

2023

DARAKWON ELT CATALOG



Book Map for Children

Kindergarten

Beginner

Phonics

Way to Go! Phonics 1-2-3-4-5 >>> 12p



Big Step Phonics with Phonics Readers 1-2-3-4 >>> 14p



Mighty Phonics 1-2-3-4-5-Review >>>



Course Book

SUPER BAND 1-2-3 >>> 18p



Way to Go! Starter-1-2-3-4-5-6 >>> 20p



Here We Go! 1-2-3-4-5-6 >>> 22p



Reading

I Can Read English! Starter 1-2 >>> 24p



I Meet Reading 1-2-3 >>> 34p



Easy Pattern Reading 20-30-40 >>> 26p



Read to Think 1-2-3-4 >>> 28p



Reading Palette Basic 1-2-3 >>> 30p



Reading Bubble 1-2-3 >>> 32p



Listening

I Can Listen to English! 1-2-3 >>> 50p



I Meet Listening 1-2-3 >>> 52p



Writing

I Can WRITE English! Starter 1-2-3 >>> 58p



I Can WRITE English! 1-2-3 >>> 60p



After School Writing 1-2-3-4-5-6 >>> 62p



Speaking

I Can SPEAK English 1-2-3 >>> 76p



I Meet Speaking 1-2-3 >>> 80p



After School Speaking 1-2-3-4-5-6 >>> 78p



Grammar & Vocabulary

Beginner

High Beginner

>> 16p



I Can Read English! 1-2-3 >> 38p



SMART Reading 1-2-3-4 >> 44p



Reading Pro 1-2-3 >> 48p



Paired Fiction & Nonfiction 1-2-3 >> 36



Reading Math 1-2-3 >> 40p



Reading ART 1-2-3 >> 42p



Reading PEOPLE 1-2-3 >> 46p



SMART LISTENING 1-2-3-4-5 >> 54p



Listening Pro 1-2-3 >> 56p



I Meet Writing 1-2-3 >> 64p



SMART Writing 1-2-3-4 >> 68p



Writing Pro 1-2-3 >> 72p



Writing Sprout 1-2-3 >> 66p



Writing on Grammar 1-2-3-4 >> 70p



Writing JUMP 1-2-3-4 >> 74p



SMART SPEAKING 1-2-3 >> 82p



Speaking Pro 1-2-3 >> 88p



Talking Time 1-2-3 >> 84p



Talk to Me 1-2-3 >> 86p



Aha! Grammar 1-2-3 >> 90p



Grammar Triangle 1-2-3 >> 92p



Essential Voca 1-2-3 >> 94p



Book Map for Secondary & Post-Secondary Learners

Basic

Intermediate

Reading

Reading Voyage STARTER 1-2-3 >>> 108p



Reading Voyage BASIC 1-2-3 >>> 108p



Reading Voyage PLUS 1-2-3 >>> 108p



Reading Voyage EXPERT 1-2 >>> 108p



Developing Reading Skills 1-2 >>> 110p



Mastering Reading Skills 1-2 >>> 112p



Fundamental Reading BASIC 1-2 >>> 114p



Fundamental Reading PLUS 1-2-3 >>> 114p



Listening

Developing Listening Skills 1-2 >>> 116p



Mastering Listening Skills 1-2 >>> 118p



Grammar & Writing

Writing Avenue 1-2-3-4 (Paragraph Writing) >>> 120p



Writing Avenue 5-6 (Essay Writing) >>> 120p



Speaking

Debate Pro Junior 1-2-3-4 >>> 122p



Debate Pro 1-2-3-4-5-6-7-8 >>> 124p



Basic

Intermediate

TOEFL

Decoding the TOEFL iBT Basic (New TOEFL Edition)
Reading / Listening / Speaking / Writing >>> 126p



Decoding the TOEFL iBT Intermediate (New TOEFL Edition)
Reading / Listening / Speaking / Writing >>> 126p



TOEFL MAP Basic (New TOEFL Edition)
Reading / Listening / Speaking / Writing >>> 128p



TOEFL MAP Intermediate (New TOEFL Edition)
Reading / Listening / Speaking / Writing >>> 128p



High-Intermediate

Reading Quest STARTER >>> 132p



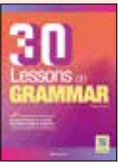
Reading Quest PRO >>> 132p



Reading Quest EXPERT >>> 132p



30 Lessons on Grammar >>> 136p



How to Write 4 Types of Essays >>> 134p



People and Life 1-2 >>> 138p



People and Life 3-4 >>> 138p



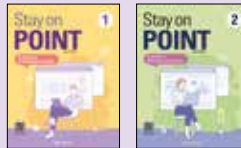
Big Pot 1-2 >>> 142p



Biz Common Sense 1-2 >>> 144p



Stay on Point 1-2 >>> 146p



English Speaking Basics 1-2 >>> 140p



Advanced

Decoding the TOEFL iBT Advanced (New TOEFL Edition)
Reading / Listening / Speaking / Writing >>> 126p



TOEFL MAP Advanced (New TOEFL Edition)
Reading / Listening / Speaking / Writing >>> 128p



Actual Test

Decoding the TOEFL iBT Actual Test (New TOEFL Edition)
Reading 1-2 / Listening 1-2 / Speaking 1-2 / Writing 1-2 >>> 126p





Level 1 Below 200L

1. Hide and Sleep
2. Aesop's Fables
3. Shadows in the Storm
4. Tales from the Talmud
5. Do As I Tell You!
6. The Secret Travels of Koala Bears
7. A Day in Space
8. Around the World in a Single Day
9. What's Your Job?
10. Traditional Tales of the World



Level 2 190 - 400L

1. Alien Adventure
2. Stories of Stone
3. Peter Pan
4. Adventures of the Polar Bear Brothers
5. My Body Is So Clever!
6. The Night with the Dinosaurs
7. Mysterious Monsters
8. The Moonlight Orchestra
9. The Time Machine Bicycle
10. Skis, Sleds, and Skates!



Level 3 350 - 530L

1. Sandy, the California Sea Otter
2. Adventures in Pet Sitting
3. Nanobots to the Rescue
4. Hide-and-Seek Gorillas
5. The World's Most Astonishing Festivals
6. Solar System Superstar
7. Fun Math in Everyday Life
8. Lost in the Forest
9. Who'll Be President?
10. O. Henry's Short Stories



Level 4 420 - 650L

1. Living with Nature
2. The Edible, Green Machine
3. Creation Stories from around the World
4. Amazing Ancient Cultures of the World
5. Turandot / Aida
6. A Gallery of Ghosts
7. Great Inventions around Us
8. Gold Rush!
9. Stories of Sherlock Holmes
10. The World's Most Popular Sports



Level 5 520 - 940L

1. Amazing Animals of the Amazon
2. Restless Earth
3. King Arthur
4. Woojin's Weather Show
5. Mystery at the Museum
6. All about Robots
7. Hidden Secrets of Famous Paintings
8. Finding Psychology
9. Adrift in the Pacific
10. Turning Points in World History



Level 6 830 - 1070L

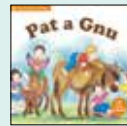
1. A Trip to Camp Danger
2. The Secret of the Golden Ratio
3. The Myths in the Stars
4. The Best of Friends
5. Cool Board Sports
6. Romantic Era Composers
7. Animals in Action
8. The Merchant of Venice
9. Great Leaders of the World
10. Things to Know about Paintings



1. The Fox and the Stork
2. The Rabbit and the Turtle
3. The Ant and the Dove
4. The Crow and the Feathers
5. The Shepherd Boy and the Wolf
6. The Dog and the Shadow
7. The Ant and the Grasshopper
8. The Lion and the Mouse
9. The Donkey and the Salt
10. The Wind and the Sun

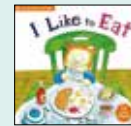
I Love Poems Series

Rhymes



Set 1 (4 Stories)

Hey, Diddle, Diddle
Humpty Dumpty
Pat a Gnu
Make a Cake



Set 2 (4 Stories)

Jack Be Nimble
One, Two, Three, Four, Five
Dib, Dab, Dob
I Like to Eat



Set 3 (4 Stories)

Pussy-cat, Pussy-cat
It's Raining, It's Pouring
All Kinds of Dogs
Good Night

Syllables



Set 4 (4 Stories)

Chocolate
This Little Piggy
Ice Cream
Whose Baby Am I?



Set 5 (4 Stories)

Little Miss Muffet
Three Little Kittens
My School
At the Zoo



Set 6 (4 Stories)

Itsy Bitsy Spider
Little Jack Horner
Yum, Yum
Zoom

Alliteration



Set 7 (5 Stories)

She Sells Seashells
A Sailor Went to Sea
Bubbles
Seven Scary Sharks
Too Many Monkeys



Set 8 (5 Stories)

Dickery, Dickery, Dare
Peter Piper
Pam Put a Pack
Billy's Box
Clever Cassie Camel



Set 9 (4 Stories)

Hillary Hume
Timmy's Tart
Two Lucky Lizards
Polly Pirate

Patterns



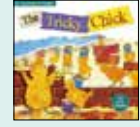
Set 10 (6 Stories)

Hickory, Dickory, Dock
The Farmer in the Dell
Sam and Pam
Rain, Rain, Go Away
One Scary Night
Little Will



Set 11 (5 Stories)

Pat-a-Cake
Higglety, Pigglety, Pop!
Jack and Jill
Nelly Dell
To the Shop



Set 12 (5 Stories)

Star Light
Little Bo-Peep
Had a Little Nut Tree
The Tricky Chick
Jack Black

Phonemes



Set 13 (10 Themes)

Colors
School Things
Numbers
Family
Pets
Zoo Animals
Fruits
Vegetables
Foods
Weather



Set 14 (10 Themes)

Body Parts
Breakfast
Clothes
Farm Animals
Sports
Places
Furniture
Traffic
Actions
Music

Level 1



- Set 1** (2 Books) Baby Bears! / I Can Count! /
- Set 2** (2 Books) The Dancing Duckling / Funny Fellows
- Set 3** (2 Books) Gummy Bear / How Many?
- Set 4** (2 Books) My Jolly Friend / Be Kind!
- Set 5** (2 Books) Lying on a Log / My Messy Master
- Set 6** (2 Books) No More! / The Pig in the Pen Says
- Set 7** (2 Books) In the Red Barn / See the Seashell
- Set 8** (2 Books) Tony's Toys / On Valentine's Day
- Set 9** (2 Books) In the Woods / Yes, You May
- Set 10** (2 Books) Be Quiet! / Catch Me!
- Set 11** (2 Books) Playing with My Playmate / In a Faraway Land
- Set 12** (2 Books) Betty Becker's Collection / With My Feet
- Set 13** (2 Books) This Little Indian Boy / Higher and Higher!
- Set 14** (2 Books) On the Top of the Rock / What's Going On?
- Set 15** (2 Books) Bunny Buzz and the Ladybugs / My Beautiful Julie
- Set 16** (2 Books) In the Moonlight / Have You Seen?
- Set 17** (2 Books) What Happened? / Look at That!
- Set 18** (2 Books) Where Are You Going? / A Place for the Cat

Jack and Jill's Reading Series >> 97p

Level 2



- Set 1** (2 Books) The Little Match Girl / The Naked King
- Set 2** (2 Books) The Ugly Duckling / The Sun and the Wind
- Set 3** (2 Books) Little Red Riding Hood / The Hare and the Tortoise
- Set 4** (2 Books) The City Mouse and the Country Mouse / The Three Little Pigs
- Set 5** (2 Books) The Ant and the Grasshopper / The Bremen Town Musicians
- Set 6** (2 Books) On the School Bus / Danny Goes to the Playground
- Set 7** (2 Books) Who Are You After? / My Best Friend Debbie
- Set 8** (2 Books) Help Me! / I Love Computer Games
- Set 9** (2 Books) Look! There Is a Rainbow! / I Am Going to Visit My Grandma
- Set 10** (2 Books) Oh, No! It's 8:15! / I Like Kittens. They Are So Cute!

Level 3



- Set 1** (2 Books) Five Little Monkeys / Mary Had a Little Lamb
- Set 2** (2 Books) The Eensy Weensy Spider / The Wheels on the Bus
- Set 3** (2 Books) Bouncing Balls / Jungle Town
- Set 4** (2 Books) The Movie Star / The Fair
- Set 5** (2 Books) The Friendly Shark / The Story of Santa Claus
- Set 6** (2 Books) Land of Red / My Strange Family
- Set 7** (2 Books) A Trip to Machu Picchu / Johnny, the Outdoor Adventure Boy
- Set 8** (2 Books) The Little Mermaid / Aladdin and the Magic Lamp
- Set 9** (2 Books) Pinocchio / Sleeping Beauty
- Set 10** (2 Books) Cinderella / Hansel and Gretel

Level 4



- Set 1** Beauty and the Beast
- Set 2** Little Women
- Set 3** Romeo and Juliet
- Set 4** Gulliver's Travels
- Set 5** Michael Jordan and Tiger Woods
- Set 6** Steven Spielberg and Bill Gates
- Set 7** Pablo Picasso and Wolfgang Amadeus Mozart
- Set 8** Mother Theresa and Margaret Thatcher
- Set 9** Billy Quest and the Cats from Outer Space
- Set 10** A Wild Adventure into Nature
- Set 11** From the Attic to the Arctic
- Set 12** Lucky's USA Adventure
- Set 13** I Wonder Why
- Set 14** The Incredible Body
- Set 15** Robots and the Future World
- Set 16** Let's Save Our Earth! From A to Z!
- Set 17** Health and Fitness
- Set 18** Good Luck! Bad Luck!
- Set 19** My Manners Book
- Set 20** World Festivals



Basic

1. Hansel and Gretel / Rapunzel
2. Jack and the Beanstalk and other stories
3. Thumbelina / The Ugly Duckling
4. The Flying Truck / The Story of a Mother
5. Puss in Boots / Little Red Riding Hood
6. Snow White / The Elves and the Shoemaker
7. Nutcracker / Swan Lake
8. The Adventures of Tom Sawyer
9. The Selfish Giant
10. Pinocchio



Grade 1

1. Beauty and the Beast
2. The Little Mermaid
3. The Christmas Stories
4. The Little Match Girl and the other stories
5. Bible Stories
6. Cinderella / Sleeping Beauty
7. Jungle Book
8. Heidi
9. The Arabian Nights
10. Uncle Tom's Cabin



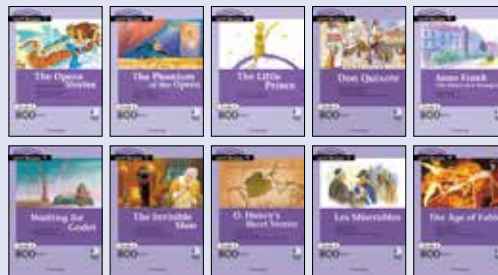
Grade 2

1. Aesop's Fables
2. The Great Stone Face
3. Anne of the Green Gables
4. A Dog of Flanders
5. Daddy-Long-Legs
6. Bible Stories 2
7. Peter Pan
8. The Happy Prince / The Nightingale and the Rose
9. The Count of Monte Cristo
10. The Stars / The Last Lesson



Grade 3

1. Tolstoy's Short Stories
2. The Christmas Carol
3. The Secret Garden
4. The Story of Helen Keller
5. The Merchant of Venice
6. The Wizard of Oz
7. Alice's Adventures in Wonderland
8. Robin Hood
9. Around the World in Eighty Days
10. Little Women



Grade 4

1. The Opera Stories
2. The Phantom of the Opera
3. The Little Prince
4. Don Quixote
5. Anne Frank: The Diary of a Young Girl
6. Waiting for Godot
7. The Invisible Man
8. O. Henry's Short Stories
9. Les Miserables
10. The Age of Fables



Grade 5

1. Sense and Sensibility
2. The Old Man and the Sea
3. The Great Expectations
4. The Adventures of Sherlock Holmes
5. Poe's Short Stories
6. Dracula
7. Romeo and Juliet
8. The Scarlet Letter
9. Anna Karenina
10. Great Speeches

DARAKWON & Happy House

where learning is fun

DARAKWON is Korea's leading publisher specializing in English language learning materials. Since its founding in 1977, DARAKWON has worked to meet the ever-changing needs of language learners through innovative products and services. DARAKWON has especially striven to meet the needs of secondary and post-secondary English language learners through its quality EFL and ESL materials designed to make learning easy and fun.

Happy House is an imprint of DARAKWON, which specializes in English learning materials for children. Since its birth with the first volume of the nationwide hit "Jack & Jill's Reading Series" in 2002, Happy House has devoted itself to developing children's ESL books designed by very famous writers and illustrators both in Korea and abroad to better meet the educational needs of young English learners and their parents.

DARAKWON and **Happy House** offer new ways of learning to meet the challenges of the times and the needs of our customers. As a result, our language learning materials are among the best in the industry.

We aim to facilitate our learners' acquisition of English and to build confidence in our future global leaders. We promise to always do our best by providing our customers with books to experience the joy of learning.



Contents

Books for Children

Phonics

- Way to Go! Phonics 12
- Big Step Phonics with Phonics Readers 14
- Mighty Phonics 16

Course Book

- SUPER BAND 18
- Way to Go! 20
- Here We Go! 22

Reading

- I Can Read English! Starter 24
- Easy Pattern Reading 26
- Read to Think 28
- Reading Palette Basic 30
- Reading Bubble 32
- I Meet Reading 34
- Paired Fiction & Nonfiction 36
- I Can Read English! 38
- Reading Math 40
- Reading ART 42
- SMART Reading 44
- READING PEOPLE 46
- Reading Pro 48

Listening

- I Can Listen to English! 50
- I Meet Listening 52
- SMART Listening 54
- Listening Pro 56

Writing

- I Can WRITE English! Starter 58
- I Can WRITE English! 60
- After School Writing 62
- I Meet Writing 64
- Writing Sprout 66
- SMART Writing 68
- Writing on Grammar 70
- Writing Pro 72
- Writing JUMP 74

Speaking

- I Can SPEAK English 76
- After School Speaking 78
- I Meet Speaking 80
- SMART SPEAKING 82
- Talking Time 84
- Talk to Me 86
- Speaking Pro 88

Grammar

- Aha! Grammar 90
- Grammar Triangle 92

Vocabulary

- Essential VOCA 94

Story Book

- Jack and Jill's Phonics Readers 96
- Jack and Jill's Reading Series 97
- I Love Poems Series 98
- Happy House Aesop's Fables 100
- Happy Readers Series 102
- Smart Readers Wise & Wide Series 104

Books for Secondary Learners

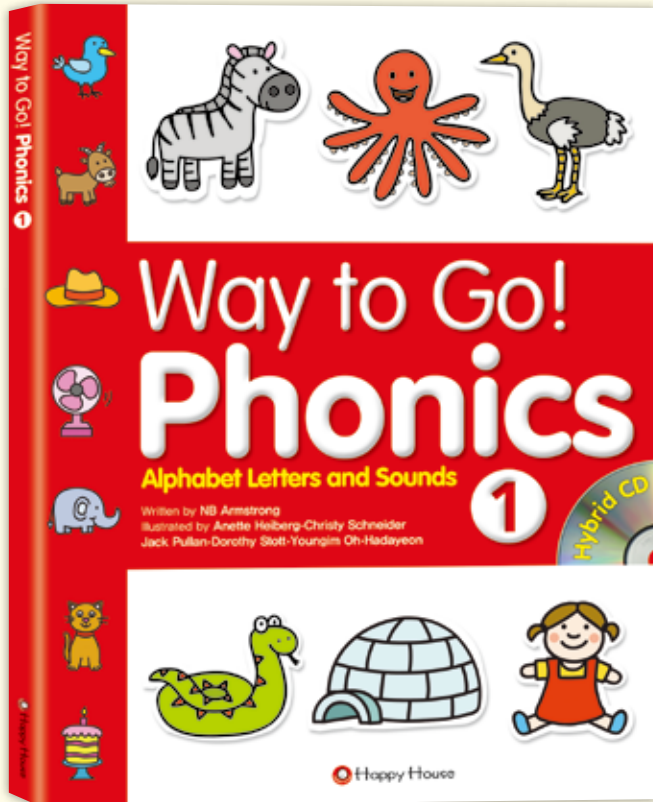
- Reading Voyage 108
- Developing Reading Skills 110
- Mastering Reading Skills 112
- Fundamental Reading 114
- Developing Listening Skills 116
- Mastering Listening Skills 118
- Writing Avenue 120
- Debate Pro Junior 122
- Debate Pro 124
- Decoding the TOEFL® iBT 126
- TOEFL® MAP 128

Books for Post-Secondary Learners

- Reading Quest 132
- How to Write 4 Types of Essays 134
- 30 Lessons on Grammar 136
- People and Life 138
- English Speaking Basics 140
- Big Pot 142
- Biz Common Sense 144
- Stay on Point 146

**English
Books
for
Children**

Way to Go! Phonics



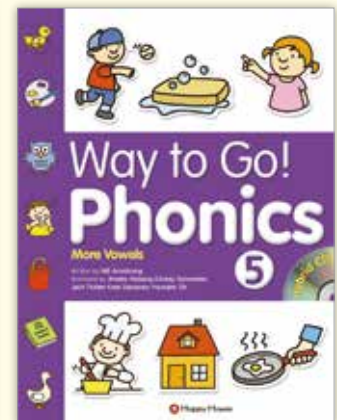
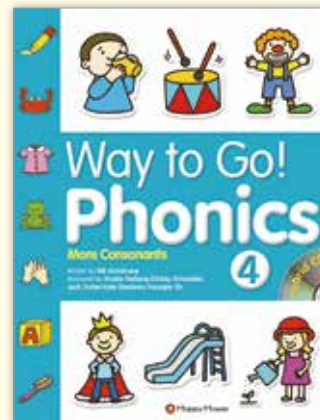
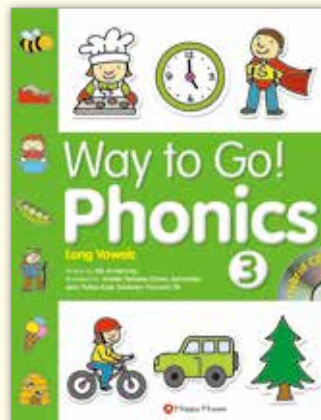
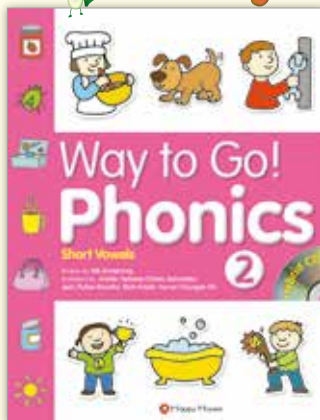
Key Features

- A core corpus of relevant vocabulary
- An expansive variety of fun activities and games
- Fully illustrated with hundreds of exciting images
- A four-act story review of each unit's words and sounds
- Chant and sing along to simple tunes
- Effective and fun hybrid CDs

5 Books | Starter ~ Beginner | Pre-A1 ~ A1

Student Book (84~96p) | **Workbook** (44~52p) |
2 Hybrid CDs

www.ihappyhouse.co.kr



Title		Units	Pages SB(WB)
Way to Go! Phonics 1	Alphabet Letters and Sounds	8	84(52)
Way to Go! Phonics 2	Short Vowels	8	84(44)
Way to Go! Phonics 3	Long Vowels	8	84(44)
Way to Go! Phonics 4	More Consonants	8	84(44)
Way to Go! Phonics 5	More Vowels	8	96(44)

Hybrid CDs



Song & Chant

1 Aa Bb

Listen to the song and put on the stickers.

Aa Aa Aa Aa A is for apple!
Bb Bb Bb Bb B is for bear!

Listen to the chant. Then say and write.

A a _____
B b _____

Learn

Listen and point. Then listen and repeat.

Aa apple ant alligator

Bb bear bird

Say and put on the stickers.

Aa _____
Bb _____



Practice

Look and circle the correct letter pairs.

Listen and check. Then write.

Listen and circle.

Story

All Aboard the Big Bus!

The ant says "hi" to the bird.

The bird says "hi" to the alligator.

Stickers

The alligator says "hi" to the bear.



Activity

It's a race to the finish line. Roll the dice and say the word to the finish line.

Workbook

Connect the letter pairs and trace.

Letter, circle, and write.

Big Step Phonics with Phonics Readers



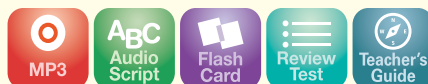
Key Features

- Fun and intriguing illustrations to facilitate learners' recognition of the target sounds and words
- A variety of exercises that help learners practice the target sounds and letters through words, sentences, and stories
- A story with a rhythmic chant in each unit for learners to reinforce the target sounds
- Unique four-page stories in the Phonics Readers for learners' reading practice
- A workbook for further exercises and reviews
- Interesting animations and review games for learners to practice at home

4 Books | Beginner | A1

Student Book (72p) | Workbook (44p) |
Phonics Readers (36p) | 2 Multi-ROMs

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Title		Units	Pages SB(WB/Readers)
Big Step Phonics 1	Alphabet Letters & Sounds	8	72(44/36)
Big Step Phonics 2	Short Vowels	8	72(44/36)
Big Step Phonics 3	Long Vowels	8	72(44/36)
Big Step Phonics 4	More Consonants & Vowels	8	72(44/36)

Multi-ROMs

Sounds & Words



Story & Chant



Phonics Readers



Review Game



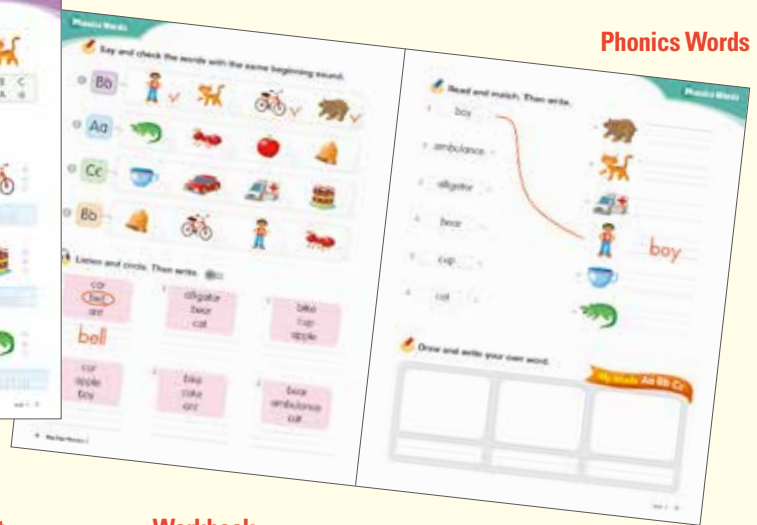
Unit Introduction



Letters & Sounds



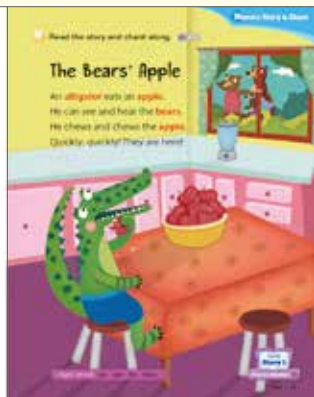
Phonics Words



Phonics Sentences



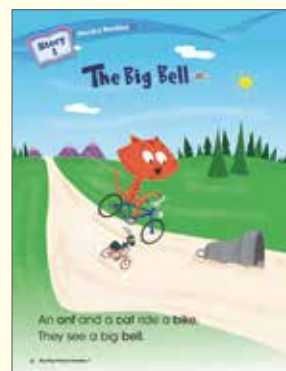
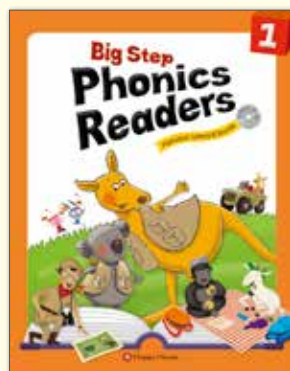
Phonics Story & Chant



Workbook



Phonics Readers



Mighty Phonics



Key Features

- Phonics formulas provide an intuitive explanation of phonics rules, so students can understand them at a glance.
- Practicing with pseudo words (fake words) encourages students to read them by using phonics rules rather than relying on their understanding of the words.
- Sufficient practice enables students to code and decode words freely.
- A variety of additional learning materials are provided, including eBooks.

6 Books | Beginner | A1

Student Book (96~104p) | Workbook (48~56p) | eBook

www.ihappyhouse.co.kr



Title	Units	Pages SB/WB
Mighty Phonics 1 / Workbook 1	Alphabet Letters & Sounds	10 / 96/48
Mighty Phonics 2 / Workbook 2	Short Vowels	10 / 104/56
Mighty Phonics 3 / Workbook 3	Long Vowels	9 / 104/56
Mighty Phonics 4 / Workbook 4	More Consonants	10 / 104/56
Mighty Phonics 5 / Workbook 5	More Vowels	10 / 104/56
Mighty Phonics Review / Workbook	Review	18 / 104/56

Letter-Sound Recognition

Phonics formulas give an intuitive explanation of phonics rules and help your students catch them quickly.

1 ad am ap

Listen and point.

ad = a + d
s+ad = sad

am = a + m
h+am = ham

ap = a + p
c+ap = cap

Listen and repeat.

ad: sad, dad, bad

am: ham, dam, jam

ap: cap, map, lap

Listen and chant. Then read.

ad, s ad sad, d ad dad, b ad bad
am, h am ham, d am dam, j am jam
ap, c ap cap, m ap map, l ap lap

Practice with Words

Using a variety of exercises helps students practice without getting bored.

Listen and match.

ad am ap

Look and stick. Then match.

ad am ap

Listen and circle. Then write.

1 ham am ad
2 ham am ad
3 m ap d
4 m ap d
5 ham am ad
6 ham am ad
7 j am ap
8 j am ap
9 c ap ap
10 c ap ap

Practice with Pseudo Words

By using fake words which include the target sounds, you can check if your students can read them correctly according to phonics rules.

Listen and write.

1 ham jam dad map

2 ham jam dad map

3 ham jam dad map

Look and circle. Then write.

h	a	m	a	p
a	d	a	d	n
s	a	d	e	p
h	o	c	a	p
e	s	a	b	d

sad
cap
ham
dad

Listen and circle.

1 ham mod cap
2 ham mod cap
3 ham mod cap

Listen and number.

1 Sam lad nap
2 lam top mad

Listen and repeat. Then check.

1 k ill 5 am n oo
2 m ill f am l oo

Practice with Sentences and Stories

Students encounter words with target sounds in sentences and stories.

Listen and choose. Then write.

ham jam dad map

1 My cat likes _____

2 I love my _____

3 Look at the _____

4 It's apple _____

Listen and read.

Where is the cat?
Is my cap on the mat?

No, the ham is on the mat.
Oh, it is on my dad's head!

Workbook

Students can recheck the phonics rules and words that they have learned.

1 ad am ap

Read and write.

ad: s+ad = sad, d+ad = dad, b+ad = bad

am: h+am = ham, d+am = dam, j+am = jam

ap: c+ap = cap, m+ap = map, l+ap = lap

Look and circle.

1 ham mod cap
2 ham mod cap
3 ham mod cap

Look and match.

1 ham mod cap
2 ham mod cap
3 ham mod cap

Match and write.

1 ham mod cap
2 ham mod cap
3 ham mod cap

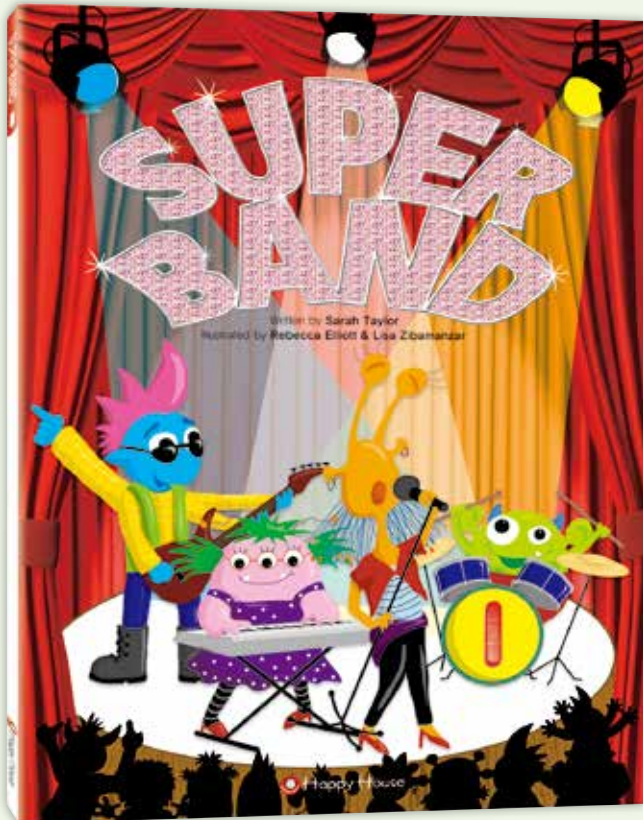
ad am ap

m d j

Number and trace.

1 Where is my cap?
2 Is my cap on the mat?
3 No, the ham is on the mat.
4 Oh, it is on my dad's head.

SUPER BAND



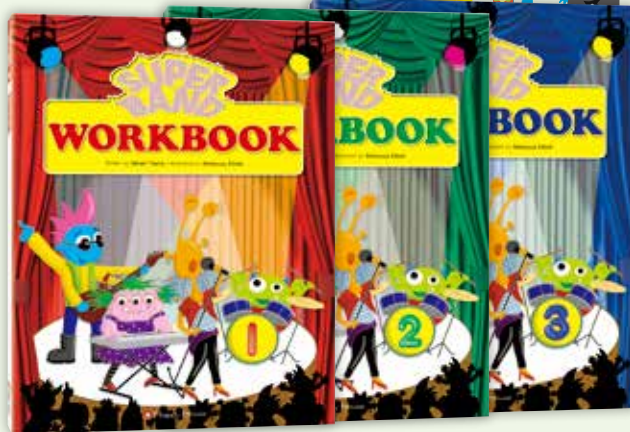
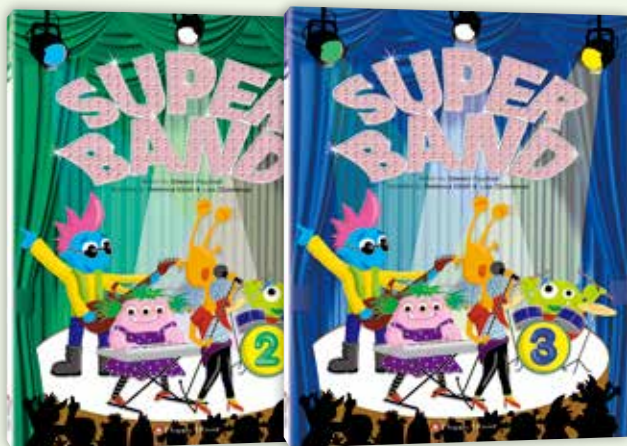
Key Features

- Various exercises involving stickers, tracing, matching, and puzzles
- Each unit offering 4 lessons with exciting songs and fun activities
- Fun chants to learn phonics with interesting illustrations
- Designed to equip young learners with basic English skills
- Free downloadable Teachers' guide with answers, teaching tips, and supplementary material

3 Books | Starter ~ Beginner | Pre-A1 ~ A1

Student Book (80p) | **Workbook** (56p)

www.ihappyhouse.co.kr



Title	Units	Pages	Level
Super Band 1	8	80	Starter ~ Beginner
Super Band 2	8	80	Starter ~ Beginner
Super Band 3	8	80	Starter ~ Beginner
Super Band Workbook 1	8	56	Starter ~ Beginner
Super Band Workbook 2	8	56	Starter ~ Beginner
Super Band Workbook 3	8	56	Starter ~ Beginner

Lesson 1

Unit 1 Nice to Meet You

I'm Teek

Word: Libby, Teek, Doodle, Marley

Sentence: What's your name? I'm Teek.

Put the stickers on the picture.
Sing a song.

Lesson 1

Libby

Teek

Doodle

Marley

Lesson 2

This is Libby

Hello!

Lesson 2

My friend

Put the stickers on the picture.
Sing a song.

Put the stickers on the picture.
Sing a song.

Workbook

Lesson 3

Abby is an ant

A/a

Lesson 3

Word: ant, worm, spider, April

Color and write the design that begins with A/a.
Trace the letters and write together.

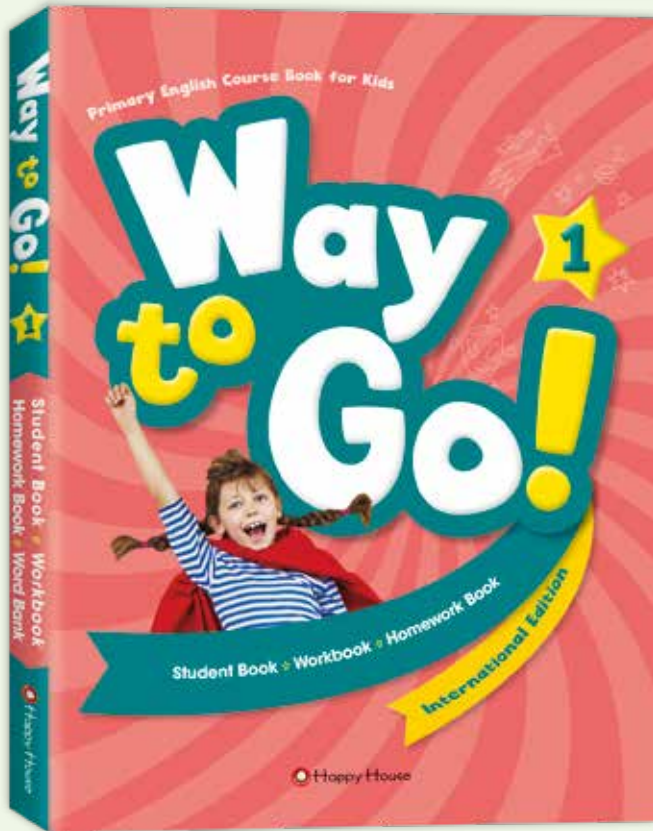
Word: airplane, cow, kangaroo

Color and repeat the words.
Cut out.

Unit 1 Nice to Meet You

Put the stickers on the picture.
Sing a song.

Way to Go!



Key Features

- A seven-level program to build students' basic listening and speaking abilities
- Designed to help students to communicate in English
- Emphasizing dynamic and interactive situations with a maximum amount of student-generated communication through the four sections: Conversation, Words to Learn, Practice, and Phonics/Read and Learn
- Featuring lively chants and songs to make learning more enjoyable
- Including relevant Workbook and Homework Book to expand and reinforce students' learning
- Free downloadable Teacher's Guide with Unit Test & Achievement Test

7 Books | Starter ~ Beginner | Pre-A1 ~ A1

Student Book (56p) | **Workbook** (48p) |

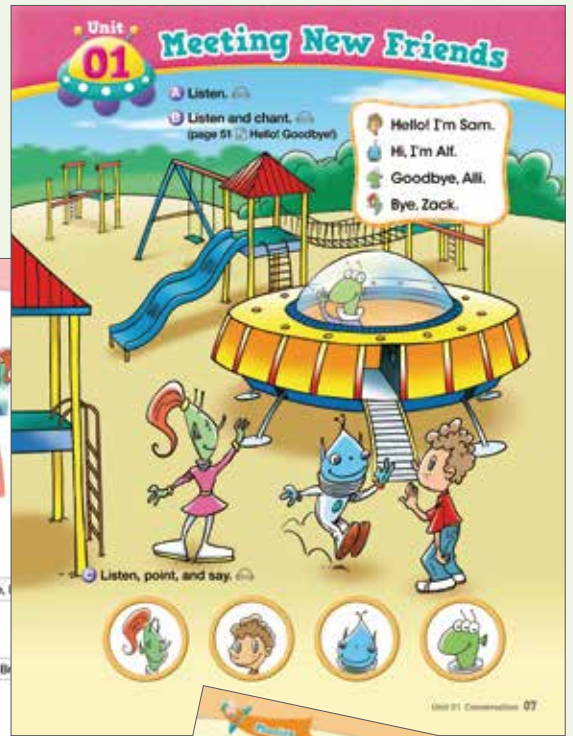
Homework Book (48p) (*Starter: Mini Book (40p))

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB/HB)	Level
Way to Go! Starter	10	56(48/48/40) *Mini Book)	Starter ~ Beginner
Way to Go! 1	10	56(48/48/44)	Starter ~ Beginner
Way to Go! 2	10	56(48/48/44)	Starter ~ Beginner
Way to Go! 3	10	56(48/48/44)	Starter ~ Beginner
Way to Go! 4	10	56(48/48/44)	Starter ~ Beginner
Way to Go! 5	10	56(48/48/44)	Starter ~ Beginner
Way to Go! 6	10	56(48/48/44)	Starter ~ Beginner

Conversation



Words to Learn

1 Listen and say.

1 Sam 2 Alf 3 Jenny
4 Brian 5 David 6 Ali

2 Listen, find the speaker, and write the number.

Hi, _____
Goodbye, _____

3 Listen, point, and say.

Practice

1 Listen and write the number.

2 Read, look, and match.

Hi, Alf. I'm Brian. Goodbye, _____
Goodbye, Alf. Hello, _____

3 Talk in pairs.

Hi, I'm _____

Words to Learn

Practice

Phonics

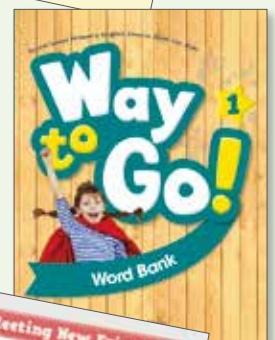
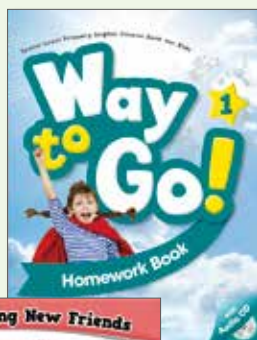
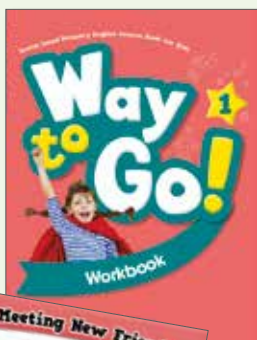
1 Listen and match.

A a	ant	ax	apple
B b	bat	banana	banana
C c	cat	cat	cat
D d	dog	dog	dog
E e	elephant	egg	egg
F f	fish	fox	fox

2 Listen and circle the beginning letter.

1 cow 2 dog 3 cat 4 fox
a b c a b c f d e f d e

Phonics



01 Meeting New Friends

Conversation

1 Listen, repeat, and write.

1 Hello! _____
2 Hi, I'm _____
3 Goodbye, _____

2 Write the number and talk.

Workbook

01 Meeting New Friends

Conversation

1 Listen, repeat, and write.

1 Hello, I'm Sam. _____
2 Hi, I'm Alf. _____
3 Goodbye, Alf. _____
4 Bye, Zack. _____

2 Listen and check.

Homework Book

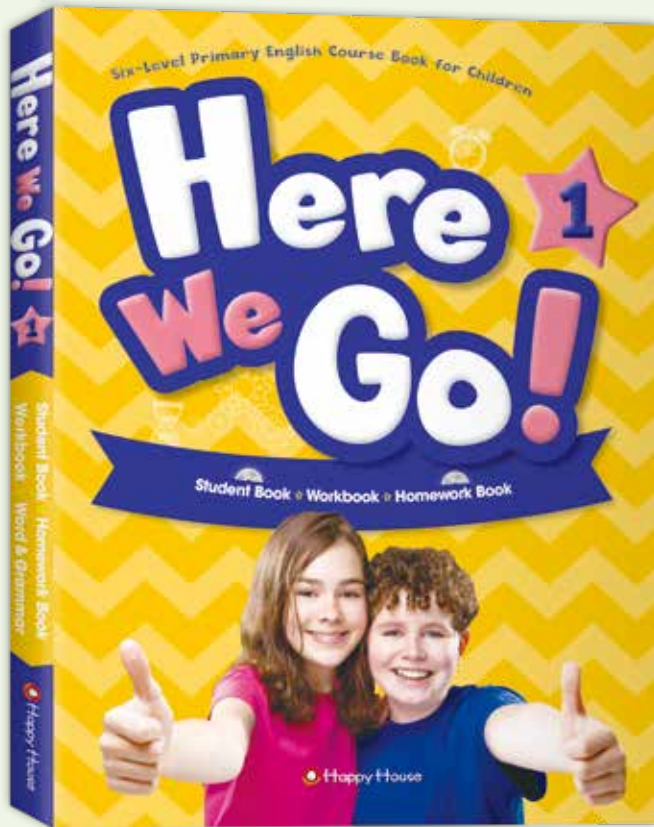
01 Meeting New Friends

Word Bank

Sam
Alf
Jenny
Hi
Hello
Goodbye

Word Bank

Here We Go!



Key Features

- A six-level program to help students learn essential expressions based on various topics
- Emphasizing dynamic and interactive situations with a maximum amount of student-generated communication through the four sections: Conversation, Learn to Say, Listen and Learn, and Read and Learn
- Featuring lively songs to make learning more enjoyable
- Including relevant Workbook and Homework Book to expand and reinforce students' learning
- Free downloadable Teacher's Guide with Unit Test & Achievement Test

6 Books | Beginner ~ High-Beginner | A1 ~ A2

Student Book (56p) | **Workbook** (48p) |

Homework Book (48p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB/HB/WG)	Level
Here We Go! 1	10	56(48/48/44)	Beginner ~ High-Beginner
Here We Go! 2	10	56(48/48/44)	Beginner ~ High-Beginner
Here We Go! 3	10	56(48/48/44)	Beginner ~ High-Beginner
Here We Go! 4	10	56(48/48/44)	Beginner ~ High-Beginner
Here We Go! 5	10	56(48/48/44)	Beginner ~ High-Beginner
Here We Go! 6	10	56(48/48/44)	Beginner ~ High-Beginner

Conversation



Unit 01 At Dr. Smart's Lab

Listen and look. Listen and say. Listen and point to the speaker. Role-play the conversation.

Janet: Come on, Tony. You're late!
Tony: I'm sorry, Janet. Say hello to my friend Paul.
Janet: Hello, Paul. I'm Janet. Nice to meet you.
Paul: Nice to meet you, too.
Janet: How old are you?
Paul: I'm 11 years old.
Janet: What grade are you in?
Paul: I'm in the fourth grade.
Janet: Me too. Let's be friends.

Check True or False.

- Janet is late. True False
- Tony is Paul's friend. True False
- Janet is in the fourth grade. True False

Learn to Say

Listen and say.

What grade is she in?
 I'm _____ in the fourth grade.
 How old is he?
 He's _____ years old.

Listen and say.

Practice with a partner.

- You: How old is she?
 She: _____ years old.
- You: What grade is she in?
 She: _____ grade.
- You: How old is he?
 He: _____ years old.
- You: What grade is he in?
 He: _____ grade.
- You: How old is she?
 She: _____ years old.
- You: What grade is she in?
 She: _____ grade.

Talk in pairs. Take turns.

- What grade is your sister in?
- How old is your brother?

Listen and sing along.

Listen and Learn

Listen and repeat.

How old is Mary?
 She's 12 years old.

Listen to Janet talk about her friends. Then, check True or False.

- Paul is my brother. True False
- Paul is in the fourth grade. True False
- Mary is 10 years old. True False

Listen, write, and read.

Name	Age	Grade
Paul	11	fourth
Mary	12	fourth
Janet	11	fourth

Read and Learn

Listen and read along.

New Friend

I found a new friend.
 His name is Paul.
 He's funny and nice.
 He's 11 years old.
 We can do the same things.
 We also play computer games together every day.

Read and check True or False.

- Paul is 12 years old. True False
- Tony is Paul's friend. True False
- Paul is in the fourth grade. True False

Read and answer the questions.

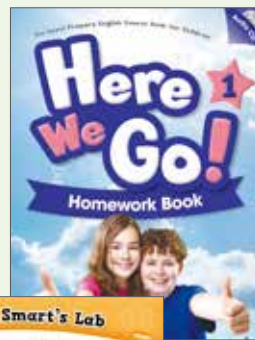
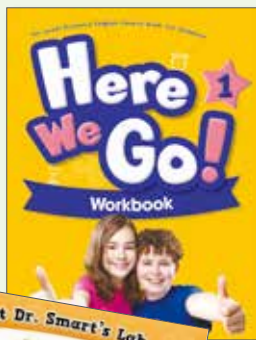
- What's Paul's name?
- How old is Paul?
- What do they play together every day?



Learn to Say

Listen and Learn

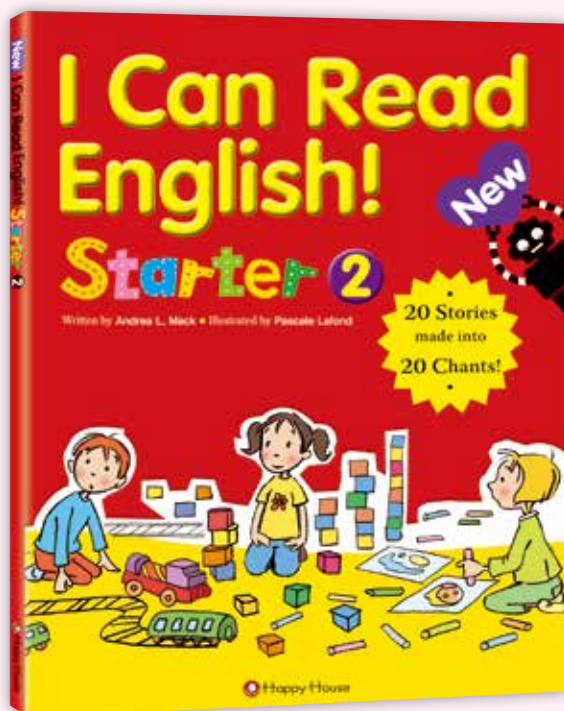
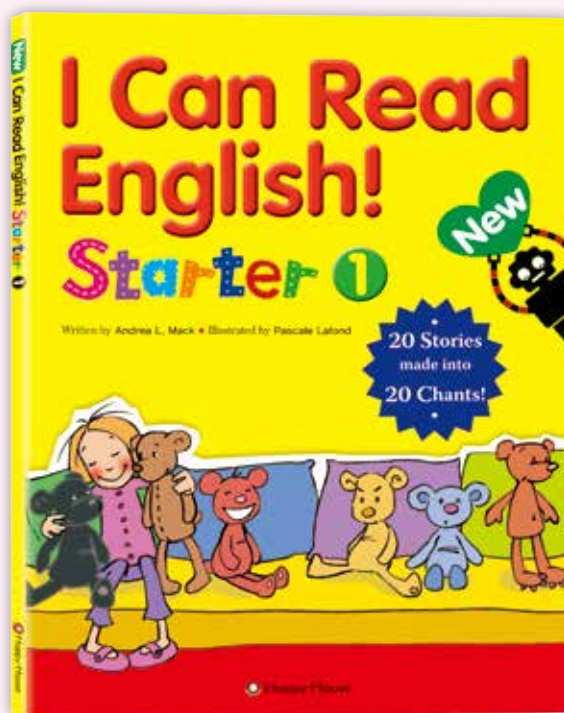
Read and Learn



Workbook

Homework Book

I Can Read English! Starter



Key Features

- Featuring 20 fun-filled stories (both fiction and nonfiction) and exciting activities
- Complete stories presented as chants to help kids memorize the stories more easily
- Including meaningful drills on basic sentence patterns to increase reading speed
- Including a picture dictionary to facilitate kids' learning of essential vocabulary
- Featuring "Dictation Practice" for meaningful drills on key expressions from the stories

2 Books | Starter ~ Beginner | Pre-A1 ~ A1

Student Book (112p) | **Workbook** (44p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Word Counts	Lexile®
I Can Read English! Starter 1	20	112(44)	20 ~ 60	BR190L ~ 200L
I Can Read English! Starter 2	20	112(44)	30 ~ 40	BR190L ~ 200L

Chant

Unit 1 TEDDY BEARS

Chant

This one is black.
That one is brown.
This one has a smile.
That one has a frown.

This one has a pink nose.
That one has pink toes.

Key Sentences

This one is .
That one is .
This one has a .
That one has a .

I can't buy one.
Two will be more fun.



Reading Practice

Listening Practice

Let's Speak!

This one is brown.
That one has brown _____.

I like it!

Listening Practice

A Listen and choose.

1

2

3

4

B Listen and write.

nose has fun one

- 1 This _____ is black.
- 2 That one _____ a smile.
- 3 This one has a pink _____.
- 4 Two will be more _____.

Reading Practice

A Choose and write the main idea.

This story is about _____.

1 pink toes 2 teddy bears

B Look, read and write O or X.

- 1 One teddy bear has a smile.
- 2 One teddy bear is blue.
- 3 I buy one teddy bear.

C Look and write.

- 1 This bear has a _____.
- 2 That bear has _____.
- 3 This bear is _____.



Picture Dictionary

8

baa

balloon

basketball

bat

bed

bedroom

black

boots

brown

brush one's teeth

bus

cake

candy shop

car

cat

9

candy

candy shop

car

cat



Workbook

Unit 1 TEDDY BEARS

A Find and circle the word.

1

tbiesioe3p

2

wpmfrownoe

3

nfnoesdsro

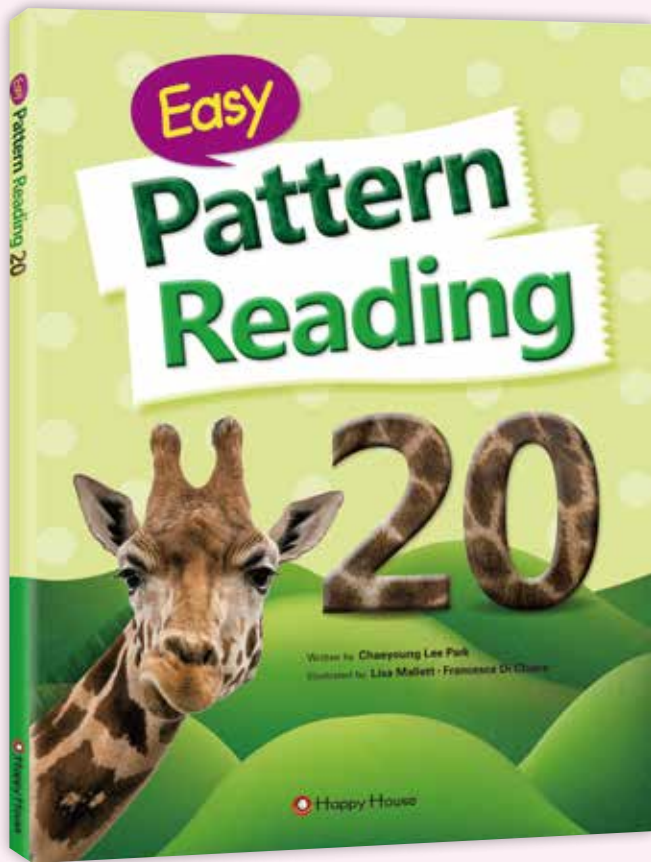
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tsmilerinv

B Choose and write.

- 1 This one is _____ (black / black).
- 2 That one has a _____ (brown / brown).
- 3 _____ will be more fun. (fun / fun)
- 4 This one has a _____ (black nose / smile).

Easy Pattern Reading



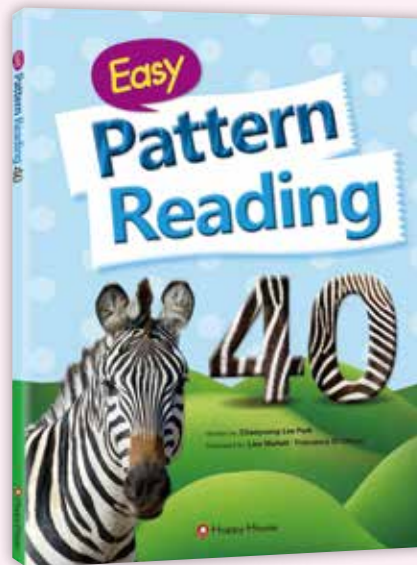
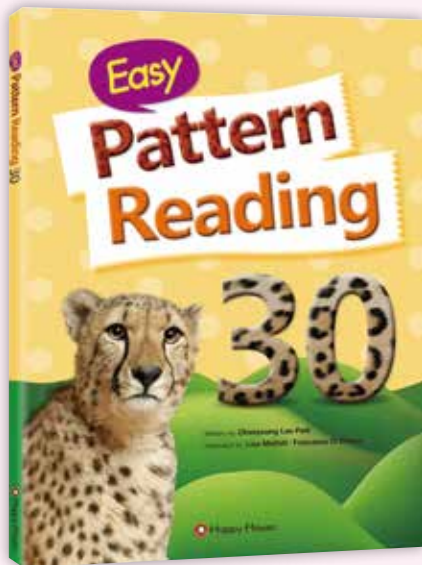
Key Features

- Fun storylines with repetitive simple patterned language
- A systematic increase in the number of words and language patterns in each book
- Stories with full-page illustrations and fun chants which increase learners' reading comprehension
- Improving reading fluency through sight words practice along with major patterned language
- A variety of sentence build-up activities to practice basic reading skills
- Workbook and online activities for learners' independent practice

3 Books | Starter ~ Beginner | Pre-A1 ~ A1

Student Book (80p) | **Workbook** (36p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Word Counts	Lexile®
Easy Pattern Reading 20	16	80(36)	20	10L ~ 400L
Easy Pattern Reading 30	16	80(36)	30	
Easy Pattern Reading 40	16	80(36)	40	

Unit 01 MY TOY BOX

Let's Talk:
What is in the toy box?

Meet the Key Words:
Listen, point, and repeat.

toy	ball	boat
top	robot	yo-yo

Check the Sight Words:
Listen and repeat. Then circle the words in the sentences.

