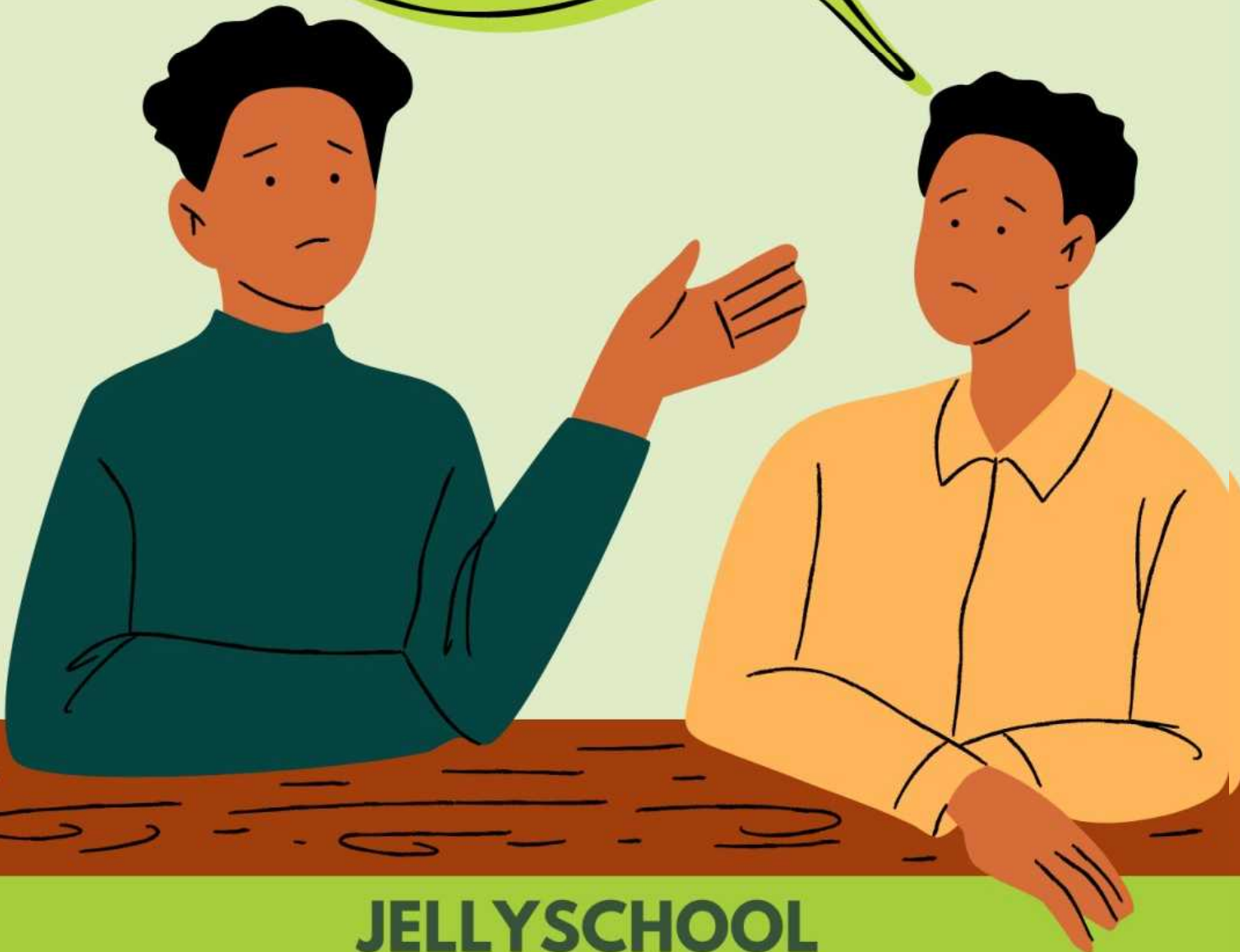


Daily Dialogue





저자의 말

안녕하세요. 맛있는 영어 젤리스쿨입니다.

타 교육업체들이 자체교재들을 제작하고 있다고 할 때, "시중에 좋은 교재가 많은데 왜 만들어?" 라는 생각을 했습니다.

하지만 시중 교재로 수업을 하기에는 부족한 부분이 계속 보이더라고요. 특정 교재는 양이 너무 적기도 했고요.

그래서 스피킹에 가장 적합한 포맷으로 1차적으로 20여종의 교재를 직접 만들게 되었습니다.

2024년 9월에 출시한 20종의 교재는 모두 그림묘사를 활용하여, 학생의 수준에 맞춘 수업이 가능한 교재니, 많은 관심 부탁드립니다.

젤리스쿨 소개

젤리스쿨은 영유재학생, 졸업생들의 눈높이에 맞는 화상영어수업 제공을 위해 2022년 설립된 **프리토키ング에듀**에서 런칭한 프리미엄 교육브랜드로 미국, 남아공 등 영미권 원어민 강사들로만 수업을 제공하고 있습니다.

온라인으로만 진행하는 화상영어의 틀에서 벗어나, 2024년 여름 국내영어캠프를 시작으로, 오프라인 행사를 지속적으로 진행하고 있으며, 화상영어 사업 이외에도, 출판, 영상제작, 온라인스쿨등의 교육과 관련된 사업을 추진하고 있습니다.

Unit 1: The Argument in the Park



DIALOGUE:

A: "Why did you take my book?"

B: "I didn't mean to take it, I thought it was mine."

A: "How could you think that? Mine has a big red cover."

B: "I was in a rush, okay?"

A: "You always rush and mess things up!"

B: "That's not true!"

A: "It is! Last week you ruined my science project."

B: "I said I was sorry."

A: "Sorry isn't enough."

B: "What do you want me to do then?"

A: "I don't know. Maybe think before you act!"

B: "Fine, I'll be more careful."

A: "I hope so."

B: "Are we still friends?"

A: "I guess... just don't touch my stuff anymore."

Activity 1: Related Questions

1. What did A ask B about the book?
2. Why did B take A's book?
3. What did A say about the cover of their book?
4. How did B respond when A accused them of rushing?
5. What condition did A give for continuing their friendship?

Activity 2: Sentence Builders

DIRECTIONS: Complete the sentences by filling in the blanks with the appropriate words from the list.

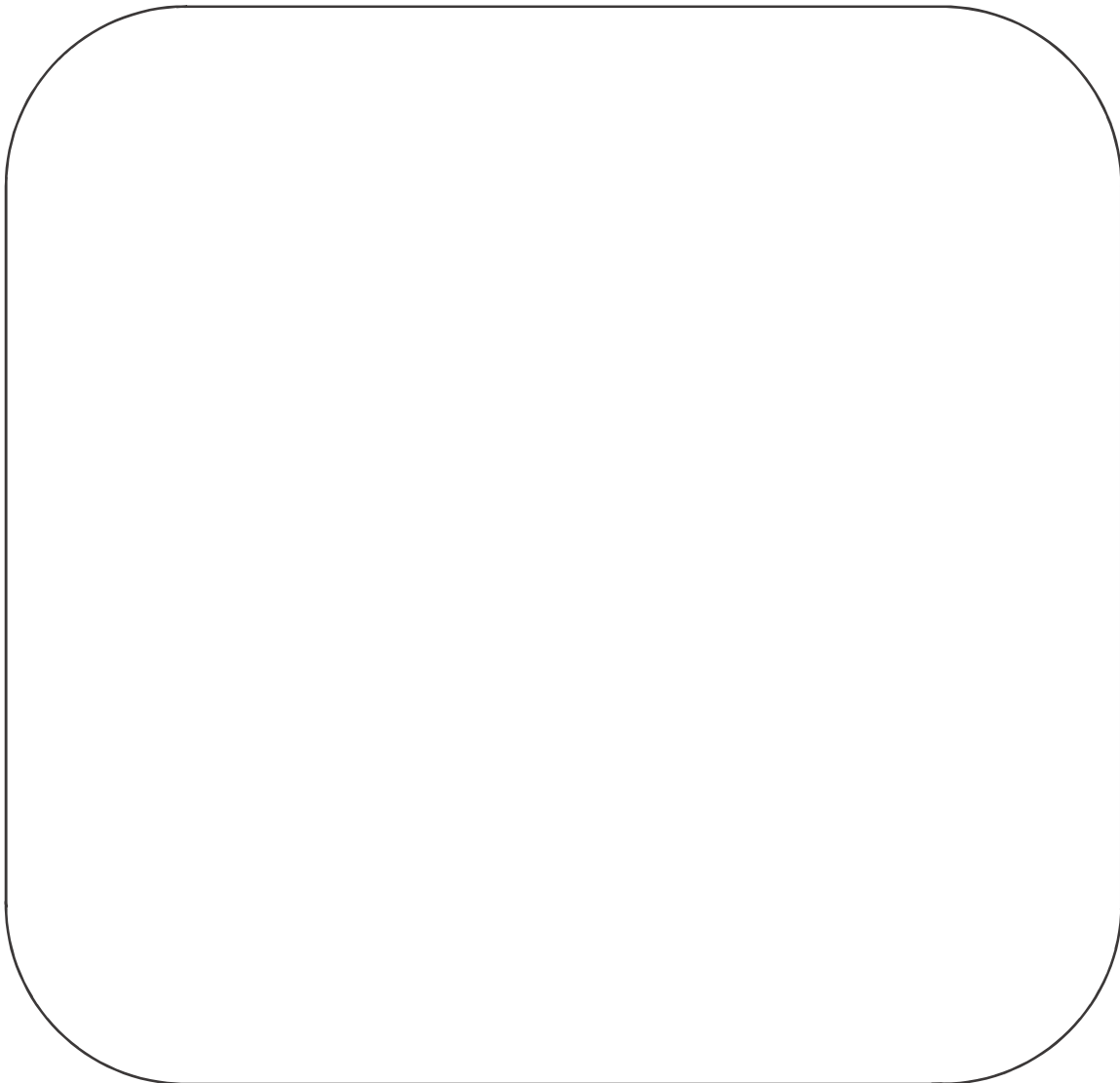
rush, careful, science project, apologize, cover, mess, argument, sorry, enough, touch

1. She had a big red _____ on her book.
2. He didn't _____ for the mistake last time.
3. You should be more _____ when handling other people's things.
4. I don't think " _____ " is enough this time.
5. He always _____ when he's late.
6. They had an _____ over the missing book.
7. She started to _____ for what happened last week.
8. They promised not to _____ each other's belongings again.
9. The _____ project was ruined.
10. You've done _____ damage already.

Activity 3: Express Yourself

DIRECTIONS:

Write what happens next after the argument between A and B..

A large, empty rounded rectangular box with a thin black border, intended for the student to write their response to the activity.

Unit 2: The Lost Keys



DIALOGUE:

A: "I can't find my keys!"

B: "Where did you last see them?"

