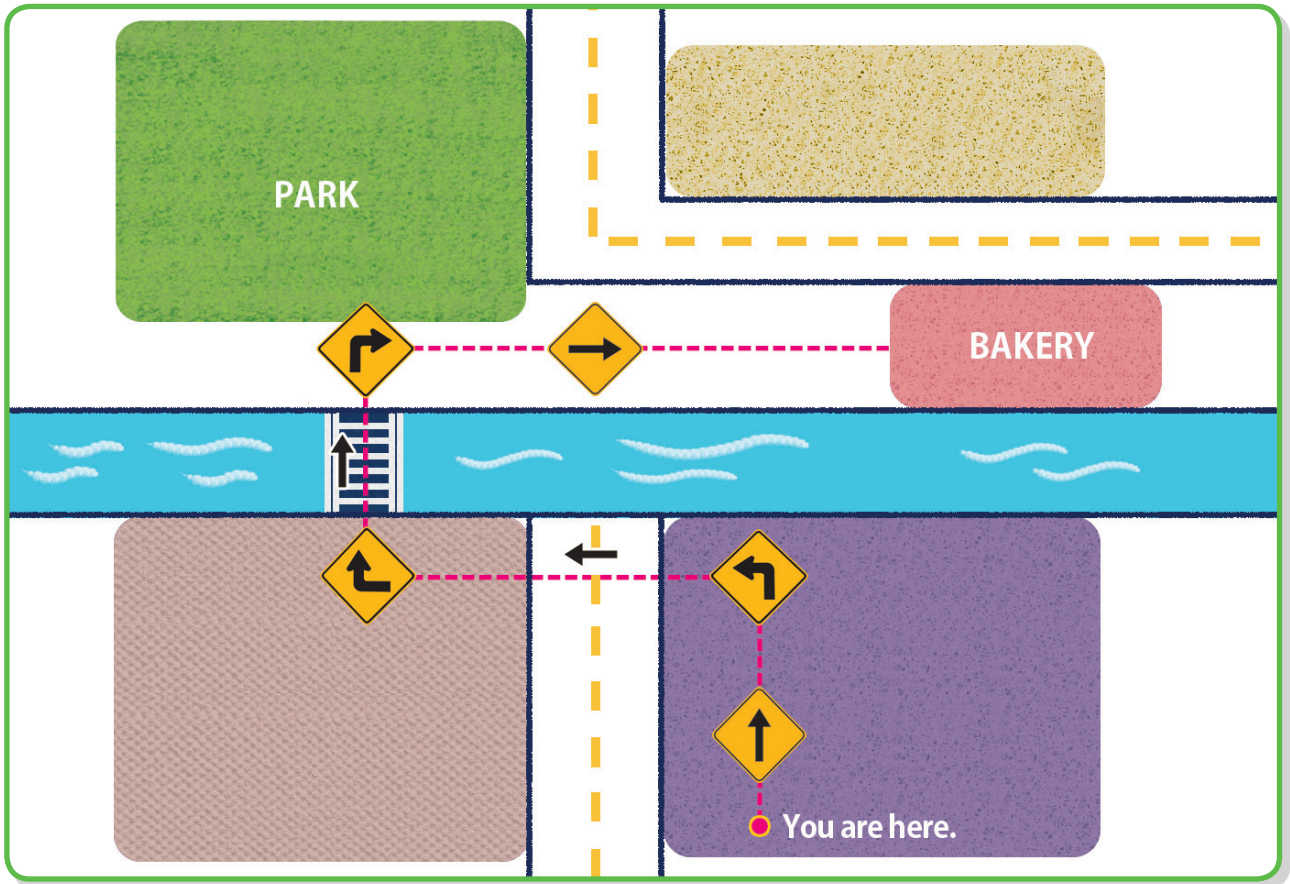


Conversation

Write the meanings of the signs and give your partner directions.



How can I get to the bakery?

To get to the bakery, you _____ and _____
 at the corner. Cross the _____ and _____.
 Then you _____ the bridge and _____.
 Walk along the street, and you'll find it.



Instructions for Teachers

- ★ Materials: a pencil
- ★ Grouping: partners
- ★ How to play
 - ① Put students into pairs.
 - ② Have students write the meanings of the signs.
 - ③ S1 asks S2 'How can I get to the bakery?'
 - ④ S2 should give directions using the map.
 - ⑤ Have students take turns and continue the activity.

If the teacher can't check the students' answers, then have one student on each team act as the teacher using the answer sheet below.

Possible Answers

turn left

go straight

turn right

S1: How can I get to the bakery?