1 **here** Here is a dog.

2 **is** The dog is big.

Warm Up



Main Story

My Toy Box

Practice the Pattern:
Listen and repeat.

Pattern:
It. Here is a ball.

1 2 3 4

boat top robot yo-yo

Playing with my toys is fun.
Here is a ball.
Here is a boat.
Here is a top.
Here is a robot.
Here is a yo-yo.
Look! Here is my dog Max, too!

Picture Quiz:
Circle the right word.
The train / top / is in the toy box.

Practice the Pattern



Let's Review

Let's Review:

Comprehension: Check the correct answers.

1 This story is about _____ in the toy box.
 dogs toys

2 Here is a .
 top cat

3 Here is my dog Max, too! Yes No

Pattern: Read and choose the right letters.

1 Here is a yo-yo.

2 Here is a boat.

3 Here is a robot.

Write Up: What do you have in your toy box? Draw and write.

Here is a _____
 Here is a _____

Word Bank: ball boat top robot yo-yo

Workbook

01 My Toy Box

Word Practice:

Read and check.

toy **ball**

1 2

top **yo-yo**

3 4

Follow the lines and write the words.

1 _____ boat _____

2 _____ robot _____

3 _____ toy _____

4 _____ top _____

Pattern & Sentence Practice:

Read, choose, and write.

1 Here is a _____
 ball boat

2 Here is a _____
 robot dog

3 Here is a _____
 top yo-yo

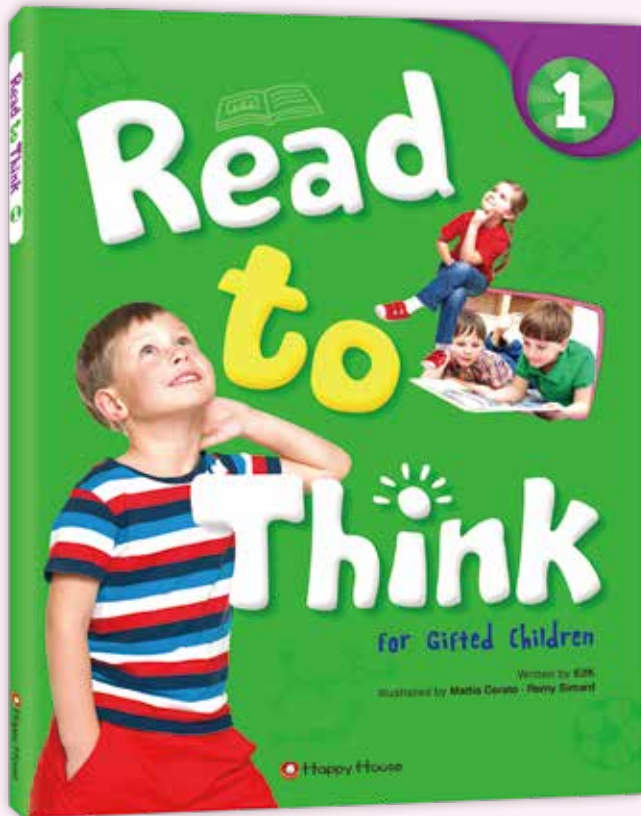
Unscramble and write.

1 is Here is ball

2 is top is Here

3 is my Here

Read to Think



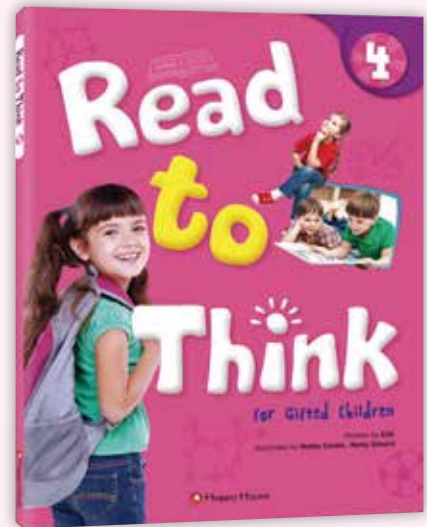
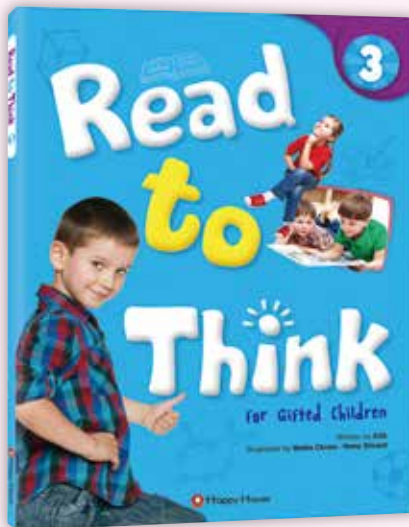
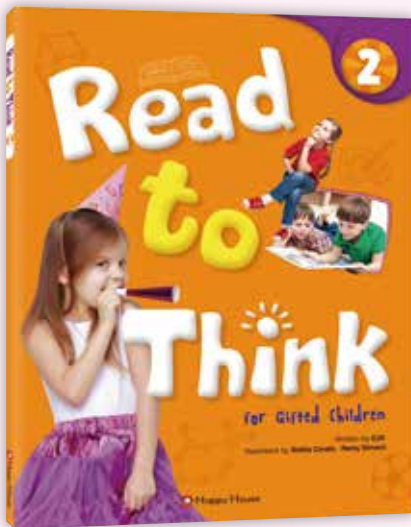
Key Features

- Covering the subjects of American elementary school curriculum such as science, math, social studies, music, and arts
- Reading passages with intriguing questions regarding the subjects
- Expanding students' vocabulary and expressions while completing various activities on a subject
- Learner-oriented activities to facilitate students' critical thinking and problem solving ability
- Free downloadable Teacher's Guide with unit lesson plans

4 Books | Beginner | A1

Student Book (76p) | Workbook (40p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Word Counts	Lexile®
Read to Think 1	8	76(40)	30 ~ 100	10L ~ 600L
Read to Think 2	8	76(40)		
Read to Think 3	8	76(40)		
Read to Think 4	8	76(40)		

Words to Know

Unit 1 Living Things
Can a Chair Grow?

Words to Know Listen, point, and speak.

boy tree tiger chair pencil grow

Find, circle, and match.

pgrowtboyapencilotigerpchairntree

Before Reading

Before Reading Listen and circle.

tree grow pencil tiger chair boy

Story Reading Listen, read, and think.

A boy can grow.
A tree can grow.
A tiger can grow.
They are living things.
Can a chair grow?
Can a pencil grow?
Are they living things?



Reading Check-Up

Reading Check-Up Read and circle.

- What can grow in the story?
 the dog the tiger the chair
- What is the living thing in the story?
 the tree the pencil the fish
- Is a chair a living thing?
 Yes, it is. No, it isn't. I don't know.

Sentence Check-Up Look, match, and speak.

- They are grow.
- Can a chair living things.
- A tiger can grow?

Story Reading

Sentence Check-Up

Think More

Think More

Look and check.

What can grow?

pencil mouse table tree

Look and check all of the possible sentences.

A tree can grow.
 A chair is not a living thing.
 A boy can grow.

Sort and Number Look and number the pictures from youngest to oldest.

IQ Is it a living thing?

Look and circle the related pictures.



Think on Your Own

Draw the living things in your house and speak.

is a living thing.

Attach the correct stickers.

grow grow grow grow



Unit 1 Living Things
Can a Chair Grow?

Trace and write.

- _____
- _____
- _____
- _____
- _____
- _____

Listen and write.

A _____ can _____.

A _____ can grow.

A _____ can grow.

They are living things.

Can a _____ grow?

Can a _____ grow?

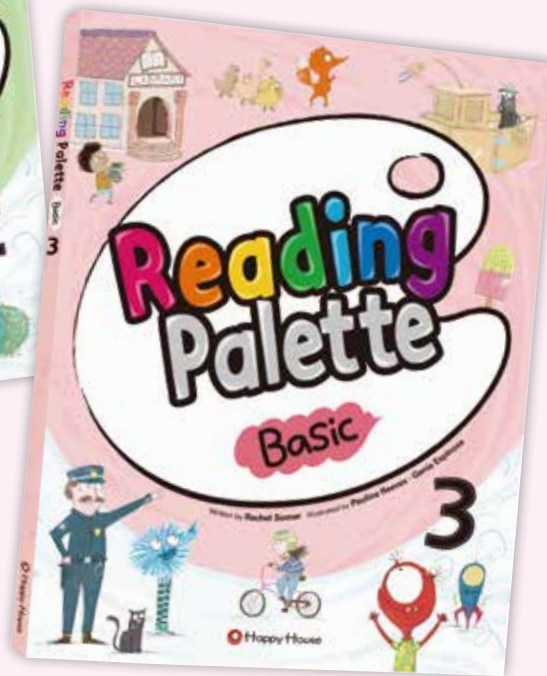
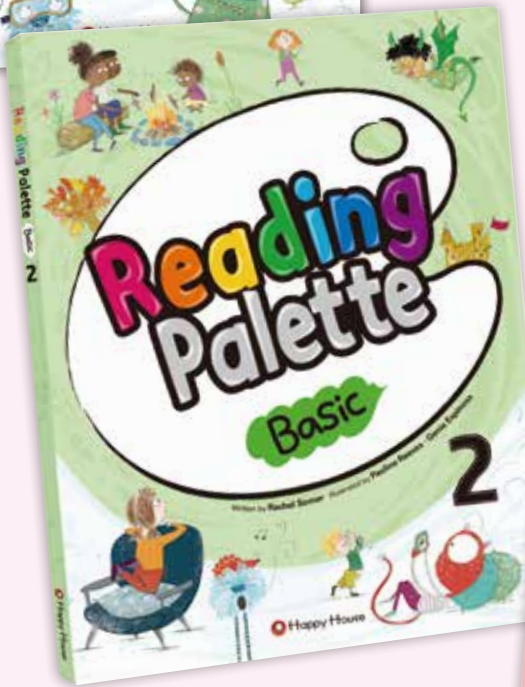
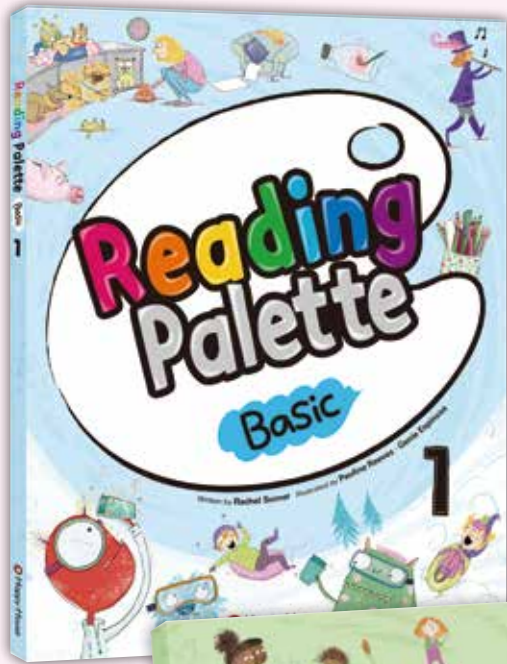
Are they living things?

Read the story out loud three times and check.

Think on Your Own

Workbook

Reading Palette Basic



Key Features

- 16 reading passages, both fiction and non-fiction, related to school subjects such as social studies, science, math, art, and literature
- Entertaining illustrations to keep readers engaged and help them understand the scope of the passage
- 8 different reading skills presented as organizers that are easy to understand and complete
- Level-appropriate activities designed to help readers practice their reading comprehension and summarizing skills
- Vocabulary building exercises based on the themes by writing and speaking

3 Books | Beginner | A1

Student Book (80p) | Workbook (36p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Word Counts	Lexile®
Reading Palette Basic 1	16	80(36)	70 ~ 80	110L ~ 600L
Reading Palette Basic 2	16	80(36)		
Reading Palette Basic 3	16	80(36)		

What I Rex Is Sick!

About the Picture

- How does the dog look?
- Do you have a pet dog?

Learn the Words in

vet take scared hide proud brave

This is my dog, Rex.
Rex is brown and white.
He is my best friend.

Rex gets sick.
Mom says, "He needs a vet."
We take Rex to the vet.

Oh no! Rex is scared.
He doesn't like the vet.
He hides under a chair.
I give Rex a hug. Rex feels better.

The vet gives Rex a shot.
Rex isn't sick anymore.
I am proud of Rex.
He is so brave now!

The Main Idea

This story is mainly about _____

giving a hug seeing the vet playing with a dog

Reading Passage



Check the Main Idea

Learn the Words

Reading Check-Up

Reading Check-Up

A Choose the correct answers.

- Rex needs a _____
 vet friend chair
- Rex _____ under a chair.
 sits barks hides

B Check True or False.

- Rex doesn't like the vet. True False
- The vet gives Rex a hug. True False

C Match the pictures with the sentences.

Rex isn't sick anymore. We take Rex to the vet.
 The vet gives Rex a shot. Rex gets sick.

Word World (Personalized)

Read Choose and write the correct words.
 My dog, Rex, gets sick. Mom and I take him to the _____ dog clinic.
 Rex is _____ The vet gives Rex a shot. Rex isn't sick anymore.
 I am _____ of him.

Write Fill in the chart with the words above.

I am _____	I get rid of _____
_____	_____

Say What is your best friend like? Use a word from above.
 My best friend is _____
 Tell your partner about you and your best friend.

Word World



Workbook



What I Rex Is Sick!

Match the pictures with the words.

Choose and write the words.

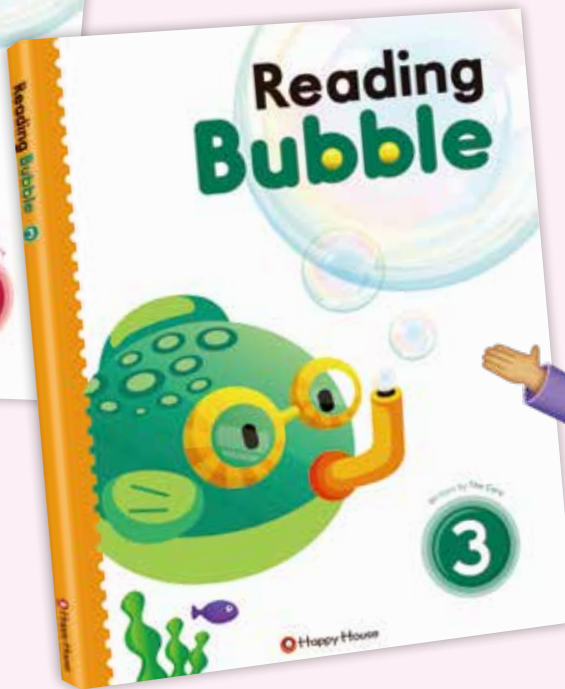
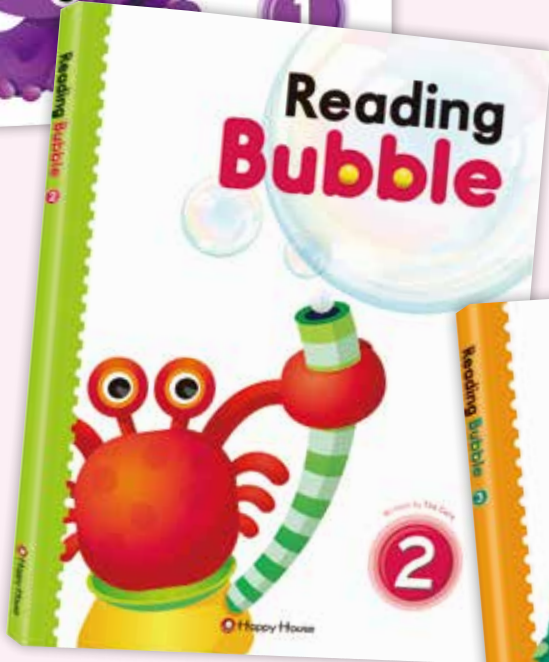
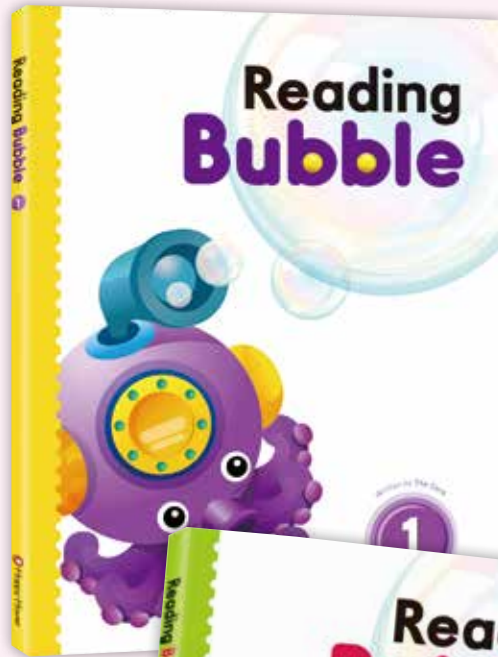
- _____ is a doctor for animals. take
- The boy is _____ of the large dog. scared
- _____ under the bed. vet

Write

Choose and write the sentences:
 Rex gets sick. Rex is scared.
 Rex feels better. The vet gives Rex a shot.

I give Rex a hug.
 We take Rex to the vet.
 Rex isn't sick anymore.

Reading Bubble



Key Features

- 16 fun passages based on school subjects; science, social studies, math, art, music, and language
- Key sentence patterns used repeatedly in passages
- High-quality illustrations and pictures to improve students' understanding
- Fun activities to capture students' interest
- Workbook for reviewing vocabulary, passages, and key sentence patterns

3 Books | Beginner | A1

Student Book (80p) | **Workbook** (40p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Word Counts	Lexile®
Reading Bubble 1	16	80(40)	50 ~ 120	10L ~ 600L
Reading Bubble 2	16	80(40)		
Reading Bubble 3	16	80(40)		

Warm Up

Unit 1 Today's Weather

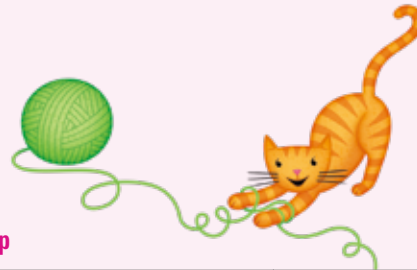
Warm Up

• Choose and circle what the girl needs now.
• What's the weather like today?

Words to Know

Listen, repeat, and write the numbers.

rainy sunny
 cloudy snowy
 windy misty



Read Up

Comprehension Check-Up

Read Up

Listen and read.

Today's Weather

It's rainy today.
I'm wearing a raincoat and rain boots.

It's cloudy and windy today.
I'm wearing a jacket and a scarf.

It's sunny today.
The sun is very hot.
I'm wearing shorts and a cap.

It's snowy today.
I'm wearing a coat and mittens.

It's time to make a snowman!

Comprehension Check-Up

Read and choose the correct answer.

1 This story is about _____.

my favorite weather weather and clothes rain and snow

2 It's snowy today. I'm wearing _____.

rain boots shorts mittens

3 I wear a raincoat on a _____ day.

rainy cloudy sunny

Read and check True or False.

1 I wear a jacket on a windy day. True False

2 I wear a coat on a cold day. True False

3 I can make a snowman on a sunny day. True False

Language Focus

Read the sentences and practice the pattern.

It's rainy today. It's cloudy and windy today.
It's sunny today. It's snowy today.

Close Up

Close Up

Read and complete the sentences.

It's _____ today.
I'm wearing a _____.

It's _____ today.
I'm wearing a _____.

Wrap Up

Draw today's weather and your clothes. Then complete the sentence.

It's _____ today. I'm wearing _____.

Wrap Up



Workbook

Unit 1 Today's Weather

A Look and write.

B Look and write by using the words in Part A.

1 It's _____ today.
I'm wearing a _____.

2 It's cloudy and _____ today.
I'm wearing a jacket and a scarf.

3 It's sunny today.
The sun is very hot.
I'm wearing shorts and a cap.

4 It's snowy today.
I'm wearing a coat and mittens.

5 It's time to make a _____.

C Unscramble the sentences.

1 sunny today It's _____

2 wearing I'm and a scarf shorts

3 It's a snowman boots to make

D Listen and fill in the blanks.

It's rainy today.
I'm wearing a _____ and rain boots.

It's _____ and windy today.
I'm wearing a jacket and a scarf.

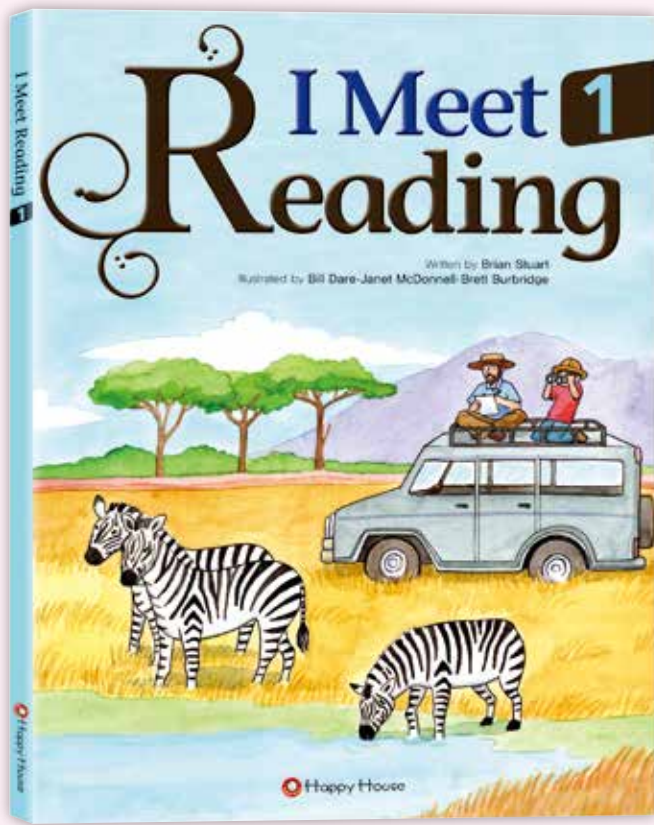
It's sunny today.
The sun is very hot.
I'm wearing shorts and a cap.

It's _____ today.
I'm wearing a coat and mittens.

It's time to make a _____.

sun
cloudy
sunny
misty
rainy
snowy

I Meet Reading



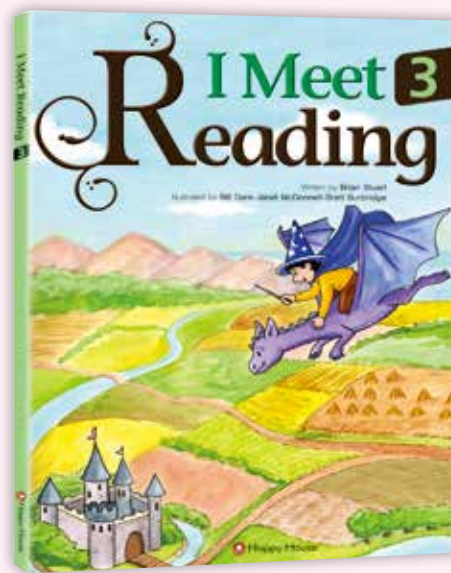
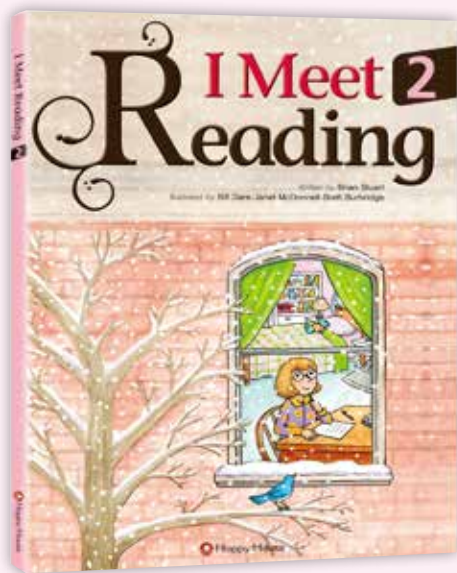
Key Features

- 12 reading passages in a variety of formats, including diaries, speeches, and letters
- Clear and informative pictures to help introduce new vocabulary for students to practice
- 6 different reading skills, with each appearing in two units and with associated flowcharts for reading skill activities
- Grammar point in the units
- Several pages of exercises for reading comprehension, vocabulary review, and reading skill practice written at the appropriate level in each unit

3 Books | Beginner | A1

Student Book (96p) | **Workbook** (48p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Word Counts	Lexile®
I Meet Reading 1	12	96(48)	50 ~ 110	10L ~ 600L
I Meet Reading 2	12	96(48)		
I Meet Reading 3	12	96(48)		

Warm-Up

UNIT 01
It's My First Day

Look and talk Look at the picture. Then talk about it.

What do you have in your backpack?

Think and talk
 What do you have in your backpack? Circle and talk about it with a friend.

New Words
 Listen and point. Then say the words.

- backpack
- school
- classroom
- teacher



Reading Passage

Reading
 Listen to the story and read it aloud.

It's My First Day

My name is Kevin.
 It's my first day at school.
 I have a pencil in my backpack.
 I have a notebook in my backpack.
 I walk to school with my mom.
 The school is big. I am worried.
 Where is my classroom?
 Who is my teacher?

Understanding
 Read and circle the correct answer.

This story is about Kevin's first day at home / school.

1. What does Kevin have in his backpack?

- book
- apple
- car

2. How does Kevin go to school?

- train
- bicycle

3. Kevin's _____ is big.

- classroom
- house
- school

4. Kevin's first day is _____.

- bad
- great
- sad

Reading Comprehension

Organizing Main idea and Details

Check the picture that shows the main idea of the story.

Main Idea Kevin goes to school on the first day.

Fill in the chart using the word bank.

Word Bank walk, play, see, list

Main Event It's Kevin's _____ day at school.

Kevin	Kevin	Kevin
He _____ things in his backpack.	He _____ to school.	He _____ to Susie.

Remembering
 Listen and write the letters using the letter box.

Kevin _____ .
 Kevin _____ .
 Kevin _____ .

Letter Box | | | | | | | |

Read and check the correct words.

1. Kevin sees Susie in his house / classroom.

2. Kevin has a pencil in his backpack / pocket.

Retelling
 Listen and fill in the blanks using the word bank.

Kevin's first day at _____ . He puts _____ things in his _____ . He walks to school. The school is _____ . Kevin is worried. Then he sees his best _____ , Susie. Kevin has a great _____ day.

Word Bank backpack, list, big, train, school

Vocabulary Review and Summary

UNIT 01
It's My First Day

New Words
 Search for the words and circle them.

Word List school, backpack, pencil, classroom, teacher

b	y	t	p	h	w	u	y	k	a	
s	k	e	z	p	i	m	w	x	b	
e	t	a	s	r	o	o	m	k	j	
h	u	c	b	a	c	k	p	a	c	k
o	s	h	u	e	k	y	u	o	z	c
o	s	e	n	k	e	w	z	q	t	i
l	y	r	e	p	e	n	c	i	l	x

Write each word you find in Part A next to the correct picture.

1. _____

2. _____

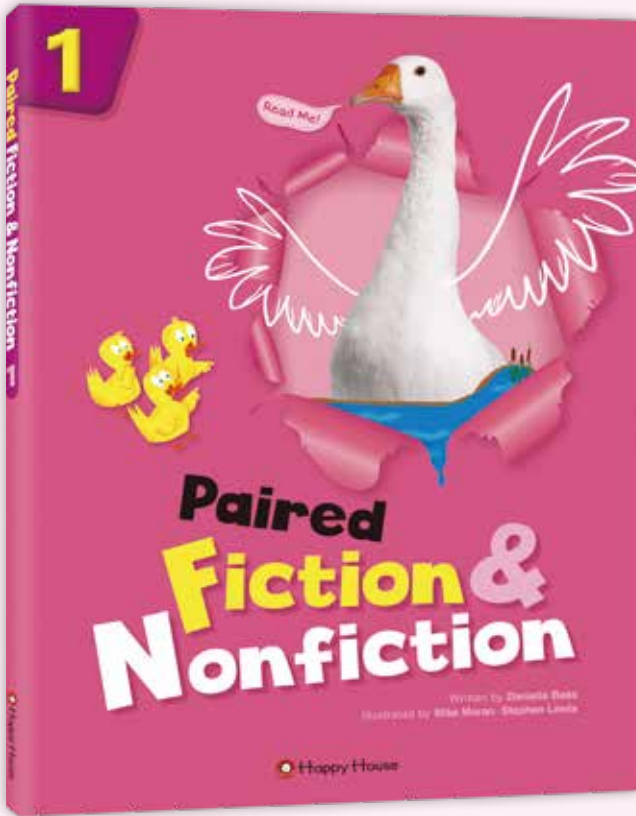
3. _____

4. _____

Workbook



Paired Fiction & Nonfiction



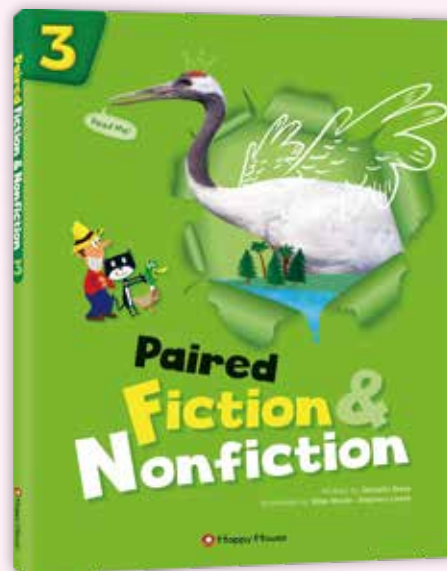
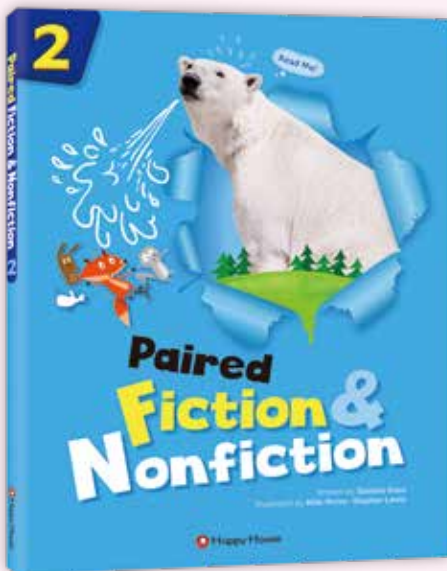
Key Features

- Each set of two units introducing one fiction story and one nonfiction story
- The fiction and nonfiction stories following an interesting and related theme
- Each unit featuring a vocabulary activity using stickers
- The Review sections encouraging students to fill in and act out their own version of the story
- Critical thinking questions and comprehension exercises integrating the unit activities
- The Workbook providing extra vocabulary and reading comprehension exercises to reinforce learning

3 Books | Beginner | A1

Student Book (74p) | **Workbook** (40p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Word Counts	Lexile®
Paired Fiction & Nonfiction 1	12	74(40)	60 ~ 110	10L ~ 600L
Paired Fiction & Nonfiction 2	12	74(40)		
Paired Fiction & Nonfiction 3	12	74(40)		

Picture Quiz

Unit 01 Belling the Cat

Picture Quiz: Look and talk.
- What are the mice doing?
- What is the baby mouse thinking?

Think! Think!
1. Why are the mice happy about Baby Mouse's idea?
2. If you were a mouse, what would be your idea?

Worried Words! Attach the correct sticker.
dangerous bell

Read Me

Read Me

Think! Think!



Unit 02 The Food Chain

Picture Quiz: Look and talk.
- What animal do you see?
- What do the animals eat?

Worried Words! Attach the correct sticker.
oat grasshopper frog eagle

Do You Know? Read and answer.
1. I eat only plants. I have no legs. I have five eyes. Who am I?
2. I eat animals. I lay eggs. I live in the water. But I don't like salty water. Who am I?

Read Me

Words! Words!

Answer Me

Answer Me

1. Choose and circle.
This story is about _____
a) getting a bell b) angry Cat c) a meeting about Cat

2. Listen and number. Then match.

3. Choose and circle.
1. Whose idea is it to put a bell on Cat?
a) Dog b) Baby Mouse c) Grandpa Mouse
2. "We should put a bell on Cat. Then we can hear him."
a) Bob b) Ann c) Neil

4. Read and write.
"Cat is very dangerous!" _____ "One mouse asks, "_____ Then we can hear him," Baby Mouse says. All the mice think it is a good idea. Then Grandpa Mouse asks, "_____?" Suddenly, the mice become quiet.
- Who should put the bell on Cat
- We should put a bell on Cat
- What should we do

Remember Me

1. Choose and write.
a) Cat is very dangerous to the mice. What should the mice do?
A. They _____ put a bell on Cat.
are should

2. Look and talk.
What should the mice do?
They should _____



Remember Me

Workbook

Review I

Read, circle and write.

Look and match.

All animals need food to live. Many animals have brown hair. "We should put a bell on Cat." "The gray duckling is ugly!"

Belling the Cat

Order! Order! Meeting Time!
Cat is very dangerous! What should we do about Cat?
I don't know what to do!
I think we should put a bell on Cat.
Then we can hear him.
That's a good idea. We don't have to worry anymore! Hurry!
Who should put the bell on Cat?
I don't know.
Who should put the bell on Cat?
I don't know.
Who should put the bell on Cat?
I don't know.
Who should put the bell on Cat?
I don't know.

Review

Unit 01 Belling the Cat

1. Look and match.

2. Look and write. Use the words in Part 1.

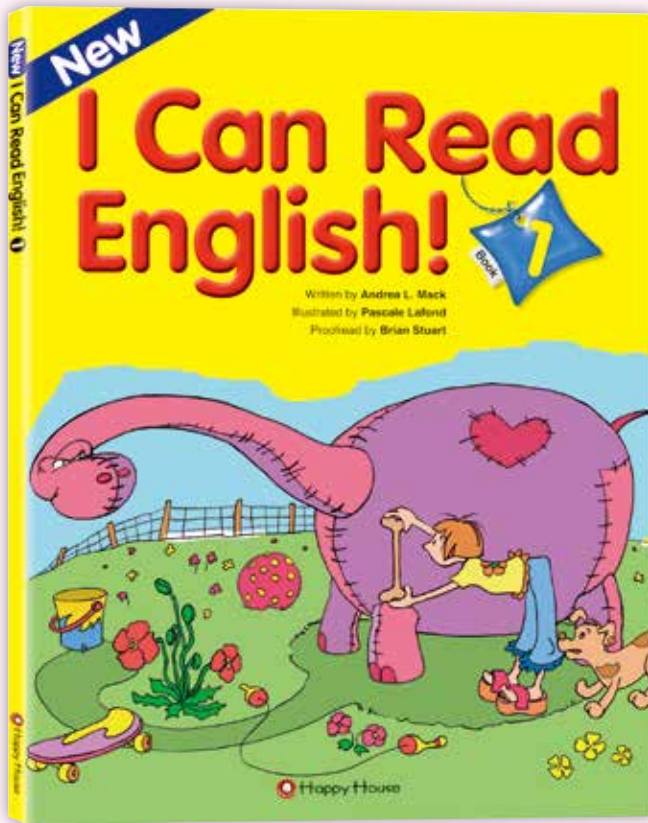
3. Describe the sentences.

1. dangerous Cat very is
2. see what should do
3. on Cat should put why the bell

4. Listen and fill in the blanks.

"Order! Order!"
The mice have a meeting.
"Cat is very _____"
What should we do?" one mouse asks.
They do not know what to do.
"We should put a _____ on Cat."
Then we can _____ him," Baby Mouse says.
All the mice think it is a good idea.
"We don't have to _____ anymore." Hurry!
Then Grandpa Mouse asks, "Who should _____ the bell on Cat?"
Suddenly, the mice become _____.
It sounds easy, but no one wants to do it.

I Can Read English!



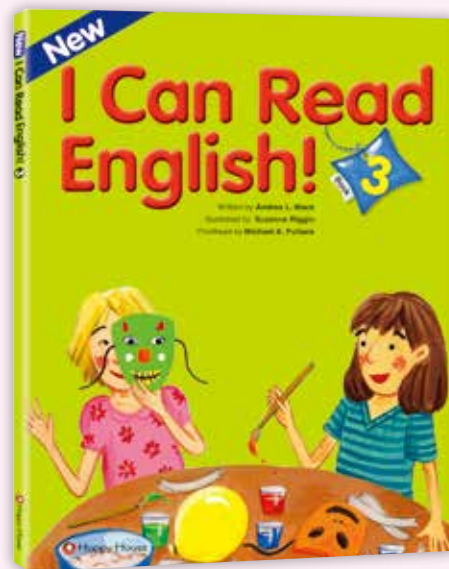
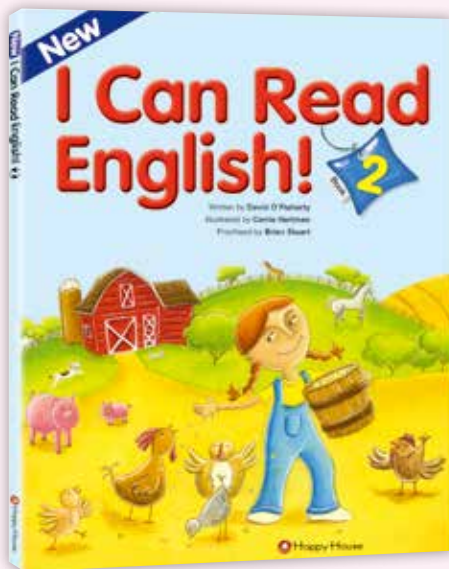
Key Features

- Presenting reading passages with varying levels of sophistication — the average number of words used in each passage increases in Book 2 and Book 3
- Training young learners to find the main idea of a story — a key ability to increase speed in reading
- Designed to boost various reading comprehension skills
- Featuring illustrations by some of the world's topnotch artists
- Including an audio files featuring each story and related questions

3 Books | Beginner | A1

Student Book (100~104p) | **Workbook** (44p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Word Counts	Lexile®
I Can Read English! 1	20	100(44)	50 ~ 150	10L ~ 600L
I Can Read English! 2	20	100(44)		
I Can Read English! 3	20	104(44)		

Main Article

Words

01 At the Beach

Listen and read!

Dan digs in the sand. He **wants** to find gold.
 "Help me!" says Dan. Jill digs too.
 They find a stick. They find shells.

Dan is sad. He **wants** gold.
 He **wants** to be a pirate.

Jill gives Dan the stick.
 "Here is your sword."
 Jill takes the shells.
 "I have the gold!"



Read Now



Choose the answer.

Dan wants to _____
 play pirate find shells

Words

A. Choose and write the word.

1 Dan wants to find _____
 gold  stick
 sand sword

2 The stick makes a _____
 gold  pirate
 sword sand

B. Choose the right word.

1 Jill gives Dan a _____
 stick sword

2 Dan and Jill find _____
 shells sand

3 Jill says the shells are _____
 gold not





Reading Check-up

Listening Check-up





Listening Check-up

A. Listen and check.



1  



B. True or false? Listen and check.

1  true false

2  true false

C. Listen and match.

1  2 

3  4 

Reading Check-up

A. Choose the best answer.

1 Dan _____ to find gold.
 goes swims works

2 Dan does not find gold. He took _____
 not not got

B. Write the right word.

1 Dan digs in the _____
 shells sand

2 The stick makes a _____
 sword hand

3 Jill and Dan find _____

C. Choose the answer.

Where are Dan and Jill? They are at the _____
 beach house

Dan digs in the sand.

Reading Skills Making Predictions

Choose the answer.

Next Dan and Jill will _____
 swim in the sea dig in the sand play pirate

Dictation

Dictation

Unit 1 At the Beach

Dan digs in the sand. He _____ to find gold. "Help me!" says Dan.
 Jill _____ too. They find a stick. They find shells.
 Dan is sad. He wants gold. He wants to be a _____.
 Jill _____ Dan the stick. "Here is your sword."
 Jill takes the shells. "I have the _____."

Unit 2 Do Animals See Colors?

What colors can you _____? Most animals do not see many colors. Snakes don't see color at all. They only see _____ and light.
 Other animals see a few colors. Dogs see blue and yellow. Fish _____ see yellow and red. Cat eyes see the same colors that _____ see.
 Some flowers have colors that people _____ see. Butterflies can see them.
 Butterflies see the _____ colors of all.

Unit 3 The Mass


Quack! Quack! _____ her things are in a _____ "Clean your room," says Mom. "It is a _____," says Ben. She wants to play. She can't find her brown doll. She can't _____ her white horse. Ben sees a white dog. She _____ out her horse. The mass falls on Ben!





Workbook


01 At the Beach

A. Check and write.


1  gold shell


2  beach sad


3  stick sword


4  sand pirate

B. Circle the correct word and write the sentence.

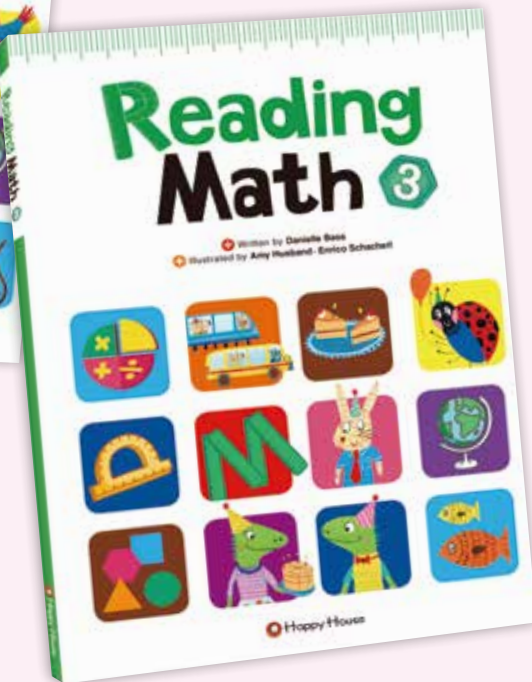
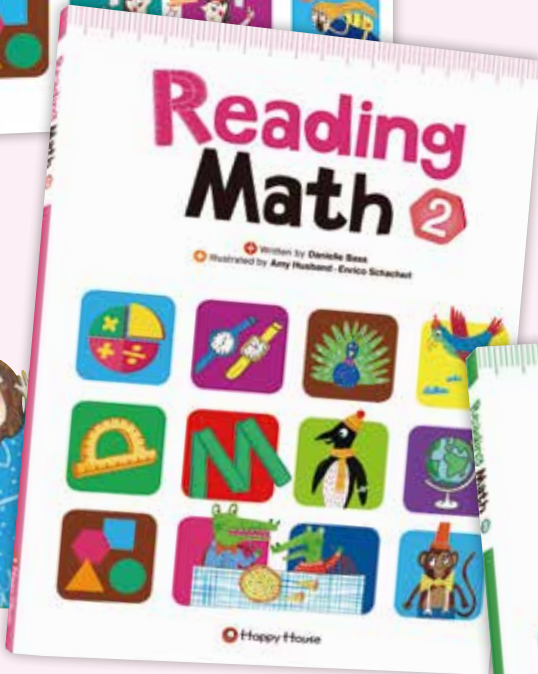
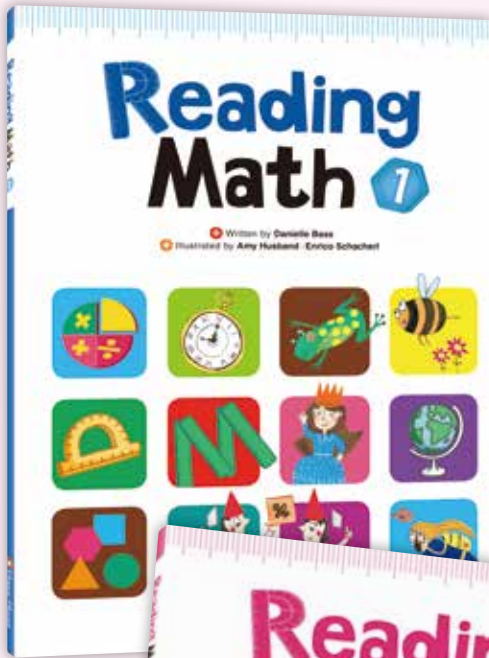
1  Dan wants to find (shells / gold).

2  Dan wants to be a (pirate / father).

3  Jill gives Dan the (sword / stick).

4  Jill takes the (shells / money).

Reading Math



Key Features

- Each unit focusing on one mathematical concept
- The mathematical concepts building on each other and promoting a firm foundation for future learning
- Fun cartoons introducing the vocabulary, sentences, and mathematical concept for each unit
- The stories giving further explanations of the math concept as well as key phrases and vocabulary
- Proper mathematical notations and English vocabulary being given side by side
- The workbook providing extra practice to reinforce learning

3 Books | Beginner | A1

Student Book (76p) | Workbook (24p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Word Counts	Lexile®
Reading Math 1	10	76(24)	70 ~ 90	210L ~ 600L
Reading Math 2	10	76(24)		
Reading Math 3	10	76(24)		

01 How Many Legs?

Get Ready

Think about the questions. Then look at the cartoon.

1. Can you count? 2. How many legs do you have?

How many legs do you have?
I have four legs.
One, two, three, four, five, six, seven, eight! He has eight legs!
I have two legs. How many legs do you have?
Wow, look! How many legs does he have?

Look at the cartoon again. Then write.

1. = _____ legs do you have?
2. "I have _____ legs."
3. "One, two, three, four, _____, six, seven, _____, eight, nine, ten. How many legs does he have?"

Get Ready



Math Story

Reading Check-Up

How Many Legs?

Octopus counts from one to ten. One day, Octopus meets Starfish. "How many legs do you have?" Octopus asks. "I have five legs," Starfish says. "How many legs do you have, Octopus?" "I have eight legs," Octopus says. "Look! Mrs. Crab walks sideways with her kids." "How many legs does she have?" asks Starfish. "One, two, three, four, five, six, seven, eight, nine, ten! Wow, she has ten legs!" says Octopus in surprise.

Match the number

1. one	5. six
2. two	6. seven
3. three	7. eight
4. four	8. nine
5. five	9. ten

Reading Check-Up

Choose the correct answers.

1. What is the main idea?
 Octopus meets Starfish. Mrs. Crab walks sideways.
 The animals have many legs. Starfish has five legs.

2. How many legs does Octopus have?
 4 5 8 10

3. _____ has ten legs.
 Mrs. Crab Octopus Starfish Mr. Spider

Choose and write the correct words.

1. I have _____ legs.
 five seven

2. _____ legs do you have?
 How many? What?

3. She _____ ten legs.
 have has

Match the number

How many legs do the animals have?

Starfish has _____ legs. Octopus has _____ legs. Mrs. Crab has _____ legs.



Math Chart

Numbers

1 one	2 two	3 three	4 four	5 five
6 six	7 seven	8 eight	9 nine	10 ten

Check-Up Quiz

Read and write the correct answer.

All insects have six legs. A dog is not an insect. A dog has four legs. A human is not an insect. A human has two legs. A ladybug is an insect. How many legs does a ladybug have?

A ladybug has _____ legs.

Math Chart



01 How Many Legs?

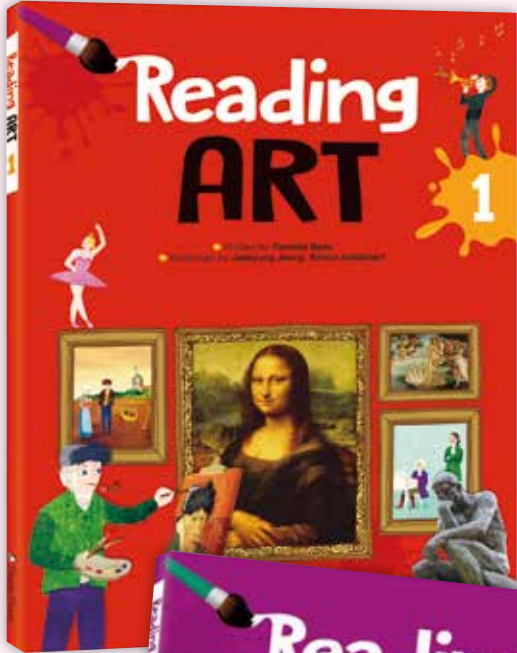
Count the cards. Match the correct number with each card.

one	
two	
three	
four	
five	

Check-Up Quiz

Use the Cards

Reading ART



Key Features

- Each unit introducing an art-related topic
- A grammatical point in question-and-answer format aiding in English fluency
- Fun cartoons introducing basic vocabulary and grammar
- Stories giving useful and interesting information about international art
- Each art chart explaining the topic in more detail with surprising facts
- The workbook providing extra practice to reinforce learning

3 Books | Beginner | A1

Student Book (64p) | **Workbook** (32p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Word Counts	Lexile®
Reading Art 1	12	64(32)	80 ~ 110	210L ~ 1000L
Reading Art 2	12	64(32)		
Reading Art 3	12	64(32)		

Get Ready

Unit 01 Why Doesn't the Mona Lisa Have Eyebrows?

Get Ready

Think about the questions. Then look at the cartoon.

1. Do you know Leonardo da Vinci? 2. Which of the men do you like the best?

What are you doing?
I'm drawing my sister's.

Why doesn't she have a mouth?
Because I hope she won't talk anymore.

Look at the cartoon again. Then write.

1. "I'm _____ my sister."
2. "_____ doesn't she have a _____?"
3. "_____ I hope she won't talk anymore."

Result: because why drawing



Art Story

Reading Check-Up

Why Doesn't the Mona Lisa Have Eyebrows?

Did you know the *Mona Lisa* has no eyebrows? Did Leonardo da Vinci forget to draw them? Some people say the *Mona Lisa* is an unfinished work. Some people say Leonardo painted the *Mona Lisa* with eyebrows, but they were erased over time.

Why doesn't the *Mona Lisa* have eyebrows? Because it was the fashion in the Renaissance to shave them. Women shaved their facial hair, including their eyebrows, then. Leonardo was an Italian, but he sold the painting to the king of France. Today, it is in the Louvre Museum in Paris.

True or False?

- The *Mona Lisa* is in Italy. T/F
- The *Mona Lisa* has brown eyebrows. T/F
- The *Mona Lisa* is a work by Leonardo da Vinci. T/F

Reading Check-Up

Choose the correct answers.

- This story is about _____
 why the *Mona Lisa* is in Paris the life of Leonardo da Vinci
 why the *Mona Lisa* has no eyebrows why *Mona Lisa* shaved her eyebrows
- Some people say the *Mona Lisa* is a(n) _____ work.
 painted erased sold unfinished
- It was the fashion in the Renaissance for women to _____ their eyebrows.
 forget shave draw say

Choose and write the correct words.

- The *Mona Lisa* is in the Louvre _____ in Paris.
 Museum Shopping Mall
- Some people say Leonardo painted her with _____
 hair ears' eyebrows
- Women shaved their facial _____
 hair nails

Now I Know!

Why doesn't the *Mona Lisa* have eyebrows?
 Because it was the _____ in the Renaissance for women to shave them.

Art Chart

Art Chart

Mona Lisa

- Who painted this picture?
It is a work by Leonardo da Vinci.
- Where is it?
It is in the Louvre Museum in Paris.
- How big is it?
It is 53cm in width and 77cm in length.
- What is special about it?
She has no _____
And she has a beautiful smile.

Summarizing

Read and write the correct words.

The *Mona Lisa* is a work by _____ da Vinci.
 She has no _____
 Some people say the *Mona Lisa* is an unfinished work.
 Some people say her eyebrows were erased _____
 But it was the _____ in the Renaissance to shave them.
 Women _____ their facial hair, including their eyebrows, then.

Shaved
53cm
77cm
eyebrows
Leonardo

Workbook

Unit 01 Why Doesn't the Mona Lisa Have Eyebrows?

Choose and write the correct words.

write wash paint erase see

- _____
- _____
- _____
- _____

Look and unscramble.

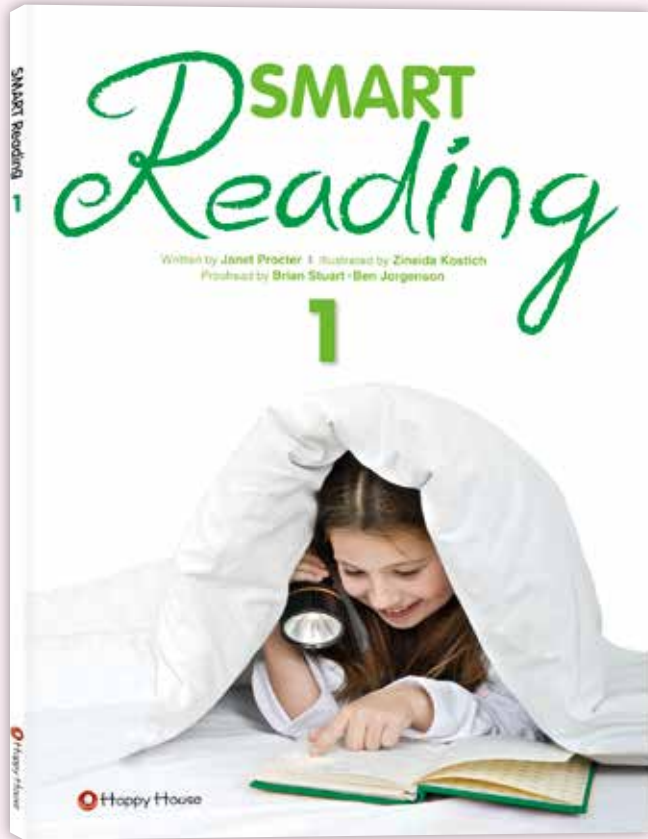
the / have / a / result / why / doesn't

because / she / won't / talk / because / I / hope

1. The *Mona Lisa* is a _____ by Leonardo da Vinci.
 2. _____ shaved their facial hair, including their eyebrows, then.
 But it was the _____ in the Renaissance to shave them.
 Some people say her eyebrows were _____ over time.
 3. Some people say the _____ is an unfinished work.
 She has _____ eyebrows.

Summarizing

SMART Reading



Key Features

- An interesting fiction or nonfiction article in every one of the 20 units
- Units that each contain five parts: Words to Know, Article, Reading Comprehension, Vocabulary Check-Up, and Grammar Check-Up
- An integrated multi-skills syllabus that links topics, key vocabulary words, reading skills, grammar, and functions

4 Books | High-Beginner | A2

Student Book (96p) | Workbook (44p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Word Counts	Lexile®
Smart Reading 1	20	96(44)	90 ~ 250	210L ~ 1000L
Smart Reading 2	20	96(44)		
Smart Reading 3	20	96(44)		
Smart Reading 4	20	96(44)		

Words to Know

UNIT 1 Cats and Dogs

Words to Know

Circle the right word for each picture.

1.  1. fight right

2.  2. bark sleep


3.  3. run meow

Circle the opposite word.

4. same common different

5. day month night

Circle the right word for each picture.

6.  6. wolf tiger

7. 



Let's Read

Reading Comprehension

Cats and Dogs


Cats and Dogs are the animals that are closest with people. Both have a lot of things in common, but let's talk about things that are different.

Dogs talk by barking. Cats talk by meowing. Dogs are like wolves. Cats are like tigers.

Dogs move during the day. Cats move during the night. Dogs run and play. Cats purr and sleep. When they see their friends, dogs wag their tails. When they see their enemies, cats raise their tails.

When dogs jump up with their front paws, it means that they want to play with you. But when cats jump up with their paws, it means that they are going to harm you.

Their different body language might cause them to fight with each other.



Reading Comprehension

Choose the best answer. Then put a check beside the answer.

1. This story is about _____
 _____ cats and dogs
 _____ friends
 _____ fight

Circle the best answer. Then write it in the blank.

2. Cats and dogs are _____
 same different enemies

3. When dogs jump up with their front paws, they want to _____
 play with you harm you fight with you

Circle the words that are opposite to the animal in the picture.

4.  purr
 meow
 bark
 move during the day

Word to Know: The Sounds Animals Make

meow (cat)	bark (dog)	wink (pig)
clink (bird)	rear (lion)	howl (wolf, dog)

Vocabulary Check-Up

Vocabulary Check-Up

Write the letters that complete the sentences.

1. My dog Chester always b_____ks at strangers.

2. Eating lots of chocolate can h_____rm your health.

Circle the right word. Then write it in the blank.

3. The cat _____ its tail as it saw the chicken.
 raised waggled



Grammar Check-Up

A verb tells what a person, animal, or thing does.

talk move run play sleep

Put a check beside the verb.

1. _____ children	2. _____ taste
3. _____ collect	4. _____ with
5. _____ spots	6. _____ live
7. _____ swing	8. _____ die
9. _____ bright	10. _____ howl

Grammar Check-Up

Workbook

UNIT 1 Cats and Dogs

1. Matching

Match each word with the correct job.

a. bark	→	to hurt
b. meow	→	to sound that a dog makes
c. bite	→	to sound that a cat makes

2. True or False

Read each sentence and mark it as true or false.

a. Dogs usually sleep during the day.	True	False
b. Dogs wag their tails when they see their enemies.	True	False
c. Cats and dogs use different body language.	True	False

Working with Words

Circle the best word to complete each sentence. Then write it in the blank.