A: "I think I left them in the car."

B: "Did you check your pockets?"

A: "Of course, I did!"

B: "Okay, calm down. We'll figure it out."

A: "I'm going to be late!"

B: "Let's retrace your steps."

A: "I don't have time for that!"

B: "You need to relax."

A: "How can I relax? I'm locked out!"

B: "I'll help you look. Where did you go before this?"

A: "I went to the grocery store."

B: "Let's call them and ask if anyone found them."

A: "I hope this works."

B: "It will. Trust me."

Activity 1: Related Questions

1. What is A looking for?
2. Where does A think they left their keys?
3. What suggestion does B give to help find the keys?
4. How does A feel about being locked out?
5. Where did A go before losing their keys?

Activity 2: Sentence Builders

DIRECTIONS: Complete the sentences by filling in the blanks with the appropriate words from the list.

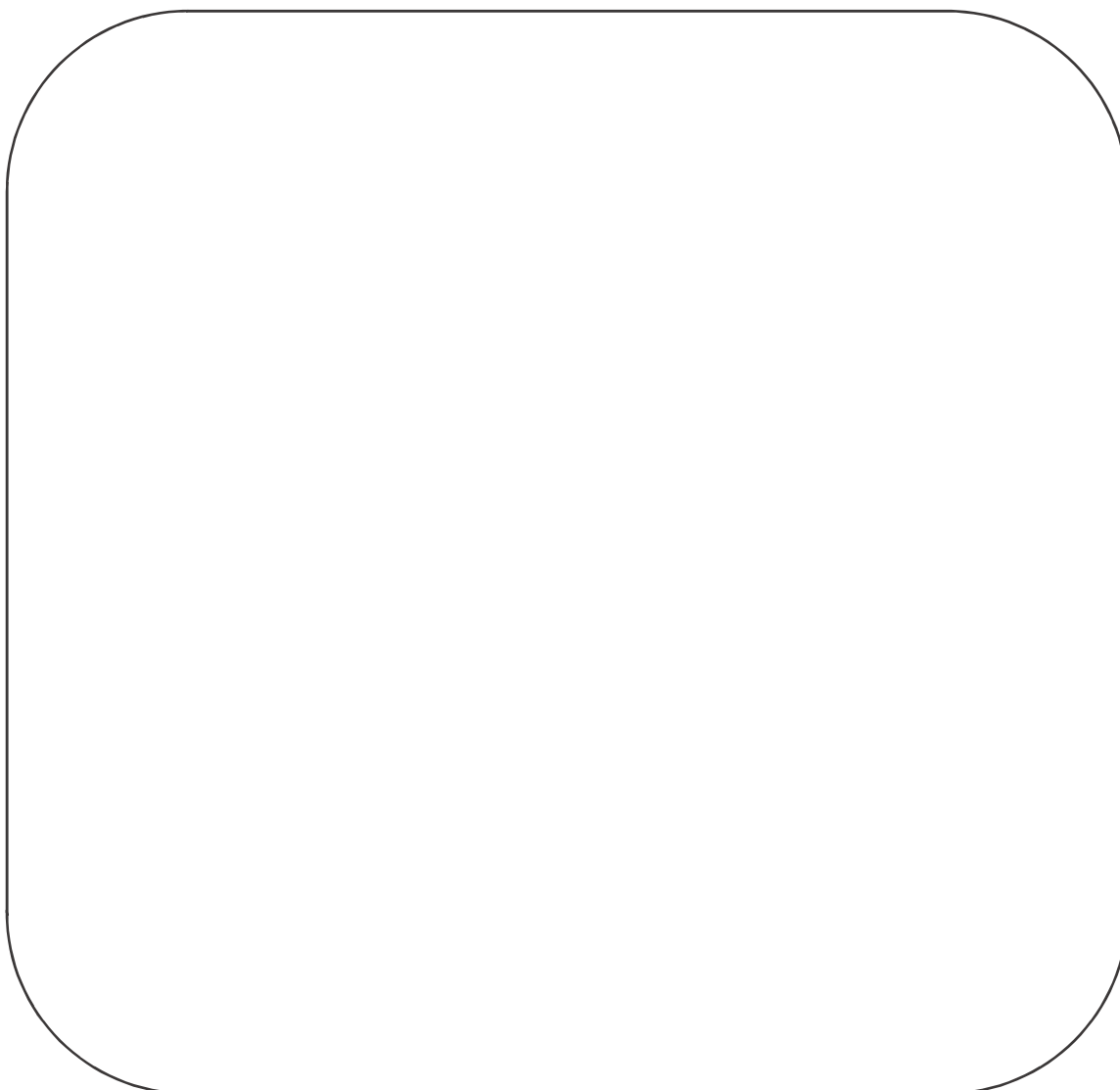
keys, pockets, late, relax, retrace, store, figure,
locked, hope, trust

1. He checked his _____ for the missing keys.
2. The store might have found the _____.
3. She hoped the keys weren't _____ in the car.
4. Let's _____ your steps and find them.
5. He needs to _____ and relax before looking again.
6. You're going to be _____ if you don't hurry.
7. Trust me, we'll _____ this out.
8. The car was _____ and couldn't be opened.
9. She couldn't _____ the door without the keys.
10. I _____ we find them soon.

Activity 3: Express Yourself

DIRECTIONS:

Imagine A and B continue searching for the keys. Do they find them, or does something else happen?



Unit 3: The Surprise Party



DIALOGUE:

A: "Why is the house so dark?"

B: "Shhh, just wait."

A: "What's going on?"

B: "Be patient!"

A: "I don't like surprises."

B: "I promise you'll love this one."

A: "Can't you just tell me now?"

B: "Nope, not yet!"

A: "You're acting weird."

B: "I'm just excited!"

A: "I'm getting nervous."

B: "Just trust me."

A: "Fine, but I don't like waiting."

B: "Surprise! Happy birthday!"

A: "What!? This is amazing!"

Activity 1: Related Questions

1. Why is the house dark?
2. What does A say about surprises?
3. How does B feel about the surprise?
4. What does B say to calm A's nerves?
5. What is the surprise that B reveals at the end?

Activity 2: Sentence Builders

DIRECTIONS: Complete the sentences by filling in the blanks with the appropriate words from the list.

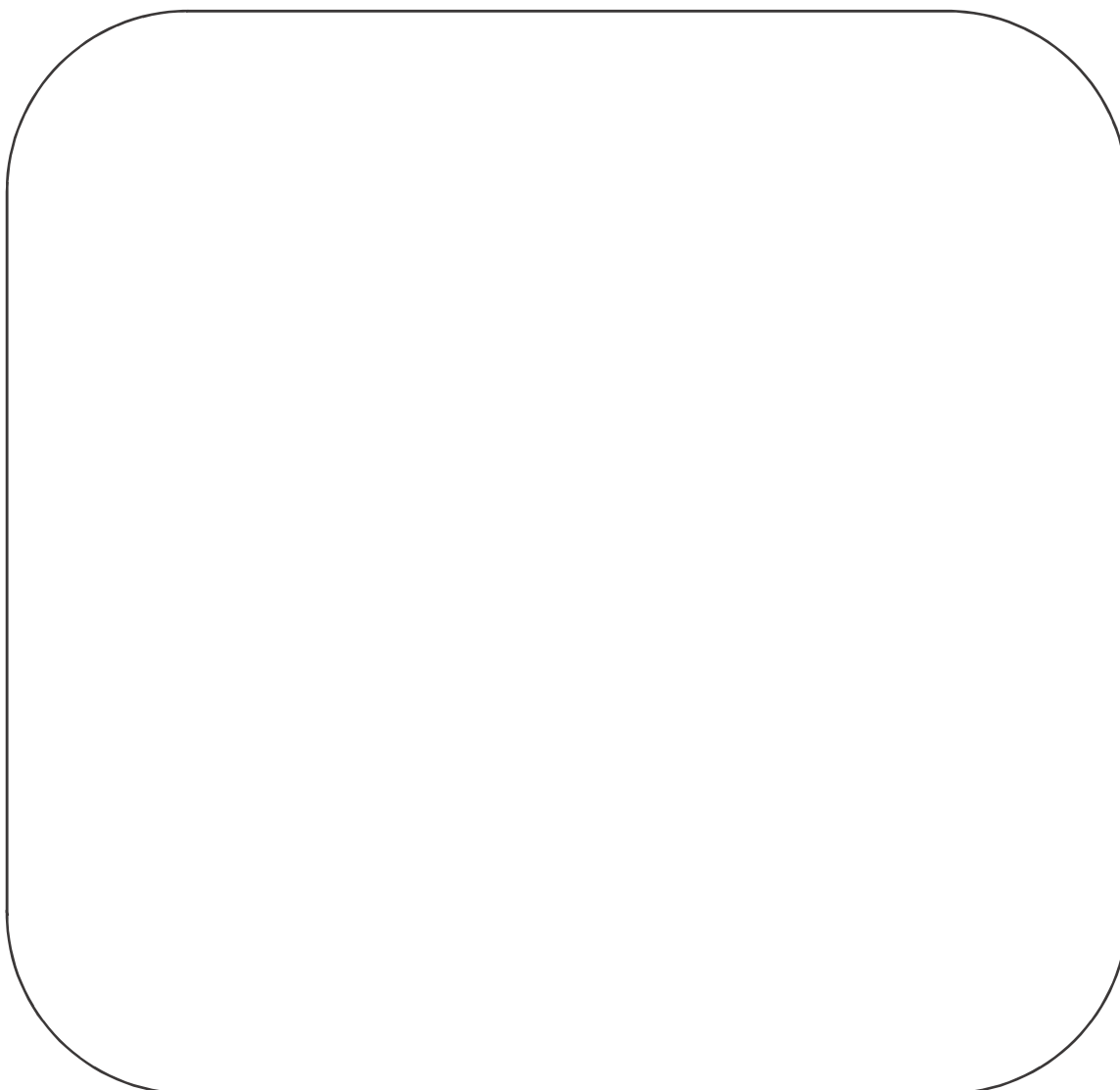
surprise, dark, patient, excited, weird, nervous, promise,
wait, birthday, amazing

1. She didn't like _____ and felt nervous.
2. The room was _____ when they arrived.
3. He was _____ and couldn't wait for the surprise.
4. The surprise party made her _____.
5. They promised a great _____ for her.
6. The lights were _____ for the surprise.
7. You need to be _____ and wait a little longer.
8. She couldn't _____ to see what would happen.
9. Everyone shouted _____ at the party.
10. The surprise was absolutely _____.

Activity 3: Express Yourself

DIRECTIONS:

Describe what happens at the surprise party after the lights come on.

A large, empty rounded rectangular box with a thin black border, intended for the student to write their description of the surprise party.

Unit 4: The Broken Window



DIALOGUE:

A: "Did you break the window?"

B: "It was an accident!"

