

# Reading Plus 3

**A Classroom  
Teacher's Guide**

Learning  
Focus

Topic	Sailing
Text type (Genre)	Classic Tales
Target Words	crew, discover, hire, inn, pirate, possession
Target Grammar	When
Objective	To read and comprehend the story 'Treasure Island'

## Warm up

## A. Greeting

1. Greet student with a smile.
2. Ask students questions that will break the ice and get them ready for the class.

## B. Introduction

Read the title aloud. Prep students by asking questions that relate to today's lesson.

- ① - Let's read the title together. 'Treasure Island'  
Today we are going to read a story about a young man and pirates.
- What is a pirate?  
(→ A pirate is like a thief on the sea. Pirates attack and steal things from people who are sailing.)

## Presentation

## A. Before You Read

Read the heading 'Before You Read'.

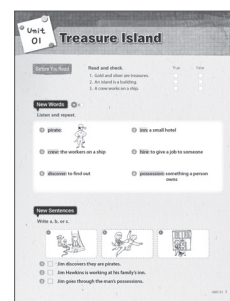
- ① - Let's go through each sentence and check whether it is true or false. Shall we begin?  
Can you read the first sentence please everyone?
- Are gold and silver treasures?  
(→ Yes, they were valuable and are still very valuable today.)
- Is an island a building? (→ No, an island is a piece of land surrounded by the sea.)
- Does a crew work on a ship?  
(→ Yes, we call people who work on a ship, an airplane, and a train crews.)

## B. New Words

1. Listen to CD\_02, and repeat.
2. Observe the pictures if there are any. Ask students what they see.

① What do you see in number 1?

(→ There is a man wearing an eye patch with a knife. He looks like a pirate.)



### 3. Go through and read each word and its meaning.

- Ⓟ - Do you all understand the meaning of these words? (→ Yes, we do.)
- Are there any words' meanings that you are unsure of?
  - (→ Yes, I don't really understand what 'hire' means.)
  - What does 'inn' mean? (→ It means a small hotel.)

## C. New Sentences

### 1. Ask students to write down words that they can think of when they observe the picture.

- Ⓟ - On top of each picture in 'New Sentences', write down words that come to your mind. Try to use the new words if possible.
- What words can you write down for picture 'a'? (→ crew, pirate)
  - How about picture 'b'? (→ possession, emptying pockets)
  - What about picture 'c'? (→ inn)

### 2. Ask students to read the given sentences from 1 to 3.

- Ⓟ - Please read sentences from 1 to 3, and answer the questions.
- For example, for picture 'a', you've written down the words 'crew', and 'pirate'.
- Which one has the words? (→ Sentence 1 has the word 'pirate'.)
  - Does the sentence go with picture 'a'? (→ Yes, it does.)
  - (b → 3, c → 2)

## D. Story Reading: Treasure Island

### 1. Play CD\_03. Listen to the story without turning to page 8.

- Ⓟ Let's listen to the CD. At first, we are going to listen to the story without reading the texts. Please listen carefully to catch the new words in the story. Also, try to find out if there are any words that are repeated.

### 2. Turn to page 8. Observe the pictures.

- Ⓟ What can you see there?

(→ There is a sailing boat with pirate flags. There is also a treasure box with a map. At the bottom of page 8, there is a picture with the top deck of a bow of a ship as background. There are three men talking to each other. One of the men has a wooden leg and he has a parrot sitting on his right shoulder. There is also a young man hiding behind the foremast, and he looks surprised.)

### 3. Listen to CD\_03 again. This time, ask students to read with their eyes too.

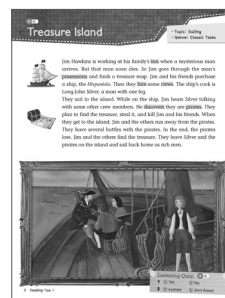
- Ⓟ Let's listen to the story again, and this time we are going to follow word by word with our eyes. When you see any words or phrases that you don't understand, please circle them.

### 4. This time ask students to read the story aloud.

## E. Listening Quiz

Listen to CD\_04 and give a minute for students to answer the questions.

- Ⓟ - What is the first question? (→ The question is "Did Jim find the treasure?")
- What is the answer to that question?
  - (→ The answer is ② Yes, he did in the end.)
  - What is the second question?
  - (→ The question is "Who is Long John Silver?")



- What is the answer to that question?  
(→ The answer is Ⓐ a pirate. He planned to steal from Jim and the others.)

## Practice

### A. Details

Ask students to read the question and answer it by finding references from the text.

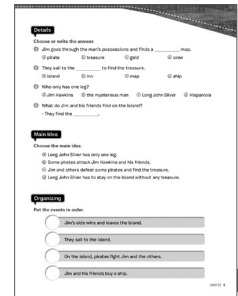
- Ⓙ - Can you read the first sentence please? What is the answer?  
(→ The answer is Ⓑ treasure.)
  - Why is it the answer?  
(→ Because in lines 2-3 it says "Jim goes through the man's possessions and finds a treasure map.")
- Q2 → Ⓐ island, in line 6 / Q3 → Ⓒ Long John Silver, in line 5 / Q4 → treasure, in line 11.

### B. Main Idea

1. Read the question aloud. Give students some time to find the answer.  
Ⓙ Let's read the question and multiple choices aloud together. I'll give you a few minutes to find the answer.
2. Ask students for their answer.  
Ⓙ What is the answer?  
(→ Ⓒ Jim and others defeat some pirates and find the treasure.)

### C. Organizing

1. Read the question. Ask the students to guess the answers.
2. Find the answer by referring to the text.  
Ⓙ - Now, let's go back to the text and find references for the answers. The chart is to be organized in the order of events that happened.
  - Which sentence should go first?  
(→ The very first sentence should be the last sentence. They need to buy the ship first, to go to the island. (In lines 3-4))
  - What comes next?  
(→ The second sentence should go next. They need to sail to the island to get the treasures. (In line 6))
  - What about the third one?  
(→ The one starts with 'on the island...' should be next. Jim has to fight before he wins. (In line 10))
  - What about the last one?  
(→ Jim's side wins and leaves the island. (In lines 11-12))
3. Ask students to make sentences using the answers.  
Ⓙ Now with what we have here, can you make sentences?  
(→ First, Jim and his friends buy a ship and they sail to the island. On the island, pirates fight Jim and others. Jim's side wins and leaves the island.)





