretending and imagining?
- How can imagination help you learn new things?



12 UNIT

Unit 12 IMAGINATION AND PLAY

Activity 1 – Choose Here!

Directions: Match the activity with the correct role.

Activities:

- Exploring space → _____
- Fighting dragons < _____
- Searching for treasure → _____
- Flying around the world → _____
- Discovering new lands → _____

Roles to Choose From:

- Astronaut
- Knight
- Pilot
- Explorer
- Pirate

Key Vocabulary

- **Fantasy**— a world or story created by imagination.
- **Visionary**— someone with creative ideas about the future.
- **Scenario**— a situation that could happen, real or imagined.
- **Illusion**— something that looks real but is not.
- **Creativity**— the ability to make new and original ideas.



12 UNIT

Unit 12 IMAGINATION AND PLAY

Activity 2 – Imagine and Share



Discussion Questions:

- Which imagination looks more exciting to you?
- Which one looks more difficult?
- Which role would you choose for one day?
- What tools or powers would you need?
- How would your day end in this imagined role?



Activity 3 – Thinking About Imagination

Directions: Read each question carefully. Share your ideas and listen to others.



Discussion Questions:

1. Why does imagination matter at different ages, not just in childhood?
2. Think of a real problem people face today. How could imagination help solve it?
3. Creative play takes time. What might students gain—and lose—if schools added more of it?
4. Stories often create worlds we cannot see. How does this shape the way we think?
5. Looking back, can you remember an imagined experience that felt almost real? What made it feel that way?

Key Vocabulary

- **Diagnosis** — the identification of an illness or problem.
- **Treatment** — the care given to help someone or an animal recover from sickness.
- **Symptom** — a sign that shows an illness or problem.
- **Veterinarian** — a doctor who takes care of animals.
- **Recovery** — the process of getting better after being sick.



Questions:

1. What pet do you see in the picture?
2. How does the child look? Happy, sad, or worried?
3. What do you think happened to the pet?
4. Where are they? How do you know?
5. If your pet was sick, what would you do first?

Activity 1 – Match

Directions: Match the symptom with the correct possible diagnosis.

Symptoms:

• Sneezing and watery eyes

• Refuses to eat

• Limping when walking

• No energy, sleeping all day

• Scratching body a lot

Possible Diagnoses:

• A. Broken leg

• B. Allergies

• C. Stomach problem

• D. Parasites (fleas/ticks)

• E. Fever

Activity 2 – Think and Answer

Questions:

1. What is the first thing you do when your pet looks sick?
2. Who do you call when your pet needs help?
3. What is one symptom that shows a pet is unwell?
4. What should a vet give a sick animal?
5. How can you help a pet recover faster?

Questions:

1. What is the first thing you do when your pet looks sick?
2. Who do you call when your pet needs help?
3. What is one symptom that shows a pet is unwell?
4. What should a vet give a sick animal?
5. How can you help a pet recover faster?

13 UNIT

Unit 13 CARING FOR PETS

Activity 3 – Find 5 Differences

Directions: Look closely at the two pictures. Find five differences, then discuss the questions below.



- ✿ Sneezing and watery eyes.
- ✿ Refuses to eat
- ✿ Limping when walking
- ✿ No energy, sleeping all day
- ✿ Scratching body a lot.

- A A Broken leg
- ✿ B. Allergies
- ✿ C. Stomach problem.
- ✿ D. Parasites (fleas/ticks)
- ✿ E. Fever

Discussion Questions:

1. Visiting a veterinarian can be stressful. Why is it still important for sick pets to go?
2. Think about daily care. In what ways is looking after animals similar to looking after people?
3. Owning a pet brings joy, but also duties. What makes pet ownership a serious responsibility?
4. Learning animal care early can shape behavior. How might school lessons about pets help children?
5. Animals cannot speak, yet they communicate. What signs might show that a pet is feeling unwell or uncomfortable?