1. The cat _____ right now because it's hungry.
 is sleeping is purring is wagging is bing

2. The dog _____ very high.
 is jumping is fun is meow is sit

3. The boy is going to _____ that room.
 is call is come is read is harm

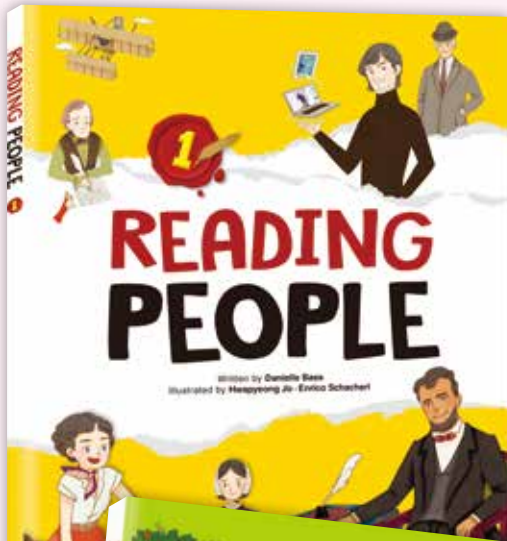
Summary

Complete the summary with the words in the box.

fight same language sleep night

Cats and dogs are _____ to people but do different things. Dogs _____ when cats meow. Dogs move during the day but cats move at _____. Dogs wag their tails for friends, but cats _____ their tails in front of enemies. Both of them use different kinds of body _____.

READING PEOPLE



Key Features

- Each unit introducing a great person from history or modern times
- Fun cartoons encouraging students to think further about unit topics
- Wise sayings inspiring students to understand great people deeply
- Biographical charts giving interesting and fun facts for students' enjoyment
- Workbook and reviews giving students extra practice to reinforce learning

3 Books | Beginner ~ High-Beginner | A1 ~ A2

Student Book (80p, including "Memory Game Card" 16p) |

Workbook (32p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Word Counts	Lexile®
Reading People 1	12	80(32)	150 ~ 310	410L ~ 1200L
Reading People 2	12	80(32)		
Reading People 3	12	80(32)		

Get Ready

Unit 01 The Father of Insects

Get Ready

Think about the questions. Then look at the cartoon.

1. Have you ever collected insects? 2. What is your favorite insect?

What are you doing? I'm watching a dung beetle!

What is it doing? It's carrying food!

Yuck!

Guess what!

Read and fill in the blank.

I was born in France.
I was an entomologist.
My nickname is the Father of Insects.
I liked to watch _____ during my life.



Biographical Story

Reading Check-Up

The Father of Insects

Key Words

- observe: to watch someone or something carefully.
- beetle: a small animal that has six legs and sometimes wings.
- dung beetle: an insect that eats bits of dung on which it feeds.
- entomologist: someone who studies insects.

There was a little boy who liked to observe everything around him. His family was so poor that he grew up in his grandparents' home. His grandparents' house had many animals for him to play with. What he loved best was to observe the insects and plants in the forest. While the boy watched insects such as butterflies, dung beetles, and grasshoppers, he began to develop a love for and interest in nature.

The boy grew into a man and became a teacher. He taught children and studied insects at the same time. He observed insects' behavior and recorded his observations. So he learned new facts that existing entomologists didn't know. Therefore, he wrote 10 books, called *Entomological Souvenirs*, over 30 years.

The boy who told us about the mysterious world of insects was Jean-Henri Fabre, the Father of Insects.

Reading Check-Up

Choose the correct answers.

- This story is about _____.
 how to observe insects who the Father of Insects was
 why Fabre became a teacher when Fabre was a little boy
- The boy Fabre watched insects such as _____ and dung beetles.
 rabbits butterflies pine trees whales
- Fabre's family was so poor that he _____ in his grandparents' home.
 watched visited taught grew up

Choose and write the correct words.

- The boy liked to _____ everything around him.
 observe teach
- Fabre grew into a man and became a _____.
 pilot teacher
- He learned new facts that existing _____ didn't know.
 entomologists musicians

Wise Saying

Keep the habit of observing. You can learn so much.

Unit 1 The Father of Insects 11

Short Biography

Short Biography

Jean-Henri Fabre

Born: December 20, 1819, in France
 Died: October 21, 1888, in France
 Occupation: Entomologist and author
 Best known for: _____
 His popular books on insects, *Entomological Souvenirs* (known as: The Father of Insects, The Poet of Insects)

- What is Fabre best known for?
 He is most famous for *Entomological Souvenirs*. This series has 10 books.
- Why does he have his nicknames?
 He had a constant passion for insects during his life. So he is called the Father of _____.
 And he has another nickname: The Poet of Insects. He wrote about the habits of insects like fun stories in his books.

Summarizing

Read and write the correct words.

There was a little boy who liked to _____ everything around him.
 He grew up in his _____ home.
 He loved to observe the _____ and plants in the forest.
 The boy grew into a man and became a _____.
 He taught children and studied insects at the same time.
 He observed insects' _____ and recorded his observations.
 Therefore, he wrote 10 books, called *Entomological Souvenirs*, over 30 years.
 He was Jean-Henri Fabre, the Father of Insects.

observe teach pilot musician

Summarizing

The Great Names

Can you substitute the name. Then you can get the meaning name.

Jean-Henri Fabre	Jean-Henri Fabre
Jean-Henri Fabre	Jean-Henri Fabre
Christopher Columbus	Christopher Columbus

Unit 01 The Father of Insects

Choose and write the correct words.

observe teach pilot musician

-
-

Look and unscramble.

- _____ someone who studies insects
- _____ to watch someone or something carefully

Choose and write the sentences.

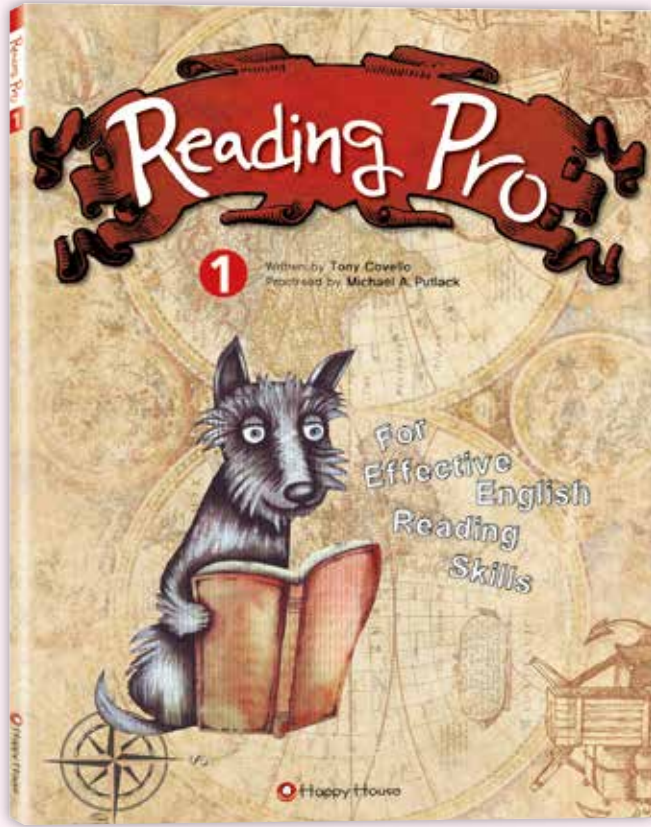
- His grandparents' house had (DUNG) (BEETLE) animals.
- The boy grew into a man and (PILOT) (TEACHER) a teacher.
- He observed insects' (MUSICIAN) (OBSERVE).
- He taught children and studied insects' (TEACH) the same time.

Listen and write the correct words.

There was a little boy who liked to observe everything _____ him.
 He _____ in his grandparents' home.
 He loved to observe the insects and plants in the forest.
 The boy grew into a man and became a scientist.
 He taught _____ and studied insects at the same time.
 He observed insects' behavior and recorded his _____.
 Therefore, he wrote 10 books, called *Entomological Souvenirs*, over 30 years.
 He was Jean-Henri Fabre, the Father of _____.

observe teach pilot musician entomologist

Reading Pro



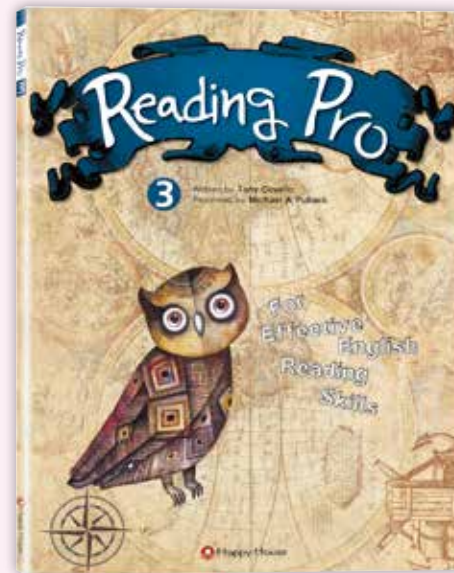
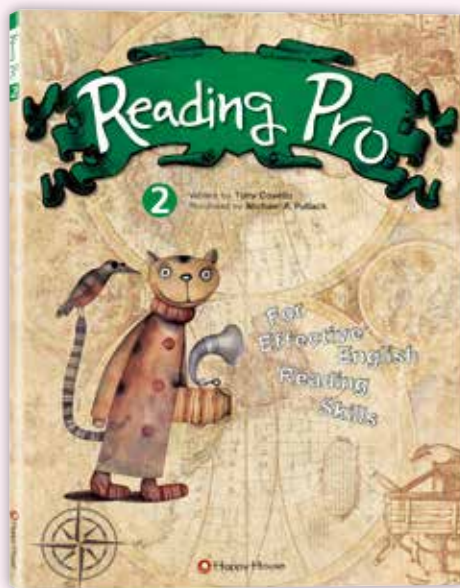
Key Features

- 16 different exciting units covering a wide range of topics: nature, history, culture, universe, health, humanity, music, economics, politics, world, and inventions
- 4 creative and active sections: pre-reading, main reading, after reading, and skills checking
- A workbook to reinforce key vocabulary, speaking, listening, grammar, and summaries

3 Books | High-Beginner | A2

Student Book (76p) | Workbook (36p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Word Counts	Lexile®
Reading Pro 1	16	76(36)	150 ~ 310	410L ~ 1200L
Reading Pro 2	16	76(36)		
Reading Pro 3	16	76(36)		

Pre-Reading

Unit 1 Water's Journey


Pre-Reading

Today's Interview Let's meet water. 🚰

Q What are you made of?
A I am made of hydrogen and oxygen.

Q Why are you important?
A People need me to drink, and I can make electricity.

Q Are you hard to find?
A No, I cover 70% of the planet.



Internet Work At what temperatures does water change? Write the temperatures after searching the Internet.

Gas

Water

Ice

← °C

Vocabulary Write the correct word in each blank.

_____ to live; not to die

_____ a journey that is repeated

_____ forever; not ending


_____ a fluid; something without a shape

cycle
liquid
survive
constant

Unit 1 Water's Journey

Main Reading


Water's Journey 🚰



All living things need water to survive. Water is the most important thing to living creatures. People, plants, and animals drink clean water. Water follows a constant cycle on the planet. The cycle cleans the water.

Water on the ground is sometimes dirty. There are bugs, dirt, and germs in it. The dirty water drips up on the ground. Then it goes up into the sky. All of the bugs, dirt, and germs stay on the ground. Next, it forms clouds in the sky. The clouds travel, and the water turns into a liquid again. When it is a liquid, it falls from the sky.

Water's journey finishes back on the ground. After it rains, the water is clean. The bugs and dirt are all gone. All living things can drink the clean rain water.



Unit 1 Water's Journey

After Reading

Reading Comprehension

A Choose true or false.

1. Water on the ground is always clean. True / False

2. Not all animals need water. True / False

3. Bugs, dirt, and germs make water dirty. True / False

B Fill in the blanks with the correct words.

1. On the ground, _____ is usually dirty. (bugs, dirt, rain)

2. After water dries up, it goes up into the _____. (ground, rain, sky)

3. After it rains, water is usually _____. (dirty, clean, dry)

C Circle the correct answers.

1. What does water become in the sky?
 Wind Cloud Ice Water

2. What does NOT need water?
 Plants People Non-living things All animals

D Look at the pictures and write the numbers in order.



Unit 1 Water's Journey

Skills Checking

Skills Checking

Main Idea What is the main idea of the passage?

Why animals need water How water becomes clean

Which places get lots of rain Why water is dirty

Making Inferences What would happen if it stopped raining?

Many clouds would be dark. Some plants would grow faster.

Animals would eat more plants. All animals and plants would die.

Drawing Conclusions Check the right picture.

What are clouds made of?



Unit 1 Water's Journey



Workbook

Unit 1 Water's Journey

Vocabulary

1. Write and underline the following words.

1. dirty 2. surface 3. water 4. water 5. dirt

Spelling

1. Write the names with the right letters. Then ask and answer with your partner.

1. What is water made of? - People drink it, and it makes electricity.

2. Why is water important? - It is made of hydrogen and oxygen.

3. Is water hard to find? - No, it covers 70% of the planet.

Grammar Exercises

1. He comes / from.

2. Zack and Michelle play / the piano.

3. Mike lives / in the city.

4. She has / a cat.

5. Some American children have / blue hair.

6. The girl wants / to go after school.

7. He will / be here for a while.

8. The dog likes / to be with me.

9. An owl lives / in the dark.

10. The cat often drinks / my dog.

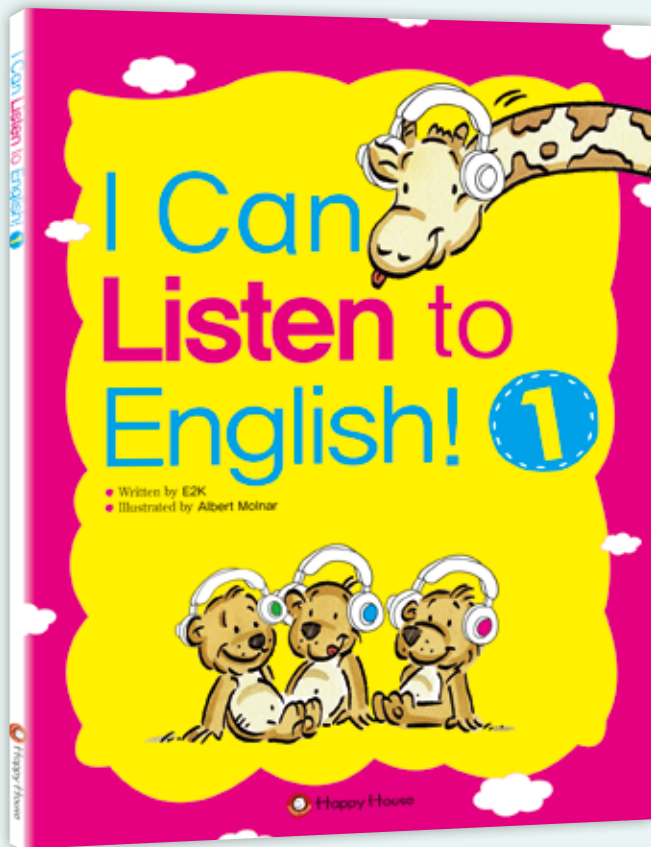
Summary

Listen to the summary and fill in the blanks.

People, plants, and animals need _____ Water is sometimes _____ The dirty water on the ground dries up and becomes _____ When it rains, the water _____ back to the ground. The _____ cleans the water. Living things drink the clean water to _____

Unit 1 Water's Journey

I Can Listen to English!



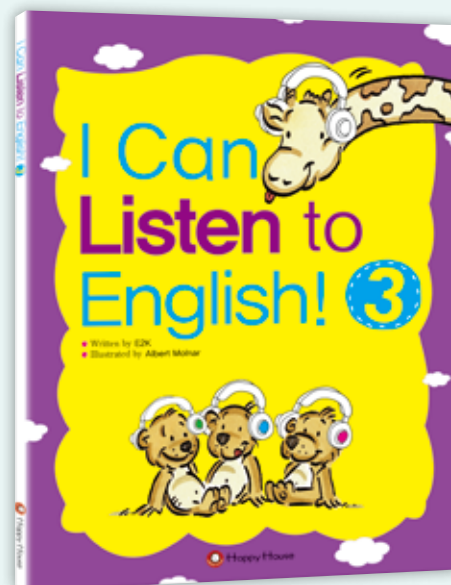
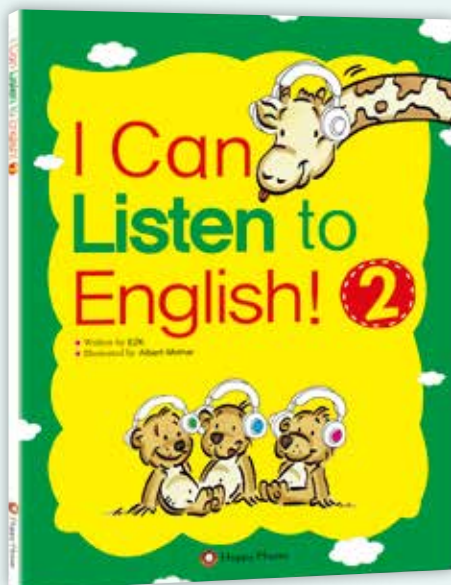
Key Features

- A three-step program designed to enhance listening, reading, writing, and speaking skills
- “Chant Listening” to make the study of listening fun
- Story-oriented phonics sections to help kids consolidate their listening skills
- Featuring fun activities using stickers, colored pens, and more
- The appropriate use of photos and paintings to facilitate the learning process

3 Books | Beginner | A1

Student Book (84p)

www.ihappyhouse.co.kr



Title	Units	Pages SB	Level
I Can Listen to English! 1	10	84	Beginner
I Can Listen to English! 2	10	84	Beginner
I Can Listen to English! 3	10	84	Beginner

UNIT 01 *It's an Apple*

CHANT LISTENING

A Listen and chant. Then circle the fruits and the vegetables you hear in the chant.

Chant Listening

WORD LISTENING

B Listen, write the number, and match.

1. apple 2. pumpkin 3. banana 4. carrot

C Listen, look, and circle.

1. apple banana orange

2. watermelon pumpkin tomato

3. carrot cucumber watermelon

4. banana cucumber carrot



Word Listening

Sentence Listening

SENTENCE LISTENING

D Listen, check ✓, and match.

1. → It's an apple.

2. → It's an orange.

3. → It's a carrot.

4. → It's a pumpkin.

E Listen, look, and circle 'a' or 'an'.

1. a 2. a 3. a

4. a 5. a 6. a

Speak & Play

SPEAK & PLAY

F Ask and answer with your partner. Follow the steps below.

What is it? It's a/an .

Step 1 Find a partner.
Step 2 Ask your partner what you are wearing and what you are eating.
Step 3 Find the Fruit or Vegetable Cards on page 63 for your answer.
Step 4 Stick the card on the board.

Writing

WRITING

G Listen, circle, and write.

apple carrot cucumber tomato

1. 2.

3. 4.

H Read, look, and complete the sentences using 'a' or 'an'.

Q What is it?
 A It's _____

Q What is it?
 A It's _____



Phonics Listening

PHONICS LISTENING

I Listen and read the phonics story.

Pat on the mat.
Cat on the fat.
Bat on the mat.
Bat on the fat.

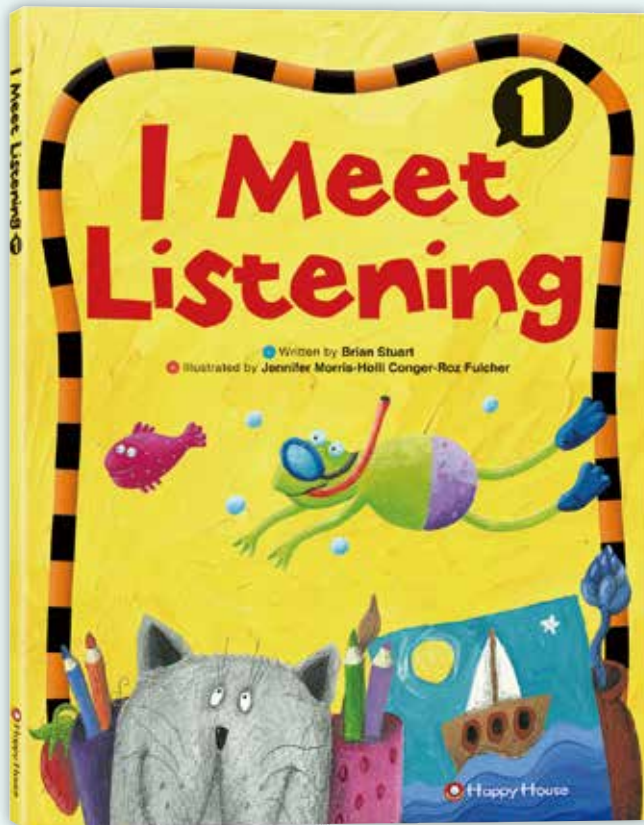
What is it?
What is it?
A rat.
It's a rat.

J Listen and write the right letters and a word.

cat bat hat fat rat mat

1. b o _ _ at 2. h a t 3. c o _ _
4. h o _ _ 5. a p o _ _
6. r a t 7. m a t

I Meet Listening



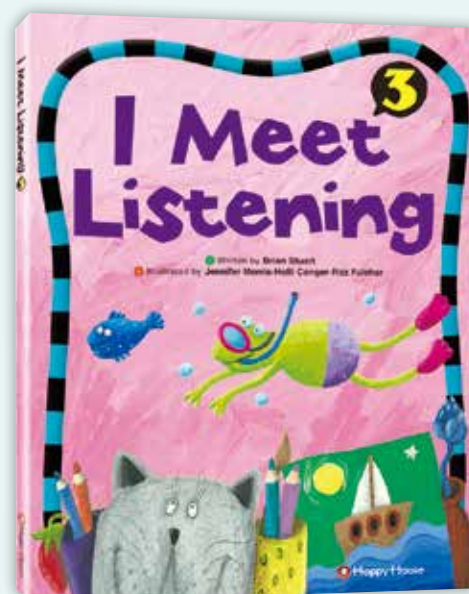
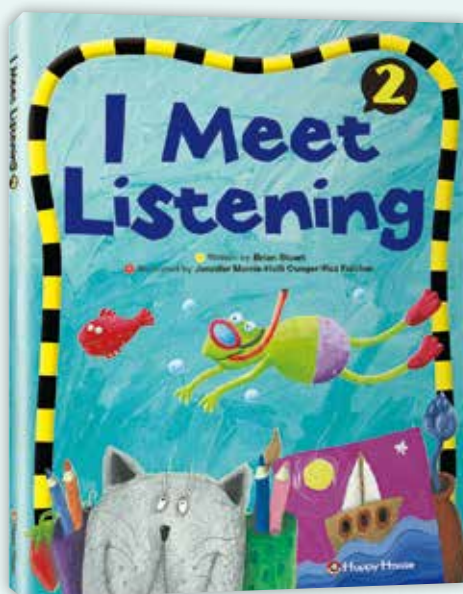
Key Features

- Ten theme-based units offering a wide variety of vocabulary
- Engaging and cute illustrations to capture students' attention
- A variety of interesting listening exercises
- A short story at the end of each unit that students can listen to and complete simple listening comprehension exercises
- A fun puzzle or activity at the end of each unit designed to help students personally relate to the target vocabulary and to use it with their classmates

3 Books | Starter ~ Beginner | Pre-A1 ~ A1

Student Book (82p) | Workbook (32p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Level
I Meet Listening 1	10	82(32)	Beginner
I Meet Listening 2	10	82(32)	Beginner
I Meet Listening 3	10	82(32)	Beginner

Fun Listening

01 My Name Is Lou

Fun Listening

Listen to the cartoon. Then put on the stickers. 🎧

Listen, point, and say. 🎧

Name

Word Listening

Word Listening

A Listen, match, and say. 🎧

B Listen and number. 🎧



Dialog Listening



Sentence Listening

Sentence Listening

A Listen, check, and say. 🎧

- My name is Kate. My name is Lynn.
- My name is Jake. My name is Tim.
- My name is Sue. My name is Meg.

B Listen and circle. 🎧

- Kate Lynn
- Jake Tim
- Lynn Meg
- Lynn Meg

Dialog Listening

A Listen and repeat. Then practice. 🎧

What is your name? My name is Meg.

B Listen, choose, and write. 🎧

- What is your name?
 My name is Sue. Kate Lou Tim
- What is your name?
 My name is _____
 Jake Lynn Tim

C Listen and number. 🎧

Story Listening

Story Listening

A Listen and write. 🎧

In the Classroom

We are in the classroom.
 My name is _____.
 My friend's name is Kate.
 My teacher's _____ is Mrs. Brown.
 Nice to meet you!

B Read and choose. 🎧

- What is his friend's name?
 Liu Jeff Kate
- What is his teacher's name?
 Mr. Jones Mrs. Brown Mrs. Smith

Beyond Listening

Beyond Listening

Ask and listen. Then write. 🎧

What is your name?

My name is _____

My name is _____

My name is _____

Draw your face. Then talk to your class. 🎧

My name is _____

Workbook

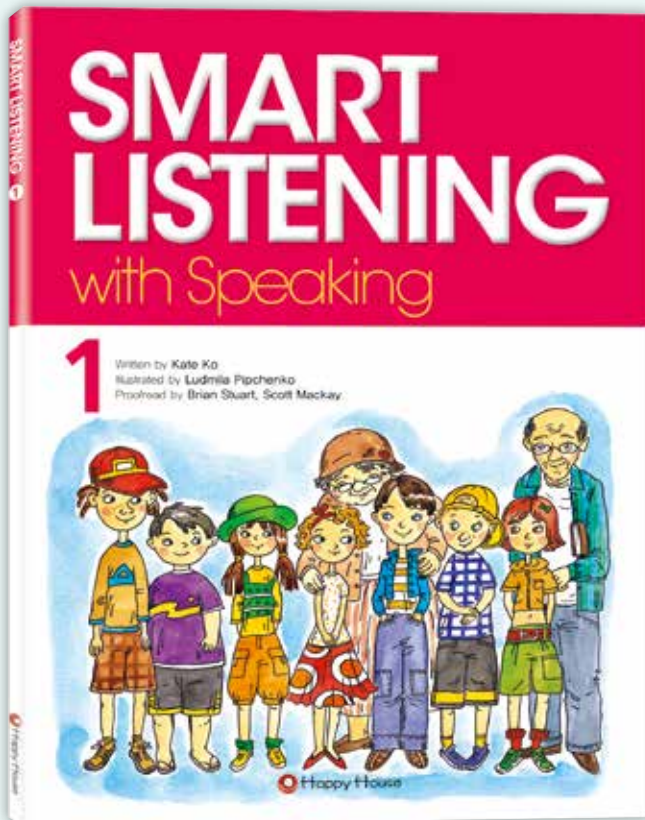
01 My Name Is Lou

Word Practice

A Look, write, and say. 🎧

B Listen and check. 🎧

SMART LISTENING



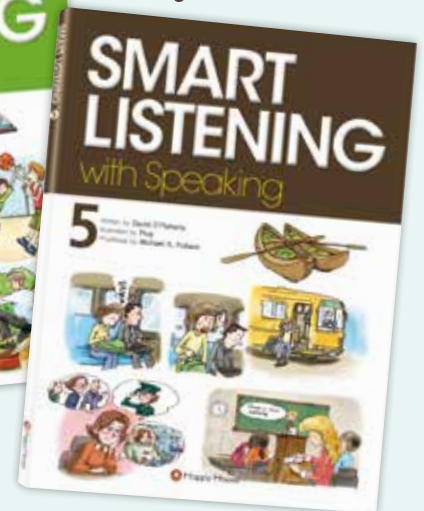
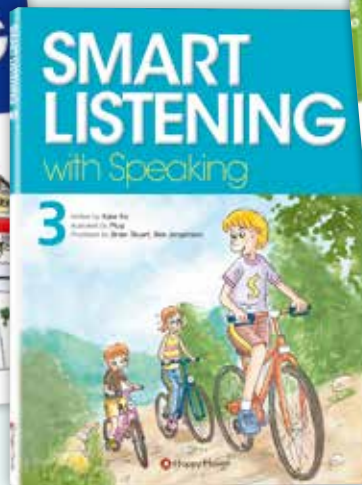
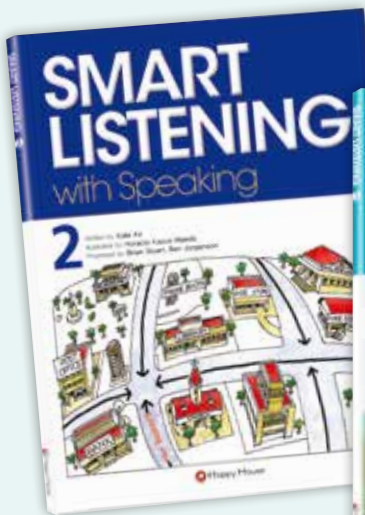
Key Features

- Strategically designed various activities that enhance listening skills
- Using authentic listening materials to present views of typical North American daily life
- Featuring evaluation sheets to enable young learners to reflect on what they have learned

5 Books | Beginner ~ High-Beginner | A1 ~ A2

Student Book (92p)

www.ihappyhouse.co.kr



Title	Units	Pages SB	Level
Smart Listening 1	16	92	Beginner ~ High-Beginner
Smart Listening 2	16	92	Beginner ~ High-Beginner
Smart Listening 3	16	92	Beginner ~ High-Beginner
Smart Listening 4	16	92	Beginner ~ High-Beginner
Smart Listening 5	16	92	Beginner ~ High-Beginner

Getting Ready

Greetings

• Listen and repeat.

What is your name?

Greetings Hello! / Hi!
 Nice to meet you!
 What is your name/first name / last name?
 My name is Clare.
 Could you spell that, please?

LISTEN IN

• Listen and number the pictures.

My name is Linda, and you?

Linda Tom

Ashley Ryan

Clare Jay

Nara Simon

Speak Up • Talk in pairs. Introduce yourself to your partner.

Hello, I'm Biggle.

Hi, I'm Wiggle.

• Hello. My name is _____
 What is your name?
 Hi, I'm _____
 Nice to meet you.
 Nice meeting you, too.

Expand It

EXPAND IT

• Listen and write the missing letters in the names.

Her first name is Jenny, and her last name is Kwan.

My name is Jenny Kwan.

My name is Jenny Kwan.

My name is Jenny Kwan.

My name is Jenny Kwan.

• Listen and write the missing letters in the names.

Could you spell that, please?

• _____ A _____ E _____
 • _____ A _____ K _____
 • _____ I _____ T _____
 • _____ O _____ R _____

Jenny

Speak Up • Talk in pairs. Ask to spell and write the names with the letters.

• What is your first name? • What is your last name?
 • My first name is _____ • My last name is _____

Conversation

CONVERSATION

• Listen and write the missing number.

Hello! My name is Linda.

Hi, I'm Tom.

My name is Linda.

Hi, I'm Tom.

My name is Linda.

• What is your name? • What is your last name?
 • How do you spell that?
 • Could you spell that, please?

Speak Up • Talk in pairs. Ask your partner to spell names and write them.

- Hello!
- Hi! Nice to meet you.
- Nice to meet you, too. What is your name?
- My name is Rachel Foster.
- Could you spell your last name, please?



REVIEW I

1. Listen and write the missing number.

David Foster, Kathy Hill

2. Listen and write the missing number.

Sharon, David

3. Number of calculator phone calls.

Year	2008	2009	2010	2011
Male	100	150	200	250
Female	120	180	230	280

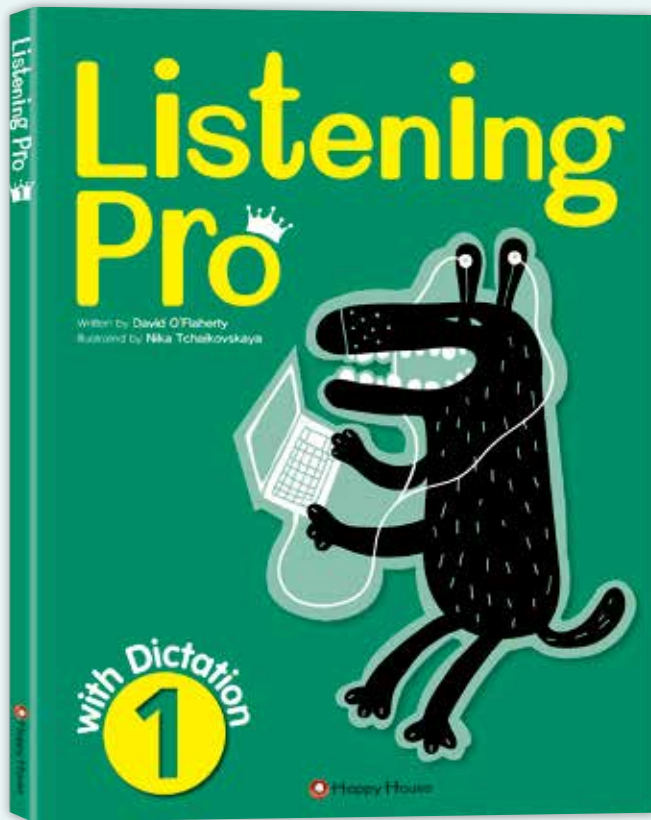
4. Listen and write the missing number.

5. Listen and write the missing number.

6. Listen and write the missing number.

Review

Listening Pro



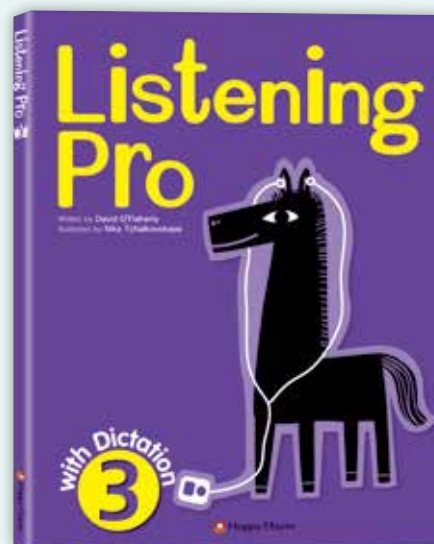
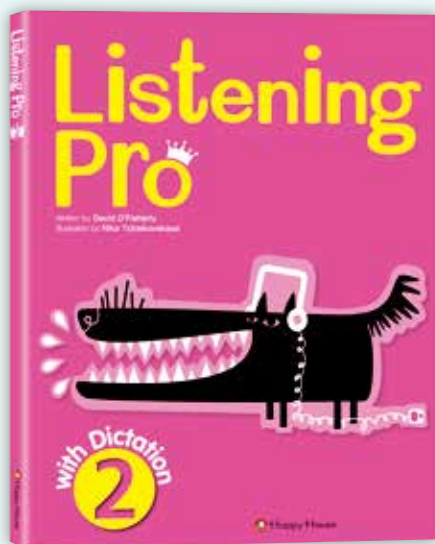
Key Features

- Including basic listening skills to help improve students' listening abilities
- Authentic conversations and monologues to attract students' interest
- 12 units, along with colorful illustrations, schematic charts, and fun activities
- A workbook that encourages the learning of each book's vocabulary and that also includes partial dictations of the major dialogues and monologues presented in the student book

3 Books | High-Beginner | A2

Student Book (88p) | Workbook (64p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Level
Listening Pro 1	12	88(64)	High-Beginner
Listening Pro 2	12	88(64)	High-Beginner
Listening Pro 3	12	88(64)	High-Beginner

Unit 01 We Make Our School Beautiful

Build-Up Background

A Let's talk.
 1 Describe the picture above using the Word List.
 Then check (✓) the words that you use.
 2 How can you make your school a nicer place?

B Listen and check (✓) the words you hear.

Word List

<input type="checkbox"/> plant	<input type="checkbox"/> sapling
<input type="checkbox"/> trash	<input type="checkbox"/> sweep
<input type="checkbox"/> clean	<input type="checkbox"/> beautiful

ugly

Build-Up Background



Guided Skill Practice

Guided Skill Practice Listen through the audio.

A Listen and look at the chart.

1 What is wrong? List?

2 For really long, they cut down the big tree on the afternoon.

3 Ready? Why did they do that?

4 They had to cut down the big tree. I need a reason.

5 The big tree was making all of the other trees sick.

6 Couldn't they heal the tree?

7 No, I asked one of the workers. He said the tree was very old. It was a disease that was spreading to the other trees. So they had to cut down the big tree.

8 That's too bad. That big tree made our school look beautiful!

9 The schoolyard looks ugly and empty without it.

Notes: Cutting down the big tree
Why note: They had to cut down the big tree because it had a disease that was spreading to the other trees.
Notes: For how much of the afternoon
 The afternoon
Notes: How could they heal the tree?
 The tree was spreading to the other trees.

B Listen again and answer the questions.

1 Which word or phrase is repeated the most?
 when on school big tree disease

2 What is the topic of the dialogue?
 spreading a virus cutting down the big tree a kind of new disease

Dialogue Practice Using the Skill

Dialogue Practice Using the Skill

A Listen and choose the picture that shows what they are doing.

B Check (✓) True (T) or False (F).

1 A small tree is called a "sapling."
 2 Mr. Clark is watering his students how to plant a sapling.
 3 The students should cover the top of the sapling with good soil.

C Fill in the chart and answer the questions.

Notes: What does Mr. Clark do in class?
Notes: How does Mr. Clark do a good job?
 He plants plants in the garden.
 He waters the plants.
 He makes the plants look healthy.

1 What is very easy?
 planting saplings watering the wrong way finding good soil

2 Why are things so hard?
 spraying for insects finding good soil

3 What should NOT be too deep?
 the hole the grass the soil the water

4 Why does the teacher like the sapling so much?
 so it will not get a disease so it will not fall over so it will grow more slowly



Monologue Practice Using the Skill

Monologue Practice Using the Skill

A Listen and choose the picture that shows what will happen.

B Check the correct words.

1 Turkey the students will make their school more beautiful / right?

2 The students will have different / the same jobs?

3 Mr. Kim's class will sweep / water all of the sidewalks.

C Fill in the chart and answer the questions.

Notes: What does the student do in class?
Notes: How does the student do a good job?
 He plants plants in the garden.
 He waters the plants.
 He makes the plants look healthy.

1 Who is probably speaking?
 a principal a classroom a teacher a parent

2 What kind of trash is NOT recycled?
 glass news paper plastic

3 What are students NOT do today?
 sweep the sidewalks water the garden beds plant saplings and flowers

Check Your Pronunciation

Check Your Pronunciation

A Listen and say the sentences.

1 We plant saplings and flowers every afternoon.

2 We pick up the trash and put out news.

3 The big tree was making all of the other trees sick.

B Listen and choose the sentences you hear.

1 I asked one of the workers.

2 The school was spreading to the other trees.

Integrate the Lesson

A Think about how your school can be more beautiful. Write about it.

	What does your school do?	How can it be more beautiful?
Classroom		
Playground		
Library		

B Tell the class about your ideas.

Integrate the Lesson

Test Yourself

A Listen and choose the best statement for each picture.

1 A B C D

2 A B C D

B Listen and choose the correct answer for each question. (3-5)

1 What is the topic of the dialogue?
 making the school ugly putting objects in bins making the school more beautiful bringing away trash

2 What is she just doing?
 She is picking up trash. She is throwing trash on the ground. She is watering the next bin. She is making signs for recycling bins.

3 What is the boy NOT asked to do?
 put paper in a special bin put plastic in a special bin put cans in a special bin visit the recycling center

C Listen and choose the best response for each question or statement.

1 A B C D

2 A B C D

3 A B C D

Test Yourself



Workbook

Unit 01 We Make Our School Beautiful

New Vocabulary

Look at the words and their meanings. Check them in the dictionary.

plant to put something into the ground. Be a flower or tree. The plant that grows in this class.	cleanup to make something clean by taking away dirt. The cleanup was done by the students.
sapling a young tree. The student was sapling in our school yard.	sapling to make something much more than it is. The student was sapling to help clean.
trash unwanted things garbage. I had to throw the paper in the trash.	ugly not looking good. The school was ugly at first, but it is now beautiful.
weed a plant or flower that is ugly and that you do not want. We pulled all of the weeds out of the flower garden.	bottom the lowest part of a thing. The bottom of the recycling bin was full.
sweep to push dirt or small things away from a surface. The student was sweeping the schoolyard.	fall over to fall on the ground. When I cut the tree it fell over.
recycle to use again. The student recycled the cardboard for the school.	recyclable able to be used again. The student recycled the cardboard for the school.

I Can WRITE English! Starter



Key Features

- A three-step program to improve basic writing skills
- Aiming to familiarize students with various styles of writing
- Including "Writing Challenge" that students can try writing as characters from famous stories
- A strategically patterned writing program to enhance children's writing skills

3 Books | Starter ~ Beginner | Pre-A1 ~ A1

Student Book (88p) | **Workbook** (48p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Word Counts
I Can WRITE English! Starter 1	10	88(48)	15 ~ 30
I Can WRITE English! Starter 2	10	88(48)	25 ~ 40
I Can WRITE English! Starter 3	10	88(48)	35 ~ 50

Warm up

1 My Birthday Party

Listen and repeat.

Find and circle, then check.

Things that I need:

- red balloon
- orange cake
- blue ribbon
- pink dress
- green shoes
- yellow juice

Meet the Words

Meet the Words

Read and trace.

1 red balloon 2 orange cake 3 blue ribbon

4 pink dress 5 green shoes 6 yellow juice

Trace and match.

- I have yellow juice.
- I have an orange ribbon.
- I have green shoes.

Choose and write.

Look and circle.

I need a blue pink balloon.

Meet the Phrases

Meet the Phrases

Find and circle, then write.

Choose and write.

- I need _____
- I need _____
- I need _____

Choose and write.

- I have _____
- I need _____
- I need _____

Build the Sentences

Build the Sentences

Look and complete.

1 I need _____

2 I _____

Unscramble.

1 _____

2 _____

Writing Challenge

Be Creative and write a note.

I have... I need...

My Birthday Party

Today is my birthday.

I have blue _____

I _____ on _____ balloon.

I need a green _____

I _____ juice.

Writing Challenge

I Can Write My Ideas

I Can Write My Ideas

Talk about the birthday party with your friend, then draw and write.

What do you have for your birthday party? Choose from _____

I have _____

I have a red balloon.

What do you need for your birthday party? Choose from _____

I need _____

Workbook

My Birthday Party

Choose and write.

Look and write.

I Can Write My Ideas

Read and write.

Write a note using the ideas on page 16 of the next book.

My Note: My Birthday Party

Today is my birthday.

I have _____

I have _____

I need _____

I need _____

I Can WRITE English!

will published soon

Key Features

- Strategically designed materials composed of journal (Book 1), diary (Book 2), and letter (Book 3)
- Presenting interesting topics and fun activities
- Including various activities to help kids memorize key vocabulary words better
- Featuring a "Writing Challenge" section to make writing a fun experience for kids

3 Books | Beginner | A1

Student Book (88p) | **Workbook** (48p)

www.ihappyhouse.co.kr



will published soon

will published soon

Title	Units	Pages SB(WB)	Word Counts
I Can WRITE English! 1 (Journal)	10	88(48)	25 ~ 40
I Can WRITE English! 2 (Diary)	10	88(48)	30 ~ 50
I Can WRITE English! 3 (Letter)	10	88(48)	35 ~ 50

Warm up

1 Journal All About Me

Warm up

I have black hair. I like to eat pizza.

I live with my grandmother. I like to ride my bike.

I have blue eyes. I like to play soccer.

Look and listen.
Read and check.

What are they talking about?
 About me
 About others

Meet the Words

Meet the Words

Look and read the sentences using the given words.

I have
 brown eyes big hair short hair long hair

I live in
 at home an apartment a city the countryside

I live with my
 grandmother my parents my brother

Trace and match.

I have short hair. I live in an apartment. I live with my grandmother. I like to play with dolls.

Meet the Sentences

Meet the Sentences

Look and choose, then write.

I have _____
 I have _____
 I have _____

Look and write.

I live in _____
 I live with my _____
 I live in _____
 I live with my _____

Look and choose, then write.

I live in a house. I have short hair.
 I like to read comics. I live with my baby brother.

I live in _____
 I live with my _____

Write the Sentences

Write the Sentences

Look and choose, then write.

I live _____
 I live _____

Unscramble.

house brown eyes hair long
 city countryside apartment live with
 like read play with dolls happy
 grandmother parents brother

Writing Challenge

Be Snow White and write a journal.

Look and write.
 I have _____ hair. I have _____ eyes.

Trace and write.
 I _____ in _____.

Look and write.
 I _____ with my friends, the dwarfs.

Look and write.
 I like to _____ with dolls.
 I _____ to dance to music, too.
 I am a happy girl.

Writing Challenge

I Can Write My Idea List

I Can Write My Idea List

Make an idea list for writing a journal on page 8 of the workbook.

How do you look? I have _____
 I have black hair.

Where do you live? I live in _____

Who do you live with? I live with my _____

What do you like to do? I like to _____

Workbook

All About Me

Look and write.

I have _____
 I live in _____
 I live with my _____

Look and choose, then write.

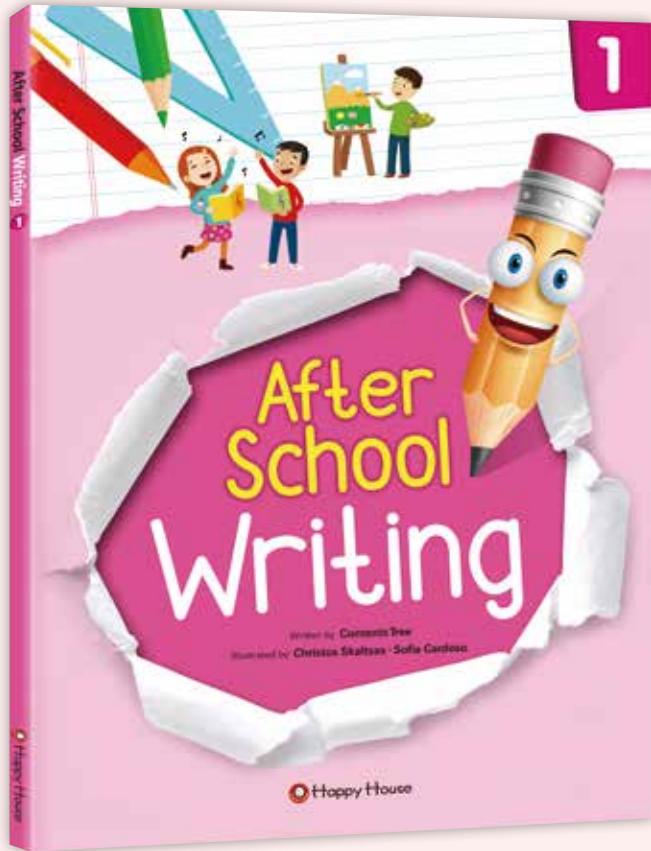
I live in _____
 I live with my _____

Write a journal using the ideas on page 8 of the workbook.

All About Me

I have _____
 I live in _____
 I live with my _____
 I like to _____
 I am happy _____

After School Writing



Key Features

- Useful vocabulary items introduced through age-appropriate themes
- A variety of exercises to practice the key sentence structures of each unit
- Simple and easy model writings including journals, letters, and diaries
- Final writing so that students can apply what they have learned in the unit
- Workbooks providing additional writing practice and review

6 Books | Beginner | A1

Student Book (48p) | **Workbook** (32p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Word Counts
After School Writing 1	6	48(32)	30 ~ 60
After School Writing 2	6	48(32)	
After School Writing 3	6	48(32)	
After School Writing 4	6	48(32)	
After School Writing 5	6	48(32)	
After School Writing 6	6	48(32)	

Warm Up

Unit 1 My Family

Warm Up

Look at the pictures. Then, listen and number.

Who is he/she?

Who is he/she like?

funny kind smart brave

Word Practice

Word Practice

A Circle and write.

1 brother father

2 sister mother

3 mother father

4 sister brother

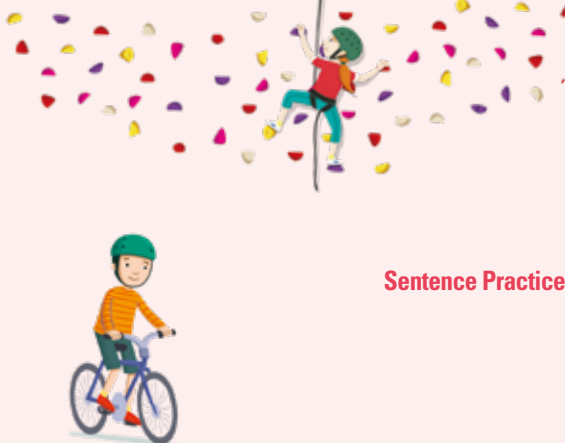
B Match and write.

1 smart

2 brave

3 funny

4 kind



Sentence Practice

Sentence Practice

A Listen, write, and write.

1 Who is she? She is my mother.

2 Who is he? He is my brother.

3 What is he like? He is funny.

4 What is she like? She is kind.

B Listen, check, and write.

1 He is funny. He is smart.

2 She is slim. She is my sister.

3 She kind it. She is kind.

C Look, choose, and write.

1 Who is he? _____

2 What is he like? _____

3 Who is she? _____

4 What is she like? _____

She is kind. He is my father.
She is my mother. He is smart.

D Unscramble the words.

1 He is my brother funny.

2 She is my mother kind.

3 She is my sister slim.

Model Writing

Listen and complete Paul's journal. Then, answer the questions.

My Family

I am Paul.

He is my _____

He is _____

She is my _____

She is _____

I have a _____

She is _____

We are a family!

smart sister
mother funny
kind father

Who is he? _____

What is she like? _____

My Own Writing

Draw and write a journal about your family.

My Family

I am _____

He is my father.

He is _____

She is my _____

She is _____

I have a _____

I love my family!

My Own Writing



Model Writing

Workbook

Unit 1 My Family

A First, listen, and write.

you father brother sister mother brother

1 _____

2 _____

3 _____

4 _____

B Unscramble the letters.

1 o u n n o o _____

2 o u n n o o _____

3 o u n n o o _____

4 o u n n o o _____

C Look, check, and write.

1 He is my father. She is my mother.

2 He is funny. He is kind.

3 He is my brother. She is my sister.

4 She is kind. She is brave.

D Look, choose, and write.

1 _____ is he? _____

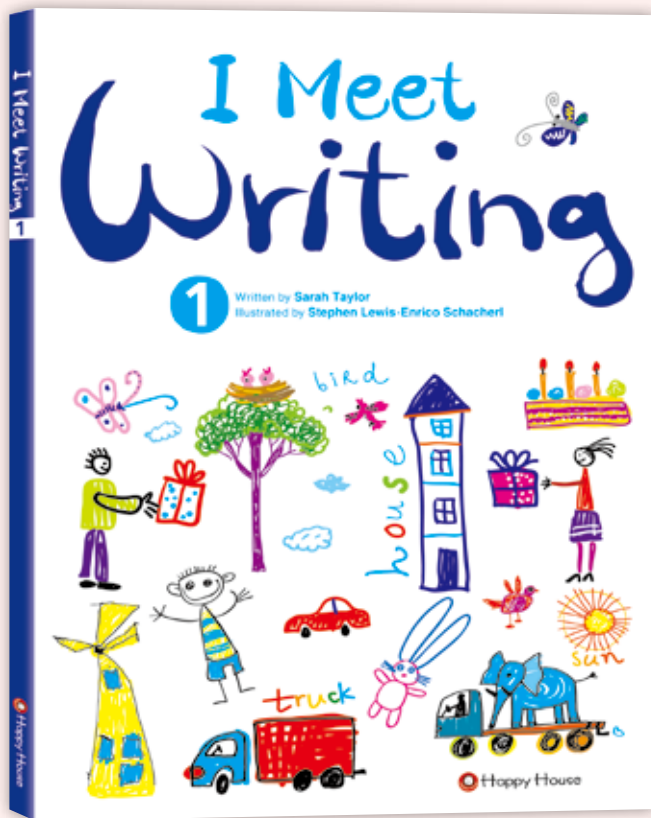
2 He is my _____

3 _____ is he like? _____

4 He is _____

What Who Father Funny

I Meet Writing



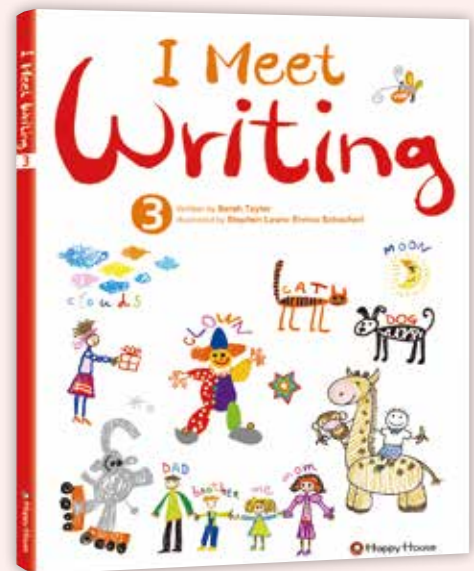
Key Features

- 10 writing samples per book, including diaries, journals, letters, and emails
- Each unit offering relevant and important vocabulary and grammar points
- Various exercises involving stickers, tracing, matching, puzzles, and listening
- Fun cartoons that reinforce and demonstrate further uses of the elements learned
- Prompts for students to write on their own by using what they have learned

3 Books | Starter ~ Beginner | Pre-A1 ~ A1

Student Book (108p) | Workbook (40p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Word Counts
I Meet Writing 1	10	108(40)	30 ~ 100
I Meet Writing 2	10	108(40)	
I Meet Writing 3	10	108(40)	

Unit 03 My Playful Pet

Meet the Words

Listen, point, and repeat. Then talk about the pictures.

What is your pet?

turtle

puppy

rabbit

hamster

kitten

playful

cute

soft

fast

slow

Meet the Words



Meet the Sample Writing

Meet the Sample Writing

Listen to the journal. Then read.

My Playful Pet

I have a puppy.
His name is Simba.
He is fast and playful.
My sister has a rabbit.
Her name is Nala.
She is soft and cute.
Simba and Nala are
good friends sometimes!

Check! ✓ the correct picture.

Write the Words

Write the Words

Complete the pictures with the stickers. Then trace.

Listen and number. Then write the missing letters.

1

2

3

4

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98

99

100



Write the Sentences

Write the Sentences

Look, listen, and write.

1 The kitten is fast.

2 The hamster is small and soft.

3 I found a turtle.

4 Jack the cheetah is really playful.

Listen and correct the mistakes.

1 She has a turtle.

2 The turtle is cute.

3 The rabbit is slow.

4 The puppy is playful.

Cartoon Dictation

Cartoon Dictation

Listen, read, and write.

What is your pet?
I have a dog.

What's it like?
It's fast and playful.

What is your pet?
I have a dog.

What's it like?
It's fast and playful.

My Story

My Story

Draw your pet and write about it. If you don't have a pet, choose a pet that you want.

My dog Pet

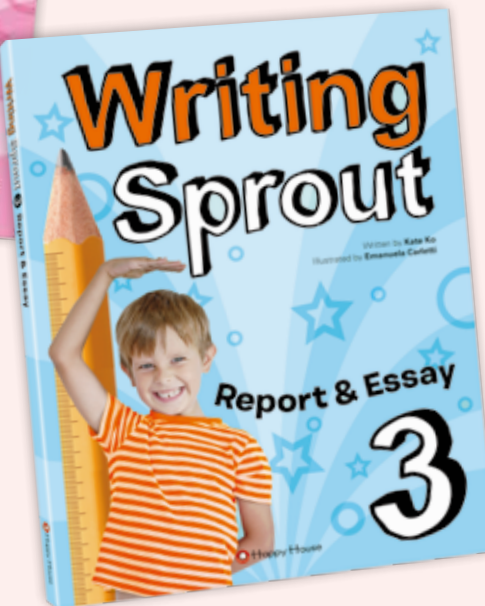
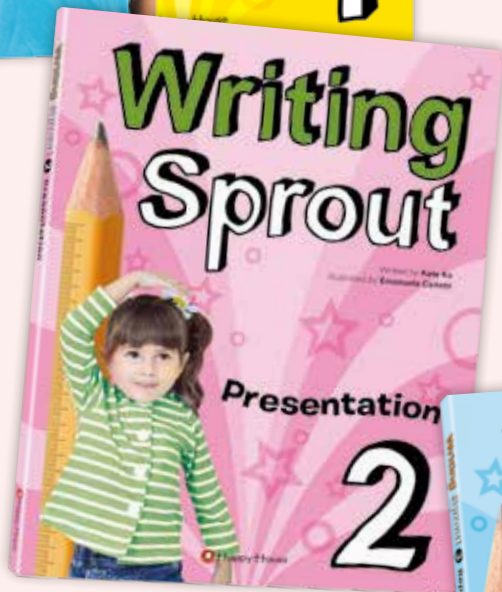
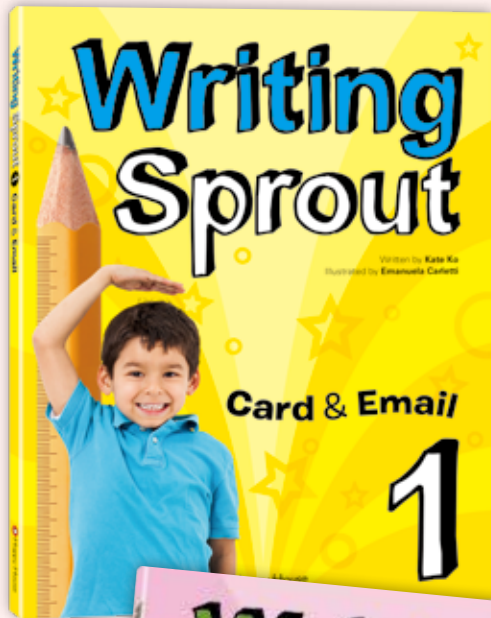
I have a dog.

His/Her name is Jack.

He/She is fast and playful and small and soft.

We are good friends!

Writing Sprout



Key Features

- Study of how to write different types of writing such as cards, emails, presentations, reports, and essays, required for elementary school students
- Guided writing text book promoting logical thinking and ability to complete a clear and organized writing
- Interesting writing topics and model writings
- Systematically designed study procedure, starting from vocabulary and sentence study to logical writing process including planning, first draft, and final draft
- Including essential vocabulary lists, useful writing tips, and appendix
- Including a workbook for review and an audio files to strengthen what students have learned through listening activities

3 Books | Beginner | A1

Student Book (104p) | **Workbook** (48p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Word Counts
Writing Sprout 1 (Card & Email)	10	104(48)	40 ~ 70
Writing Sprout 2 (Presentation)	10	104(48)	
Writing Sprout 3 (Report & Essay)	10	104(48)	

Warm Up

Unit 1 You Are Invited!