A: "How could this happen?"

B: "I was playing baseball, and the ball flew through it."

A: "You should have been more careful!"

B: "I know, I'm sorry."

A: "This is going to cost a lot to fix."

B: "I'll help pay for it."

A: "That's not the point!"

B: "What can I do to make it right?"

A: "You can stop being so reckless!"

B: "I'll try my best."

A: "I hope so. This better not happen again."

B: "It won't, I promise."

Activity 1: Related Questions

1. What did A ask B about the window?
2. How did B explain the broken window?
3. What does A say B should have been?
4. What does B offer to do regarding the cost of fixing the window?
5. What does A want B to stop being?

Activity 2: Sentence Builders

DIRECTIONS: Complete the sentences by filling in the blanks with the appropriate words from the list.

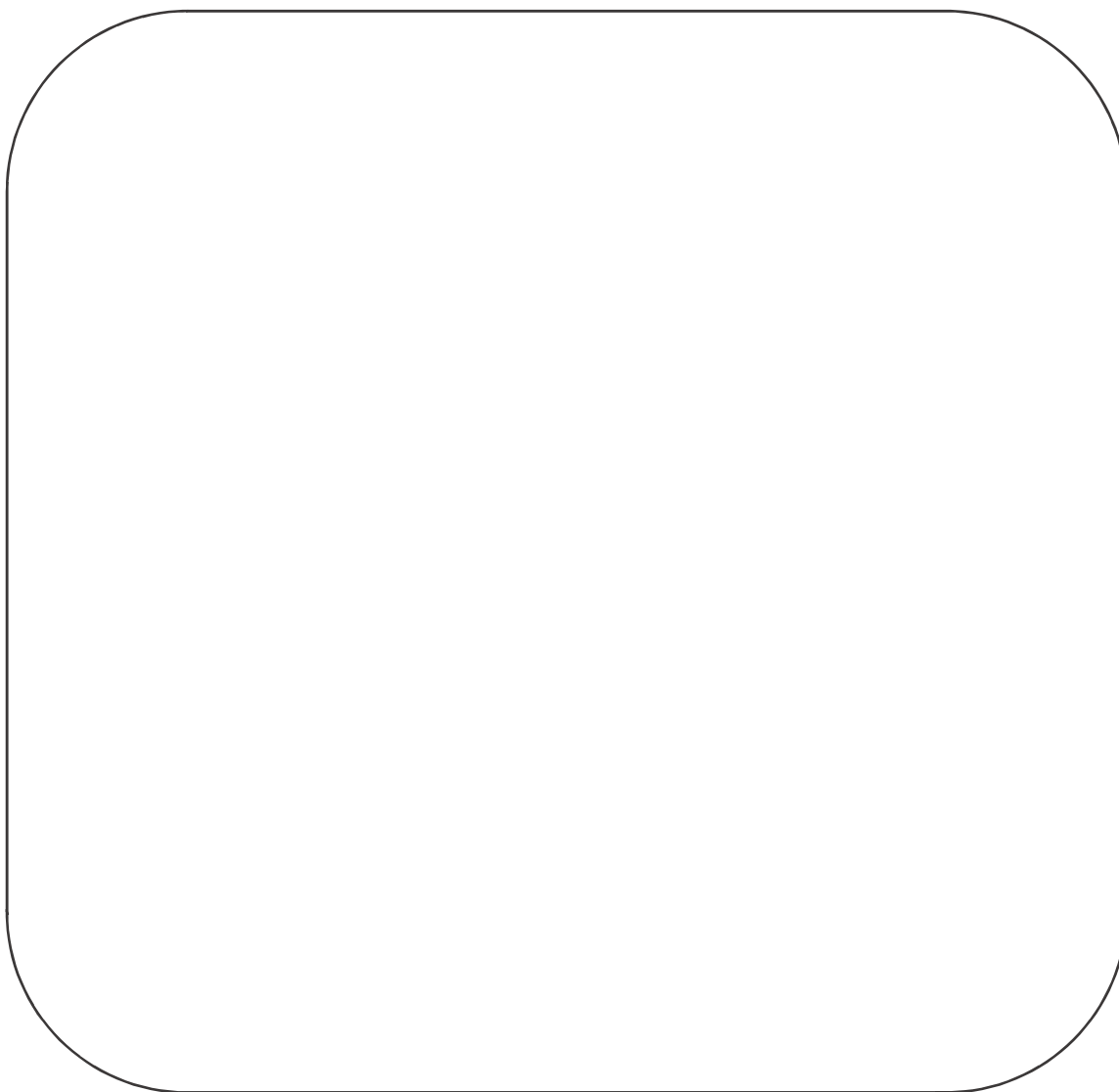
break, window, accident, baseball, careful, cost, fix, pay, reckless, promise

1. He accidentally _____ the window with the baseball.
2. The _____ was shattered.
3. It was an _____ while they were playing.
4. He promised to _____ for the repairs.
5. The _____ to repair the window was high.
6. They needed to be more _____ when playing outside.
7. The _____ would take a week to complete.
8. She didn't want to pay for the broken _____.
9. Being _____ led to the accident.
10. He made a _____ not to do it again.

Activity 3: Express Yourself

DIRECTIONS:

Write what happens next as A and B try to resolve the broken window problem.

A large, empty rounded rectangular box with a thin black border, intended for students to write their response to the activity prompt.

Unit 5: The Forgotten Homework



DIALOGUE:

A: "Did you finish the homework?"

B: "I forgot about it!"

A: "It's due today!"

B: "What should I do?"

A: "You better start now."

B: "I'll never finish in time!"

A: "You should have done it yesterday."

B: "I know, I was too busy."

A: "You're always busy."

B: "I'll try to get it done."

A: "Good luck, you'll need it."

B: "Thanks, I'll need all the luck I can get."

A: "Next time, don't wait until the last minute."

Activity 1: Related Questions

1. What did A ask B about?
2. What reason did B give for not finishing the homework?
3. When is the homework due?
4. What advice does A give B about doing the homework?
5. What does A say to encourage B before they start?

Activity 2: Sentence Builders

DIRECTIONS: Complete the sentences by filling in the blanks with the appropriate words from the list.

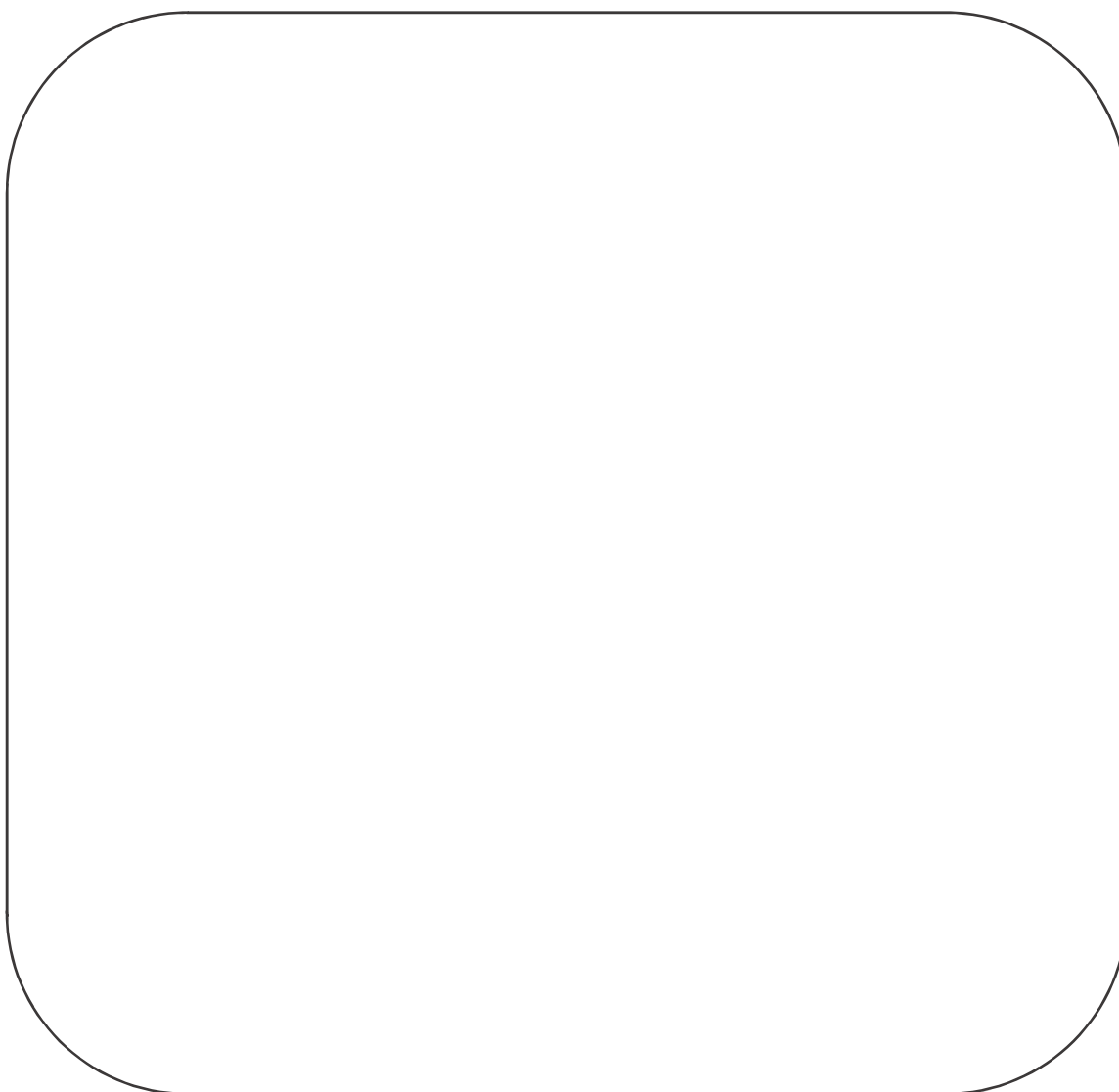
homework, forgot, due, finish, busy, yesterday, luck,
minute, start, time

1. She had _____ to finish her homework.
2. The assignment was _____ today.
3. She _____ all about the project.
4. There wasn't enough _____ to get it done.
5. They decided to _____ working right away.
6. He didn't finish it in _____.
7. She wished him _____ before the test.
8. He was too _____ to remember.
9. Next time, she shouldn't wait until the last _____.
10. They needed more _____ to work.

Activity 3: Express Yourself

DIRECTIONS:

Imagine what happens after B tries to finish the homework quickly.
Do they succeed?

A large, empty rounded rectangular box with a thin black border, intended for the student to write their response to the directions.

Unit 6: The Misunderstanding at the Café

**DIALOGUE:**

A: "I didn't order this."

B: "What do you mean? That's what you asked for."

A: "No, I asked for tea, not coffee."

