

ZooTalk Reading Series

Kiri's Fantasy Land

★ Level 7 ★

Dream
Read
Be You!

Imagination

Adventure

Kindness

Magic

Let's
Explore!

Happy
Day!

Every Day
is an
Adventure!

by 김광현

BOOK B



저자의 말

안녕하세요. Zootalk은 동물을 캐릭터화 한 스토리로 아이들에게 영어 학습을 더욱 친숙하게 하기 위해 제작되었습니다.

아이들에게 스토리텔링으로 자연스러운 학습환경을 만들어 주고, 그 안에서 영어의 노출을 진행함으로써, 아이들은 더 편안하게 학습을 할 수 있습니다.

정해진 7권의 코스북 외에도, Extended Reading이나 World tour 등 연관된 교재들도 있어서, 아이들의 학습에 더욱 더 도움이 되리라 생각합니다.

아이들이 이 교재들로 더 재미있게 공부하기를 바랍니다.

학습방법

교재는 총 7단계로 구분되어 있으며, 각 레벨마다 보충 교재들이 준비되어 있습니다.

- 1레벨 Kiki (파닉스를 갓 마친 혹은 파닉스 후반부의 학생)
- 2레벨 Bob (파닉스를 마치고, 다양한 어휘학습을 목표)
- 3레벨 Mimi (다양한 표현과 어휘학습을 목표)
- 4레벨 Momo (문법이 포함된 교재로, 다양한 표현도 습득)
- 5레벨 Gum (스토리마다 관련된 질문으로 사고력 향상)
- 6레벨 Leo (과거형을 사용하며, 사고력 향상을 목표)
- 7레벨 Kiri (과거형을 사용하며, 깊은 사고력 관련 포함)

Zootalk

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Unit 1

The Table Is Not Ready!



Kiri arrived at the school hall with her friends before lunch. They were getting ready for a special class meal. A long table stood in the middle of the room, but it was completely empty. The chairs were pushed against the wall, and several boxes were sitting nearby, “We have a lot to do,” Kiri said as she looked around the hall.



1

Why did Kiri go to the school hall?

2

What was wrong with the table?

3

What would you do first?

Kiri and her friends began preparing the table. They carried the chairs into the room and placed them around it. Then they opened the boxes and took out plates, cups, napkins, and decorations. Kiri carefully counted the places around the table. “We need enough for everyone,” she said. Her friends checked the supplies while Kiri arranged the chairs.



1

What did the friends carry into the room?



2

What did Kiri count?



3

How would you organize the table?



When the table was almost ready, Kiri noticed a problem. There were not enough plates for everyone. Her friends checked the boxes again, but no more plates were inside. Kiri looked at the table and thought carefully. Then she remembered that another classroom had extra plates. “Let’s ask them if we can borrow some,” she said.



1

What problem did Kiri notice?



2

What was missing?



3

What could Kiri do if the other class could not help?



Kiri and her friends asked the other class for help. The teacher gave them some extra plates, so they returned to the hall and finished setting the table. They placed a plate, cup, and napkin at each place. The decorations went along the middle of the table. Soon everything was ready, and the friends stood back to admire their work. "Now we are ready for lunch!" Kiri said with a happy smile.



1

Who gave Kiri extra plates?



2

Where did they put the decorations?



3

Why is it important to work together?



Unit 2

The Room Full of Things

A
Tidy Room
A Brighter
Day!

Organize
Learn
Create
Grow!

Small
Steps
Big
Change!

Clean
Sort
Share
Smile!

Books

Art
Supplies

Toys

Stories

Science

Arts

Fun

Kiri opened the door to a small room at school. She stopped when she saw how many things were inside. Boxes covered the floor, books were stacked on chairs, and old art supplies filled several shelves. There was hardly any space to walk. Kiri looked around carefully and decided that the room needed some attention.



1 What did Kiri see in the room?



2 Where were the books?



3 What would you do first?



Kiri started by moving the boxes into neat groups. She put the empty boxes in one corner and placed the useful supplies near the shelves. Then she collected the books from the chairs. Some books belonged on the reading shelf, while others belonged in a different room. Kiri checked each book carefully before putting it in the right place.