## D. Vocabulary

1. Read the words given below. Ask students for their meanings.

① The first word is 'inn'. What does it mean? (→ It is like a small hotel.)

2. Read the question aloud and ask students to answer the question by substituting the right words. Make sure all the students have a go with the answers.

① - What do you think the answer for question 1 is? The clue is 'valuable'.

(→ It is 'possession'.)

- How about question 2? The clues are 'ships' and 'work hard'. (→ crew)

Q3 → inn / Q4 → pirate / Q5 → hire / Q6 → discover

## E. Summary

1. Ask a student to read the question.

① Can you read the question please?

OK, now we need to listen to the summary and fill in the blanks, but before we do that, can you guess what words would go there? Don't write down the answers yet.

2. Ask students to guess the words that would fit in the blanks.

① What do you think the first word should be?

(→ I think the word that should be put in there is 'mysterious'.)

3. Listen to CD\_05 and fill in the blanks. Compare with the guessed words from the previous step.

① - Now we will listen to the summary. Listen carefully, and find the answers to fill in the blanks please.

- Can you read the first sentence of the summary please?

(→ A mysterious man visits Jim Hawkins's inn.)

(→ possession, sail, crew, treasure)

## F. One-Minute Grammar

1. Ask a student to read the sentence aloud. Explain the use of when.

① Today we are going to learn to use 'when' to connect two sentences. Here in the example: "Jim Hawkins is working at his family's inn when a mysterious man arrives." can be divided into two sentences. "Jim Hawkins is working at his family's inn." And "A mysterious man arrives." And these are linked by 'when', to show the time of incident while the other is happening. In this case, we can also say "A mysterious man arrives while Jim Hawkins is working at his family's inn."

2. Ask students to combine the sentences by linking them with 'when'.

I was washing the dishes. & I broke a bowl.

Ken was driving to the mall. & Ken witnessed a car accident.

(→ I was washing the dishes when I broke a bowl. / Ken was driving to the mall when he witnessed a car accident.)



## Wrap-up

1. Praise students for today's work, and give a quick summary of today's lesson.

- Ⓣ Today, we've read the story 'Treasure Island'. The story was about a boy, Jim Hawkins, who accidentally found a treasure map. He went on a journey to find the treasure. He came across pirates but in the end he and his friends won and came back with the treasure.

We've learned new words. And we've also learned to join two sentences using 'when'.

2. Assign homework.

- Ⓣ I'm giving you some homework. It is to do pages 1-3 of the workbook at the end of the book.

3. Tell students about the next lesson.

- Ⓣ Our next lesson will be unit 2, Creatures of the Deep.

4. Good-bye

**Unit 1**  
**Treasure Island**

Write the meaning of the word in your mother language. Then write the words.

• **discover** \_\_\_\_\_  
• **find** \_\_\_\_\_  
• **see** \_\_\_\_\_  
• **phone** \_\_\_\_\_  
• **possession** \_\_\_\_\_

Choose the meaning for each underlined word.

• Jim discovered they are pirates. (found) (saw) (noticed)  
• Jim came across the map. (found) (saw) (noticed)  
• Jim came across the map. (found) (saw) (noticed)

Fill in the blanks.

Jim is working at his family's \_\_\_\_\_.  
Jim and his friends \_\_\_\_\_ the treasure.  
Jim and the others have battles with the \_\_\_\_\_.

Unscramble the sentences.

• Jim / they / the island / find / .  
.....  
• Jim / they / the island / find / .  
.....  
• The treasure / they / to find / plan / .  
.....  
• Jim / they / call / back / they / home / .  
.....

Complete the sentences. Use what you know.

• Jim is sleeping ..... (Jim comes to)  
• Jim is very ..... (Jim has had a bad day)  
• They are playing a game ..... (Jim begins to call)  
• They are talking ..... (Jim talks at home)  
• Jim is taking a shower ..... (Jim is taking a shower)  
• Jim is taking a shower ..... (Jim is taking a shower)  
• Jim is taking a shower ..... (Jim is taking a shower)

Translate each sentence into your mother language.

• Jim Hawkins is working at his family's inn when a mysterious man arrives.  
.....  
• But that man soon dies. So Jim goes through the map and finds a treasure map.  
.....  
• Jim and his friends purchase a ship, the Hispaniola.  
.....  
• Then they find some clues. The clues lead to Long John Silver, a man with one leg.  
.....  
• They sail to the island.  
.....  
• While on the ship, Jim hears Silver talking with some other crew members.  
.....  
• He discovers they are pirates.  
.....  
• They plan to find the treasure, meet it, and kill him and his friends.  
.....  
• When they get to the island, Jim and the others can away from the pirates.  
.....  
• They have several battles with the pirates. In the end, the pirates lose.  
.....  
• Jim and the others find the treasure.  
.....  
• They leave Silver and the pirates on the island and sail back home as rich men.

Learning  
Focus

Topic	Ocean animals
Text type (Genre)	Nonfiction
Target Words	attract, creature, fascinating, fin, pressure, stretch
Target Grammar	Used to
Objective	To read and comprehend the story 'Creatures of the Deep'

## Warm up

## A. Greeting

1. Greet students with a smile.
2. Ask students questions that will break the ice and get them ready for the class. Also, remind them what the last lesson was about.

## B. Introduction

Read the title aloud. Prep students by asking questions that relate to today's lesson.

- ① - Let's read the title together. 'Creatures of the Deep'  
Today, we are going to read a story about sea creatures that live in the deep ocean.
- What sort of creatures live in the ocean?  
(→ There are octopuses, fish, sharks, prawns, rays, corals, jellyfish, seahorses, seaweed, etc.)

## Presentation

## A. Before You Read

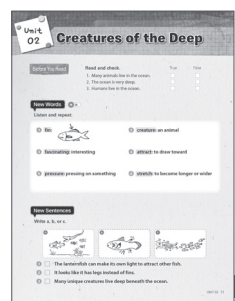
Read the heading 'Before You Read'.

