

Free APP



From Sentences to Speech

# SPEAK UP+ PLUS

A\* List

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# Unit Components

**1 My Daily Schedule**  
MISSION TASK Talk about your daily schedule.

**A Day of a Night Security Guard**  
**Picture Talk**  
 Look and write about the pictures. Then say.

a night security guard      at a museum  
 lock the doors      check the halls

→

**Shadow Speaking**  
 Listen. Then read aloud.

I work / as a night security guard / at a museum. # This is my daily schedule. #  
 I start my day / at 8 p.m. # I lock the doors between 8 p.m. / and 9 p.m. #  
 I check the halls / until 6 a.m. # There is no one / in the museum. # Sometimes, / I feel a little scared. # I finish my day / at 7 a.m. #  
 I have a special schedule.

6 Unit 1

## Unit Title and SPEECH TASK

introduce the unit's topic and speech task.

## Picture Talk

engages learners to write and talk about what they see in the picture(s) using the given words. This activity helps learners predict what the speech in Shadow Speaking would be about.

## Shadow Speaking

trains learners to speak along with the audio recording. By noticing the pauses, stresses, and linking sounds, learners can improve their reading fluency.

**Speaking Practice**  
 Listen and practice.

1 A: What time do you start your day?  
 B: I start my day at 8 p.m.

① eat lunch 12 o'clock    ② go to the gym 3 o'clock    ③ get home 4:30

2 A: When do you lock the doors?  
 B: I lock the doors between 8 p.m. and 9 p.m.

① play soccer from 3 to 4    ② take a nap between 2 and 2:30    ③ cook dinner from 6 to 7

3 A: How late do you check the halls?  
 B: I check the halls until 6 a.m.

① vacuum the floor till 5    ② play the violin by 6:30    ③ eat snacks until 8

**GRAMMAR**  
 Prepositions of Time  
 ① Set Time: I get up at 7:30.  
 ② Time Period: I study at school from 8:30 to 3.  
 ③ End Time: I have dinner between 7 and 8.  
 I watch TV till/until 8:30.  
 I finish my homework by 5.

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## Speaking Practice

gets learners familiarized with useful expressions for speech. Through drilling exercises, learners are able to understand how to apply new vocabulary and sentence structures.

## GRAMMAR

provides simple but useful grammar lessons that are closely related to the sentence structures.

**SPEECH FRAME**  
 Giving a speech about your daily schedule  
 INTRO Your job and type of schedule  
 BODY ① What time you start your day  
 ② What you do during the day  
 ③ What time you finish your day  
 ENDING How you feel about your day

**A Day in Space**  
**Words**  
 Listen and repeat.

① special guest    ② live in space    ③ friends on Earth  
 ④ chat online    ⑤ science lab    ⑥ interesting schedule

**Listening Comprehension**  
 A. Listen and check (✓) True or False.

1 Chris gets up at 6 o'clock. ☐ True ☐ False  
 2 Chris studies in the library from 10 to 12. ☐ True ☐ False  
 3 Chris does two hours of space swimming until 3:30. ☐ True ☐ False

B. Read and write the letters in the correct boxes. Then read aloud.

a I get up at 6 a.m.  
 b I do two hours of space swimming until 3:30 p.m.  
 c I study in the science lab from 9 a.m. to 12 p.m.  
 d I have an interesting schedule.  
 e I talk with my friends on Earth at 7 a.m.  
 f I am an astronaut. This is my daily schedule.

INTRO    BODY    ENDING

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## SPEECH FRAME

introduces the speaking task in a logically structured speech frame. Learners are presented with specific elements to include in each part of the speech frame: Intro, Body, and Ending.

## Words


prepares learners for the listening activity.

## Listening Comprehension

checks learners' understanding of the information provided in the audio. This activity also trains learners to complete a speech frame by putting the given sentences in the correct order.