Warm Up

What kinds of parties are these? Look and write the correct numbers.

- 1 Christmas party
- 2 Halloween Party
- 3 birthday party

Think and Share

Think about a party you're going to have. Then talk about it.

Party	What You Will Do	What Will Be Served
birthday party	sing and dance	pizza and soda

I'm going to have a _____ party. We will _____ will be served.

Sentence Study I & II

Sentence Study I

Listen and circle the correct words. Then complete the sentences.

I'm going to have a _____ party.

We will _____ at the party.

There will be _____ will be served.

I hope you can _____

Sentence Study II

Write the correct words for each picture.

I'm going to have a _____ party. Cookies and soda will be served. We will _____ a minute. I want to _____ you to the party.

_____ at the party.

_____ will be served.

_____ will be served.

_____ is going to be _____

Workbook

Unit 1 You Are Invited!

Write the correct words and write the sentences.

I'm going to have a _____ party.

_____ and _____ will be served.

There, we will _____

_____ you to the party.

_____ will be served.

_____ will be served.

_____ will be served.

_____ will be served.



Model Writing

Model Writing

Listen and read the invitation card. Then check True or False.

You Are Invited!

Dear Michelle,

Happy Halloween! I'm going to have a Halloween party. I want to invite you to the party. We will decorate pumpkins. Then, we will go trick or treating. Hotdogs and drinks will be served. It is going to be fun. I hope you can come.

▼ Date: Friday, October 31
▼ Time: 6:00 a.m.
▼ Place: Clare's house (24 Main Street)

Your friend,
Clare

Clare is inviting Michelle. True False

The party will be on Saturday. True False

Hotdogs and drinks will be served. True False

Word Study

Word Study

Listen and repeat. Then complete the sentences.

I'm going to have a _____ party.

We will _____

_____ will be served.

Plan Your Writing

Plan Your Writing

Think about a party you're going to have. Use your own ideas or the ideas that are in the boxes.

You Are Invited!

What party are you going to have?

What will you do at the party?

What will be served at the party?

Party Information

Date: _____

Time: _____

Place: _____

Party birthday party, Christmas party, Halloween party, dance party

What You Will Do do face painting, watch a movie, play video games, sing and dance

What Will Be Served pizza and lemonade, popcorn and juice, cookies and soda, hotdogs and drinks

Draft Your Writing

Draft Your Writing

Follow the checklist and write your draft. Use the ideas from page 16.

You Are Invited!

I'm going to have a _____ party.

We will _____ at the party.

There will be _____ will be served.

I hope you can _____

Checklist

✓ I have a title.

✓ I have a date, time, and place.

✓ I have a party name.

✓ I have a list of things to do.

✓ I have a list of things to eat and drink.

✓ I have a closing.

✓ I have a signature.

Publish Your Writing

Publish Your Writing

Write your own invitation card to your friend.

Name: _____ Date: _____

You Are Invited!

I'm going to have a _____ party.

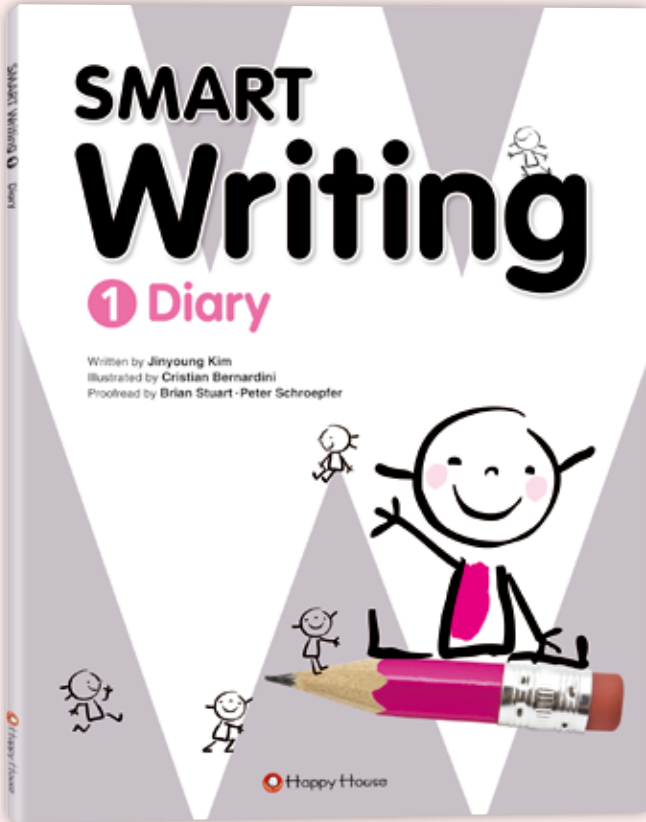
We will _____ at the party.

There will be _____ will be served.

I hope you can _____



SMART Writing



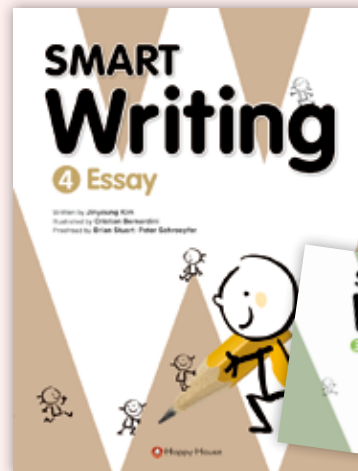
Key Features

- A four-step program composed of diary, letter, book report, and essay
- Aiming to familiarize young learners with a wide range of writing styles
- Designed to enhance listening and grammar skills
- Including useful idioms and expressions as well as a variety of familiar situations for kids

4 Books | Beginner ~ High-Beginner | A1 ~ A2

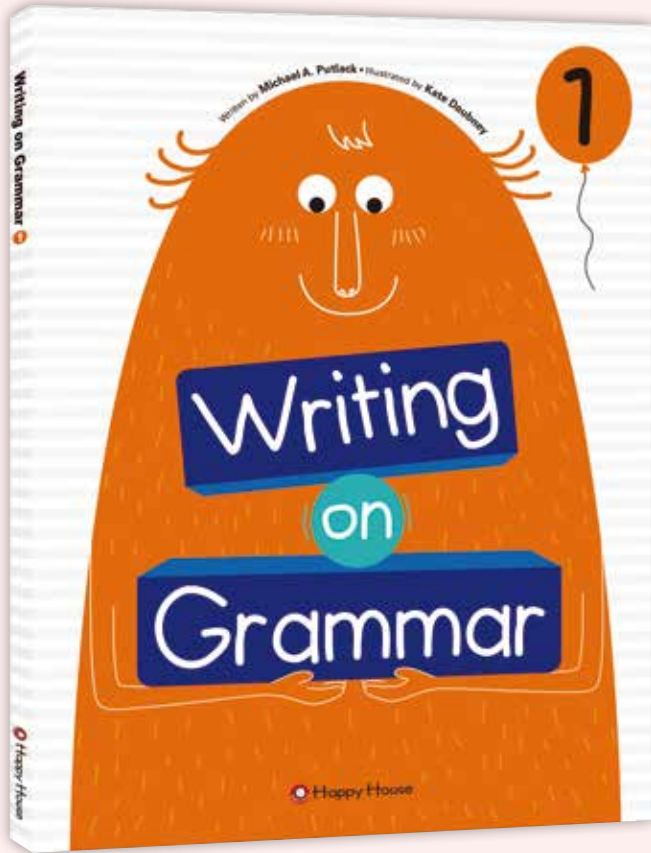
Student Book (72p)

www.ihappyhouse.co.kr



Title	Units	Pages	Word Counts
Smart Writing 1 (Diary)	6	72	50 ~ 70
Smart Writing 2 (Letter)	6	72	60 ~ 90
Smart Writing 3 (Book Report)	6	72(Mini Book 60)	80 ~ 100
Smart Writing 4 (Essay)	6	72	60 ~ 70

Writing on Grammar



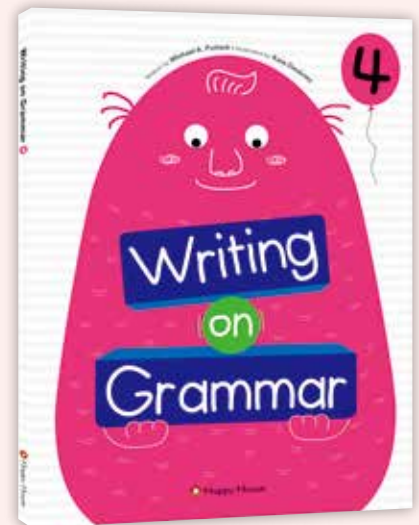
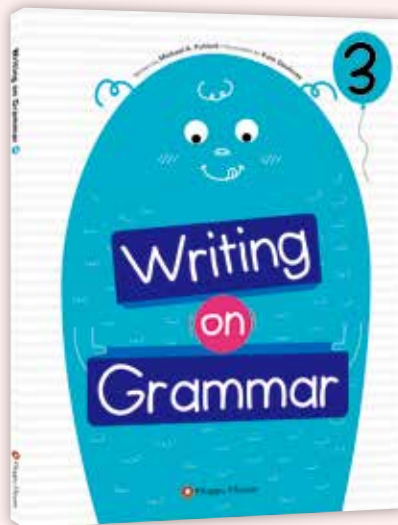
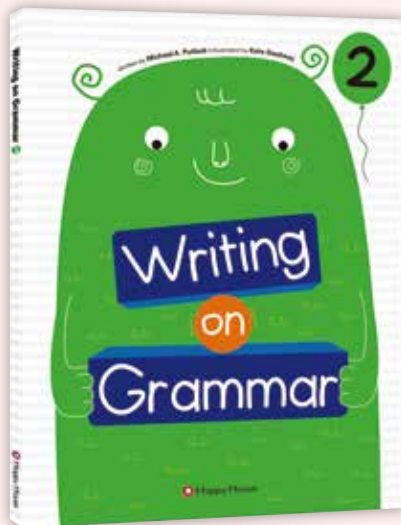
Key Features

- Exercises to help practice the key expressions and sentence structures in each unit
- Understanding correct sentence structure through systematic grammar learning
- Effective writing lessons on vocabulary, sentence structures, grammar points, and writing
- Simple model writing, including journals, diaries, letters, book reports, and essays
- Workbooks providing additional writing and grammar practice

4 Books | Beginner ~ High-Beginner | A1 ~ A2

Student Book (72p) | Workbook (24p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Word Counts
Writing on Grammar 1	8	72(24)	80 ~ 100
Writing on Grammar 2	8	72(24)	
Writing on Grammar 3	8	72(24)	
Writing on Grammar 4	8	72(24)	

Unit 01 I Love My Family

Brainstorming

Use the words to complete the sentences.

1 Who is in your family?
I have _____.

- a mother
- an older brother
- a younger sister
- a baby brother
- a grandmother
- a grandfather

2 What does your father/mother do?
He/She is _____ and works at _____.

- a doctor
- a teacher
- a businessman
- a cook
- a firefighter
- a police officer
- a scientist
- a nurse
- a student
- a farmer
- a pilot
- a public official

Brainstorming

3 Where does your brother/sister go to school?
He/She goes to _____.

- primary school
- middle school
- junior high school
- high school
- university

4 What do you enjoy doing with your family?
We enjoy _____.

- playing games
- watching movies
- reading books
- taking trips
- going out dining
- writing stories

5 How do you feel about your family?
I _____ my family.

- love
- admire
- get along with
- miss

Sentence Practice

Sentence Practice

Choose and complete the sentences.

enjoy doing with a hospital a younger sister
get along with a book playing computer games

1 My father goes to _____.

2 She is a doctor and works at _____.

3 _____ my family very well.

4 My father is _____ with my mother at a restaurant.

5 She enjoys _____ together.

6 I have a father, a mother, and _____.

Unscramble the words and write the sentences.

- a police station works my at father
- I sister a father have
- enjoys going enjoy in weekends we
- goes brother high school to my
- a lot I my love family

Listen and complete the sentences by using the words.

- 1** **brother(s)**
→ My younger brother _____.
- 2** **brother(s)**
→ My father _____.
- 3** **enjoys**
→ My sister _____.
- 4** **older brother / sister**
→ I _____.
- 5** **reading books**
→ His hobby _____.
- 6** **father / mother / brother**
→ I _____.
- 7** **laughter / his sister**
→ He _____.
- 8** **get along with / very well**
→ I _____.
- 9** **playing games**
→ We _____.

Grammar Check-Up

1 Personal Pronouns

Person	Subject	Object
I	me	my
	mine	mine
You	you	your
	yours	yours
He	him	his
	his	his
She	her	hers
	hers	hers

Change the underlined words to personal pronouns.

- My mother is a middle school teacher.
- Her father works at a factory.
- My brother and I are elementary school students.
- John and Peter love the dogs.

2 Present Simple: Be

Person	Yes	No	Example
I	am	am not	I am a student.
You	are	are not	Are you a teacher?
He	is	is not	Is he a firefighter?
She	is	is not	Is she a pilot?

Complete the sentences with the correct be verb.

- He _____ a high school student.
- My family members _____ all English.
- I _____ at the house now.
- The girl _____ a member of the family. She is my sister!

Grammar Check-Up

3 Nouns

Countable Noun	Uncountable Noun
books, mother, dog, teacher, cars, computers	a hospital, meat, coffee, systems, animals, ideas, or things
books, cars, trucks, heavy trucks, jobs, teachers	a program, transportation, a country, animals, animals, ideas, or things

Circle the countable nouns and underline the uncountable nouns.

- This boy is thirteen.
- I have a youngster sister.
- My brother enjoys watching television.
- He works at Chrysler.
- Book and I can go to university.

4 Common Adverbs

Adverb	Example
often	He often visits his mother.
always	She always goes to school.
never	He never goes to school.
usually	She usually goes to school.

Circle the adverbs in each sentence.

- My mother is very pretty.
- It is also a tall building.
- My brother and I love to study.
- She usually studies the science book.
- The dog was fast.

Listening Dictation

Listen and fill in the blanks.

There are five people in my _____.

I have a _____, a father, an older brother, and a younger sister.

My mother is a teacher. She works at a _____.

My _____ is a cook. He works _____ at his _____.

My _____ is a high school student.

My _____ goes to _____.

We get along well with each other.

We enjoy _____ and taking trips.

I love my family _____.

Listening Dictation

My Story

Write about your family.

My Story

01 I Love My Family

A Answer the questions by using the pictures.

Picture	Write your answer.	Write in Spanish.
	Who is in your family?	I have a mother, a father, an older brother, and a younger sister.
	What does your father do?	He is a doctor.
	What does your mother do?	She is a teacher.
	Where does your father go to school?	He goes to a hospital.
	What do you enjoy doing with your family?	We enjoy playing games.
	How do you feel about your family?	I love my family.

B Write the sentences by using the pictures.

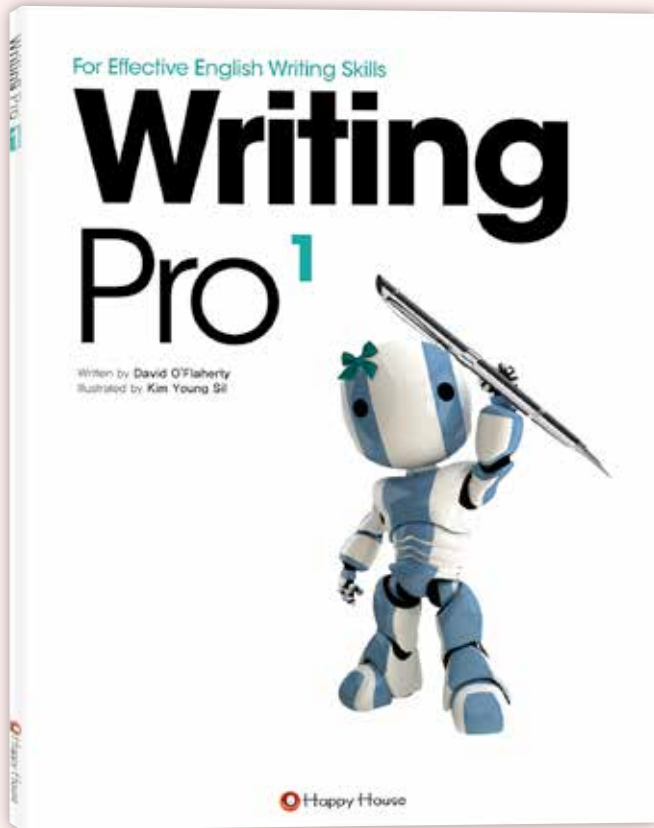
- I _____ my mother is a doctor.
- My sister _____ at a hospital.
- My father _____ my mother.
- My brother _____ at a university.
- My mother _____ at a hospital.
- My father _____ at a hospital.
- My mother _____ at a hospital.
- My father _____ at a hospital.
- My mother _____ at a hospital.
- My father _____ at a hospital.

C Complete the sentences by using the words.

Word	Example	Write your answer.
enjoys	My mother _____ reading books.	She enjoys reading books.
brother(s)	My father has a _____.	He has a younger brother.
works	My mother _____ at a hospital.	She works at a hospital.
goes	My father _____ to a high school.	He goes to a high school.
plays	My brother _____ computer games.	He plays computer games.
likes	My sister _____ taking trips.	She likes taking trips.
is	My father _____ a doctor.	He is a doctor.
love	My family _____ each other.	We love each other.
get along with	My father _____ with my mother.	He gets along with my mother.
has	My mother _____ a younger sister.	She has a younger sister.

Workbook

Writing Pro



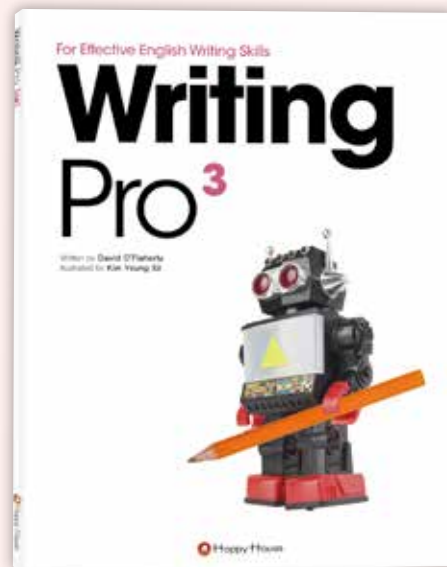
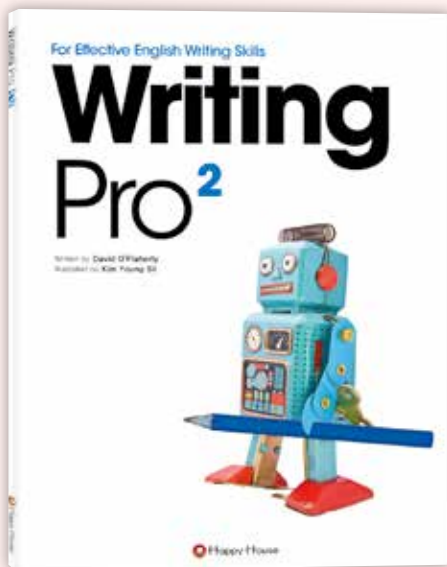
Key Features

- 8 units, along with colorful illustrations and photos, sample writings, and interesting activities
- A workbook to reinforce key writing skills
- An answer key for all activities
- Sample answers for activities where answers may vary

3 Books | High-Beginner | A2

Student Book (88p) | Workbook (36p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Word Counts
Writing Pro 1	8	88(36)	50 ~ 120
Writing Pro 2	8	88(36)	
Writing Pro 3	8	88(36)	

Brainstorming



UNIT 01 My Favorite Star

Brainstorming

1 Listen and read.



They are the Super Girls. They are a famous music group. They sing in front of big crowds. They have long hair. They have beautiful faces. They have pale skin. They wear stylish clothes. They wear interesting jewelry. They are good at singing. They are great dancers, too.

2 Writing Skill

What is Description?

Description gives more information about people, places or things. With description, a reader may picture whatever is being described.



Word Practice

Word Practice

1 Listen and repeat the words in the word bank. Then, write a title for each word group.

Size	Height	Age	Build	Clarity
1. _____	average	short	old	
2. _____	average	heavy	medium	strong
3. _____	softly	long	short	blown
4. _____	old	smiling	middle-aged	handcuff
5. _____	soft	blouse	sweater	purse

2 Look at the picture and unscramble the words.

1. What color hair does the man have?
 1. **BRWN** **CHNC** **DRNS** **CRSE**

2. Is he tall, short, or average height?
 1. **CHNC** **CRSE** **DRNS** **BRWN**

Sentence Practice

1 Look at Lily's family picture. Write descriptive sentences about them.

2 Are they tall, short, or average height?
 1. Lily's father is tall.
 Lily's mother is _____.

3 What color hair do they have?
 2. Lily's mother has blond hair.
 Lily's brother is _____.

4 What are they wearing?
 3. Lily's father is wearing a yellow shirt and shorts.
 Lily is _____.

Writing Pro



Sentence Practice

Write the Paragraph

1 Look at the pictures and write short descriptions of these stars.

1.
 + short blond hair
 + good-looking
 + wear a suit

2.
 + long blond hair
 + beautiful
 + wear a long white dress

UNIT 01 My Favorite Star

Word Practice

1 Circle and check (✓) the correct words.

1. She is _____ hair and _____ hair.
 a) long / short
 b) long / long
 c) long / curly

2. He is _____ hair and _____ hair.
 a) long / short
 b) long / long
 c) long / curly

3. Choose the correct words to fill in the blanks.

His name is Lily. He has long, _____ hair and a beautiful face. He likes to wear _____ clothes. He is _____ singer. He sings _____ songs. He sings most _____ songs.

Sentence Practice

1 Arrange the words to make sentences.

1. He has short hair and _____ (short / long)

2. He has _____ (tall / short / average)

3. (A) Anna is a handsome man. (height / is / average)

4. She has long hair and _____ (long / short / tall)

2 Write one descriptive sentence each person.

1. _____

2. _____

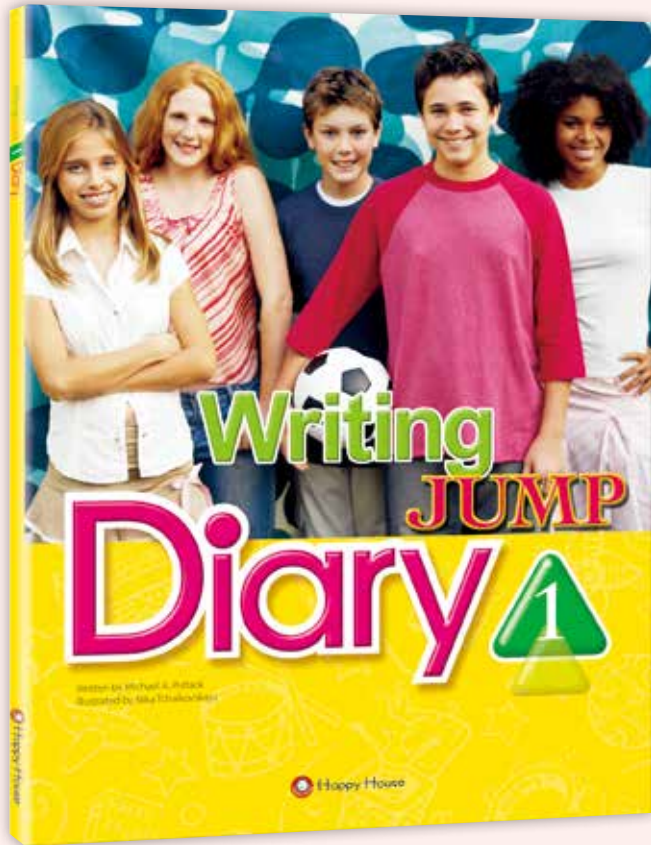
3. _____

4. _____

Write the Paragraph

Workbook

Writing JUMP



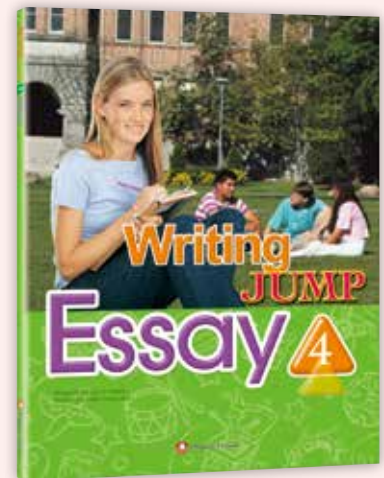
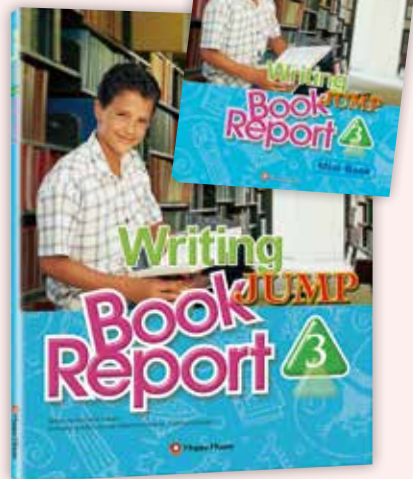
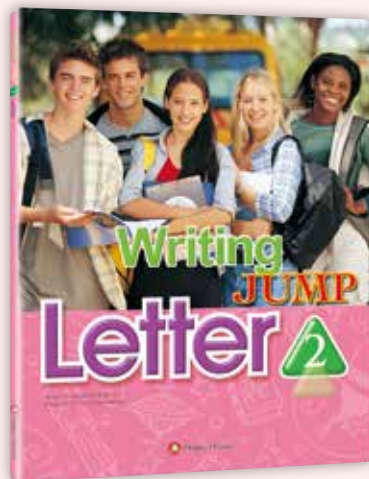
Key Features

- A four-step program composed of diary, letter, book report, and essay
- Including a variety of familiar situations for children
- Designed to help young learners develop well-organized pieces of writing by deepening their understanding of basic structures
- A variety of materials covering grammar and listening

4 Books | High-Beginner | A2

Student Book (80~96p)

www.ihappyhouse.co.kr



Title	Units	Pages SB	Word Counts
Writing Jump 1 (Diary)	8	96	90 ~ 100
Writing Jump 2 (Letter)	8	96	50 ~ 60
Writing Jump 3 (Book Report)	8	96(Mini Book 96)	200 ~ 220
Writing Jump 4 (Essay)	8	80	190 ~ 230

Unit 1 We Finally Arrived in Gyeongju!

Brainstorming

Think about a recent school field trip. Then look at the questions, and brainstorm some ideas. If you want, refer to the information below.

Where did you go?

the beach

What did you do?

nightswimming

What did you see?

a museum

What did you buy?

postcards

COME AND VISIT HISTORIC GYEONGJU!

Visitors to the city can see:

- Gyeongju National Museum
- Bulguksa Temple
- Seokbulgong (tower)
- Anapji Pond
- Chaeomseon

and many more fascinating and interesting historical sites.

Visitors to Gyeongju can enjoy:

- learning about the past
- visiting important tourist sites
- seeing beautiful scenery
- taking strolls through nature
- and trying other exciting activities.

Come to Gyeongju today!

Brainstorming



Vocabulary Expansion

Vocabulary Expansion

Look at the words and phrases in the box. Write one more idea of your own based on the CE, and write the correct grammar on the lines.

- Starting the Trip**
My class went to _____ on the morning and got on the bus.

board	the bus stop	the subway station	the airport
_____	_____	_____	_____
- Get Feeling about the Trip**
We were very _____ about our field trip.

excite	glad	excited	exciting
_____	_____	_____	_____
- Taking the Bus**
The bus ride _____ but we finally arrived in Gyeongju.

took long	took 5 hours	was boring	was short
_____	_____	_____	_____
- Seeing Sightseeing**
I wanted to see the museum, so we went there first.

The teacher	had a student	showed	the class
_____	_____	_____	_____
- All the Museum**
We saw many _____ at the museum.

beautiful paintings	many artifacts	historical maps	interesting exhibits
_____	_____	_____	_____

English Expressions

Write your own sentence, and write sentences using similar expressions, using the words and phrases from Vocabulary Expansion, or think of your own.

- Where did you go on the morning?**
In the morning, I went to school.
 I went to _____ in the morning.
 I went to _____ in the afternoon.
 I went to _____ in the evening.
- How did you feel about the field trip?**
I was very excited about our field trip.
 I was _____ about our field trip.
 I was _____ about the baseball game.
 I was _____ about the school picnic.
- How was the bus ride?**
The bus ride was long.
 The bus ride _____
 The car ride _____
 The subway ride _____

English Expressions

Answer the Questions

Look at the CE and then write the answers to question A. Then use the vocabulary and expressions you learned in this lesson to answer questions B.

- Where did you class go in the morning?**
A. My class went to _____.
- How did you feel about the field trip?**
A. I was _____.
- How was the bus ride?**
A. The bus ride _____.
- How was the museum visit?**
A. _____.

Answer the Questions

Sentence Pattern Exercise

Look at the example questions and answers. Then read the questions, and write similar answers.

Pattern 1 How did you feel about the field trip?
A. I was very excited about the field trip.

Pattern 2 How did you feel about the museum?
I _____.

Pattern 3 How did you feel about the baseball game?
I _____.

Pattern 4 How did you feel about the school picnic?
I _____.

Sentence Pattern Exercise

Find the Mistakes

Read the sentences, and correct them with a red pen. Write the correct sentences. Then listen to the CE and check your answers.

- My class went to school in the morning and got on the bus.
My class went to school in the morning and got on the bus.
- We was very excited for our field trip.
- The bus ride was long, but we finally arrived in Gyeongju.
- Everyone is excited to see the museum, so we went there first.
- We saw many interesting exhibits at museum.
- I did n't like some place in Gyeongju, but I love the Bulguksa Temple.
- The temple was a very quiet, and peace feel place.
- I thought also is important for more family.
- The nearby days, we can get with the bus and can't for home.
- I can't forget what trip did taste home.



Find the Mistakes

My Diary

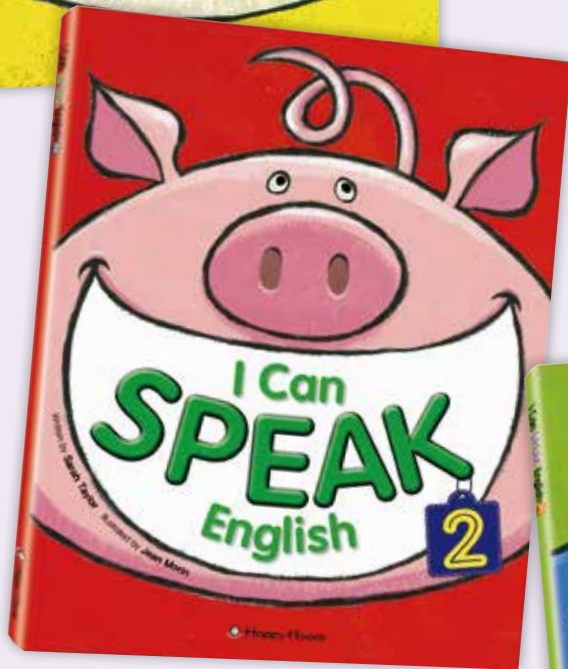
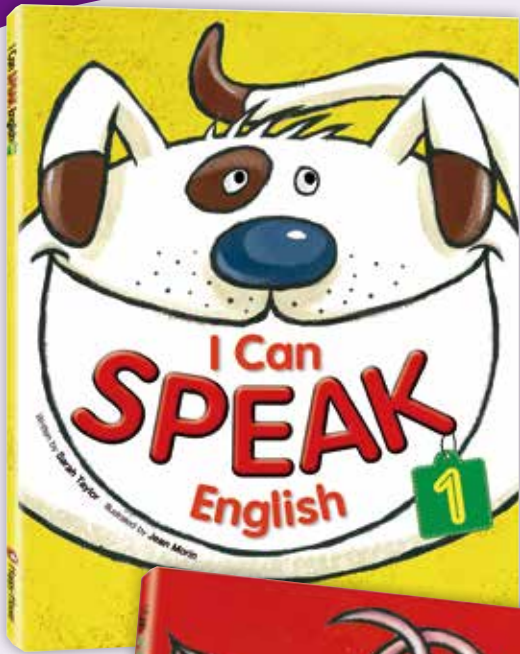
Write your own diary entry about a recent school field trip.

My Diary

My Diary



I Can SPEAK English



Key Features

- A three-step program to enhance listening, reading, writing, and speaking skills
- Including lively chants to make learning more enjoyable
- Featuring fun stories to enhance reading comprehension skills
- Featuring fun activities using stickers, colored pens, and more

3 Books | Beginner | A1

Student Book (80p) | **Workbook** (24p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Level
I Can Speak English 1	10	80(24)	Beginner
I Can Speak English 2	10	80(24)	Beginner
I Can Speak English 3	10	80(24)	Beginner

UNIT 01 My Favorite Color Is Yellow

Chant and Speak

A Chant together.

What's your favorite color?

My favorite color is yellow.

Yes, yellow is pretty. I like blue.

Blue is nice, too.

Chant and Speak



Say the Sentences

Say the Words

B Listen, point, and repeat.

red yellow blue green orange
pink purple black brown white

C Speak and match.

① yellow →

② green →

③ red →

D Listen, speak, and color.

Say the Sentences

E Look and speak.

My favorite color is green.
Her favorite color is purple.
His favorite color is black.

F Listen, check 'x', and speak.

G Talk about the picture.

His favorite color is green.
Her favorite color is _____.

Say the Words

Read Along

Read Along

K Listen and read along.

The kids make kites.
Pat's favorite color is green.
He makes a green kite.
Wendy's favorite color is pink.
She makes a pink kite.
Ken's favorite color is yellow.
He makes a yellow kite.
The kids fly the kites.
The kites look like a rainbow in the sky!

L Read again, and match the kite to the kid.

Wendy Ken Pat

Talk and Have Fun

M Ask and answer with a friend.

What's your favorite color?
My favorite color is black.

N Chant together:

Class What's your favorite color?
What's your favorite color?

Student My favorite color is blue.
My favorite color is blue.

Class Hey, what about red?
Hey, what about red?

Student I like blue better.
I like blue better.

Talk and Have Fun

Sticker Time

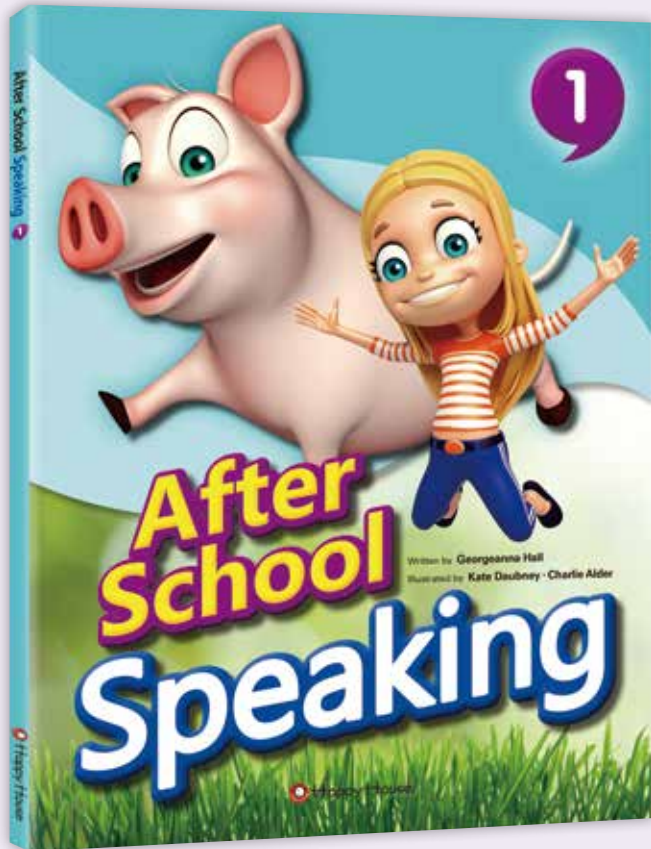
O Ask and answer with your partner. Then, put the right word stickers.

Q What's his/her favorite color?
A His/Her favorite color is _____.

Sticker Time



After School Speaking



Key Features

- 8 new vocabulary words for each unit
- Direct questions and expressions for engaging in natural conversations
- A variety of exercises involving speaking, listening, matching, and role-playing
- Simple, structured opportunities for creating relevant and meaningful dialog
- Reviews to reinforce the key expressions and vocabulary
- The workbook offering additional practice at home

6 Books | Beginner | A1

Student Book (40p) | **Workbook** (32p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Level
After School Speaking 1	6	40(32)	Beginner
After School Speaking 2	6	40(32)	Beginner
After School Speaking 3	6	40(32)	Beginner
After School Speaking 4	6	40(32)	Beginner
After School Speaking 5	6	40(32)	Beginner
After School Speaking 6	6	40(32)	Beginner

Unit 1 My Name Is Olivia

Warm Up

Listen to the cartoon.

What's your name? My name is Noah.

What's your name? My name is Olivia.

Listen, point, and repeat.

Ethan Mia Daniel Lily Harry Emma

Word Practice

Listen, point, and repeat.

Lily / Olivia Daniel / Ethan Harry / Noah

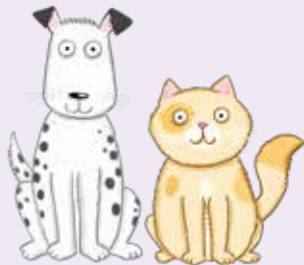
Noah / Daniel Emma / Mia Olivia / Lily

Listen and number.

Word Practice



Warm Up



Sentence Practice

Listen, check, and repeat.

- My name is Daniel.
 My name is Ethan.
- My name is Emma.
 My name is Lily.
- My name is Harry.
 My name is Noah.
- My name is Mia.
 My name is Olivia.

Listen and circle.

Sentence Practice

Role-Play

Listen and repeat. Then, practice with your friend.

What's your name? My name is Lily.

Talk about the pictures and write.

- What's your name?
 My name is _____.
- What's your _____?
 My name is _____.

Write your answer. Then, ask and answer with your partner.

What's your name?
 My name is _____.

Role-Play

Review 1 (Units 1-3)

A Listen, watch, and repeat.

weather rabbit
 raining dog
 girl furber
 sunny sunny
 Mia Mia

B Look and write.

- t
- c y
- l

Review

C Listen, discuss, and write. Then, role-play with your partner.

A: Hello! How are you?
 B: Hi, Lily. I'm fine.
 A: She is my sister.
 B: Nice to meet you. What's your name?
 A: My name is Daniel. What's your name?
 B: My name is Daniel. Is this your cat?
 A: Yes, it is.
 B: So cute. Nice to meet you, Lily.
 A: Have a nice day!

My name is Emma. My name is Lily. It's sunny today. The name is Lily.

Unit 1 My Name Is Olivia

A Look, write, and match.

Harry Olivia Noah Lily Ethan Mia

B Match and write.

1. My name is _____.
 2. My name is _____.

Workbook

Word Test

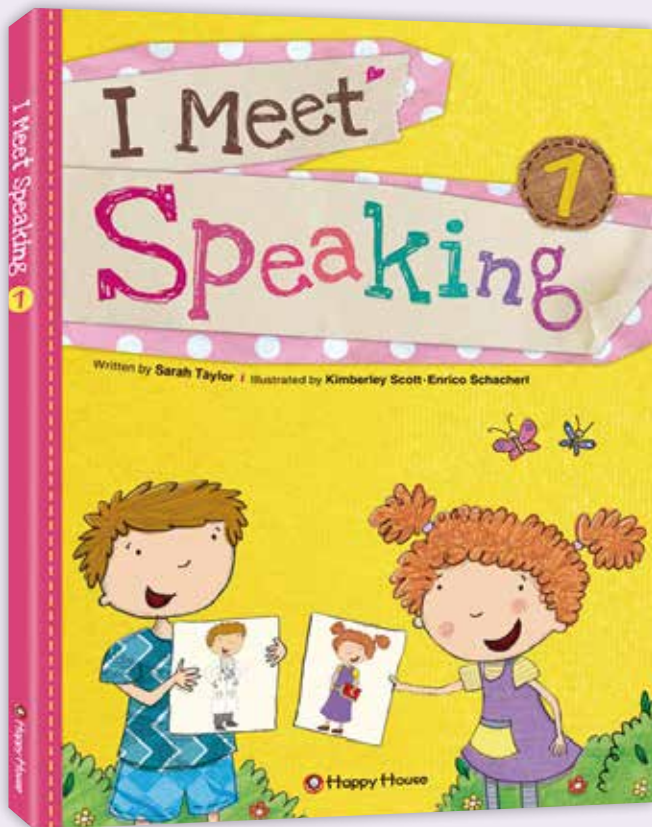
Unit 1 My Name Is Olivia

Name _____

Name _____

Name

I Meet Speaking



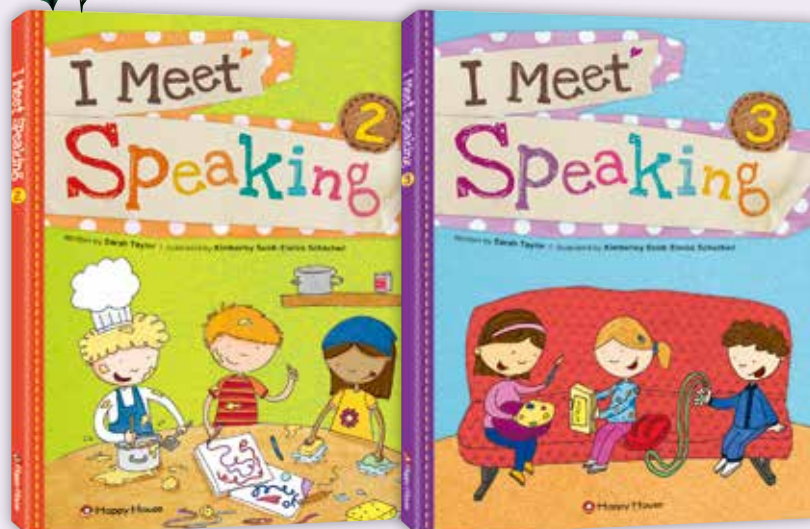
Key Features

- Each unit offering relevant and important vocabulary and sentence structures
- Over 20 sample dialogues per book in the form of chants, role-playing activities, and cartoons
- Various exercises involving stickers, role-playing, speaking, matching, and listening
- Prompts for students to speak on their own by using what they have learned

3 Books | Starter ~ Beginner | Pre-A1 ~ A1

Student Book (80p) | **Workbook** (40p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Level
I Meet Speaking 1	10	80(40)	Starter ~ Beginner
I Meet Speaking 2	10	80(40)	Starter ~ Beginner
I Meet Speaking 3	10	80(40)	Starter ~ Beginner

Brainstorming

UNIT 01 I Like Lions

Brainstorming

Listen and chant. Then attach the animal stickers you hear in the picture.

What animal do you like?
I like lions.
What animal do you like?
I like zebras. How about you?
I like monkeys.

Word Talk

Word Talk

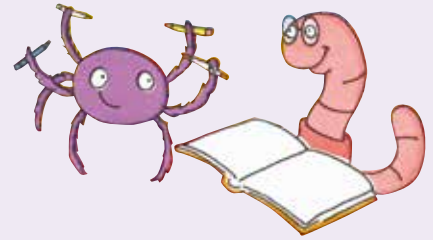
A Listen, repeat, and circle.

lion	zebra	monkey	elephant
giraffe	hippo	koala	cheetah

B Listen and number.

C Look, circle, and speak.

	zebra		elephant
	lion		giraffe
	monkey		hippo
			cheetah



Role-Play



Sentence Talk

Sentence Talk

A Listen and repeat.

What animal do you like?
I like giraffes.

B Listen, match, and speak.

	I like lions.
	I like elephants.
	I like giraffes.

C Listen and circle.

Role-Play

A Listen and repeat. Then role-play with your friend.

What animal do you like?
I like monkeys.
What animal do you like?
I like zebras.
I like zebras, too.
I don't like lions!

B Look and write. Then role-play with your friend.

Q What animal do you like?
A I like _____.

Q What _____ do you like?
A I like _____.

elephants like animal monkeys

Cartoon Dialog

Cartoon Dialog

Listen and repeat.

Molly: What animal do you like?
Cilly: I like koalas.
Cilly: What animal do you like?
Molly: I don't like hippos.
Cilly: What animal do you like?
Molly: I like giraffes.

Now, circle the correct answers. Then ask and answer the questions with your friend.

Q What animal does Molly like?
A Molly likes koalas.
A Molly likes cheetahs.

Q What animal does Cilly like?
A Cilly likes hippos.
A Cilly likes lions.

Mission Possible

Mission Possible

Ask and answer the questions with your friends.

What animal do you like?
I like...

NAME _____

I like _____

I like _____

I like _____

I like _____

Now, tell the class about your friends.

Teacher: What animal does your friend like?
I like _____.

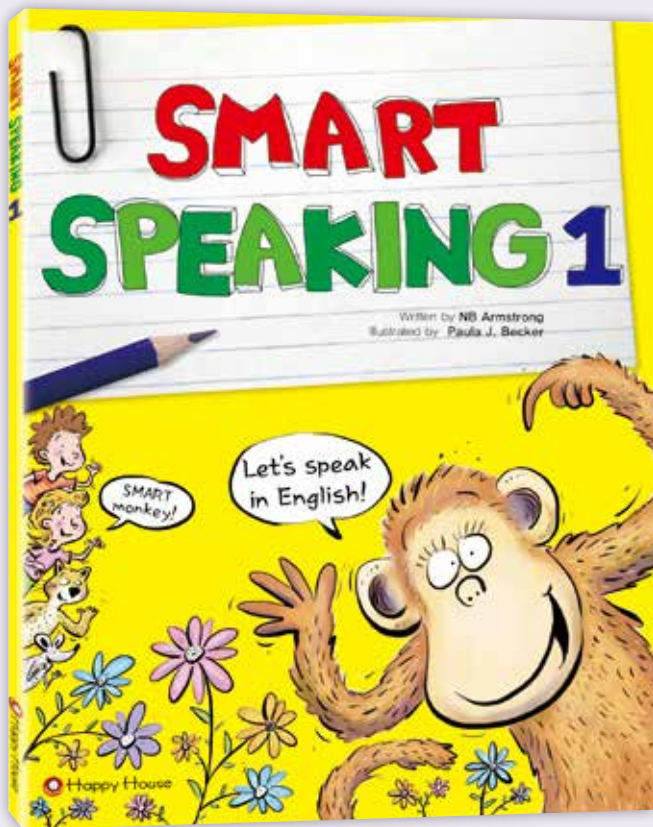
Workbook

UNIT 01 I Like Lions

A Look, write, and repeat.

lion zebra monkey elephant
giraffe koala cheetah hippo

SMART SPEAKING



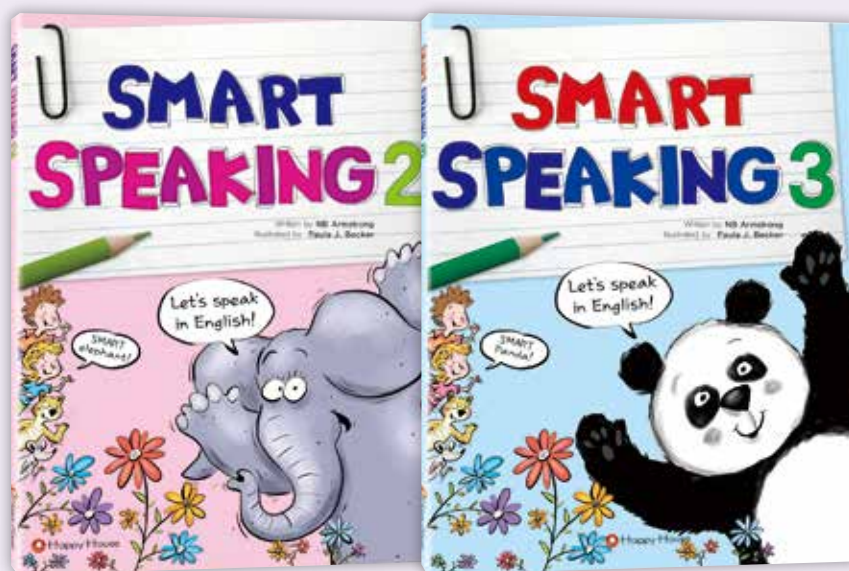
Key Features

- Designed to enhance learners' speaking abilities through frequently used sentences
- A learner-oriented series featuring a wide range of topics and sentences
- Reinforcing learners' speaking abilities through reading passages featuring colloquial sentences
- Featuring various activities that add fun to learning

3 Books | Beginner | A1

Student Book (88p) | **Workbook** (40p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Level
Smart Speaking 1	12	88(40)	Beginner
Smart Speaking 2	12	88(40)	Beginner
Smart Speaking 3	12	88(40)	Beginner

Warming up

Saying the words

Unit 01 What's she like?

Warming up

Listen and repeat.

Is your cousin Tina coming to play? Yes, she's coming now.

What's she like? She's friendly and fun.

Yikes! See! She's fun!

What's Smart looking like? It's good and fun!

Saying the words

Listen and repeat.

kind fun smart
shy quiet loud
sporty lazy kindly

Listen and match the numbers.

1. 2. 3. 4. 1 2 3 4

Listen and circle the correct word.

1. Kind words like kind / sound / cool
2. Smart words like smart / hat / heart / all

Sounds time

Speaking Practice I & II



Speaking Practice I

Listen and repeat.

What's Tony like?
Jenny

A She's smart and fun. / She's lazy and loud.

Look, check, and say the right sentences.

1. quiet he's kind and fun he's and smart

2. she's kind shy and loud she's sporty and

3. she's and fun smart kind shy she's

Speaking Practice II

Listen and fill in the blanks. Then, role play with your partner.

1. 2. he like? 3. smart and fun.

4. 5. What's like? 6. She's quiet kind.

and what's he's she

Make dialogues from the following situations.

EX Your teacher
Q What's your teacher like?
A She's smart and fun.

1 Your mom 2 Your best friend

Story time

Listen and read together.

Jenny and Jim are walking around the book shop. "She's really strong," says Jenny. "Who is?" asks Jim. "She's healthy, too. And smart." "Who is?" asks Jim again. "And she's so helpful. She helps everyone," says Jenny. "Is it your mom?" "No," says Jenny. "Is it your best friend?" "No!" says Jenny. "So who is strong, healthy, smart, and helpful to everyone?" asks Jim. Jenny takes a comic book off a shelf. "Superwoman!" She shouts, showing Jim the comic book.

Fill in the blanks. Then, ask and answer with your partner.

1. Where are Jenny and Jim? A They are in _____.

2. What's Superwoman like? A She is _____.

3. What does Jenny show Jim? A She shows _____.

Activity

Look and fill in the blanks. Then draw and write your name.

1. He's fast and powerful. 2. He's _____ and powerful.

3. He's _____ and _____.
4. big strong handsome

Ask your friends and fill in the chart.

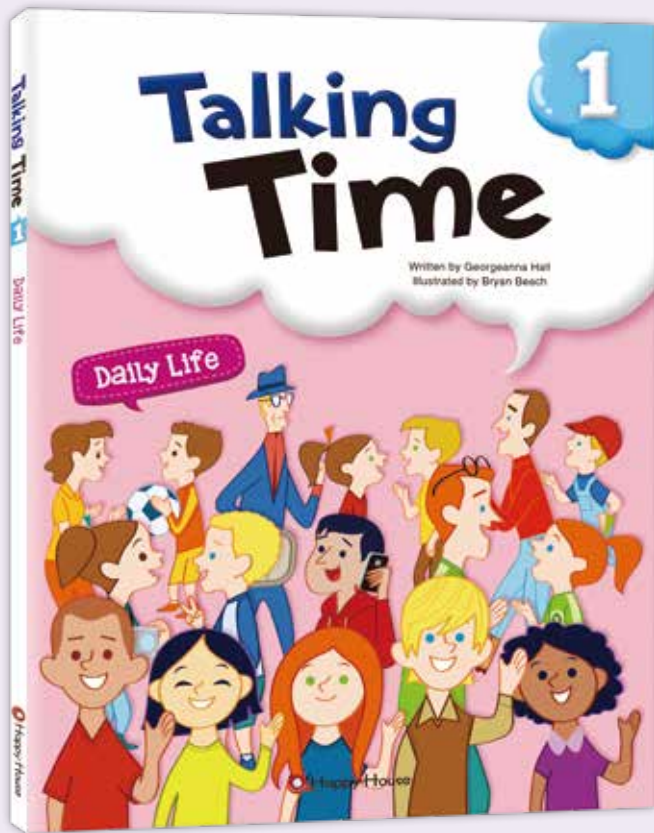
Name	Questions	Answer
Sunny	What's your friend like?	He's smart and funny.



Story Time

Activity

Talking Time



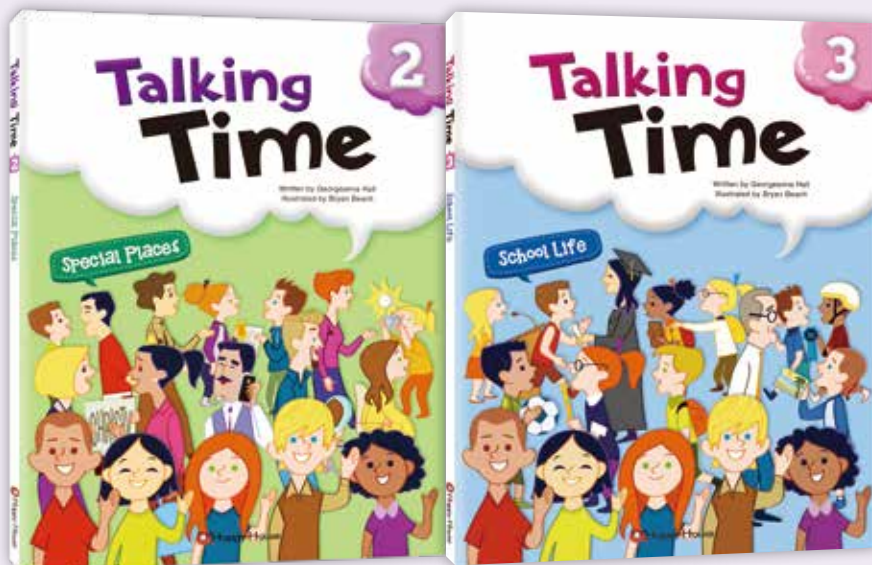
Key Features

- Each unit providing key expressions on topics based on real life
- The 12 short stories introducing the topic and the vocabulary for each unit
- The dialogs showing the key expressions in a natural way
- The pair work activities encouraging students to share their ideas
- Prompts for students to speak on their own by using what they have learned
- The workbook providing additional practice and reinforcement
- The 2 Review Tests per book reinforcing learning

3 Books | Beginner | A1

Student Book (80p) | Workbook (32p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Level
Talking Time 1	12	80(32)	Beginner
Talking Time 2	12	80(32)	Beginner
Talking Time 3	12	80(32)	Beginner

Read & Talk

Unit 01 Nice to Meet You

What Does It Mean?

- nice: pleasant or enjoyable
- meet: to go to a place and see someone
- hello: used as a greeting when you see or meet someone
- goodbye: used when you are leaving someone

Read & Talk

It's nice to meet new friends. When you meet a new friend, you can say, "Nice to meet you." Your new friend can say, "Nice to meet you, too." When you see your friend again, you can say, "Hello. How are you?" Your friend can say, "I'm fine." Say goodbye with "See you later." Try meeting a new friend today. Then, introduce your new friend to others. See you later!

How about you?

- 1 How are you today?
- 2 Do you have a new friend?
- 3 What's your friend's name?

Dialog

Dialog

Listen and repeat.

Tara: Hello, Jeff! Good to see you.
 Jeff: Hi, Tara. How are you?
 Tara: I'm fine.
 Jeff: Who is she? Is she your friend?
 Tara: She is my sister.
 Jeff: Hello! Nice to meet you.
 My name is Jeff.
 Felicia: Nice to meet you too, Jeff.
 My name is Felicia.
 Tara: I'll see you in class, Jeff. Bye!
 Felicia: Bye, Jeff. I hope to see you again.
 Jeff: Goodbye! See you later.

What Does It Mean?

- good: nice and enjoyable
- fine: in good health
- sister: a girl or woman who has the same parents as you
- class: a certain time when teachers and students study at a school



Practice

Practice

Listen and speak.

Hello!
 Nice to meet you.
 My name is Sara.

Look and choose the correct pictures.

1 Hello! Nice to meet you. 2 My name is Kelly.

Make dialogs.

Pretend you are someone else. Introduce yourself to your partner.

Hello!
 Nice to meet you.
 My name is Lisa.

Role-Play

Role-Play

Listen and role-play with your partner.

Carrie: Hey, Peter! How are you?
 Peter: Hello, Carrie. I'm fine. Who is that?
 Carrie: This is my new puppy.
 Peter: Oh, he's such a cute puppy. What's his name?
 Carrie: His name is Scotty.
 Peter: Oh, what a cute name!
 Hello, Scotty. Nice to meet you. My name is Peter.
 Scotty: Woof!
 Carrie: Scotty says, "Nice to meet you, too."
 Peter: We're friends now. See you later, Scotty!
 Carrie: Goodbye, Peter! See you tomorrow.

Circle True or False.

- 1 Carrie has a new pet. T / F
- 2 The pet is a dog. T / F
- 3 The pet's name is Scotty. T / F

Pair Work

Pair Work

Talk in pairs. Take turns.

Q Who is he?
 A He is my brother.

Q Nice to meet you. My name is Liam.
 A Nice to meet you, too. I'm Sophia.