- ① - Do many animals live in the ocean?  
(→ Yes, there are many animals that live in the ocean.)
- Is the ocean very deep?  
(→ Yes, the ocean is very deep, the deepest part being 11,034m deep. However, the average depth of the ocean is approximately 3800m deep.)
  - Do humans live in the ocean?  
(→ No, humans normally live on the ground. However, some people build houses above the ocean water and live there. But these cases are very rare.)

## B. New Words

1. Listen to CD\_06, and repeat.
2. Observe the pictures if there are any. Ask students what they see.

- ① What do you see in number 1?  
(→ There is a fish and a red arrow pointing at its fin.)



3. Go through and read each word and its meaning.

Ⓣ What does 'creature' mean? (→ It means an animal.)

### C. New Sentences

1. Ask students to write down words that they can think of when they observe the picture.

- Ⓣ - On top of each picture in 'New Sentences', write down words that come to your mind.
- What words can you write down for picture 'a'? (→ creature, fascinating)
  - How about picture 'b'? (→ fin)
  - What about picture 'c'? (→ attract)

2. Ask students to read the given sentences from 1 to 3.

- Ⓣ - Please read sentences from 1 to 3, and answer the questions. For example, for picture 'a', you've written down the words 'creature' and 'fascinating'. Please look for a sentence which has the words.
- Which sentence has the words?  
(→ Sentence 3 has the word 'creatures'. It also has the word 'unique' which has similar meaning as 'fascinating'.)
  - Does the sentence go with picture 'a'? (→ Yes, it does.)  
(b → 2, c → 1)

### D. Story Reading: Creatures of the Deep

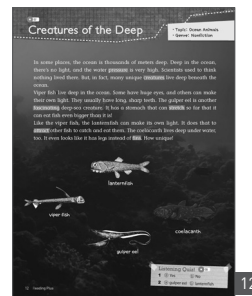
1. Play CD\_07. Listen to the story without turning to page 12.

2. Turn to page 12. Observe the pictures.

- Ⓣ What can you see on page 12?  
(→ There are pictures of four fish. These fish look very unique, a little strange, even.)

3. Listen to CD\_07 again. This time, ask students to read with their eyes too.

4. This time ask students to read the story aloud.



### E. Listening Quiz

Listen to CD\_08 and give a minute to students to answer questions.

- Ⓣ - What is the first question?  
(→ The question is "Do animals live deep in the ocean?")
- What is the answer to that question? (→ The answer is Ⓐ.)
  - How about the second question?  
(→ The question is "What fish makes its own light?")
  - What is the answer to that question? (→ The answer is the Ⓑ.)

## Practice

### A. Details

Ask students to read the question and answer it by finding references from the text.

- Ⓣ - What is the answer of the first question? (→ The answer is Ⓒ pressure.)
- Why is it the answer? (→ Because in line 2 it says "the water pressure is very high.")

Q2 → ⑥ light, in line 9, it says “Like the viper fish, the lanternfish can make its own light.”

Q3 → ③ the coelacanth, in lines 10-11, “The coelacanth lives deep under water, too! It even looks like it has legs instead of fins.”

Q4 → stretch, in lines 7-8, “The gulper eel... has a stomach that can stretch so far that it can eat fish even bigger than it is!”

## B. Main Idea

1. Read the question aloud. Give students some time to find the answer.
2. Ask students for their answer.

① What is the answer? (→ ③ A lot of different kinds of fish live deep in the ocean.)

## C. Organizing

1. Read the question. Ask students to guess the answers.
2. Find the answer by referring to the text.

- ① - What would go in the first blank under kinds of fish?  
(→ The word would be Viper fish. It has huge eyes and it can make its own light.)
- What comes next?  
(→ The second word under kinds of fish would be ‘Coelacanth’. Coelacanth looks like it has legs instead of fins.)
- What about the first one under unique characteristics?  
(→ The word would be ‘teeth’.)
- How about the one below? (→ I would put in ‘stomach’.)

3. Ask students to make sentences using the answers.

① Now with what we have here, can you make sentences?

(→ The viper fish has huge eyes, long sharp teeth, and it can make its own light. Gulper eel has a stomach that stretches very far. The coelacanth looks like it has legs instead of fins.)

## D. Vocabulary

1. Read the words given below. Ask students for their meanings.

① The first word is ‘pressure’. What does it mean?

(→ It means pressing on something.)

2. Read the question aloud and ask students to answer the question by substituting the right words. Make sure all the students have a go with the answers.

① What word do you think should be put in for question 1? The clue is ‘before exercising’. (→ The word ‘stretch’ should be put in.)

Q2 → fins / Q3 → creature / Q4 → pressure / Q5 → attract / Q6 → fascinating

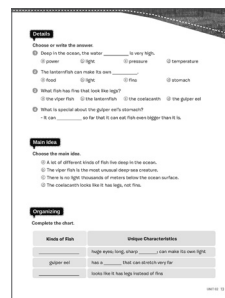
## E. Summary

1. Ask a student to read the question.
2. Ask students to guess the words that would fit in the blanks.

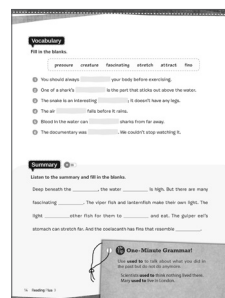
① What do you think the first word should be?

(→ I think the word that should be put in there is ‘ocean’.)

3. Listen to CD\_09 and fill in the blanks. Compare with the guessed words from the previous step.



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- Ⓣ Can you read the first sentence of the summary please?
- (→ Deep beneath the ocean, the water pressure is high.)
- (→ creatures, attracts, catch, legs)

## F. One-Minute Grammar

- Ask a student to read the sentence aloud. Explain how you can use the phrase 'used to' to talk about what you did in the past but do not do anymore.
 

Ⓣ Today, we are going to learn to use the phrase 'used to'. You used this phrase when you talk about a thing that you did in the past (often or for a certain period of time), but which you no longer do. For example, I used to crawl when I was a baby. (But now I walk.) Jim used to work at his family's inn. (But after finding the treasure, he owns a business.)
- Ask students to finish the sentences.
 