14 UNIT

Unit 14 AT THE MARKET

Questions:

- ✿ What kinds of things can you see for sale?
- ✿ Who is buying something in the picture?
- ✿ Which items are needs and which are wants?
- ✿ Do you think this place is noisy or quiet? Why?
- ✿ If you could buy one thing from this picture, what would it be?



14 UNIT

Unit 14 AT THE MARKET

Activity 1 – Choose Here

Directions: Match each store with what items it sells there.

Shops:

- ✿ Bakery: _____
- ✿ Clothing shop: _____
- ✿ Toy shop: _____
- ✿ Bookstore _____
- ✿ Supermarket. _____

Choices:

- ✿ A. Bread and cakes
- ✿ B. Dolls and games
- ✿ C. Shirts and pants
- ✿ D. Food and drinks
- ✿ E. Novels and drire school/books.

Key Vocabulary

- ✿ **Transaction** – an exchange of goods, services, or money.
- ✿ **Consumer** – a person who buys goods or services.
- ✿ **Vendor** – someone who sells something.
- ✿ **Currency** – the system of money used in a country.
- ✿ **Bargain** – a good deal or a lower price than usual.

Activity 2 – Think and Discuss

Directions: Read the questions carefully. Share your ideas and explain your thinking.

Shops:

- ✦ Bakery → _____
- ✦ Clothing shop → _____
- ✦ Toy shop → _____
- ✦ Bookstore → _____
- ✦ Supermarket → _____

Choices:

- ✦ A. Bread and cakes
- ✦ B. Dolls and games
- ✦ C. Shirts and pants
- ✦ D. Food and drinks
- ✦ E. Novels and schoolbooks

