

WINNERS' *Reading & Writing*

**A Classroom
Teacher's Guide**

5

Topic	Personal Electronic Items
Language Point	possessive pronouns
Objectives	<ol style="list-style-type: none"> 1. Students will be able to read and fully understand the main text. 2. Students will be able to understand the target pattern — possessive pronouns. 3. Students will be able to write a report about their friends' lost items using their own ideas in a proper manner.
Key Vocabulary	garage sale, gadgets, smartphone, laptop, MP3 player
Teaching Materials	flashcards

Introduction

Start the class by saying:

- Ⓣ - Good morning, everyone. (→ Good morning.)
- How are you? (→ I am good.)
- What's the weather like? (→ It is sunny.)
- Let's begin our lesson now.

Warm Up

1. Preview of the lesson

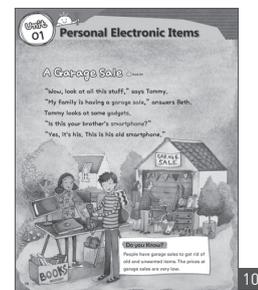
- Introduce the main features of unit 01, such as topic, language point, and writing point, using Chapter at a Glance.
- Have students look at the pictures on page 8 and encourage them to say as much as they can about the pictures.
- Play track 02 and have students repeat each word.
- Have students answer the questions about personal electronic items.
 - Ⓣ - What personal electronic items do you own? (→ I own a digital camera and headphones.)
 - What do you use them for? (→ I use headphones for listening to music.)



Presentation

1. Picture Talk

- Have students talk freely about the pictures on pages 10-11 before reading.
 - Ⓣ - What are the people doing? (→ They are having a garage sale.)
 - What is the girl doing? (→ She is selling some stuff.)
 - What does she have? (→ She has a computer, a laptop, books, an MP3 player etc.)
 - What is the boy looking at on page 10? (→ He is looking at a cell phone.)
 - What do you see on page 11? (→ I see an MP3 player and a laptop.)



2. Talk & Read

- Read the title of the story aloud and have students repeat after you.
- Play track 04 and have students follow silently in their books.
- Ask students about what they heard.
- Read through the story and have students repeat, line by line.
- Talk about the story with students.
 - ① - Whose family is having a garage sale? (→ Beth's family.)
 - Whose smartphone is it? (→ It is Beth's brother's smartphone.)
 - Whose laptop is it? (→ It is Beth's laptop.)
 - What does Tommy want to buy? (→ He wants to buy the MP3 player.)
 - Is it expensive? (→ No, it is cheap.)
- Have students read the sentences in Do You Know? on page 10 and explain it to them if needed.
- Ask them what genre the story is and have them read the sentence in Genre on page 11.
- Play track 04 one more time and ask students to read the passage out loud all together.

3. Vocabulary

- Introduce the new words: garage sale, gadgets, smartphone, laptop, and MP3 player.
- Have students look at the pictures of the key vocabulary words.
- Ask students the meanings of the words, and then explain the meaning of any vocabulary students are not familiar with.
- Play track 05 and have them repeat the words.
- List the words on the board, and check the spelling of each word.
- Point to one of the words on the board randomly and tell students to shout out the word.
- Continue until every student has participated.
- Play a memory game or matching game with flashcards to reinforce students' understanding.



Practice

1. Read & Check

- Have students read the main story one more time. Encourage them to read the story by themselves.
- Give students a few minutes to find the answers.
- Check the answers together.

(→ A. ② B. 1. ③ 2. ③ C. ⑥)
- Ask students what the answers are and the reason why they have chosen them.
 - ① - Let's have a look at question A, what's the main topic of the story? This story shows Beth's garage sale, so the main topic of this story is ②.
 - Look at the first question in B. Whose smartphone does Tommy look at? (→ Beth's brother's.)
 - What does Tommy want? (→ He wants the MP3 player.)
 - What can you tell according to the story? (→ Beth does not want the MP3 player.)

- How do you know she doesn't want her MP3 player?
(→ Look at the last sentence on page 11. "You can have it for a cheap price.")

2. Identifying Words

- Have students read out the words in the purple box.
- Have them write the words from the box in the blanks.
- Write the answers on the board and read them out again.
(→ 1. MP3 player 2. garage sale 3. gadgets 4. laptop 5. smartphone)

3. Skill-Up

- Introduce the skill "retelling the story."
 (T) Retelling refers to summarizing what you have read.
- Ask students to fill in the blanks with the words from the word bank and then read the sentences out loud.
- Check the answers together.
(→ family, gadgets, smartphone, wants, cheap)

4. Ready to Write

- Have students find every word about possession in the main text and circle them.
 (T) Can you tell me where it is?
- Ask them to find every item for sale in the main text and underline them.
 (T) Can you read what you underlined? (→ Smartphone, laptop, and MP3 player.)
- Introduce the language point to students: possessive pronouns.

possessive pronouns

- We use possessive pronouns to indicate that something belongs to someone.
- *Mine, yours, his, hers, its, ours, yours, and theirs* are possessive pronouns.

- Can you find the possessive pronouns in the story? (→ Yes. His, hers, and mine.)
 - Can you tell me the other possessive pronouns please?
 (→ Yes, yours, its, ours, yours, and theirs.)
- Write down "Is this your brother's smartphone? – Yes, it's his." on the board, and then ask students further questions so they become more fully aware of the target grammar pattern.
 (T) - Whose smartphone is it? (→ It is your brother's smartphone.)
 - Correct. "His" means your brother's smartphone. We use possessive pronouns to indicate that something belongs to someone.
- Write down some incorrect sentences on the board, and then ask students to correct them in pairs.
 e.g. This is his laptop. This is he. / This is my headphones. This is my. / This is your MP3 player. This is you.
- Have students look at the first picture in B and demonstrate how to write the answer correctly.
- Encourage students to try out the rest of the questions by themselves.
- Check the answers as a class.
(→ 2. This is his voice recorder. This is his. 3. This is my MP3 player. This is mine.)

Identifying Words

1. This machine can play music. You can carry it with you.

2. This is a special event. People sell old items at this event.

3. There are two kinds of machines or devices.

4. This is a computer. You can carry it with you.

5. This is a cell phone. You can go online or watch videos with it.

Word bank: laptop, smartphone, marketplace, MP3 player, gadgets

Skill-Up

Retelling the Story: Reading refers to summarizing what you have read.

Fill in the blanks with the words in the word bank.

Sam: _____ is looking at garage sale. Terry looks at _____.

He _____ he looks at Terry's brother's _____.

He _____ Terry's MP3 player. Both will sell it for a _____ price.

Word bank: phone, smartphone, family, gadgets, mine

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Ready to Write

Read the story again and find the following.

- Find every word about possession and circle them.
- Find every item for sale and underline them.

Look and write

1. (Image of a desktop computer) This desktop computer is _____.

2. (Image of a voice recorder) This voice recorder is _____.

3. (Image of an MP3 player) My MP3 player is _____.

Read & Write

Read the report below and write.

I found many lost items at the school.

Each item belongs to one of my friends.

There is John's digital camera. It is here.

There is Amy's laptop. It is here.

There is David's MP3 player. It is here.

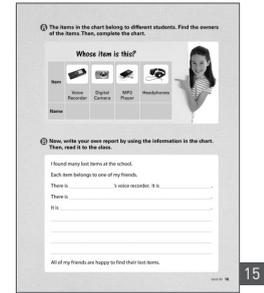
There are my headphones. Use them too please.

All of my friends are happy to find their lost items.

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5. Read & Write

- a. Ask some questions about the story in Model Writing.
 - Ⓓ - What genre is it? (→ It is a report.)
 - Whose digital camera is it? (→ It is Mary's.)
 - Whose MP3 player is it? (→ It is Susan's.)
- b. Read the sentences in Model Writing, pausing after each one, and have students repeat.
- c. Explain the meanings of the new words in Model Writing.
- d. Ask students to have a look at section A and ask some questions about the task.
 - Ⓓ - What items can you see?
 - Whose item is this?
- e. After completing section A, encourage students to write sentences in section B.
- f. Monitor students and help them write the sentences properly.
- g. After the activity, tell students to read their reports to the class.

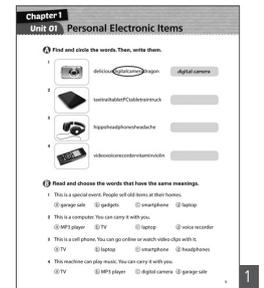


Wrap Up

1. Review what students have learned today.
 - a. Divide the class into groups of four.
 - b. Have students take out their personal items.
 - c. Have them ask each other whose item it is.
 - d. Encourage students to practice all types of possessive pronouns equally.
 - Ⓓ Tom, whose backpack is it?
 - Ⓔ It is mine. Mary, whose pencil is it?
 - Ⓕ It is his. Alex, whose book is it?

2. Assign homework and close the lesson.

- a. Inform students that they should answer the questions on pages 1 to 3 in their workbooks.
- b. Give praise to your students and finish the lesson.
 - Ⓓ - You did a good job!
 - We'll have to stop here.
 - Have a great day.



Unit 02

Kitchen Appliances

Topic	Kitchen Appliances
Language Point	be able to
Objectives	<ol style="list-style-type: none"> 1. Students will be able to read and fully understand the main text. 2. Students will be able to understand the target pattern — be able to. 3. Students will be able to write an advertisement for a new machine using their own ideas in a proper manner.
Key Vocabulary	modern, refrigerator, microwave, chop, toast
Teaching Materials	flashcards, pictures of kitchen appliances

Introduction

Start the class by saying:

- Ⓣ - Hello, everyone. (→ Hello, Mr./Ms. [Surname]!)
- What's the date today? (→ It is July 16.)
- What's the weather like today? (→ It's warm.)
- How are you doing? (→ I am doing fine.)

Review and Warm Up

1. Review of the previous unit

- a. Ask some questions about the last lesson.
 - Ⓣ - Who was having a garage sale? (→ Beth's family.)
 - What items were for sale? (→ A smartphone, a laptop, an MP3 player and so on.)
 - Whose laptop was it? (→ It was Beth's laptop.)
 - What did Tommy want to buy? (→ He wanted to buy the MP3 player.)
- b. Write the following sentences down on the board: This is your mother's smartphone. This is her. / This is my laptop. This is me. / This is his voice recorder. This is he.
 - Ⓣ Can somebody correct the sentences, please?
(→ This is hers. / This is mine. / This is his.)

2. Preview of the lesson

- a. Introduce the main features of unit 02, such as topic, language point, and writing point, using Chapter at a Glance.
- b. Have students look at the pictures on page 9 and encourage them to say as much as they can about the pictures.
- c. Play track 03 and have students repeat each word.
- d. Have students answer the questions about kitchen appliances.
 - Ⓣ - What appliances are in your kitchen?
(→ There are a toaster, a rice cooker, a stove, a microwave, etc.)
 - How often do you use them? (→ I use them every day.)



Presentation

1. Picture Talk

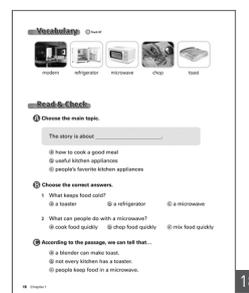
- a. Have students talk freely about the pictures on pages 16-17 before reading.
- Ⓣ - Where is it? (→ It is the kitchen.)
 - How does it look? (→ It looks very clean and nice.)
 - What can you see? (→ I can see a refrigerator, a microwave, a blender, a toaster, knives, a stove, an oven, etc.)

2. Talk & Read

- a. Read the title of the story aloud and have students repeat after you.
- b. Play track 06 and have students follow silently in their books.
- c. Ask students about what they heard.
- d. Read through the story and have students repeat, line by line.
- e. Talk about the story with students.
- Ⓣ - What cooks food quickly? (→ A microwave cooks food quickly.)
 - What can people do with a blender? (→ They can chop food with it.)
 - What makes toast? (→ A toaster.)
- f. Have students read the sentences in Do You Know? on page 16 and explain it to them if needed.
- g. Ask them about the features of the story and have them understand the genre “magazine article.”
- h. Play track 06 one more time and ask students to read the passage out loud all together.

3. Vocabulary

- a. Introduce the new words: modern, refrigerator, microwave, chop, and toast.
- b. Have students look at the pictures of the key vocabulary words.
- c. Ask students the meanings of the words, and then explain the meaning of any vocabulary students are not familiar with.
- d. Play track 07 and have them repeat the words.
- e. List the words on the board, and check the spelling of each word.
- f. Point to one of the words on the board randomly and tell students to shout out the word.
- g. Continue until all the words have been reviewed.
- h. Play a memory game or matching game with flashcards to reinforce students’ understanding.



Practice

1. Read & Check

- a. Read through the questions as a class before answering them.
- b. Have students read the main story one more time. Encourage them to read the story by themselves.
- c. Give students a few minutes to find the answers.
- d. Check the answers together.
(→ A. ⓑ B. 1. ⓑ 2. ⓐ C. ⓑ)

e. Ask students what the answers are.

- Ⓣ - Let's have a look at question A, what's the main topic of the story? This story shows many machines in the modern kitchen so the main topic of this story is Ⓣ.
- What keeps food cold? (→ A refrigerator does.)
- What can people do with a microwave? (→ They can cook food quickly with it.)
- What can you tell according to the story? (→ Not every kitchen has a toaster.)
- How do you know?
(→ Look at the fourth sentence on page 17. It says, "Some kitchens have a toaster.")

2. Identifying Words

- a. Have students read out the words in the purple box.
- b. Have them write the words from the box in the blanks.
- c. Check the answers.
(→ 1. toast 2. microwave 3. refrigerator 4. modern 5. chop)

3. Skill-Up

- a. Ask some questions about "similarities and differences" in the story.
 - Ⓣ - I told you about similarities and differences before. It is essential to think about how the subjects are alike and different. What machines are there in the kitchen? (→ There are a blender, a microwave, a toaster, and a refrigerator.)
 - What are the similarities and differences between them?
- b. Have students read the sentences on the brown box on the right and find the similarities and differences.
- c. Have them write their answers, and then check the answers together.
(→ 1. ⓑ 2. Ⓒ 3. ⓐ 4. Ⓓ 5. Ⓔ 6. ⓐ 7. Ⓘ)

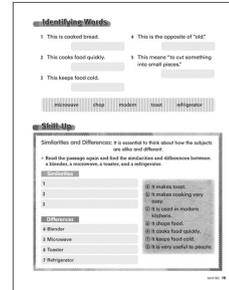
4. Ready to Write

- a. Have students find every "are able to" in the main text and circle them.
 - Ⓣ Can you tell me where it is?
- b. Ask them to find every kitchen appliance in the main text and underline them.
 - Ⓣ Can you read what you underlined?
(→ Refrigerator, microwave, blender, and toaster.)
- c. Introduce the language point to students: be able to.

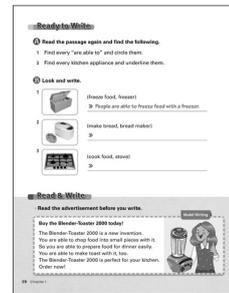
be able to

- We use "be able to" to talk about ability.
- We use the base form of the verb after "be able to."

- d. Write down "We are able to keep food cold in it." on the board, and then ask students more questions so they become more fully aware of the target grammar pattern.
 - Ⓣ - Can you find the sentences using "be able to" in the story?
(→ Yes. We are able to keep food cold in it. People are able to cook food quickly in a microwave...)
- e. Write down "We are able to keep food cold in it." on the board, and then ask students more questions so they become more fully aware of the target grammar pattern.
 - Ⓣ - We use "be able to" to talk about ability. We can use "can" instead of "be able to" here: We can keep food cold in it. Which one is the verb in this sentence?
(→ "Keep" is the verb.)
 - We use the base form of the verb after "be able to."