### My Weekend Schedule

**Speech Notes**  Listen and choose the correct words.

**INTRO** • an elementary student  
• my weekend schedule

Time	Activity
from 9 to 10	① take a shower / ride my bike
② at 12 / 1	go to my grandma's house
between 2 and 4	③ go grocery shopping with my dad / my mom
until 6	④ play with my friends / my brothers
⑤ until / at 7	have dinner
⑥ from 8 to 9 / 10	watch TV

**ENDING** My weekend schedule is full of fun activities.

**Speech**  Complete the speech using the notes from above. Then read aloud.

**INTRO** I'm Josh. I'm an elementary student. This is my weekend schedule.

**BODY** I start my day at 8 o'clock. I eat breakfast and wash my face.  
 ① I \_\_\_\_\_ from 9 to 10. ② I go to my grandma's house \_\_\_\_\_ . We have lunch together. ③ I go grocery shopping \_\_\_\_\_ between 2 and 4. ④ Then, I play \_\_\_\_\_ until 6. ⑤ I have dinner \_\_\_\_\_ .  
 ⑥ I watch TV \_\_\_\_\_ . I finish my day at 10.

**ENDING** My weekend schedule is full of fun activities.

## Speech Notes

allows learners to listen to the audio recording and choose the correct words to complete the notes. This activity gets learners familiarized with the format of the notes.

## Speech

trains learners to complete the speech using the speech notes.

### SPEECH NOTES

**INTRO** Your job and type of schedule.  
☐ I'm a student. This is my daily schedule.

**BODY** What time do you start your day?  
☐ I start my day very early. I get up at 8 o'clock.  
 What do you do during the day?  
☐ I study from 9 a.m. to 2 p.m.  
☐ After school, I play soccer until 4 p.m.  
☐ Then, I walk my dog between 5 p.m. and 6 p.m.  
 What time do you finish your day?  
☐ I finish my day at 8 p.m. I take a shower and go to bed at 9:30.

**ENDING** How do you feel about your day?  
☐ I have a busy schedule.  
☐ My schedule is full of things to do.

**Daily Activities**

- ☐ get up
- ☐ wash my face
- ☐ have breakfast / lunch / dinner
- ☐ get to school
- ☐ practice the piano
- ☐ learn Spanish
- ☐ play soccer
- ☐ play with my friends
- ☐ play online games
- ☐ ride my bike
- ☐ walk my dog
- ☐ listen to music
- ☐ take a shower
- ☐ go to bed

**Make your own speech notes.**

**My Speech Notes**

**INTRO** Your job and type of schedule: \_\_\_\_\_

**BODY** What time do you start your day? \_\_\_\_\_  
 → What do you do during the day? \_\_\_\_\_  
 → What time do you finish your day? \_\_\_\_\_

**ENDING** How do you feel about your day? \_\_\_\_\_

### MY SPEECH

Complete the schedule. Then make a speech about your daily schedule.  
 • Use at least two prepositions of time below.

at    till / until    by    between ... and ...    from ... to ...

**My Daily Schedule**

**INTRO** \_\_\_\_\_

**BODY** \_\_\_\_\_

**ENDING** \_\_\_\_\_

## SPEECH NOTES

provides learners with questions, model sentences, and useful words and expressions to help them make **My Speech Notes**. Learners can easily make personalized speech notes by applying their own life experiences when answering questions and using model sentences.

## MY SPEECH

encourages learners to present their own speech about the given topic.