Nicole Kidman, live in Australia but she now lives in... (where does she live now?)

Paul Potts, be a mobile phone sales person... (but now he is an inspirational opera singer)

(→ Nicole Kidman used to live in Australia but now she lives in the U.S. / Paul Potts used to be a mobile phone sales person but now he is an inspirational opera singer.)

## Wrap-up

- Praise students for today's work, and give a quick summary of today's lesson.
 

Ⓣ Today, we've read the story 'Creatures of the Deep'. The story was about creatures, four fish to be exact, that live in the deep ocean. They have their own uniqueness. We've learned new words. And we've also learned to use the phrase 'used to' to talk about something you did in the past but do not do.
- Assign homework.
 

Ⓣ I'm giving you some homework. It is to do pages 4-6 of the workbook at the end of the book.
- Tell students about the next lesson.
 

Ⓣ Our next lesson will be unit 3, Shark Attack!
- Good-bye

**Unit 2**  
**02**  
**Creatures of the Deep**

Write the meaning of the word in your mother language. Then write the words.

attract \_\_\_\_\_  
creature \_\_\_\_\_  
hatchling \_\_\_\_\_  
fin \_\_\_\_\_  
pressure \_\_\_\_\_  
stretch \_\_\_\_\_

Choose the meaning for each underlined word.

Many unique creatures live deep beneath the ocean.  
① mysterious ② extreme ③ common

The gulper eel is a disgusting creature.  
① strange ② scary ③ interesting

Fill in the blanks.

Five attract pressure

① Deep in the ocean, the water \_\_\_\_\_, very high.  
② The gulper eel looks like it has legs instead of \_\_\_\_\_.  
③ The lanternfish can make its own light like \_\_\_\_\_ other fish.

Answers

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Understand the sentences.

① Right / Wrong / Yes / No / ...  
② usually / usually / never / always / ...  
③ yes / no / maybe / ...  
④ deep / thousands of meters / in the ocean / ...  
⑤ live deep / gulper eel / the gulper eel / ...

Draw the sentences. Use words.

They don't live in land anymore.  
I don't play soccer anymore.  
My parents don't study hard anymore.  
My parents don't work at a company anymore.  
We don't go to kindergarten anymore.  
She doesn't have a cat anymore.

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Translate each sentence into your mother language.

① In some places, the ocean is thousands of meters deep.  
② Deep in the ocean, there is light, and the water pressure is very high.  
③ Scientists used to think nothing lived there. But, in fact, many unique creatures live deep beneath the ocean.  
④ Gulper fish live deep in the ocean.  
⑤ Some have huge eyes, and others can make their own light. They usually have long, sharp teeth.  
⑥ The gulper eel is another fascinating deep-sea creature.  
⑦ It has a stomach that can stretch so far that it can eat fish even bigger than it is!  
⑧ Like the gulper fish, the lanternfish can make its own light.  
⑨ There are other lanternfish that can catch and eat them.  
⑩ The lanternfish lives deep under water, too.  
⑪ It even looks like it has legs instead of fins. How unique!

Answers

6

Learning  
Focus

Topic	Sharks
Text type (Genre)	Fiction
Target Words	bottom, crab, disappear, escape, jaw, shadow
Target Grammar	Past continuous
Objective	To read and comprehend the story 'Shark Attack!'

## Warm up

## A. Greeting

1. Greet students with a smile.
2. Ask students questions that will break the ice and get them ready for the class. Also, remind them what the last lesson was about.

## B. Introduction

Read the title aloud. Prep students by asking questions that relate to today's lesson.

- ① - Let's read the title together. Shark Attack!  
 Today we are going to read a story about a couple who went on a scuba diving trip.
- Do you know what scuba diving is?  
 (→ Scuba diving is underwater diving with SCUBA [Self Contained Underwater Breathing Apparatus].)

## Presentation

## A. Before You Read

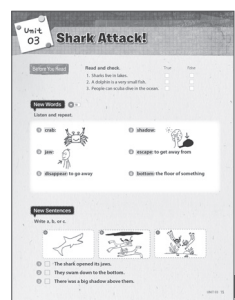
Read the heading 'Before You Read'.

- ① - Do sharks live in lakes? (→ No, sharks live in the sea.)
- Is a dolphin a very small fish? (→ No, a dolphin is a big fish, bigger than a human.)
  - Can people scuba dive in the ocean? (→ Yes, people can scuba dive in the ocean.)

## B. New Words

1. Listen to CD\_10, and repeat.
2. Observe the pictures if there are any. Ask students what they see.

- ① - What do you see in number 1?  
 (→ There is a sea creature with 5 legs on each side. It is a crab.)
- How about number 2?  
 (→ There is a sun, and a black shadow in the shape of the tree.)
  - What about number 3?  
 (→ There is a person and a red arrow pointing at his chin/jaw.)



3. Go through and read each word and its meaning.

Ⓣ What does 'escape' mean? (→ It means to get away from.)

### C. New Sentences

1. Ask students to write down words that they can think of when they observe the picture.

Ⓣ - What words can you write down for picture 'a'? (→ shark)  
- How about picture 'b'? (→ shadow) And in picture 'c'? (→ bottom)

2. Ask students to read the given sentences from 1 to 3.

Ⓣ - Please read sentences from 1 to 3, and answer the questions. For example, for picture 'a', you've written down the word 'shark'. Please look for a sentence which has the word.  
- Which sentence has the words? (→ Sentence 1 has the word 'shark'.)  
- Does the sentence go with picture 'a'? (→ Yes, it does)  
(b → 3, c → 2)

### D. Story Reading: Shark Attack!

1. Play CD\_11. Listen to the story without turning to page 16.

2. Turn to page 16. Observe the pictures.

Ⓣ What can you see on page 16?

(→ There are pictures of scuba diving equipment, and also there are pictures of a crab and a lobster. At the bottom of page 16, there are two people scuba diving underwater, bottom of the ocean.)