B: "Oh, I must have misheard you."

A: "It's okay, but can you change it?"

B: "Of course, I'll bring you tea right away."

A: "Thanks, I appreciate it."

B: "Sorry for the mix-up."

A: "No problem, mistakes happen."

B: "I'll be back in a minute."

A: "Take your time, I'm not in a hurry."

B: "Here's your tea. Enjoy!"

A: "Thanks again!"

Activity 1: Related Questions

1. What did A say they didn't order?
2. What drink did A actually want?
3. How did B respond to A's complaint?
4. What did A say to B to show they understood the mistake?
5. How did B assure A that they would fix the order?

Activity 2: Sentence Builders

DIRECTIONS: Complete the sentences by filling in the blanks with the appropriate words from the list.

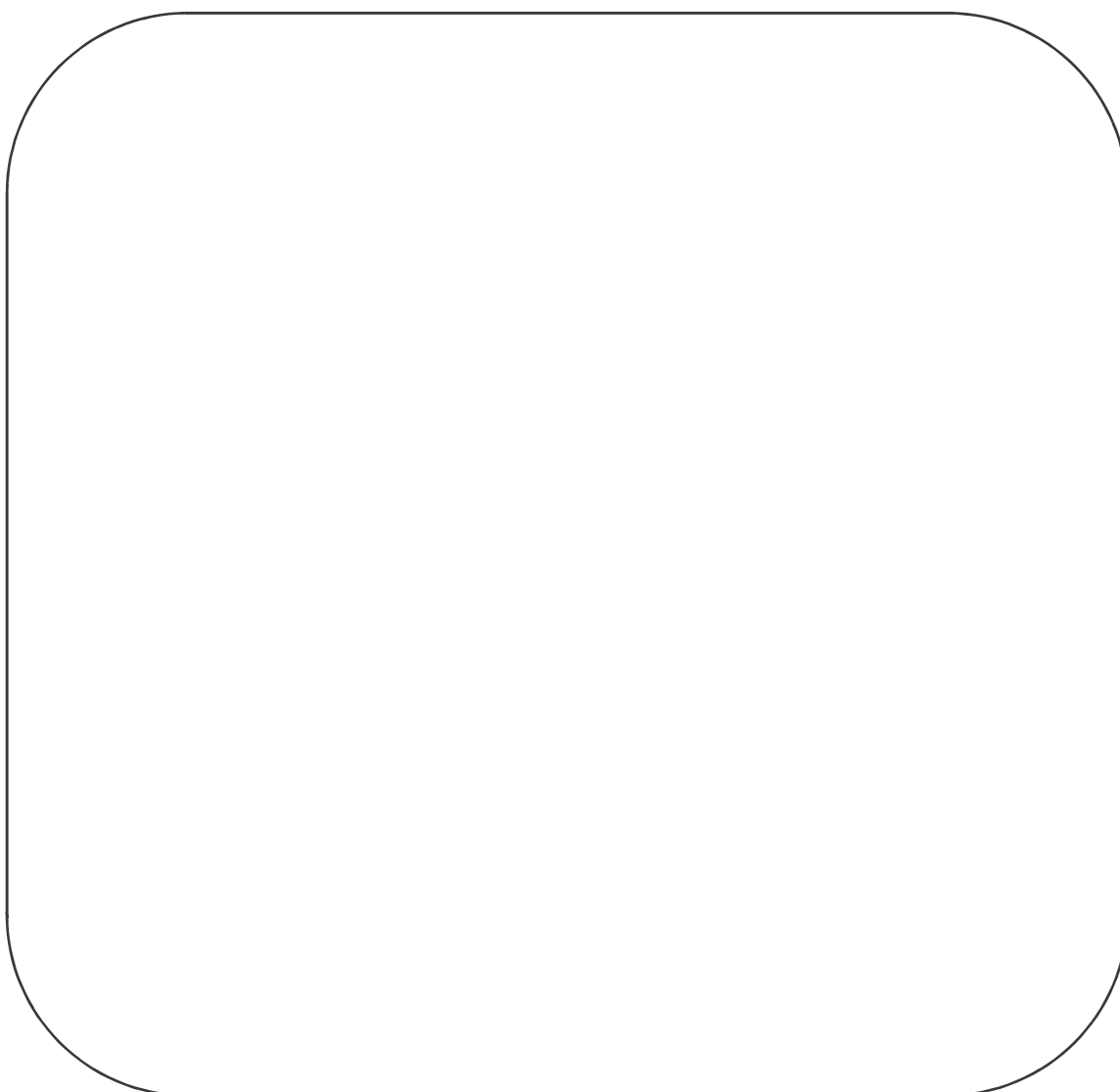
order, misheard, coffee, tea, change, mix-up, minute, mistakes, hurry, enjoy

1. He _____ coffee instead of tea.
2. There was a _____ in the order.
3. He decided to _____ the order to tea.
4. It was a simple _____ but it was quickly fixed.
5. He would _____ his tea more.
6. She asked to _____ the drink order.
7. It would only take a _____ to fix.
8. He didn't want to _____ and mess it up.
9. Everyone makes _____ from time to time.
10. He _____ his coffee while waiting.

Activity 3: Express Yourself

DIRECTIONS:

Write what happens after A gets the wrong order and how they resolve it.



Unit 7: The Lost Dog



DIALOGUE:

A: "Where's the dog?"

B: "I thought he was with you."

A: "I haven't seen him for an hour!"

B: "He can't have gone far."

A: "I hope not. What if he's lost?"

B: "Let's split up and look for him."

A: "I'll check the backyard."

B: "I'll look around the park."

A: "What if we can't find him?"

B: "We'll find him, don't worry."

A: "He doesn't know the neighborhood well."

B: "We should call for him loudly."

A: "Rover! Where are you?"

B: "Rover! Come here, boy!"

A: "There he is! He's safe!"

Activity 1: Related Questions

1. How long has A not seen the dog?
2. Where does A decide to check for the dog?
3. What does B suggest they do to find the dog?
4. What is the dog's name?
5. What do A and B call out to find the dog?

Activity 2: Sentence Builders

DIRECTIONS: Complete the sentences by filling in the blanks with the appropriate words from the list.

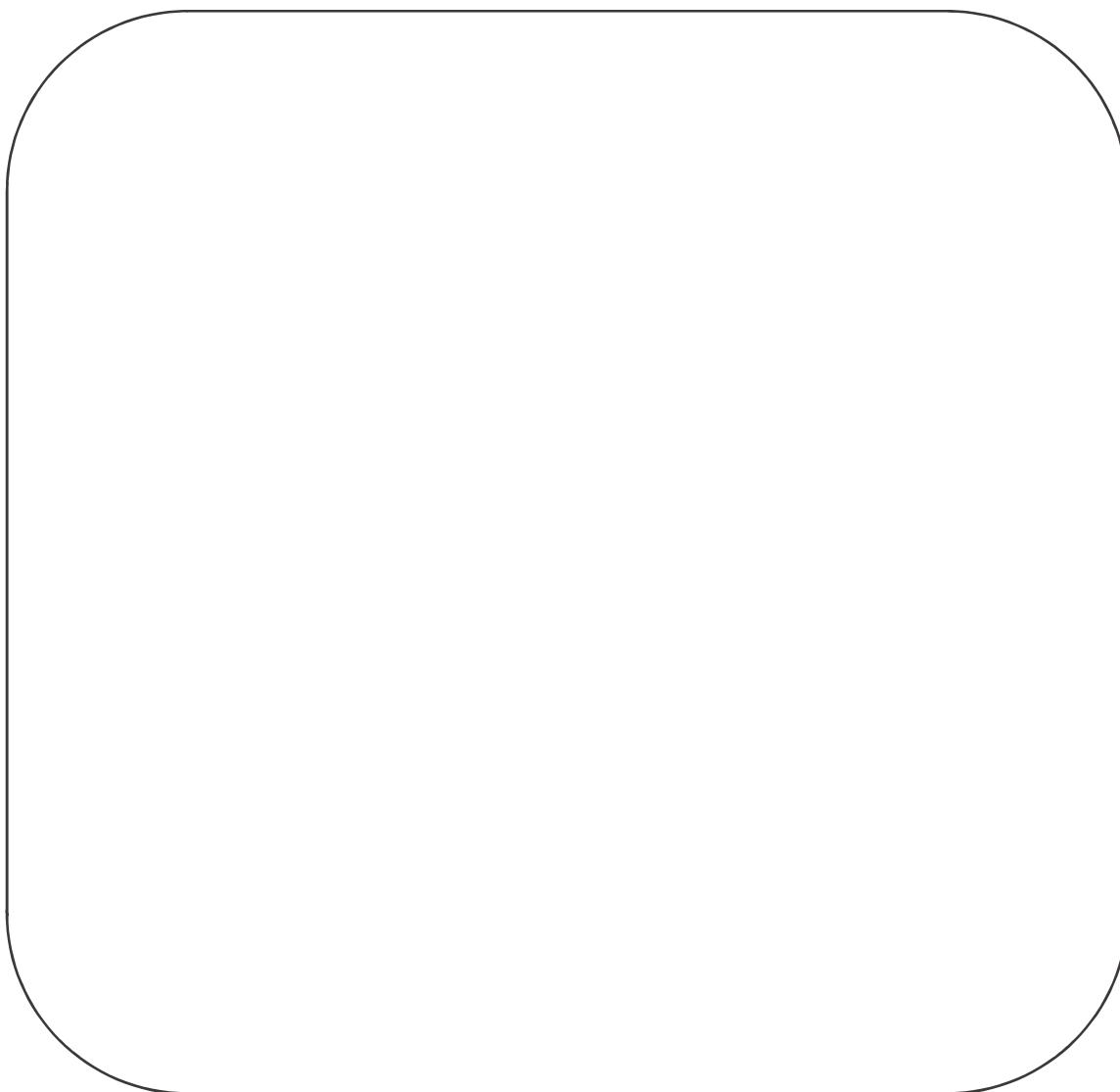
dog, backyard, park, split, lost, safe, neighborhood,
worry, call, find

- 1.They were worried the _____ was lost.
- 2.They searched the entire _____ for him.
- 3.He was sure the dog was in the _____.
- 4.They _____ up to search more efficiently.
- 5.They called the dog's name, hoping to _____ him.
- 6.The dog was finally _____ and sound.
- 7.He worried the dog had gotten _____.
- 8.They needed to _____ loudly for him to come.
- 9.The dog didn't know the _____ well.
- 10.She hoped they would _____ the lost pet soon.

Activity 3: Creative Writing

DIRECTIONS:

Describe how A and B find their dog or what happens during their search.

A large, empty rounded rectangular box with a thin black border, intended for the student to write their creative response to the directions.

Unit 8: The Group Project



DIALOGUE:

A: "Have you started on the group project?"

B: "Not yet. Have you?"