1

What did Kiri do with the boxes?



2

Where did she put the books?



3

How would you decide where each item belongs?



As Kiri cleared the floor, she found several interesting things beneath the boxes. There were colored pencils, pieces of paper, a small ball, and an old puzzle. Kiri placed the items on a table so she could sort them later. She also found a broken picture frame and put it safely to one side. The room was slowly becoming easier to use.



1

What did Kiri find?



2

Where did she put the items?



3

Why is it useful to sort things before putting them away?



After a while, Kiri could see the floor again. She arranged the books on the shelves and placed the art supplies in small containers. The boxes were stacked neatly in the corner, and the chairs were ready to use. Kiri stepped back and smiled at the tidy room. It still had many things inside, but now everything had a place. Kiri knew the room would be much easier to use.



1

What did Kiri put on the shelves?



2

Where did she stack the boxes?



3

Why is it helpful for everything to have a place?



Unit 3

The Big Spill



Kiri walked into the school kitchen carrying a large tray of cups. She was taking them to a table for a class activity. As she turned around, one cup slipped from the tray and bumped into the others. Suddenly, the tray tilted, and juice spilled across the table. Kiri stopped and looked at the big mess.



1

What was Kiri carrying?



2

What spilled onto the table?



3

What would you do first?



Kiri quickly moved the tray away from the edge of the table. She picked up the cups that were still standing and placed them in a safe spot. Then she noticed that some juice had reached the floor. Kiri got some paper towels and began wiping the table. She worked carefully so the juice would not spread any farther.



1

Where did Kiri move the tray?



2

What did she use to clean the table?



3

How could you stop the spill from spreading?



While Kiri cleaned the table, she noticed a small puddle near one of the chairs. She moved the chair away and wiped the floor carefully. Then she checked the table again. A few drops were still hiding under the tray, Kiri lifted the tray and cleaned underneath it too. Soon, the table and floor were almost dry.



1

Where was the small puddle?



2

What was hiding under the tray?



3

Why is it important to check the area carefully?



Kiri looked around the kitchen and made sure everything was safe. The cups were standing neatly on the table, and the floor was dry. She placed the tray farther from the edge so it would not tip again. Kiri smiled when she saw the clean table. The spill had caused a big mess, but careful cleaning had made everything



1

How did Kiri make the floor safe?



2

Where did she put the tray?



3

What could Kiri do to prevent another spill?



Unit 4

The Heavy Bags



Kiri arrived at school early and saw several large bags near the classroom door. The bags were filled with books and classroom supplies. Kiri picked up one bag, but it was much heavier than she expected. She put it down carefully and looked at the other bags. "These are too heavy to carry all at once," she said.



1

Where were the bags?



2

What was inside them?



3

What would you do with the heavy bags?



Kiri decided to check what was inside each bag. She opened them and found books, paper, art supplies, and small classroom objects. Some bags were much heavier than others. Kiri separated the lighter items from the heavier ones. She placed the books together and kept the smaller supplies in another group.



1 What did Kiri find in the bags?

2 Which items were heavy?

3 Why is sorting the items helpful?

Kiri carried the lighter bags into the classroom one at a time. She left the heaviest bags near the door. Then she looked for a way to move them without carrying them. She found a small cart in the storage room. Kiri placed the heavy bags on the cart and slowly pushed it toward the classroom.



1

Which bags did Kiri carry first?



2

What did she find in the storage room?



3

What could you use to move something heavy?



Kiri pushed the cart into the classroom and placed the heavy bags beside the shelves. She checked the floor to make sure nothing was blocking the way. Then she unpacked the bags and put each item in its proper place. When everything was finished, Kiri looked at the empty bags and smiled. She was glad she had found a safe and easier way to move them.



1

Where did Kiri put the heavy bags?

2

How did she move them?

3

Why was the cart a good choice?

