



from Dialog to Speech

# SPEAK UP



3

A\* List



I'm  
Julie.



Julie is sweet, friendly,  
and somewhat clumsy.  
She loves her grandparents.  
These days, she's playing video  
games too much. She should  
cut back on video games.

I'm  
Martin.



Martin is smart and brave.  
He loves challenging himself.  
These days, he's really  
into dinosaurs.  
He should take an interest  
in something else.

I'm  
Leo.



Leo is chatty and funny.  
He loves making people laugh.  
These days, he's playing  
a lot of pranks on his family  
and friends. He should focus  
on studying.





Chris is caring and energetic.  
She loves all kinds of sweet foods.  
These days, she's having  
stomachache. She should cut  
down on sweets.



I'm  
Chris.

## Tell About Yourself.

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# Unit Components

## UNIT 01 An Upcoming Event

**Listen and stick. Then act it out.** 18:02-04

**3X Listen!** 18:02-04

Hey, check this out. There will be a spelling bee at our school.

Really? When will it take place?

Let's see. Oh, here. It'll take place in the school gym.

I want to enter the contest. Will you join me, Julie?

No, thanks. Maybe next time. I'll cheer you on instead.

**All Ears!** 18:05

- Really? →
- Where will it take place? →
- Will you join me? →

## Sentences

**Listen and practice.** 18:06-09

**1**

A When will the spelling bee take place?  
B It will take place on April 2nd.

**2**

A Where will the spelling bee take place?  
B It will take place in the school gym.

**1** the classical music concert  
on June 3rd

**2** the book fair  
on May 21st

**3** Mr. Jones's wedding  
on October 4th

**1** the concert  
in the Gershwin Theatre

**2** the book fair  
in the school auditorium

**3** Mr. Jones's wedding  
in the church

**Four-panel cartoon** at the beginning of every unit is designed to introduce the students to the key themes and language structures that appear throughout the following parts of the unit. The stories about the main characters' daily lives appeal to students as the stories reflect children's real lives.

**All Ears!** helps students recognize and practice accurate pronunciation. It also helps students fluently speak with the proper stresses, intonation, and linking sounds.

**Sentences** provides two useful expressions for speech. Students learn how to apply new vocabulary and sentence structures through drilling exercises for authentic conversation.

## Conversations

**Listen and choose. Then repeat and shadow.** 19:10-12

**3X Listen!** 19:10-12

Chris: There will be ① an entrance ceremony / a graduation ceremony.  
Leo: When will it take place?  
Chris: It will take place ② on May 14th / on June 14th. It's this Saturday.  
Leo: Where will it take place?  
Chris: It will take place ③ in the Star Hall / in the Star Museum. Will you join me? I'm going.  
Leo: ④ Sure, I will. / Sorry, I won't make it.

**Practice with your friend.**

**1** a Halloween party  
**2** on October 31st  
**3** in the school gym  
**4** No, I'm okay.

## Role-Play

**Make YOUR OWN story. Then role-play.**

**You** There will be \_\_\_\_\_  
When will it take place?  
**You** It will take place \_\_\_\_\_  
It's this Saturday.  
Where will it take place?  
**You** It will take place \_\_\_\_\_  
Will you join me? I'm going.