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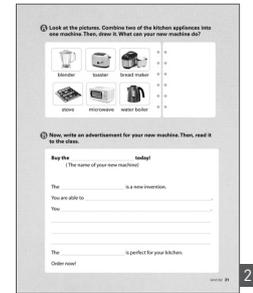


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- e. Write down some incorrect sentences on the board, and then ask students to correct them in pairs.
 - e.g. We are able chopping food with a blender. People is able to cook food quickly in a microwave. You are able make toast with a toaster.
- f. Have students look at the first picture in B and demonstrate how to write the answer correctly.
- g. Encourage students to try out the rest of the questions by themselves.
- h. Check the answers as a class.
 - (→ 2. People are able to make bread with a bread maker. 3. People are able to cook food with a stove.)

5. Read & Write

- a. Have students read Model Writing and ask some questions about the text.
 - Ⓣ - What is the advertisement about? (→ It is about the blender-toaster.)
 - What can you do with it?
 - (→ You can chop food into small pieces and make toast with it.)
- b. Read the sentences in Model Writing, pausing after each one, and have students repeat.
- c. After completing section A, encourage students to write sentences with their ideas in section B.
- d. Monitor students and help them write the sentences properly.
- e. Explain the meanings of the new words in Model Writing.
- f. Ask students to have a look at section A and ask some questions about the task.
 - Ⓣ - Combine two of the kitchen appliances into one machine. What can your new machine do?
 - Can you draw it?
- g. After the activity, tell students to read their advertisements to the class.



Writing Point 1

1. Learning point

- a. Introduce the learning points to students.

Possessive Adjectives & Possessive Pronouns

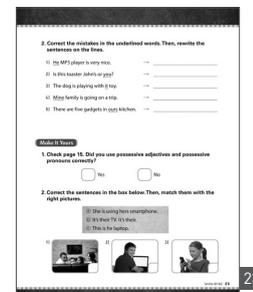
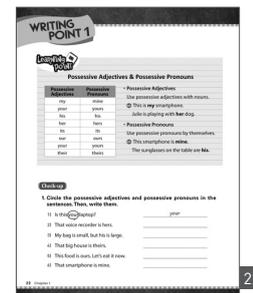
- We use possessive adjectives with nouns.
- We use possessive pronouns by themselves.

2. Check-up

- a. Have students read the sentences aloud and answer the questions in number 1.
- b. Have students read the sentences aloud and answer the questions in number 2.
- c. Check the answers together.

3. Make It Yours

- a. For number 1, have students check how they used possessive adjectives and possessive pronouns on page 15.
- b. For number 2, have students read the sentences in the box and answer the questions.
- c. Check the answers together.



Wrap Up

1. Review what students have learned today.

- Prepare some pictures of the following kitchen appliances: a stove, a rice cooker, a freezer, a microwave, a blender, a toaster, etc.
- Pick one of the pictures and ask students to make a sentence using “We are able to.”
- The first student who makes a correct sentence gets a point.
- The student with the most points wins the game.

2. Assign homework and close the lesson.

- Inform students that they should answer the questions on pages 4 to 6 in their workbooks.
- Give praise to your students and finish the lesson.
 - Ⓣ - You did a great job.
 - That’s all for today.
 - See you again.

Chapter 1
Unit 02 Kitchen Appliances

1. Unscramble the words.

1. toaster 2. blender
3. stove 4. microwave

2. Read and choose the words that have the same meanings.

1. This is a hot food.
Ⓐ toaster Ⓑ rice Ⓒ microwave Ⓓ refrigerator

2. This is cooked bread.
Ⓐ toast Ⓑ toaster Ⓒ chip Ⓓ modern

3. This means, "to cut something into small pieces."
Ⓐ stove Ⓑ chip Ⓒ refrigerator Ⓓ food

4. This is the opposite of "hot".
Ⓐ chip Ⓑ bread maker Ⓒ modern Ⓓ rice

5. This cooks food quickly.
Ⓐ toaster Ⓑ refrigerator Ⓒ blender Ⓓ microwave

3. Write an "O" for the correct sentences and write an "X" for the wrong sentences.

1. We are able to keep food cold in it.

2. People are able to cook food quickly in a microwave.

3. We are able to make toast with a toaster.

4. People are able to cook food quickly.

5. People are able to freeze food with a freezer.

6. We are able to make bread with a bread maker.

7. People are able to chop things with a blender.

4. Rewrite the sentences in C. If there are any mistakes, correct them.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

5. Listen and fill in the blanks by using the word box.

Technology in Our Kitchens

The modern _____ has many machines.
They are _____ to people.
_____ kitchens have a refrigerator.
We are _____ to keep food cold in it.
Most kitchens have a _____ and a blender, too.
People are able to cook food _____ in a
microwave.
People are able to _____ food with a blender.
_____ kitchens have a toaster.
We are able to make toast _____ a toaster.
They make _____ very easy.

Word Box

toaster chip quickly cooking food
with able microwave kitchen useful

Topic	Foods in Restaurants
Language Point	some / any
Objectives	<ol style="list-style-type: none"> 1. Students will be able to read and fully understand the main text. 2. Students will be able to understand the target pattern — some / any. 3. Students will be able to write a restaurant review using their own ideas in a proper manner.
Key Vocabulary	restaurant, waiter, order, pasta, iced tea
Teaching Materials	flashcards

Introduction

Start the class by saying:

- Ⓣ - Hi, everyone. (↔ Hi, Mr./Ms. [Surname]!)
 - Did you have a good time yesterday? (↔ Yes, I did.)
 - What did you do? (↔ I went shopping with my friend.)
 - How are you getting on? (↔ I am doing good. / Not bad.)

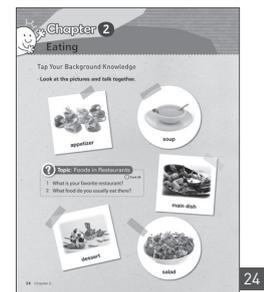
Review and Warm Up

1. Review of the previous unit

- a. Ask some questions about the last lesson.
 - Ⓣ - What does the modern kitchen have? (↔ It has many machines.)
 - What keeps food cold? (↔ A refrigerator does it.)
 - What do people do with a blender? (↔ They chop food with a blender.)
- b. Have students say some key sentences what they learned.
 - Ⓣ What are we able to do with a toaster? Answer the question using “We are able to...” (↔ We are able to make toast with a toaster.)

2. Preview of the lesson

- a. Introduce the main features of unit 03, such as topic, language point, and writing point, using Chapter at a Glance.
- b. Have students look at the pictures on page 24 and encourage them to say as much as they can about the pictures.
- c. Play track 08 and have students repeat each word.
- d. Have students answer the questions about foods in restaurants.
 - Ⓣ - What is your favorite restaurant?
(↔ My favorite restaurant is the Italian restaurant.)
 - What food do you usually eat there?
(↔ I usually eat some spaghetti and chicken salad.)



Presentation

1. Picture Talk

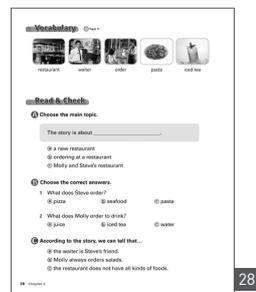
- a. Have students talk freely about the pictures on pages 26-27 before reading.
- Ⓣ - Where are the people? (→ They are in a restaurant.)
 - What are the children doing? (→ They are ordering food.)
 - Who else is there? (→ There is a waiter.)
 - What's on the table? (→ There are knives, plates, flowers, a vase, bread, etc.)

2. Talk & Read

- a. Read the title of the story aloud and have students repeat after you.
- b. Play track 10 and have students follow silently in their books.
- c. Ask students about what they heard.
- d. Read through the story and have students repeat, line by line.
- e. Talk about the story with students.
- Ⓣ - Where are the children? (→ They are in a restaurant.)
 - What is today's special? (→ It is pasta.)
 - What does Molly order? (→ She orders some salads, seafood, and iced tea.)
 - What does Steve order? (→ He orders some pasta.)
- f. Have students read the sentences in Do You Know? on page 26 and explain it to them if needed.
- g. Ask them what genre the story is and have them understand the features of plays.
- h. Play track 10 one more time and ask students to read the passage out loud all together.

3. Vocabulary

- a. Introduce the new words: restaurant, waiter, order, pasta, and iced tea.
- b. Have students look at the pictures of the key vocabulary words.
- c. Ask students the meanings of the words, and then explain the meaning of any vocabulary students are not familiar with.
- d. Play track 11 and have them repeat the words.
- e. List the words on the board, and check the spelling of each word.
- f. Point to one of the words on the board randomly and tell students to shout out the word.
- g. Continue until all the words have been reviewed.
- h. Play a memory game or matching game with flashcards to reinforce students' understanding.



Practice

1. Read & Check

- Read through the questions as a class before answering them.
- Have students read the main story one more time. Encourage them to read the story by themselves.
- Give students a few minutes to find the answers.
- Check the answers together.
(→ A. ⑥ B. 1. ③ 2. ⑥ C. ③)
- Ask students what the answers are.

- ① - Let's have a look at question A, what's the main topic of the story? This story is about ordering at a restaurant, so the main topic of this story is ⑥.
- What does Steve order? (→ He orders pasta.)
 - What does Molly order to drink? (→ She orders iced tea.)
 - What can you tell according to the story?
(→ The restaurant does not have many kinds of foods.)
 - How do you know? Which sentence in the story gives you that answer?
(→ Look at the sixth sentence on page 26. "Sorry. We don't have any appetizers.")

2. Identifying Words

- Have students read out the words in the purple box.
- Have them write the words from the box in the blanks.
- Write the answers on the board and read them out again.
(→ 1. iced tea 2. pasta 3. order 4. restaurant 5. waiter)

3. Skill-Up

- Ask some questions about "setting, characters, and plot" of the story.
 - ① - Setting is the time (when) and place (where) in a story. The characters are the people or others in a story, and the plot refers to the main events in a story. When do Molly and Steve go to the restaurant? (→ At night.)
 - Where are they? (→ They are at the restaurant.)
 - Who are the characters? (→ A waiter, Molly, and Steve.)
- Have them write their answers, and then check the answers together.
(→ at night / a restaurant / waiter, Molly, Steve / appetizers, pasta, iced tea / salads, salads, seafood, iced tea)

4. Ready to Write

- Have students find every "some" and "any" in the main text and circle them.
 - ① Can you tell me where they are?
- Ask them to find every type of food in the main text and underline them.
 - ① Can you read what you underlined?
(→ Salads, appetizers, pasta, seafood and iced tea.)
- Introduce the language points to students: some / any.

Identifying Words

- This is cold tea. It is usually served with ice.
- This food tastes like spaghetti. It has various shapes.
- This is something you do at a restaurant to get food. You usually tell this to the waiter.
- You can enter food and eat at this place.
- This person serves you at a restaurant.

order waiter appetizer restaurant pasta

Skill-Up

Knowing About Setting, the Characters, and Plot:
The setting is the time and place where a story happens. The characters are the people or others in a story, and the plot is the main events in a story.

Read the story again and find the answers.

When	+	Where	+	Characters
Steve				Molly
At night				
at night				

29

Ready to Write

Read the story again and find the following:

- Find every "some" and "any" and circle them.
- Find every type of food and underline them.

Look and write

① (some, side dishes) _____
② (I don't have, essential) _____
③ (some, salads) _____

Read & Write

Read the restaurant review before you write.

Name of the Restaurant: Pinch
Location: 2000 Avenue D, Richmond, British Columbia
Rating: ★★★★★

Pinch is a new Italian restaurant downtown. It has some good pasta and seafood. It also has great appetizers. But it doesn't have any desserts. Overall, Pinch is a very good restaurant. I recommend it to anyone who likes Italian food.

30

some / any

- The words “some” and “any” are used when the speaker cannot specify or does not need to specify a number or an exact amount.
- We use “some” in positive sentences.
- We use “some” for both countable nouns and uncountable nouns.
- We use “any” in negative sentences or questions. We use “any” for both countable and uncountable nouns.

- Ⓣ - Can you find the sentences using “some” in the story?
(→ Yes. We have some salads. I want some salads and seafood...)
- Can you find the sentences using “any” in the story?
(→ Yes. Do you have any salads? Do you have any appetizers? We don't have any appetizers...)
- d. Write down “We have some salads. We don't have any appetizers.” on the board, and then ask students more questions so they become more fully aware of the target grammar patterns.
- Ⓣ - We use “some” in positive sentences. And we use “any” in negative sentences or questions.
- Can you make other sentences using “some” or “any”?
(→ I have some juice. We don't have any apples. Do you have any bananas?)
- e. Write down a few incorrect sentences on the board, and then ask students to correct them in pairs.
- e.g. We have any desserts. He doesn't have some salads. They have any seafood.
- f. Have students look at the first picture in B and demonstrate how to write the answer correctly.
- g. Encourage students to try out the rest of the questions by themselves.
- h. Check the answers as a class.
(→ 2. We don't have any desserts. 3. We have some salads.)

5. Read & Write

- a. Have students read Model Writing and ask some questions about the text and the picture.
- Ⓣ - What do you see in the picture? (→ I see a family at a restaurant.)
- What kind of restaurant is Primo? (→ It is an Italian restaurant.)
- What does it have? (→ It has some good pasta, seafood, and great appetizers.)
- b. Read the sentences in Model Writing, pausing after each one, and have students repeat.
- c. Explain the meanings of the new words in Model Writing.
- d. Ask students to have a look at section A and ask some questions about the task.
- Ⓣ - What foods do you want for your restaurant?
- What foods does your friend want for his/her restaurant?
- e. After completing section A, encourage students to write sentences in section B.
- f. Monitor students and help them write the sentences properly.
- g. After the activity, tell students to read their reviews to the class.

ⓐ Choose and write three foods for your restaurant. Then, ask your friend what his or her restaurant has. Write the names of the foods on the plates.

My Restaurant: _____ My Friend's Restaurant: _____

hamburger pizza burger chicken apple pie pasta salad

ⓑ Now, write a restaurant review about your friend's restaurant. Then, read it to the class.

Name of the Restaurant: _____

Location: _____

Rating: ☆☆☆☆☆ is a new restaurant downtown.

It has some _____

It also has _____

But it doesn't have any _____

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Wrap Up

1. Review what students have learned today.

- Divide the class into two teams.
- Have Team 1 make sentences using “some” and Team 2 make sentences using “any.”
- Have them make as many sentences as they can.
- The team that makes more correct sentences wins the game.

2. Assign homework and close the lesson.

- Inform students that they should answer the questions on pages 7 to 9 in their workbooks.
- Give praise to your students and finish the lesson.

- Ⓣ - You've done really well today everyone.
- Good bye, everyone.
 - Have a nice day!

Chapter 2
Unit 03 Foods in Restaurants

1 Unscramble the words.

1.  a s o l i p  d e e r s t

2.  e v u  e e t i p a z z a

2 Read and choose the words that have the same meanings.

1. This food tastes like spaghetti. It has tomato sauce.
 food tea water restaurant pasta
 order order soup dessert

2. You can order food and eat at this place.
 dessert appetizer restaurant main dish

3. This is a drink. It is usually served with tea.
 pasta soup salad food tea

4. This is something you do at a restaurant to get food. You usually tell this to the waiter.
 order food tea appetizer soup

7

3 Write an 'O' for the correct sentences and write an 'X' for the wrong sentences.

1. I have any salads.

2. I don't have some pasta.

3. We have some food tea.

4. They don't have some desserts.

5. I have some soup.

6. I want any seafood.

7. We don't have any appetizers.

4 Rewrite the sentences in C. If there are any mistakes, correct them.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8

5 Listen and fill in the blanks by using the word box.

A Night at a Restaurant

Cliff: Hello! A boy and a girl are having _____ in a restaurant.

Waiter: Hello! _____ your order, please?

Cliff: I do you have any _____?

Waiter: _____, we have some salads.