A: "I've done some research."

B: "Great! What did you find?"

A: "I found a few useful articles."

B: "Can you share them with me?"

A: "Of course. I'll email them to you."

B: "Thanks. What's the next step?"

A: "We need to make a presentation."

B: "I can help with the slides."

A: "Perfect! Let's meet tomorrow to work on it."

B: "Sounds good. What time?"

A: "How about 2 PM?"

B: "That works for me!"

Activity 1: Related Questions

1. Has B started on the group project?
2. What has A done for the project?
3. What does B ask A to share with them?
4. What is the next step A mentions they need to do?
5. What time do A and B agree to meet to work on the project?

Activity 2: Sentence Builders

DIRECTIONS: Complete the sentences by filling in the blanks with the appropriate words from the list.

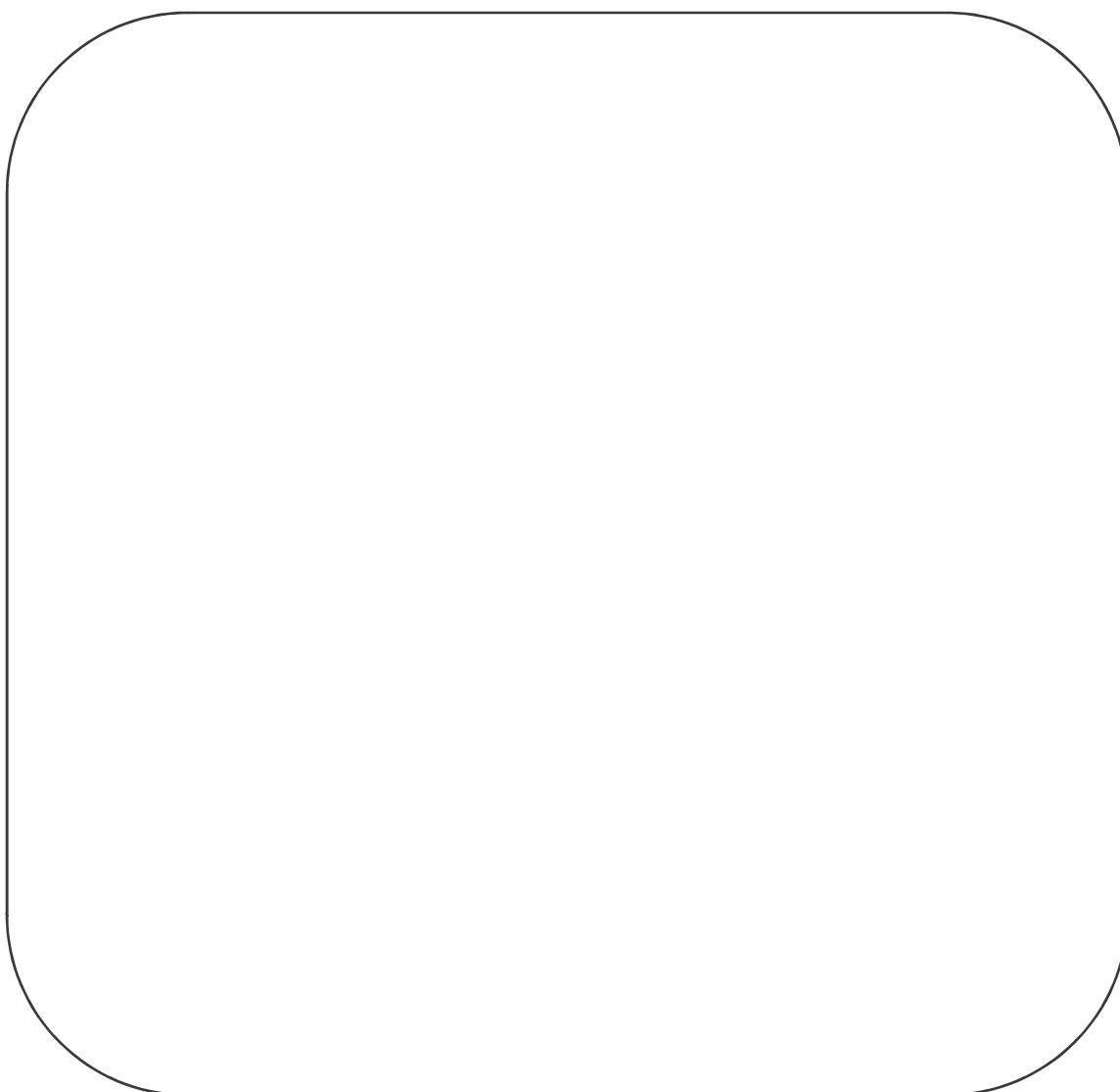
project, articles, useful, presentation, email, meet,
research, project, work, slides

1. He needed to finish the _____ before the deadline.
2. She found a few _____ to help.
3. The articles were very _____ for their project.
4. They needed to make a _____ together.
5. She would send the links by _____.
6. They decided to _____ to work on it tomorrow.
7. The _____ involved finding information.
8. They would present their _____ next week.
9. He promised to finish his part of the _____.
10. She would create the _____ for the presentation.

Activity 3: Creative Writing

DIRECTIONS:

Write about how A and B finish their group project. Do they work well together?

A large, empty rounded rectangular box with a thin black border, intended for the student to write their creative response to the directions.

Unit 9: The Car Trouble



DIALOGUE:

A: "The car won't start."

B: "Did you check the battery?"

A: "Yeah, it seems fine."

B: "What about the gas?"

A: "There's plenty of gas."

B: "Maybe it's the engine."

A: "I hope not. That could be expensive."

B: "Let's call a mechanic."

A: "I was hoping to fix it myself."

B: "It might be easier to get help."

A: "You're probably right."

B: "Do you have a number for the mechanic?"

A: "Yeah, I'll call him now."

B: "Good luck. I hope it's nothing serious."

Activity 1: Related Questions

1. What problem does A mention about the car?
2. What does B suggest checking first?
3. What does A say about the gas?
4. Why does A hesitate to call a mechanic?
5. What does B say to encourage A before calling the mechanic?

Activity 2: Sentence Builders

DIRECTIONS: Complete the sentences by filling in the blanks with the appropriate words from the list.

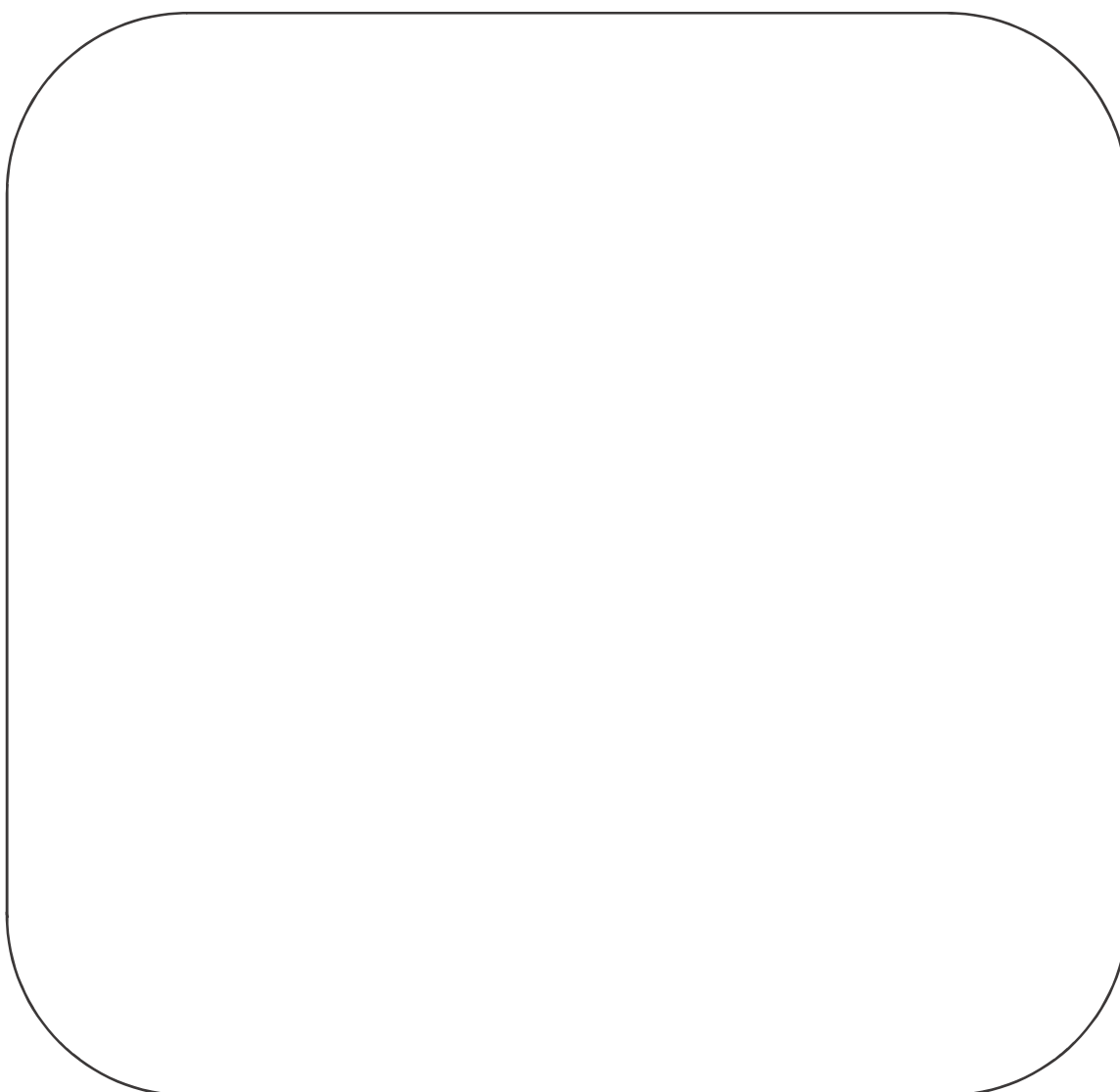
car, battery, engine, mechanic, start, gas, fix, expensive, help, serious

1. The _____ wouldn't start this morning.
2. They thought the _____ was dead.
3. He called a _____ to check it out.
4. They hoped it wasn't something _____ with the engine.
5. The problem might be _____ to repair.
6. He didn't know how to _____ the problem.
7. There was enough _____ in the tank.
8. The mechanic would _____ it later.
9. It might be a more _____ repair than they expected.
10. She was sure the _____ needed fixing.

Activity 3: Creative Writing

DIRECTIONS:

Describe what happens as A and B try to fix the car or call for help.

A large, empty rounded rectangular box with a thin black border, intended for the student to write their creative response to the directions.

Unit 10: The Big Test



DIALOGUE:

A: "Are you ready for the test?"

B: "I'm so nervous!"