3. Listen to CD\_11 again. This time, ask students to read with their eyes too.

4. This time ask students to read the story aloud.

### E. Listening Quiz

Listen to CD\_12 and give a minute for students to answer the questions.

Ⓣ - What is the first question? (→ The question is "Did the sharks help them?")  
- What is the answer to that question? (→ The answer is ⓑ.)  
- How about the second question? What is the second question?  
(→ The question is "Where were Rick and Sharon?")  
- What is the answer to that question? (→ The answer is ⓐ.)



## Practice

### A. Details

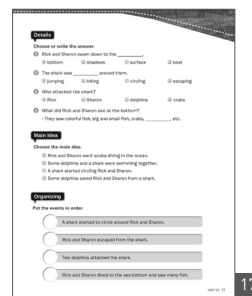
Ask students to read the question and answer it by finding references from the text.

Ⓣ - What is the answer of the first question? (→ The answer is ⓐ bottom.)  
- Why is it the answer?  
(→ Because in line 3, it says "They swam down to the bottom.")

Q2 → Ⓒ circling, in line 8, it says "The shark was circling around them."

Q3 → Ⓒ dolphins, in lines 10-11, "They were dolphins! They attacked the shark."

Q4 → lobsters, in lines 4-5, "They saw colorful fish, big and small fish, crabs, lobsters, and other creatures."





## B. Main Idea

1. Read the question aloud. Give students some time to find the answer.
2. Ask students for their answer.

Ⓙ What is the answer? (→ Ⓓ Some dolphins saved Rick and Sharon from a shark.)

## C. Organizing

1. Read the question. Ask students to guess the answers.
2. Find and check the answer together.

Ⓙ - Which sentence should come first?

(→ The first sentence would be the one at the very bottom, "Rick and Sharon dived into the sea bottom and saw many fish.")

- What comes next?

(→ The second sentence would be the one at the very top, "A shark started to circle around Rick and Sharon.")

- What about the third sentence? Which sentence should come next?

(→ The next sentence should be the third sentence, "Two dolphins attacked the shark.")

- What about the last one?

(→ This leaves the last sentence which is "Rick and Sharon escaped from the shark.")

3. Ask students to make sentences using the answers.

Ⓙ Now with what we have here, can you make sentences?

(→ Rick and Sharon dived into the sea bottom and saw many fish when a shark started to circle around them. Two dolphins attacked the shark and Rick and Sharon escaped from the shark.)

## D. Vocabulary

1. Read the words given below. Ask students for their meanings.

Ⓙ The first word is 'crab'. What does it mean?

(→ It means a sea creature with 10 legs in hard shell.)

2. Read the question aloud and ask students to answer the question by substituting the right words. Make sure all the students have a go with the answers.

Ⓙ What word do you think should be put in for question 1?

(→ The word 'disappear' should be put in.)

Q2 → escape / Q3 → crab / Q4 → jaw / Q5 → shadow / Q6 → bottom

## E. Summary

1. Ask a student to read the question.
2. Ask students to guess the words that would fit in the blanks.

Ⓙ What do you think the first word should be?

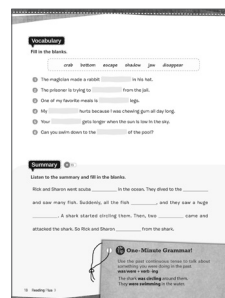
(→ I think the word that should be put in there is 'dive'.)

3. Listen to CD\_13 and fill in the blanks. Compare with the guessed words from the previous step.

Ⓙ Can you read the first sentence of the summary please?

(→ Rick and Sharon went scuba diving.)

(→ bottom, disappeared, shadow, dolphins, escaped.)



## F. One-Minute Grammar

1. Ask a student to read the sentence aloud. Explain how you can use the past continuous tense.

Ⓣ Today, we are going to learn to use the past continuous tense by using 「was/were + verb-ing」. For example, “I was cleaning up my room when I found my long lost diamond ring.”

2. Ask students to find where to correct and to finish the sentences.

I waited for James, when I saw Kelly walk by.

Lisa and Grace were talking about Peter, when Peter showed up.

(→ I was waiting for James when I saw Kelly walk by. / Lisa and Grace were talking about Peter when Peter showed up.)

## Wrap-up

1. Praise students for today's work, and give a quick summary of today's lesson.

Ⓣ Today, we've read the story 'Shark attack!'.

The story was about a couple who went scuba diving when they came across a shark. When a shark was about to attack the couple, two dolphins came to rescue them.

We've learned new words. And we've also learned to use the past continuous tense to talk about something you were doing in the past.

2. Assign homework.

Ⓣ I'm giving you some homework. It is to do pages 7-9 of the workbook at the end of the book.

3. Tell students about the next lesson.

Ⓣ Our next lesson will be unit 4, Coral Reef.

4. Good-bye

**Unit 3**  
**Shark Attack!**

Write the meaning of the word in your mother language. Then write the words.

● button \_\_\_\_\_  
● arch \_\_\_\_\_  
● disappear \_\_\_\_\_  
● escape \_\_\_\_\_  
● join \_\_\_\_\_  
● shadow \_\_\_\_\_

Choose the meaning for each underlined word.

● Rick and Sharon escaped and swam up to the boat.  
① got through ② got away ③ got along  
● Suddenly, when the disappeared.  
① went away ② went together ③ went back

Fill in the blanks.

join button shadow

● The shark opened its \_\_\_\_\_.  
● There was a big \_\_\_\_\_ above them.  
● They swam down to the \_\_\_\_\_.

Unscramble the sentences.

● button / water / open / the /  
“...  
● into / about / they / fish and Sharon / water /  
“...  
● the shark / a thing / was / around them /  
“...  
● was / and down / it / getting / closer /  
“...  
● join / water along / ready / to go / was / I /  
“...  
Fill in the blanks. Use the past continuous tense.

● I was \_\_\_\_\_ about last night.  
● Chris (talk) \_\_\_\_\_ to Sharon this morning.  
● He (talk) \_\_\_\_\_ across before lunch.  
● Rick (talk) \_\_\_\_\_ just a few words.  
● They (sit) \_\_\_\_\_ the computer last weekend.  
● My mother and father (saw) \_\_\_\_\_ at their job yesterday.