Cliff: I do you have any appetizers?

Waiter: Sorry, we don't have _____ appetizers.

Cliff: Today's special is pasta. Do you want some?

Cliff: Okay, I'll have some pasta, _____.

Waiter: How about you, _____? Do you want some pasta, too?

Cliff: I'm thinking for a while! No thanks, I want some salads and _____.

Waiter: Sure, _____ to drink?

Cliff: I'd like _____ some food too, please.

Word Box

order	water	restaurant	dessert	main dish
any	salads	tea	anything	like

9

Unit 04

Global Traditional Foods

Topic	Global Traditional Foods
Language Point	first conditional
Objectives	<ol style="list-style-type: none"> 1. Students will be able to read and fully understand the main text. 2. Students will be able to understand the target pattern — first conditional. 3. Students will be able to write a letter to a friend using their own ideas in a proper manner.
Key Vocabulary	pad Thai, travel, noodles, taco, delicious
Teaching Materials	flashcards

Introduction

Start the class by saying:

- Ⓣ - Good afternoon, everybody. (↔ Good afternoon.)
- How's it going? (↔ Everything's okay. / Not okay.)
- How's the weather today? (↔ It's cool and windy.)
- Did you sleep well yesterday? (↔ Yes, I did.)

Review and Warm Up

1. Review of the previous unit

a. Ask some questions about the last lesson.

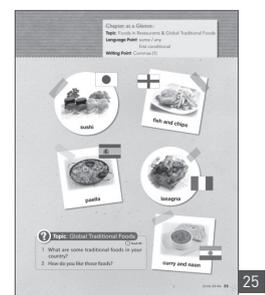
- Ⓣ - Why do the boy and girl go to the restaurant?
(↔ They want to have dinner there.)
- What does Molly order to drink? (↔ She orders some iced tea.)
- What does Steve order? (↔ He orders some pasta.)

b. Write the following sentences on the board: We have any salads. Do you have some appetizers? We don't have some pasta.

- Ⓣ Can somebody come out and correct the sentences, please?
(↔ We have some salads. Do you have any appetizers? We don't have any pasta.)

2. Preview of the lesson

- Introduce the main features of unit 04, such as topic, language point, and writing point, using Chapter at a Glance.
- Have students look at the pictures on page 25 and encourage them to say as much as they can about the pictures.
- Play track 09 and have students repeat each word.
- Have students answer the questions about traditional foods.
 - Ⓣ - What are some traditional foods in your country?
(↔ In Korea, we have tteokguk, songpyeon, mandutguk, jeon, etc.)
 - How do you like those foods? (↔ I like them very much.)



Presentation

1. Picture Talk

a. Have students talk freely about the pictures on pages 32-33 before reading.

- Ⓣ - What can you see in the picture? (→ I can see some foods.)
- What foods do you know? (→ I know sushi, noodles, tacos, etc.)
- Do you know where sushi is from? (→ Yes. It is from Japan.)

2. Talk & Read

a. Read the title of the story aloud and have students repeat after you.

b. Play track 12 and have students follow silently in their books.

c. Ask students about what they heard.

d. Read through the story and have students repeat, line by line.

e. Talk about the story with students.

- Ⓣ - What should people eat in Japan? (→ They should eat sushi and ramen.)
- Where is pad Thai from? (→ It is from Thailand.)
- What Mexican foods are there? (→ There are tacos and salsa.)
- What should people eat in Spain? (→ They should eat paella.)

f. Have students read the sentences in Do You Know? on page 32 and explain it to them if needed.

g. Ask them what genre the story is and have them read the sentences about magazine articles on page 33.

h. Play track 12 one more time and ask students to read the passage out loud all together.

3. Vocabulary

a. Introduce the new words: pad Thai, travel, noodles, taco, and delicious.

b. Have students look at the pictures of the key vocabulary words.

c. Ask students the meanings of the words, and then explain the meaning of any vocabulary students are not familiar with.

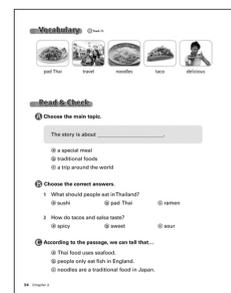
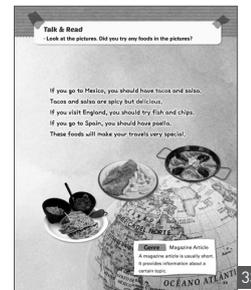
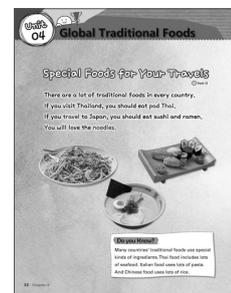
d. Play track 13 and have them repeat the words.

e. List the words on the board, and check the spelling of each word.

f. Point to one of the words on the board randomly and tell students to shout out the word.

g. Continue until all the words have been reviewed.

h. Play a memory game or matching game with flashcards to reinforce students' understanding.



Practice

1. Read & Check

a. Read through the questions as a class before answering them.

b. Have students read the main story one more time. Encourage them to read the story by themselves.

c. Give students a few minutes to find the answers.

d. Check the answers together.
(→ A. ⓑ B. 1. ⓑ 2. ⓐ C. ⓒ)

e. Ask students what the answers are.

- Ⓘ - Let's have a look at question A, what's the main topic of the story? This story shows traditional foods from around the world so the main topic of this story is Ⓑ.
- Look at the first question in B. What should people eat in Thailand?
(→ They should eat pad Thai.)
- What's the second question in B? How do tacos and salsa taste?
(→ They are spicy.)
- What can you tell according to the story?
(→ Noodles are a traditional food in Japan.)
- How do you know? Which sentence in the story gives you that answer?
(→ Look at the third and fourth sentences on page 32. "If you travel to Japan, you should eat sushi and ramen. You will love the noodles.")

2. Identifying Words

- a. Have students read out the words in the purple box.
- b. Have them write the words from the box in the blanks.
- c. Write the answers on the board and read them out again.
(→ 1. delicious 2. travel 3. pad Thai 4. noodles 5. taco)

3. Skill-Up

- a. Ask some questions about "classifying."
- Ⓘ Classifying means putting things that are related into groups. What is the traditional food of Thailand? (→ It is pad Thai.)
- b. Have students complete the chart.
- c. Check the answers together.
(→ Japan - sushi and ramen, Mexico - tacos and salsa, England - fish and chips, Spain - paella)

4. Ready to Write

- a. Have students find every "if" in the main text and circle them.
Ⓘ Can you tell me where it is?
- b. Ask them to find every type of food in the main text and underline them.
Ⓘ Can you read what you underlined?
(→ Pad Thai, sushi, ramen, tacos, salsa, fish and chips, and paella.)
- c. Introduce the language point to students: first conditional.

first conditional

- We use the first conditional to talk about future events that are likely to happen.
- The "if" clause can be used with different present forms.
- The future clause can contain "going to" or the future perfect as well as "will."
- The future clause can also contain other modal verbs such as "can" and "should."

- Ⓘ Can you find the sentences using the first conditional "if" in the story?
(→ Yes. If you visit Thailand, you should eat pad Thai. If you travel to Japan, you should eat sushi and ramen...)
- d. Write down "If you visit Thailand, you should eat pad Thai." on the board, and then ask students more questions so they become more fully aware of the target grammar pattern.

Identifying Words

- 1 This is another word for "tasty".
- 2 This means "to take a trip".
- 3 This is a traditional food in Thailand.
- 4 This is a type of food like spaghetti and carrots.
- 5 This is a Mexican food with meat, cheese, vegetables, and sauce in a hard shell.

delicious travel pad Thai noodles taco

Skill-Up

Classifying: Classifying means putting things that are related into groups. Read the passage again. Then complete the chart.

	Country	Traditional Foods
1	Thailand	pad Thai
2		
3		
4		
5		

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Ready to Write

- 1 Read the passage again and find the following:
 - 1 Find every "if" and circle them.
 - 2 Find every type of food and underline them.
- 2 Look and write.

Ⓘ	What is the first conditional?	Ⓘ	What is the second conditional?
Ⓙ	Write, copy and paste.	Ⓙ	
Ⓚ	Write, copy and paste.	Ⓚ	

Read & Write

Read the letter before you write.

Dear John,
I read about your trip around the world. How do you like it so far? If you visit China, you should have dim sum. If you visit Italy, you should have pizza. Have a great trip!
Your friend,
John

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- Ⓣ - What is the “if” clause in this sentence? (→ Yes. It is “If you visit Thailand.”)
 - Good. We use the present form in the “if” clause. What is the future clause? (→ It is “you should eat pad Thai.”)
 - OK. The future clause can have a modal verb like “should.”
- e. Write down a few incorrect sentences on the board, and then ask students to correct them in pairs.
 - e.g. If you will go to Japan, you should have sushi. If you go to Mexico, you have tacos.
- f. Have students look at the first picture in B and demonstrate how to write the answer correctly.
- g. Encourage students to try out the rest of the questions by themselves.
- h. Check the answers as a class.
 - (→ 2. If you go to India, you should have curry and naan. 3. If you go to Italy, you should have lasagna.)

5. Read & Write

- a. Have students read Model Writing and ask some questions about the text and the pictures.
 - Ⓣ - What genre is it? (→ It is a letter.)
 - What should Katie eat in China? (→ She should eat dim sum.)
 - What should she eat in Italy? (→ She should eat pizza.)
- b. Read the sentences in Model Writing, pausing after each one, and have students repeat.
- c. Explain the meanings of the new words in Model Writing.
- d. Ask students to have a look at section A and ask some questions about the task.
 - Ⓣ - Do you know what food it is?
 - Which foods do you want your friend to try?
- e. After completing section A, encourage students to write sentences based on the food and country they chose.
- f. Monitor students and help them write the sentences properly.
- g. After the activity, tell students to read their letters to the class.



Writing Point 2

1. Learning point

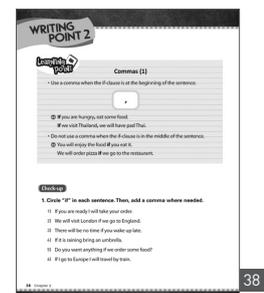
- a. Have students review how they used commas.
- b. Introduce the learning points to students.

Commas (1)

- We use a comma when the if-clause is at the beginning of the sentence.
- We don't use a comma when the if-clause is in the middle of the sentence.

2. Check-up

- a. Have students read the sentences in number 1 and add a comma where needed.
- b. Have students read the sentences in number 2 and put “if” in the correct place in each sentence.
- c. Check the answers together.



Topic	Story Characters
Language Point	comparatives
Objectives	<ol style="list-style-type: none"> 1. Students will be able to read and fully understand the main text. 2. Students will be able to understand the target pattern — comparatives. 3. Students will be able to write a book report about some story characters using their own ideas in a proper manner.
Key Vocabulary	castle, active, intelligent, witch, popular
Teaching Materials	flashcards

Introduction

Start the class by saying:

- Ⓣ - Good afternoon, everybody. (↔ Good afternoon.)
- How are you today? (↔ Not bad. / So-so.)
- What's the date today? (↔ It is August 28.)
- How's the weather today? (↔ It's cold and stormy.)

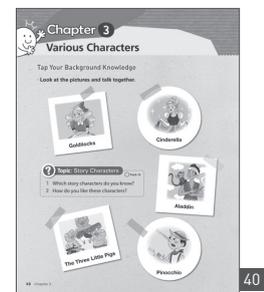
Review and Warm Up

1. Review of the previous unit

- a. Ask some questions about the last lesson.
 - Ⓣ - What should people eat in England? (↔ They should eat fish and chips.)
 - How do tacos and salsa taste? (↔ They are spicy, but delicious.)
 - Where is paella from? (↔ It is from Spain.)
- b. Write the sentences down on the board: If you go to Russia, you should stuffed cabbage. If you go to India, you should ate curry and naan. You should have lasagna, if you go to Italy.
 - Ⓣ Can somebody come out and correct the sentences, please?
(↔ If you go to Russia, you should have stuffed cabbage. If you go to India, you should eat curry and naan. You should have lasagna if you go to Italy.)

2. Preview of the lesson

- a. Introduce the main features of unit 05, such as topic, language point, and writing point, using Chapter at a Glance.
- b. Have students look at the pictures on page 40 and encourage them to say as much as they can about the pictures.
- c. Play track 14 and have students repeat each word.
- d. Have students answer the questions about story characters.



- ① - Which story characters do you know? (→ I know Cinderella, Snow White, etc.)
- What do you think of these characters?
(→ I like those characters. They are pretty and kind.)

Presentation

1. Picture Talk

- a. Have students talk freely about the pictures on pages 42-43 before reading.

- ① - Which story characters can you see?
(→ I can see the Little Mermaid, Gretel, Snow White, Little Red Riding Hood, and Sleeping Beauty.)
- Where are they? (→ They are at a party.)
- What's on the table? (→ There are cupcakes, juice, etc.)

2. Talk & Read

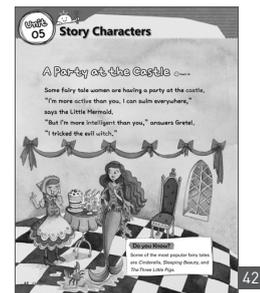
- a. Play track 16 and have students follow silently in their books.
b. Ask students about what they heard.
c. Read through the story and have students repeat, line by line.
d. Talk about the story with students.

- ① - What are the fairy tale women doing at the castle? (→ They are having a party.)
- Who can swim everywhere? (→ The Little Mermaid.)
- Who loves Snow White? (→ Prince Charming.)
- Who is more intelligent than the Little Mermaid? (→ Gretel.)

- e. Have students read the sentences in Do You Know? on page 42 and explain it to them if needed.
f. Ask them what genre the story is and have them read the sentences in Genre on page 43.
g. Play track 16 one more time and ask students to read the passage out loud all together.

3. Vocabulary

- a. Introduce the new words: castle, active, intelligent, witch, and popular.
b. Have students look at the pictures of the key vocabulary words.
c. Ask students the meanings of the words, and then explain the meaning of any vocabulary students are not familiar with.
d. Play track 17 and have them repeat the words.
e. List the words on the board, and check the spelling of each word.
f. Point to one of the words on the board randomly and tell students to shout out the word.
g. Continue until every student has had a chance to shout out a word.
h. Play a memory game or matching game with flashcards to reinforce students' understanding.



Practice

1. Read & Check

- Read through the questions as a class before answering them.
- Have students read the main story one more time. Encourage them to read the story by themselves.
- Give students a few minutes to find the answers.
- Check the answers together.
(→ A. © B. 1. ① 2. ① C. ①)
- Ask students what the answers are.

- ① - Let's have a look at question A, what's the main topic of the story? This story shows story characters, so the main topic of this story is ©.
- Look at the first question in B. Where are the fairy tale women?
(→ They are at a castle.)
 - What's the second question in B? Who tricked the evil witch? (→ Gretel did.)
 - What can you tell according to the story? (→ Gretel thinks she is smart.)
 - How do you know?
(→ Look at the third sentence on page 42. "But I'm more intelligent than you.")

2. Identifying Words

- Have students read out the words in the purple box.
- Have them write the words from the box in the blanks.
- Write the answers on the board and read them out again.
(→ 1. witch 2. intelligent 3. popular 4. active 5. castle)

3. Skill-Up

- Ask some questions about "describing the characters."
 - ① - Describing characters means giving detailed information about what they are like. What is the Little Mermaid like? (→ She is active.)
 - Why is that? (→ She can swim everywhere.)
- Have students write their answers, and then check the answers together.
(→ 2. Gretel / intelligent / She tricked the evil witch. 3. Snow White / popular / Prince Charming loves her. 4. Sleeping Beauty / sleeper than everyone / She is going to bed now.)