Listen and match. Then, role-play with your partner.

- 1 Nice to meet you. — She is my sister.
- 2 Who is she? — Nice to meet you, too.

Look and write. Then, role-play with your partner.



Workbook

Unit 01 Nice to Meet You

1 Look and circle the correct words. Then, speak.

- 1 Hello! Goodbye! My name is Jeff.
- 2 It is 'nice' / 'see' to meet you.
- 3 Her name is Anna. She is my brother / sister.

2 Choose and write the correct answers.

How are you? — Nice to meet you, too. / See you tomorrow.
 Goodbye. See you tomorrow. — She is my sister Felicia.

- 1 Hello. Nice to meet you.
- 2 I'm fine.
- 3 Who is she?
- 4 Bye. See you later.

3 Number the sentences in order.

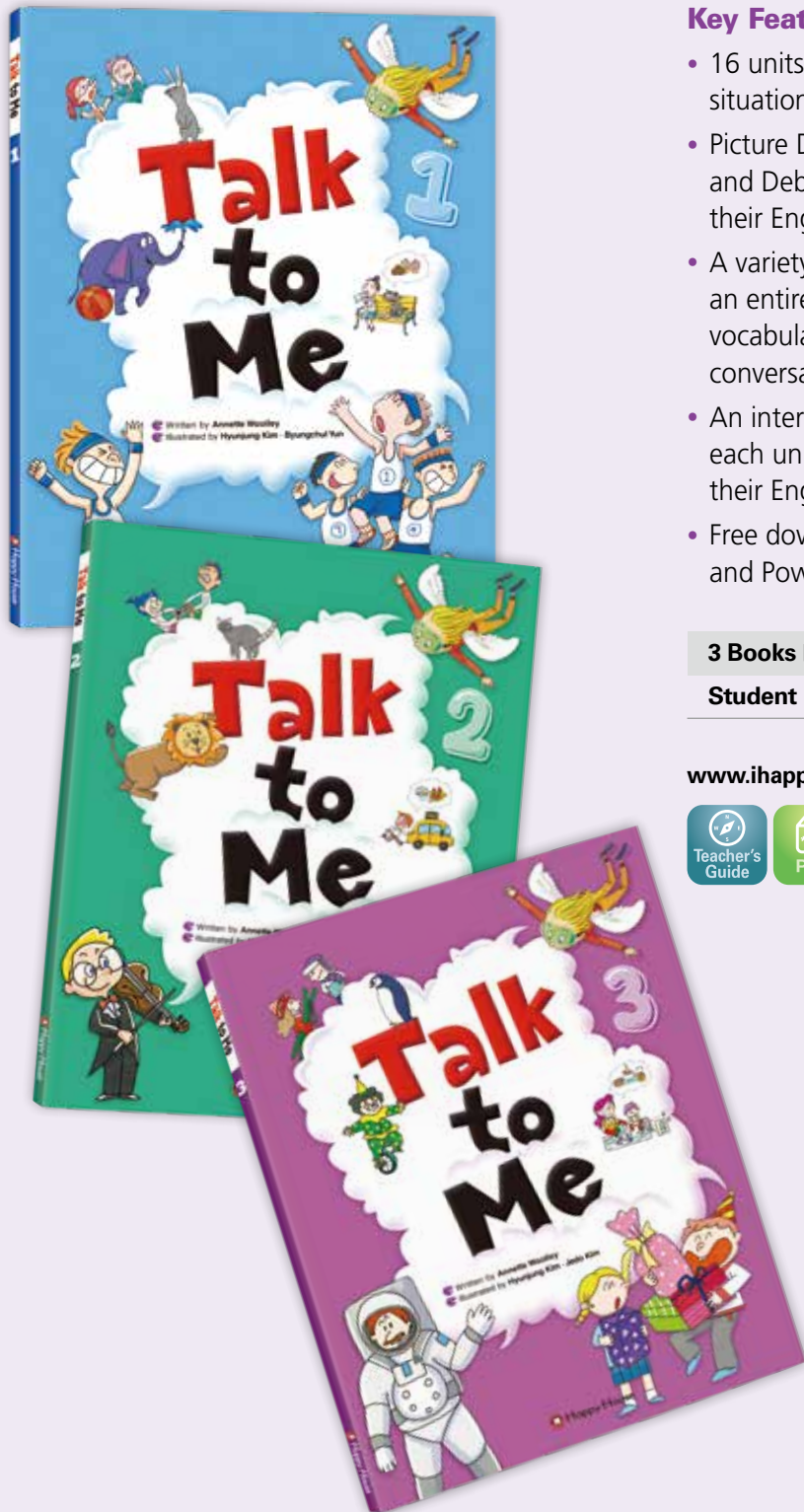
- 1 Nice to meet you, too, Jeff. My name is Felicia.
- 2 She is my sister.
- 3 Who is she? Is she your friend?
- 4 Hello! Nice to meet you. My name is Jeff.

4 Listen and fill in the blanks.

Hey, Peter! How are you?
 Hello, Carrie. I'm _____. Who is that?
 This is my new puppy.
 Oh, he's such a cute puppy!
 What's his _____?
 His name is Scotty.
 Oh, what a cute name! Hello, Scotty.
 Nice to meet you, _____.
 Woof!
 Scotty says, "Nice to meet you, _____."
 We're _____ friends now. See you later, Scotty!
 Goodbye, Peter! See you tomorrow.

Use names: Carrie, Peter, Scotty, Felicia, Liam, Sophia.

Talk to Me



Key Features

- 16 units in each book that are based on real-life situations, imaginary situations, or stories
- Picture Description, Picture Discussion, Story Making, and Debate in each unit that help students engage their English speaking naturally
- A variety of exercises in pairs, small groups, or as an entire class that allow students to learn new vocabulary and sentence structure in a fun and conversational way
- An interesting communication game at the end of each unit that helps students practice and reinforce their English speaking
- Free downloadable Teacher's Guide with Answers and PowerPoint Tool for teachers

3 Books | Beginner ~ High-Beginner | A1 ~ A2

Student Book (80p)

www.ihappyhouse.co.kr



Title	Units	Pages SB	Level
Talk to Me 1	16	80	Beginner ~ High-Beginner
Talk to Me 2	16	80	Beginner ~ High-Beginner
Talk to Me 3	16	80	Beginner ~ High-Beginner

Look and Talk

Unit 01 We Are Playing Together

Look and talk.

- 1 Where are the people in the picture?
- 2 What are they doing?
- 3 Do you often go to an internet cafe? What do you do there?



You Can Say This - when talking about what

The children are playing computer games.
The man is writing an email and drinking tea.
The dog is sleeping on the sofa.

You Can Say This



Let's Talk!

You and your best friend are doing different activities at a theme park. Choose and talk with your partner.

What are you doing? What is your friend doing?

Ask and answer with your partner.

- 1 What is the woman doing?
What is our teacher doing?
- 2 What are the children doing?
What are we doing?

Let's Talk!

Speak Out!

Choose one person and say two activities that the person is doing. Your classmates will guess who you are talking about.

- 1 1
- 2 2

Speak Out!

Unit 1

What Are They Doing?

Play a coin and move along the board. When you land on each space, say what the person or people are doing. Go up the ladder and down the ladders.

Unit 2

Guess Who?

Work in pairs. Choose one person. Your partner will ask you three questions to learn who the person is. The winner is the one who finds the most people.

Questions:

- Is it a man or woman?
- Is he/she wearing glasses?
- Where does he/she live?
- Is it a student?

Answers:

- Yes
- No
- Yes/No
- Yes/No/Neither

Unit 6

Animal Bingo

Work in pairs. Take turns saying an animal's name and how fast it can run. Circle the animals you and your partner say. The winner is the first one who has four circles in a row and calls out, "Bingo!"

Unit 16

Let's Debate!

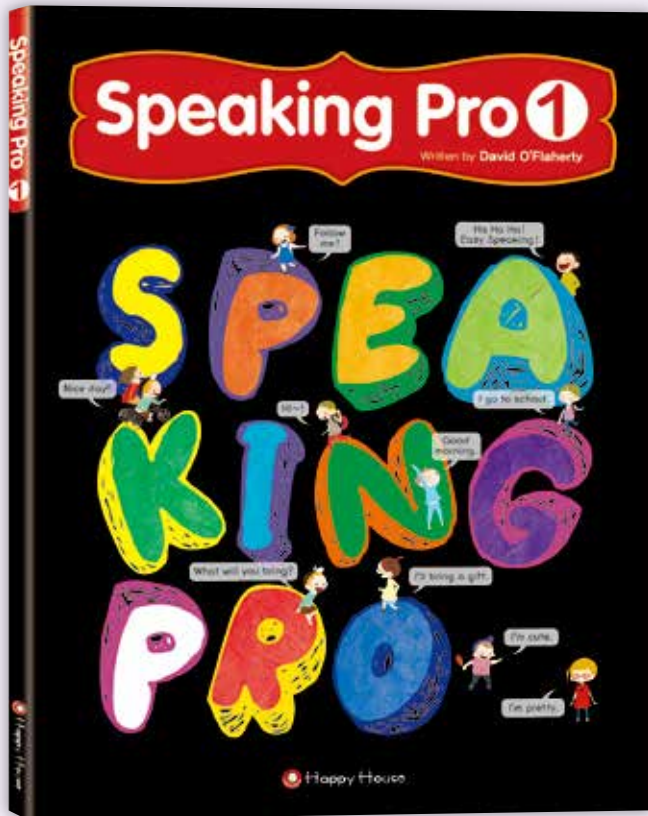
Read and debate.

Topic: **Day is better than night.**

Topic: **Wearing a school uniform is better than wearing everyday clothes.**

Fun Activities

Speaking Pro



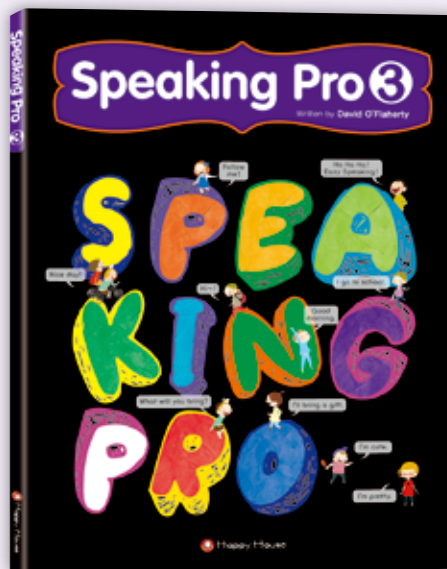
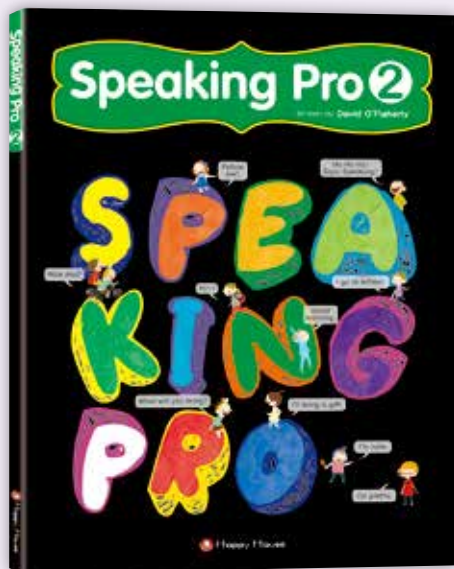
Key Features

- 12 units, along with colorful illustrations and photos, sample speeches, and interactive activities
- A workbook to reinforce key speaking skills
- An answer key for all activities
- Sample answers for open-ended questions

3 Books | High-Beginner | A2

Student Book (80p) | Speaking Fun Cards (24p) | Workbook (28p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(SFC/WB)	Level
Speaking Pro 1	12	80(24/28)	High-Beginner
Speaking Pro 2	12	80(24/28)	High-Beginner
Speaking Pro 3	12	80(24/28)	High-Beginner

Warm Up



Word Practice

A Say the sentences with the new words.

name I am from Seoul.

she is Paris they are Canada he is Mexico

hobby I like to go skateboarding on the weekend.

go jogging play soccer do taekwondo

favorite My favorite food is spaghetti.

color: blue sports: hockey season: spring

Pronunciation Clinic

- I am Bomi.
- I am from Seoul.

Word Practice

Sentence Practice 1

A Read and write "Suji" or "Ralph" under the correct pictures.

Suji is from Busan. She is twelve years old. She is in grade five. She likes to do taekwondo on the weekend. Her favorite food is cake.

Ralph is from New York. He is fourteen years old. He is in grade six. He likes to go jogging on the weekend. His favorite food is pizza.

B Read and answer the questions. Then, practice with your partner.

- What is your name?
 • I am _____
 (My name is _____ / My name is _____.)
- Where are you from?
 • I am from _____
 (I am from _____ / I am from _____.)
- How old are you?
 • I am _____ years old.
 (I am _____ years old / I am _____ years old.)

Sentence Practice

Unit 1 I Am Bomi

Warm Up

A Listen and check (✓) the correct picture.

B Read and circle true or false.

- Bomi is twelve years old. T F
- Bomi is from Seoul. T F
- Bomi's favorite food is spaghetti. T F

Speaking Organizer

I am Bomi

Home I am from Seoul.	Age I am seven years old.	Hobby I like to go skateboarding on the weekend.	Food My favorite food is spaghetti.
---------------------------------	-------------------------------------	--	---

Paragraph Practice

A Listen and fill in the blanks.

1. Manuel. I am _____ years old. I am _____ years old. I am _____ grade six. I like to go hiking on the weekend. My favorite food is rice cream.
2. Steven. I am _____ years old. I am _____ years old. I am in grade _____. I like to play soccer on the weekend. My favorite food is spaghetti.

B Between Friends

Write the information about yourself from ask your partner about his or her information and write it in.

Information	You	Partner
NAME		
AGE		
GRADE		
HOBBY		
Favorite Food		

Paragraph Practice

Speaking Project

Make a Speech

Make a name card introduction speech to the class by using the plan.

Real Speaking Test

Answer the questions. Circle T or F or write down. Record your voice. Listen to what answers.

- What is your name? (T/F)
- How old are you? (T/F)
- What grade are you in? (T/F)
- What do you like to do on the weekend? Name three things. (W)
- What are some of your favorite foods? Name three foods. (W)
- Which is better: eating delicious food or eating healthy food? Why? (W)

Speaking Project



Speaking Fun Cards

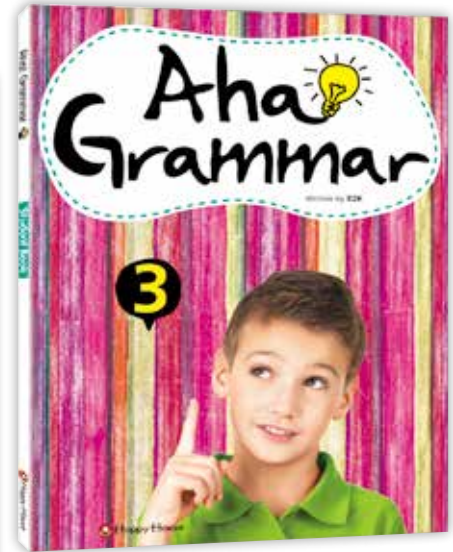
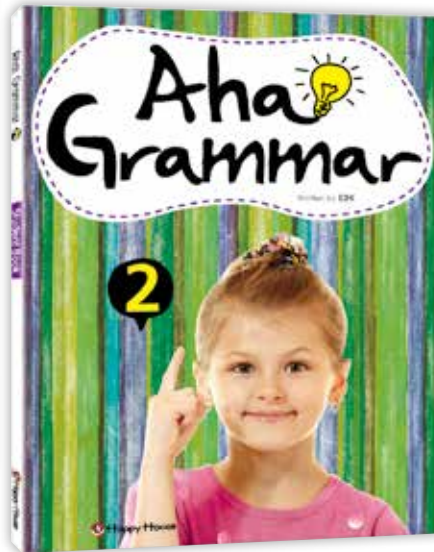
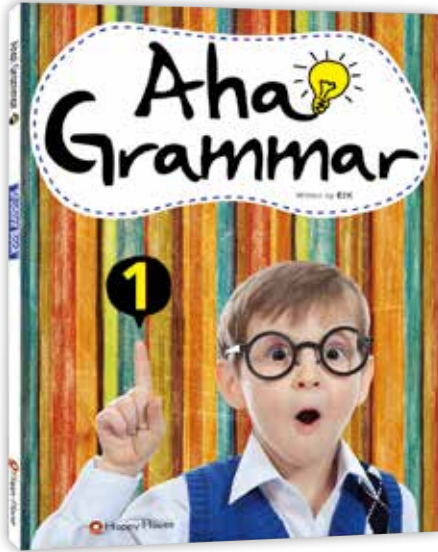
Speaking Fun Cards

Look at these pictures from the chapters.

- Circle the right picture.
- Circle the right sentence.
- Write a question or answer about the picture. Take notes.

<ul style="list-style-type: none"> • I am Bomi. • I am from Seoul. • I am seven years old. 	<ul style="list-style-type: none"> • I am Manuel. • I am from Seoul. • My favorite food is spaghetti. 	<ul style="list-style-type: none"> • I am Steven. • I am from Seoul. • I like to do taekwondo on the weekend.
<ul style="list-style-type: none"> • I am Suji. • I am from Busan. • I like to go jogging on the weekend. 	<ul style="list-style-type: none"> • I am Ralph. • I am from New York. • I like to go jogging on the weekend. 	

Aha! Grammar



Key Features

- 24 units with essential grammar points
- Simple grammar charts with clear examples
- A variety of activities to take a step-by-step approach to using grammar rules
- Reading passages that enable learners to apply grammar rules in context
- Enhancement of reading and writing skills

3 Books | Beginner ~ High-Beginner | A1 ~ A2

Student Book (116p) | **Workbook** (88p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Level
Aha! Grammar 1	24	116(88)	Beginner ~ High-Beginner
Aha! Grammar 2	24	116(88)	Beginner ~ High-Beginner
Aha! Grammar 3	24	116(88)	Beginner ~ High-Beginner



Grammar Point

UNIT 01 Person/Place/Thing/Animal

GRAMMAR POINT

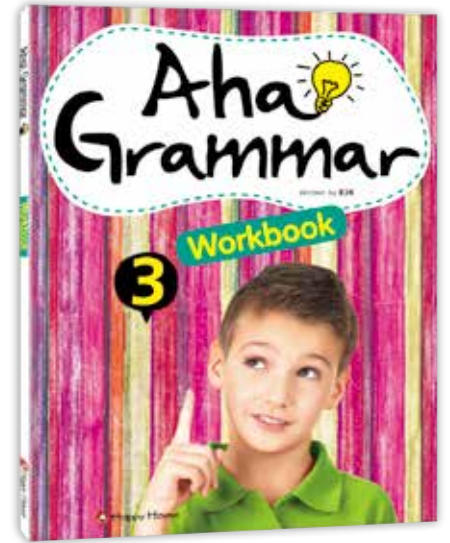
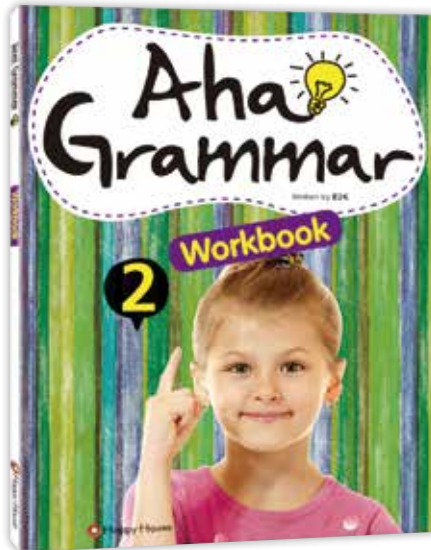
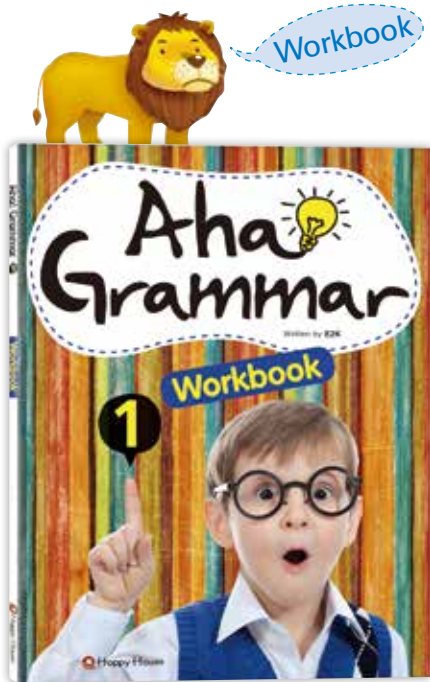
Let's Learn

Person	boy	girl	teacher	mother
Place	house	park	school	hospital
Thing	book	pencil	hat	robot
Animal	dog	cat	lion	bird

Let's Say

Person			Place		
boy	girl	teacher	house	park	school
mother	doctor	student	hospital	store	zoo

Thing			Animal		
book	pencil	hat	dog	cat	lion
robot	chair	car	bird	rabbit	monkey



Practice

PRACTICE

1 Look and circle.

1 Person:

2 Place:

3 Thing:

4 Animal:

2 Look and write. (Person--P) (Thing--T) (Animal--A) (Place--Pl)

1 dog A

2 boy

3 robot

4 store

5 mother

6 zoo

7 hat

8 student

9 cat

Unit 01 Person / Place / Thing / Animal

Review

Review 1 Units 1-4

1 Look and circle.

Person:

Place:

Thing:

Animal:

Look and write a/an.

1 apple

2 tree

3 flower

4 egg

5 lion

6 egg

Grammar Summary

GRAMMAR SUMMARY

Person / Place / Thing / Animal

Person	boy	girl	teacher	mother
Place	house	park	school	hospital
Thing	book	pencil	hat	robot
Animal	dog	cat	lion	bird

A / An / The + Noun

a/an	any one thing	a princess	a bear	an elephant
the	specific thing	the princess	the bear	the elephant
the	one and only thing	the sun	the moon	the sky

Noun + -s / -es

Noun + s	Noun + es
a boy	boys
a cat	cats
a dog	dogs
an apple	apples
a box	boxes
a watch	watches
a watch	watches
a fox	foxes

Workbook

Reading Grammar

READING GRAMMAR

1 Look and write.

My Favorites

My favorite person is my mother, father, and _____.

My favorite place is my house, the _____, and the park.

My favorite things are my books, my _____, and my computer.

My favorite animals are dogs, _____, and rabbits.

2 Read and answer.

- My favorite place is a computer.
- My favorite person is the lion.
- My favorite animal is my book.
- My favorite thing is my father.

Unit 01 Person / Place / Thing / Animal

GRAMMAR POINT

Grammar Point

1 Look and check.

1 Thing:

2 Place:

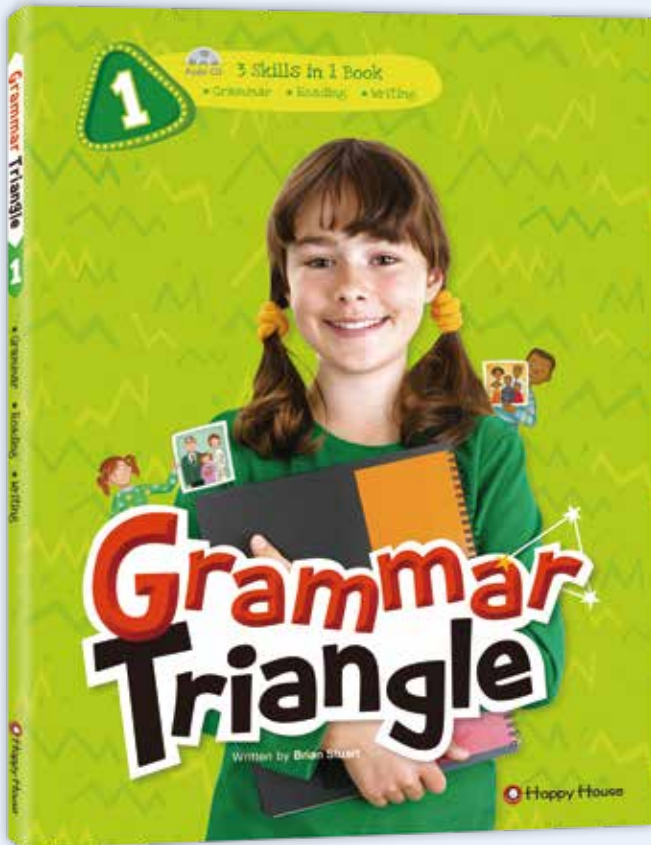
3 Animal:

4 Person:

5 Place:

6 Thing:

Grammar Triangle



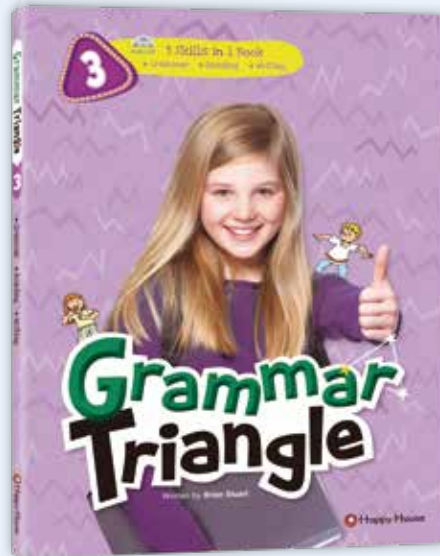
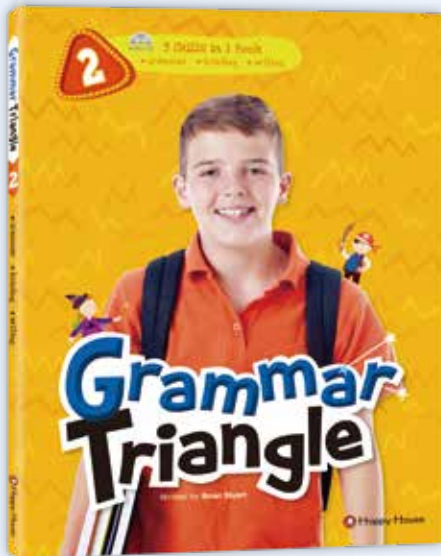
Key Features

- 16 units in each book that target different grammatical structures
- Fun and interesting illustrations that improve students' understanding
- Unique stories in each unit to engage the students
- A variety of exercises to help students practice using the target grammar
- A fun writing exercise at the end of each unit to help students master the target grammar
- Workbooks for each level providing exercises for more practice and review

3 Books | Beginner ~ High-Beginner | A1 ~ A2

Student Book (72p) | **Workbook** (40p)

www.ihappyhouse.co.kr



Title	Units	Pages SB(WB)	Level
Grammar Triangle 1	16	72(40)	Beginner ~ High-Beginner
Grammar Triangle 2	16	72(40)	Beginner ~ High-Beginner
Grammar Triangle 3	16	72(40)	Beginner ~ High-Beginner

Grammar Point

Grammar Check-Up

01 A / An + Noun, The + Noun

Grammar Point

There is an orange. There is a monkey. Where is the orange?

- a + noun, an + noun
 - in + consonant sound: a banana, a dog, a finger, a piano, a tree
 - an + vowel sound: an apple, an ear, an island, an owl, an umbrella
- a/an + noun, the + noun
 - a/an: one thing, not special; specific thing; one and only thing
 - the: a chair, a house, an elephant; the chair, the house, the elephant; the sun, the earth, the sky, the moon

Order for you Trace and say.

I have an apple. This apple is delicious. I see a horse. This horse is fast.

Look at the sky! The sky is blue. Look at the moon! The moon is bright.

Grammar Check-Up

Circle the correct words.

1. an ball an: gloo an: the earth
 2. an notebook an umbrella the sun

Write a, an, or the.

1. I have _____ sandwich. The sandwich is big.
 2. Look at _____ sky. _____ sky is dark.
 3. I see _____ ant. _____ ant is small.
 4. It is _____ bird. _____ bird is blue.

Correct the mistakes.

1. There is an chair. → There is a chair.
 2. It is a apple. → _____
 3. Look at a sun! → _____
 4. I have an pencil. → _____



Grammar in Reading

Reading Check-Up

Grammar in Reading

A Dog Named Blue

A kind boy lives in a small town. The boy's name is Mel. Mel has a small, cute dog. The dog's name is Blue because his fur is blue.

On a hot day, Blue is hungry. He wants a cool treat. He jumps up and barks at Mel. Mel goes to the store near his house. He buys an ice cream sandwich.

Mel hides the ice cream sandwich in the living room. "Find the treat!" says Mel. Blue looks under a chair. The ice cream is melted!

Match the word

he, hungry, bark, store, treat, hot

Reading Check-Up

Choose the correct answers.

1. This story is about _____
 a. a woman b. a dog c. a boy's house

2. Where does Mel go?
 a. to the store b. to the moon c. to a school

Check True or False.

1. Mel is a dog. True False
 2. The ice cream sandwich is under a chair. True False

Write a, an, or the.

1. Mel has _____ dog. _____ dog's name is Blue.
 2. He buys _____ ice cream sandwich.

Writing with Grammar

Look and write.

1. I see _____ bird. The bird is small.
 2. I see _____ elephant. _____ elephant is green.
 3. _____
 4. _____

Workbook

01 A / An + Noun, The + Noun

Match and write a, an, or the.

1. I see _____ man. the man is old.
 2. Look at _____ moon. _____ moon is round.
 3. There is _____ ant. The ant is small.
 4. I have _____ umbrella. _____ umbrella is yellow.

Choose and write.

1. a an the
 2. a an the
 3. a an the
 4. a an the
 5. a an the
 6. a an the

Look and write.

1. There is _____ house. The house is big.
 2. I see _____ orange. _____ orange is round, sweet.
 3. It is _____ dog. _____ dog is cute, brown.
 4. Look at _____ sun. _____ sun is bright, warm.

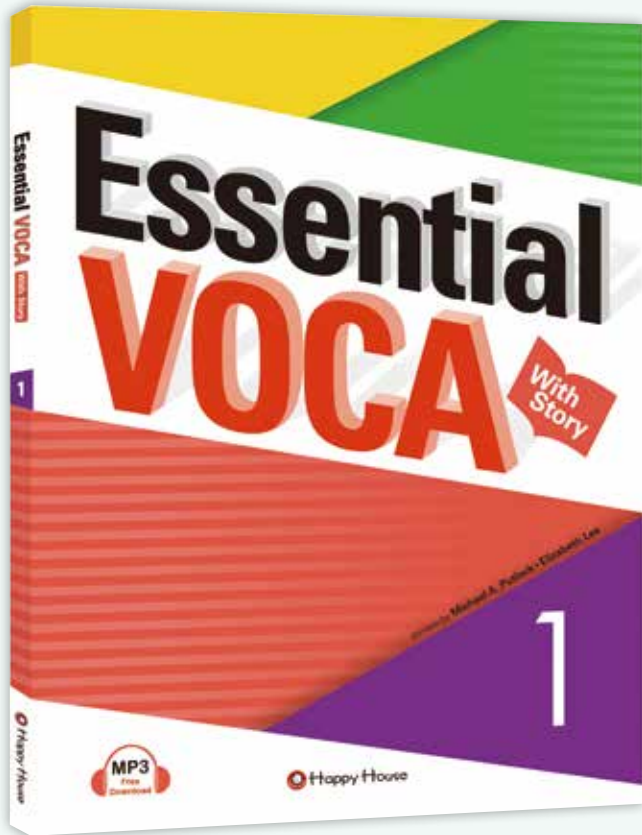
Circle and write the sentences.

1. There is an rabbit. There is a rabbit.
 2. I have a ant. I have an ant.
 3. I see an the earth. A An The earth is beautiful.
 4. I see an the orange. A An The orange is sweet.

Writing with Grammar



Essential VOCA



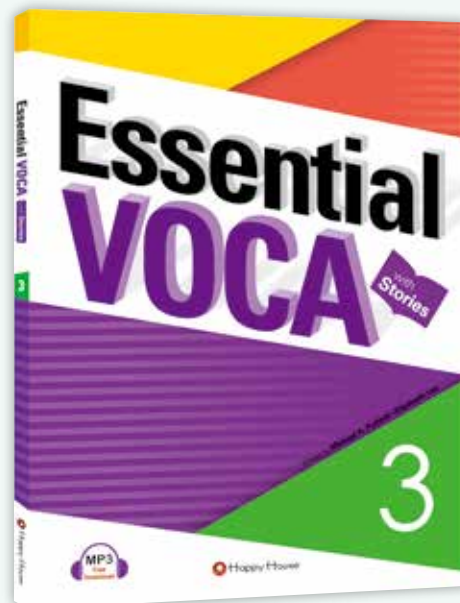
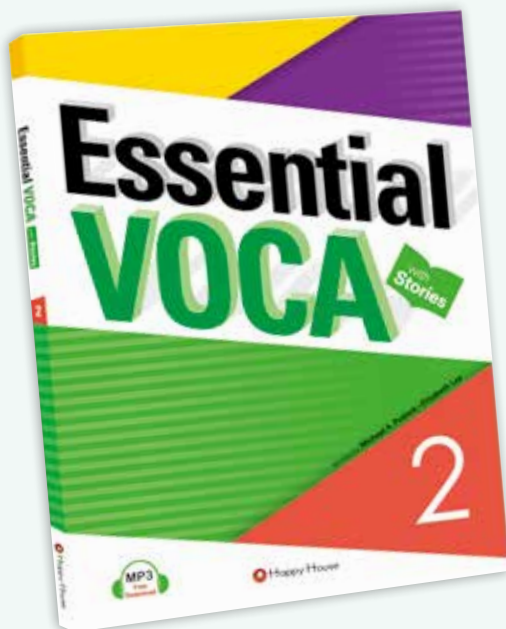
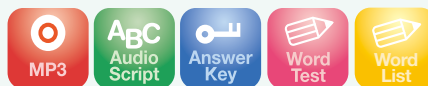
Key Features

- The most common definitions of target words as well as example sentences using them
- Fun exercises to improve learners' knowledge
- An interesting story using target words at the end of every unit
- Review lessons designed to confirm learners are improving their vocabulary
- Progressive increase in difficulty level from book to book
- Serve the QR code to listen to audio recordings of the words and example sentences

3 Books | High-Beginner ~ Intermediate | A2

Student Book (160p)

www.ihappyhouse.co.kr



Title	Units	Pages SB	Level
Essential Voca 1	30	160	High-Beginner ~ Intermediate
Essential Voca 2	30	160	High-Beginner ~ Intermediate
Essential Voca 3	30	160	High-Beginner ~ Intermediate

Word List

Unit 01 Word List

- adventure** (noun)
 - an exciting experience for people who like to do adventurous things
 - The coast is an **adventure** for Americans.
- arrive** (verb)
 - to get to a place
 - Please **arrive** on time for the party.
- backpack** (noun)
 - a large bag carried on the back
 - Every student carries a **backpack** to school.
- beach** (noun)
 - an area with sand by the sea
 - We built sandcastles on the **beach**.
- beight** (noun)
 - the height of someone or something
 - I showed my mum how tall of the **beight** light.
- captain** (noun)
 - the person in charge of a ship or airplane
 - The ship's **captain** is looking out at the sea.
- celebrate** (verb)
 - to have a party or other event for a special day
 - Let's have a party to **celebrate** his birthday.
- country** (noun)
 - a nation
 - They went on a trip across the **country**.
- culture** (noun)
 - the way of life and beliefs of a group of people
 - We have been about different **culture** in English class.
- direction** (noun)
 - the path where something is moving or information is sent to something
 - They were all going the same **direction**.
 - You should follow the **directions** on the box.

- experience** (noun)
 - knowledge gained by doing something
 - He went to Italy to gain **experience**.
 - The job **experience** had weathered last night.
- fantastic** (adjective)
 - very exciting, impressive
 - The hotel room was **fantastic**.
- foreign** (adjective)
 - not from one's own country
 - This country is a **foreign** country.
- international** (adjective)
 - relating to or between countries
 - Our plane arrived at Hong Kong **international** Airport.
- leave** (verb)
 - to go away from a place
 - She **leaves** for work at 7:30 every morning.
- measure** (noun)
 - a system for measuring things
 - Many people use the **metric** **measure** every day.
- palace** (noun)
 - the home of a king or queen
 - The tourists will visit the royal **palace**.

Exercise

Unit 01 Exercise

A. Circle the words that fit the definitions.

- a hotel or private room for a group of people
 a) beach b) backpack c) direction d) culture
- from another country
 a) bright b) fantastic c) international d) foreign
- an exciting or dangerous trip
 a) adventure b) culture c) captain d) backpack
- to have a party or other event for a special day
 a) leave b) celebrate c) arrive d) experience
- the home of a king or queen
 a) country b) tour c) palace d) museum

B. Write S for synonyms or A for antonyms next to each pair of words.

1. _____ leave - arrive 2. _____ international - global
3. _____ here - abroad 4. _____ height - dark
5. _____ captain - master 6. _____ fantastic - terrible

C. Circle the words that best fit the sentences.

- They are talking about the **adventure** (back).
- The whole **direction** (back) left and about for beach.
- It is been about **international** (back) before going to Paris.
- Do you have any **international** (back) with computers?
- The wind started to blow in the **direction** (back).
- The traditional food of the restaurant served **foreign** (back).

D. Choose the correct words to complete the sentences.

- The student just had to see her _____ backpack. a) museum b) reality c) palace
- The friend _____ early to catch the first train. a) here b) celebrate c) leave d) experience
- She is in _____ but he can never even question a foreigner. a) height b) bright c) international d) captain
- The present has a very light _____ adventure. a) direction b) culture c) museum d) website
- How do you _____ New Year's Day in your country? a) arrive b) celebrate c) leave d) tour

E. Read the passage. Then, write T for true or F for false.

Some people like to take tours. They visit museums, palaces, and other places of interest. They go to cities of famous importance as well. Other people go to the beach and relax for their entire trip. They are not interested in visiting any adventures. They want to stay in the same place and do nothing. And some people like to experience the culture of foreign lands. They learn about the traditions of the people in certain places. Tourist international travel can be a fantastic time. Don't be scared of leaving your own country.

- Some people like to take tours. _____
- There are many activities for foreign tourists to do. _____
- Some tourists like to see museums and palaces. _____
- Taking a trip to a foreign country can be a fantastic time. _____

Review

Review 01 Unit 01-05

A. Choose and write the correct words for the definitions.

definition	keyword	synonyms	antonyms
arrive	leave	return	depart
adventure	tour	vacation	vacation

- to get to a place _____
- to go on a trip _____
- a feeling of happiness _____
- excitement or how to avoid fear _____
- to get food for a person or animal _____
- to leave with someone, hurt or damage _____
- able to think of new ideas _____
- the activity will benefit a group of people _____

B. Circle the words that are most similar to the underlined words.

- Please let me know if you find any _____ in this. a) return b) backpack c) measure d) international
- The object lying in the sky looks very strange. a) culture b) museum c) vacation d) people
- We hope to visit all the best culture _____ in the world. a) leave b) arrive c) participate d) backpack
- It is so hard to find because of the TV _____ in the world. a) reality b) reality c) reality d) reality
- I often read that going to the _____ is possible. a) possible b) possible c) possible d) possible

C. Choose the correct forms of the words to complete the sentences.

- I saw my _____ (return) to help me.
- David became _____ (leave) when that trip.
- She should not _____ (participate) in the event.
- These do not _____ (arrive) your work about the.
- The student _____ (return) through the people.

D. Complete the sentences with the words in the box.

1. I am _____ some vegetables in the yard.

2. I am out _____ to help sick people.

3. It is a _____ of all your good ideas.

4. The _____ chair is comfortable to sit in.

5. The bus _____ everyone at the party with seats.

E. Write the correct phrases in the blanks.

foreign culture	high technology	use of science
carbon dioxide	art museum	build a future

- Scientists have to _____ in space.
- There are many beautiful paintings at the _____.
- The team will _____ for the trip.
- The holiday is showing _____.

Index

A	adventure	arrive	backpack	beach	beight	celebrate	country	culture	direction	experience	fantastic	foreign	international	leave	measure	palace
B	backpack	beach	beight	celebrate	country	culture	direction	experience	fantastic	foreign	international	leave	measure	palace		
C	arrive	backpack	beach	beight	celebrate	country	culture	direction	experience	fantastic	foreign	international	leave	measure	palace	

Jack and Jill's Phonics Readers

Acquire Phonics Naturally While Reading Interesting Stories!



Key Features

• Acquiring phonics naturally

Designed for children to acquire phonics naturally by integrating phonics rules into reading, so that they can acquire a better understanding of English phonetics.

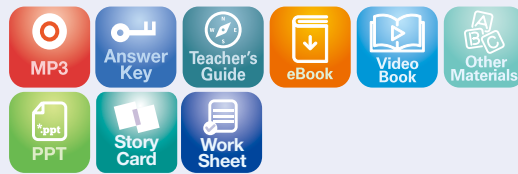
• Mastering the basic pronunciation of English

Designed for children to be accustomed to reading English by systematically incorporating basic pronunciation into interesting stories from 36 books.

18 Sets | Starter | Pre-A1 ~ A1

2 Story Books | 1 Workbook

www.ihappyhouse.co.kr

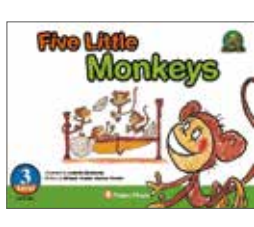


Title	Books	Pages B1/B2/WB	Word Counts	Lexile®
Set 1 Baby Bears + I Can Count!	2	16/16/24	40 ~ 60	10L ~ 200L
Set 2 The Dancing Duckling + Funny Fellows	2	16/16/24	50 ~ 70	10L ~ 200L
Set 3 Gummy Bear + How Many?	2	16/16/24	50 ~ 60	10L ~ 200L
Set 4 My Jolly Friend + Be Kind!	2	16/16/24	40 ~ 50	10L ~ 200L
Set 5 Lying on a Log + My Messy Master	2	16/16/24	50 ~ 50	10L ~ 200L
Set 6 No More! + The Pig in the Pen Says	2	16/16/24	50 ~ 50	10L ~ 200L
Set 7 In the Red Barn + See the Seashell	2	16/16/24	80 ~ 110	210L ~ 400L
Set 8 Tony's Toys + On Valentine's Day	2	16/16/24	60 ~ 90	10L ~ 200L
Set 9 In the Woods + Yes, You May	2	16/16/24	40 ~ 60	10L ~ 200L
Set 10 Be Quiet! + Catch Me!	2	16/16/24	50 ~ 60	10L ~ 200L
Set 11 Playing with My Playmate + In a Faraway Land	2	16/16/24	90 ~ 100	210L ~ 400L
Set 12 Betty Becker's Collection + With My Feet	2	16/16/24	70 ~ 80	410L ~ 600L
Set 13 This Little Indian Boy + Higher and Higher!	2	16/16/24	80 ~ 100	210L ~ 400L
Set 14 On the Top of the Rock + What's Going On?	2	16/16/24	70 ~ 80	210L ~ 400L
Set 15 Bunny Buzz and the Ladybugs + My Beautiful Julie	2	16/16/24	90 ~ 100	10L ~ 200L
Set 16 In the Moonlight + Have You Seen?	2	16/16/24	60 ~ 80	210L ~ 400L
Set 17 What Happened? + Look at That!	2	16/16/24	70 ~ 80	210L ~ 400L
Set 18 Where Are You Going? + A Place for the Cat	2	16/16/24	90 ~ 100	10L ~ 200L

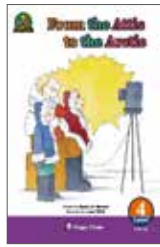
Reading Materials Custom-Designed by Native English Speakers for Young Learners



Level 2



Level 3



Level 4

Level 2 · 3 | 20 Sets | Beginner | A1

2 Story Books | 1 Workbook | Teachers' Guide

Level 4 | 20 Sets | Beginner | A1

1 Story Book | 1 Workbook & Guide

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Key Features

• Developing the 4 language skills and other competencies

Consists of stories that suit children's interests and emotions. It is a great guide, not only to language learning but also to the development of creativity, sociality, and thinking skills.

• Embracing various genres of stories

Including classic fairytales featuring rhymes and phonetic practice exercises, as well as other genres of stories, both fiction and nonfiction.

Level	Books	Pages	Word Counts	Lexile®
Level 2	10	20	140 ~ 250	210L ~ 400L
Level 3	10	20	150 ~ 460	210L ~ 600L
Level 4	20	20	840 ~ 1490	610L ~ 800L

Level 2 (10 Sets / 20 Story Books)

Set 1

- The Little Match Girl
- The Naked King

Set 2

- The Ugly Duckling
- The Sun and the Wind

Set 3

- Little Red Riding Hood
- The Hare and the Tortoise

Set 4

- The City Mouse and the Country Mouse
- The Three Little Pigs

Set 5

- The Ant and the Grasshopper
- The Bremen Town Musicians

Set 6

- On the School Bus
- Danny Goes to the Playground

Set 7

- Who Are You After?
- My Best Friend, Debbie

Set 8

- Help Me!
- I Love Computer Games

Set 9

- Look! There Is a Rainbow!
- I Am Going to Visit My Grandma

Set 10

- Oh, No! It's 8:15!
- I Like Kittens. They Are So Cute!

Level 3 (10 Sets / 20 Story Books)

Set 1

- Five Little Monkeys
- Mary Had a Little Lamb

Set 2

- The Eensy Weensy Spider
- The Wheels on the Bus

Set 3

- Bouncing Balls
- Jungle Town

Set 4

- The Movie Star
- The Fair

Set 5

- The Friendly Shark
- The Story of Santa Claus

Set 6

- Land of Red
- My Strange Family

Set 7

- A Trip to Machu Picchu
- Johnny, the Outdoor Adventure Boy

Set 8

- The Little Mermaid
- Aladdin and the Magic Lamp

Set 9

- Pinocchio
- Sleeping Beauty

Set 10

- Cinderella
- Hansel and Gretel

Level 4 (20 Sets / 20 Story Books)

Set 1 Beauty and the Beast

Set 2 Little Women

Set 3 Romeo and Juliet

Set 4 Gulliver's Travels

Set 5 Michael Jordan and Tiger Woods

Set 6 Steven Spielberg and Bill Gates

Set 7 Pablo Picasso and Wolfgang Amadeus Mozart

Set 8 Mother Theresa and Margaret Thatcher

Set 9 Billy Quest and the Cats from Outer Space

Set 10 A Wild Adventure into Nature

Set 11 From the Attic to the Arctic

Set 12 Lucky's USA Adventure

Set 13 I Wonder Why

Set 14 The Incredible Body

Set 15 Robots and the Future World

Set 16 Let's Save Our Earth! From A to Z!

Set 17 Health and Fitness

Set 18 Good Luck! Bad Luck!

Set 19 My Manners Book

Set 20 World Festivals

I Love Poems



Key Features

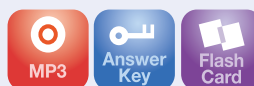
- An efficient and effective entry-level guide for preschoolers to achieve native-like proficiency
- Designed to teach rhymes, syllables, alliteration, patterns, and phonemes on the base of phonological awareness theory
- A program to improve students' listening with nursery rhymes and poems

- Strategically designed to cover both basic listening comprehension skills and phonics rules to enable higher cognitive learning in English

14 Sets | Starter ~ Beginner | Pre-A1 ~ A1

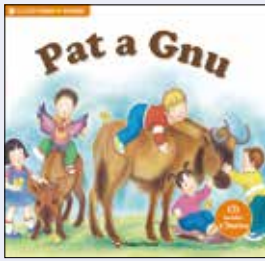
Story Books | Workbook | Teacher's Guide

www.ihappyhouse.co.kr



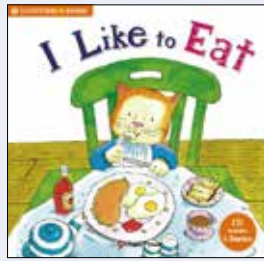
Title	Stories/Themes	Pages SB/WB/TG	Word Counts	Lexile®
Set 1 Rhymes: Pat a Gnu	4	24/24/36	120	410L ~ 600L
Set 2 Rhymes: I Like to Eat	4	24/24/36	140	410L ~ 600L
Set 3 Rhymes: All Kinds of Dogs	4	24/24/36	110	410L ~ 600L
Set 4 Syllables: Whose Baby Am I?	4	24/24/36	180	410L ~ 600L
Set 5 Syllables: Three Little Kittens	4	24/24/36	140	410L ~ 600L
Set 6 Syllables: Zoom	4	24/24/36	140	410L ~ 600L
Set 7 Alliteration: Too Many Monkeys	5	24/32/44	150	410L ~ 600L
Set 8 Alliteration: Dickery, Dickery, Dare	5	24/32/44	170	410L ~ 600L
Set 9 Alliteration: Polly Pirate	4	24/24/36	140	410L ~ 600L
Set 10 Patterns: One Scary Night	6	24/32/52	150	410L ~ 600L
Set 11 Patterns: Pat-a-Cake	5	24/32/44	130	410L ~ 600L
Set 12 Patterns: The Tricky Chick	5	24/32/44	200	410L ~ 600L
Set 13 Phonemes: Weather	10	24/40/64	160	10L ~ 200L
Set 14 Phonemes: Farm Animals	10	24/40/64	170	10L ~ 200L

Rhymes



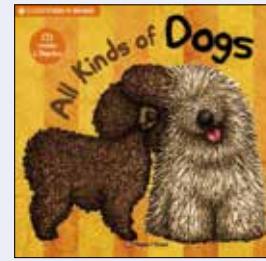
Set 1 (4 Stories)

- Hey, Diddle, Diddle
- Humpty Dumpty
- Pat a Gnu
- Make a Cake



Set 2 (4 Stories)

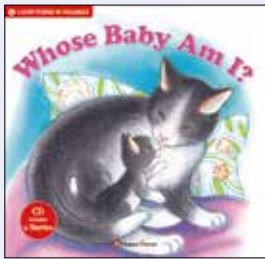
- Jack Be Nimble
- One, Two, Three, Four, Five
- Dib, Dab, Dob
- I Like to Eat



Set 3 (4 Stories)

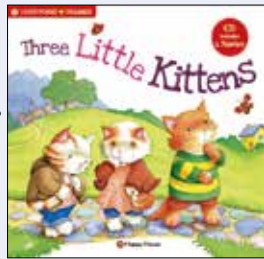
- Pussy-cat, Pussy-cat
- It's Raining, It's Pouring
- All Kinds of Dogs
- Good Night

Syllables



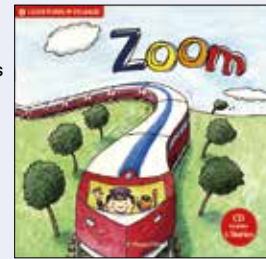
Set 4 (4 Stories)

- Chocolate
- This Little Piggy
- Ice Cream
- Whose Baby Am I?



Set 5 (4 Stories)

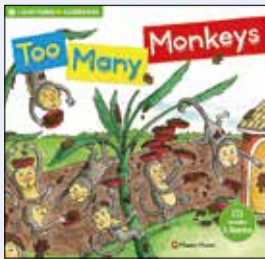
- Little Miss Muffet
- Three Little Kittens
- My School
- At the Zoo



Set 6 (4 Stories)

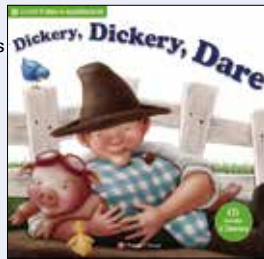
- Itsy Bitsy Spider
- Little Jack Horner
- Yum, Yum
- Zoom

Alliteration



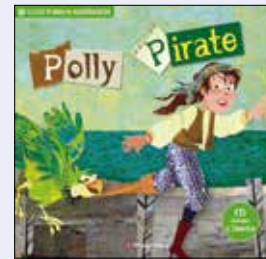
Set 7 (5 Stories)

- She Sells Seashells
- A Sailor Went to Sea
- Bubbles
- Seven Scary Sharks
- Too Many Monkeys



Set 8 (5 Stories)

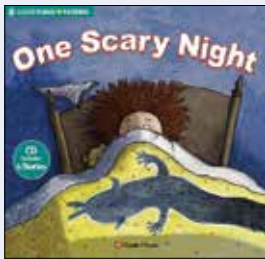
- Dickery, Dickery, Dare
- Peter Piper
- Pam Put a Pack
- Billy's Box
- Clever Cassie Camel



Set 9 (4 Stories)

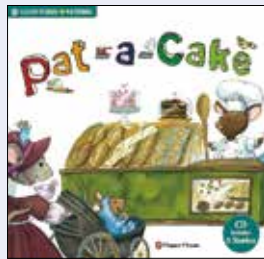
- Hillary Hume
- Timmy's Tart
- Two Lucky Lizards
- Polly Pirate

Patterns



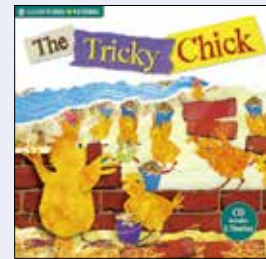
Set 10 (6 Stories)

- Hickory, Dickory, Dock
- The Farmer in the Dell
- Sam and Pam
- Rain, Rain, Go Away
- One Scary Night
- Little Will



Set 11 (5 Stories)

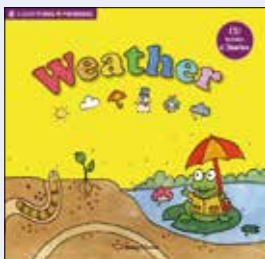
- Pat-a-Cake
- Higglety, Pigglety, Pop!
- Jack and Jill
- Nelly Dell
- To the Shop



Set 12 (5 Stories)

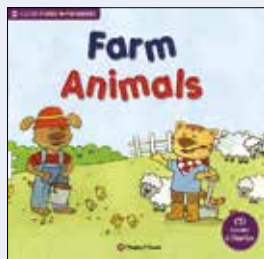
- Star Light
- Little Bo-Peep
- I Had a Little Nut Tree
- The Tricky Chick
- Jack Black

Phonemes



Set 13 (10 Themes)

- Colors
- School Things
- Numbers
- Family
- Pets
- Zoo Animals
- Fruits
- Vegetables
- Foods
- Weather

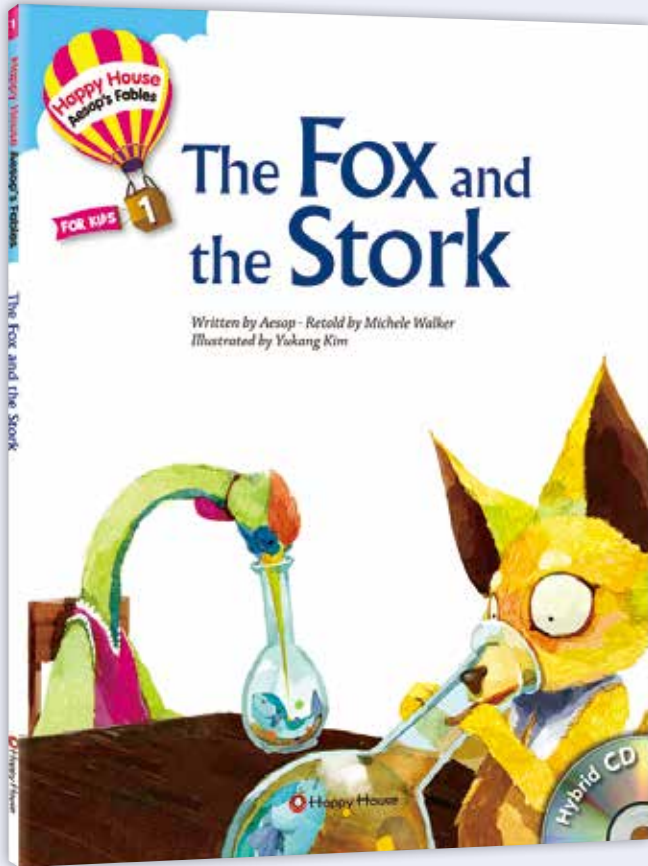


Set 14 (10 Themes)

- Body Parts
- Breakfast
- Clothes
- Farm Animals
- Sports
- Places
- Furniture
- Traffic
- Actions
- Music



Happy House Aesop's Fables



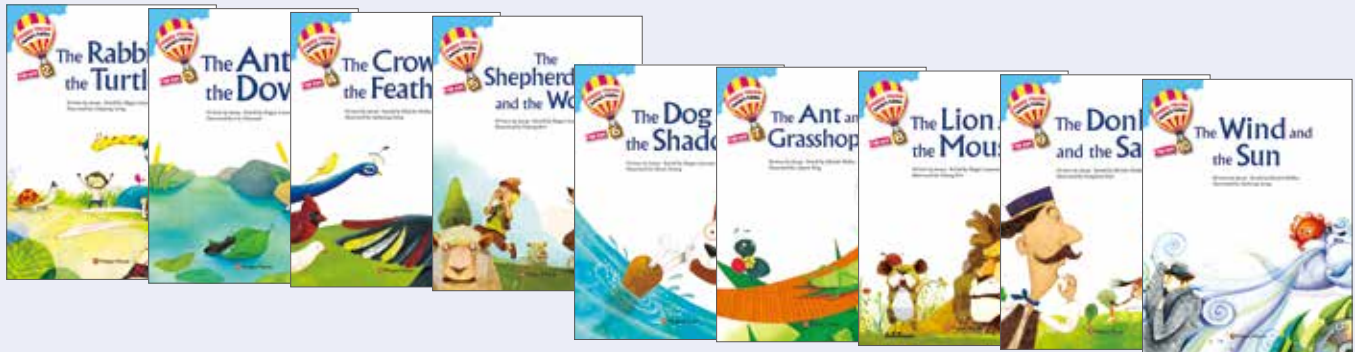
Key Features

- Humorous and entertaining stories for kids
- Featuring familiar animals loved by kids
- Including a moral with each story to teach to kids
- Hybrid CD including story animation, chant, and a fun game
- Workbook providing various exercises for reading, listening, speaking, and writing skills

10 Sets | Starter ~ Beginner | Pre-A1 ~ A1

Story Books (24p) | Workbook (12p)

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Title	Pages SB(WB)	Word Counts	Lexile®
Set 1 The Fox and the Stork	24(12)	300	350L
Set 2 The Rabbit and the Turtle	24(12)	290	270L
Set 3 The Ant and the Dove	24(12)	280	320L
Set 4 The Crow and the Feathers	24(12)	300	310L
Set 5 The Shepherd Boy and the Wolf	24(12)	300	290L
Set 6 The Dog and the Shadow	24(12)	300	290L
Set 7 The Ant and the Grasshopper	24(12)	310	420L
Set 8 The Lion and the Mouse	24(12)	300	330L
Set 9 The Donkey and the Salt	24(12)	300	480L
Set 10 The Wind and the Sun	24(12)	290	360L

Hybrid CDs



1. The Fox and the Stork



Workbook

Sentences

Look, listen, and check.