Translate each sentence into your mother language.

● Are you ready to go scuba diving? asked Rick.  
“...  
● “Yeah, the water looks great. Let's jump in,” answered Sharon.  
“...  
● Rick and Sharon dove into the water. They swam down to the bottom.  
“...  
● There were all kinds of fish in the water.  
“...  
● They saw colorful fish, big and small fish, crabs, lobsters, and other sea creatures.  
“...  
● Suddenly, all the fish disappeared. Rick and Sharon looked around.  
“...  
● There was a big shadow above them. It was a shark! They were both scared.  
“...  
● The shark was circling around them. It was getting closer and closer.  
“...  
● The shark opened its jaws. It had huge teeth!  
“...  
● Just then, two other big fish swam toward the shark. They were dolphins!  
“...  
● They attacked the shark. They bit it with their noses.  
“...  
● Rick and Sharon escaped and swam up to the boat. “That's scary, but I love dolphins!” said Sharon.

Learning  
Focus

Topic	Coral reef
Text type (Genre)	Nonfiction
Target Words	area, lay, nutrient, predator, provide, shallow
Target Grammar	Will be able to
Objective	To read and comprehend the story 'Coral Reefs'

## Warm up

## A. Greeting

1. Greet students with a smile.
2. Ask students questions that will break the ice and get them ready for the class.  
Also, remind them what the last lesson was about.

## B. Introduction

Read the title aloud. Prep students by asking questions that relate to today's lesson.

- ① - Let's read the title together. 'Coral Reefs'  
Today we are going to read another story about underwater creatures.
- Do you know what coral reef is?  
(→ Coral reef is like a plant in the ocean that is hard.)

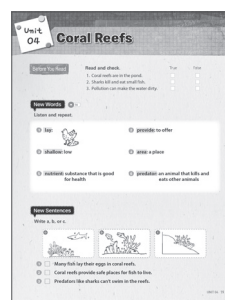
## Presentation

## A. Before You Read

1. Read the heading 'Before You Read'.
- ① - Are there coral reefs in ponds? (→ No, there are coral reefs only in oceans.)
- Do sharks kill and eat small fish? (→ Yes, sharks kill and eat small fish.)
  - Can pollution make the water dirty? (→ Yes, pollution can make the water dirty.)

## B. New Words

1. Listen to CD\_14, and repeat.
2. Observe the pictures if there are any. Ask students what they see.  
① What do you see in new word number 1?  
(→ There is a hen and an egg has come out of it. It is laying an egg.)
3. Go through and read each word and its meaning.  
① What does 'provide' mean? (→ It means to offer.)



### C. New Sentences

1. Ask students to write down words that they can think of when they observe the picture.

- ① - On top of each picture in 'New Sentences', write down words that come to your mind.
  - What words can you write down for picture 'a'? (→ shark, predator)
  - How about picture 'b'? (→ coral reef, lay) And in picture 'c'? (→ coral reef)

2. Ask students to read the given sentences from 1 to 3.

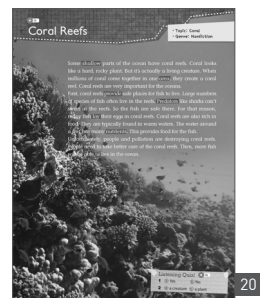
- ① - Please read sentences from 1 to 3, and answer the questions. For example, for picture 'a', you've written down the words 'shark' and 'predator'. Please look for a sentence which has the words.
  - Which one has the words? (→ The sentence 3 has the words 'sharks' and 'predator')
  - Does the sentence go with picture 'a'? (→ Yes, it does.) (b → 1, c → 2)

### D. Story Reading: Coral Reefs

1. Play CD\_15. Listen to the story without turning to page 20.
2. Turn to page 20. Observe the pictures.

- ① What can you see on page 20? (→ It is a picture of an underwater area, and a coral reef with lots of small fish.)

3. Listen to CD\_15 again. This time, ask students to read with their eyes too.
4. This time ask students to read the story aloud.



### E. Listening Quiz

Listen to CD\_16 and give a minute for students to answer the questions.

- ① - What is the first question? (→ The question is "Can sharks swim in coral reefs?")
  - What is the answer to that question? (→ The answer is ⑥.)
  - How about the second question? (→ The question is "What is coral?")
  - What is the answer to that question? (→ The answer is ②.)

## Practice

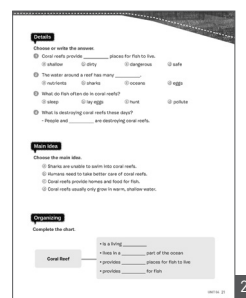
### A. Details

Ask students to read the question and answer it by finding references from the text.

- ① - Can you read the first sentence please? What is the answer? (→ The answer is ④ safe.)
  - Why is it the answer? (→ Because in line 5, it says "First, coral reefs provide safe places for fish to live.")
- Q2 → ② nutrients, in lines 9-10, "The water around a reef has many nutrients."
- Q3 → ⑥ lay eggs, in line 8, "...many fish lay their eggs in coral reef."
- Q4 → pollution, in line 11, "...people and pollution are destroying coral reefs."

### B. Main Idea

1. Read the question aloud. Give students some time to find the answer.



2. Ask students for their answer.

Ⓣ What is the answer? (→ Ⓢ Coral reefs provide homes and food for fish.)

### C. Organizing

1. Read the question. Ask students to guess the answers.

2. Find the answer by referring to the text.

- Ⓣ - What would go in the first blank? (→ The word would be 'creature'.)  
- What comes next? (→ The second word would be 'shallow'.)  
- What about the third one? (→ The word would be 'safe'.)  
- How about the last one? What word would you put in? (→ I would put in 'food'.)

3. Ask students to make sentences using the answers.

Ⓣ Now with what we have here, can you make sentences?

(→ The coral reef is a living creature, and lives in a shallow part of the ocean. It provides safe home and food for fish.)

### D. Vocabulary

1. Read the words given below. Ask students for their meanings.

Ⓣ The first word is 'shallow'. What does it mean? (→ It means low, not deep.)