4. Ready to Write

- Have students find every "more" in the main text and circle them.
 - ① Can you tell me where it is?
- Ask them to find every adjective after "more" in the main text and underline them.
 - ① Can you read what you underlined?
(→ Active, intelligent, popular, and expensive.)
- Introduce the language point to students: comparatives.

comparatives

- We use comparatives when comparing two things.
- We add "more" to long adjectives: more interesting, more expensive, more beautiful, etc.

Identifying Words

- This is a woman. She can use
her magic.
- This is a large building with
high walls around it. A king or
queen may live here.
- This means "well liked".
- This means "less and
smarter".

2. This is a witch. She can use
her magic.

3. This is a large building with
high walls around it. A king or
queen may live here.

3. This means "well liked".

intelligent active popular witch castle

Skill-Up

Describing the Characters: Identifying characters means giving detailed information about what they are like.

Read the story again. Then complete the chart.

Character	What the Character is Like	The Reason
1. The Little Mermaid	active	She can swim everywhere.
2.		
3.		
4.		

45

Ready to Write

① Read the story again and find the following.

- Find every "more" and circle them.
- Find every adjective after "more" and underline them.

① Look and write.

① (handwritten: Popular)

② (handwritten: More interesting than Prince Charming)

③ (handwritten: Intelligent, Active)

④ (handwritten: More beautiful than Little Mermaid)

⑤ (handwritten: More active than Little Mermaid)

Read & Write

Read the book report before you write.

I read some story books recently.
I tried to compare some of the story characters.
First, I think Gretel is more intelligent than the Little Mermaid.
Gretel tricked the evil witch.
Second, Cinderella is more beautiful than Little Red Riding Hood.
She is very tall and slender.
But I think they are all great and fun characters.

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- Ⓟ - Can you find the comparatives in the story?
(→ Yes. More active, more intelligent, more popular, and more expensive.)
- Great. We add “more” to long adjectives.
- d. Write down “I’m more intelligent than you.” on the board, and then ask students more questions so they become more fully aware of the target grammar pattern.
 - Ⓟ - What is the adjective in this sentence? (→ It is “intelligent.”)
- Correct. We add “more” to “intelligent.”
- Can you tell me more comparatives using “more + adjective”?
(→ Yes. More interesting, more beautiful, etc.)
- e. Write down a few incorrect sentences on the board, and then ask students to correct them in pairs.
e.g. I am active than you. I am more popularer than you. My clothes are expensive than yours.
- f. Have students look at the first picture in B and demonstrate how to write the answer correctly.
- g. Encourage students to try out the rest of the questions by themselves.
- h. Check the answers as a class.
(→ 2. I am more intelligent than Aladdin. 3. I am more popular than Little Mermaid.)

5. Read & Write

- a. Have students read Model Writing and ask some questions about the text.
 - Ⓟ - What genre is it? (→ It is a book report.)
- Who does the narrator think is tall and pretty?
(→ The narrator thinks that Cinderella is tall and pretty.)
- b. Read the sentences in Model Writing, pausing after each one, and have students repeat.
- c. Explain the meanings of the new words in Model Writing.
- d. Ask students to have a look at section A and ask some questions about the task.
 - Ⓟ - What is each character like?
- What adjectives do you want to use for your characters?
- e. After completing section A, encourage students to write sentences with their ideas in B.
- f. Monitor students and help them write the sentences properly.
- g. After the activity, tell students to read their reports to the class.



Wrap Up

1. Review what students have learned today.

- Write adjectives on the board: beautiful, handsome, intelligent, popular, etc.
- Ask a student to make a sentence using comparatives.
- After he/she has answered, he/she chooses another student to ask.
 - Ⓓ Tom, beautiful.
 - Ⓔ Mary is more beautiful than I. Mary, intelligent.
 - Ⓕ You are more intelligent than my brother. Alex, popular.

2. Assign homework and close the lesson.

- Inform students that they should answer the questions on pages 13 to 15 in their workbooks.
- Give praise to your students and finish the lesson.
 - Ⓓ - You are doing a good job.
 - There's the bell. It's time to stop.
 - See you tomorrow.

Chapter 3
Unit 05 Story Characters

A Find and circle the words. Then, write them.

1.  _____

2.  _____

3.  _____

4.  _____

B Read and choose the words that have the same meanings.

1. This is another word for "smart".
 castle intelligent active which

2. This means "top and energetic".
 intelligent which castle active

3. This is a woman. She can cast bad magic.
 which popular active castle

4. This means "well-liked".
 castle active intelligent popular

13

C Write an "O" for the correct sentence and write an "X" for the wrong sentence.

1. I am funnier than you.

2. Jim is more active than Sam.

3. He is most popular than his.

4. My cat is more intelligent you.

5. I am more beautiful than Cinderella.

6. I am more popular than you.

7. Paul is more friendly than Ryan.

D Rewrite the sentences in C. If there are any mistakes, correct them.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

14

E Listen and fill in the blanks by using the word box.

A Party at the Castle

Some fairy tale women are having a _____ at the castle.

"I'm more active _____ you, I can battle everywhere." _____ the Little Mermaid.

"But I'm more intelligent than you," _____ Gracie.

"I tricked the _____ which."

"The name _____," says Snow White.

"Prince Charming loves me."

"But my _____ are more expensive than yours," says Little Red Riding Hood.

"Look at my _____ red clothes," _____

"I'm _____ than everyone," says Sleeping Beauty. "I'm going to _____ now."

Word Box

had	and	was	than	because
came	always	party	last	popular

15

Unit 06

Movie Characters

Topic	Movie Characters
Language Point	[verb + -ing]
Objectives	<ol style="list-style-type: none"> 1. Students will be able to read and fully understand the main text. 2. Students will be able to understand the target pattern — [verb + -ing]. 3. Students will be able to write a fan letter to a movie character using their own ideas in a proper manner.
Key Vocabulary	scary-looking, imaginary, peaceful, lazy, superpower
Teaching Materials	flashcards, a balloon

Introduction

Start the class by saying:

- Ⓣ - Hi, there, Mark. (↔ Hi, Mr./Ms. [Surname]!)
- How was your weekend? (↔ It was great. / It was so-so.)
- Did you have a good time? (↔ Yes, I did.)
- How are you feeling today? (↔ I feel great.)

Review and Warm Up

1. Review of the previous unit

a. Ask some questions about the last lesson.

- Ⓣ - Where did some fairy tale women have a party?
(↔ They had a party at a castle.)
- Who tricked the evil witch? (↔ Gretel did.)
- Whom does Prince Charming love? (↔ Snow White.)

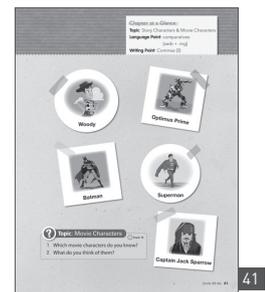
b. Encourage students to make some sentences using the comparatives they learned.

- Ⓣ Tammy, who is more beautiful than you? (↔ Mary is more beautiful than I.)

2. Preview of the lesson

- Introduce the main features of unit 06, such as topic, language point, and writing point, using Chapter at a Glance.
- Have students look at the pictures on page 41 and encourage them to say as much as they can about the pictures.
- Play track 15 and have students repeat each word.
- Have students answer the questions about movie characters.

- Ⓣ - Which movie characters do you know?
(↔ I know Superman, Batman, Woody, Optimus Prime, and Captain Jack Sparrow.)
- What do you think of them? (↔ I think they are powerful and brave.)



Presentation

1. Picture Talk

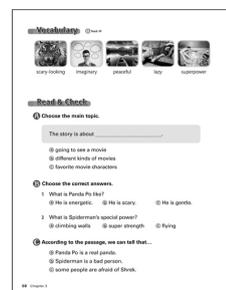
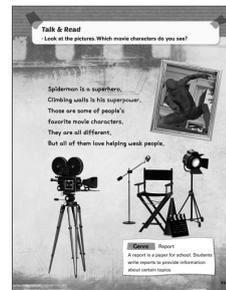
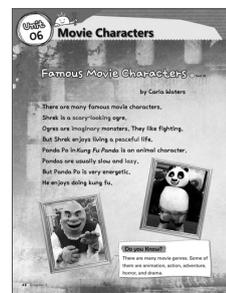
- a. Have students talk freely about the pictures on pages 48-49 before reading.
- Ⓣ - Which movie characters do you see? (→ I see Shrek, Panda Po, and Spiderman.)
 - How does Shrek look? (→ Shrek looks funny.)

2. Talk & Read

- a. Read the title of the story aloud and have students repeat after you.
- b. Play track 18 and have students follow silently in their books.
- c. Ask students about what they heard.
- d. Read through the story and have students repeat, line by line.
- e. Talk about the story with students.
- Ⓣ - Which movie is Panda Po in? (→ He is in Kung Fu Panda.)
 - What is Panda Po like? (→ He is energetic.)
 - What superpower does Spiderman have? (→ He can climb walls.)
 - What do the movie characters love doing? (→ They love helping weak people.)
- f. Have students read the sentences in Do You Know? on page 48 and explain it to them if needed.
- g. Ask them what genre the story is and have them read the sentences in Genre on page 49.
- h. Play track 18 one more time and ask students to read the passage out loud all together.

3. Vocabulary

- a. Introduce the new words: scary-looking, imaginary, peaceful, lazy, and superpower.
- b. Have students look at the pictures of the key vocabulary words.
- c. Ask students the meanings of the words, and then explain the meaning of any vocabulary students are not familiar with.
- d. Play track 19 and have them repeat the words.
- e. List the words on the board, and check the spelling of each word.
- f. Point to one of the words on the board randomly and tell students to shout out the word.
- g. Continue until all the words have been reviewed.
- h. Play a memory game or matching game with flashcards to reinforce students' understanding.



Practice

1. Read & Check

- a. Read through the questions as a class before answering them.
- b. Have students read the main story one more time. Encourage them to read the story by themselves.
- c. Give students a few minutes to find the answers.
- d. Check the answers together.
 (→ A. ⓐ B. 1. ⓐ 2. ⓐ C. ⓐ)
- e. Ask students what the answers are.

- Ⓣ - Let's have a look at question A, what's the main topic of the story? This story shows movie characters, so the main topic of this story is ⓐ.
- Look at the first question in B. What is Panda Po like? (→ He is energetic.)
- What's the second question in B? What is Spiderman's special power? (→ It is climbing walls.)
- What can you tell according to the story? (→ Some people are afraid of Shrek.)
- How do you know? Which sentence in the story gives you that answer? (→ Look at the second sentences on page 48. "Shrek is a scary-looking ogre.")

2. Identifying Words

- a. Have students read out the words in the purple box.
- b. Have them write the words from the box in the blanks.
- c. Check the answers.
(→ 1. superpower 2. peaceful 3. scary-looking 4. imaginary 5. lazy)

3. Skill-Up

- a. Ask some questions about "similarities and differences" in the story.
 - Ⓣ It is essential to think about how the subjects are alike and different. What are the similarities between the Shrek, Panda Po, and Spiderman?
(→ They are movie characters. They love helping people.)
- b. Let students find answers and check the answers together.
(→ 1. ⓐ 2. ⓐ 3. ⓐ 4. ⓑ 5. ⓐ)

4. Ready to Write

- a. Have students find every word that ends with "-ing" in the main text and circle them.
 - Ⓣ Can you tell me where it is?
- b. Ask them to find every word that describes the movie characters in the main text and underline them.
 - Ⓣ Can you read what you underlined?
(→ Scary-looking, imaginary, energetic, and superpower.)
- c. Introduce the language point to students: [verb + -ing].

verb + -ing

- We use '-ing' forms after some verbs: like, love, enjoy, etc.

- d. Write down "They like fighting." on the board, and then ask students further questions so they become more fully aware of the target grammar pattern.
 - Ⓣ - What is the verb in this sentence? (→ It is "like.")
 - Good. What comes after the verb "like"? (→ Fighting.)
 - Correct. We use '-ing' forms after the verb "like." Can you tell me more sentences using [verb + -ing]? (→ She enjoys reading books. He likes swimming...)
- e. Write down a few incorrect sentences on the board, and then ask students to correct them in pairs.
 - e.g. He enjoys to watch a movie. They love helped people. She likes climb the mountain.

Identifying Words

- 1 This is a superpower ability such as flying in the sky.
- 2 This means "quiet and restful".
- 3 This means something looks frightening.
- 4 This is the opposite of "actual" or "real".
- 5 This means "slow to move and react".

Skill-Up

Similarities and Differences: It is essential to think about how the subjects are alike and different.

1	ⓐ He has a superpower.
2	ⓑ He is an animal character.
3	Ⓒ He is very powerful.
4	Ⓓ He has a special power.
5	Ⓔ He has a peaceful life.

Ready to Write

- 1 Read the passage again and find the following.
 - 1 Find every word that ends with "-ing" and circle them.
 - 2 Find every word that describes the movie characters and underline them.
- 2 Look and write.

	(Spiderman, like, fly in the sky)
	(Panda Po, enjoy, change into a truck)
	(Shrek, like, help others)
- 3 Read the text before you write.

Dear students,

You are the favorite character in the Harry Potter movies. You are an older very kind. You like helping people in trouble. You reading people, too. I want to tell more that you.

Your fan,
John

- f. Have students look at the first picture in B and demonstrate how to write the answer correctly.
- g. Encourage students to try out the rest of the questions by themselves.
- h. Check the answers as a class.
(↔ 2. Optimus Prime enjoys changing into a truck. 3. Shrek likes helping others.)

5. Read & Write

- a. Have students read Model Writing and ask some questions about the text.
 - Ⓣ - What genre is it? (↔ It is a fan letter.)
 - Who is Julie's favorite character in the Harry Potter movies? (↔ It is Hermione.)
 - What is Hermione like? (↔ She is clever, intelligent, and kind.)
 - What does she enjoy? (↔ She enjoys solving difficult problems.)
- b. Read the sentences in Model Writing, pausing after each one, and have students repeat.
- c. Explain the meanings of the new words in Model Writing.
- d. Ask students to have a look at section A and ask some questions about the task.
 - Ⓣ - Who is your favorite character?
 - What is he or she like?
- e. After completing section A, encourage students to write sentences with their ideas in section B.
- f. Monitor students and help them write the sentences properly.
- g. After the activity, tell students to read their fan letters to the class.



Writing Point 3

1. Learning point

- a. Write the learning point of the lesson on the board: Commas (2).
- b. Remind students of what they learned about Commas (1).
- c. Introduce the learning points to students.

Commas (2)

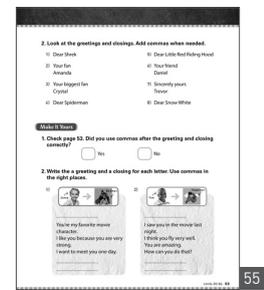
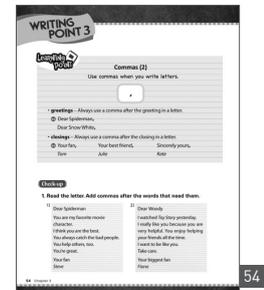
- We use commas when you write letters.
- We always use a comma after the greeting in a letter.
- We always use a comma after the closing in a letter.

2. Check-up

- a. For number 1, have students read the letters and add commas after the words that need them.
- b. Have students answer the questions in number 2.
- c. Check the answers together.

3. Make It Yours

- a. For number 1, ask students about the first question and check if they used commas correctly.
- b. For number 2, have students read the letters and answer the questions.
- c. Check the answers together.



Wrap Up

1. Review what students have learned today.

- Have students stand in a circle.
- Toss a balloon to one student and have him/her say using “like/enjoy + -ing.”
 - Ⓓ I like watching TV. Ted.
 - Ⓔ I like playing soccer. Semi.
- Continue until every student has had a chance to say.

2. Assign homework and close the lesson.

- Inform students that they should answer the questions on pages 16 to 18 in their workbooks.
- Give praise to your students and finish the lesson.
 - Ⓓ - It's time to wrap it up today.
 - You've done very well today.
 - Bye-bye, everyone.