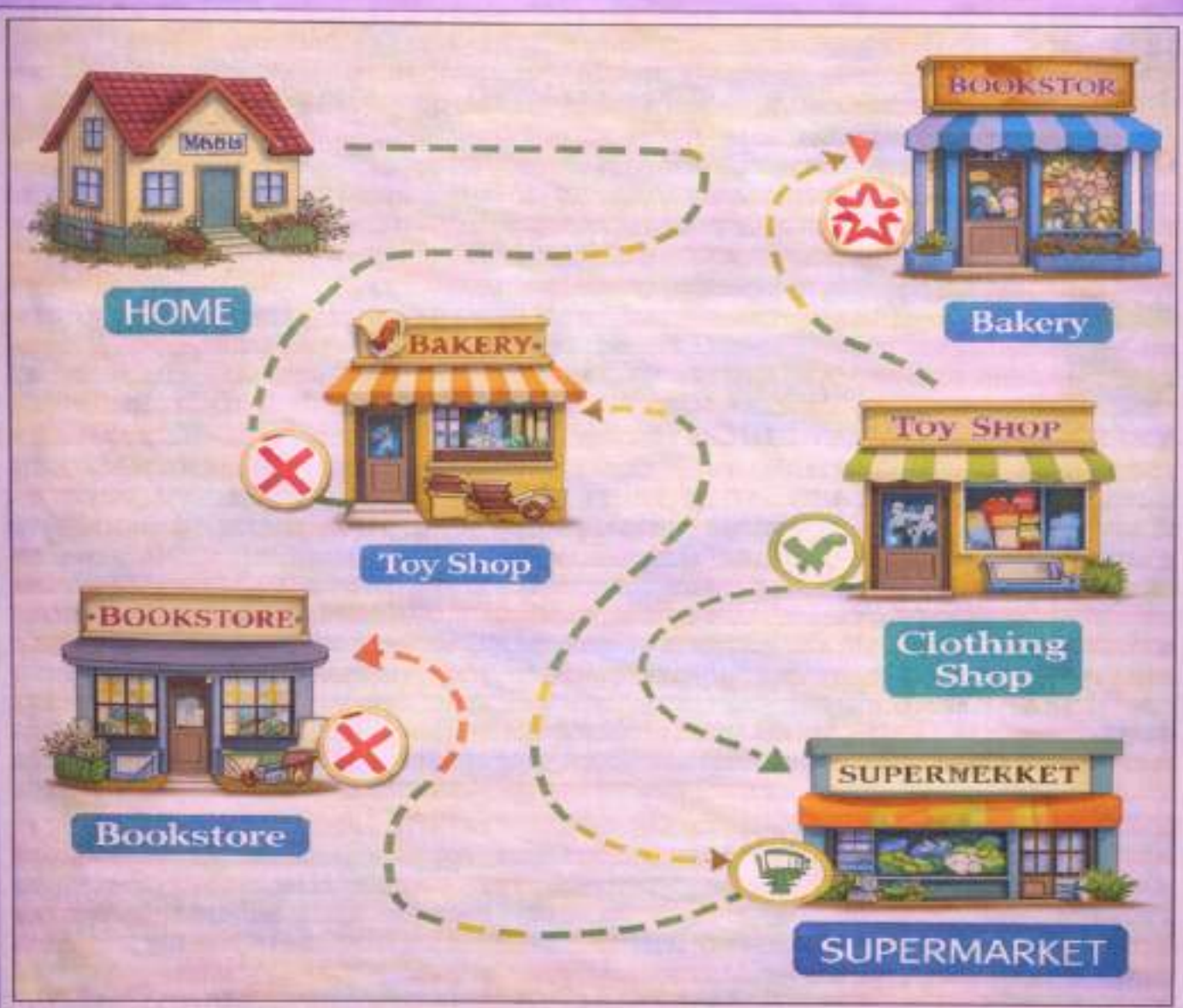


Discussion Questions:

1. When people shop, what factors influence their choices the most – price, need, or preference?
2. Advertising is everywhere. How can it change the way people think about buying things?
3. Learning about money starts early. What skills should children practice when shopping with adults?
4. Shopping habits have changed over time. What do you think surprised people most about modern shopping compared to the past?

Activity 3 – Needs or Wants Maze

Directions: Begin at HOME. Go through the shops that are NEEDS. Skip the shops that are WANTS. End at the SUPERRMARKET.



Questions:

1. Which shops did you pass through on your way to the supermarket?
2. Which items were needs and which were wants?
3. Why is it important to collect only the needs in the maze?

Activity 3 – Needs or Wants Maze

Directions: Begin at HOME. Go through the shops that are NEEDS. Skip the shops that are WANTS. End at the SUPERMARKET.



Questions:

- ✿ What landmarks or places can you see in the picture?
- ✿ Which country would you like to visit first?
- ✿ Why do you think people enjoy traveling all around the world?
- ✿ Which kind of transportation do you see in the picture?
- ✿ What is something you must pack if you go on an adventure?

Key Vocabulary

- ✿ **Itinerary** – a plan or schedule of travel events.
- ✿ **Destination** – the place you are traveling to.
- ✿ **Culture** – the traditions, beliefs, and ways of life of a group of people.
- ✿ **Landmark** – a famous building, structure, or place known worldwide.
- ✿ **Expedition** – a journey taken for exploration or discovery.

Activity 1 – Unscramble the Landmarks

Unscramble the words to find the landmarks around the world:

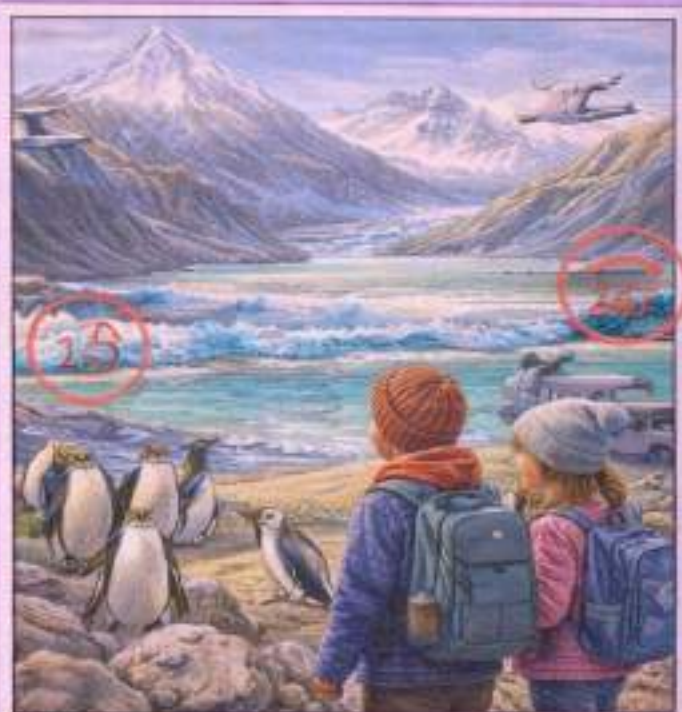
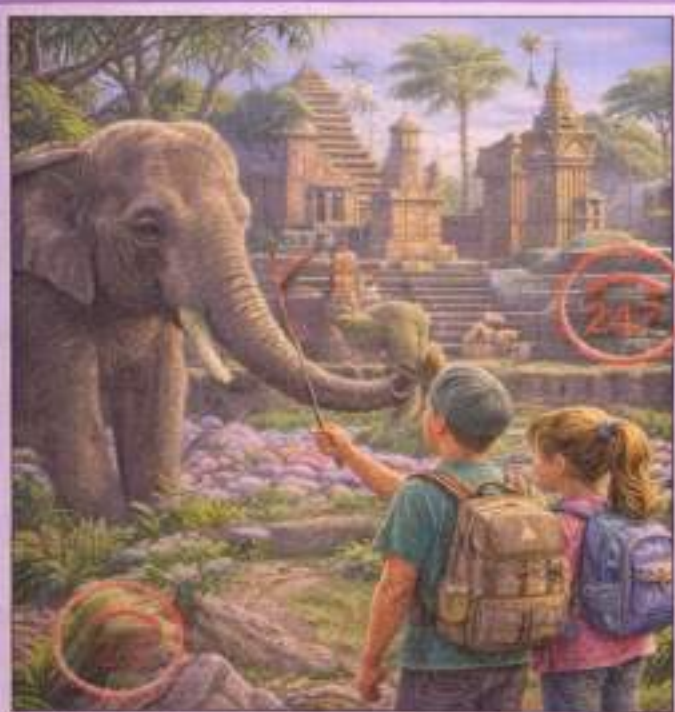
- | | |
|------------------------|-----------------------|
| ✿ AIPNA → _____ | ✿ PYMAID → _____ |
| ✿ I'YRMAID → _____ | ✿ ainilacfor → _____ |
| ✿ fiffel rewot → _____ | ✿ pinesphilpi → _____ |

Answer Me! – Travel Questions

- ✿ What is the first thing you would do if you went to another country?
- ✿ Would you rather climb a mountain or swim in the ocean? Why?
- ✿ What is one thing you must always bring when traveling?
- ✿ If you could meet a new friend in another country, what would you ask them?

Activity 2 – Spot the Difference

Directions: Look carefully at the two travel pictures. Find the differences, then discuss the questions below.



Discussion Questions:

- ✿ Curiosity pushes people to explore. What do you think motivates travelers the most in these pictures?
- ✿ Visiting another country can teach lessons beyond school. What kind of learning do you notice here?
- ✿ Books, videos, and food can feel like travel. In what ways can people experience the world from home?
- ✿ Meeting people from different cultures can challenge assumptions. What ideas might change after traveling?
- ✿ Imagine your own journey. What kind of adventure would excite you the most and why?

15 UNIT

Unit 15 TRAVEL AND ADVENTURE

Activity 3 – Travel Passport

Imagine you are traveling the world. You collect stamps for your passport at each country. Match the stamp to the country and write one thing you would do there.

Stamp	Country	Activity
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____



Countries to choose from:

- ✿ Italy
- ✿ France
- ✿ Japan
- ✿ Brazil
- ✿ Egypt
- ✿ Egypt



Countries to choose from:

-  Italy
-  France
-  Japan
-  Brazil
-  Egypt