**Words**

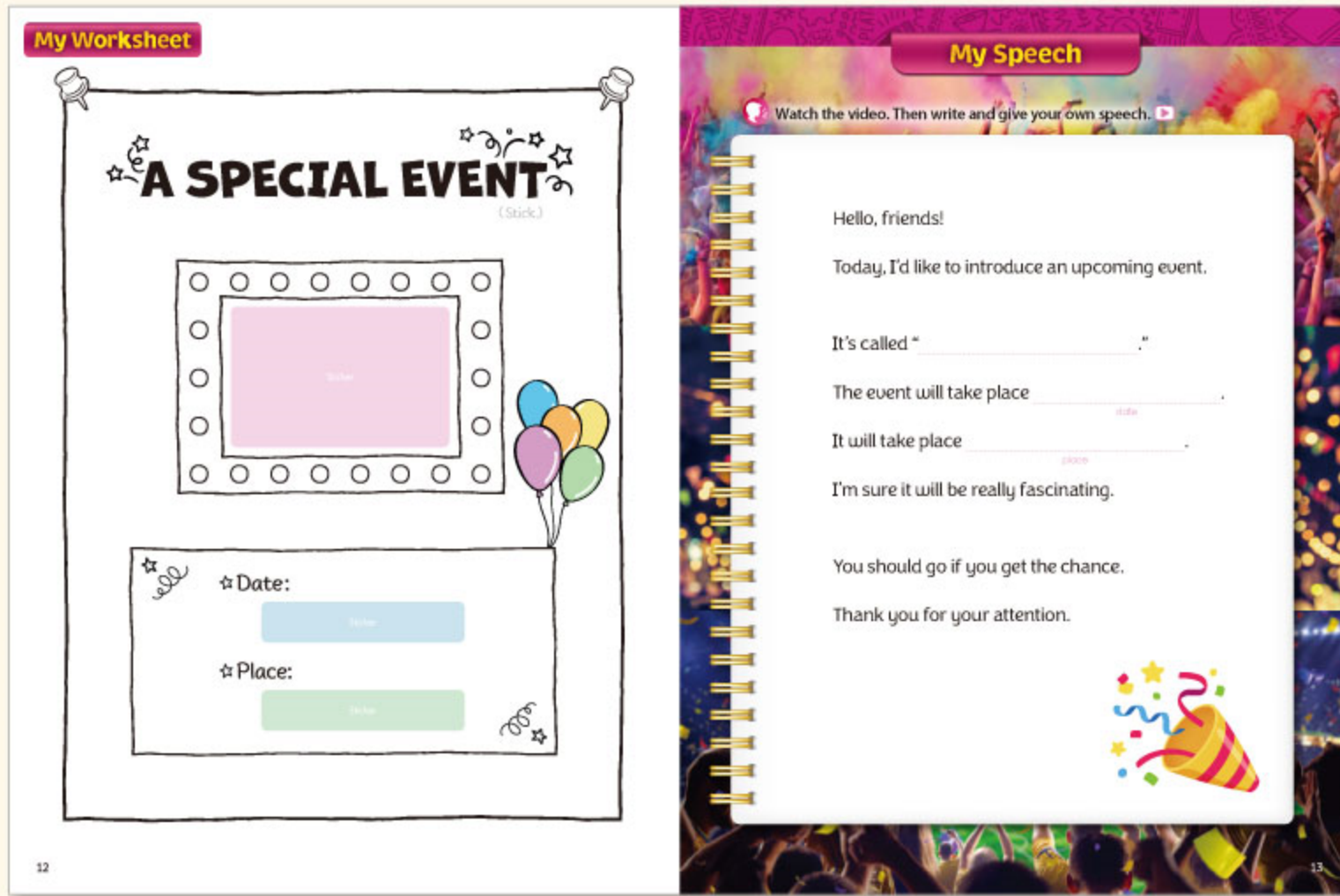
a Christmas party a Halloween party an art exhibition in the school auditorium  
a talent show a fundraiser a book fair in the art gallery  
a school drama performance a New Year's Eve party in the stadium  
a ballet performance in the opera house

**Conversations** is a role-playing activity that provides simple dialogs to practice the key expressions in each unit. Students enhance their speaking skills through role-playing, especially when they alternate roles. The picture beside each dialog helps students visualize the situation so they understand the context. Additional vocabulary can be substituted for the highlighted areas in the dialog to encourage students to use the target expressions in similar but different situations.

**Words** provides useful words and expressions that closely relate to the main topic.

**Role-Play** gives students a chance to practice a personalized conversation with previously learned expressions and additional vocabulary. Once students have rehearsed, they enjoy coming to the front of the class in pairs to role-play their conversations.





**My Worksheet** trains students to activate latent English knowledge from their previous studies and to organize their ideas. This section helps students compose a personalized speech with various logical frames. This allows them to become a more confident and eloquent presenter.

**My Speech** assists students in creating a script relevant to themselves based on My Worksheet. They will be encouraged to perform their speech in front of the class, which provides valuable experience for developing presentation skills.



**Board Game** reviews the key expressions of the previous five units. This gives students abundant opportunities for actual practice in speaking while being exposed once more to the main topics and the key expressions.



**App**  
Free Interactive App with Voice Recognition

**Portfolio** encourages students to present their own stories using the expressions that they have learned.





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