Chapter 3
Unit 06 Movie Characters

A Find and circle the words. Then, write them.

1  batmanbatmanbatmanbat

2  wonderwomanwonderwoman

3  supermanmanmanmanman

4  spidermanmanmanmanman

B Read and choose the words that have the same meaning.

1 This is a superhero ability such as flying in the sky.
Ⓓ lay Ⓔ superhero Ⓕ peaceful Ⓖ imaginary
Ⓗ surprising Ⓘ powerful Ⓙ lay Ⓚ superhero

2 This means "happy and useful."
Ⓓ surprising Ⓘ powerful Ⓙ lay Ⓚ superhero

3 This is the opposite of "school" or "real."
Ⓓ imaginary Ⓕ peaceful Ⓗ lay Ⓚ superhero

4 This means "to be in control and direct."
Ⓓ peaceful Ⓙ lay Ⓚ superhero Ⓛ busy/working

16

C Write an "O" for the correct sentences and write an "X" for the wrong sentences.

1 Superman likes flying in the sky.

2 Sheek likes being calm.

3 Imagy studies English.

4 My brother likes play the piano.

5 He really enjoys use kung fu for others.

6 Some people like watch movies.

7 Like helping people in trouble.

D Rewrite the sentences in C. If there are any mistakes, correct them.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

17

E Listen and fill in the blanks by using the word box.

Powerful Movie Characters

There are many famous movie _____ by Carlo Miotto.

Spider-Man is _____ fight.

Oguz is imaginary _____ . They like fighting.

But Spider-Man _____ being a successful life.

Panda Fu is kung fu. Panda is an excited character.

Panda Fu is _____ slow and lazy.

But Panda Fu is very _____ . He enjoys doing kung fu.

Spiderman is a _____ .

_____ will be his superpower.

Those are some of people's _____ movie characters.

They are all _____ .

But all of them love helping weak people.

Word Box

busy/working energetic different mission superhero superhero enjoy climbing character usually favorite

18

Topic	Describing People
Language Point	superlatives
Objectives	<ol style="list-style-type: none"> 1. Students will be able to read and fully understand the main text. 2. Students will be able to understand the target pattern — superlatives. 3. Students will be able to write a report from a survey of their classmates using their own ideas in a proper manner.
Key Vocabulary	palace, athlete, merchant, Earth, greedy
Teaching Materials	flashcards, strips of paper, a box

Introduction

Start the class by saying:

- Ⓣ - Hello, everyone. (↔ Hello, Mr./Ms. [Surname]!)
- How are things with you, Tom? (↔ Things are great.)
- Is everybody ready to start? (↔ Yes, sir.)

Review and Warm Up

1. Review of the previous unit

a. Ask some questions about the last lesson.

- Ⓣ - What does Shrek enjoy? (↔ He enjoys living a peaceful life.)
- What character is in Kung Fu Panda? (↔ Panda Po.)
- What is he like? (↔ He is very energetic.)
- Who climbs walls? (↔ Spiderman.)

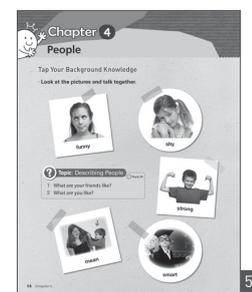
b. Write the following sentences down on the board: Superman likes fly in the sky. Shrek enjoys to live a peaceful life. He loves eat fast food.

- Ⓣ Who can correct the sentences?
(↔ Superman likes flying in the sky. Shrek enjoys living a peaceful life. He loves eating fast food.)

2. Preview of the lesson

- Introduce the main features of unit 07, such as topic, language point, and writing point, using Chapter at a Glance.
- Have students look at the pictures on page 56 and encourage them to say as much as they can about the pictures.
- Play track 20 and have students repeat each word.
- Have students answer the questions about describing people.

- Ⓣ - What are your friends like? (↔ My friend Jenny is very funny and smart.)
- What are you like? (↔ I am a little shy.)



Presentation

1. Picture Talk

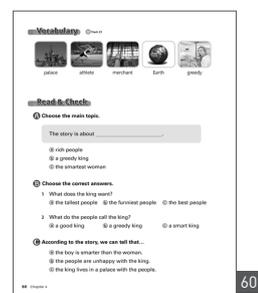
- a. Have students talk freely about the pictures on pages 58–59 before reading.
- Ⓣ - How many people are there? (→ There are five people.)
 - Who do you think the man sitting in a chair is? (→ I think he is the king.)
 - What does the black man have? (→ He has some money.)
 - What does the man juggling look like? (→ He looks funny.)

2. Talk & Read

- a. Read the title of the story aloud and have students repeat after you.
- b. Play track 22 and have students follow silently in their books.
- c. Ask students about what they heard.
- d. Read through the story and have students repeat, line by line.
- e. Talk about the story with students.
- Ⓣ - Where are the people? (→ They are at the palace.)
 - Who visits the palace? (→ An athlete, a witch, a merchant, and a boy.)
 - What is the athlete like? (→ He is tall.)
 - What is the merchant like? (→ He is rich.)
- f. Have students read the sentences in Do You Know? on page 58 and explain it to them if needed.
- g. Ask them what genre the story is and have them read the sentences in Genre on page 59.
- h. Play track 22 one more time and ask students to read the passage out loud all together.

3. Vocabulary

- a. Introduce the new words: palace, athlete, merchant, Earth, and greedy.
- b. Have students look at the pictures of the key vocabulary words.
- c. Ask students the meanings of the words, and then explain the meaning of any vocabulary students are not familiar with.
- d. Play track 23 and have them repeat the words.
- e. List the words on the board, and check the spelling of each word.
- f. Point to one of the words on the board randomly and tell students to shout out the word.
- g. Continue until all the words have been reviewed.
- h. Play a memory game or matching game with flashcards to reinforce students' understanding.



Practice

1. Read & Check

- a. Read through the questions as a class before answering them.
- b. Have students read the main story one more time. Encourage them to read the story by themselves.
- c. Give students a few minutes to find the answers.
- d. Check the answers together.
- (→ A. ⓑ B. 1. ⓐ 2. ⓑ C. ⓑ)

e. Ask students what the answers are.

- Ⓟ - Let's have a look at question A, what's the main topic of the story? This story shows a greedy king, so the main topic of this story is Ⓞ.
- Look at the first question in B. What does the king want?
(→ He wants the best people.)
- What's the second question in B? What do the people call the king?
(→ They call him a greedy king.)
- What can you tell according to the story?
(→ The people are unhappy with the king.)
- How do you know? Which sentence in the story gives you that answer?
(→ Look at the last sentence on page 59. "You are so greedy. Goodbye.")

2. Identifying Words

- a. Have students read out the words in the purple box.
- b. Have them write the words from the box in the blanks.
- c. Check the answers.
(→ 1. athlete 2. palace 3. merchant 4. Earth 5. greedy)

3. Skill-Up

- a. Talk about "inference" in the story.
 - Ⓟ Inference is drawing conclusions by using the information people say or write. Can you match each sentence with the correct inference?
- b. Let them match and check the answers together.
(→ 1. Ⓟ 2. Ⓞ 3. Ⓞ)

4. Ready to Write

- a. Have students find every word with "-est" in the main text and circle them.
 - Ⓟ Can you tell me where it is?
- b. Ask them to find every "I'm the" in the main text and underline them.
 - Ⓟ Can you read all the sentences that you underlined?
- c. Introduce the language point to students: superlatives.

superlatives

- We can use superlative adjectives when we compare three or more things.
- We add *-est* to the ends of adjectives to make superlative adjectives.
- We also usually add "the" in front of the superlative adjectives: the tallest, the smallest, the slowest, etc.

- Ⓟ - Can you find the superlative adjectives in the story?
(→ Yes. Tallest, smartest, richest, funniest, and happiest.)
 - Can you tell me some more superlative adjectives you know?
(→ Smallest, slowest, biggest, cutest, strongest, etc.)
- d. Write down "I'm the tallest athlete." on the board, and then ask students further questions so they become more fully aware of the target grammar pattern.
 - Ⓟ - What comes before the superlative adjective "tallest"? (→ The.)
 - Can you tell me some more sentences using "superlatives"?
(→ Yes. I am the smartest girl. He is the strongest man. She is the funniest comedian.)
 - e. Write down a few incorrect sentences on the board, and then ask students to correct them in pairs.

Identify Words

1 This person is very good at sports.
2 This is a king's or queen's home.
3 This person buys and sells goods and services.
4 This is our planet.

1 This means "having a feeling of wanting more and more!"
2 They don't like the king.
3 He is greedy.
4 The king likes all of the best people.

merchant palace greedy Earth athlete

Skill-Up

Inference: Inference is drawing conclusions by using the information people say or write.

Match each sentence with the correct inference.

1 The king only wants the best people. Ⓞ They don't like the king.
2 The people say, "You're so greedy!" to the king. Ⓞ He is greedy.
3 The king says, "You're so happy!" to the king. Ⓞ The king likes all of the best people.

Ready to Write

Ⓞ Read the story again and find the following.

1 Find every word that ends with "-est" and circle them.
2 Find every "I'm the" and underline them.

Ⓞ Look and write.

 She is the tallest girl.
 She is the smartest girl.
 She is the strongest girl.

Read & Write

Read the survey below and write.

There are many students at King Elementary School. The students are all different from each other. Write the longest hair. Write the shortest hair. Write the tallest girl. Write the shortest girl. Write the strongest girl. Write the funniest girl.

Unit 08

Great People

Topic	Great People
Language Point	[when + past tense]
Objectives	<ol style="list-style-type: none"> 1. Students will be able to read and fully understand the main text. 2. Students will be able to understand the target pattern — [when + past tense]. 3. Students will be able to write an essay about a great person using their own ideas in a proper manner.
Key Vocabulary	hardworking, wife, general, president, remember
Teaching Materials	flashcards

Introduction

Start the class by saying:

- Ⓣ - Good morning, everyone. (Good morning.)
- How's it going? (→ It's going okay. / I'm not well.)
- What day is it? (→ It is Tuesday.)
- What did you do yesterday? (→ I went to the library to study English.)

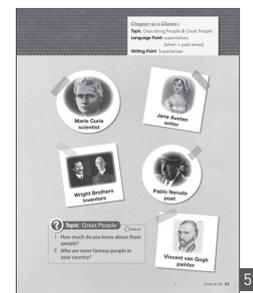
Review and Warm Up

1. Review of the previous unit

- a. Ask some questions about the last lesson.
 - Ⓣ - What does the king want? (→ He wants the best people.)
 - What is he like? (→ He is so greedy.)
 - Who is the tallest? (→ The athlete is the tallest.)
- b. Write the sentences down on the board: I'm smartest witch. He has the strong arms. She is the happiest king on Earth.
 - Ⓣ Can somebody come out and correct the sentences, please?
(→ I'm the smartest witch. He has the strongest arms. He is the happiest king on Earth.)

2. Preview of the lesson

- a. Introduce the main features of unit 08, such as topic, language point, and writing point, using Chapter at a Glance.
- b. Have students look at the pictures on page 57 and encourage them to say as much as they can about the pictures.
- c. Play track 21 and have students repeat each word.
- d. Have students answer the questions about great people.
 - Ⓣ - How much do you know about these people?
(→ I don't know much about them.)



- Who are some famous people in your country?
(→ There are many famous people in my country: Admiral Yi Sun-sin, Sejong the Great, Kim Koo, etc. Sejong the Great is very famous. He created Hangul.)

Presentation

1. Picture Talk

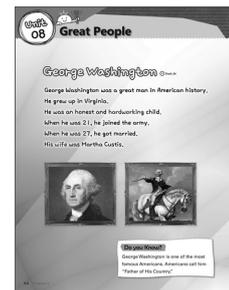
- Have students talk freely about the pictures on pages 64-65 before reading.
 - Ⓣ - What can you see? (→ I can see some portraits and a statue of a man.)
 - Do you know whose portrait it is? (→ Yes, it is George Washington's.)
 - Whose statue is it? (→ It is George Washington's.)

2. Talk & Read

- Read the title of the story aloud and have students repeat after you.
- Play track 24 and have students follow silently in their books.
- Ask students about what they heard.
- Read through the story and have students repeat, line by line.
- Talk about the story with students.
 - Ⓣ - Where did he grow up? (→ He grew up in Virginia.)
 - When did he get married? (→ He got married when he was 27.)
 - What did he become when he was 43? (→ He became a general in the army.)
 - What did he become when he was 57?
(→ He became the first president of the United States.)
- Have students read the sentences in Do You Know? on page 64 and explain it to them if needed.
- Ask them what genre the story is and have them read the sentences in Genre on page 65.
- Play track 24 one more time and ask students to read the passage out loud all together.

3. Vocabulary

- Introduce the new words: hardworking, wife, general, president, and remember.
- Have students look at the pictures of the key vocabulary words.
- Ask students the meanings of the words, and then explain the meaning of any vocabulary students are not familiar with.
- Play track 25 and have them repeat the words.
- List the words on the board, and check the spelling of each word.
- Point to one of the words on the board randomly and tell students to shout out the word.
- Continue until all the words have been reviewed.
- Play a memory game or matching game with flashcards to reinforce students' understanding.



Practice

1. Read & Check

- Read through the questions as a class before answering them.
- Have students read the main story one more time. Encourage them to read the story by themselves.
- Give students a few minutes to find the answers.
- Check the answers together.
(→ A. @ B. 1. © 2. @ C. @)
- Ask students what the answers are.

- Ⓣ - Let's have a look at question A, what's the main topic of the story? This story shows the life of George Washington, so the main topic of this story is @.
- What kind of child was George Washington? (→ He was honest.)
 - What did George Washington NOT do? (→ He didn't write a book.)
 - What's the answer in C? (→ George Washington is a famous man.)
 - How do you know? Which sentence in the story gives you that answer?
(→ Look at the last sentence on page 65. "In 1799, he died, but a lot of people still remember him.")

2. Identifying Words

- Have students read out the words in the purple box.
- Have them write the words from the box in the blanks.
- Check the answers.
(→ 1. hardworking 2. president 3. wife 4. general 5. remember)

3. Skill-Up

- Ask some questions about "sequencing."
- Ⓣ Sequencing events means putting activities in order from the beginning to the end. Can you put the events in the correct order?
- Have students read the sentences below and find the answers.
 - Check the answers together.
(→ 4 - 3 - 5 - 6 - 2 - 1)

4. Ready to Write

- Have students find every "when" in the main text and circle them.
- Ⓣ Can you tell me where it is?
- Ask them to find every age in the main text and underline them.
- Ⓣ Can you read what you underlined? (→ 21, 27, 43 and 57.)
- Introduce the language point to students: [when + past tense].

when + past tense

- We use the past tense to talk about the past.
- We use the past tense in the main clause as we use the past tense in the "when" clause.

- Ⓣ Can you find the sentences using "when" in the story?
(→ Yes. When he was 21, he joined the army. When he was 27, he got married....)

Identifying Words

- This is the opposite of "lazy".
- This is the leader of an army.
- This is the leader of a country.
- This is the opposite of "to forget".
- This is a woman. She is married to her husband.

president remember hardworking general wife

Skill-Up

Sequencing Events: Sequencing means putting activities in order from the beginning to the end.

Read the passage again. Then put the events in the correct order.

- George Washington becomes a general in the army.
- George Washington gets married.
- George Washington becomes the president of the United States.
- George Washington dies.
- George Washington joined the army.
- George Washington grew up in Virginia.

67

Ready to Write

Read the passage again and find the following.

- Find every "when" and circle them.
- Find every age and underline them.

Look and write

Ⓣ He 21, travel around the world.
Ⓣ When he was 27, he travelled around the world.

Ⓣ He 43, became the president.
Ⓣ

Ⓣ He 27, got married.
Ⓣ

Read the essay before you write.