Unit 5

The Busy Morning Rush



Kiri arrived at school just before the morning bell. The hall was already very busy. Books needed to be taken to the classroom, chairs needed to be moved, and several supplies were waiting near the office. Kiri looked at everything that needed to be done. She knew there was not much time before the first lesson began.



1

When did Kiri arrive?



2

What needed to be moved?



3

What would you do first?



Kiri started with the books because they needed to go to the classroom. She carried a small stack at a time and placed them carefully on a shelf. Then she moved the chairs into neat rows. She noticed that some chairs were in the wrong room, so she returned them before bringing in the supplies.



1

What did Kiri move first?

2

Where did she put the books?

3

Why is it helpful to work in an order?

When Kiri returned to the hall, she saw that the supplies were still waiting near the office. She carried the smaller boxes first and placed them beside the classroom shelves. One large box was too difficult to move alone. Kiri checked the hallway and found a small cart. She placed the box on it and pushed it carefully to the classroom.



1

Where were the supplies?



2

What was difficult to move?



3

What would you do if something was too heavy?



The morning bell rang just as Kiri finished putting everything away. She checked the classroom one last time. The books were on the shelf, the chairs were in rows, and the supplies were in their proper places. Kiri took a deep breath and smiled. The morning had been busy, but she had stayed calm and finished each task carefully.



1

When did the bell ring?



2

What did Kiri check?



3

How can staying calm help during a busy morning?



Unit 6

Can I Help You?



Kiri was walking through the school hallway when she noticed a small pile of books near the library door. A student was trying to carry the books inside, but several books kept slipping from the stack. Kiri stopped and watched for a moment. "Can I help you?" she asked kindly.



1

Where was Kiri walking?



2

What was the student carrying?



3

What would you say if someone needed help?



The student explained that the books needed to go onto a shelf inside the library. Kiri picked up some of the heavier books while the student carried the lighter ones. They walked carefully through the doorway. Kiri made sure the books stayed in a neat stack as they moved toward the shelves.



1

Where did the books need to go?



2

Which books did Kiri carry?



3

Why is it helpful to share a task?



When they reached the shelves, they noticed that some books were already out of place. Kiri looked at the labels and helped sort the books by subject. The student placed each book on the correct shelf. Soon, the shelves looked much neater. Kiri was glad that helping with one small task had made a bigger job easier.



1

What was wrong with some of the books?



2

How did Kiri help sort them?



3

How can one small act of help make a difference?



Before leaving, Kiri looked around the library to make sure everything was tidy. The books were safely on the shelves, and the floor was clear. The student thanked Kiri for stopping to help. Kiri smiled and continued down the hallway. She felt happy because she had noticed a problem and chosen to help instead of walking past it.



1

Why did the student thank Kiri?



2

What did Kiri do before leaving?



3

Why do you think Kiri chose to help?



Unit 7

The Very Long Line



Kiri arrived at the school office to return some library books. When she reached the door, she saw a very long line of students waiting inside. The line stretched almost across the hallway. Kiri looked at the people in front of her and took her place at the back. She knew she would need to wait patiently.



1

Why did Kiri go to the office?



2

How long was the line?



3

How do you feel when you have to wait?



Kiri looked around while she waited. Some students were reading quietly, while others talked softly with their friends. Kiri kept her place and watched the line move forward slowly. After a few minutes, she noticed that one student had stepped away from the line. Kiri waited until the student returned before moving forward.



1

What did some students do while waiting?



2

What happened to the line?



3

Why is it important to keep your place?



The line became shorter, but it still moved very slowly. Kiri began to feel impatient. She took a deep breath and looked at the books in her hands. She decided to use the waiting time to check that all the books were ready to return. By the time she finished checking them, the line had moved several places.



1

How did Kiri feel?



2

What did she check?



3

What could you do to make waiting easier?



At last, Kiri reached the front of the line. She returned her books to the office and thanked the person behind the desk. The whole wait had taken longer than she expected, but Kiri was proud that she had stayed patient. She walked back down the hallway with a smile. Sometimes, waiting is difficult, but staying calm can make it easier.



1

What did Kiri return?