- It is time for lunch.
 It is time for dinner.
- Fox thinks Stork looks funny.
 Fox makes soup for dinner.
- Stork wets her beak in the soup.
 Stork sits down and looks at the soup.
- It is five o'clock.
 It is twelve o'clock.
- She puts the fish in a tall, thin jar.
 She puts the fish on a big, flat plate.

Stick and trace.

-
-
-

Choose and write. Then role-play.

1. Come to my house at _____ o'clock.
I will see you at five.

2. Fox, _____ lunch with me.
I am _____ to eat with you.

3

If you were Stork, what would you do? Draw it or attach the stickers. Then write.



Happy Readers



Key Features

- Presenting stories with varying levels of sophistication — from 250-word books for beginners to 1,000-word books for low-advanced students (a total of 60 books in 6 levels)
- Offering step-by-step learning approaches providing true enjoyment of English learning
- Featuring 'Comprehension Quiz' to check on comprehension as well as captivating illustrations on each page

60 Books | Beginner ~ Advanced | A1 ~ C1

Storybook

www.ihappyhouse.co.kr



Basic (Book 1)

CHAPTER ONE

Lost in the Woods

Hansel and Gretel were brother and sister. They lived in a cottage in the woods. Their father was a woodcutter. He was kind but poor. His first wife died many years ago. He married again. His second wife was cruel and greedy. She didn't like Hansel and Gretel. The stepmother had an idea.

Word Bank

kind	poor	greedy
safe	scary	like
enough	stepmother	stepmother
enough	stepmother	stepmother

The woodcutter should take them into the forest. He should leave them there.

Check up

Where did Hansel and Gretel live?
 In a cottage In a cave

Write something

- They lived in a cottage in the woods.
- His first wife died many years ago.
- His second wife was cruel and greedy.
- The woodcutter should take them into the forest.

CHAPTER ONE

Comprehension Quiz

A Circle the words that describe the boy at night.

moonlight	scary
safe	bears
scary	lost

B Mark T for true or F for false.

- Hansel lived in a cave.
- A wolf lived, Hansel and Gretel.
- Gretel brought a basket full of food.
- The children followed the river to get home.

C Choose the best answers for the questions.

4. What best describes the woodcutter's personality?

- Kind
- Rich
- Cruel
- Generous

5. Why couldn't Hansel and Gretel find their way home again?

- Because a wolf chased them.
- Because there are all the trees in the woods.
- Because the woods were so big and dark.
- Because there was no house that night.

D Rearrange the sentences in order.

- Hansel got white stones in his pocket.
- The woodcutter married a second time.
- The children found the stepmother's idea.
- The children found their way home.

Level	Units	Pages	Word Counts	Lexile®
Basic	10	82 ~ 86	990 ~ 2470	410L ~ 600L
Grade 1	10	84 ~ 92	3260 ~ 3460	410L ~ 600L
Grade 2	10	84 ~ 98	3090 ~ 4150	410L ~ 1000L
Grade 3	10	98 ~ 110	5190 ~ 5610	410L ~ 1000L
Grade 4	10	112 ~ 176	5710 ~ 8440	610L ~ 1200L
Grade 5	10	108 ~ 138	9170 ~ 10380	810L ~ 1200L

Basic (250 Words) **A1**



1. Hansel and Gretel / Rapunzel 2. Jack and the Beanstalk and other stories 3. Thumbelina / The Ugly Duckling 4. The Flying Trunk / The Story of a Mother 5. Puss in Boots / Little Red Riding Hood 6. Snow White / The Elves and the Shoemaker 7. The Nutcracker / Swan Lake 8. The Adventures of Tom Sawyer 9. The Selfish Giant 10. Pinocchio

Grade 1 (350 Words) **A1 A2**



1. Beauty and the Beast 2. The Little Mermaid 3. The Christmas Stories 4. The Little Match Girl and the other stories 5. Bible Stories 6. Cinderella / Sleeping Beauty 7. The Jungle Book 8. Heidi 9. The Arabian Nights 10. Uncle Tom's Cabin

Grade 2 (450 Words) **A2 B1 B2**



1. Aesop's Fables 2. The Great Stone Face 3. Anne of the Green Gables 4. A Dog of Flanders 5. Daddy-Long-Legs 6. Bible Stories 2 7. Peter Pan 8. The Happy Prince / The Nightingale and the Rose 9. The Count of Monte Cristo 10. The Stars / The Last Lesson

Grade 3 (600 Words) **B1 B2 C1**



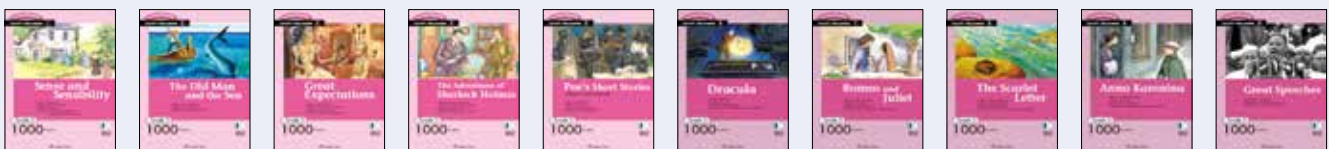
1. Tolstoy's Short Stories 2. The Christmas Carol 3. The Secret Garden 4. The Story of Helen Keller 5. The Merchant of Venice 6. The Wizard of Oz 7. Alice's Adventures in Wonderland 8. Robin Hood 9. Around the World in Eighty Days 10. Little Women

Grade 4 (800 Words) **B2 C1**



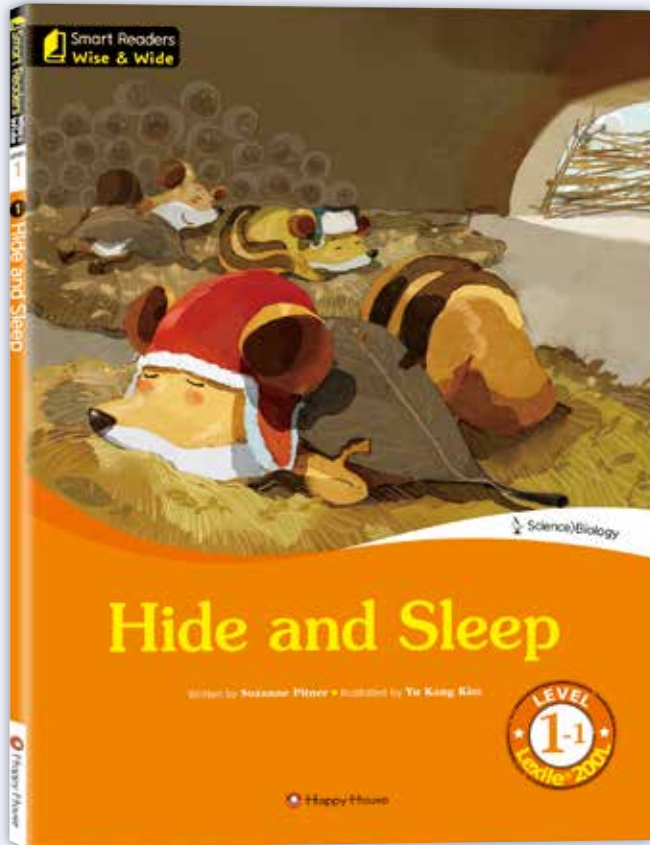
1. The Opera Stories 2. The Phantom of the Opera 3. The Little Prince 4. Don Quixote 5. Anne Frank: The Diary of a Young Girl 6. Waiting for Godot 7. The Invisible Man 8. O. Henry's Short Stories 9. Les Miserables 10. The Age of Fable

Grade 5 (1,000 Words) **C1**



1. Sense and Sensibility 2. The Old Man and the Sea 3. Great Expectations 4. The Adventures of Sherlock Holmes 5. Poe's Short Stories 6. Dracula 7. Romeo and Juliet 8. The Scarlet Letter 9. Anna Karenina 10. Great Speeches

Smart Readers Wise & Wide



Key Features

- Interesting topics chosen from the elementary curriculums of Korea and English speaking western countries
- Well-written books in various forms including fiction stories, descriptive texts, and classics retold
- Helping young learners improve thinking skills with solid after-reading activities at all levels of the series

60 Books | Beginner ~ High-Beginner | A1 ~ A2

Storybooks (72~128p)

www.ihappyhouse.co.kr



Level 4-2

Before Reading

The Edible, Green Machine

Level 4-2, Lexile®520L

What do plants eat?

We often can see animals eat food. But how about plants? Plants are also living things so they must take nourishment. Then how and what nourishment do they take?

Plants also take nourishment from nature! But they take something different from what animals and humans do. What plants take from nature is sunlight, water and CO₂, one of the gases in the air. A plant's leaves have cells that digest sunlight, which the plant uses for energy to produce a sugary material for its nourishment. The cells gather sunlight and then mix water that comes through the plant's root with CO₂ that comes through air holes on the leaves to produce the material the sugar for its nourishment. The process is called "photosynthesis." In the book, let's find out in more detail how such a process happens in a plant.

Summary

Rachel is a smart girl who likes going to botanical gardens and amusement parks the most!

One day, Rachel knew that the prize for the school contest was a free pass for a botanical garden and an amusement park, so she decided to win the contest. To win it, she had to invent or find a special machine that can make food with air and water. Rachel didn't have any clear what on earth it meant and became worried. Fortunately, she came up with an idea while walking in a forest and was pleased. But someone was peeking at what she was doing! Who was it? Will Rachel be able to win the contest?

"Grandmother!" called Rachel. The singing stopped and Grandmother's face appeared at the window. Her skin was so wrinkled as a raisin.

"What a surprise!" she said when she saw Rachel. "I am roasting some vegetable dumplings. Would you like one?"

Rachel was hungry, but there was no time to eat because she had an important job to do.

"Leave, perhaps," she said. "First, I need your help."



Grandmother came out to the garden. She listened while Rachel told her about the contest. "I need to know about plants," said Rachel. "How do they make such delicious berries?" Grandmother laughed. "It is not just berries that are good to eat. Think about all the other dishes we enjoy that come from plants." She pointed at the garden, where all kinds of plants were growing.



Level	Units	Pages	Word Counts	Lexile®
Level 1	10	72 ~ 92	1610 ~ 2100	Below 200L
Level 2	10	84 ~ 104	2980 ~ 3050	190L ~ 400L
Level 3	10	72 ~ 96	2510 ~ 3310	350L ~ 530L
Level 4	10	80 ~ 112	3980 ~ 4030	420L ~ 650L
Level 5	10	96 ~ 104	4820 ~ 5620	520L ~ 940L
Level 6	10	112 ~ 128	5750 ~ 8230	830L ~ 1070L

Level 1 (Below 200L | Pre K - K) **A1**



1. Hide and Sleep
2. Aesop's Fables
3. Shadows in the Storm
4. Tales from the Talmud
5. Do As I Tell You!
6. The Secret Travels of Koala Bears
7. A Day in Space
8. Around the World in a Single Day
9. What's Your Job?
10. Traditional Tales of the World

Level 2 (190L - 400L | Lower Grade 1) **A1**



1. Alien Adventure
2. Stories of Stone
3. Peter Pan
4. Adventures of the Polar Bear Brothers
5. My Body Is So Clever!
6. The Night with the Dinosaurs
7. Mysterious Monsters
8. The Moonlight Orchestra
9. The Time Machine Bicycle
10. Skis, Sleds, and Skates!

Level 3 (350L - 530L | Upper Grade 1) **A1**



1. Sandy, the California Sea Otter
2. Adventures in Pet Sitting
3. Nanobots to the Rescue
4. Hide-and-Seek Gorillas
5. The World's Most Astonishing Festivals
6. Solar System Superstar
7. Fun Math in Everyday Life
8. Lost in the Forest
9. Who'll Be President?
10. O. Henry's Short Stories

Level 4 (420L - 650L | Grade 2) **A1 A2**



1. Living with Nature
2. The Edible, Green Machine
3. Creation Stories from around the World
4. Amazing Ancient Cultures of the World
5. Turandot / Aida
6. A Gallery of Ghosts
7. Great Inventions around Us
8. Gold Rush!
9. Stories of Sherlock Holmes
10. The World's Most Popular Sports

Level 5 (520L - 940L | Grade 3 - 4) **A2**



1. Amazing Animals of the Amazon
2. Restless Earth
3. King Arthur
4. Woonjin's Weather Show
5. Mystery at the Museum
6. All about Robots
7. Hidden Secrets of Famous Paintings
8. Finding Psychology
9. Adrift in the Pacific
10. Turning Points in World History

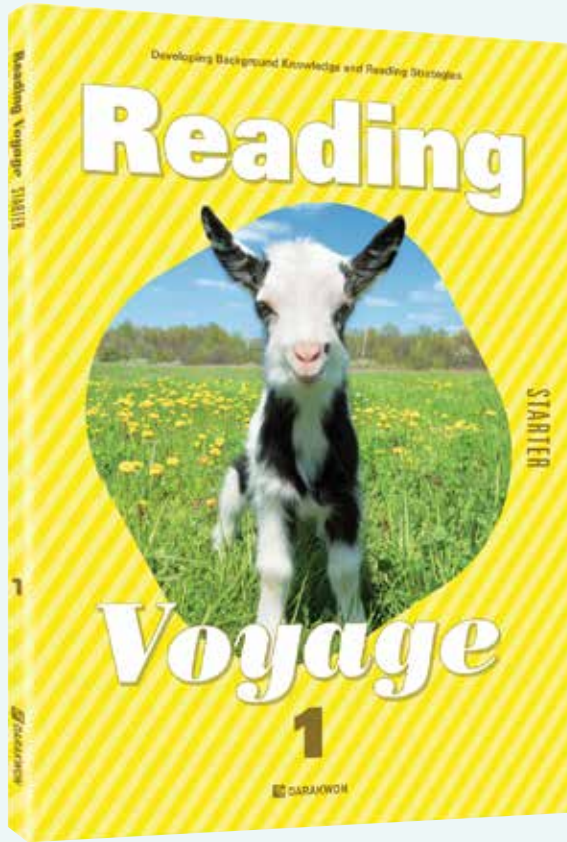
Level 6 (830L - 1070L | Grade 5 - 6) **A2**



1. A Trip to Camp Danger
2. The Secret of the Golden Ratio
3. The Myths in the Stars
4. The Best of Friends
5. Cool Board Sports
6. Romantic Era Composers
7. Animals in Action
8. The Merchant of Venice
9. Great Leaders of the World
10. Things to Know about Paintings

**English Books
for
Secondary
Learners**

Reading Voyage



Key Features

- A reading series for developing background knowledge and reading strategies
- Appealing and informative texts covering a variety of topics
- Comprehension questions to help identify main ideas and details
- Reading skill and summary to help students analyze key concepts
- Vocabulary in context to help identify word definitions and synonyms

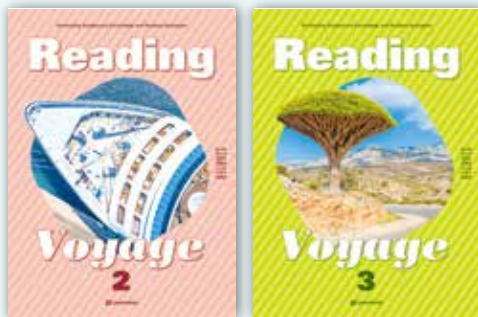
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STARTER



BASIC




PLUS



EXPERT



Before You Read



There's food cooking all beginning

A Delicious British Food

Complete 1

Complete 2

Before You Read

A What do you know about cottage pie? Check T or F.

- Cottage pie is a new dish. T/F
- Cottage pie comes from Britain. T/F
- Cottage pie is usually made with sugar and fruit. T/F

B Look at the vocabulary and check the ones you know.

<input type="checkbox"/> fancy	<input type="checkbox"/> brown	<input type="checkbox"/> substitute
<input type="checkbox"/> smash	<input type="checkbox"/> alternate	<input type="checkbox"/> ingredient

Reading Passage & Comprehension

A Delicious British Food

Do you really love or hate this cottage pie?



Britain is famous for its meat pies. And cottage pie, its shepherd's pie, is the most famous of them all. It's not really a 'pie' because it's not made with pastry. It's made with **mashed potatoes**.

Cottage pie has been a part of British culture and **potatoes** for hundreds of years. But it was never meant to be a **fancy** meal. It was just a way that families could eat up their leftover meat and potatoes. And it's really quite easy to make. All you need are a few simple ingredients.

First, **smash** about 1 kilogram of ground beef. Add chopped carrots, onions, and leeks to the pan and fry them for about 8 minutes. Add the beef back to the pan and pour in beef stock. **Simmer** everything and cook for 30 minutes. While you are cooking this, boil some potatoes until they are soft and mash them with milk, butter, and shredded cheese. Put the meat in a pan and spread the mashed potatoes on top. Then bake it into the oven and bake it at 200 degrees Celsius for 25-30 minutes.

It's a very easy and delicious meal that anyone can make. You should try it!

Vocabulary in Context Write the words in bold next to their correct definition.

- to cook on low heat**
- to make brown by cooking**
- to crush food into a soft mass**
- high in quality; not plain or ordinary**
- cut or crushed into very small pieces**
- food that is cooked in a particular way**
- a person whose job it is to take care of sheep**
- one of the things that is used to make a dish**

Reading Comprehension

- What is this passage mainly about?
 - a famous British chef
 - British cooking ideas
 - the history of British cuisine
 - the history of British culture
- Why did British people invent cottage pie?
 - it was easy to make.
 - it is a famous British dish.
 - it is a famous dish in Britain.
 - it is made with beef and potatoes.
- Which is NOT true about cottage pie?
 - It is easy to make.
 - It is a famous British dish.
 - It is a famous dish in Britain.
 - It is made with beef and potatoes.
- What is NOT mentioned as ingredients in cottage pie?
 - chopped garlic
 - ground beef
 - chopped carrots
 - mashed potatoes
- According to the passage, what can you guess about cottage pie?
 - It costs a lot of money to make.
 - All ingredients should be ground.
 - It takes more than an hour to make.
 - It is unpopular among British people.

Reading Skill

Remember: If putting words in order, think first on last. When we sequence, we put every underlined word in order before the next, and so on.

Fill in the chart and number the steps for making cottage pie in order.

1	_____	1 kilogram of ground beef
2	_____	in 200 degrees Celsius for 25-30 minutes.
3	_____	potatoes with cheese, milk, and butter.
4	_____	the meat in a pan and put the potatoes on _____.
5	_____	the beef and vegetables in beef stock.

smash brown bake simmer top

Summary & Vocabulary Expansion

Summary

Use the words in the box to complete the summary.

smash fancy substitute simmer ground

Cottage pie is a famous dish in Britain. _____ its main ingredients are _____ beef, mashed potatoes, milk, butter, cheese, and vegetables. To make it, first _____ the beef. Then fry the vegetables and _____ everything in beef stock. Then mash the potatoes and put them on top of the meat. After that, boil the potatoes until they are soft and _____ them with milk, butter, and shredded cheese. Put the meat in a pan and spread the _____ potatoes on top. Then bake it into the oven and bake it at 200 degrees Celsius for 25-30 minutes.

Vocabulary Expansion

A Match the words with their similar meanings from the box.

Words	Similar Meaning
fancy	_____
cut up	_____
leftover	_____

B Fill in the blanks using the words in bold from the passage. Change the forms if necessary.

- Use a fork to _____ the groundbeef in the bowl.
- Put the soup on low heat and let it _____ for 30 minutes.
- _____ the beef in a frying pan, but don't cook it all the way.
- Indian food is one of the most popular types of _____ in the world.
- I don't like to wear _____ clothes. I just like to wear jeans and a T-shirt.

Workbook

Unit 1 A Delicious British Food

Vocabulary Practice

A Write each word next to its correct definition. Then write its meaning in your language.

word	ingredient	fancy	smash
ground	shepherd	simmer	leek
1. to cook on low heat	_____	_____	_____
2. to make brown by cooking	_____	_____	_____
3. to crush food into a soft mass	_____	_____	_____
4. high in quality; not plain or ordinary	_____	_____	_____
5. cut or crushed into very small pieces	_____	_____	_____
6. food that is cooked in a particular way	_____	_____	_____
7. a person whose job it is to take care of sheep	_____	_____	_____
8. one of the things that is used to make a dish	_____	_____	_____

B Write the correct words to complete the sentences.

shepherd remaining occasional high-quality

- We _____ get chocolate bars for lunch.
- John always wears _____ shoes and clothes.
- Add the _____ ingredients: sugar, salt, and eggs.
- The _____ had to sleep near his sheep to take care of them.

Writing Practice

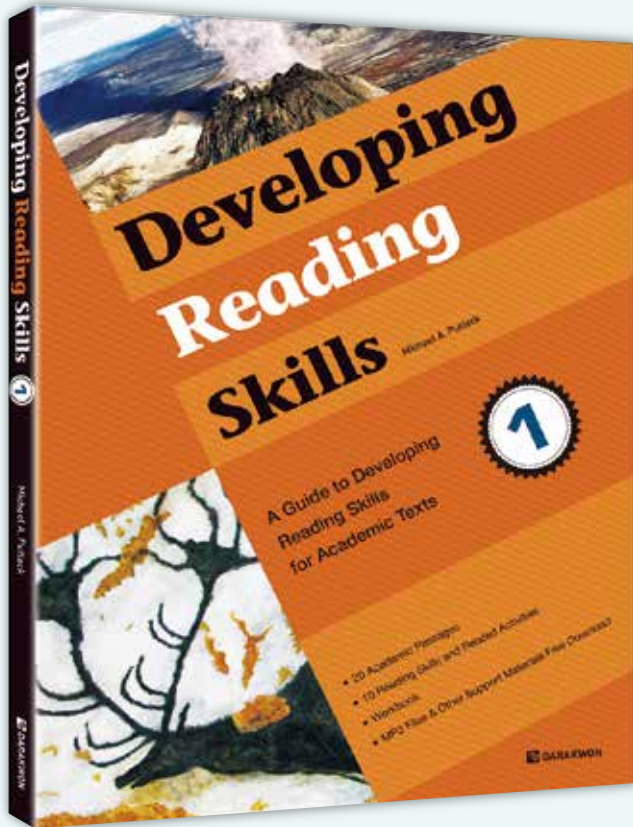
A Unscramble the words to complete the sentences.

- (s / h / r / f / a / c / e / s / - / e / e / d / p / e / e / f / h / e)
 - British _____.
- (t / h / e / f / i / n / e / s / t / o / f / m / e / a / t / t / h / e / r / e / a / r / e)
 - Cottage pie is _____.
- (a / n / y / o / n / e / c / a / n / m / a / k / e / i / t / e / a / s / y / a / s)
 - It's so easy _____.
- (e / a / s / y / t / o / c / o / o / k / i / n / g / i / t / i / n / t / h / e / p / a / n)
 - Put the meat in a pan and _____ it.
- (a / p / a / r / t / o / f / b / r / i / t / i / s / h / c / u / l / t / u / r / e / f / o / r / h / u / n / d / r / e / d / s / o / f / y / e / a / r / s)
 - Cottage pie has _____.

B Translate the sentences into your language, focusing on the meanings of the underlined parts.

- Cottage pie was never meant to be a fancy meal. _____
- Add the beef back to the pan and pour in beef stock. _____
- It was just a way that families could eat up their leftover meat and potatoes. _____

Developing Reading Skills



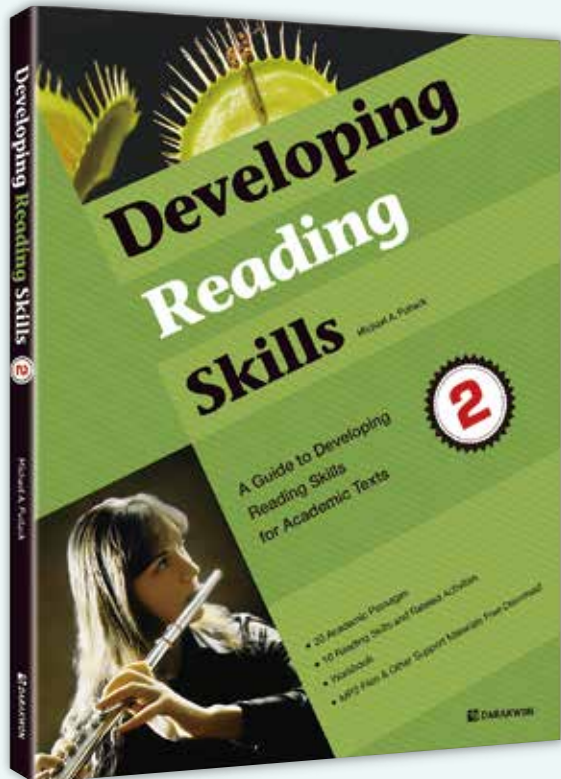
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Pre-Reading Questions

UNIT 01

Prehistoric Cave Art



Pre-Reading Questions

Answer the following questions.

1. What is this picture all?
2. What do you think this picture all?
3. How do you like the picture?

Vocabulary

Look at the pictures. Write the correct word(s) from the box for each picture.

carve	skin	travels
		

164 | 18

Reading Passage & Comprehension

Prehistoric Cave Art



One September day in 1940, two teenagers and a dog were walking in a forest. They were near Lascaux, France. The boys were looking for mushrooms in the forest. Suddenly the dog got stuck in a hole. The boys pulled the dog out. Then, they looked down the hole. It seemed to be very deep.

A few days later they went back to the hole. They discovered that it was a cave. They went down into the cave. They looked at the walls. The walls were covered with pictures. The boys had discovered some cave art. They told their teacher about the discovery. Soon, the entire world learned about the pictures on the cave walls.

Thousands of years ago, prehistoric humans drew pictures in caves. They drew many kinds of pictures. They drew animals, humans, and symbols. The cave in Lascaux has more than 2,000 works of art. There are more than 300 horses. There are many deer. There are also birds, cows, lions, and birds. One painting of a bull is more than five meters long. Some of the cave art in Lascaux is more than 20,000 years old. It is also among the best cave art in the world.

Prehistoric Cave Art

Read the summary. Write the correct word(s) from the box in each blank.

found pictures symbols art at

In the 1940s, some boys in Lascaux, France, were in a _____ that dug in a hole. The hole was a cave. The boys went down into the cave. They discovered many pictures of _____ on the walls. The _____ in the cave were 20,000 years old. There were pictures of animals, humans, and _____. There are more than 2,000 pictures on the cave walls.

11

Comprehension

Main Topic

Circle the correct answer.

- What is the main topic of the passage?
 - The lives of prehistoric people
 - The cave art in Lascaux, France
 - Prehistoric teenagers in the 1940s

Details

Answer the questions.

- What were the boys doing in the forest?
 - Looking for a cave
 - Looking for a dog
 - Looking for treasure

- Who did the boys tell about the Lascaux cave art?
 - Their teacher
 - Their parents
 - Their friends

- Which is NOT true about the Lascaux cave art?
 - It is more than 20,000 years old.
 - There are 2,000 pictures of deer.
 - It has pictures of cows, lions, and horses.

Fill in the blank with the correct words.

_____ people drew the art on the walls of the cave in Lascaux.

Vocabulary

Match the words and phrases with their definitions.

- | | |
|----------------|---|
| 1. discover | a. to sign a character |
| 2. draw | b. to make a picture, to create a type of art |
| 3. prehistoric | c. old |
| 4. suddenly | d. to find |
| 5. symbol | e. a set |

Reading Skills Practice

Reading Skills Practice: Sequencing 1

What is the sequence?

Read the passage again. Then, put the sentences in the correct order.

- _____ They found a hole in the ground.
- _____ After that, they discovered some paintings in a cave.
- _____ The boys were walking in the forest.

Read another passage related to the topic and answer the questions.

Thousands of years ago, prehistoric humans learned how to make paint. Their paint was very simple. First, they found some minerals. They got minerals from the soil by they found. These minerals were colors such as red, yellow, and orange. Then they mixed some oil with the minerals. After that, they added water to avoid fat to the minerals and dirt. This made the paint a liquid. They stirred everything together. Finally, the paint was ready. They made many different colors of paint. So prehistoric humans painted colorful pictures on cave walls with their paint.

Find the sequencing words in the passage and circle them.

Answer old prehistoric people NOT use to make paint?

- DM
- Animal fat
- Lascaux

Put the following sentences in the correct order.

- _____ They mixed the dirt and minerals together.
- _____ They found some minerals in the ground.
- _____ They added water or animal fat to the mixture.

Workbook

01 Prehistoric Cave Art

A. Read the passage on page 12 again. Then, write the answers to the questions.

- How did the boys discover the hole? _____
- What did the boys see on the cave walls? _____
- When did prehistoric humans draw pictures in caves? _____
- How many pictures are there in the cave in Lascaux? _____
- What kinds of animals are in the pictures? _____

B. Use the words in the box to complete the sentences.

discover draw prehistoric suddenly symbol

- _____ humans lived in many places thousands of years ago.
- The man went to _____ some treasure in the jungle.
- The vase has a _____ from ancient Egypt on it.
- _____ it stopped raining, and the sun started shining.
- Can you _____ pictures very well?

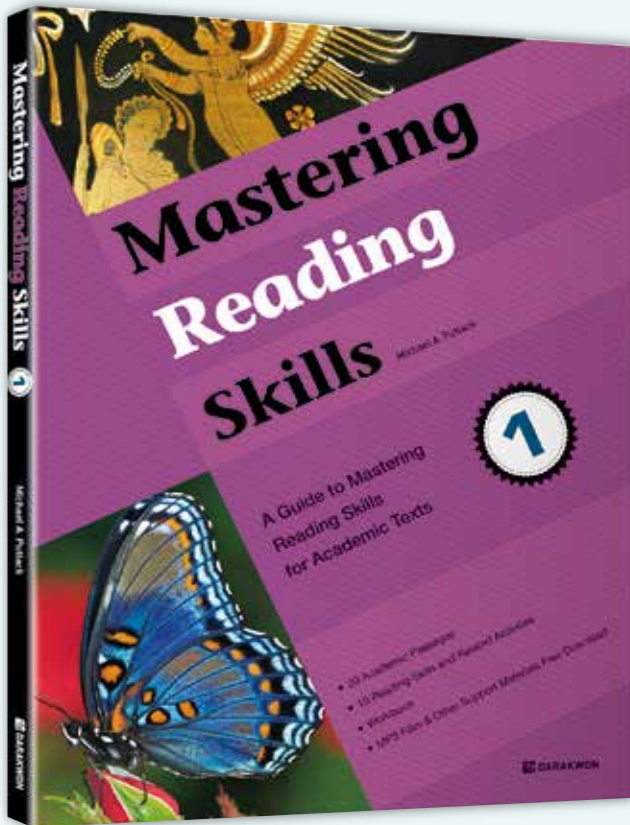
C. Read the passage on page 14 again. Then, answer T (true) or F (false).

- _____ Prehistoric humans used minerals in their paints.
- _____ Prehistoric humans made red, green, and purple paint.
- _____ Water or animal fat was in the paint prehistoric humans made.
- _____ The paint that prehistoric humans used was easy to make.
- _____ Prehistoric humans painted their bodies different colors.

D. Read the sentences and put them in the correct order. Then, rewrite the sentences by using the following words: first, next, after that, and finally.

- _____ They told the world about the paintings they had found.
- _____ Archaeologists realized that prehistoric humans really had made the paintings.
- _____ Maria and her father discovered some cave paintings near Altamira, Spain.
- _____ Many people believed that the paintings were false and were not real.
- _____ These people said bad things about Maria and her father.

Mastering Reading Skills



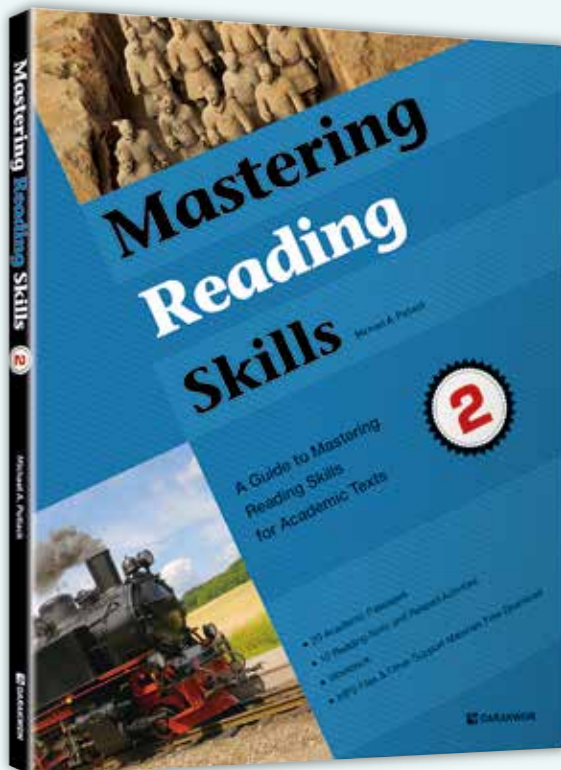
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Pre-Reading Questions

[01]
Leonardo da Vinci

Pre-Reading Questions

Answer the following questions.

1. What are these designs of?
2. When did Leonardo da Vinci live?
3. Do you think Leonardo da Vinci's designs worked?
4. What kinds of machines would you like to design?

Vocabulary

Write the correct word or phrase from the box for each definition.

	ing	grid	idea	idea	perfect	to
--	-----	------	------	------	---------	----

1. _____ perfect, the best
2. _____ to make sth/sb; to wear sb/sth
3. _____ an important time period in history
4. _____ the art of making sth/sb
5. _____ to stress something very much; to stress something very hard
6. _____ talented; able to do something well

104 | 11

Reading Passage & Comprehension

Leonardo da Vinci



The Renaissance was a time of learning in Europe. It began around 1400 and lasted for about two centuries. During this time, there were many great ideas. One of the greatest was Leonardo da Vinci. In fact, some people consider him the ideal Renaissance man. A lot of people think he was the most important person of that era.

Most people know about Leonardo because of his drawings. Many of his Leonardo was not really a painter though. He was skilled in several fields. These included anatomy, optics, engineering, and technology. Leonardo was also one of the best engineers the world has ever seen.

Leonardo was born in 1452. In 1466, he became the apprentice of a local artist. He learned to draw, but he studied many other fields, too. In 1482, he began working on various inventions. One of his first inventions happened in 1483. In that year, Leonardo designed a parachute. Ten years later, in 1493, he designed plans for some flying machines. The first was a type of helicopter. The second was a wing glider. Many years later, in 1710, Leonardo designed a machine that could grind lenses. The lenses were used for glasses and telescopes.

By the time Leonardo died in 1519, he had designed or designed numerous machines. Among these were clocks, machines guns, and cars. Sadly, he was not allowed to try them. Because the technology was limited then, most of his inventions were never built.

Summary

Read the summary. Write the correct word(s) from the box in each blank. You may need to change the form of the words.

artist engineer educated design helicopter

Leonardo da Vinci lived during the Renaissance, a time of learning in Europe. Leonardo was skilled in fields such as painting, sculpture, writing, _____ and technology. Leonardo was an apprentice to an _____, but he also worked on inventing things. He _____ a parachute first. Later, he designed a _____ and a flying glider. He designed many other machines, including a wing glider, robot, machine gun, and cars. Most of his inventions were never made since they were not _____.

Comprehension

Main Topic

Circle the correct answer.

1. What is the passage mainly about?

- The personal life of Leonardo da Vinci
- The childhood of Leonardo da Vinci
- The inventions and designs of Leonardo da Vinci

Details

Answer the questions.

2. What field was Leonardo NOT skilled in?

- Medicine
- Art
- Engineering

3. When did Leonardo become an apprentice?

- In 1452
- In 1482
- In 1486

4. What type of flying machine did Leonardo design plans for?

- An airplane
- A helicopter
- A rocket

5. Fill in the blanks with the correct word(s).

Most of Leonardo's _____ were never built because he was not allowed for his time.

Vocabulary

Match the words and phrases with their definitions.

A. apprentice	1. _____	A. 1.2
F. parachute	2. _____	F. 2.1
E. scientist	3. _____	E. 3.4
G. apprentice	4. _____	G. 4.2
M. Renaissance man	5. _____	M. 5.3

Reading Skills Practice

Reading Skills Practice: Chronological Order 1

What is chronological order?

Chronological order is a way of organizing information in a text. It is a way of putting things in the order that they happened. For example, a history book might be written in chronological order, starting with the beginning of the world and ending with the present day.

1. Read the passage again. Then, put the sentences in chronological order.

- Leonardo became an apprentice to a local artist in 1466.
- Leonardo invented a machine that could grind lenses in 1510.
- In 1482, Leonardo designed a parachute.

2. Read another passage related to the topic and answer the questions.

For centuries, people made books by hand. Making a book took many months or years. It was also expensive. As a result, few people could read. Then, Johannes Gutenberg changed the world by inventing movable type.

Gutenberg was born in Germany around the year 1396. Very little is known about his youth. However, historians know that Gutenberg was interested in books and technology. In 1468, Gutenberg began trying to invent a printing press. A printing press would allow him to print copies of written words very quickly. He did not succeed at first, but he kept working hard. Then, around 1470, he invented movable type. This allowed him to complete his printing press. Thanks to Gutenberg, it became possible to make books quickly and cheaply. Because of them, more people learned to read.

3. Find the words that refer to chronological order in the passage and draw them.

4. What were books like before Gutenberg invented the printing press?

- They were long and expensive.
- They were made by hand and boring.
- They were expensive and made by hand.

5. Write the correct years in the blanks. Then, put the sentences in chronological order.

- Gutenberg started trying to make a printing press in _____.
- Johannes Gutenberg was born around the year _____ in Germany.
- Around _____, Gutenberg finally invented movable type, so he made the first printing press.

Workbook

[01] Leonardo da Vinci

A. Read the passage on page 12 again. Then, write the answers to the questions.

- What do some people consider Leonardo to be? _____
- What was the name of Leonardo's masterpiece? _____
- When was Leonardo born? _____
- What two flying machines did Leonardo design? _____
- Why were many of Leonardo's inventions never built during his time? _____

B. Use the words in the box to complete the sentences. You may need to change the form of the words.

masterpiece Renaissance man inventor apprentice telescope

- I enjoy going my _____ to look at the stars and the moon.
- A _____ is a person who is skilled in many different fields.
- My grandfather served as an _____ to a printer when he was a young boy.
- The painter considered his final work to be a _____.
- Alexander Graham Bell was the _____ of the telephone.

C. Read the passage on page 14 again. Then, answer T (True) or F (False).

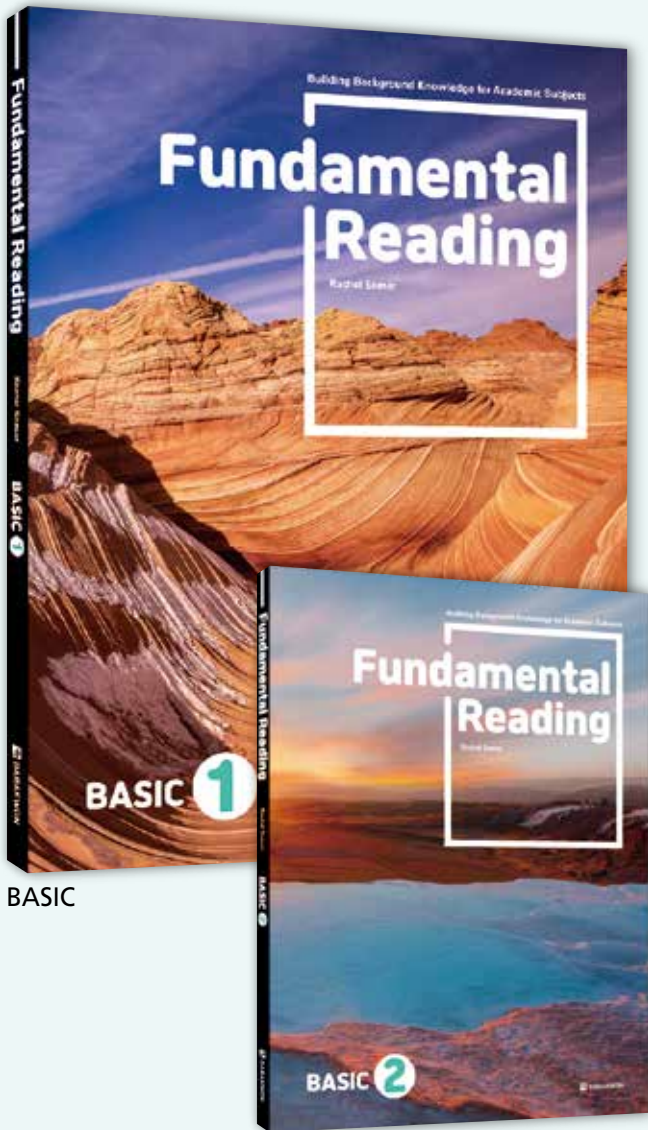
- Johannes Gutenberg invented movable type.
- Historians know all about Johannes Gutenberg's youth.
- Johannes Gutenberg was not interested in books.
- The first printing press was made in 1396.
- Thanks to Johannes Gutenberg, books became much cheaper.

D. Read the passage. Then, write the correct words in the blanks and put the sentences in chronological order.

There were many great inventors in ancient times. One of them was Archimedes, a man from Sicily, but he lived on the island of Sicily. Archimedes was born in the year 287 B.C. As a young man, he left Sicily and went to Alexandria, Egypt. There, he studied with many other people. After he finished his studies, he returned to Sicily. Then, Archimedes worked on many different projects. He invented the Archimedes screw. It is a device that can separate from one level to another. He made some other inventions, too. For example, he invented the odometer. It measures how far a person travels. He also invented a pulley system for lifting that allows lift very heavy objects. Unfortunately, the Romans invaded Sicily in 212 B.C. While Archimedes was working down a street, a Roman soldier killed him.

- A _____ killed Archimedes while he was working down a street.
- Archimedes went to _____ to study.
- Archimedes invented the _____, the odometer, and a pulley system.

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BASIC

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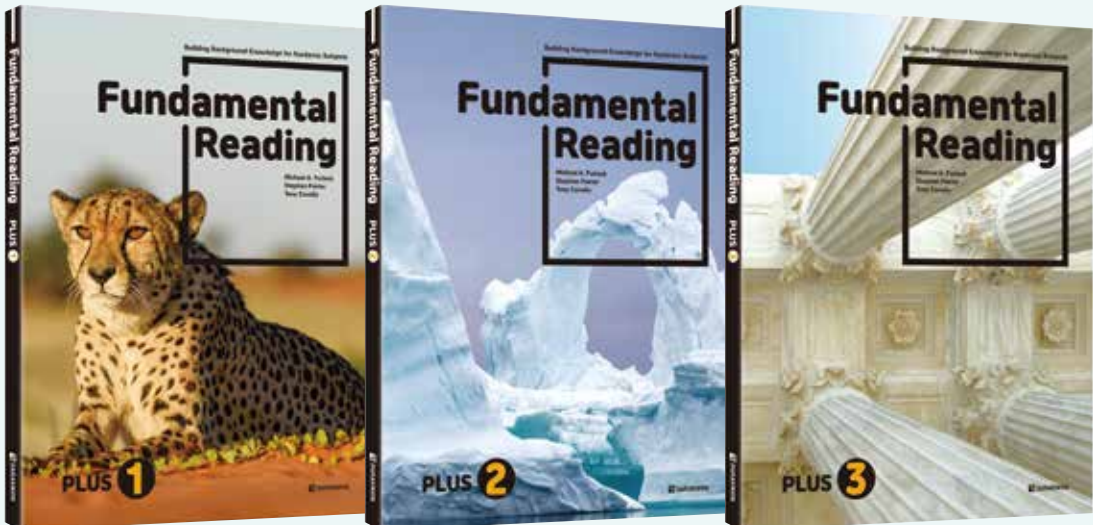
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PLUS



Think about the Topic



Vocabulary Preview

- Match the words with their definitions by writing the letter in each blank.
- 1. accident _____ a place that creates feelings of awe
 - 2. allow _____ to act in danger
 - 3. a pocket of _____ a small area containing something
 - 4. collapse _____ to break or fall apart
 - 5. _____ a person's field or area of interest
 - 6. _____ to make a guess
 - 7. assume _____ a large hole in a planet's surface
 - 8. generate _____ to be produced or made

Choose the words that best complete the sentences.

- 1. local
- 2. anybody
- 3. alike

Background Knowledge

- Read about Craters.
- 1. Found Earth's surface, the _____
 - 2. _____
 - 3. _____
 - 4. _____

- Think about the Text.
1. Do you know of a famous crater? Where is it?
 2. Are there any craters in your area? How do you know?

Vocabulary Preview & Background Knowledge

Main Reading Passage

The Fiery Crater

Geological **wonders** become people of our world. The Danes gas crater is no exception. Located in Turkmenistan, the crater is one of the largest natural gas **blow** on Earth. But that's not what makes it so special. Surprisingly, this crater has been on the scene since 1870.

Or different areas thought the Karakum Desert was an oil field in 1937, they began drilling there. Instead of oil, they found a **pocket** of natural gas. One day which. The ground suddenly **collapsed** it formed a huge **crater** the size of **golf courses**. Dangerous gases began to escape.

There were several villages near the crater. The oil company worried the escaping gases would **kill** those villages. They would **evacuate** the people of the villages. The only way to prevent **blow** was to burn the gas, so geologists in the crater set fire. They assumed it would take only a few weeks for the gas to finish.

Decades later, however, the crater is still on fire. It contains more natural gas than anyone first thought. Local people call the crater the **Door to Hell** because it appears to be a fiery gateway into Earth. Many tourists visit Turkmenistan just to see the burning crater.

Decades later, however, the crater is still on fire. It contains more natural gas than anyone first thought. Local people call the crater the **Door to Hell** because it appears to be a fiery gateway into Earth. Many tourists visit Turkmenistan just to see the burning crater.

Reading Comprehension

Read the passage and answer the questions.

1. Which is true about the Danes gas crater?
 - a. It has been burning since the 1930s.
 - b. It is one of Earth's largest natural gas craters.
 - c. It developed several nearby villages.
 - d. It is no longer available to tourists.
2. Why does the author mention a **golf course**?
 - a. To describe a kind of Turkmenistan.
 - b. To show how the crater caught fire.
 - c. To mention a natural activity.
 - d. To explain the size of the crater.
3. Which is closest in meaning to the word **collapse** in paragraph 2?
 - a. get to
 - b. get into
 - c. run into
 - d. built on
4. The word **blow** in the passage refers to
 - a. escaping gases
 - b. companies
 - c. villages
 - d. craters
5. Which is NOT true according to the passage?
 - a. Natural gas moved from the villages in Turkmenistan.
 - b. Oil drilling gave the crater its nickname in the 1930s.
 - c. The crater contains more gas than 100 football fields.
 - d. Scientists attempted to prevent the village.
6. Why do tourists visit Turkmenistan?
 - a. To see the Danes gas crater.
 - b. To see the Karakum Desert.
 - c. To see the Danes gas crater.
 - d. To see the Karakum Desert.

Organizing the Passage

Complete the organizer with the words in the box.

The Danes Gas Crater	
How the Crater was Created	Oil workers began to drill in the Karakum Desert. They found a pocket of natural gas.
Why the Crater Caught Fire	Geologists worried escaping gases would cover the villages. They decided to burn the gas.
What the Crater Looks Like Today	The crater is still on fire today. It appears to be a fiery gateway into Earth.

Summarizing the Passage

Put the following sentences in order to make an appropriate summary. The first sentence is provided.

1. In 1937, oil workers found a pocket of natural gas in the Karakum Desert.

2. _____

3. _____

4. _____

5. _____

6. _____

Organizing the Passage & Summarizing the Passage

Workbook

Unit 1 The Fiery Crater

Read the passage and answer the questions.

1. Which is true about the Danes gas crater?

- a. It has been burning since the 1930s.
- b. It is one of Earth's largest natural gas craters.
- c. It developed several nearby villages.
- d. It is no longer available to tourists.

2. Why does the author mention a **golf course**?

- a. To describe a kind of Turkmenistan.
- b. To show how the crater caught fire.
- c. To mention a natural activity.
- d. To explain the size of the crater.

3. Which is closest in meaning to the word **collapse** in paragraph 2?

- a. get to
- b. get into
- c. run into
- d. built on

4. The word **blow** in the passage refers to

- a. escaping gases
- b. companies
- c. villages
- d. craters

5. Which is NOT true according to the passage?

- a. Natural gas moved from the villages in Turkmenistan.
- b. Oil drilling gave the crater its nickname in the 1930s.
- c. The crater contains more gas than 100 football fields.
- d. Scientists attempted to prevent the village.

6. Why do tourists visit Turkmenistan?

- a. To see the Danes gas crater.
- b. To see the Karakum Desert.
- c. To see the Danes gas crater.
- d. To see the Karakum Desert.

Unit 1 The Fiery Crater

Read the passage and answer the questions.

1. Which is true about the Danes gas crater?

- a. It has been burning since the 1930s.
- b. It is one of Earth's largest natural gas craters.
- c. It developed several nearby villages.
- d. It is no longer available to tourists.

2. Why does the author mention a **golf course**?

- a. To describe a kind of Turkmenistan.
- b. To show how the crater caught fire.
- c. To mention a natural activity.
- d. To explain the size of the crater.

3. Which is closest in meaning to the word **collapse** in paragraph 2?

- a. get to
- b. get into
- c. run into
- d. built on

4. The word **blow** in the passage refers to

- a. escaping gases
- b. companies
- c. villages
- d. craters

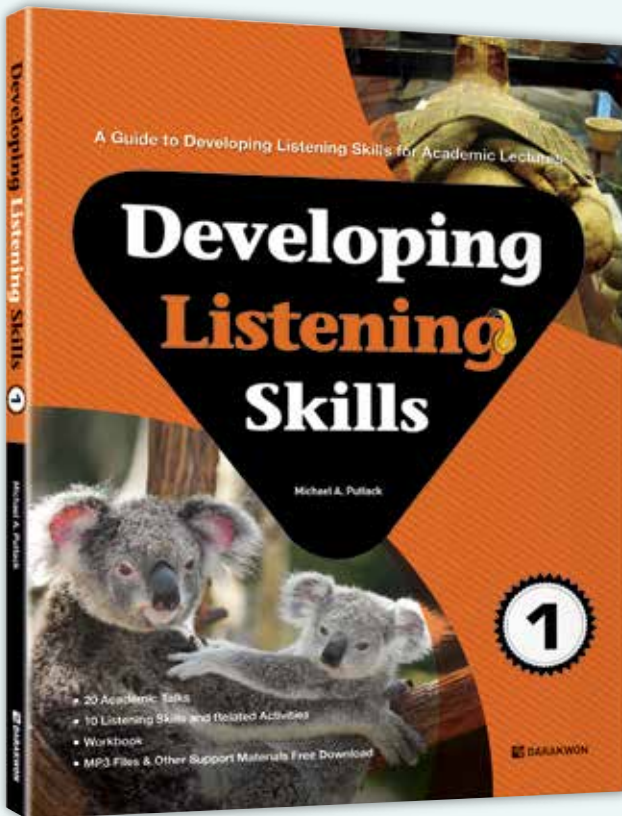
5. Which is NOT true according to the passage?

- a. Natural gas moved from the villages in Turkmenistan.
- b. Oil drilling gave the crater its nickname in the 1930s.
- c. The crater contains more gas than 100 football fields.
- d. Scientists attempted to prevent the village.

6. Why do tourists visit Turkmenistan?

- a. To see the Danes gas crater.
- b. To see the Karakum Desert.
- c. To see the Danes gas crater.
- d. To see the Karakum Desert.

Developing Listening Skills



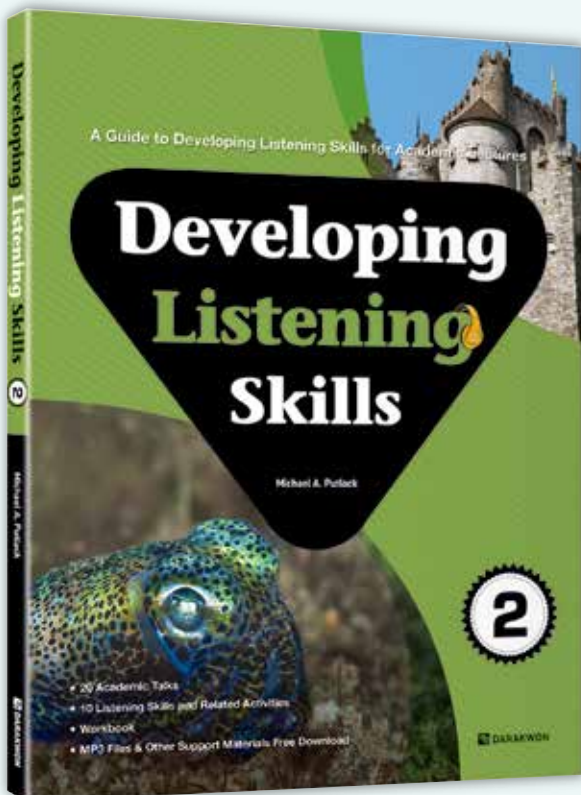
Key Features

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Pre-Listening Questions

Unit 01 Asteroids and Comets



Pre-Listening Questions
Answer the following questions.

1. What is this picture of?
2. What are asteroids and comets?
3. Can asteroids and comets be dangerous?

Vocabulary
Look at the pictures. Write the correct words from the box for each picture.

	asteroid	shower	tail
1			

104/118

Listening Passage & Comprehension

Asteroids and Comets

Listen to the talk. Fill in the blanks as you listen.



There are _____ in the solar system. Not just the sun, the planets and the moon. And lots more as well. There are many other objects that orbit the sun. Some of _____ are asteroids and comets.

Asteroids are _____ that orbit the sun. They're often _____ for and water are common metals in asteroids. Asteroids _____ some are just small rocks. Others are quite large. Ceres is the biggest asteroid. It's _____ about 800 kilometers in diameter. Most asteroids orbit the sun in the asteroid belt _____ between Mars and Jupiter.

Comets are _____ and rocky. They're made of ice, dust, and _____ They also orbit the sun. But they usually take billions or even hundreds of years to _____ Comets sometimes _____ This happens when they get close to the sun. The sun melts some of the ice on the comets. _____ Occasionally, we can see bright comets from the Earth. Some comets have tails so long that they can cover much of the sky.

Are asteroids and comets dangerous? They can be in the past, but haven't hit the Earth. Scientists believe a big asteroid hit the Earth and _____ millions of years ago. Today astronauts _____ for asteroids and comets. They don't want another one to hit the Earth today _____ millions of people.

Comprehension Listen to the talk again. Then, fill in the blanks with the correct words.

Planes of rock that orbit the sun	Are made of metal like iron and nickel	The mass of _____ and small rocks	May take a long time to orbit the sun
Asteroids	Comets	Comets are the _____ of the solar system	Comets _____ than the Earth

Comprehension

Circle the correct answer.

1. What is the main topic of the talk?

- a) How asteroids and comets are dangerous
- b) The characteristics of asteroids and comets
- c) The locations of asteroids and comets

Details

Answer the questions.

2. What is Ceres?

- a) An asteroid
- b) A planet
- c) A comet

3. Which of the following are comets NOT made of?

- a) Ice
- b) Metal
- c) Dust

4. How can asteroids and comets be dangerous?

- a) They might melt and get long tails.
- b) They could hit the Earth and kill people.
- c) They could hit the other planets.

5. Fill in the blank with the correct word(s).

Some scientists think that a comet or asteroid hit the _____ millions of years ago.

Vocabulary

Match the words with their definitions.

6. debris	-	<input type="checkbox"/> a) to go away
7. planet	-	<input type="checkbox"/> a) a person
8. orbit	-	<input type="checkbox"/> a) a period of
9. astronomer	-	<input type="checkbox"/> a) full of light
10. bright	-	<input type="checkbox"/> a) a large box

Listening Skills Practice

Listening Skills Practice: Compare and Contrast

What is necessary and sufficient? Compare and contrast asteroids and comets. Asteroids are made of metal and nickel. Comets are made of ice, dust, and water. Both asteroids and comets orbit the sun. Comets may have long tails, but asteroids never have tails.

Task 1

A. Write "compare" or "contrast" for the following sentences.

- a) Asteroids are made of metal, but comets are made of ice, dust, and water.
- b) Both asteroids and comets orbit the sun.
- c) Comets may have long tails, but asteroids never have tails.

Task 2

Listen to another talk related to the topic and answer the questions.

