

# Speaking



# Que



# Contents

## Unit 1 How Many Apples? ..... 8

**Pattern Drill** Forming Plural Nouns

**Speech** Presentation: My Own Ice Cream

## Unit 2 What Can We Do? ..... 14

**Pattern Drill** Expressions for Class Discussions

**Speech** Discussion: Helping Parents

## Unit 3 After-school Plan ..... 20

**Pattern Drill** Future Tense: be going to

**Speech** Presentation: My After-school Plan

## Unit 4 The Best Birthday Gift ..... 26

**Pattern Drill** Superlative Forms

**Speech** Discussion: The Best Birthday Gift

## Unit 5 Taller than Us ..... 32

**Pattern Drill** Comparative Forms

**Speech** Presentation: My Pet Dinosaur

## Review 1 Units 1 - 5 ..... 38

**Unit 6** **I Want to Be a Vet** ..... 42

**Pattern Drill** Job Expressions

**Speech** **Presentation:** My Dream Job

**Unit 7** **Next to the Mall** ..... 48

**Pattern Drill** Prepositions of Place

**Speech** **Presentation:** My Dream Town

**Unit 8** **How Can I Get There?** ..... 54

**Pattern Drill** Expressions for Asking and Giving Directions

**Speech** **Presentation:** Guess Where I Am

**Unit 9** **Summer Vacation** ..... 60

**Pattern Drill** **Modals:** should, should not, may

**Speech** **Discussion:** A Safe Summer Vacation

**Unit 10** **Past and Present** ..... 66

**Pattern Drill** **Past Tense:** used to

**Speech** **Presentation:** Past Me and Present Me

**Review 2** **Units 6 - 10** ..... 72

# Introduction

Speaking Cue is a fun, interactive, and practical speaking book series targeted for beginners in English conversation who have mastered phonics and can read and understand simple sentences of 4~5 words. Students will improve their speaking skills by following the daily lives of the main characters, Julie and her friends.

Each unit starts with a four-cut cartoon which reflects students' daily lives or events. Two key presented in each unit help students learn useful expressions in familiar situations that they may encounter. Students acquire proper grammar knowledge as well as vocabulary for speaking while they are practicing these key expressions through diverse activities. After acquiring grammar and vocabulary knowledge, students learn how to apply this knowledge to higher stages of speaking skills: presentation, discussion, and debate. They also learn how to use graphic organizers to prepare for their presentation and how to gather information needed for discussion and debate.

Hybrid CDs reinforce students' speaking skills in more active ways. Students can record their voices to describe pictures, answer questions, and do role-plays. Additionally, video clips of presentations recorded by native English speakers expose students to higher stages of speaking skills.

## Meet the Characters



**Julie** is a girl who is friendly, bright, and considerate. She lives with her parents and her brother, Brian. Julie has many friends who love her very much.