A: "Did you study?"

B: "I tried, but it's a lot to remember."

A: "You'll do fine. Just stay calm."

B: "What if I forget everything?"

A: "You won't. Trust yourself."

B: "I hope you're right."

A: "You've been preparing for weeks."

B: "I still feel unprepared."

A: "Don't worry, I'm sure you'll pass."

B: "Thanks for the encouragement."

A: "No problem. Good luck!"

B: "Thanks, I'll need it."

Activity 1: Related Questions

1. How does B feel about the upcoming test?
2. What does A ask B about studying?
3. What does A suggest B do to help with their nerves?
4. How long has B been preparing for the test, according to A?
5. What does A wish B before the test?

Activity 2: Sentence Builders

DIRECTIONS: Complete the sentences by filling in the blanks with the appropriate words from the list.

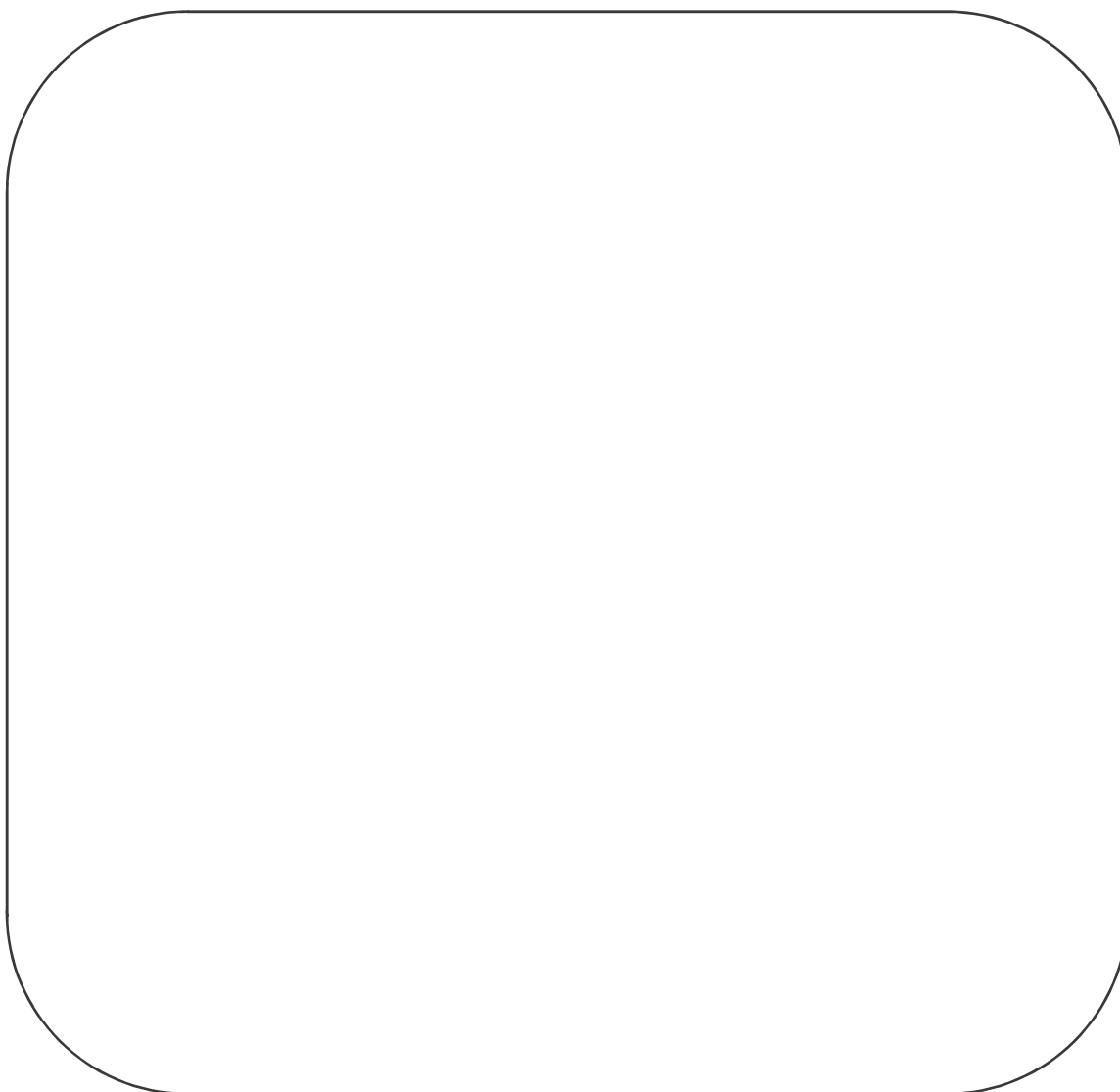
test, nervous, study, remember, calm, forget, prepared, pass, encouragement, weeks

1. He felt _____ before the big test.
2. They had been _____ for weeks.
3. She tried to _____ everything she studied.
4. He hoped he wouldn't _____ anything important.
5. She was sure he would _____ the test.
6. She offered words of _____ before the exam.
7. They spent many _____ preparing.
8. He needed to _____ down before starting.
9. He couldn't _____ the vocabulary.
10. She wished him luck to help him _____ the test.

Activity 3: Creative Writing

DIRECTIONS:

Write about what happens during or after A and B take the big test.

A large, empty rounded rectangular box with a thin black border, intended for the student to write their creative response.

Unit 11: The Vacation Plans



DIALOGUE:

- A: "Where should we go on vacation?"
B: "I was thinking about the beach."
A: "That sounds nice. How about Hawaii?"
B: "That's a bit expensive."
A: "True, maybe somewhere closer."
B: "What about a road trip?"
A: "That could be fun. Where would we go?"
B: "We could drive up the coast."
A: "Great idea! Let's start planning."
B: "I'll look up hotels."
A: "I'll check out some activities."
B: "Perfect! I'm excited already."
A: "This is going to be a great trip!"

Activity 1: Related Questions

1. Where does A suggest going for vacation?
2. Why does B think Hawaii is a bit expensive?
3. What alternative vacation idea does B propose?
4. What part of the trip do A and B plan to check on?
5. How does B feel about the upcoming trip?

Activity 2: Sentence Builders

DIRECTIONS: Complete the sentences by filling in the blanks with the appropriate words from the list.

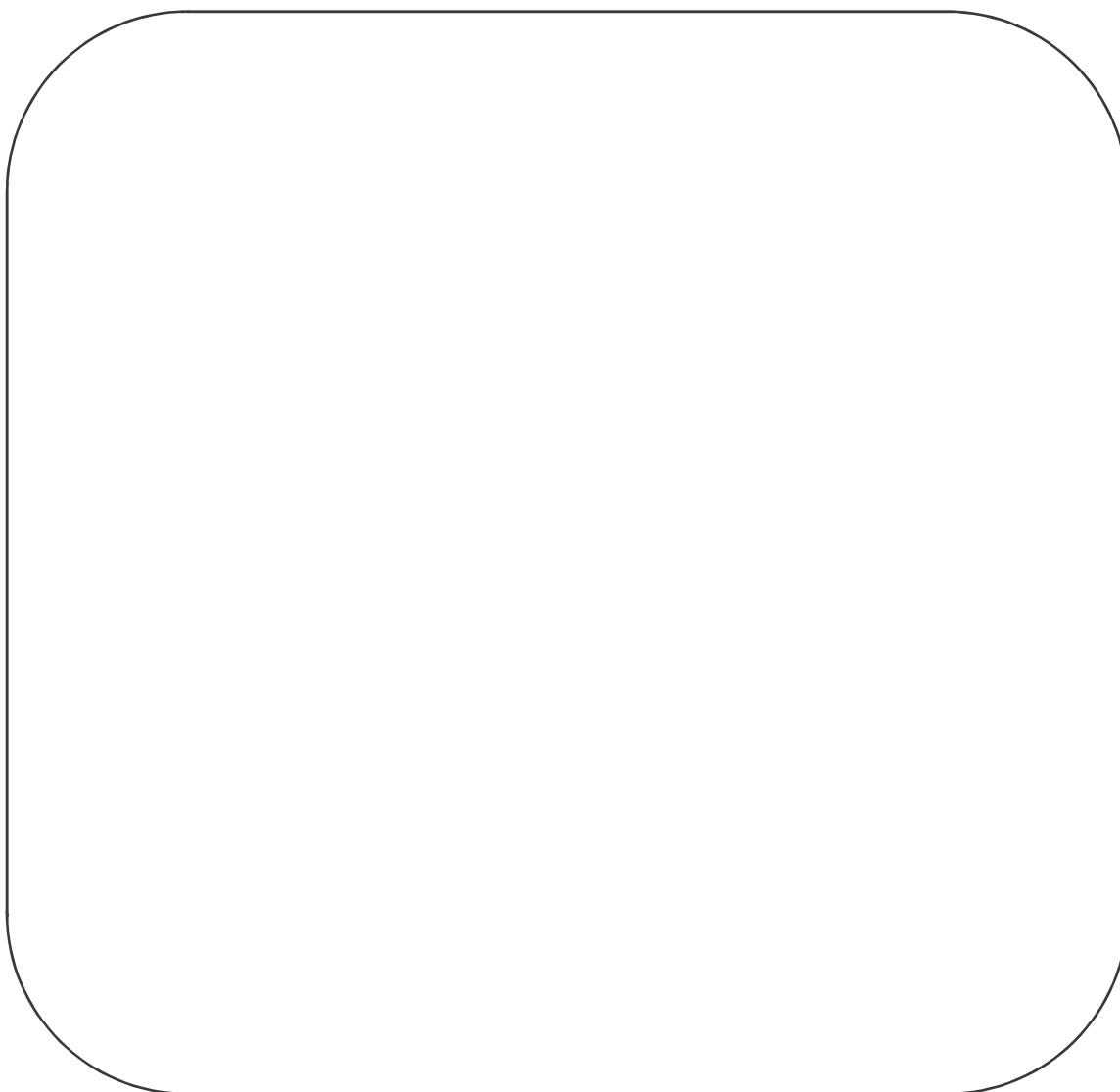
vacation, beach, Hawaii, expensive, road trip, coast, hotels, activities, planning, excited

- 1.They were excited for their _____ next month.
- 2.He suggested going to _____ for the trip.
- 3.She thought it would be too _____.
- 4.A _____ up the coast sounded more affordable.
- 5.They would stay at a few _____ along the way.
- 6.They planned to do some fun _____ together.
- 7.A _____ on the beach was her idea of fun.
- 8.They were busy _____ their trip.
- 9.She was really _____ for the road trip.
- 10.They hoped to see the _____ on their drive.

Activity 3: Express Yourself

DIRECTIONS:

Write about how A and B finalize their vacation plans and what they do on the trip.

A large, empty rounded rectangular box with a thin black border, intended for the student to write their response to the directions.