Task 3

1. Where are meteoroids?

- a) On the ground
- b) In the Earth's atmosphere
- c) In outer space

2. What is a shooting star?

- a) A meteor
- b) A meteorite
- c) A meteoroid

3. Match the sentences to make comparisons or contrasts.

<input type="checkbox"/> a) Comets and meteoroids are _____	<input type="checkbox"/> are the same thing.
<input type="checkbox"/> b) A meteor and a shooting star _____	<input type="checkbox"/> both in outer space.
<input type="checkbox"/> c) A meteorite is on the ground, but _____	<input type="checkbox"/> a meteorite is in the air.

Workbook

Unit 01 Asteroids and Comets

A Listen to the talk on page 12 again. Then, write the answers to the questions.

1. What do meteoroids do?
2. What are most asteroids made of?
3. Where are most asteroids found?
4. When do comets get very bright?
5. Why do astronomers watch the skies for asteroids and comets?

B Use the words in the box to complete the sentences.

orbit astronomer debris planet bright

1. There is a _____ light coming from that room.
2. How long does it take Mercury to _____ the sun?
3. The _____ is trying to learn more about the universe.
4. Everyone uses the last major _____ to be discovered.
5. It took Jim nearly a _____ to have enough money for the trip.

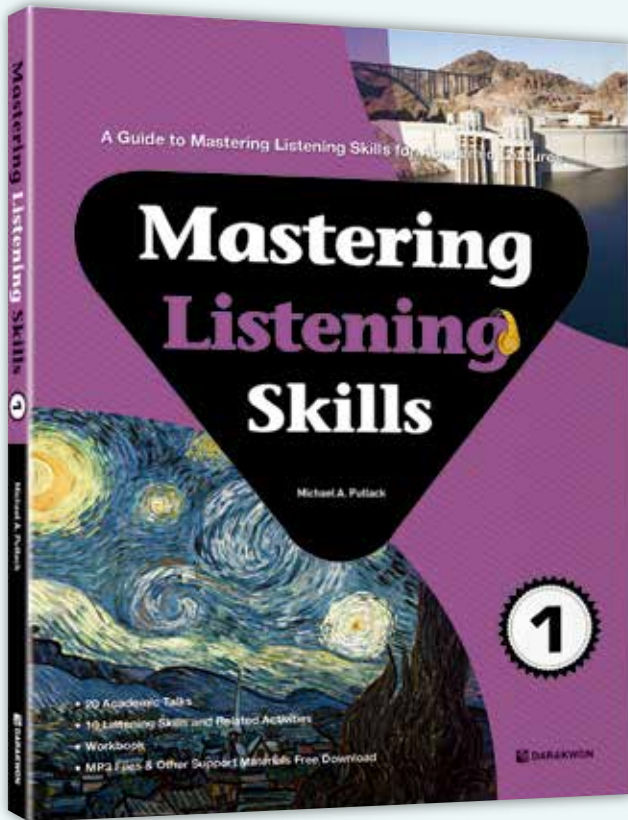
C Listen to the talk on page 14 again. Then, answer T (True) or F (False).

1. _____ A shooting star is really just a meteor.
2. _____ Some meteoroids are also comets.
3. _____ Meteoroids are never as small as grains of sand.
4. _____ A shooting star is burning up in the air.
5. _____ A meteor that lands on the ground is a meteorite.

D Listen to the talk. Then, match the sentences to make comparisons or contrasts.

1. Both of the ideas _____	2. are interesting ones.
3. Misses and the star sat _____	4. require looking on the asteroid.
5. Only using a solar sail _____	6. would both change the asteroid's course.

Mastering Listening Skills



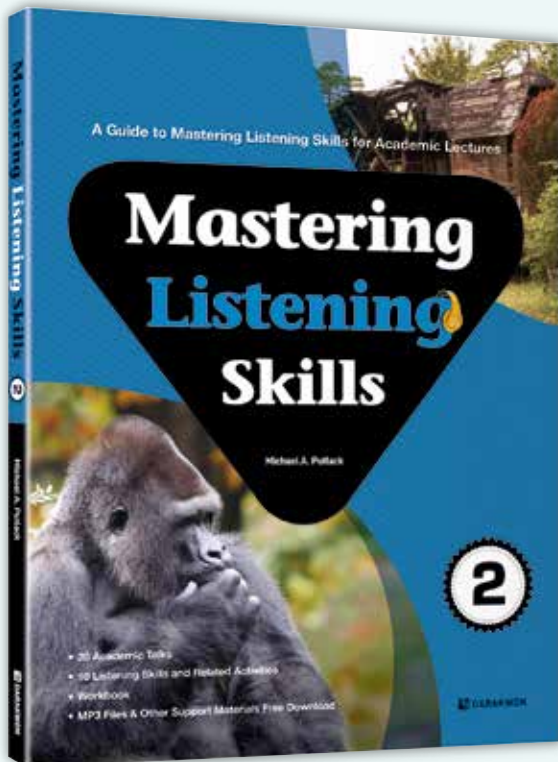
Key Features

- Designed for beginners and intermediates who want to improve their listening skills
- Simple and entertaining academic lectures and various types of questions on each lecture to master English listening skills

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Pre-Listening Questions

Unit 01 **Krakatoa**



Pre-Listening Questions

Answer the following questions.

1. What was Krakatoa?
2. What happened in Krakatoa?
3. What happens when a volcano erupts?
4. Are there any volcanoes in your country? What are they?

Vocabulary

Write the correct word or phrase from the box for each definition.


box	erupt	erupts	erupted	erupting	eruption	eruptions
1. _____	the exploding of a volcano					
2. _____	act. to go out from the ground from a volcano					
3. _____	to throw out, to send out					
4. _____	the time when the sun goes down					
5. _____	the time when the sun goes up					
6. _____	a large wave on the ocean that is caused by an earthquake or volcano					

104 | 10

Listening Passage & Comprehension

Krakatoa

Listen to the talk, fill in the blanks as you listen.



There are all kinds of _____ volcanoes. Suykama, and hamaulua are older than them. Carthage are another _____ volcanoes. When volcanoes erupt, they cause _____ smoke. They often _____ rocks, _____ ash/lava. They can _____ many people. They can even _____.

On August 26, 1883, the volcano Krakatoa erupted. It was one of the strongest eruptions _____ Krakatoa. In 1883, it hadn't erupted for _____ it had been dormant for very long, so people _____ that morning. The volcano _____ it rose more than twenty-five kilometers into the sky. Krakatoa also spread hot rocks that landed as far as forty kilometers away. And the eruption _____ of Krakatoa.

Because the eruption _____ people _____ could hear it. In fact, people more than 4,500 kilometers away heard it. The eruption caused _____ They _____ on nearly Indonesian islands in total, more than _____.

Krakatoa didn't just have _____ though. Since it was such a strong eruption, it had _____ it threw a great amount of _____ After the eruption, summer _____ places _____ And somewhere around the world _____ the following year, the weather around the world _____ Temperature around the world didn't return to normal until _____.

Comprehension Listen to the talk again. Then, fill in the blanks with the correct words.

Was on the island of Krakatoa business	Eruption destroyed the island of Krakatoa	Eruption destroyed the island of Krakatoa
Had been _____ for 200 years	Caused many _____ in form	More than 20,000 people also _____
Erupted four times on August 26, 1883	Summer looked green white sunset looked _____	_____ around the world became winter
Eruption cloud of ash and _____		

Comprehension

Circle the correct answer.

- What is the main topic of the talk?
 - Why Krakatoa suddenly erupted in 1883
 - The eruption of Krakatoa and the damage it caused
 - The effects that volcanic eruptions can have

Details

Answer the questions.

- What did Krakatoa NOT do on the morning of August 26, 1883?
 - It erupted four times.
 - It destroyed several nearby islands.
 - It sent a cloud of ash into the air.
- How many people died in the eruption of Krakatoa?
 - About 200
 - About 4,500
 - About 30,000
- How did the eruption of Krakatoa affect the world's weather?
 - It made the weather much cooler.
 - It made the weather much warmer.
 - It did not change the weather at all.

Fill in the blank with the correct word.

The eruption of Krakatoa was one of the _____ _____ in modern times.

Vocabulary

Match the words and phrases with their definitions.

destructive	an area that is in a distant location
remote place	to throw out to sea
spire	to become clean
dormant	causing a great
natural disaster	an event caused

Listening Skills Practice

Listening Skills Practice: Cause and Effect 1

What is cause and effect? Cause and effect explain why something happens and the result of that action. The cause explains the reason that something occurs. After that, explain the result. Cause and effect is a logical system. The answer tells the result. Students observe the cause or effect to explain reasons.

A Listen to the talk again. Then, match each cause with its effect.

<input type="checkbox"/> Krakatoa had been dormant for a long time.	<input type="checkbox"/> people far away could hear it.
<input type="checkbox"/> Because there was so much dust in the air.	<input type="checkbox"/> summer and winter changed colors.
<input type="checkbox"/> Because the eruption was very loud.	<input type="checkbox"/> so people were not afraid of it.

B Listen to another talk related to the topic and answer the questions.

1 What happened in 1827?

- Krakatoa erupted and killed many people.
- A new island rose from the sea.
- Some islands in Indonesia were destroyed.

2 What does Anak Krakatoa mean?

- Child of Krakatoa
- Mother of Krakatoa
- Father of Krakatoa

3 Circle the correct word in each sentence.

- There have been a lot of minor eruptions, because / and Anak Krakatoa is rising higher.
- (Therefore / Because) many people live near the volcano, an eruption could kill thousands of them.
- More people could die because / and an eruption could form tsunamis.

Workbook

Unit 01 Krakatoa

A Listen to the talk on page 12 again. Then, write the answers to the questions.

- What can volcanoes spew when they erupt?
- When did Krakatoa erupt?
- What happened to the island of Rakatoa when Krakatoa erupted?
- From how far away did people hear the eruption of Krakatoa?
- How did the eruption of Krakatoa affect tsunamis around the world?

B Use the words in the box to complete the sentences. You may need to change the forms of the words.

spire dormant destructive natural disaster remote place

- That is a _____ volcano which has not erupted in 1,000 years.
- I want to visit a _____ for my next vacation.
- The volcano will _____ a lot of ash when it erupts.
- Have you ever been in a _____ like an earthquake?
- The eruption was so _____ that the entire town was covered with lava.

C Listen to the talk on page 14 again. Then, answer T (true) or F (false).

- _____ Krakatoa was the most powerful volcanic eruption in history.
- _____ The eruption of Krakatoa damaged the islands around it.
- _____ A new island called Anak Krakatoa arose in 1817.
- _____ Anak Krakatoa is 3,000 meters high today.
- _____ Anak Krakatoa erupted and killed 100,000 people.

D Listen to the talk. Then, write C (cause) or E (effect) for each sentence.

- _____ The size of the island of Hawaii is increasing.
- _____ Kilauae started its current eruption in 1981.
- _____ The lava coming out of the volcano destroys anything it touches.

Writing Avenue

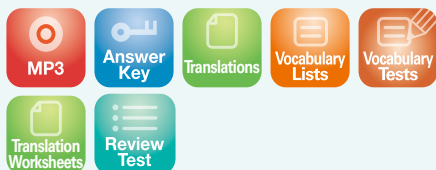


Key Features

- Guided steps to help plan and complete the writing
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- Model text serving as an example for each topic
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Thinking about the Topic & Previewing the Key Vocabulary

Unit 1
Let Me Introduce Myself

Before You Write

1. Read and answer the questions.

- What is your name?
My name is _____.
- How old are you?
I'm _____ years old.
- What grade are you in?
I'm in the _____ grade.

2. Match the pictures with the correct words and phrases in the box.

video games	my dog	art class
my cat	video games	my dog
my cat	my dog	my cat
my dog	my cat	my dog

Understanding the Model Text

1. Read the model text and answer the question.

My Name is Justin Park

Hi! Let me introduce myself. My name is Justin Park. I'm 13 years old, and I live in Toronto. I'm in the sixth grade at St. James Elementary School. I like to play with my dog, which always comes to my room. I also like to play video games. My favorite subject is art. I want to be a video game designer. I want to make my own game someday. Thank you for listening.

2. The topic sentence is the first sentence of the paragraph. Underline the topic sentence.

3. Read the model text again and complete the graphic organizer.

Justin Park

Age and Grade	_____ and _____
My Address	_____ with my dog _____
My Favorite Subject	_____
My Dream	_____ want to be _____ want to make my _____

4. Complete the paragraph by using the model text.

My Name is Justin Park

Hi! Let me _____ myself.

My name is _____ I'm _____ years old, and I live _____

My address _____ I like to _____ with my dog _____

My favorite subject _____ My favorite subject is _____ I want to _____

My dream _____ I want to be _____ I want to make my _____

Thank you for listening.

Understanding the Model Text



Getting Ideas from Collecting Ideas

Practicing Sentences with Key Structures

Collecting Ideas

Look at the example. Fill in the blanks with the phrases in the box.

an article show pictures play board games
go to Mars talk to my best friend a video game designer

My interests

1. I play with my dog / show pictures of my pet.

2. I read comic books / play board games.

3. I go to the library / talk to my best friend.

4. I go to the Olympics / show pictures of my pet.

Sentence Practice

1. Look at the pictures and complete the sentences.

2. Look at the example and complete the sentences.

3. Look at the pictures and complete the sentences.

4. Look at the pictures. Complete the sentences with the words in the box.

Sentence Practice

1. Read the short paragraph. Correct the mistakes and rewrite the sentences.

2. Look at the pictures and read the conditions. Introduce yourself as if you are Ryan Wilson's like A above.

Brainstorming & First Draft

Brainstorming

Generate yourself! Complete the graphic organizer. Use the ideas in Collecting Ideas or come up with your own.

My interests

My hobbies: _____

My favorite hobby: _____

My dream: _____

First Draft

Complete the first draft by using the graphic organizer.

My name is _____.

I am _____ years old.

I live in _____.

My favorite hobby is _____.

I want to be a _____ when I grow up.

Thank you for reading!

Workbook

Unit 1 Let Me Introduce Myself

1. Look at the pictures and write the sentences.

2. Match the phrases. Then, write the sentences.

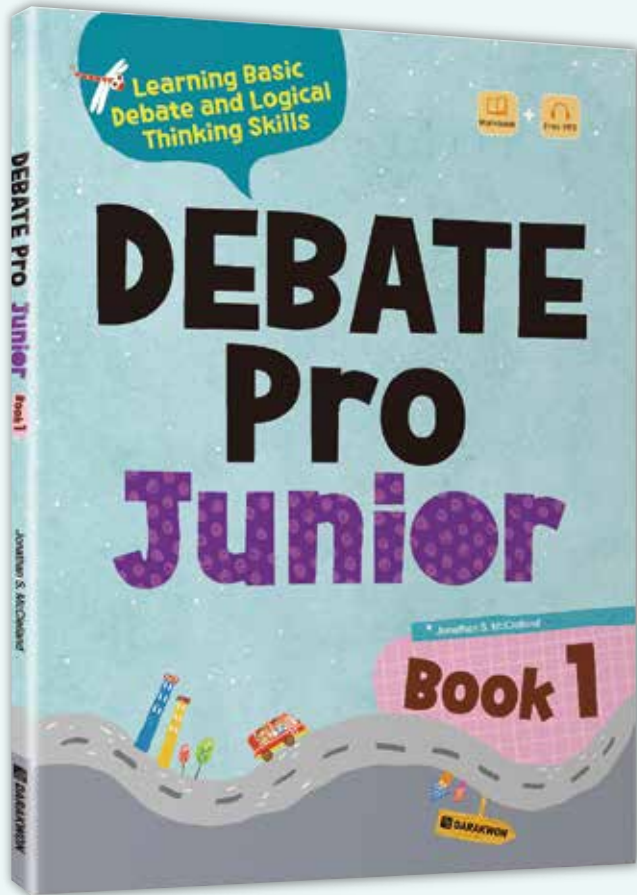
Review & Edit

Read the paragraph. Write in the blank space. Then, write your paragraph.

Final Draft

Write the final draft.

DEBATE Pro Junior



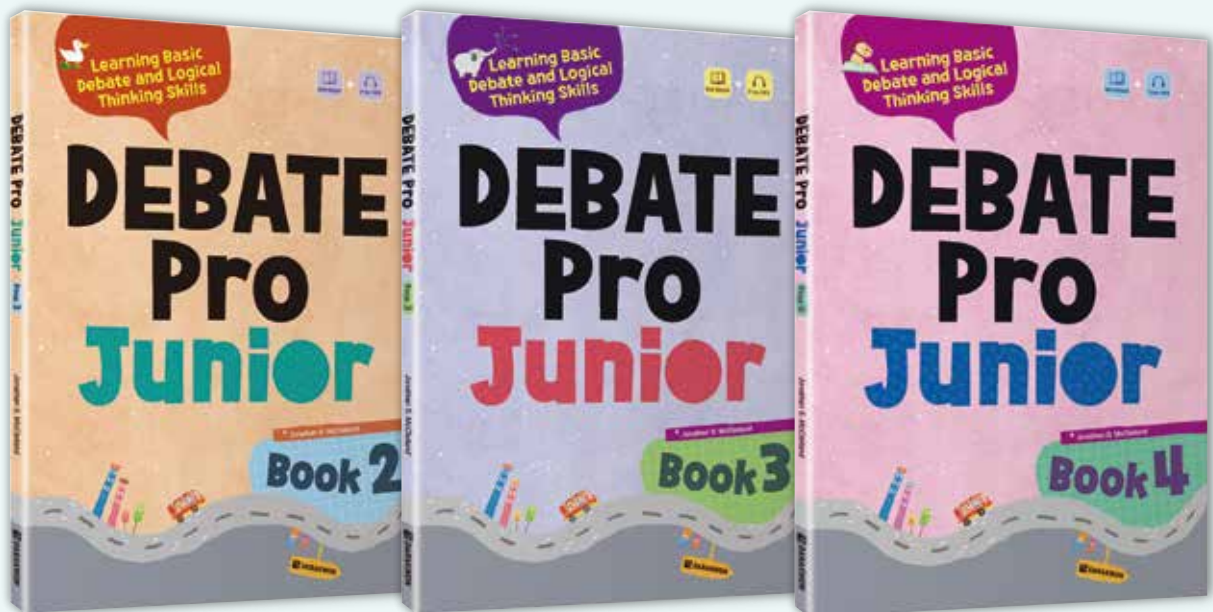
Key Features

- Providing learners with the basic steps of logical thinking, writing, and speaking skills
- Ten different debate topics covering a various range of themes
- Introducing sample opinions and how to formulate arguments in a debate

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Warm-Up

Unit 01 Books vs. Smartphones



Warm-Up
Answer the following questions with a partner.

- What is your favorite book?
- What do you do on your smartphone?
- Which is more fun for you, reading books or using smartphones?

Introducing the Topic

Only half of children between 8 and 11 years old like to read for fun these days. More than 50 percent of children do not like to read books at all. One reason for this is that most children use smartphones. Almost 100 percent of children use smartphones during the day.

Learning about the Topic

Learning about the Topic

Should children read books instead of using smartphones?

Why Reading Books is Better
First of all, children can learn specific information. Books can have lots of detailed text, so children can learn a lot from books. For example, some books explain a person's entire life. Children can learn everything about the person. However, this is hard to do with smartphones. Next, books allow children to improve their verbal skills. Reading helps children learn new words. When they hear a difficult word, they can understand its meaning. But children do not learn as many words by using smartphones.

Why Using Smartphones is Better
For one, using smartphones is more enjoyable. Smartphones have many different applications. Children can use phones to play games, to watch videos, and to surf the Internet. However, books are not nearly present on a page. Smartphones also make learning easier. With books, children can only read what is written, and they might not understand all the ideas in the book. With smartphones, learning is easier and more fun. For example, children can learn about history with smartphones. They can see videos of famous events in history. These videos can explain difficult concepts easily.

Vocabulary Check

Choose the correct words to complete the following sentences.

prefer
applications
concept
specific
verbal

- The teacher explained the very difficult math _____ to the students.
- Kate dislikes that _____ skills very fast.
- Smartphones have many exciting _____ such as games.
- I _____ exercising outside instead of at the gym.
- If you have any _____ questions, please ask the class.

Comprehension Questions

Check the correct answer for each question.

- How can books teach more specific information?
 - Books have more difficult words.
 - Books include lots of detailed text.
- What benefits do children get from reading books?
 - They understand all the ideas in the books.
 - They learn how to spell the words they read.
- Why is using a smartphone more enjoyable than reading books?
 - Because it has many different applications.
 - Because it has many words printed on a page.
- Why is it easier for children to learn about history with smartphones?
 - Because they can watch videos about events.
 - Because they can read videos about events.

Exercises for Debating Skills

Building Arguments

When you debate, you need to build a clear argument. First, you need to make your reasoning apparent for both sides of the argument. Then, you need to build supporting examples for both supporting arguments. Finally, you need to explain why your opponent's argument is wrong. This is called a rebuttal.

Start a position → **Supporting Arguments** → **Rebuttal** → **Opposing Arguments**

- Read the questions below and choose the best answer to the questions.
 - Which sentence best summarizes the main argument in "Read books instead of using smartphones?"
 - Which sentence best summarizes the main argument in "Use smartphones instead of reading books?"
- Which sentence is a supporting argument for that main argument you chose?
 - a. It is a good idea to read books or use smartphones while reading books.
 - b. When you read books, you can improve your imagination.
 - c. When you use smartphones, you can learn about the world.
 - d. When you use smartphones, you can see videos about the world.
- Which sentence gives a good supporting example for the supporting argument you chose above?
 - a. Books help them learn why children enjoy the world in their books.
 - b. Books really get you more detailed information than videos on children.
 - c. Videos of people around the world show reading videos on YouTube.
 - d. Videos of people around the world show reading videos on YouTube.
- Which sentence is the best counterargument against using smartphones?
 - a. Children can talk to their friends online. Why wait with smartphones?
 - b. Reading is better than watching videos about the world.
 - c. Children might get more detailed information from reading videos.
 - d. Children might get more detailed information from reading videos.

Opinion Examples

Read the example opinion and fill in the blanks with the right words.

Opinion → **Supporting Arguments** → **Rebuttal** → **Opposing Arguments**

Opinion: I think reading books is better than using smartphones.

Supporting Arguments: First of all, reading books can help children learn specific information. Books can have lots of detailed text, so children can learn a lot from books. For example, some books explain a person's entire life. Children can learn everything about the person. However, this is hard to do with smartphones. Next, books allow children to improve their verbal skills. Reading helps children learn new words. When they hear a difficult word, they can understand its meaning. But children do not learn as many words by using smartphones.

Rebuttal: I don't agree that using smartphones is the way to go. Smartphones are more fun than books. They have many different applications. Children can use phones to play games, to watch videos, and to surf the Internet. However, books are not nearly present on a page. Smartphones also make learning easier. With books, children can only read what is written, and they might not understand all the ideas in the book. With smartphones, learning is easier and more fun. For example, children can learn about history with smartphones. They can see videos of famous events in history. These videos can explain difficult concepts easily.

Opposing Arguments: For one, using smartphones is more enjoyable. Smartphones have many different applications. Children can use phones to play games, to watch videos, and to surf the Internet. However, books are not nearly present on a page. Smartphones also make learning easier. With books, children can only read what is written, and they might not understand all the ideas in the book. With smartphones, learning is easier and more fun. For example, children can learn about history with smartphones. They can see videos of famous events in history. These videos can explain difficult concepts easily.

Organizing Supporting Arguments

Organize the list of supporting arguments for each main argument and write them in the boxes below.

Supporting Arguments for "Read books instead of using smartphones"

- _____
- _____
- _____
- _____
- _____
- _____

Supporting Arguments for "Use smartphones instead of reading books"

- _____
- _____
- _____
- _____
- _____
- _____

Planning Your Supporting Argument

Organize your list of supporting arguments for each main argument and write them in the boxes below.

Supporting Arguments for "Read books instead of using smartphones"	Supporting Arguments for "Use smartphones instead of reading books"
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Write an outline for your supporting arguments and examples on the lines below.

Workbook

Making Your Argument

What is your opinion? Do you think children should read books instead of using smartphones? Choose your opinion, and then make your argument.

AGREE
 DISAGREE

Write your main argument.

It is my opinion that _____

Write your opponent's argument with a supporting example.

I believe that _____

because _____

For example, _____

Write one of your opponent's arguments and why you do not agree with it.

My opponent's argument is that _____

I do not agree with the argument because _____

Unit 01 Books vs. Smartphones

Should children read books instead of using smartphones?

Your Research

Ask your classmates for the opposite opinion for the list of questions below.

- Do you think reading books is better or using smartphones is better?
- What is your supporting argument for your opinion?
- What is your supporting example? Is it your experience? Or did you find the information in a book or on the Internet?

You also need to find some additional evidence, newspaper articles, or online or support your arguments. Please write down what you find below.

Example Argument

Read the example argument below. Circle the main argument. Then underline the supporting argument. Finally, put a box around the counterargument.

In my opinion, reading books is better than using smartphones. The reason is that children can improve their imaginations. For example, books are more entertaining than watching videos. The word in heavy-metal has magic and mystery. So we have to use our minds to think about the world to live. This helps children be more creative. However, when we use smartphones, we do not use our imaginations much. All the information is pictures, videos, or sound. This is not helpful for our creativity.

Debate Expressions

Read the debate expressions below. Then write each expression on the correct line.

Remember that expressions such as "I think that" and "My opinion is" are for main arguments. Expressions with "number" words are for "first of all" and for supporting arguments. Use "for instance" and "for example" to introduce evidence. Expressions such as "The other main reason that" are for adding the other main reason.

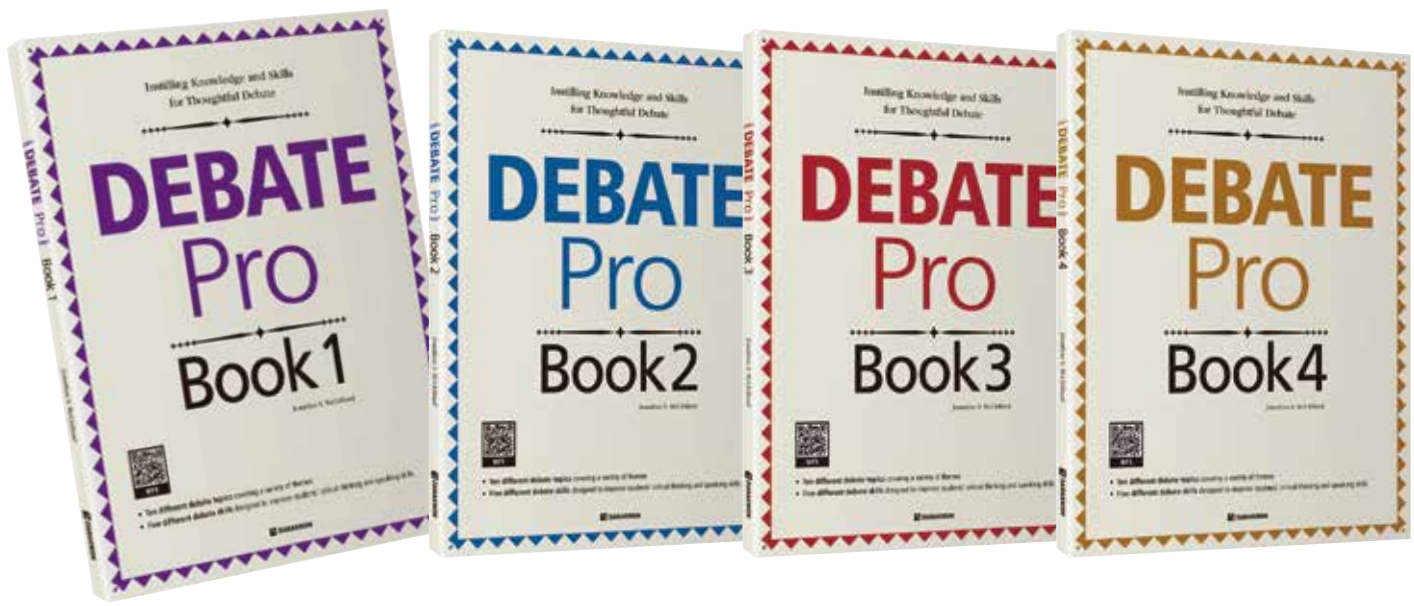
<ul style="list-style-type: none"> _____ that I do not agree with that expression. 	<ul style="list-style-type: none"> _____ first of all. _____ for example.
--	---

_____ whether should spend more time reading _____ that books help children learn to concentrate _____ They have to focus on the words and understand their meanings. This will help them learn new vocabulary words. It will also make their thinking skills better. Therefore, _____ who say that using smartphones is more helpful for children.

Write Your Argument

Use the space below to write your argument for your debate. Be sure to write a clear supporting argument and supporting example. Then, write the other main argument and why you disagree.

DEBATE Pro



Key Features

- Helping learners improve debating skills by reading different passages on various topics and providing debate strategies
- Ten different debate topics covering a various range of themes
- Questions that require learners to formulate arguments and supporting opinions

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Warm-Up

Unit 01 Year-Round Schools

A. Discuss the following questions in a pair.

1. What do you see in the pictures above?
2. Which is more important, having fun or studying? Why?
3. How do you think these two pictures relate to the topic?

B. Answer the following questions with a partner.

1. Do you think you can learn more by going to school throughout the year?
2. Why do you think schools should keep summer vacations in the first place?
3. What are the main benefits of optional vacations for students? For teachers?

Learning about the Topic

Unit 01 Learning about the Topic

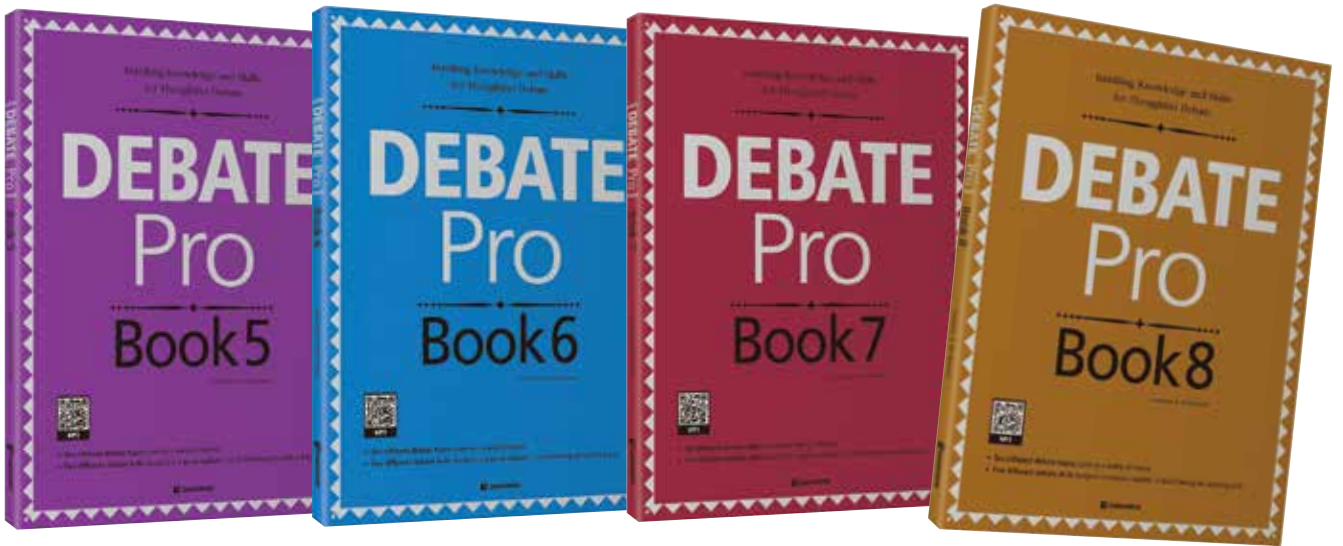
Should students be required to go to school throughout the year?

Read the passage and complete the main ideas.

For generations, students have had a three-month-long vacation in the summer. The purpose of this rest is that children could work on their parents' farms. However, most people today don't live on farms. In response, educators have created year-round schools. Instead of having one long break in the summer, year-round schools have several breaks throughout the year. The total number of days students spend in school is exactly the same. Backers of year-round schools argue that they are beneficial for students, but it also really depends on how you look at it.

The main argument in favor of year-round schools is that students learn more. During the long summer break, students forget a lot of what they learned in the prior school year. This means that year-round schools can enhance student achievement. Students who study throughout the year are more likely to remember the material they learned. This helps them have higher test scores. Year-round schools especially benefit at-risk students, who are the students that are likely to quit school. Year-round schools keep these students busy during the summer. Otherwise, they may get into trouble.

Not everybody is in favor of year-round schools. One such group is the teachers themselves. Many teachers spend the summer receiving additional training, which helps them become better teachers. The students may also suffer. Younger students spend the summer vacation playing with their friends and traveling. These are important for their cognitive and social development. Older students are also busy during the summer vacation. They play sports, work at part-time jobs, and prepare their college applications. There are also economic issues to consider. Older schools were not built to last during the summer. They do not have air conditioning or great ventilation. To allow year-round schooling, these schools would have to renovate their facilities. This would be very expensive.



Question 1: Children

Check the point used for each definition.

Argument	Definition	Point	Definition	Point
1. To reduce or remove				
2. To include or improve				
3. A person who agrees with an idea				
4. Learning to do more				
5. Near or close before				

Question 2: Government

Check the content used for each question.

1. What was the original reason that private had a better solution?

- To allow students to learn on their own
- To give students enough time to rest

2. What do teachers usually do at the beginning of the school year?

- They go over the material from the previous year
- They discuss progress for the last year

3. Which group of students benefits the most from government schools?

- Students with high test scores
- Students who are at risk

4. Why are some teachers not in favor of government schools?

- Because they prefer to teach common activities
- Because they want to receive additional training during the summer

Question 3: Education

Check if the content appears when you search for each question.

1. Would you rather go to school with a traditional schedule or a government school? (1 point)

The content that the topic is:

2. Do you believe government schools help children learn more? Why or why not? (2 points)

The content that the topic is:

3. Which types of students would benefit the most from government schools? (1 point)

The content that the topic is:

4. How should government schools be funded? (1 point)

For example:

5. Why do you think some parents do not want to send their children to government schools? (1 point)

To write by hand, for example:

Question 4: Education

Check if the content appears when you search for each question.

1. How do you think government schools should be funded? (1 point)

2. Which groups of students would benefit the most from government schools? (1 point)

3. Why do you think some parents do not want to send their children to government schools? (1 point)

To write by hand, for example:

Question 5: Education

Check if the content appears when you search for each question.

1. How do you think government schools should be funded? (1 point)

2. Which groups of students would benefit the most from government schools? (1 point)

3. Why do you think some parents do not want to send their children to government schools? (1 point)

To write by hand, for example:

Question 6: Education

Check if the content appears when you search for each question.

1. How do you think government schools should be funded? (1 point)

2. Which groups of students would benefit the most from government schools? (1 point)

3. Why do you think some parents do not want to send their children to government schools? (1 point)

To write by hand, for example:

Question 7: Education

Check if the content appears when you search for each question.

1. How do you think government schools should be funded? (1 point)

2. Which groups of students would benefit the most from government schools? (1 point)

3. Why do you think some parents do not want to send their children to government schools? (1 point)

To write by hand, for example:

Question 8: Education

Check if the content appears when you search for each question.

1. How do you think government schools should be funded? (1 point)

2. Which groups of students would benefit the most from government schools? (1 point)

3. Why do you think some parents do not want to send their children to government schools? (1 point)

To write by hand, for example:

Debating the Topic

Debating the Topic

Learning Your Side

When you search for each question, check the content used for each question.

Example Arguments

Argument	Definition	Point
1. To reduce or remove		
2. To include or improve		
3. A person who agrees with an idea		
4. Learning to do more		
5. Near or close before		

Arguments FOR/AGAINST the Motion

Argument	Definition	Point
1. To reduce or remove		
2. To include or improve		
3. A person who agrees with an idea		
4. Learning to do more		
5. Near or close before		

Question 1: Education

Check if the content appears when you search for each question.

1. How do you think government schools should be funded? (1 point)

2. Which groups of students would benefit the most from government schools? (1 point)

3. Why do you think some parents do not want to send their children to government schools? (1 point)

To write by hand, for example:

Question 2: Education

Check if the content appears when you search for each question.

1. How do you think government schools should be funded? (1 point)

2. Which groups of students would benefit the most from government schools? (1 point)

3. Why do you think some parents do not want to send their children to government schools? (1 point)

To write by hand, for example:

Question 3: Education

Check if the content appears when you search for each question.

1. How do you think government schools should be funded? (1 point)

2. Which groups of students would benefit the most from government schools? (1 point)

3. Why do you think some parents do not want to send their children to government schools? (1 point)

To write by hand, for example:

Question 4: Education

Check if the content appears when you search for each question.

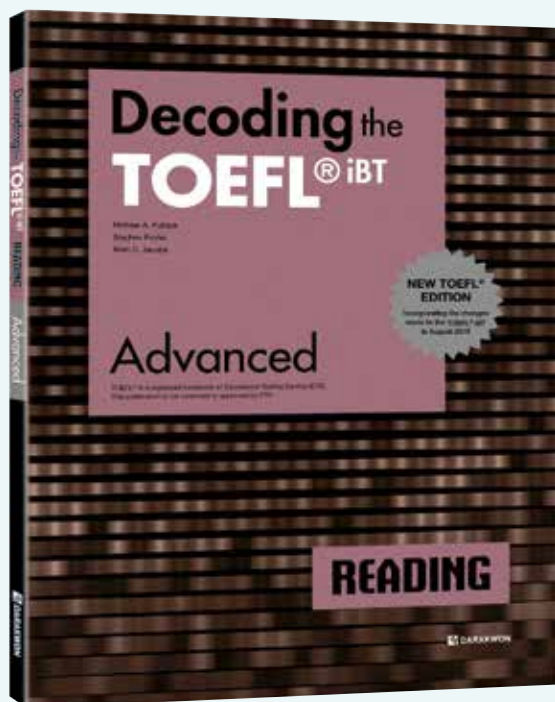
1. How do you think government schools should be funded? (1 point)

2. Which groups of students would benefit the most from government schools? (1 point)

3. Why do you think some parents do not want to send their children to government schools? (1 point)

To write by hand, for example:

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Actual Test

Basic



Intermediate



Advanced



Question Type

Question Type : Vocabulary

■ About the Question

Vocabulary questions focus on words or phrases that appear in the passage. They are asked to select a word or phrase that has a meaning similar to that of the highlighted word or phrase in the passage. These questions require you to know the meanings of words or phrases that are necessary to having an overall understanding of the passage. There are 3 vocabulary questions for each passage.

Recognizing Vocabulary questions

- The word "X" in the passage is shown in meaning 1.
- Meaning "Y" is the author's meaning.
- The phrase "Z" in the passage is closest in meaning to...

Helpful hints for answering the questions correctly

- You should be able to substitute the correct word or phrase in place of the highlighted word in the passage, and the passage will read grammatically correctly. Read the answer choices and substitute each answer choice to help determine the answer.
- None of the words or phrases that are highlighted may mean the same meaning in English in every sense, the correct meaning of the word or phrase in this passage is not the same meaning you do, be careful of answer choices that suggest this meaning.
- Look for context clues in the passage. Context clues frequently appear in the sentences immediately preceding or following the use of the highlighted word or phrase. They can provide hints that can help determine the meaning of the word or phrase correctly.

Practice with Short Passages

Practice with Short Passages

A **Nomadic Wanderings in Eurasia**

In the early days of the history, the nomads of Eurasia have been known to migrate across the continent north to south, as the Silk Road routes and their surrounding areas. It was a nomadic people that had the historical reputation of being the most successful warriors, including the Mongols, Persians and Scythians, who migrated from Europe into Eurasia. They were nomadic people who lived in tents and moved from place to place, following the seasons. They were nomadic people who lived in tents and moved from place to place, following the seasons. They were nomadic people who lived in tents and moved from place to place, following the seasons.

1 The word "nomadic" in the passage is closest in meaning to:

- nomadic
- nomadic
- nomadic
- nomadic

2 The word "settled" in the passage is closest in meaning to:

- settled
- settled
- settled
- settled

3 The word "settled" in the passage is closest in meaning to:

- settled
- settled
- settled
- settled

B **The Origins of Black Holes**

Black holes, which are regions of space that have such a strong gravitational pull that nothing can escape them, are thought to have formed from the remains of stars that have run out of fuel and collapsed under their own weight. They are thought to have formed from the remains of stars that have run out of fuel and collapsed under their own weight. They are thought to have formed from the remains of stars that have run out of fuel and collapsed under their own weight.

1 The word "collapse" in the passage is closest in meaning to:

- collapse
- collapse
- collapse
- collapse

2 The word "collapse" in the passage is closest in meaning to:

- collapse
- collapse
- collapse
- collapse

3 The word "collapse" in the passage is closest in meaning to:

- collapse
- collapse
- collapse
- collapse

Practice with Long Passages

Practice with Long Passages

A **The Fiction of Jane Austen**

Jane Austen's novels are considered to be the most important works of English literature. Her novels are considered to be the most important works of English literature. Her novels are considered to be the most important works of English literature. Her novels are considered to be the most important works of English literature.

1 The word "novels" in the passage is closest in meaning to:

- novels
- novels
- novels
- novels

2 The word "novels" in the passage is closest in meaning to:

- novels
- novels
- novels
- novels

3 The word "novels" in the passage is closest in meaning to:

- novels
- novels
- novels
- novels

iBT Practice Test

iBT Practice Test

PASSAGE 1

The Influence of Ancient Architecture on the Renaissance

The Renaissance was a period of rebirth in Europe. It was a time when people began to look back at the art and architecture of ancient Greece and Rome. They were inspired by the grandeur and beauty of these ancient structures. They wanted to create new buildings that were as impressive as the ones of the past.

1 The word "rebirth" in the passage is closest in meaning to:

- rebirth
- rebirth
- rebirth
- rebirth

2 The word "rebirth" in the passage is closest in meaning to:

- rebirth
- rebirth
- rebirth
- rebirth

3 The word "rebirth" in the passage is closest in meaning to:

- rebirth
- rebirth
- rebirth
- rebirth

PASSAGE 2

The Influence of Ancient Architecture on the Renaissance

The Renaissance was a period of rebirth in Europe. It was a time when people began to look back at the art and architecture of ancient Greece and Rome. They were inspired by the grandeur and beauty of these ancient structures. They wanted to create new buildings that were as impressive as the ones of the past.

1 The word "rebirth" in the passage is closest in meaning to:

- rebirth
- rebirth
- rebirth
- rebirth

2 The word "rebirth" in the passage is closest in meaning to:

- rebirth
- rebirth
- rebirth
- rebirth

3 The word "rebirth" in the passage is closest in meaning to:

- rebirth
- rebirth
- rebirth
- rebirth

Actual Test

TOEFL iBT Reading

Reading Section Directions

This section measures your ability to understand academic passages in English. You will have 20 minutes to read and answer questions about 3 passages. A clock at the top of the screen will show you how much time is remaining.

Each passage is about 1,000 words long. You will have 10 minutes to read each passage in detail. After that 10 minutes, the clock will stop and you will have 20 minutes to answer questions about the passage. You will have 20 minutes to answer questions about the passage. You will have 20 minutes to answer questions about the passage.

British Taxation and the American Colonies

When the British and the American colonies met in 1763, the result was an agreement that the British government would not tax the colonies. This was a major victory for the colonies. They had been fighting for their rights and they had won. They had won their freedom and they had won their rights.

1 The word "agreement" in the passage is closest in meaning to:

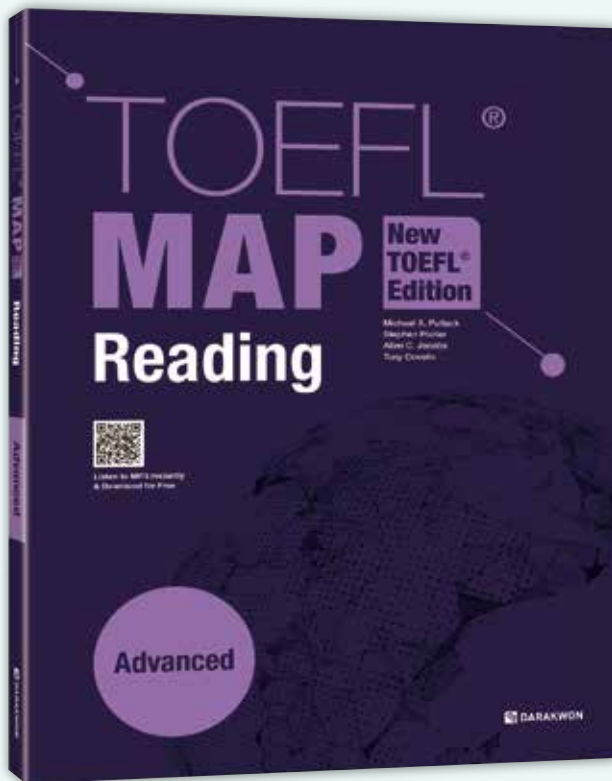
- agreement
- agreement
- agreement
- agreement

2 The word "agreement" in the passage is closest in meaning to:

- agreement
- agreement
- agreement
- agreement

3 The word "agreement" in the passage is closest in meaning to:

- agreement
- agreement
- agreement
- agreement



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Basic



Intermediate



Advanced

Part A

Question Type 01 Vocabulary

Vocabulary questions require the test taker to understand specific words in relation to the text. These questions are the most common and often appear first in the test. The most common type of question is to choose another word or phrase that is the best synonym for the highlighted word. The vocabulary section also includes questions that ask the test taker to choose the best word to complete a sentence or to choose the best word to complete a sentence.

Vocabulary questions often appear on the test like this:

- The word "..." in the passage is closest in meaning to...
- In using "...," the author suggests...

Take Vocabulary questions more easily by using the following:

- Read the passage and underline the words in the passage that you do not know.
- Read the answer choices and choose the word that is the best synonym for the highlighted word.
- Read the other answer choices and choose the word that is the best synonym for the highlighted word.
- Read the other answer choices and choose the word that is the best synonym for the highlighted word.

Examples of Vocabulary Questions

Many vocabulary questions are similar to the ones you will see on the test. For example, you may see a question like the following:

The word "..." in the passage is closest in meaning to...

- ...to be sure
- ...to be sure
- ...to be sure
- ...to be sure

Explanation of the stem question and answer:

Question 1 asks the test taker to choose the best synonym for the highlighted word. The word "..." is closest in meaning to "to be sure." The other answer choices are "to be sure," "to be sure," "to be sure," and "to be sure."

Explanation of the stem question and answer:

Question 2 asks the test taker to choose the best word to complete the sentence. The word "..." is closest in meaning to "to be sure." The other answer choices are "to be sure," "to be sure," "to be sure," and "to be sure."

Part B

Part B

Building Background Knowledge of TOEFL Topics

Chapter 01 History

History is the study of the past. It is the study of the events, people, and places that have shaped the world we live in today. History is the study of the past, and it is the study of the events, people, and places that have shaped the world we live in today.

Part B

Mastering Question Types A1

The Change from English to American

When the American Revolution started in 1776, it was not only a war for independence but also a war for a new identity. The American people wanted to be known as Americans, not as British subjects. This led to the adoption of American English, which was a mix of British and French words.

Before the revolution, most of the words in the English spoken in America were the same as the words in the English spoken in Britain. However, there were some differences. For example, the word "color" was used to mean "dye" in America, while it meant "appearance" in Britain.

After the revolution, the American people wanted to be known as Americans, not as British subjects. This led to the adoption of American English, which was a mix of British and French words.

Part B

Mastering the Subject A

American Western Migration

Between the 1840s and 1870s, the population of the United States grew rapidly. This growth was due to the migration of people from the East to the West. The migration was driven by the search for land, gold, and a better life.

By 1850, the population of the United States had grown to about 23 million. This growth was due to the migration of people from the East to the West. The migration was driven by the search for land, gold, and a better life.

By 1850, the population of the United States had grown to about 23 million. This growth was due to the migration of people from the East to the West. The migration was driven by the search for land, gold, and a better life.

- The word "migration" in the passage is closest in meaning to...
 - ...movement
 - ...movement
 - ...movement
 - ...movement
- A migration...
 - ...movement
 - ...movement
 - ...movement
 - ...movement
- According to paragraph 1, which of the following is true of people who migrated to the west?
 - They were looking for a better life.
 - They were looking for a better life.
 - They were looking for a better life.
 - They were looking for a better life.
- What of the following best summarizes the main idea of the passage?
 - People who migrated to the west were looking for a better life.
 - People who migrated to the west were looking for a better life.
 - People who migrated to the west were looking for a better life.
 - People who migrated to the west were looking for a better life.

Part C

TOEFL™ ADVANCE READING

The Battle of Lepanto

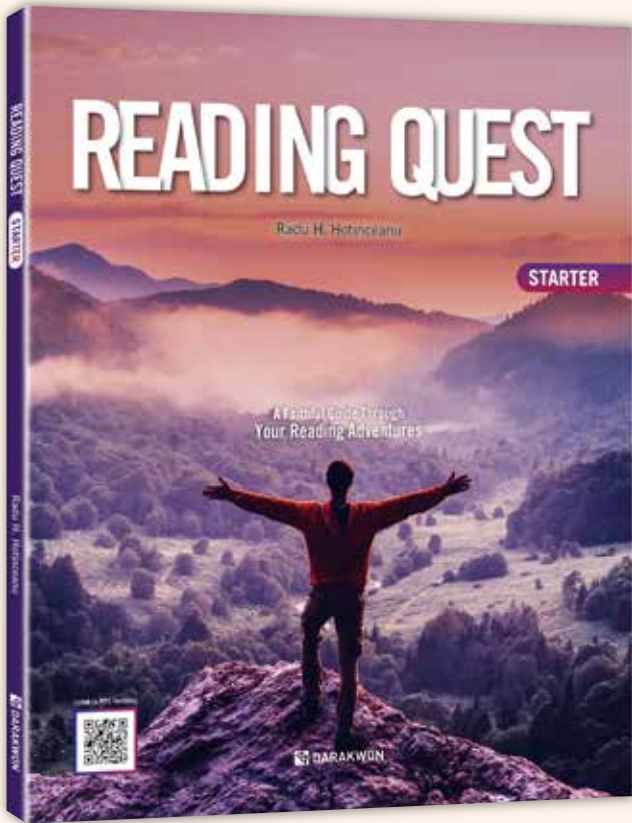
Lepanto, 1571

There was a time in the history of the world when the sea was a highway for the great powers. It was a time when the sea was a highway for the great powers. It was a time when the sea was a highway for the great powers.

The Battle of Lepanto was a naval battle fought between the Ottoman Empire and the Holy League. It was a decisive victory for the Holy League, and it marked the end of Ottoman naval power.

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READING QUEST



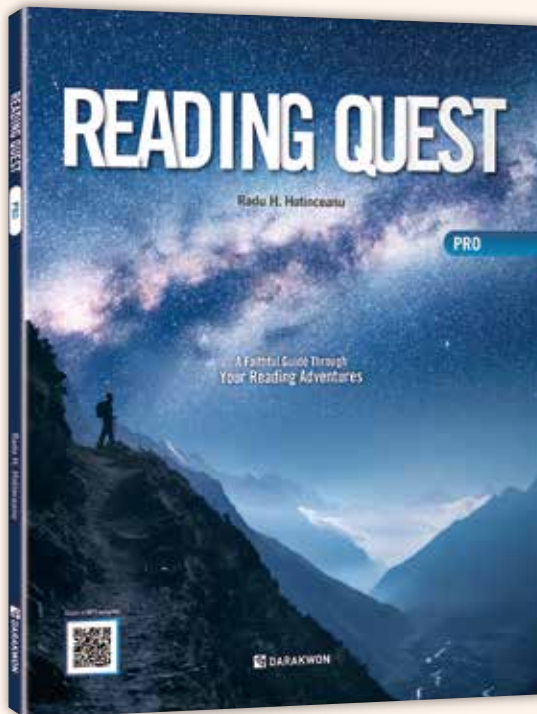
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Unit Preview

Unit Preview

1

The Union Jack

Unit Preview

1. The Union Jack is the national flag of the United Kingdom. It is a combination of the white saltire (St. Andrew's Cross) for Scotland and the white saltire (St. Patrick's Cross) for Ireland on a red background.

2. The Union Jack is the national flag of the United Kingdom. It is a combination of the white saltire (St. Andrew's Cross) for Scotland and the white saltire (St. Patrick's Cross) for Ireland on a red background.

3. The Union Jack is the national flag of the United Kingdom. It is a combination of the white saltire (St. Andrew's Cross) for Scotland and the white saltire (St. Patrick's Cross) for Ireland on a red background.

4. The Union Jack is the national flag of the United Kingdom. It is a combination of the white saltire (St. Andrew's Cross) for Scotland and the white saltire (St. Patrick's Cross) for Ireland on a red background.

5. The Union Jack is the national flag of the United Kingdom. It is a combination of the white saltire (St. Andrew's Cross) for Scotland and the white saltire (St. Patrick's Cross) for Ireland on a red background.

6. The Union Jack is the national flag of the United Kingdom. It is a combination of the white saltire (St. Andrew's Cross) for Scotland and the white saltire (St. Patrick's Cross) for Ireland on a red background.

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Reading Passages, Quick Questions, Tips

Reading Comprehension, Summarizing Information

Reading Comprehension

Choose the best answer to the following questions for the passage "The Union Jack."

Main Idea

1. What is the passage mostly about?
 a. the story of England, Scotland, Wales, and Northern Ireland
 b. the story of Britain's former colonies
 c. the origin, meaning, and use of Britain's flag
 d. the origin, meaning, and use of Britain's coat of arms

Detail

2. Which of the following events is NOT part of the Union Jack?
 a. St. George's Cross b. St. Andrew's Cross
 c. St. James' Cross d. St. Patrick's Cross

Detail

3. Which of the following is NOT true about the Union Jack?
 a. It is a constitutional necessity. b. It is popular in about 26 million people.
 c. One of its symbols is the Union Building. d. It dated with Ireland in 1801.

Detail

4. Which of the following is true about the Union Jack?
 a. It is also known as the Union Flag. b. It has a red saltire on it.
 c. It was the origin of the Union Flag. d. It is not used by the British Navy.

Detail

5. Which of the following is true according to the last paragraph?
 a. The Union Jack stands for Britain's former colonies.
 b. The Union Jack represents only among the British people.
 c. The Union Jack includes Britain's former colonies in its design.

Meaning

6. Which of the following words has a different meaning than the word **constitutional** in the last paragraph?
 a. suitable b. constitutional c. traditional d. traditional
 "constitutional" means "concerning the basic laws" in this passage. How does the word "constitutional" relate to the passage?

Detail

7. What does the passage suggest about King James II?
 a. He wanted a new flag for the union of Wales and England.
 b. He wanted the name Union Jack to be used for the flag.
 c. He wanted the name Union Jack to be used for the flag.
 d. He wanted the name Union Jack to be used for the flag.

Summarizing Information

Read the passage again. Then complete the outline below for each of the two.

Outline

The Union Jack is a combination of the white saltire (St. Andrew's Cross) for Scotland and the white saltire (St. Patrick's Cross) for Ireland on a red background.

Stage	Design	Use
1. Flag design of the Union Jack	a. The flag design had England's white saltire and Scotland's white saltire.	1. The flag design was used for the Union Jack.
2. England and Ireland	a. James II wanted to unite the two kingdoms.	2. The flag design was used for the Union Jack.
3. The Union Jack	a. The Union Jack was created by King James II.	3. The Union Jack was used for the Union Jack.

Reading Passages, Quick Questions, Tips

Read the following passage about the Union Jack. Then, do the questions.

Keep It!

Get rid of it!

Reading Connections

Read the following details about the Union Jack. Then, do the questions.

Keep It!

Get rid of it!

Vocabulary in Context

Read the passage again. Then complete the outline below for each of the two.

Outline

The Union Jack is a combination of the white saltire (St. Andrew's Cross) for Scotland and the white saltire (St. Patrick's Cross) for Ireland on a red background.

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3. The Union Jack	a. The Union Jack was created by King James II.	3. The Union Jack was used for the Union Jack.

Vocabulary in Context

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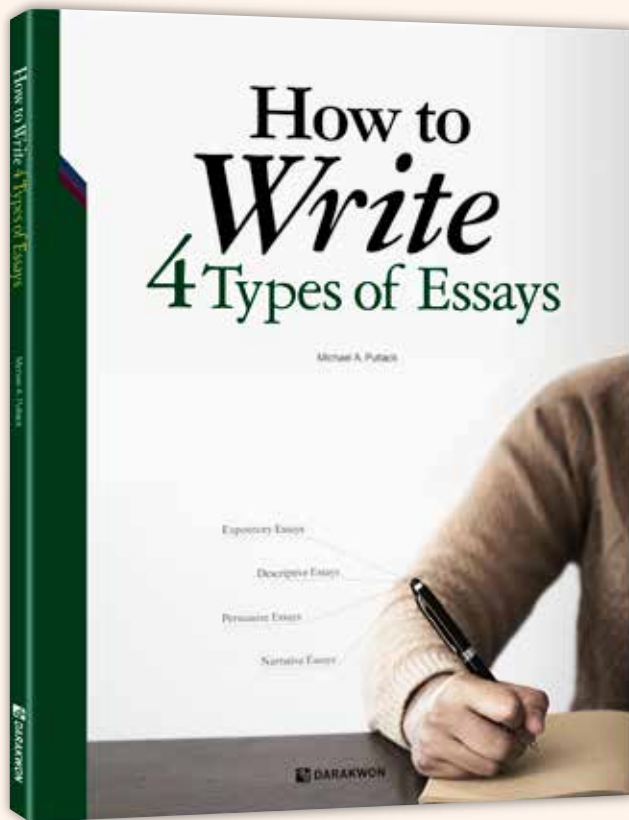
Outline

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Vocabulary in Context, Reading Connections

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Answer Questions for Writing Assignment,
Building Background

UNIT
01 **My Neighborhood in Thirty Years**

WRITING ASSIGNMENT Think about what your neighborhood will be like in thirty years. How will it change? What will be better and worse?