William Shakespeare was born in 1564.
When he was 18, he got married.
When he was 21, he moved to London.
When he was 28, he wrote his first play.
Shakespeare wrote more than 30 plays in his life.
In 1616, Shakespeare died.
But many people say he is the greatest writer in history.

68

2. Check-up

- Have students read the sentences and answer the questions in number 1.
- Have students correct the mistakes in the sentences in number 2.
- Check the answers together.

3. Make It Yours

- For number 1, have students check if they used the superlative adjectives correctly.
- For number 2, have students read the sentences in the box and answer the questions.
- Check the answers together.

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Wrap Up

1. Review what students have learned today.

- Ask students to make a sentence using [when + past tense].
- After he/she has answered, he/she chooses another student to ask.
 - Ⓟ Sam, "when I was 10."
 - Ⓞ When I was 10, I traveled to Europe with my family. Mary, "when I was 11."
 - Ⓞ When I was 11, I visited Seoul Museum. Alex, "when I was 15."

2. Assign homework and close the lesson.

- Inform students that they should answer the questions on pages 22 to 24 in their workbooks.
- Give praise to your students and finish the lesson.
 - Ⓟ - You did very well.
 - We'll have to stop here.
 - See you again next week.

22

23

24

Topic	Various Flowers
Language Point	[be + p.p.]
Objectives	<ol style="list-style-type: none"> 1. Students will be able to read and fully understand the main text. 2. Students will be able to understand the target pattern — [be + p.p.]. 3. Students will be able to write a play about flowers using their own ideas in a proper manner.
Key Vocabulary	flower garden, water, pull up, weed, sunflower
Teaching Materials	flashcards

Introduction

Start the class by saying:

- Ⓣ - Hi, everyone. (↔ Hi, Mr./Ms. [Surname]!)
 - What's the weather like? (↔ It's hot and sunny.)
 - Do you like sunny days? (↔ Yes, I do.)
 - I hope you are all ready for your English lesson.

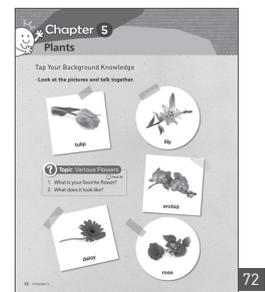
Review and Warm Up

1. Review of the previous unit

- a. Ask some questions about the last lesson.
 - Ⓣ - What kind of child was George Washington? (↔ He was honest and hardworking.)
 - What did he do when he was 27? (↔ He got married.)
 - What did he become when he was 57? (↔ He became the first president of the United States.)
- b. Write the sentences down on the board: When he is 21, he got married. When I was 25, I join the army. When she was 35, she has a baby.
 - Ⓣ Is there anyone who can correct the sentences? (↔ When he was 21, he got married. When I was 25, I joined the army. When she was 35, she had a baby.)

2. Preview of the lesson

- a. Introduce the main features of unit 09, such as topic, language point, and writing point, using Chapter at a Glance.
- b. Have students look at the pictures on page 72 and encourage them to say as much as they can about the pictures.
- c. Play track 26 and have students repeat each word.
- d. Have students answer the questions about various flowers.



- Ⓣ - What is your favorite flower? (→ I love yellow sunflowers.)
 - What do they look like? (→ They look like the sun.)

Presentation

1. Picture Talk

- a. Have students talk freely about the pictures on pages 74-75 before reading.

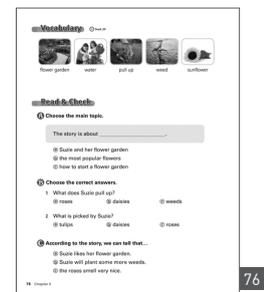
- Ⓣ - What flowers are growing in the garden?
 (→ Roses, tulips, daisies, and sunflowers.)
 - What is the girl doing to the roses? (→ She is watering them.)
 - What is she doing around the tulips? (→ She is pulling up some weeds.)
 - What is she doing around the sunflowers? (→ She is planting some seeds.)

2. Talk & Read

- a. Read the title of the story aloud and have students repeat after you.
 b. Play track 28 and have students follow silently in their books.
 c. Ask students about what they heard.
 d. Read through the story and have students repeat, line by line.
 e. Talk about the story with students.
 Ⓣ - Where is Suzie? (→ She is in her flower garden.)
 - What flowers are there? (→ There are roses, tulips, daisies, and sunflowers.)
 - What flowers does she water? (→ She waters her roses.)
 - What is planted by Suzie? (→ She plants some sunflowers.)
 - What does she pick? (→ She picks a few daisies.)
 f. Have students read the sentences in Do You Know? on page 74 and explain it to them if needed.
 g. Ask them what genre the story is and have them read the sentence in Genre on page 75.
 h. Play track 28 one more time and ask students to read the passage out loud all together.

3. Vocabulary

- a. Introduce the new words: flower garden, water, pull up, weed, and sunflower.
 b. Have students look at the pictures of the key vocabulary words.
 c. Ask students the meanings of the words, and then explain the meaning of any vocabulary students are not familiar with.
 d. Play track 29 and have them repeat the words.
 e. List the words on the board, and check the spelling of each word.
 f. Point to one of the words on the board randomly and tell students to shout out the word.
 g. Continue until all the words have been reviewed.
 h. Play a memory game or matching game with flashcards to reinforce students' understanding.



Practice

1. Read & Check

- Read through the questions as a class before answering them.
- Have students read the main story one more time. Encourage them to read the story by themselves.
- Give students a few minutes to find the answers.
- Check the answers together.
(→ A. @ B. 1. © 2. @ C. @)
- Ask students what the answers are.
 - Ⓣ - What's the main topic of the story? This story shows Suzie's flower garden, so the main topic of this story is @.
 - Look at the first question in B. What does Suzie pull up? (→ She pulls up weeds.)
 - What's the second question in B? What is picked by Suzie?
(→ Daisies are picked by her.)
 - What can you tell according to the story? (→ Suzie likes her flower garden.)
 - How do you know? Which sentence in the story gives you that answer?
(→ Look at the first and second sentences on page 74. "Suzie visits her flower garden in the morning. She goes there to have a great time.")

2. Identifying Words

- Have students read out the words in the purple box.
- Have them write the words from the box in the blanks.
- Write the answers on the board and read them out again.
(→ 1. sunflower 2. water 3. weed 4. flower garden 5. pull up)

3. Skill-Up

- Ask some questions about "the five W's" in the story.
 - Ⓣ The five W's refer to the question words where, when, what, who, and why. Who goes to the flower garden? (→ Suzie.)
- Have them write their answers, and then check the answers together.
(→ 1. Suzie 2. in the morning 3. roses, tulips, daisies, and sunflowers 4. her flower garden 5. to water her roses, to pull up some weeds, to pick up a few daisies and to plant some sunflowers)

4. Ready to Write

- Have students find every "is/are + -ed" in the main text and circle them.
 - Ⓣ Can you tell me where it is?
- Ask them to find every flower in the main text and underline them.
 - Ⓣ Can you read what you underlined? (→ Roses, tulips, daisies, and sunflowers.)
- Introduce the language point to students: [be + p.p.].

be + p.p.

- We use [be + p.p. (past participle)] in the passive voice.
- Passive voice is used when we focus on the action.
- We make the past participle forms of regular verbs by adding *-ed* to them.

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78

- Ⓟ Can you find “be + p.p.” in the story?
(→ Yes. Is visited, are watered, are pulled up, are picked, are planted.)
- d. Write down “The roses are watered.” on the board, and then ask students further questions so they become more fully aware of the target grammar pattern.
- Ⓟ This is the passive voice. In this sentence, the narrator focuses on the fact that the roses are watered. But it is not important who is doing the action. We use [be + p.p.] in the passive voice “are watered.” Can you tell me more sentences using [be + p.p.] in this sentence?
(→ Yes. The flower garden is visited by Suzie. Some weeds around the tulips are pulled up....)
- e. Write down a few incorrect sentences on the board, and then ask students to correct them in pairs.
e.g. A few daisies are pick. Some flowers are planting. The roses watered.
- f. Have students look at the first picture in B and demonstrate how to write the answer correctly.
- g. Encourage students to try out the rest of the questions by themselves.
- h. Check the answers as a class.
(→ 2. Some daisies are watered. 3. Some orchids are picked.)

5. Read & Write

- a. Have students read Model Writing and ask some questions about the text.
- Ⓟ - What genre is it? (→ It is a play.)
- Which flower was watered by Tracy? (→ The tulip.)
- When was the sunflower planted? (→ It was planted last week.)
- b. Read the sentences in Model Writing, pausing after each one, and have students repeat.
- c. Explain the meanings of the new words in Model Writing.
- d. Ask students to have a look at section A and ask some questions about the task.
- Ⓟ - What flowers can you see?
- What are the people doing in the flower garden?
- e. After completing section A, encourage students to write sentences about the picture in section B.
- f. Monitor students and help them write the sentences properly.
- g. After the activity, tell students to read their work to the class.



Wrap Up

1. Review what students have learned today.

a. Ask students to make a sentence using [be + p.p.].

- Ⓓ Tom, plant.
- Ⓔ Some roses are planted. Mary, water.
- Ⓕ Some sunflowers are watered. Alex, pick.

2. Assign homework and close the lesson.

a. Inform students that they should answer the questions on pages 25 to 27 in their workbooks.

b. Give praise to your students and finish the lesson.

- Ⓓ - You guys are doing a good job, today.
- It's almost time to stop.
- You can go now.
- Goodbye.

Chapter 5
Unit 02 Flowers

A Unscramble the words.

1.  c h i r e 2.  i f a t e

3.  i l l y 4.  a d i e

B Read and choose the words that have the same meanings.

1. This is a bad place to have many flowers.
Ⓐ sunflower Ⓑ weed Ⓒ water Ⓓ flower garden

2. This is a bad place to have a flower garden.
Ⓐ weed Ⓑ sleep Ⓒ sunflower Ⓓ water

3. This means "to remove from the ground".
Ⓐ flower garden Ⓑ pull up Ⓒ water Ⓓ sunflower

4. This means "to give flowers water".
Ⓐ water Ⓑ cover Ⓒ weed Ⓓ pull up

5. This is a tall yellow flower.
Ⓐ weed Ⓑ sunflower Ⓒ water Ⓓ pull up

25

C Write an "O" for the correct sentences and write an "X" for the wrong sentences.

1. Some roses are plants.

2. A few daisies are picked by Paula.

3. The roses watered.

4. Some weeds are pull up.

5. The flower garden is visited by Chris this morning.

6. Some sunflowers garden.

7. The daisies water by her.

D Rewrite the sentences in C. If there are any mistakes, correct them.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

26

E Listen and fill in the blanks by using the word box.

In the Garden

Suzie ¹ _____ her flower garden in the morning.
She goes there to have a good time.
She waters ² _____ roses.
She ³ _____ up some weeds around the bulbs.
She picks a ⁴ _____ daisies, and then she plants some sunflowers.
Suzie has a ⁵ _____ garden.
The flower ⁶ _____ is visited by Suzie in the morning.
The roses are ⁷ _____.
Some weeds around the tulips are pulled ⁸ _____.
A few daisies are picked, and then some ⁹ _____ are planted.
¹⁰ _____ is nice garden Suzie had!

Word Box

11 visits her garden sunflowers
watered watered pull her what

27

Topic	Trees
Language Point	prepositional verbs in the passive
Objectives	<ol style="list-style-type: none"> 1. Students will be able to read and fully understand the main text. 2. Students will be able to understand the target pattern — prepositional verbs in the passive. 3. Students will be able to write a report about trees using their own ideas in a proper manner.
Key Vocabulary	needle, seed, pine cone, region, scratch
Teaching Materials	flashcards

Introduction

Start the class by saying:

- Ⓣ - Good afternoon, everyone. (→ Good afternoon.)
- What date is it today? (→ It is August 28.)
- How's the weather today? (→ It's cold and stormy.)
- How are you doing today? (→ I am doing well. / I'm not bad.)

Review and Warm Up

1. Review of the previous unit

a. Ask some questions about the last lesson.

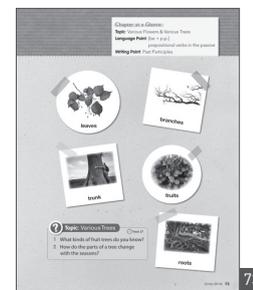
- Ⓣ - When does Suzie visit her flower garden? (→ She visits there in the morning.)
- What flowers are there? (→ There are roses, daisies, sunflowers, and tulips.)
- What flowers are watered? (→ Roses are watered.)
- What does she plant? (→ She plants some sunflowers.)

b. Write the sentences down on the board: Some weeds are pull up. A few daisies picked. The sunflowers are watering.

- Ⓣ Can somebody come out and correct the sentences, please?
(→ Some weeds are pulled up. A few daisies are picked. The sunflowers are watered.)

2. Preview of the lesson

- a. Introduce the main features of unit 10, such as topic, language point, and writing point, using Chapter at a Glance.
- b. Have students look at the pictures on page 73 and encourage them to say as much as they can about the pictures.
- c. Play track 27 and have students repeat each word.
- d. Have students answer the questions about various trees.



- Ⓣ - What kinds of fruit trees do you know?
(→ I know apple trees, pear trees, tree tomatoes, etc.)
- How do the parts of a tree change with the seasons?
(→ The green leaves turn yellow, red, or gold in autumn.)

Presentation

1. Picture Talk

- a. Have students talk freely about the pictures on pages 80-81 before reading.

- Ⓣ - What kinds of trees do you see? (→ I see a pine tree and a rubber tree.)
- What else do you see on page 80? (→ I see pine seeds and a pine cone.)

2. Talk & Read

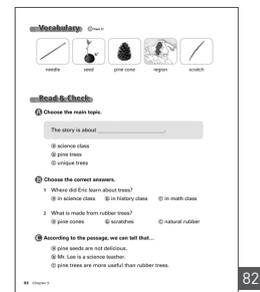
- a. Read the title of the story aloud and have students repeat after you.
b. Play track 30 and have students follow silently in their books.
c. Ask students about what they heard.
d. Read through the story and have students repeat, line by line.
e. Talk about the story with students.

- Ⓣ - What did the narrator learn in science class? (→ He/She learned about trees.)
- What are pine trees covered with?
(→ They are covered with needle-shaped leaves.)
- Where are the pine seeds? (→ They are in the pine cones.)
- Where does rubber milk come from?
(→ It comes from the trunks of rubber trees.)
- What is made from this milk? (→ Natural rubber.)

- f. Have students read the sentences in Do You Know? on page 80 and explain it to them if needed.
g. Ask them what genre the story is and have them read the sentences in Genre on page 81.
h. Play track 30 one more time and ask students to read the passage out loud all together.

3. Vocabulary

- a. Introduce the new words: needle, seed, pine cone, region, and scratch.
b. Have students look at the pictures of the key vocabulary words.
c. Ask students the meanings of the words, and then explain the meaning of any vocabulary students are not familiar with.
d. Play track 31 and have them repeat the words.
e. List the words on the board, and check the spelling of each word.
f. Point to one of the flashcards and tell students to shout out the word.
g. Continue until all the words have been reviewed.
h. Play a memory game or matching game with flashcards to reinforce students' understanding.



Practice

1. Read & Check

- Read through the questions as a class before answering them.
- Have students read the main story one more time. Encourage them to read the story by themselves.
- Give students a few minutes to find the answers.
- Check the answers together.
(→ A. ③ B. 1. ② 2. ⑥ C. ⑥)
- Ask students what the answers are.

- ① - This story shows interesting trees like pine trees and rubber trees, so the main topic of this story is ③.
- Look at the first question in B. Where did Eric learn about trees?
(→ In science class.)
 - What's the second question in B? What is made from rubber trees? (→ Scratches.)
 - What can you tell according to the story? (→ Mr. Lee is a science teacher.)
 - Which sentence in the story gives you that answer?
(→ Look at the first and second sentences on page 80. "I learned about trees in science class. Mr. Lee informed us about some interesting trees.")