Unit 12: The New Job



DIALOGUE:

- A: "I got a new job!"
B: "That's amazing! Where?"
A: "I'm going to work at a tech company."
B: "What will you be doing?"
A: "I'll be managing projects."
B: "That sounds challenging."
A: "It is, but I'm ready for it."
B: "When do you start?"
A: "Next Monday."
B: "Are you nervous?"
A: "A little, but mostly excited."
B: "You're going to do great!"
A: "Thanks! I can't wait to get started."
B: "Good luck with everything!"
A: "Thanks, I'll keep you updated."

Activity 1: Related Questions

1. Where does A suggest going for vacation?
2. Why does B think Hawaii is a bit expensive?
3. What alternative vacation idea does B propose?
4. What part of the trip do A and B plan to check on?
5. How does B feel about the upcoming trip?

Activity 2: Sentence Builders

DIRECTIONS: Complete the sentences by filling in the blanks with the appropriate words from the list.

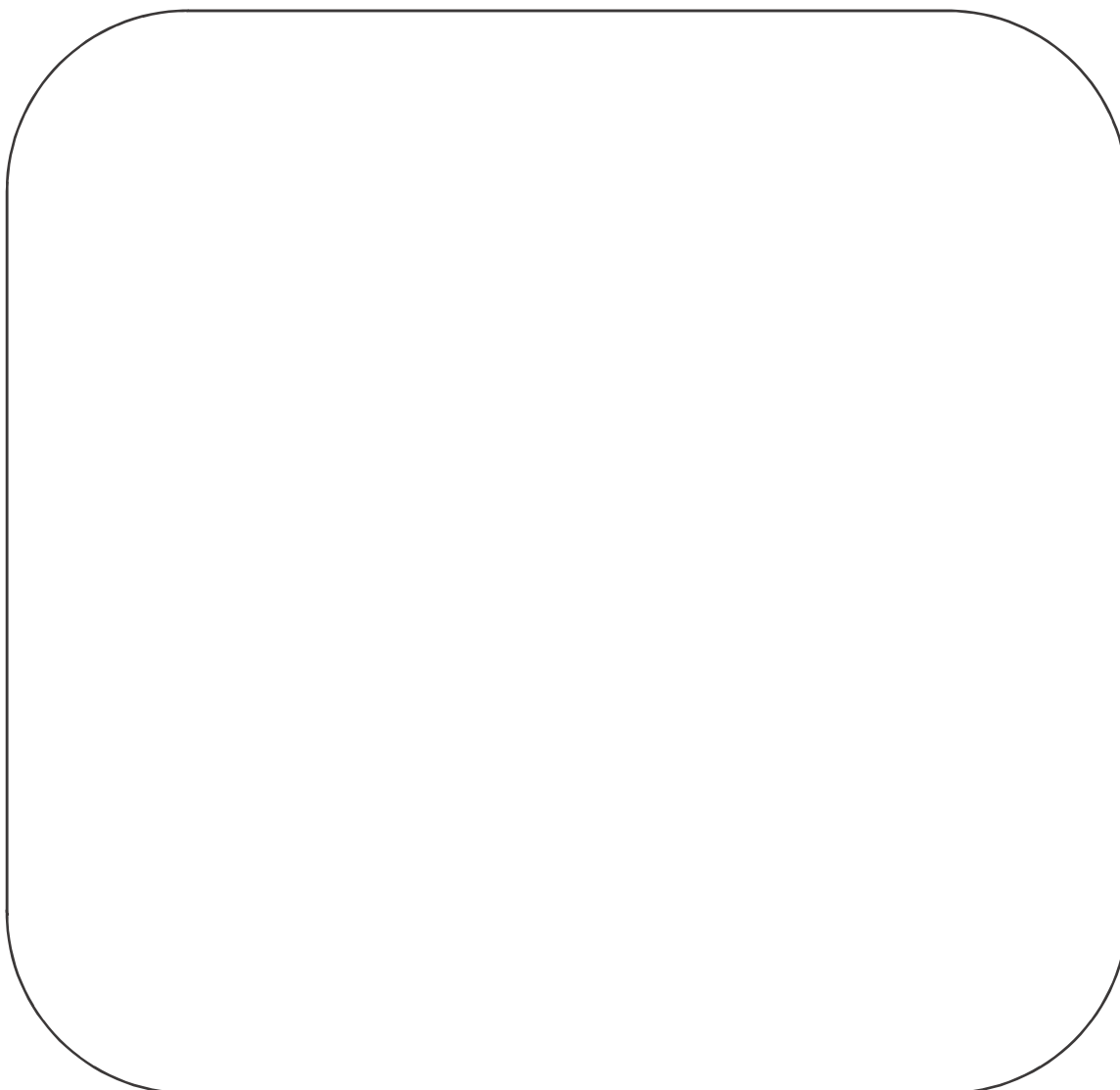
job, tech, managing, projects, challenging, nervous,
Monday, excited, started, updated

1. He got a new _____ at a tech company.
2. She was _____ to start next Monday.
3. The job was _____ but exciting.
4. He would be _____ projects at work.
5. She hoped she wouldn't feel too _____ on her first day.
6. He promised to keep her _____ on his progress.
7. They had a meeting scheduled for _____.
8. She was sure the work would be _____.
9. He felt _____ but ready to begin.
10. It was a great opportunity to manage important _____.

Activity 3: Express Yourself

DIRECTIONS:

Write about how A's first week at the new job goes. Does everything go smoothly?

A large, empty rounded rectangular box with a thin black border, intended for the student to write their response to the directions.

Unit 13: The Big Move



DIALOGUE:

A: "I'm moving next month."

B: "Wow, where to?"

A: "I'm going to New York."

B: "That's a huge change!"

A: "I know, but I'm excited."

B: "Do you have a place to live?"

A: "I'm looking at apartments."

B: "That sounds stressful."

A: "It is, but it's also exciting."

B: "What are you going to do there?"

A: "I'll be working at a new job."

B: "You're going to love it!"

A: "I hope so."

B: "I'll come visit you!"

A: "That would be awesome!"

Activity 1: Related Questions

1. When is A moving?
2. Where is A moving to?
3. How does A feel about the move?
4. What is A looking for in New York?
5. What does B plan to do after A moves?

Activity 2: Sentence Builders

DIRECTIONS: Complete the sentences by filling in the blanks with the appropriate words from the list.

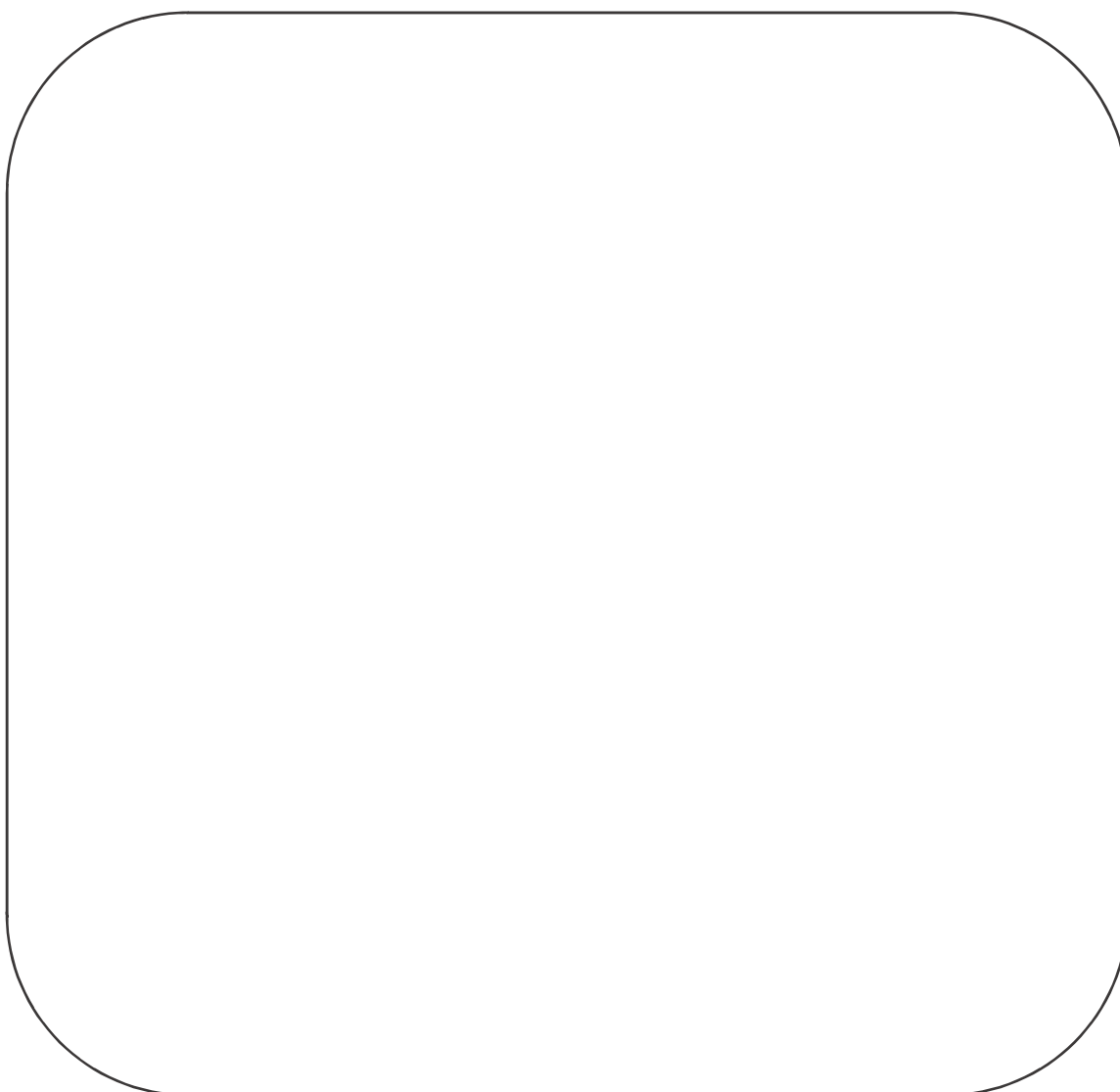
move, month, New York, apartments, change, stressful,
exciting, visit, love, awesome

1. She was moving to _____ next month.
2. He thought the move would be very _____.
3. They looked at _____ in the city.
4. It was a big _____ for her to move away.
5. He promised to _____ her in the new city.
6. She found the process of moving very _____.
7. He was sure she would _____ living there.
8. They hoped the move would be _____.
9. She felt both nervous and _____ about the change.
10. He said the new city sounded _____.

Activity 3: Express Yourself

DIRECTIONS:

Write and describe how A settles into their new city and how they adjust to the changes.

A large, empty rounded rectangular box with a thin black border, intended for the student to write their response to the directions.