2. Read the question aloud and ask students to answer the question by substituting the right words. Make sure all the students have a go with the answers.

Ⓣ What word do you think should be put in for question 1? The clue is 'help'.

(→ The word 'provide' should be put in.)

Q2 → nutrients / Q3 → lay / Q4 → area / Q5 → predator / Q6 → shallow

### E. Summary

1. Ask a student to read the question.

2. Ask students to guess the words that would fit in the blanks.

Ⓣ What do you think the first word should be?

(→ I think the word that should be put in there is 'rocks'.)

3. Listen to CD\_17 and fill in the blanks. Compare with the guessed words, from the previous step.

Ⓣ Can you read the first sentence of the summary please?

(→ Coral reefs are in warm, shallow ocean water. Corals look like rocks but are alive.)

(→ provide, predators, lay, pollution, destroying)

### F. One-Minute Grammar

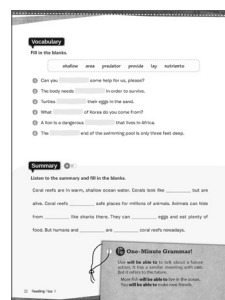
1. Ask a student to read the sentence aloud. Explain how you can use the phrase 'will be able to' to talk about a future action.

Ⓣ Today we are going to learn to use the phrase 'will be able to' to talk about a future action. I remember somewhere in book 2, we've learned about the use of 'can' and we've compared the use of 'can' and 'be able to'. Sometimes, we use 'can' for future but it has to be specified when.

For example, "I can help you tomorrow." / "I can go to Paris next month."

However, with 'be able to', you can use the phrase without specifying when.

For example, "I will be able to help you. (sometime in the future)" / "I will be able to go to Paris. (sometime in the future)"



2. Ask students to finish the sentences

Someday, scientists \_\_\_\_\_ find the cure for cancer.

That's a pity, Sara \_\_\_\_\_ not \_\_\_\_\_ come to the party tomorrow night.

(→ Someday, scientists will be able to find the cure for cancer. / That's a pity, Sara will not (or won't) be able to come to the party tomorrow night.)

## Wrap-up

1. Praise students for today's work, and give a quick summary of today's lesson.

Ⓣ Today, we've read the story 'Coral Reefs'.

The story was about coral reefs, which look like rocks but they are living creatures. They provide small fish with a place to hide from predators like sharks, and to lay eggs. The water around the coral has many nutrients and it provides food for the fish.

2. Assign homework.

Ⓣ I'm giving you some homework. It is to do pages 10-12 of the workbook at the end of the book.

3. Tell students about the next lesson.

Ⓣ Our next lesson will be unit 5, The Shoemaker and the Elves.

4. Good-bye

**Unit 4**  
**10 Coral Reefs**

Write the meaning of the word in your mother language. Then write the words.

● are \_\_\_\_\_  
● lay \_\_\_\_\_  
● nutrient \_\_\_\_\_  
● predator \_\_\_\_\_  
● provide \_\_\_\_\_  
● shallow \_\_\_\_\_

Choose the meaning for each underlined word.

● Some shallow parts of the ocean have coral reefs.  
① low ② high ③ wide

● Millions of coral come together in one area.  
① color ② time ③ place

Fill in the blanks.

provide nutrients lay

● Coral reefs \_\_\_\_\_ with places for fish to live.  
● Some fish \_\_\_\_\_ their eggs in coral reefs.  
● The water around a reef has many \_\_\_\_\_.

Homework

10

**Unit 4**  
**11 Coral Reefs**

Unscramble the sentences.

● to / are found / they / warm waters /  
"\_\_\_\_\_"  
"\_\_\_\_\_"

● water / sharks / the reef / can't /  
"\_\_\_\_\_"  
"\_\_\_\_\_"

● are / coral reef / people / (shrimp) /  
"\_\_\_\_\_"  
"\_\_\_\_\_"

● build / coral reefs / the fish / provide /  
"\_\_\_\_\_"  
"\_\_\_\_\_"

● will / in the ocean / the ability / rescue fish / live /  
"\_\_\_\_\_"  
"\_\_\_\_\_"

Rewrite the sentences. Use "will be able to".

● John can go to the game tomorrow.  
"\_\_\_\_\_"  
"\_\_\_\_\_"

● I can cook dinner tonight.  
"\_\_\_\_\_"  
"\_\_\_\_\_"

● They can play basketball on Saturday.  
"\_\_\_\_\_"  
"\_\_\_\_\_"

● We can study together later.  
"\_\_\_\_\_"  
"\_\_\_\_\_"

● Emily can finish her homework tomorrow.  
"\_\_\_\_\_"  
"\_\_\_\_\_"

● I can help you next week.  
"\_\_\_\_\_"  
"\_\_\_\_\_"

Homework

11

**Unit 4**  
**12 Coral Reefs**

Translate each sentence into your mother language.

● Some shallow parts of the ocean have coral reefs.  
"\_\_\_\_\_"  
"\_\_\_\_\_"

● Coral reefs look like a hard, rocky place, but it's actually a living creature.  
"\_\_\_\_\_"  
"\_\_\_\_\_"

● When millions of coral come together in one area, they create a coral reef.  
"\_\_\_\_\_"  
"\_\_\_\_\_"

● Coral reefs are very important for the ocean.  
"\_\_\_\_\_"  
"\_\_\_\_\_"

● This coral reef provides safe places for fish to live.  
"\_\_\_\_\_"  
"\_\_\_\_\_"

● Large numbers of species of fish often live in the reef.  
"\_\_\_\_\_"  
"\_\_\_\_\_"

● Predators like sharks can't swim in the reef.  
"\_\_\_\_\_"  
"\_\_\_\_\_"

● In the fish are safe there, for that reason, many fish lay their eggs in coral reefs.  
"\_\_\_\_\_"  
"\_\_\_\_\_"

● Coral reefs are also rich in food. They are typically found in warm waters.  
"\_\_\_\_\_"  
"\_\_\_\_\_"

● The water around a reef has many nutrients. This provides food for the fish.  
"\_\_\_\_\_"  
"\_\_\_\_\_"

● Unfortunately, people and pollution are destroying coral reefs.  
"\_\_\_\_\_"  
"\_\_\_\_\_"

● People need to take better care of the coral reef. Then, more fish will be able to live in the ocean.  
"\_\_\_\_\_"  
"\_\_\_\_\_"

Homework

12

## The Shoemaker and the Elves

Learning  
Focus

Topic	Shoemaker
Text type (Genre)	Classic tales
Target Words	continue, curious, dawn elf, stitch, workshop
Target Grammar	Plurals
Objective	To read and comprehend the story 'The shoemaker and the elves'

## Warm up

## A. Greeting

1. Greet students with a smile.
2. Ask students questions that will break the ice and get them ready for the class. Also, remind them what the last lesson was about.