2

How did she handle the long wait?



3

Why is patience useful when you have to wait?



Unit 8

The Waiting Game



Kiri arrived at the school playground during break time. A new game was about to begin, but the equipment was not ready yet. The balls were still in a storage box, and the game area needed to be marked. Kiri wanted to start right away, but she knew everyone had to wait.



1

Where did Kiri go?



2

What was not ready?



3

What do you do when you have to wait?



Kiri helped prepare the game area while everyone waited. She placed the cones around the playing space and carried the balls from the storage box. Soon, everything was ready, but the teacher still needed to explain the rules. Kiri sat down with the others and listened carefully.



1

What did Kiri place around the area?



2

Why did everyone wait again?



3

Why is it important to listen to the rules?



The teacher explained that everyone would get a turn. Kiri watched as the first group began playing. She wanted to join them, but she stayed in her place and waited for her turn. While she waited, she thought about the rules and watched how the game worked.



1

What did the teacher explain?



2

What did Kiri do while waiting?



3

How can watching others help you learn a game?



Soon, it was Kiri's turn to play. She stood up, joined the game, and followed the rules carefully. She enjoyed herself and understood why everyone had needed to wait. When her turn ended, Kiri returned to the side and let the next player begin. She smiled because waiting had been worth it.



1

When did Kiri join the game?



2

What did she do after her turn?



3

Why was waiting worth it for Kiri?



Unit 9

Sharing My Favorite Toy



Kiri brought her favorite toy to school for free-play time. It was a small wooden puzzle with colorful pieces. Kiri enjoyed putting the pieces together and had brought it many times before. When she sat down to play, another student looked at the puzzle with interest. Kiri held it carefully and wondered if she was ready to share it.



1

What did Kiri bring to school?



2

What was special about the toy?



3

Would you share a favorite toy?



Kiri looked at the puzzle and then at the other student. She knew the toy was important to her, but she also wanted to be friendly. Kiri explained how the puzzle worked and offered a few pieces. The other student carefully joined the game. Soon, they were working on the puzzle together.



1

What did Kiri explain?



2

What did she offer?



3

How can sharing make play more enjoyable?



At first, Kiri felt nervous when the other student moved one of the pieces. She was worried that the puzzle might get damaged. Instead of taking it away, Kiri explained how to handle the pieces carefully. The other student listened and followed her instructions. Kiri soon felt more comfortable sharing her favorite toy.



1

Why did Kiri feel nervous?



2

What did she explain?



3

How would you handle a similar situation?



Together, Kiri and the other student completed the puzzle. Kiri smiled when she saw the finished picture. She was happy that she had shared something she loved with someone else. Before packing it away, Kiri thanked the other student for taking such good care of it. Kiri realized that sharing did not make her favorite toy less special. It made the game more enjoyable.



1

What did they complete?



2

Why was Kiri happy?



3

Why can sharing something special be a good experience?



Unit 10

Helping a New Friend



Kiri was sitting quietly in the school library when she noticed a new student standing near the shelves. The student looked around the room and seemed unsure where to go. Kiri noticed a timetable in the student's hand. She smiled and walked over. "Can I help you find something?" Kiri asked.



1

Where was Kiri?

2

What was the student holding?

3

How would you welcome someone new?

The student showed Kiri the timetable and explained that the next class was in a different part of the school. Kiri knew where the classroom was, so she offered to show the way. They walked through the hallway together. Kiri pointed out the classroom numbers and helped the student find the correct building.



1

Where did the student need to go?



2

How did Kiri help?



3

What could you do to help someone find a classroom?



When they reached the classroom, the student realized that a notebook was missing. The student checked the bag again, but it was not there. Kiri remembered seeing a notebook near the library table. She suggested going back to check. They returned to the library and found the notebook exactly where Kiri remembered.



1

What was missing?



2

Where did Kiri remember seeing it?



3

What would you do if you found something someone had lost?



The student thanked Kiri for all her help. Kiri smiled and said she was happy to help. They walked back to the classroom together, and the student now knew the way. By the end of the morning, Kiri felt glad that she had taken the time to help someone new. A small act of kindness had made the first day much easier.