**Martin** is a new student from Canada, and he becomes one of Julie's best friends. He is very well-behaved and smart.



**Sarah** is one of Julie's best friends who has long blond hair. Sarah is adorable and somewhat whimsical.

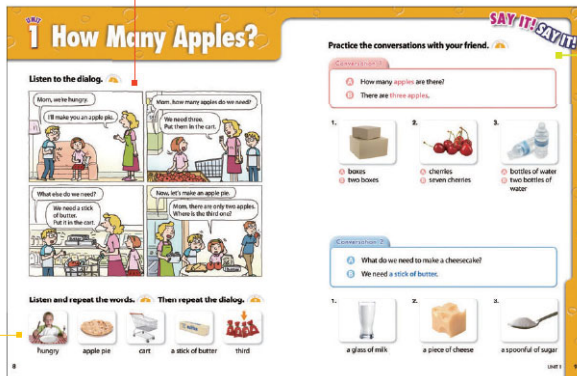


**Chris** is Julie's friend who is good at all kinds of sports, especially soccer.



**Willy** is Julie's friend who has a soft voice and always likes to eat snacks.

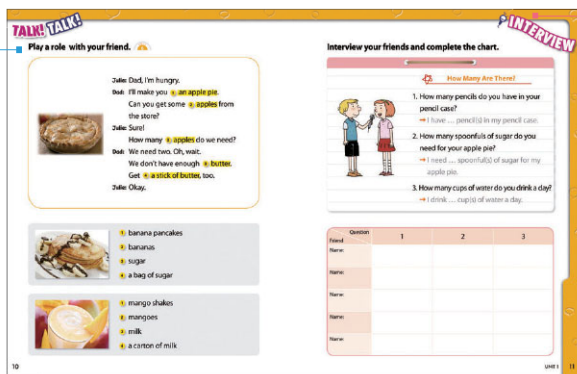
## Student Book



**Four-Cut Cartoon** at the beginning of every unit is designed to lead 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 really appeal to students since the stories reflect children's real lives. The animated cartoons in the Hybrid CDs are even more appealing and engaging.

**Say It! Say It!** has two key expressions that provide excellent grammar practice while speaking. Students learn how to apply new vocabulary and grammatical rules through drilling exercises for authentic conversation.


**Picture Dictionary** provides the definitions and the pictures for students' better understanding. The close-up video clips of a native English speaker in the Hybrid CDs help students to correctly pronounce each word.



**Interview** gives students a chance to recycle and be more creative with previously learned expressions through the form of interview. Students will interview five classmates with the given questions and be encouraged to share what they have learned with the class. Once students have rehearsed, they enjoy coming to the front of the class in pairs to role-play their interviews.

**Talk! Talk!** 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.

**SPEECH NOTE** Do you like ice cream? Draw your favorite toppings on the ice cream and write down the recipe.



**SPEECH MASTER** Complete the script and give a speech about your own ice cream.

**My Own Ice Cream**

**Intro** Toppings can make ice cream look good and delicious. I put my favorite toppings on the ice cream.

**Body** First, I put \_\_\_\_\_ on the ice cream to make the ice cream look great. After that, I add \_\_\_\_\_ and \_\_\_\_\_. They are all delicious.

**Closing** Do you like my ice cream? I'd love to share this with you all!





**Speech Master** assists students to create a script relevant to themselves based on Speech Note. They will be encouraged to perform their speech in front of the class, which provides valuable experience for developing presentation skills. Students can also refer to the presentations of native English speakers who are similar in age in the Hybrid CD, so that they can imitate authentic role models to improve their public speaking skills.

**Speech Note** trains students to activate latent English knowledge from previous study and to organize their ideas. This section helps students compose a speech in a logical manner using graphic organizers. This allows them to become a more confident and eloquent presenter.





## Workbook

**1 How Many Apples?**

**1 Listen and write a, b, or c for each picture.**

-  a \_\_\_\_\_ of milk
-  \_\_\_\_\_ of sugar
-  \_\_\_\_\_ of cheese
-  \_\_\_\_\_ of water

**2 Listen and write the missing word(s) in the blanks.**

-  She is sitting \_\_\_\_\_ of pizza.
-  There are \_\_\_\_\_ on the grass.
-  The boys are drinking a \_\_\_\_\_ of juice.
-  There are some \_\_\_\_\_ of fruit.

The aim of this section is to review the key vocabulary in the Student Book. This section reinforces spelling as well as meaning of each vocabulary word through different types of activities.

This section reinforces the key expressions by a variety of listening activities using pictures. Students are required to label the picture that matches the statement, dictate the words, or select True or False according to what they hear on the audio CD.

**3 Listen and fill in the blanks.**

Julie: Dad, I'm hungry.  
Dad: I'll make you bananas \_\_\_\_\_.  
Can you get \_\_\_\_\_ from the store?  
Julie: Sure! \_\_\_\_\_ bananas do we need?  
Dad: We need two. Oh, wait. We don't have enough sugar.  
Get \_\_\_\_\_ sugar, too.  
Julie: Okay.

**4 Listen and circle the best answer.**

- Ⓐ We need three apples.
  - Ⓑ I'm hungry.
  - Ⓒ Let's make an apple pie.
  - Ⓓ There are five bowls.
- Ⓐ I need a book every day.
  - Ⓑ There is a piece of apple pie.
  - Ⓒ There are five bowls.
  - Ⓓ We need two sticks of butter.
  - Ⓔ There are two milks.
  - Ⓕ We need two cartons of milk.