S2: To get to the bakery, you go straight and turn left at the corner. Cross the street and turn right. Then you cross the bridge and turn right. Walk along the street, and you'll find it.

Conversation

First, look at the lines. Which line looks longer? Circle it. Then, measure the lines and write.

1

A B

2

C D

3

E F

Number	1		2		3	
Length	A	B	C	D	E	F



Number 1. How long is line A?

It is _____ centimeters long.



Instructions for Teachers

- ★ Materials: a pencil, a ruler
- ★ Grouping: partners
- ★ How to play
 - ① Put students into pairs.
 - ② Have each pair look at the lines and circle the one that looks longer.
 - ③ Have students measure the lines and practice with their partners.

If the teacher can't check the students' answers, then have one student on each team act as the teacher using the answer sheet below.

Possible Answers

S1: Number 1. How long is line A?

S2: It is 5 centimeters long.

S1: Number 1. How long is line B?

S2: It is 5 centimeters long.

(T: Line A and B are the same.)

S1: Number 2. How long is line C?

S2: It is 4 centimeters long.

S1: Number 2. How long is line D?

S2: It is 4 centimeters long.

(T: Line C and D are the same.)

S1: Number 3. How long is line E?

S2: It is 2 centimeters long.

S1: Number 3. How long is line F?

S2: It is 2 centimeters long.

(T: Line E and F are the same.)

Interview

Step 1

Interview your friends and check(✓) their answers.






What kinds of toppings do you like on your pizza?

I like pepperoni and mushrooms on my pizza.

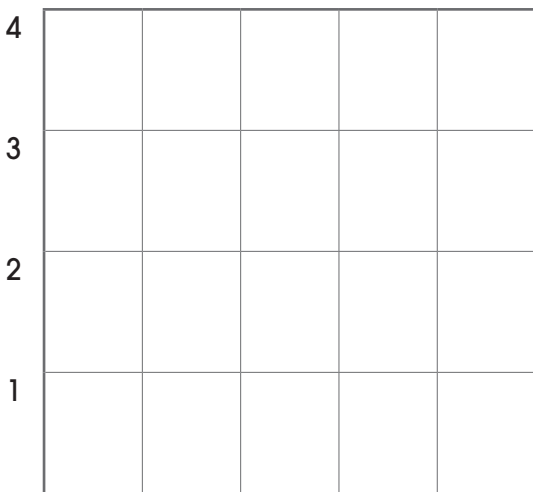


Favorite Pizza Toppings

Toppings					
Name					

Step 2

Now draw a bar graph and talk about their favorite toppings.



Two friends like peppers.
One friend likes onions.



Instructions for Teachers

- ★ Materials: a pencil
- ★ Grouping: as a class
- ★ How to play
 - ① Students interview each other and write their answers in the chart.
 - ② After the interview is complete and the chart is filled out, have each student draw a bar graph and talk about their friends' favorite toppings.

If the teacher can't check the students' answers, then have one student on each team act as the teacher using the answer sheet below.

Possible Answers

Step 1

S1: What kinds of toppings do you like on your pizza?

S2: I like pepperoni and mushrooms on my pizza.

Step 2

S1: Two friends like peppers.

One friend likes onions.

Step 1

S1: What kinds of toppings do you like on your pizza?

S2: I like onions and tomatoes on my pizza.

Step 2

S1: Four friends like pepperoni.

Three friends like tomatoes.

Presentation

Choose a photo and paste it on the table. Give a presentation.



Today I'm going to talk about chopsticks.
These are _____.
They are made of _____.
They have _____.
Can you use chopsticks?



Cut and paste.



- Chinese chopsticks
- wood or bamboo
- blunt ends



- Japanese chopsticks
- wood
- sharp ends



- Korean chopsticks
- metal
- a flat rectangular shape

Instructions for Teachers

- ★ Materials: a pencil, scissors, glue
- ★ Grouping: individual
- ★ How to play
 - ① Have students choose one of the three pictures.
 - ② Have each student paste it on the empty table and fill in the blanks.
 - ③ Have students give a presentation.

If the teacher can't check the students' answers, then have one student on each team act as the teacher using the answer sheet below.

Possible Answers

Today I'm going to talk about chopsticks.
These are Chinese chopsticks.
They are made of wood or bamboo.
They have blunt ends.
Can you use chopsticks?

Today I'm going to talk about chopsticks.
These are Japanese chopsticks.
They are made of wood.
They have sharp ends.
Can you use chopsticks?

Today I'm going to talk about chopsticks.
These are Korean chopsticks.
They are made of metal.
They have a flat rectangular shape.
Can you use chopsticks?