2. Identifying Words

- Have students read out the words in the purple box.
- Have them write the words from the box in the blanks.
- Check the answers.
(→ 1. seed 2. pine cone 3. region 4. scratch 5. needle)

3. Skill-Up

- Talk about "fact and opinion" and ask some questions.

① - A fact is something that is true. An opinion is someone's idea or feeling. I am going to read a sentence from the story. Can you tell me if it is a 'fact' or an 'opinion'? "I think both trees are helpful in our lives." (→ It is an opinion.)

 - "Pine seeds are found in pine cones." (→ It is a fact.)
- Have students read and choose.
- Have them write their answers, and then check the answers together.
(→ 1. O 2. F 3. F 4. O 5. F)

4. Ready to Write

- Have students find every "with," "in," and "from" in the main text and circle them.

① Can you tell me where they are?
- Ask them to find every type of tree in the main text and underline them.

① Can you read what you underlined? (→ Pine trees and rubber trees.)
- Introduce the language point to students: prepositional verbs in the passive.

prepositional verbs in the passive

- We use normally the preposition "by" to introduce a passive object. But some verbs need other prepositions instead of "by" in the passive.
- We use prepositional verbs in the passive: be covered with, be found in, be made from, be filled with, etc.

Identifying Words

- This is a part of a plant. _____
- This is a part of a pine tree. It has pine seeds. _____
- This is an area of land. _____
- This is a sharp mark like a line. _____

seed seed needle pine cone region

Skill-Up

Fact and Opinion: A fact is something that is true. An opinion is someone's idea or feeling.

Read the passage again. Then, write F for fact or O for opinion for each sentence.

- I think both trees are helpful in our lives. _____
- Pine seeds are found in pine cones. _____
- Pine trees are covered with needle-shaped leaves. _____
- Rubber trees are grown more widely. _____
- Pine seeds are used for making in some regions. _____

Ready to Write

Read the passage again and find the following.

- Find every "with," "in," and "from" and circle them.
- Find every type of tree and underline them.

Look and write.

Apple tree, filled with, apple
① The apple trees are filled with apples.

Pine tree, found in, Canada
① _____

Rubber tree, covered with, shiny blossoms
① _____

Read & Write

Read the report before you write.

There are many kinds of trees in the world.
The tropical trees are filled with blossoms.
This is a pine tree.
The tropical trees are covered with beautiful flowers.
This is an orchard.
I think all of these trees are amazing.

- Ⓣ Can you find the sentences using the passive voice in the story? (→ Yes. Pine trees are covered with needle-shaped leaves. Pine seeds are found in pine cones....)
- d. Write down "Pine trees are covered with needle-shaped leaves." on the board, and then ask students further questions so they become more fully aware of the target grammar pattern.
- Ⓣ - We use normally the preposition "by" to introduce the passive object. But some verbs need other prepositions instead of "by" in the passive. We can use prepositional verbs in the passive. What is the prepositional verb in this sentence? (→ It is "are covered with.")
- Good. Can you find more prepositional verbs in the story?
(→ Yes, There is "be found in" and "be made from.")
- e. Write down a few incorrect sentences on the board, and then ask students to correct them in pairs.
- e.g. Pine trees covered by needle-shaped leaves. It is made of this milk. Pine seeds are found on pine cones.
- f. Have students look at the first picture in B and demonstrate how to write the answer correctly.
- g. Encourage students to try out the rest of the questions by themselves.
- h. Check the answers as a class.
(→ 2. The maple trees are found in Canada. 3. The cherry trees are covered with cherry blossoms.)

5. Read & Write

- a. Have students read Model Writing and ask some questions about the text.
- Ⓣ - What genre is it? (→ It is a report.)
- What kinds of trees are there in this report?
(→ There are chestnut trees and dogwood trees.)
- b. Read the sentences in Model Writing, pausing after each one, and have students repeat.
- c. Explain the meanings of the new words in Model Writing.
- d. Ask students to have a look at section A and ask some questions about the task.
- Ⓣ - What trees are there?
- What is special about these trees?
- What do you want to write about?
- e. After completing section A, encourage students to write sentences with their ideas in section B.
- f. Monitor students and help them write the sentences properly.
- g. After the activity, tell students to read their reports to the class.

Ⓣ Look at the trees. What is special about these trees? Choose three of them you want to write about.

pine tree / needle-shaped leaves	maple tree / found in Canada	orange tree / fruit with orange
cherry tree / covered with cherry blossoms	chestnut tree / found in the eastern United States	dogwood tree / fruit with spots

Ⓣ Now, write your own report. Include your own opinion of each tree. Then, read it to the class.

Name	Tree	Opinion

Writing Point 5

1. Learning point

- Talk about when and why we use the past participle forms.
- Introduce the learning points to students.

Past Participles

- You can make the past participle forms of regular verbs by adding *-ed* to them.
- The past participle forms of irregular verbs do not end with *-ed*. They have different endings.

2. Check-up

- Have students read the sentences and answer the questions in number 1.
- Have students read the sentences and answer the questions in number 2.
- Check the answers together.

3. Make It Yours

- For number 1, check if students used past participles correctly on page 85.
- For number 2, have students read the sentences in the box and answer the questions.
- Check the answers together.

WRITING POINT 5

Past Participles

You can make the past participle forms of regular verbs by adding *-ed* to them.

The past participle forms of irregular verbs do not end with *-ed*. They have different endings.

Check the past participles in the sentences. Then, write them on the lines.

- Some verbs are planted in the ground. _____
- The pine trees are covered with needles. _____
- The seeds are pulled up by the gardeners. _____
- The plants are watered by the gardeners. _____
- The weeds are pulled up by the gardeners. _____
- The garage is cleaned by Mike. _____

86

WRITING POINT 5

Past Participles

Correct the mistakes in the underlined words. Then, rewrite the sentences on the lines.

- Some flowers are water by her. _____
- Maple trees are cover with red leaves. _____
- The seeds are pull up by the gardeners. _____
- The plants are water by the gardeners. _____
- Redwood are find in the United States. _____

Check page 86. Did you use past participles correctly?

Yes No

Correct the sentences in the box below. Then, match them with the right pictures.

- The garden is clean by Tom. _____
- The flowers are water by Lisa. _____
- The birds are find in the forest. _____

87

Wrap Up

1. Review what students have learned today.

- Write some sentences using prepositional verbs with blanks on the board.
 - e.g. Pine trees are covered _____ needle-shaped leaves.
- Ask students to come up the board and fill in the blanks.
- After he/she has answered, he/she chooses another student to ask.

2. Assign homework and close the lesson.

- Inform students that they should answer the questions on pages 28 to 30 in their workbooks.
- Give praise to your students and finish the lesson.

- Ⓣ - Let's call it a day.
- You guys are doing an excellent job.
- Keep up the good work.

Chapter 5
Unit 10 Trees

Find and circle the words. Then, write them.

- breakdownbranches
- breakdownbranches
- needle-shapedleaves
- lookingthroughmagnifying

Read and choose the words that have the same meanings.

- This is part of a pine tree. It has pine seeds.
 - needle seed pine cone branch
- This is a part of a pine tree.
 - seed region branch needle
- This is a sharp needle-like object.
 - region pine cone needle branch
- This is an area of land.
 - pine cone needle seed region

28

Chapter 5
Unit 10 Trees

Write an 'O' for the correct sentences and write an 'X' for the wrong sentences.

- Redwoods are found with the western United States.
- Natural rubber is made from rubber milk.
- The orange trees are covered with oranges.
- The pine trees are covered with needles.
- Pine cones are found in pine cones.
- Rubber trees are found with Thailand.
- The apple trees are filled with apples.

Re-write the sentences in C. If there are any mistakes, correct them.

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

29

Chapter 5
Unit 10 Trees

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

Unique Trees

Today, I learned about trees in _____ class. Mr. Lee _____ us about some interesting trees. For _____, pine trees are covered with needle-shaped leaves. They don't have any side _____. Pine _____ are found in pine cones. These seeds are _____ for cooking in some regions. Rubber trees are even more _____. Apples make a scratch on the _____, then rubber milk comes from it. Natural rubber is _____ from this milk. I think both trees are _____ in our lives.

Word Bank

example helpful track work vintage
bent ocean increased avoid used

30

Unit 11

Opinions about Movies

Topic	Opinions about Movies
Language Point	because
Objectives	<ol style="list-style-type: none"> 1. Students will be able to read and fully understand the main text. 2. Students will be able to understand the target pattern — because. 3. Students will be able to write a movie review using their own ideas in a proper manner.
Key Vocabulary	scene, horrifying, ghost, dislike, characters
Teaching Materials	flashcards

Introduction

Start the class by saying:

- Ⓣ - Hi, everyone. (→ Hi, Mr./Ms. [Surname]!)
 - How was your weekend? (→ It was great. / I didn't do anything special.)
 - Did you have a good time? (→ Yes, I did.)
 - How are you feeling today? (→ I feel great.)

Review and Warm Up

1. Review of the previous unit

a. Ask some questions about the last lesson.

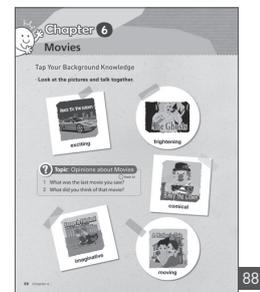
- Ⓣ - Where did the narrator learn about trees?
 - (→ He learned about them in science class.)
 - What are pine trees covered with?
 - (→ They are covered with needle-shaped leaves.)
 - What comes from rubber trees' trunks? (→ Rubber milk.)
 - What is made from this milk? (→ Natural rubber.)

b. Write the sentences down on the board: Natural rubber is made of this milk. The apple trees are filled by apples. Pine seeds are found on pine cones.

- Ⓣ Can somebody come out and correct the sentences, please?
 - (→ Natural rubber is made from this milk. The apple trees are filled with apples. Pine seeds are found in pine cones.)

2. Preview of the lesson

- Introduce the main features of unit 11, such as topic, language point, and writing point, using Chapter at a Glance.
- Have students look at the pictures on page 88 and encourage them to say as much as they can about the pictures.
- Play track 32 and have students repeat each word.
- Have students answer the questions about movies.



- Ⓣ - What was the last movie you saw? (→ I saw my last movie a month ago.)
- What did you think of that movie? (→ It was interesting.)

Presentation

1. Picture Talk

- a. Have students talk freely about the pictures on pages 90-91 before reading.

- Ⓣ - What can you see? (→ I can see children, a camera, a desk, a mike, a cup, etc.)
- What do you think the children are doing? (→ I think they are talking.)
- Who is the boy with the mike? (→ He is an interviewer.)
- Who is the man with the camera? (→ He is a cameraman.)

2. Talk & Read

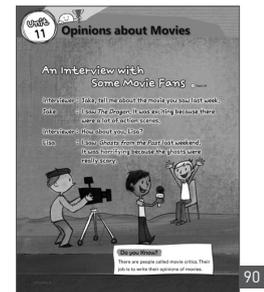
- a. Read the title of the story aloud and have students repeat after you.
 b. Play track 34 and have students follow silently in their books.
 c. Ask students about what they heard.
 d. Read through the story and have students repeat, line by line.
 e. Talk about the story with students.

- Ⓣ - What kind of movie did Jake see last week? (→ He saw *The Dragon*.)
- How was it? (→ It was exciting.)
- What did Lisa think of *Ghosts from the Past*? (→ She thought it was horrifying.)
- Why is that? (→ Because the ghosts were really scary.)

- f. Have students read the sentences in Do You Know? on page 90 and explain it to them if needed.
 g. Ask them what genre the story is and have them read the sentences in Genre on page 91.
 h. Play track 34 one more time and ask students to read the passage out loud all together.

3. Vocabulary

- a. Introduce the new words: scene, horrifying, ghost, dislike, and characters.
 b. Have students look at the pictures of the key vocabulary words.
 c. Ask students the meanings of the words, and then explain the meaning of any vocabulary students are not familiar with.
 d. Play track 35 and have them repeat the words.
 e. List the words on the board, and check the spelling of each word.
 f. Point to one of the words on the board randomly and tell students to shout out the word.
 g. Continue until all the words have been reviewed.
 h. Play a memory game or matching game with flashcards to reinforce students' understanding.



Practice

1. Read & Check

- Read through the questions quickly as a class before answering them.
- Have students read the main story one more time. Encourage them to read the story by themselves.
- Give students a few minutes to find the answers.
- Check the answers together.
(→ A. Ⓒ B. 1. Ⓔ 2. Ⓐ C. Ⓒ)
- Ask students what the answers are.

- Ⓓ - Let's have a look at question A, what's the main topic of the story? This story shows interviews with three children about movies, so the main topic of this story is Ⓒ.
- Look at the first question in B. What did Jake think of *The Dragon*?
(→ It was exciting.)
 - What's the second question in B? Why did Monique think the movie was NOT great? (→ The characters were boring.)
 - What can you tell according to the story?
(→ Monique will not recommend *Last Ticket to L.A.* to her friends.)
 - How do you know? Which sentence in the story gives you that answer?
(→ Look at the last sentence on page 91. "I disliked it because all the characters were very boring.")

2. Identifying Words

- Have students read out the words in the purple box.
- Have them write the words from the box in the blanks.
- Write the answers on the board and read them out again.
(→ 1. horrifying 2. ghost 3. characters 4. dislike 5. scene)

3. Skill-Up

- Ask some questions about "topic sentences and supporting sentences" in a story.
 - Ⓓ The topic sentence tells you the main idea of the passage. The supporting sentences have detailed information about the topic. What is the topic sentence of the story?
(→ Tell me about the movie you saw last week.)
- Have them write their answers, and then check the answers together.
(→ 1. there were a lot of action scenes 2. the ghosts were really scary 3. all the characters were very boring)

4. Ready to Write

- Have students find every "because" in the main text and circle them.
 - Ⓓ Can you tell me where it is?
- Ask them to find every movie opinion in the main text and underline them.
 - Ⓓ Can you read what you underlined? (→ Exciting, horrifying, and boring.)
- Introduce the language point to students: because.

Identifying Words

- This means the same as "scary".
- This is the spirit of a dead person.
- These are the people or others appearing in a movie or book.
- This is the opposite of "to like".
- This is a small part of a movie, play, or book.

dislike characters scene horrifying ghost

Skill-Up

Identifying a Topic Sentence and Supporting Sentences:
Read the passage, look for the topic sentence of the passage. The supporting sentences have detailed information about the topic.

Read the story again. Then, fill in the blanks.

Identifying a Topic Sentence: Tell me about the movie you saw last week.

- Jake's was exciting because _____
- Monique thinks the movie was _____
- Monique's _____ because _____

93

Ready to Write

Read the story again and find the following.

- Find every "because" and circle them.
- Find every opinion about a movie and underline them.

Look and write.

lightening, more scary sound
The movie was frightening because there were _____ scary sound effects.

horrified, a lot of funny characters

exciting, many action scenes

Read & Write

Read the movie review before you write.

A Movie Review of *The Four Aces*
By Paul Bourton

I love *The Four Aces*. It was about an alien on the Earth.
The alien met many people.
It was exciting because the alien was interesting.
I was excited because the alien was very good.
The last scene was moving because the movie was really sad.
I think you should watch the movie.

94

because

- “Because” is a subordinating conjunction. It joins a subordinate clause to a main clause.
- We use “because” when we tell the reason for something.

Ⓣ Can you find the sentences using “because” in the story?

(→ Yes. It was exciting because there were a lot of action scenes. It was horrifying because the ghosts were really scary. I disliked it because all the characters were very boring.)

d. Write down “It was exciting because there were a lot of action scenes.” on the board, and then ask students further questions so they become more fully aware of the target grammar pattern.