1

Why did the student thank Kiri?

2

How did Kiri make the day easier?

3

Why can a small act of kindness be important?

Unit 11

The Reading Corner



Kiri noticed a quiet corner of the classroom that was hardly ever used. A small bookshelf stood against the wall, but the books were mixed up and several were lying on the floor. There was also a soft rug covered with dust. Kiri looked at the space and imagined how useful it could be as a reading corner.



1

What did Kiri notice?



2

Where were some books?



3

What would make this corner comfortable?



Kiri began by picking up the books from the floor. She sorted them by size and placed them neatly on the bookshelf. Then she dusted the rug and moved it closer to the shelf. Kiri found a few colorful cushions in a storage cupboard and placed them on the rug. The corner already looked much more inviting.



1

How did Kiri sort the books?



2

What did she put on the rug?



3

Why are cushions useful in a reading corner?



Kiri wanted the reading corner to feel peaceful, so she added a few simple decorations. She placed a small plant beside the bookshelf and hung a colorful picture on the wall. Then she checked the lighting. The corner was bright enough to read, but the light was not too strong. Kiri sat on a cushion and opened a book to test the space.



1

What decorations did Kiri add?



2

Why did she check the lighting?



3

What would you add to a reading corner?



Kiri looked around the finished corner and smiled. The books were easy to find, the rug was clean, and the cushions made the space comfortable. She placed a small sign on the shelf that reminded everyone to keep the books tidy. Then Kiri sat down with a book and enjoyed the peaceful space. The unused corner had become a place where everyone could relax and read.



1

What did Kiri put on the shelf?

2

How did the corner change?

3

Why do you think a quiet reading space is useful?

Unit 12

The New Game



HOW TO PLAY

- 1 Take a card
- 2 Follow the rule
- 3 Have fun!



Kiri was excited when she saw a new game on the classroom table. The game had a colorful board, small wooden pieces, and a set of cards. Kiri had never played it before, so she picked up the instruction card and read it carefully. The rules looked simple, but she wanted to understand them before starting.



- 1 What did Kiri find?
- 2 What did she read?
- 3 Why is it useful to learn the rules first?

Kiri placed the game pieces on the board as the instructions showed. She read the first few rules again and tried to understand how each piece moved. One rule was confusing, so she read it slowly a second time. Then she looked at the pictures on the instruction card. The pictures helped her understand what to do.



1

How did Kiri set up the game?

2

What confused her?

3

How can pictures help when learning something new?

Kiri decided to test the game before playing a full round. She moved one piece according to the rules and checked the instruction card after each step. At first, she made a small mistake. Instead of becoming frustrated, she went back to the beginning and tried again. This time, she followed the instructions correctly.



1

Why did Kiri test the game?

2

What mistake did she make?

3

What do you do when you make a mistake?

After practicing, Kiri understood how the game worked. She arranged all the pieces again and began a new round. This time, she felt confident about each move. Kiri enjoyed discovering how the new game worked and realized that learning something unfamiliar could take patience. She placed the instruction card beside the board so she could check it whenever she needed help.



1

How did Kiri learn the game?

2

Where did she put the instruction card?

3

Why is patience important when learning something new?

Unit 13

The Craft Surprise



Let's
Create
Something
Amazing!

GLUE

A
Special
Craft
Surprise!

Kiri walked into the classroom and noticed a large box on the craft table. Colorful paper, scissors, glue, ribbons, and small wooden pieces were spread around it. A note beside the box said, "Make something special." Kiri wondered what the activity could be. She decided to explore the supplies and see what she could create.



1

What did Kiri find?

2

What was written on the note?

3

What would you make with these supplies?

Kiri chose a large piece of blue paper and folded it carefully. She added smaller pieces of yellow and green paper to make a colorful design. Then she used ribbons to decorate the edges. Kiri did not know what the finished craft would look like, but she enjoyed choosing each part. She kept the box nearby in case she needed more supplies.



1

What color paper did Kiri choose?