Building Background Read the following newspaper article. Then, answer the questions.

Smart Homes: Houses of the Future by Peter Carter

In the future, the homes people live in will change greatly. They will not look any different, but they will become much more convenient and efficient. These homes will be called smart homes.

Smart homes will become possible thanks to the Internet of Things. This is an integrated network that allows all kinds of electronic devices to be connected to the World Wide Web. This includes computers, TVs, air conditioners, and refrigerators. Similarly, smart homes will allow people to shop online. For example, their refrigerators will recognize when they are running low on milk, eggs, and other items. Then, they will order the items their residents need and have them delivered straight to the people's homes.

Smart homes will use this kind of technology in many ways. They will have smart devices connected to the Internet of Things. Smart homes will also have special sensors in the rooms. For example, when a person enters a room, the lights will turn on automatically, and the air conditioner will cool the room to the temperature that individual likes. The person's favorite music will start playing as well. When the person leaves the room, the light and air conditioner will turn off, while the music will stop. In addition, if a thief tries to break in, the home will contact the police immediately.

There are just a few of the ways that smart homes will improve people's lives. As technology improves, people's quality of life in their homes will improve as well.

- 1 How will the Internet of Things change life in the future?
- 2 What do you think about smart homes? Would you like to live in one? Why or why not?

Unit 1

Brainstorm, Make an Outline, Write a First Draft

Brainstorming Think about the topic and brainstorm ideas for your essay before writing words and sentences for the body. They answer the question.

Building an Outline What will be the body of your essay? List ideas for your essay.

Building an Outline

<p>Introduction</p> <p>Hook</p> <p>Thesis</p> <p>Body</p> <p>Body</p> <p>Body</p> <p>Conclusion</p>	<p>Introduction Look at the ideas you wrote up first in the brainstorming section. Then, you need to come up with a good hook.</p>
--	---

First Draft Use the outline you wrote above to write the first draft of your essay.

Learning a Writing Tip, Read a Model Essay, Learn Grammar, Self-Evaluate

All of the ideas will be useful ideas.

1. Name ideas you can build on.
2. Many categories will contain ideas that can be used to provide food for their audience.

Choose the correct word for the situation.

1. **Debatable** - There often are several right answers to the question.
2. **Many categories will contain** - Many categories will contain ideas that can be used to provide food for their audience.

How to Make Your Writing Better

The Five Paragraph Essay

The five paragraph essay is one way to write a first draft. It is a good way to get started on writing an essay. It is a good way to get started on writing an essay. It is a good way to get started on writing an essay.

Model Essay Read the following essay to see how the author uses the five paragraph structure.

My Neighborhood Thirty Years Ago

When I was a child, my neighborhood was very different from what it is now. It was a small town with a few houses and a few stores. The houses were made of brick and had small porches. The stores were small and had a few items for sale. The neighborhood was very quiet and peaceful. It was a good place to grow up.

Remember to Writing After writing about the essay, you need to read the essay again. Use the "self-evaluate" page to make the essay better. You can use the "self-evaluate" page to make the essay better.

Self-Evaluation Read your first draft, then, complete the following self-evaluation.

1. Did I write a thesis statement?
2. Did I include a hook statement in my introduction?
3. Did I use evidence in each body paragraph?
4. Did I include a topic sentence in each body paragraph?
5. Did I include the thesis statement in my conclusion?
6. Did I use evidence in my conclusion?
7. Did I use evidence in my conclusion?
8. Did I use evidence in my conclusion?
9. Did I use evidence in my conclusion?
10. Did I use evidence in my conclusion?
11. Did I use evidence in my conclusion?
12. Did I use evidence in my conclusion?

Write a Final Draft, Evaluate Your Partner's Essay, Choose the Best Essay, Write about More Topics

Final Draft Now using the self-evaluation, write your final draft.

Evaluate Your Partner's Essay Read your partner's essay and make positive and negative comments. Use the self-evaluation form on the previous page if you need help.

Choose the Best Essay Divide into groups of four and read all of the essays. Then, choose which essay is the best. Discuss why you feel that way with your group members.

More Topics

- What topics of interest would you like to write about?
- What will be the focus of your paper? Will it be a story or an argument?
- How will the Internet affect things? Will it change people's lives in the future?
- What will be the future of our world?
- How will our world change in the future?

Answer key

01 My Neighborhood in Thirty Years

Building Vocabulary

1. vocabulary
2. comparison
3. contrast

Model Essay and Grammar in Writing

How to Improve My Health

After writing about the essay, you need to read the essay again. Use the "self-evaluate" page to make the essay better. You can use the "self-evaluate" page to make the essay better.

02 How to Improve Your Health

Building Vocabulary

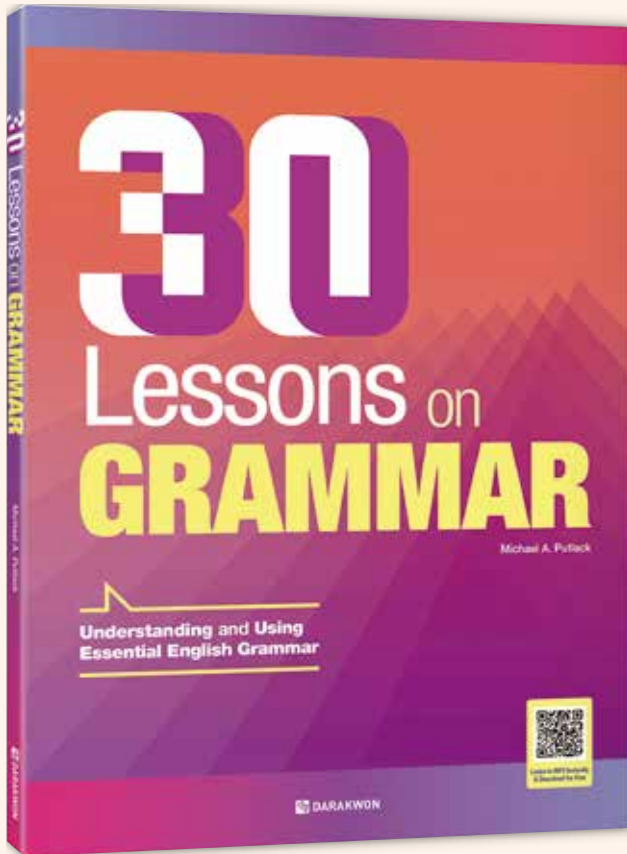
1. health
2. comparison
3. contrast

03 How to Be a Good Friend

Building Vocabulary

1. friend
2. comparison
3. contrast

30 Lessons on GRAMMAR



Key Features

- Lessons taught in a manner that makes learning English grammar easy
- Fun exercises for readers to complete, so studying with the book is entertaining
- Educational for readers as they will obtain a comprehensive understanding of English grammar by using it
- Short and concise lessons that get right to the point, so readers do not get overwhelmed with materials

Beginner

Book (160p)

www.darakwon.co.kr



Contents & Key Features

Contents		Key Features	
01	We study English together.	Present Simple Tense	8
02	I'm checking my email on my phone.	Present Continuous Tense	11
03	My wife and I flew to Australia in January.	Past Simple Tense	13
04	Have you bought your plane ticket yet?	Present Perfect Simple vs. Past Perfect Simple	20
05	I'm going to have dinner with some friends.	Future Tense	25
06	May I help you with it?	Modals I: Permission/Request/Offer	28
07	You have to walk to school.	Modals II: Obligation/Prohibition/Advice	32
08	Can you repair a car?	Verbs of Ability	35
09	It was built in 1945.	Passive Voice	40
10	I want to learn to ski.	To-Infinitive	44
11	Watching movies is my hobby.	Gerunds	47
12	You should stop coming to work late.	Verbs Taking to-Infinitive and Gerunds	51
13	You look exhausted .	Participles	53
14	I made it myself this morning.	Passives	60
15	I'm visiting a few countries in Europe.	Countable/Non-countable Nouns and Ordinal	64
16	I think it's really boring .	Adjectives and Adverbs	67
17	It tastes more delicious .	Comparatives	70
18	The woman that is singing is the singer.	Relative Clauses I	73
19	It's at 5:30 when the first performer will go on stage.	Relative Clauses II	80
20	How much does it cost?	Wh- Questions	84
21	Isn't he too busy?	Negative Questions and Tag Questions	88
22	Let's go out for some food.	Imperatives, Imperatives, and Exclamations	91
23	Margaret said that you are feeling sick today.	Direct and Indirect Speech	95
24	If you need help, I can do something for you.	Subordinating Conjunctions I	99
25	I usually drink coffee because I am still sleepy.	Reasoning Conjunctions I	100
26	I'm going to the beach on Friday.	Prepositions of Time	103
27	Look in the kitchen.	Prepositions of Place	107
28	I can't put off this project any longer.	Phrasal Verbs	110
29	I wish it were lunchtime.	Subjunctive Mood	113
30	I enjoy swimming and hiking .	Parallel Structure	119

Key Features	
The lessons are taught in a manner that makes learning English grammar easy.	The exercises are fun for readers to complete, so studying with the book is entertaining.
Easy	Fun
Educational	Compact
The book is educational for readers as they will obtain a comprehensive understanding of English grammar by using it.	The lessons are compact, so readers do not get overwhelmed with material. Instead, they can study short, concise lessons that get right to the point.

Unit Sentence, Conversation, & Grammar Focus

Exercises

01 We study English together. (Present Simple Tense)

Conversation Listen carefully to the verbs in the present simple tense in the conversation.

A: Jack, do you know Emily?
 B: Yes, I know her. We study English together.
 A: I didn't know that. Emily lives in my apartment building.
 B: I always meet her on Tuesday afternoons. Visit her place then.

Grammar Focus

1 Form the present simple tense like this:

Verb (third form)	Verb	I go to the gym every Thursday.
Verb (third form)	Verb	I know a lot in Canada.

Make the negative form of the present simple tense like this:

Verb (third form)	do not (don't) verb	I don't go to the gym every day.
Verb (third form)	does not (doesn't) verb	I doesn't snow in Africa.

2 Use the present simple tense for statements that are generally or always true.

- It rains in summer in Korea.
- Dogs like to eat bones.
- People drive their cars on the roads.

3 Use the present simple tense for habits or regular activities. Many times, sentences about habits have frequency words such as always, often, every day, and twice a week.

- I practice the piano at home every day.
- Susan checks her email three times a day.
- They always take the bus to work.

4 Use the present simple tense for permanent situations.

- I do not live in France.
- Jason likes his friends.
- We study English and math.

Let's check! Read each sentence and mark O if it is correct and X if it is incorrect.

- I often talk to my friends on the phone. O X
- They are late on the bus every day. O X
- You do not remember her name. O X

Exercise I

A Complete the sentences by using the words in parentheses in the present continuous tense.

- Tim _____ the plants in his garden now. (water)
- Ms. Carter _____ her car to the city right now. (drive)
- I _____ about a big problem. (think)
- They _____ anything important now. (not do)
- We _____ the offer by the other company. (consider)
- David and Lisa _____ right now. (date)
- These boys _____ problems at school. (cause)

B Complete the sentences with the words in the box. Use the words in the present continuous tense.

get order look buy ask ride watch

- I _____ for a new house in the city.
- The customers _____ from the menu now.
- Mr. Wilson _____ a new bike for her daughter.
- Several people _____ the sales/pink questions.
- Mr. Acosta _____ a job at a new company.
- The fans _____ their favorite baseball team.
- They _____ on the subway right now.

Stretch It Out!

Get your partner and each person is always in the picture. Refer to the following key words if necessary: ride a bike, sit on a bench, swing, jog, roller-skate, talk on the phone, do yoga, play basketball, and jump rope.

Draw people are spending time on the part.

Exercise II

A Connect the underlined parts.

- The woman is working hard at her desk.
- She and Mary are sitting in the pool.
- I am playing out on the soccer team this year.
- Janie is always calling Tom and asks questions.
- He is working at a big company these days.
- We are out creating anyone right now.
- The patient is talking to the doctor now.

B Rewrite the sentences in the present continuous tense.

- He drinks coffee at a table.
- Mr. Richards and his client talk about a business opportunity.
- I watch sports on television.
- Susan still works at the same company.
- The leaves change colors in fall.
- Mario lives with his parents.
- We eat a large pepperoni pizza for lunch.

Grammar Plus, Grammar in Action, & Unit Overview

Grammar Plus

Use the present simple tense to talk about future events. These events are usually specific times or fixed plans.

- The game starts tomorrow at three o'clock.
- The train leaves the station in ten minutes.
- Mr. Reynolds calls his wife the evening.

Use the present simple tense to talk about future events with words such as when, before, and after.

- When it snows, we will make a snowman.
- I will call you before I go to the theater.
- After she sees the concert, she will have dinner.

Grammar in Action Fill in the blanks with the words. Then, practice the dialogues with your partner.

- Is that Mr. Carter's phone?
 B: No, it isn't. Her phone _____ in thirty minutes. (arrive)
- It rains a lot in spring here.
 B: Yeah, when it _____, I will stay indoors. (rain)
- Ma, too, I don't go out in the rain.
 B: Before the movie _____, everyone will go to a coffee shop. (start)
- I do not like coffee.
 B: I didn't know that about you.

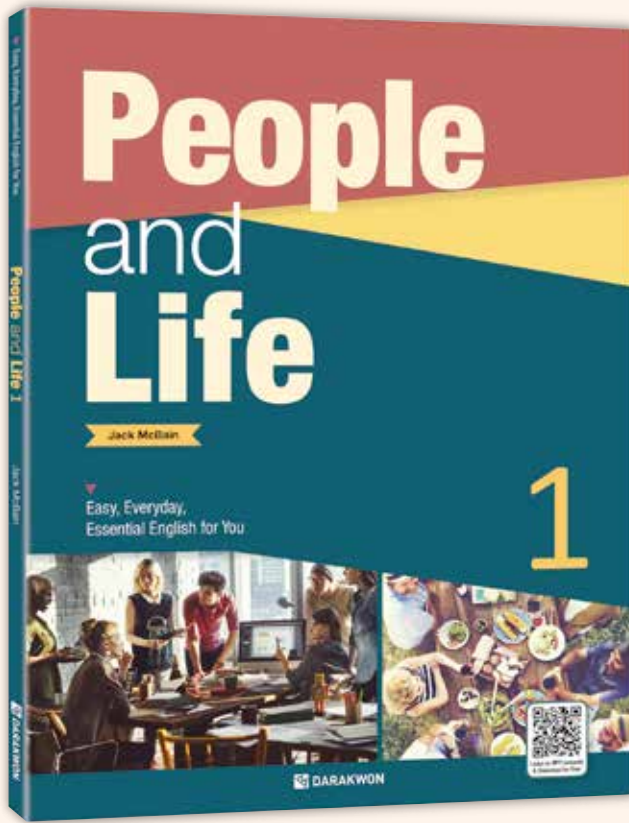
Chapter Overview

Review the information you learned in this unit.

Diagram: Present Simple Tense is connected to generally or always true, permanent situations, habits or regular activities, and future events.

UNIT 01 15

People and Life



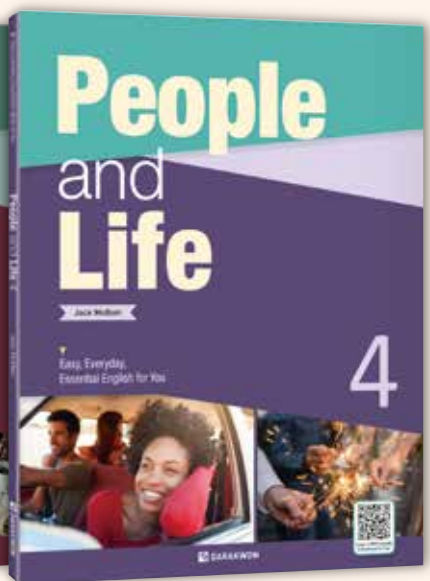
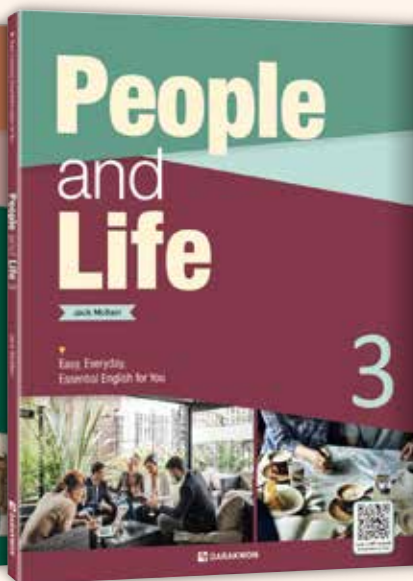
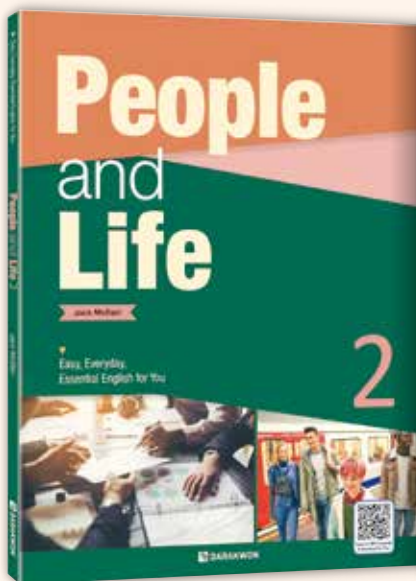
Key Features

- A four-level step-by-step conversation course book for adult and young learners of English
- Using easy, everyday, essential topics in everyday life
- Learning English in a Western sociocultural context
- Promoting student-to-student interaction with fun activities

4 Books | Beginner ~ Intermediate

Book (152p)

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Warm-up

Unit 1 Introducing Myself

Warm-up

How do you say hello in English? Check the sentences you know.

How do you greet people in your country? Check the correct pictures.

Conversation & Vocabulary

My name is Maria Smith.

Conversation
Listen and practice the conversations.

Names
Give a name in each region.

America	Latin America	Europe	Asia
Michael, Amy, David, Chris, Emily	Maria, Pedro, Juan, Julia, Roberto	Marie, Marie, Lila, Mrs. Anderson, David	May, James, Su, Heungsik

Vocabulary | Titles

Male	Female
single, married, divorced, widowed	single, married, divorced, widowed

Listening & Speaking

Listening
Listen to the voice messages. Then choose the correct number or email address.

Speaking
Look at the four business cards. Then say each phone number and email address.

Make your own business cards. Give them to your group members. Then read the other member's phone number and email address.

Grammar

Grammar | Possessive Adjectives

Let's learn about possessive adjectives.

Choose the correct words.

Make a name tag with your full name. Show it to your group members.

Reading & Writing

She's a chef.

Reading
Read the article about what chefs do.

Vocabulary | Jobs

Put the numbers in the correct jobs.

What are some popular jobs in your country? Talk about them with your partner.

Put your group members about a famous person. Their group members guess who it is.

Write about your favorite celebrity. What is their name? What is their job? Write a short essay about that person.

Wrap-up

Wrap-up

Answer the questions with your partner.

Complete the table with the correct words.

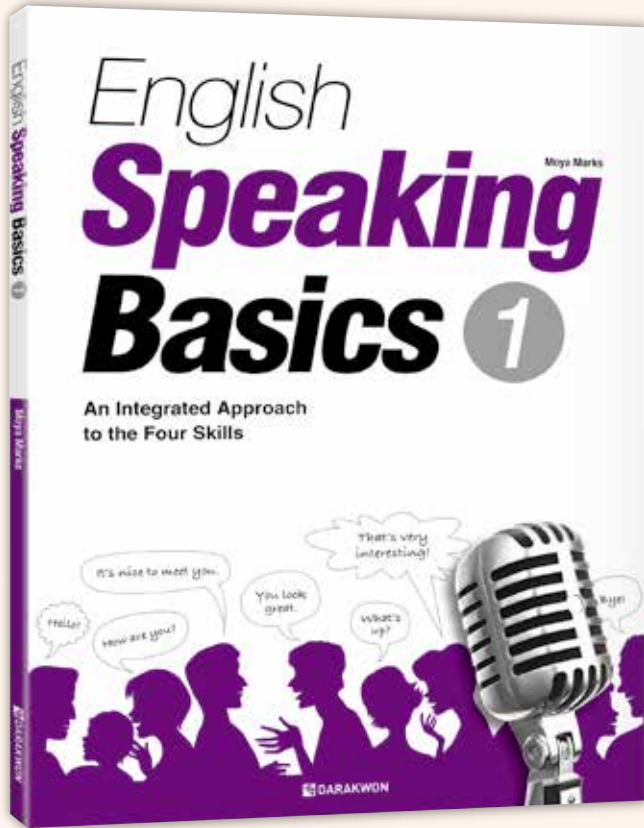
Country	Religiosity	Country	Religiosity
France	Low	USA	High
Italy	High	Australia	Low
Japan	High	Germany	Low
India	High	Canada	Low
China	High	UK	Low

Write your best friend's phone number and email address. Then read their information.

Describe a job. Your partner guesses it.

Go online and search for the most famous people in your country. Then write about the top people.

English Speaking Basics



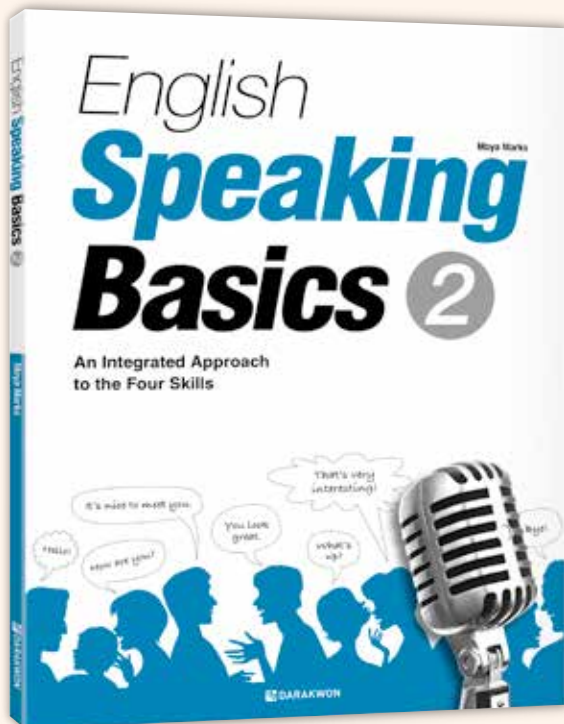
Key Features

- Designed for college students and adult learners of American English
- Featuring integrated practice in speaking, listening, reading, and writing
- Incorporating vocabulary and grammar lessons while focusing on pronunciation and speaking skills

2 Books | High Beginner

Book (128p)

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Getting Started & Vocabulary



Conversation & Grammar Check

Conversation 1

Listen carefully. Then practice the conversation.

Mark: Hello, Sam. Are you ever on my team? Carl?

Sam: No. I don't think so.

Mark: That's OK. I will introduce you later. You'll like it. (Phone rings)

Sam: Hello? Yeah, we might go there tonight. Sam: I'll ask them, and Sam: I'll tell you back.

Mark: Who are they?

Sam: Julie. She wants to go to see that new movie tonight.

Mark: Great. I'll go later and get ready. I'll meet you at 7:00?

Sam: Great for you later. And don't forget. I'll introduce you to my sister tonight. She'll meet you there.

Grammar 1

1. Mark introduces Sam to Julie. _____

2. Carl is the movie's star. _____

3. Carl and Mark are teammates. _____

4. John suggests going out. _____

5. Kristin and Carl will meet tonight. _____

Ask and answer the questions with a partner.

Who would you say to the following people if you were introduced to them?

- What are you doing?
- What are you doing?
- What are you doing?
- What are you doing?
- What are you doing?

10 **10**

Pronunciation

Complete the following using the words. **could** would or **may**. Pay attention to the degree of formality.

- I _____ like to introduce you to my friend, Samantha.
- _____ you introduce me to your friend Sam?
- He's not so tight now. _____ I take a message?
- They _____ like an appointment with the president.
- Do you have a _____ you can use that night, please, Mrs. Jones?
- I would be happy to help you. _____ please forward me your plans?

Using Words with "I" and "I"

Practice the words in the following words.

1. I _____ like to introduce you to my friend, Samantha.

2. _____ you introduce me to your friend Sam?

3. He's not so tight now. _____ I take a message?

4. They _____ like an appointment with the president.

5. Do you have a _____ you can use that night, please, Mrs. Jones?

6. I would be happy to help you. _____ please forward me your plans?

Check the words that you have.

1. I _____ like to introduce you to my friend, Samantha.

2. _____ you introduce me to your friend Sam?

3. He's not so tight now. _____ I take a message?

4. They _____ like an appointment with the president.

5. Do you have a _____ you can use that night, please, Mrs. Jones?

6. I would be happy to help you. _____ please forward me your plans?

Conversation & Read and Respond

Conversation 1

The Family Company

Listen carefully. Then complete the conversation.

Sam: Hi, Sam. I would like to introduce you to my _____.

Mark: Who do you do, Mr. Jones? It's a pleasure to meet you.

Sam: It's nice to meet you, too, Mark. I hope you do _____.

Mark: Thank you so much. I'll be sure to get you a business card.

Sam: Yes, that's true. We have a _____ company with _____.

Mark: That's _____ interesting. Do you have a _____?

Sam: Yes, I do. It's a real _____.

Mark: Did it come from _____?

Sam: Actually, it came from a small town in a _____.

Listen again and check your answers.

Listening 1

Answer the questions according to the conversation.

- Who is Mr. Jones's daughter?
- What does Sam do?
- What does Mr. Jones do?
- Where are the two from?
- Where does Mr. Jones's company have some food?

Complete the following conversations.

- Mr. Jones: Dr. Jones, I would like to introduce you to my colleague Mr. John Dr. Jones.
- Mr. Jones: _____
- Mr. Jones: _____
- Mr. Jones: _____
- Mr. Jones: _____

Student A

Read and answer the questions.

1. Explain why a girl happened to be important.

2. Can you think of someone who fell you with a bad life experience, but later you found out that that person was not bad? Or was there someone that gave you a good life experience but that was not good?

Student B

Read and answer the questions.

1. Explain why a girl happened to be important.

2. Can you think of someone who fell you with a bad life experience, but later you found out that that person was not bad? Or was there someone that gave you a good life experience but that was not good?

Listening Task

Listening Task

Choose the dating that best describes the scene in the picture.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

Review Test

Review Test 1 (Unit 1-Unit 4)

Use the words and expressions in the box to fill in the blanks.

1. Mr. Smith, I am so _____ to meet you.

2. She is not happy at all. She looks very _____.

3. We will not be here game soon. Sam is the _____.

4. Smith looks to lose weight because he is _____.

5. I think we should put the meeting on the _____.

6. Mary is very _____ the new hotel here.

7. My father's car is very _____.

8. Angela and Tom are going to go on a _____ to the ocean.

Fill in the blanks.

1. Angela is 17. Her sister Carl is 15. Carl is _____ than Martha. Samantha is _____.

2. Angela and Paul are friends. They _____ know each other well.

3. I have another cup of coffee, please?

4. Tom is not tall. Tom is not short. He is average height. Tom is _____ tall.

5. Helen is home. Helen is pretty. Helen is _____ happy _____ pretty.

6. _____ you please help me find the museum?

7. That book has 100 pages. It is a _____ book.

Match the questions with the answers.

1. How do you do, sir? _____

2. When's your friend like? _____

3. Did your father marry? _____

4. What are you doing this weekend? _____

5. What does your brother look like? _____

6. Why are you going to the store? _____

7. Where you look like? _____

8. Do you like the dress? _____

9. No, would you introduce us, please?

10. He's outgoing and funny.

11. He's tall and slender.

12. Yes, but I think it's a little tight.

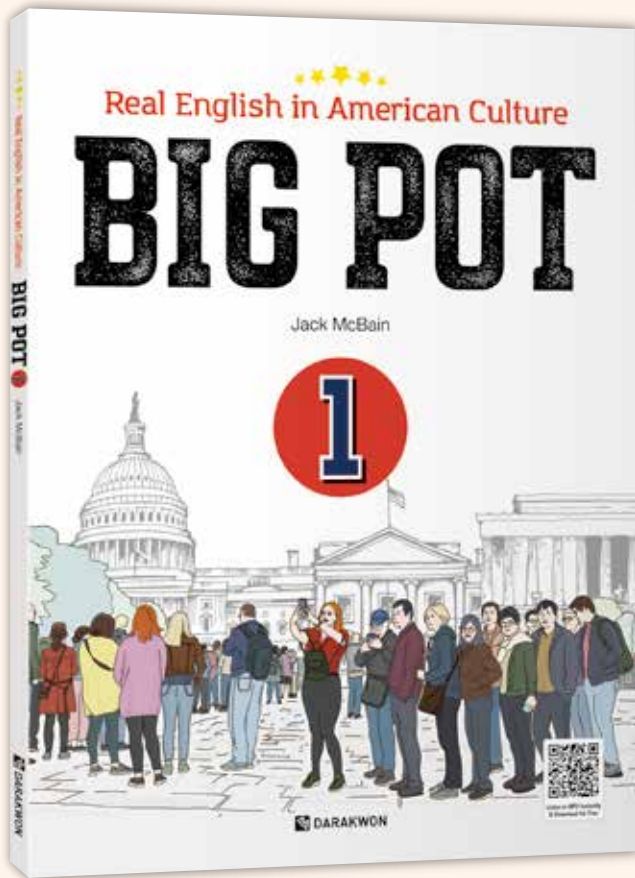
13. It's a pleasure to meet you.

14. I need to buy some groceries.

15. Yes, my supervisor's name is Sam.

16. We're going to hang out at the mall.

BIG POT



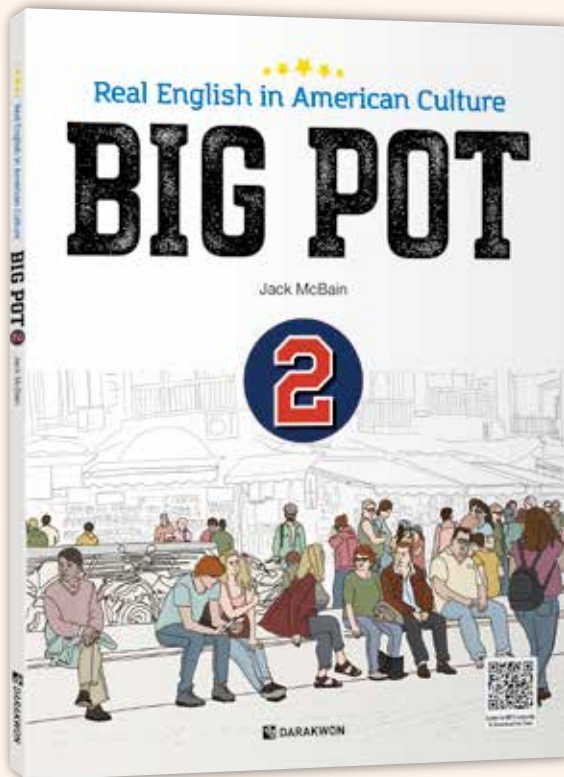
Key Features

- 12 engaging topics which introduce students to various aspects of American life
- Real-world dialogues which introduce students to key vocabulary, idioms, and expressions
- Open-ended speaking activities which allow students to engage in realistic conversations
- Interesting readings which provides students with useful information about American culture
- Free MP3 files which are available for download at www.darakwon.co.kr

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Big Pot 1_Contents

Contents	
To the Students	6
Structure of the Book	7
Plan of the Book	8
01 Greetings from America	10
02 Making Small Talk	20
03 Sit-down Restaurants	30
04 A Shopper's Paradise	40
05 Let's Party!	50
06 Getting Around Town	60
07 Entertainment	70
08 More than Just Great Coffee	80
09 Bars and Nightclubs	90
10 Fast Food	100
11 Holidays in America	110
12 Cooking for Fun	120
Answer Key	130

Big Pot 2_Contents

Contents	
To the Students	6
Structure of the Book	7
Plan of the Book	8
01 Fashion and Style	10
02 Sports Nuts	20
03 Americans and Their Cars	30
04 Guns in America	40
05 Dating	50
06 Travel in America	60
07 Health Care	70
08 At the Hair Salon	80
09 Professional Life	90
10 Weddings	100
11 Finding a Home	110
12 Spaces for Everyone	120
Answer Key	130

Introduce to the Unit Topic

Unit 01

Greetings from America

American Greeting Etiquette

When addressing people by name in American English, we often use different titles depending on our relationship with the other people. Children usually refer to their parents as *mom* and *dad*. Brothers, sisters, and cousins are usually addressed by only their first names. We also use first names to address our friends, classmates, and coworkers because our relationships with these groups are generally equal. When we address someone by their person's first name only, we are speaking informally with that person.

It is important to remember that in American culture, casual or relaxed greetings with

Discuss the following questions.

- How do you greet someone in your country? What kinds of gestures are acceptable when greeting someone in your country?
- What names and titles do you use when greeting family members, friends, colleagues, or strangers?
- Do you know any other greetings which are different from those in your country?

expressions, but friends or family should always be positive. If a casual acquaintance asks how you are doing, you really should say that you are fine even if you are having a terrible day. It would be awkward if you say you are having a terrible day.

In formal situations, the rules regarding good etiquette change. We use formal addresses when we are speaking with teachers, bosses, professors, and customers. A formal address in American English includes a title and the person's last name. If you are unsure about which level of address to use, use a formal



Conversation & Language Focus

Conversation 1 Greetings between Friends and Family Members

A There are a number of common greetings that American English speakers use in their daily lives. Here are several conversations between some friends and family members. Listen and practice the conversations with a partner.

The following conversations are between friends and family members.

Friends
 Good afternoon, Michael!
 Hi, Amanda. It's already 2:00 p.m. Would you like to get some lunch?
 Sure. I'm starving!
 What's up, Nina?
 Not much, Alex. What's up with you?
 Nothing much. I'm just busy with work.
Family
 Hey there, Robert.
 How you doing, breakfast yet?
 No, not yet. Let's go to the cafeteria together.
 Hey there, Dad! How's it going?
 It's okay, but I'm a little more after my gym workout.

B Practice the conversation with a partner. Use the information in the box below.

1	2	3	4
Hi	great	breakfast	great
Hi	fine	lunch	awful
Hi	awful	about	great

Language Focus

A When to use formal and informal greetings isn't always clear to English language learners. Below is a chart which provides the subtle differences between some formal and informal greetings.

Formal	Informal (Casual)
Good morning	Hi
Good afternoon	Hey
Good evening	Hi there! / Hey there! / Hello there!
How are you?	How's it going?
How are you doing?	How are things? / How's everything? / What's up? / What's new?

B Choose and write the correct greetings in the blanks. Then, practice with a partner.

1. _____ (Good morning / Good afternoon / Good evening)
 2. Message! It's one o'clock in the afternoon. _____ (Good afternoon / good evening)
 I had no idea it was that late. I guess I got stuck of time while studying in the library.
3. _____ (What's up / Hello / Professor / hello)
 Oh! How are you doing, Michael?
4. Hi! _____ (Hi there / Hello / Dad! How's it going?)
 Great! _____ (Good morning / How's it going) with you?
 You had. I have a lot of English homework though.

Speak Out

Look at the pictures and practice using appropriate greetings based on your relationships with the people.



Wrap It Up

Wrap It Up

Vocabulary Check Complete the sentences by using the words in the box.

assignment starving due conduct eager

- I'm _____ . Let's get some snacks.
- Thank you for letting me _____ this interview.
- The student received a poor grade because he did not submit his last _____ .
- AJian is _____ for the new semester to begin.
- The report is _____ next week.

Situation Talk Create profiles for the following people by choosing names and marital statuses for the people in the roleplays. Then, roleplay each situation with a partner.

Role-Play 1	Role-Play 2
<p>A Name: _____</p> <p>B Marital Status: _____</p>	<p>A Name: _____</p> <p>B Marital Status: _____</p>

Role-Play 1 (Informal)

Situation 1 You are arriving in the classroom when your peer _____ enters the classroom.

- Greet him or her.
- Ask him or her how he or she is doing.
- Invite him or her to join other class.

Situation 2 You are adding to the classroom when your peer _____ enters the classroom.

- Greet him or her back.
- Say you haven't. Say you are hungry.
- Accept his or her lunch invitation.

Role-Play 2 (Formal)

Situation 1 You are shopping for groceries at the supermarket when you run into your neighbor.

- Greet him or her.
- Ask him or her how he or she is doing.
- Ask him or her to meet you at a time at the party.
- Say goodbye.

Situation 2 You are at the supermarket when your neighbor _____ enters your neighbor's.

- Greet him or her back.
- Say you are fine. Tell him or her you are bringing some for his party.
- Say thank you and that you will see him or her on Monday morning.

Just So You Know

What Are Some Commonly Used Gestures in America?

Americans use a variety of physical gestures when speaking with others. However, the most common one is the handshake. Americans often shake hands when they first meet someone or when they see an acquaintance they have not seen for a while. To shake hands, one just claps the other person's hand with your right hand and slightly move it up and down. Americans usually shake hands with the right hand. Do not appear or lightly that you have the other person's hand, but do not let your hand go keep other. A firm handshake is a sign of confidence in the United States.

With close friends and family members, people in the United States often share an embrace, or a hug, when they see each other. They hug by wrapping their arms around the other person. This is a sign of intimacy between two people, so you must remember that hugging is inappropriate in the workplace. If you are close friends with a coworker, or colleague, hugging outside of the workplace is fine, but a public hello is more appropriate in the workplace.

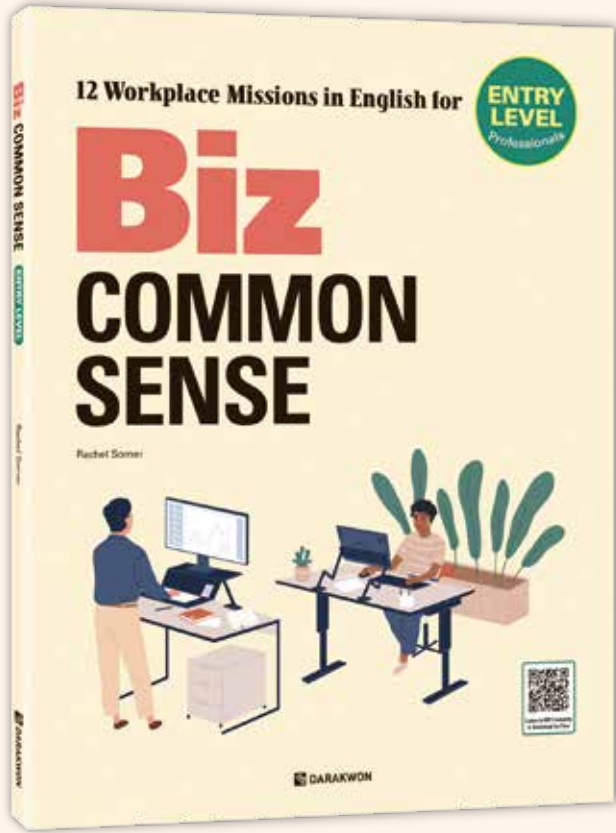
Another common gesture in the area. Americans usually wave when they see another person they know but are too far away to shake hands or hug. Waving and saying hi or hello is very common. In formal situations, such as business meetings, it is much better to avoid waving and to wait until you are close enough to shake hands. Then, you can greet the other person formally.

An informal, but very common gesture, is the high-five. Americans high-five when they see their friends or when something good happens. For example, basketball players high-five one another when one of the players on a soccer team scores a goal. Remember that the high-five is informal and should be used outside of the workplace.

Read the article. Check 'T' for true or 'F' for false.

- American people don't hug, even though they are close friends.
- Waving is common in the U.S. if friends are too far away to shake hands.
- The high-five is a gesture often used at the beginning of meetings.

Just So You Know



Key Features

- 12 missions to improve English language skills for a professional environment
- Covering various situations that commonly occur on the job and providing meaningful guidance for responding to the situations
- Dealing with a variety of communication formats, such as emails, conversations, telephone calls, voicemails, text messages, group chats, schedules, and notices
- A background knowledge corner, a grammar section, a vocabulary exercise, and a useful expression list for each mission topic

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Situation

Mission
01
Preparing for a Meeting

Situation 1

A Adrienne Smith's boss is going to have an important meeting and emails her to ask her to prepare for it. Read the email.

New Message

To: Adrienne Smith <asmith@wexlerpackaging.com>

From: Michael Hampton <hampton@wexlerpackaging.com>

Date: July 14

Subject: Meeting Arrangements

Hello, Ms. Smith,

As you know, we are currently negotiating a deal with the Price Shipping Company. Mr. Ling from the company will visit our office soon. I want to make sure we're prepared for such an important meeting.

The meeting is set for July 28 at 10:00 A.M. Mr. Ling will bring four members of his sales team. Since our sales team will also attend the meeting, we'll need a room that can accommodate twenty people. Can you reserve Conference Room A on the second floor?

Mr. Ling requested a projector for his presentation. Please ensure tech support has tested all of the equipment prior to the meeting. I'd like to serve some refreshments at the meeting, too. Coffee and tea would be great. We could also order some pastries from the new bakery across the street.

Please let me know if there are any problems.

Sincerely,
Michael Hampton
Sales Director

Pop-up Questions

- 1 How many people will Mr. Ling bring to the meeting?
- 2 What room does Mr. Hampton want to reserve?
- 3 What equipment did Mr. Ling request?
- 4 What does Mr. Hampton want to order from the bakery?

Take Notes :: Based on the email in A, complete the memo.

Approx. Specifications with the _____ Company
 Date / Time: _____
 Place: _____
 Number of Attendees: _____
 To do:
 - The projector needs to be tested by _____, and _____ from the one bakery.
 - Refreshments: _____, and _____

Background Knowledge

Read and learn about types of meetings.

Meetings are an important part of doing business. People discuss many items related to business, such as sales figures, marketing plans, and budgets. There are many different ways to hold a meeting. Face-to-face meetings are easy and effective. Workers in the same office can meet in a conference room. They might also meet at a restaurant or café. Sometimes people travel great distances just to meet colleagues in person. Meetings can also happen over the phone. Phone meetings between two people are quite common. Conference calls are useful, too. Workers can discuss business from anywhere in the world during a conference call. Video conferencing is becoming more and more popular. Some offices have video conferencing systems. Workers can call another team in another location. Video conferencing software can also be used on personal computers. People can conduct video conferences from the comfort of their homes.

- Practice Questions**
1. What do people discuss during meetings?
 2. What type of meeting can happen at home?



Listen to the conversation and answer the questions. **Circle**

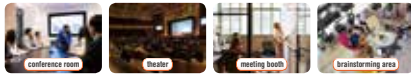
1. Who is having a meeting next week?
 a. Jeff and Wanda b. Jeff and Max c. Jeff and Ms. West
2. What type of meeting does Wanda suggest?
 a. a conference call b. a video conference c. an in-person meeting
3. Where will the meeting likely happen?
 a. in the conference room b. on the first floor c. in Max's office

Vocabulary & Speak Up

Vocabulary

Look at the pictures and learn some words related to meetings.

Types of Meeting Rooms



Equipment for Meetings



Complete the sentences with the words in the box.

- monitor whiteboard and markers speakers microphone
 video-conferencing camera speakerphone brainstorming area theater

1. The man is speaking into a _____ to make his voice louder.
2. We can't hear them because the _____ are not working.
3. The training video plays on the computer _____.
4. Let's go to the _____. There are comfortable chairs there.
5. The teams are having an international call using the _____.
6. He will give his presentation in the _____ because there are more chairs.
7. Turn on your _____, I can't see your face.
8. He draws the figures by using a _____.

Speak Up

Practice the conversation with your partner by using the information.

Example
 Meeting Type: in person
 Meeting Room Type: the conference room
 Number of Attendees: 12 people
 Purpose: to discuss the yearly budget
 Necessary Equipment: projector

Plan 2
 Meeting Type: virtual
 Meeting Room Type: the conference room
 Number of Attendees: two teams
 Purpose: to talk about our sales figures
 Necessary Equipment: video-conferencing system

Plan 1
 Meeting Type: in person
 Meeting Room Type: the meeting room
 Number of Attendees: 10 people
 Purpose: to present the new product
 Necessary Equipment: projector

Plan 3
 Meeting Type: virtual
 Meeting Room Type: the meeting booth
 Number of Attendees: 5 people
 Purpose: to plan the next training session
 Necessary Equipment: laptop

- A: Hello. I need some help setting up a meeting.
 B: Sure. What's the meeting for?
 A: We're going to discuss the yearly budget.
 B: How many people will attend?
 A: There will be 12 people in total.
 B: Is it in person or virtual?
 A: I'd prefer it to be in person.
 B: Okay. So then you'll need to use the conference room.
 A: That's right. I want to make sure the projector is/are working.
 B: No problem. I will check if it's/they're working in advance.

Tips for Success

Your meeting will run smoothly with the right equipment. Ask tech support to check that it works before your meeting starts.



Grammar

GRAMMAR

Let's learn about the future tense.

will	be + going to + a verb
Use will + verb to express an immediate voluntary action or will not (won't) + verb to make a negative sentence. Mr. Ling will visit our office soon. He will bring four members of his team. The client will not arrive on time.	Use be (not) + going to + verb when you have made a decision to do or not to do something. I am going to apply for the job. We are going to attend the conference. He is not going to take a vacation this year.

Complete the sentences by using the future tense forms of the verbs in parentheses.

1. I'm so exhausted. I didn't sleep well.
 B: I _____ you some coffee from the breakroom. (get)
2. A: Why do you need a notepad?
 B: I _____ a memo to the receptionist. (write)
3. A: I heard you are going on vacation with your family.
 B: Yes, we _____ the Australian Outback. (tour)
4. A: It's freezing in here! Oh, no. The heater is broken.
 B: I _____ the Maintenance Department. (call)
5. A: Did you hear the conference has been canceled?
 B: That's too bad. I _____ my flight then. (cancel)
6. A: What did you discuss in the budget meeting?
 B: Well, we _____ anymore office equipment this year. (not buy)

Know-how at Work **How to Reserve a Room**

It is important to reserve meeting rooms in advance. Offices are busy places. Meetings are always happening. Reserving a room means that a space will be free exactly when you need it. There are a few steps to take.

1. Contact the person responsible for reservations. Mention the time and the date of your meeting. Ask about the rooms available during that time.
2. Make sure to mention how many people will be attending. Some meeting rooms may be too small. They might not have enough chairs. Choose a room that can accommodate your group.
3. Explain the equipment you will need for your meeting, such as projectors and computers. If your room doesn't have the right equipment, ask if it can be installed.
4. Contact tech support. Ask someone to check the equipment in your meeting room. Make sure it works prior to the meeting date. Request repairs for any broken equipment.

Useful Expressions

Useful Expressions

Let's learn some expressions to use in business.

When making a polite request	When making an informal request
I'd like to reserve a room. I'm interested in applying for the course. Would you mind sending it by email? May I postpone the meeting?	Can you check if the projector works? Could they switch rooms with us? Will you close the window? Would you find some more chairs?
When a situation is not satisfactory	When a situation is satisfactory
I'm not sure he will like that. I don't think that will work. I'm not sure about that. That might be a problem.	That will have to do. I think that will work. I think she will approve of that. That will be fine.

Fill in the blanks with the correct answers from the box. Then, practice the conversation with a partner. **Circle**

- can you check if the projector works that will have to do I'd like to reserve a room I don't think that will work

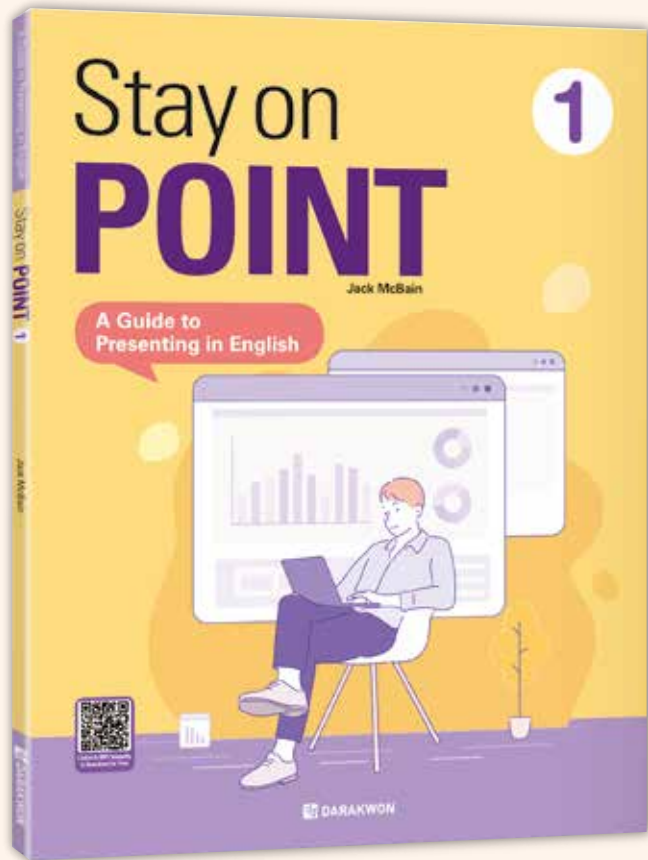
- A: Hello, _____ for next Friday.
 B: Sure, no problem. Which room?
 A: I'd like Conference Room 305 on the third floor.
 B: Okay, what time do you want to reserve it?
 A: From 10:00 until 11:30 A.M.
 B: That time has already been booked. How about from 11:30 to 1:00 P.M.?
 A: _____ We have a company lunch planned then.
 B: Would you like to use Conference Room 303? It's the same size as 305.
 A: _____
 B: Okay, great. I'll add your name to the reservation schedule.
 A: Thanks. In addition, _____?

Extra Practice

Role-play with your partner. One person requests a room. The other person suggests an alternate room.

A: I'd like to reserve Conference Room 1010 for this Thursday.
 B: That room is booked this week.
 A: I see. Is room 3020 available?
 B: I think that will work.

Stay on POINT



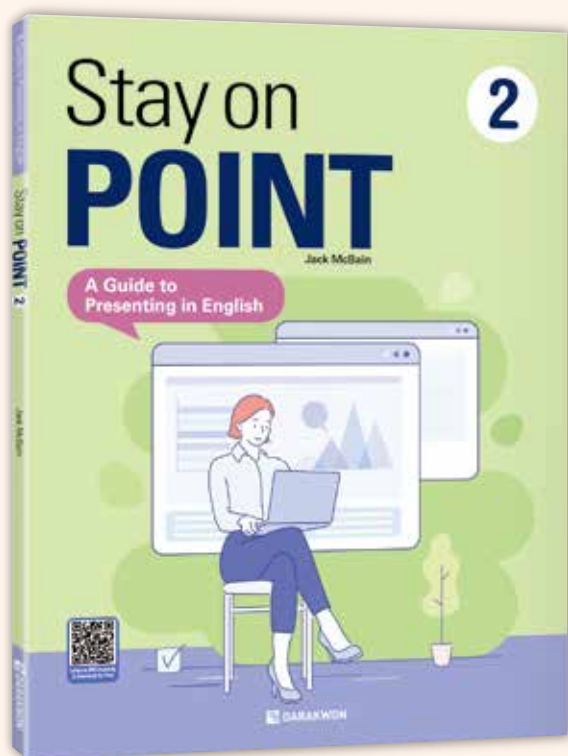
Key Features

- 12 dynamic units
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- Learn oral presentation from a Western perspective
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Warm-up



Building Content

Building Content

Before you start working in a group, you can begin by getting to know the person about a little. We can get the group to know the person's likes and dislikes and their role in the group.

Vocabulary

Match the jobs with the correct definitions.

- 1 office worker → a person who helps people learn their money wisely
- 2 store manager → a person who makes sure the store operates in a business way
- 3 app developer → a person who creates and publishes original content for use on many mobile platforms
- 4 editor-in-chief → a person who writes documents, writes reports, and does other office tasks
- 5 banker → a person who writes programs for computers
- 6 content creator → a person who creates software applications
- 7 marketing programmer → a person who sells something in a retail store

2 This work → Talk about the job responsibilities related to the jobs in A with your partner by using 3 definitions.

3 What are office workers' job responsibilities?
 4 They have to do documents, write reports, and do other office tasks.

Grammar

Let's learn about ask-question words.

1 What do you do for a living?
 2 I like basketball.
 3 Why do you play basketball?
 4 Where do you play?
 5 How often do you play?

2 When do you play?
 3 Why don't you play during the week?
 4 Because my friends have during the week.

3 Complete the questions with the correct interrogative words.

1 _____ do you do?
 2 I'm going to _____ do you work?
 3 _____ do you go to school?
 4 _____ do you work with?
 5 _____ do you work with?
 6 _____ do you work with?

2 I enjoy working there, so that's why I do it.
 3 _____ do you work?
 4 I work on Mondays, Wednesdays, and Fridays.
 5 _____ do you work with?
 6 I work with my best colleagues.

Building Content

Appearance and Personality When describing someone to a group, we can include descriptions of the person's physical appearance as well as that person's personality traits. This gives the listener a more accurate idea of the person being described.

Language Patterns

Let's learn some language patterns.

1 You must → Write the names of three people you know and choose words from the boxes to make five sentences about them. Then share your sentences with your partner.

2 You must → Write the names of three people you know and choose words from the boxes to make five sentences about them. Then share your sentences with your partner.

3 You must → Write the names of three people you know and choose words from the boxes to make five sentences about them. Then share your sentences with your partner.

Pronunciation

Read and listen to the words below. Then practice the pronunciation of the /s/, /z/, /tʃ/, and /dʒ/ sounds.

/s/	/z/	/tʃ/	/dʒ/
graduate	substitute	beard	eggplant
aggravation	software	beard	beard
gender	curly	beard	beard
gender	curly	beard	beard

2 Listen and practice. Be careful when pronouncing the /s/, /z/, /tʃ/, and /dʒ/ sounds.

1 The hair seems kind long, but it's so pretty.
 2 The pretty woman at the post office has a nice hair.
 3 The blond boy in the blue shorts is a little bit.

Building Content

Before you start working in a group, you can talk about the person's likes and dislikes. By discussing the person's favorite and least favorite activities, you can get to know the person on a deeper level. We should include when, where, why, and with whom they enjoy doing their favorite activities.

Reading

Read about the following people's likes and dislikes.

1 I like football, and I like playing tennis. Actually, I don't like sports at all. I like games that challenge my mind. I usually go to Central Park and play chess. Check together your chess strategy, and I find that very interesting. I really dislike watching television. I think it is a waste of time. I don't like listening to music either. I'd much rather listen to someone than a really intelligent politician.

2 I love football, and I really love to go shopping. My friends say I'm a shopaholic. I go shopping most of the time in a mall. On weekends, I might visit some fun places to visit. Some of my friends can keep up with me. I really hate working at my part-time job. For a while I had a part-time job. It really bored me, but I took the job so I was getting up in the morning.

Checklist & Presentation Tips

Write about your own likes and dislikes.

1 I like _____
 2 I don't like _____

3 You must → Write about your likes and dislikes in the circles. Then ask your partner what he or she thinks about your likes.

1 I like playing basketball. What do you think about it?
 2 I love to go to the mall every weekend.
 3 I don't like watching TV. How about you?
 4 I don't like watching either. I'd rather watch movies.

Learning How

Learning How

Describing people with mind maps. Describing people is important to begin describing something. Before you start, it is important to begin describing something. Before you start, it is important to begin describing something. Before you start, it is important to begin describing something.

1 Look at the two different versions of mind maps. Then complete notes for each person.

Person 1: Appearance (short hair, glasses), Personality (friendly, outgoing), Likes (reading, playing tennis), Dislikes (sports, watching TV), Hobbies (reading, playing tennis).

Person 2: Appearance (long hair, glasses), Personality (friendly, outgoing), Likes (reading, playing tennis), Dislikes (sports, watching TV), Hobbies (reading, playing tennis).

2 This is Person 1

2 Use the picture and the speech to help you complete the mind maps with information about Amanda's appearance and Scott's personality, likes, and dislikes. You don't need to use complete sentences in the bubbles.

1 Amanda's appearance: short hair, glasses, friendly, outgoing, likes reading, playing tennis, dislikes sports, watching TV, hobbies reading, playing tennis.

2 Scott's personality: friendly, outgoing, likes reading, playing tennis, dislikes sports, watching TV, hobbies reading, playing tennis.

3 Amanda's appearance: short hair, glasses, friendly, outgoing, likes reading, playing tennis, dislikes sports, watching TV, hobbies reading, playing tennis.

4 Scott's personality: friendly, outgoing, likes reading, playing tennis, dislikes sports, watching TV, hobbies reading, playing tennis.

Checklist & Presentation Tips

Checklist

- 1 Did you use the five ask-question words mentioned in the unit?
- 2 What did you discuss if you want to give a good description of a person?
- 3 What is the benefit of discussing a person's likes and dislikes in a descriptive speech?
- 4 Do you need to make complete sentences when making a mind map?
- 5 What part of the speech will the most important information be the speaker's name?
- 6 What are the three main parts of a speech?

Presentation Tips

Making Eye Contact

Reading your speech to see the best strategy to use when giving a speech. Sometimes that are small words that need to be spoken in a certain way. They need to be spoken in a certain way. They need to be spoken in a certain way.

1 I like playing basketball. What do you think about it?
 2 I love to go to the mall every weekend.
 3 I don't like watching TV. How about you?
 4 I don't like watching either. I'd rather watch movies.

Do It Yourself

Do It Yourself

The Descriptive Speech: People. It is time for you to do a presentation for the information you learned in the previous sections. You will create a presentation for a specific person.

1 Choose one of the mind maps below to complete notes about your partner.

2 Make notes by using the information from the mind map.

3 Give a short speech about a person. Use one of the introduction and conclusion examples in the bubbles.

4 This is Person 1

Checklist & Presentation Tips

Checklist

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Memo

A series of horizontal dotted lines for writing a memo.