### Let's Debate

**TOPIC** "Children should go to school."

**Agreeing** • I agree.

**Disagreeing** • I disagree.

## Debate

### School Education

**Read & Say**

- What kinds of extracurricular activities can students join at school? (lines 7-8)
- Who usually takes the most in-school education? (lines 14-15)
- What kind of learning makes all the students learn the same things? (lines 19-21)

**Read & Write**

**Advantages of school education**

- active learning
- \_\_\_\_\_
- \_\_\_\_\_

**Disadvantages of school education**

- not flexible schedule
- \_\_\_\_\_
- \_\_\_\_\_

**Match the words.**

a. common	d. flexible
b. extracurricular	e. rigid
c. activity	f. regardless of
e. talent	

1. \_\_\_\_\_ easily changed  
 2. \_\_\_\_\_ happening often or done by many people  
 3. \_\_\_\_\_ a natural ability to do something well  
 4. \_\_\_\_\_ without thinking about something  
 5. \_\_\_\_\_ not easily changed  
 6. \_\_\_\_\_ a school activity that is not part of regular school classes

**Survey**

Write your answers to the following questions. Then ask two people.

Question	Person	You	Person 1	Person 2
1. What do you like about your school?				
2. Have you ever taken online classes at home?				
3. Which do you like better, online learning or in-school learning?				

## Debate

allows learners to read and think about the topic and to debate about it. Referring to Example Argument, learners are encouraged to express their own ideas about the topic.



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**My Speech** My Daily Schedule



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## Debate A

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**Topic** Children should go to school.





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**Topic** Plastic is harmful to the environment.

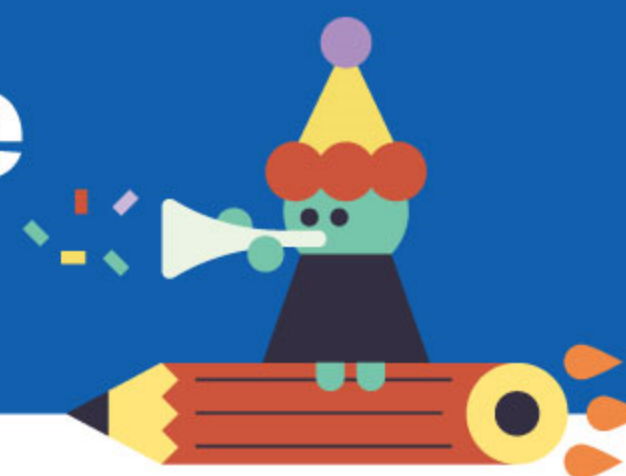




# 1

# My Daily Schedule

**SPEECH TASK** Talk about your daily schedule.



## A Day of a Night Security Guard

### Picture Talk

Look and write about the pictures. Then say.

a night security guard

at a museum

lock the doors

check the halls



### Shadow Speaking



Listen. Then read aloud.

pausing

stress

linking sounds

/

letters in bold

~

I work / as a **night** security guard / at a museum. // **This** is my **daily** schedule. //

I **start** my day / at 8 p.m. // I **lock** the **doors** between 8 p.m. / and 9 p.m. //

I **check** the **halls** / until 6 a.m. // There is **no** one / in the museum. // **Sometimes**, / I **feel** a little **scared**. // I **finish** my day / at 7 a.m. //

I have a **special** schedule.





# Speaking Practice

Listen and practice.

1



A What time do you **start your day**?

B I **start my day** at **8 p.m.**



① **eat lunch**  
**12 o'clock**



② **go to the gym**  
**3 o'clock**



③ **get home**  
**4:30**

2



A When do you **lock the doors**?

B I **lock the doors** **between 8 p.m. and 9 p.m.**



① **play soccer**  
**from 3 to 4**



② **take a nap**  
**between 2 and 2:30**



③ **cook dinner**  
**from 6 to 7**

3



A How late do you **check the halls**?

B I **check the halls** **until 6 a.m.**



① **vacuum the floor**  
**till 5**



② **play the violin**  
**by 6:30**



③ **eat snacks**  
**until 8**

## GRAMMAR

### Prepositions of Time

- ① **Set Time:** I get up at 7:30.
- ② **Time Period:** I study at school from 8:30 to 3.  
I have dinner between 7 and 8.
- ③ **End Time:** I watch TV till / until 8:30.  
I finish my homework by 5.