2

What did she use to decorate the edges?

3

Why is it fun to create something without knowing the result?

After adding the final pieces, Kiri stood back to look at her work. She had made a colorful paper garden filled with flowers, leaves, and ribbons. Then she noticed a small envelope at the bottom of the box. Kiri opened it and found a short message inside. The message explained that the craft was going to be displayed in the classroom.



1

What did Kiri make?

2

What did she find in the box?

3

Where would you display a craft you were proud of?

Kiri carefully placed her paper garden on a display board. She added a small title above it and stepped back to admire the finished surprise. The bright colors made the classroom feel cheerful. Kiri smiled because she had created something without knowing what was expected at the beginning. The surprise had turned into a fun chance to use her imagination.



1

Where did Kiri put her craft?

2

How did the craft change the classroom?

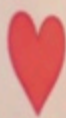
3

Why is imagination useful when making art?

Unit 14

The Quiet Room

Quiet
Room



A
Calmer
Brighter
You



Read
Relax
Be Kind



Good
Books
Happy
People



Kiri discovered a small room at the end of the school hallway. The room was empty and very quiet. A few chairs stood against one wall, and a large window let sunlight fall across the floor. Kiri stepped inside and noticed how peaceful it felt. She wondered what the room could be used for.



1

Where did Kiri find the room?

2

What was inside it?

3

What could this room be used for?

Kiri looked around the room more carefully. She noticed that the chairs were dusty and the floor needed cleaning. A small shelf stood in the corner, but it was empty. Kiri opened the window to let in some fresh air. Then she gathered the cleaning supplies and began making the room more comfortable.



- 1 What needed cleaning?
- 2 What was empty?
- 3 Why is fresh air useful in a room?

After cleaning, Kiri arranged the chairs in a small circle. She placed a few books on the shelf and added some soft cushions. The room still felt quiet, but now it looked more welcoming. Kiri sat down for a moment and listened. She could hear only the soft sounds from outside the window.



1

How did Kiri arrange the chairs?



2

What did she put on the shelf?



3

Why might someone enjoy a quiet room?



Kiri decided that the room would be a good place for reading and quiet work. She placed a small sign on the door asking everyone to keep their voices low. Then she checked the room one final time. Everything was clean, comfortable, and peaceful. Kiri smiled as she closed the door gently, knowing that the quiet room could help people relax and concentrate.



1

What did Kiri put on the door?

2

What could people do in the room?

3

Why can a quiet space help people concentrate?

Unit 15

The Big School Day

Welcome
to Our
School
Event!

Learn
Create
Share
Together

A Brighter
Tomorrow

Our
Amazing
School

Small
Steps
Big
Dreams

Activity
Station

Kiri arrived at school early because it was a very important day. The school was preparing for a special event with games, displays, and activities in different rooms. Colorful signs hung along the hallways, and tables were covered with supplies. Kiri looked around and realized that there was a lot to prepare before everyone arrived.



1

Why was Kiri at school early?

2

What was the school preparing for?

3

What would you prepare first?

Kiri helped check the activity rooms. She made sure the tables were ready and that each room had the supplies it needed. In one room, several signs had fallen from the wall. Kiri carefully picked them up and placed them back in the correct places. She wanted everything to look neat before the event began.



1

What did Kiri check?

2

What had fallen from the wall?

3

Why is preparation important for a big event?

As the school became busier, Kiri noticed that one activity table was missing some supplies. She checked the storage room and found what was needed. Kiri carried the supplies to the table and arranged them neatly. She then looked at the schedule to make sure each activity was ready at the correct time.



1

What was missing?

2

Where did Kiri find the supplies?

3

How can a schedule help on a busy day?

At last, the big school day began. Students moved through the hallways, visited the activity rooms, and enjoyed the different displays. Kiri stood back and watched everything work smoothly. She was tired after such a busy morning, but she felt proud of all the work she had done. The school looked bright, organized, and ready for a wonderful day.



1 What happened when the school day began?

2 How did Kiri feel?

3 What makes a school event successful?

The End!