**5 Circle the correct word(s) and say aloud.**

- There are some (strawberry / strawberries) in the basket.
- Put a (stick / glass) of butter in the cart.
- We need three (lices / spoonfuls) of sugar.
- There are (two waters / two bottles of water) on the table.
- I want to eat a (glass / piece) of cake and drink a (glass / piece) of milk.

**6 Unscramble the words and say aloud.**

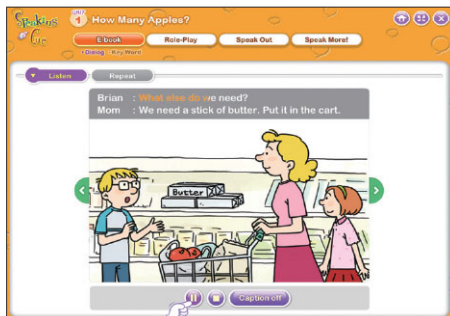
- (many there) (2) flowers (how are)
- (make) you (2) shake (it) mango
- (get) milk (Can) you (some) (3) from the store
- (drink) (1) today (cup) (3) from the menu

This section helps students build grammatical structure for accuracy and fluency in speaking. It contains exercises that ask students to find the statement that best describes the picture, choose the correct words, or unscramble words to complete sentences.

This section consists of dictation and multiple-choice questions so that students can improve their listening comprehension and communicative skills. First, students are asked to complete the sentences using key words and expressions while they are listening to the dialog, and this will help them with phonics awareness. Then, they will choose the best answer to each question, which expands their ability to respond properly in real-life situations.

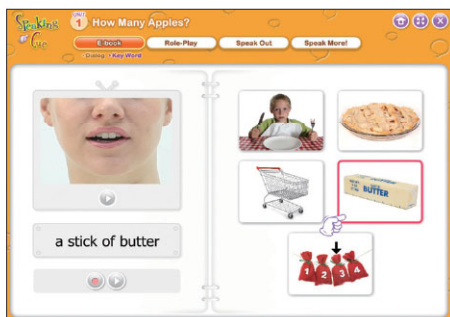
## Hybrid CD

When a student wants to develop fluent speaking and communicative skills, it is crucial to do sufficient vocal exercises. Speaking Cue's Hybrid CD is carefully designed to make this possible. It gives students abundant opportunities for actual practice in speaking by providing recording activities in almost every section.



### E-Book > Dialog

Animated cartoon with vivid audio tracks stimulates students' motivation to learn. Students are allowed to scan and enjoy the dialogs while being exposed to the main topic and the key expressions. The words are highlighted while they are spoken at a proper speed, so students are exposed to the natural speed of native English speakers.



### E-Book > Key Word

Video clips of a native speaker's pronunciation encourage students to imitate the articulation before recording their own voice. This section enables students to develop an accent that sounds more like a native English speaker's accent. This gives students more confidence while speaking English.



### Speak Out > Speech Master

Modeled presentations of young native English speakers challenge foreign peers to become stronger presenters in terms of intonation, choice of vocabulary, and fluency. This section provides instruction and criteria of how a proper public speech should be performed.