Unit 14: The Concert Tickets**DIALOGUE:**

A: "Did you get the concert tickets?"

B: "Yes, I got them online."

A: "Awesome! Who's performing?"

B: "It's a surprise."

A: "Come on, just tell me!"

B: "You'll find out when we get there."

A: "I hate surprises."

B: "Trust me, you'll love this one."

A: "When is the concert?"

B: "It's next Saturday."

A: "I can't wait!"

B: "It's going to be amazing."

A: "I hope we get good seats."

B: "We will, don't worry."

Activity 1: Related Questions

1. Did B get the concert tickets?
2. How did B purchase the tickets?
3. What does A think about surprises?
4. When is the concert happening?
5. What is A looking forward to about the concert?

Activity 2: Sentence Builders

DIRECTIONS: Complete the sentences by filling in the blanks with the appropriate words from the list.

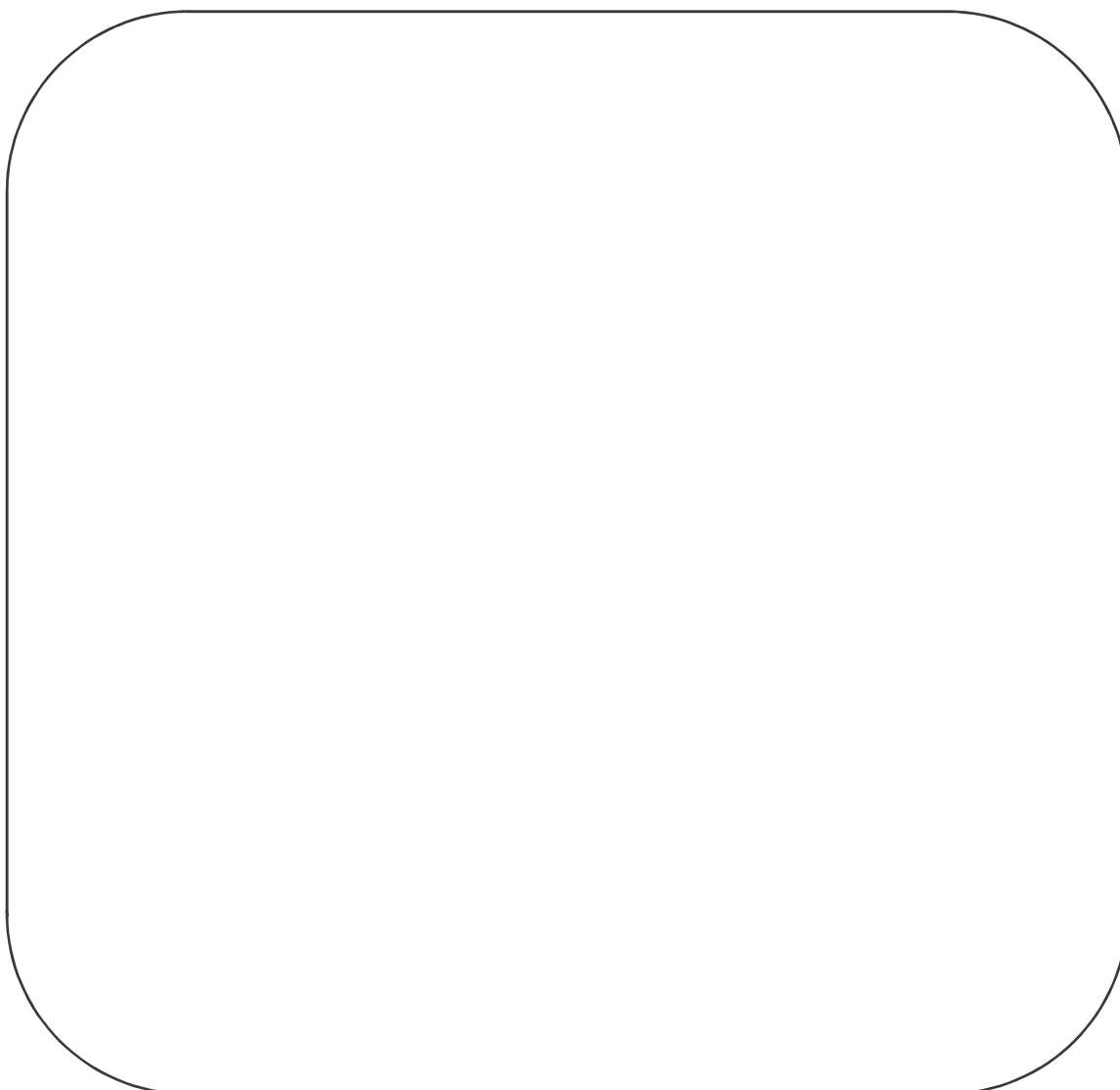
concert, tickets, performing, surprise, Saturday,
amazing, seats, online, trust, wait

- 1.They bought _____ for the concert online.
- 2.The performer was going to be a _____.
- 3.They couldn't _____ to go to the concert.
- 4.The concert was on _____ night.
- 5.She hoped they would get good _____.
- 6.They couldn't wait for the _____ surprise.
- 7.The performer was sure to be _____.
- 8.They purchased the tickets _____ to get the best seats.
- 9.She didn't want to _____ and find out later.
- 10.He trusted it would be an _____ night.

Activity 3: Express Yourself

DIRECTIONS:

Imagine what happens at the concert. How do A and B react to the performance?.

A large, empty rounded rectangular box with a thin black border, intended for students to write their responses to the activity prompt.

Unit 15: The Big Game



DIALOGUE:

A: "Are you ready for the big game?"

B: "I'm so nervous!"

A: "You'll do great, just stay focused."

B: "What if I mess up?"

A: "Don't think like that. You've practiced hard."

B: "I know, but I'm still worried."

A: "You've got this. Trust yourself."

B: "I'll try."

A: "Just do your best, that's all anyone can ask."

B: "Thanks for the support."

A: "No problem, I'll be cheering for you!"

B: "I'll do my best not to let you down."

Activity 1: Related Questions

1. What is B feeling before the big game?
2. What advice does A give to B?
3. Why is B worried about the game?
4. What does A promise to do during the game?
5. What does B hope to achieve in the game?

Activity 2: Sentence Builders

DIRECTIONS: Complete the sentences by filling in the blanks with the appropriate words from the list.

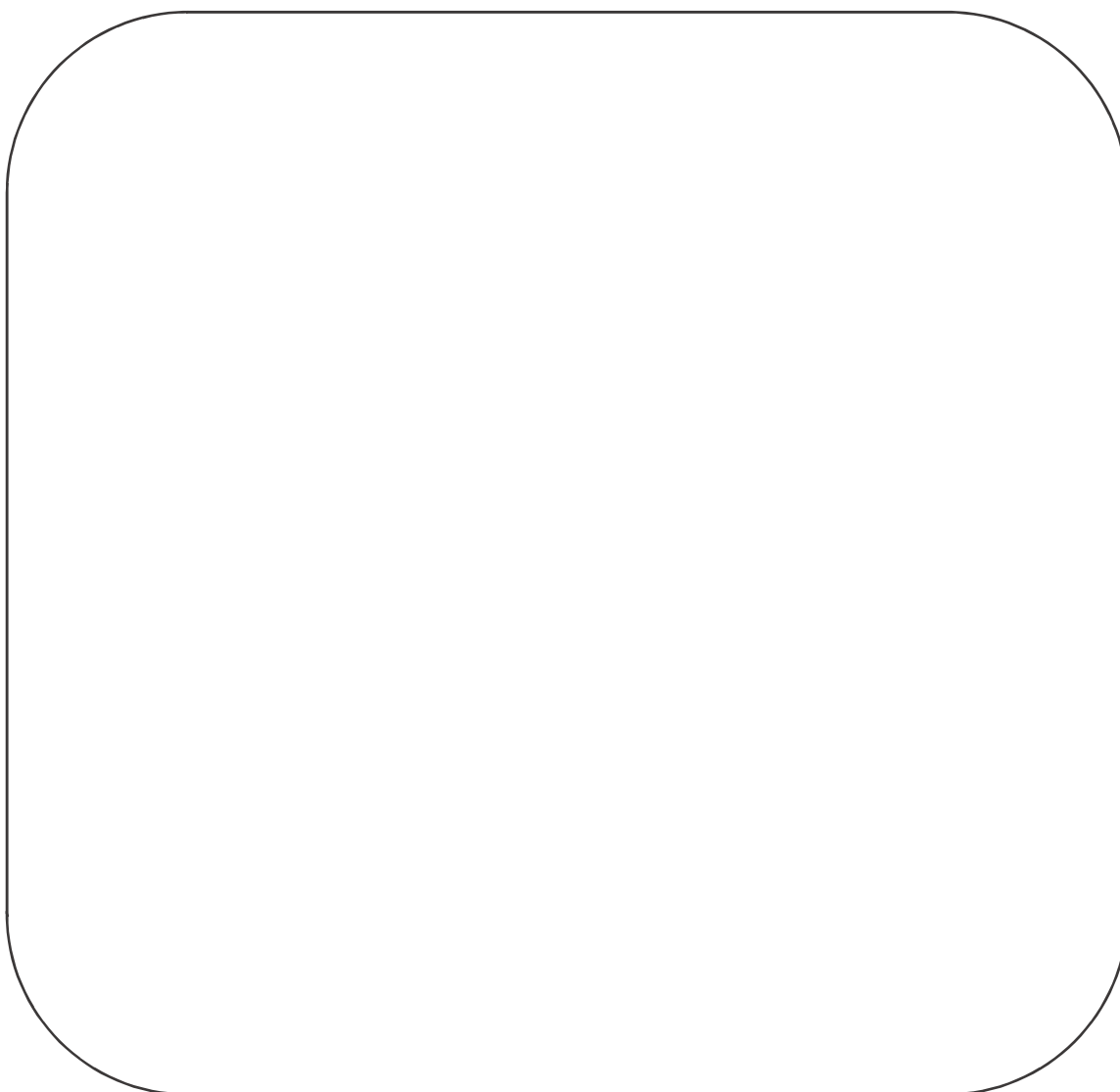
game, nervous, focused, mess, practiced, worried,
support, cheering, trust, best

1. She was very _____ before the game.
2. He had _____ for weeks to prepare.
3. They needed to stay _____ during the game.
4. She was worried she would _____ up.
5. He said they just needed to do their _____.
6. She promised to _____ for him during the game.
7. They hoped the team would do their _____.
8. She was _____ for the team from the stands.
9. They needed to _____ in their abilities.
10. He was sure they wouldn't _____ anything important.

Activity 3: Express Yourself

DIRECTIONS:

Write about what happens during the game. Does A's team win or lose, and how do they feel afterward?

A large, empty rounded rectangular box with a thin black border, intended for students to write their response to the directions.