Ⓣ We use “because” when we tell the reason for something. Why was it exciting?

(→ Because there were a lot of action scenes.)

e. Write down a few incorrect sentences on the board, and then ask students to correct them in pairs.

e.g. It was exciting when there were a lot of action scenes. The movie was horrifying because there are many scary scenes. It is comical because there were a lot of funny characters.

f. Have students look at the first picture in B and demonstrate how to write the answer correctly.

g. Encourage students to try out the rest of the questions by themselves.

h. Check the answers as a class.

(→ 2. The movie was comical because there were a lot of funny characters. 3. The movie was exciting because there were many action scenes.)

5. Read & Write

a. Have students read Model Writing and ask some questions about the text.

- Ⓣ - What genre is it? (→ It is a movie review.)
- What is *The First Alien* about? (→ It is about an alien on Earth.)
 - Does the narrator like the movie? (→ Yes, he does.)

b. Read the sentences in Model Writing, pausing after each one, and have students repeat.

c. Explain the meanings of the new words in Model Writing.

d. Ask students to have a look at section A and ask some questions about the task.

- Ⓣ - What movie posters are there?
- What movie do you want to write about?

e. After completing section A, encourage students to write sentences with their ideas in section B.

f. Monitor students and help them write the sentences properly.

g. After the activity, tell students to read their work to the class.



Wrap Up

1. Review what students have learned today.

- Ask students about different types of movies.
- Ask students to make a sentence using “because.”
 - Ⓓ Tom. Do you like action movies?
 - Ⓔ Yes. I do.
 - Ⓙ Why do you like them?
 - Ⓢ Because they’re exciting.

2. Assign homework and close the lesson.

- Inform students that they should answer the questions on pages 31 to 33 in their workbooks.
- Give praise to your students and finish the lesson.
 - Ⓓ - I’m afraid it’s time to finish now.
 - You’ve done very well again.
 - See you later.

Chapter 6
Unit 11 Opinions about Movies

1 Unscramble the words.

1

2

2 Read and choose the words that have the same meaning.

1 This means the same as “fury.”
Ⓐ ghost Ⓑ horrifying Ⓒ some Ⓓ conceal

2 This is the opposite of “to be.”
Ⓐ dislike Ⓑ horror Ⓒ ghost Ⓓ horrifying

3 This is a small part of a movie, play, or book.
Ⓐ scene Ⓑ ghost Ⓒ conceal Ⓓ dislike

4 This is the part of a story.
Ⓐ horrifying Ⓑ dislike Ⓒ some Ⓓ ghost

5 There are the people or others appearing in a movie or book.
Ⓐ ghost Ⓑ characters Ⓒ dislike Ⓓ scene

31

3 Write an “O” for the correct sentence and write an “X” for the wrong sentence.

1 I was frightening because there were many scary scenes.

2 I loved conceal because it was very funny.

3 The movie was boring while the music was bad.

4 Horrifying because there were a lot of action scenes.

5 I loved being because the ghosts were really scary.

6 It was conceal because there were a lot of funny characters.

7 I disliked the movie if all the characters were boring.

4 Rewrite the sentences in C. If there are any mistakes, correct them.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

32

5 Listen and fill in the blanks by using the word box.

An Interview with Some Movie Fans

Interviewer: Take, “ _____ me about the movie you saw last week.”

Take: “I saw *The Shogun*. It was exciting.” _____ there were a lot of action _____.”

Interviewer: How “ _____ you, Lisa?”

Lisa: “I saw *Ghost* from the Fall last weekend. It was “ _____ because the ghosts were really “ _____.”

Interviewer: What “ _____ you see Pontique?”

Pontique: “I saw Last Ticket for L.A. It wasn’t great.”

Interviewer: Why do you “ _____?”

Pontique: “I “ _____ it because all the characters were very “ _____.”

Word Box

very scene dislike old horrifying
because about all boring sick

33

Topic	Movie World
Language Point	be going to
Objectives	<ol style="list-style-type: none"> 1. Students will be able to read and fully understand the main text. 2. Students will be able to understand the target pattern — be going to. 3. Students will be able to complete an interview paper using their own ideas in a proper manner.
Key Vocabulary	fans, act, shoot, film, plot
Teaching Materials	flashcards

Introduction

Start the class by saying:

- Ⓣ - Good afternoon, everyone. (↔ Good afternoon.)
 - How are things with you, James? (↔ I am good. How about you?)
 - Let's begin our lesson now.

Review and Warm Up

1. Review of the previous unit

a. Ask some questions about the last lesson.

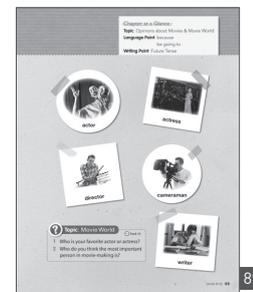
- Ⓣ - What did the children talk about? (↔ They talked about the movie they saw last week.)
 - What did Lisa think about the movie? (↔ It was horrifying.)
 - What was that? (↔ Because the ghosts were really scary.)
 - Why did Monique dislike the movie? (↔ Because all the characters were very boring.)

b. Write the following sentences down on the board: It was frightening for there were many scary scenes. It is comical where there are a lot of funny characters. It was exciting there are many action scenes.

- Ⓣ Can somebody come out and correct the sentences, please? (↔ It was frightening because there were many scary scenes. It was comical because there were a lot of funny characters. It was exciting because there are many action scenes.)

2. Preview of the lesson

- a. Introduce the main features of unit 12, such as topic, language point, and writing point, using Chapter at a Glance.
- b. Have students look at the pictures on page 89 and encourage them to say as much as they can about the pictures.
- c. Play track 33 and have students repeat each word.



d. Have students answer the questions about movies.

- Ⓣ - Who is your favorite actor or actress? (→ I like Tom Hanks because he is an amazing actor. He can play a kid in one movie and a soldier in another movie.)
- Who do you think the most important person in movie-making is? (→ I think the director is the most important person in movie-making.)

Presentation

1. Picture Talk

a. Have students talk freely about the pictures on pages 96-97 before reading.

- Ⓣ - What do the people have? (→ They have cameras.)
- What are the people doing? (→ They are making movies.)

2. Talk & Read

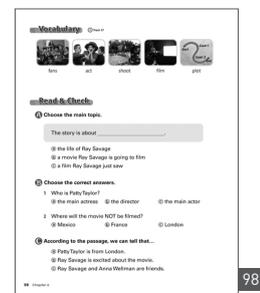
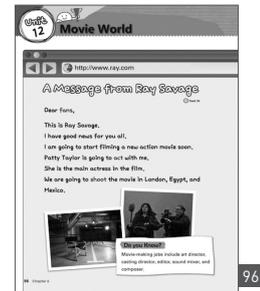
- a. Read the title of the story aloud and have students repeat after you.
- b. Play track 36 and have students follow silently in their books.
- c. Ask students about what they heard.
- d. Read through the story and have students repeat, line by line.
- e. Talk about the story with students.

- Ⓣ - What is Ray going to do soon?
(→ He is going to start filming a new action movie.)
- Who is the main actress in this film? (→ Patty Taylor.)
- Where are they going to shoot the movie?
(→ They are going to shoot it in London, Egypt, and Mexico.)
- Who is Anna Wellman? (→ She is a director.)

- f. Have students read the sentence in Do You Know? on page 96 and explain it to them if needed.
- g. Ask them what genre the story is and have them read the sentences in Genre on page 97.
- h. Play track 36 one more time and ask students to read the passage out loud all together.

3. Vocabulary

- a. Introduce the new words: fans, act, shoot, film, and plot.
- b. Have students look at the pictures of the key vocabulary words.
- c. Ask students the meanings of the words, and then explain the meaning of any vocabulary students are not familiar with.
- d. Play track 37 and have them repeat the words.
- e. List the words on the board, and check the spelling of each word.
- f. Point to one of the words on the board randomly and tell students to shout out the word.
- g. Continue until all the words have been reviewed.
- h. Play a memory game or matching game with flashcards to reinforce students' understanding.



Practice

1. Read & Check

- Read through the questions as a class before answering them.
- Have students read the main story one more time. Encourage them to read the story by themselves.
- Give students a few minutes to find the answers.
- Check the answers together.
(→ A. ⑥ B. 1. ③ 2. ⑥ C. ⑥)
- Ask students what the answers are.

- Ⓣ - Let's have a look at question A, what's the main topic of the story? This story shows Ray's message about his movie, so the main topic of this story is ⑥.
- Look at the first question in B. Who is Patty Taylor? (→ She is the main actress.)
 - What's the second question in B? Where will the movie NOT be filmed? (→ France.)
 - What can you tell according to the story? (→ Ray Savage is excited about the movie.)
 - How do you know? Which sentence in the story gives you that answer? (→ Look at the third sentence on page 97. "I can't wait to get started.")

2. Identifying Words

- Have students read out the words in the purple box.
- Have them write the words from the box in the blanks.
- Write the answers on the board and read them out again.
(→ 1. shoot 2. film 3. act 4. fans 5. plot)

3. Skill-Up

- Talk about the skill "summarizing" in the story.
 - Ⓣ Summarizing is making a long passage short. To write a good summary, readers need to find the important points of the passage.
- Have students read and fill in the blanks with the correct words.
- Check the answers together.
(→ movie, Patty Taylor, shoot, Mexico, direct, wait)

4. Ready to Write

- Have students find every "am/are/is + going to" in the main text and circle them.
 - Ⓣ Can you tell me where they are?
- Ask them to find every word after "going to" in the main text and underline them.
 - Ⓣ Can you read what you underlined? (→ Start, act, shoot, direct, and love.)
- Introduce the language point to students: be going to.

be going to

- We use the future tense to talk about events that will happen in the future.
- We make the future tense by using "be going to."
- We use the base form of the verb after "be going to."

- Ⓣ Can you find the sentences using "be going to" in the story?
(→ Yes. I am going to start filming a new action movie soon. We are going to shoot the movie in London, Egypt, and Mexico...)

Identifying Words

- This means "to make a movie by using a camera".
- This is another word for "viewer".
- This means "to perform".
- These people like someone or something very much.
- This means "the main story".

act film plot fans shoot

Skill-Up

Summarizing: Summarizing is making a long passage short. To write a good summary, readers need to find the important points of the passage.

Fill in the blanks with the correct words in the word bank.

Ray Savage is going to film a new movie in London, Egypt, and Mexico. He is going to start filming a new action movie soon. We are going to shoot the movie in London, Egypt, and Mexico. Ray Savage can't wait to get started.

Word Bank

Patty Taylor shoot about Mexico wait movie

99

Ready to Write

Read the passage again and find the following.

- Find every "am/are/is + going to" and circle them.
- Find every word after "going to" and underline them.

Look and write

(Chris Hunter, composer, write the soundtrack)

(Chris Hunter is a composer)

(He is going to write the soundtrack)

(Ella Lee, cameraman, film the movie)

(Ella Lee is a cameraman)

(She is going to film the movie)

(White Street, actor, act in the movie)

(White Street is an actor)

(White Street is going to act in the movie)

Read & Write

Look at the interview before you write.

Interview

Interviewer: What are you going to film next?
Mary Sheldon: I'm going to film a comedy.

Interviewer: What is going to be in the movie?
Mary Sheldon: Bruce Willis and I are going to act in it.

Interviewer: When are you going to start?
Mary Sheldon: We are going to start in next month.

100

- d. Write down “I am going to start filming a new action movie soon.” on the board, and then ask students further questions so they become more fully aware of the target grammar pattern.
- Ⓣ - We make the future tense by using “be going to.” What comes after “be going to” in this sentence? (→ The verb “start” comes after it.)
 - We use the base form of the verb after “be going to.” Can you tell me more sentences using “be going to”? (→ Yes. I am going to see a movie. She is going to play the piano....)
- e. Write down a few incorrect sentences on the board, and then ask students to correct them in pairs.
- e.g. You is going to to love this movie. He is going direct the movie. We are going to shooting the movie.
- f. Have students look at the first picture in B and demonstrate how to write the answer correctly.
- g. Encourage students to try out the rest of the questions by themselves.
- h. Check the answers as a class.
- (→ 2. Erika Lee is a cameraman. She is going to film the movie. 3. Mike Stewart is an actor. He is going to act in the movie.)

5. Read & Write

- a. Have students read Model Writing and ask some questions about the text.
- Ⓣ - What genre is it? (→ It is an interview.)
 - What is Mary going to film next? (→ She is going to film a comedy.)
 - Who is going to act in the movie? (→ Bruce Wright and Mary Sheldon.)
 - When are they going to start it? (→ They are going to start it next month.)
- b. Read the sentences in Model Writing, pausing after each one, and have students repeat.
- c. Explain the meanings of the new words in Model Writing.
- d. Ask students to have a look at section A and ask some questions about the task.
- Ⓣ - What are you going to film next?
 - What is the title of the movie?
 - Who is going to act in the movie?
- e. After completing section A, encourage students to write sentences with their ideas in section B.
- f. Monitor students and help them write the sentences properly.
- g. After the activity, tell students to read their work to the class.

Imagine you are a movie star. Fill in the blanks about your newest movie.

Name of Movie	Genre/Type	Type of Movie
Title of the Movie	Genre/Type	Type of the Movie
Other Actor or Actress	Other Actor or Actress	
When You Are Filming	When You Are Filming	
When You Will Start	When You Will Start	

Now complete the interview. Use the information you wrote above to fill in the blanks.

Interviewer: What are you going to film next?
 Interviewee: I'm going to _____.

Interviewer: What is the title of the movie?
 Interviewee: _____.

Interviewer: Who is going to act in the movie?
 Interviewee: _____.

Interviewer: _____
 Interviewee: _____.

Interviewer: _____
 Interviewee: _____.

101

Writing Point 6

1. Learning point

- a. Have students review how they used the future tense in unit 12.
- b. Introduce the learning points to students.

Future Tense

- We make the future tense by using “am/are/is + going to + base form of the verb.”
- We use the future tense to talk about events that will happen at a later time.

WRITING POINT 6

Learning Point

Future Tense

be + verb + going to + verb

• Make the future tense by using “be + going to + verb.”

• They are going to start a movie.
 They are going to shoot the movie in London.
 She is going to direct the movie.

• Use the future tense to talk about events that will happen at a later time.

• We are going to have a party next week.
 I am going to see the movie.
 Can I go to meet you at a restaurant?

Practice

Circle the words that form the future tense in the sentences. Then, write the words on the lines.

1) I am going to see that movie tonight. _____

2) When you are going to go to the theater? _____

3) They is going to act in the movie. _____

4) They are going to make it. _____

5) We are going to study English next month. _____

6) She is going to call tonight. _____

7) I am going to start her concept soon. _____

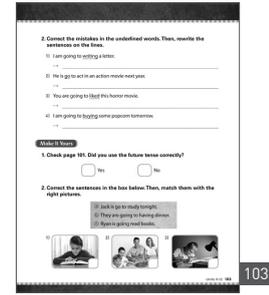
102

2. Check-up

- Have students read the sentences aloud and answer the questions in number 1.
- Have students correct and rewrite the sentences on the lines in number 2.
- Check the answers together.

3. Make It Yours

- For number 1, ask students how they used the future tense on page 101.
- For number 2, have students read the sentences in the box and match them with the correct pictures.
- Check the answers together.



Wrap Up

1. Review what students have learned today.

- Ask students to make a sentence using “be going to.”
- After a student has answered, he/she chooses another student to ask.
 - Ⓓ Tom, make a sentence using “be going to.”
 - Ⓔ I am going to play baseball after school. Bob.
 - Ⓕ My family and I are going to travel on the weekend. Alex.

2. Assign homework and close the lesson.

- Inform students that they should answer the questions on pages 34 to 36 in their workbooks.
- Give praise to your students and finish the lesson.
 - Ⓓ - We'll have to stop here.
 - You guys are doing a good job.
 - See you tomorrow.