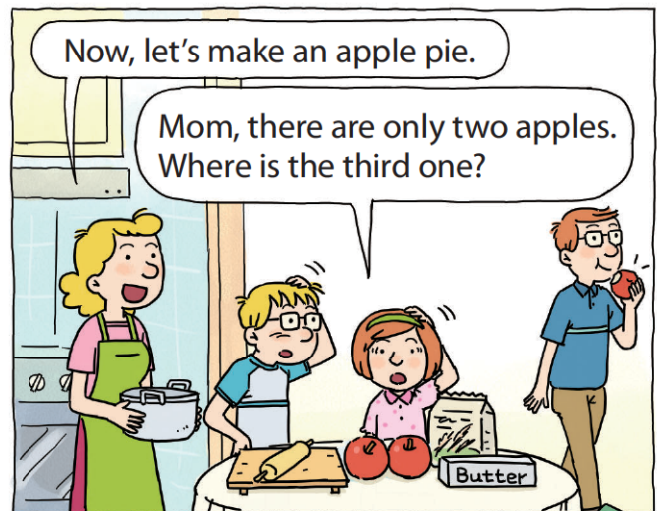
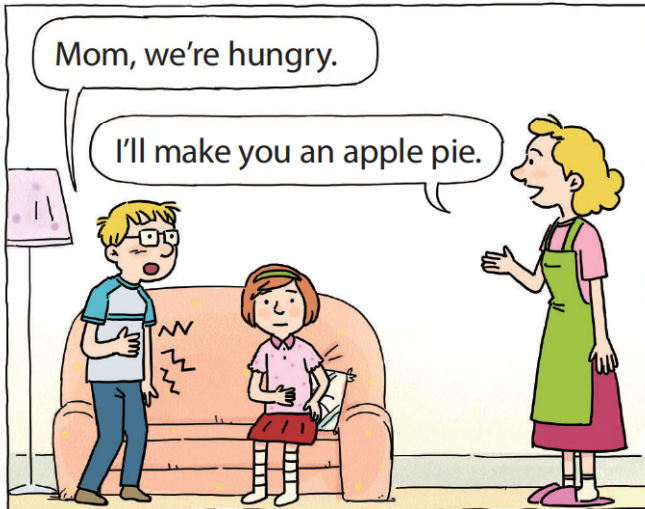


### Speak More!

This section provides reinforcement for responding with structurally correct answers using language items relevant to the unit. Students are expected to record their answers promptly and properly to the four different questions. This section is designed for further practice in speaking which is not included in the Student Book.

# How Many Apples?

Listen to the dialog.



Listen and repeat the words.



Then repeat the dialog.



hungry



apple pie



cart



a stick of butter



third



Practice the conversations with your friend.

CD-1  
5

**Conversation 1**

- A** How many **apples** are there?
- B** There are **three apples**.

1.



- A** boxes
- B** two boxes

2.



- A** cherries
- B** seven cherries

3.



- A** bottles of water
- B** two bottles of water

**Conversation 2**

- A** What do we need to make a cheesecake?
- B** We need **a stick of butter**.

1.



a glass of milk

2.



a piece of cheese

3.



a spoonful of sugar

Play a role with your friend.



**Julie:** Dad, I'm hungry.

**Dad:** I'll make you 1 an apple pie.

Can you get some 2 apples from the store?

**Julie:** Sure!

How many 2 apples do we need?

**Dad:** We need two. Oh, wait.

We don't have enough 3 butter.

Get 4 a stick of butter, too.

**Julie:** Okay.



1 banana pancakes

2 bananas

3 sugar

4 a bag of sugar



1 mango shakes

2 mangoes

3 milk

4 a carton of milk

Interview your friends and complete the chart.



## How Many Are There?



1. How many pencils do you have in your pencil case?

→ I have ... pencil(s) in my pencil case.

2. How many spoonfuls of sugar do you need for your apple pie?

→ I need ... spoonful(s) of sugar for my apple pie.

3. How many cups of water do you drink a day?

→ I drink ... cup(s) of water a day.

Question	1	2	3
Friend			
Name:			
Name:			
Name:			
Name:			
Name:			

# SPEECH NOTE

Do you like ice cream? Draw your favorite toppings on the ice cream and write down the recipe.



cherries



blueberries



strawberries

Example

five strawberries

•

•



nuts



chocolate  
drops



sprinkles

Example

two spoonfuls of  
sprinkles

•

•

Complete the script and give a speech about your own ice cream.

## My Own Ice Cream

Intro

Toppings can make ice cream look good and delicious.  
I put my favorite toppings on the ice cream.

Body

First, I put \_\_\_\_\_ on the  
ice cream to make the ice cream look great.  
After that, I add \_\_\_\_\_  
\_\_\_\_\_  
and \_\_\_\_\_.  
They are all delicious.

Closing

Do you like my ice cream?  
I'd love to share this with you all!