## B. Introduction

Read the title aloud. Prep students by asking questions that relate to today's lesson.

- ① - Let's read the title together. 'The Shoemaker and the Elves'  
Today we are going to read a story about fairy tale creatures.
- What kind of fairy tale characters can you think of?  
(→ There are ogre, troll, mermaids, etc.)

## Presentation

## A. Before You Read

Read the heading 'Before You Read'.

- ① - Does a shoemaker make belts? (→ No, a shoemaker doesn't make belts.)
- Are some shoes made of leather? (→ Yes, some shoes are made of leather.)
  - Are elves magical beings in children's stories?  
(→ Yes, elves are magical beings in children's stories.)

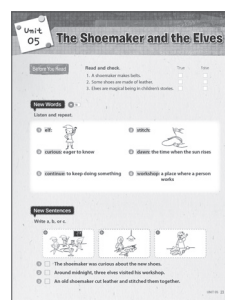
## B. New Words

1. Listen to CD\_18, and repeat.
2. Observe the pictures if there are any. Ask students what they see.

- ① - What do you see in new word number 1?  
(→ There is a little person wearing a pointy hat. He looks like a character in fairy tales.)
- How about the next picture? What do you see in new word number 2?  
(→ I see a needle and the thread.)

3. Go through and read each word and its meaning.

- ① What does 'curious' mean? (→ It means to be eager to know.)



## C. New Sentences

1. Ask students to write down words that they can think of when they observe the picture.

- ① - On top of each picture in 'New Sentences', write down words that come to your mind.
  - What words can you write down for picture 'a'? (→ elves, night)
  - How about picture 'b'? (→ shoemaker, workshop)
  - What about picture 'c'? (→ curious)

2. Ask students to read the given sentences from 1 to 3.

- ① - Please read sentences from 1 to 3, and answer the questions. For example, for picture 'a', you've written down the words 'elves' and 'night'. Please look for a sentence which has the words.
  - Which one has both words?
    - (→ Sentence 2 has the words 'elves' and 'midnight'. 'Midnight' is similar to 'night'.)
  - Does the sentence go with picture 'a'? (→ Yes, it does)
    - (b → 3, c → 1)

## D. Story Reading: The Shoemaker and the Elves

1. Play CD\_19. Listen to the story without turning to page 24.
2. Turn to page 24. Observe the pictures.

① What can you see on page 24?

(→ There is a piece of leather, a pair of scissors and some rolls of threads. There is also a new pair of shoes. At the bottom of page 24, there are three elves making shoes.)

3. Listen to CD\_19 again. This time, ask students to read with their eyes too.
4. This time ask students to read the story aloud.



## E. Listening Quiz

Listen to CD\_20 and give a minute for students to answer the questions.

- ① - What is the first question?
  - (→ The question is "Do the shoemaker and elves become friends?")
- What is the answer to that question? (→ The answer is ⑥.)
- What is the second question? (→ The question is "How many elves were there?")
- What is the answer to that question? (→ The answer is ⑥.)

## Practice

### A. Details

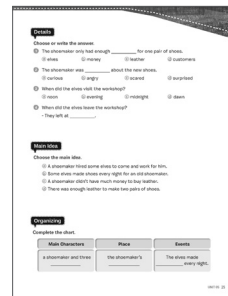
Ask students to read the question and answer it by finding references from the text.

- ① - What is the answer of the first question? (→ The answer is ③ leather.)
  - Why is it the answer?
    - (→ Because in lines 2-3, it says "One day, he only had enough leather for one pair of shoes.")

Q2 → ③ curious, in lines 9-10, "The shoemaker was curious about the new shoes."

Q3 → ③ midnight, in lines 10-11, "Around midnight, three elves visited his workshop."

Q4 → dawn, in lines 11-12, "They made shoes all night long and left at dawn."





## B. Main Idea

1. Read the question aloud. Give students some time to find the answer.
2. Ask students for their answer.

Ⓙ What is the answer?

(→ Ⓑ Some elves made shoes every night for an old shoemaker.)

## C. Organizing

1. Read the question. Ask students to guess the answers.
2. Find the answer by referring to the text.

Ⓙ - What would go in the first blank under main characters?

(→ The word would be 'elves'.)

- What comes next under place? (→ The second word would be 'workshop'.)

- What about the third one? (→ The word would be 'shoes'.)

3. Ask students to make sentences using the answers.

Ⓙ Now with what we have here, can you make sentences?

(→ The three elves made shoes every night to help the shoemaker at the shoemaker's workshop.)

## D. Vocabulary

1. Read the words given below. Ask students for their meanings.

Ⓙ What does 'curious' mean? (→ It means to be eager to know.)

2. Read the question aloud and ask students to answer the question by substituting the right words. Make sure all the students have a go with the answers.

Ⓙ What is the answer for question 1? The clues are 'children' and 'Christmas presents'.

(→ Children will be very curious about Christmas presents. Therefore, the word 'curious' should be put in.)

Q2 → stitch / Q3 → workshop / Q4 → dawn / Q5 → continued / Q6 → elf

## E. Summary

1. Ask a student to read the question.
2. Ask students to guess the words that would fit in the blanks.

Ⓙ What do you think the first word should be?

(→ I think the word that should be put in there is 'leather'.)

3. Listen to CD\_21 and fill in the blanks. Compare with the guessed words from the previous step.

Ⓙ Can you read the first sentence of the summary please?

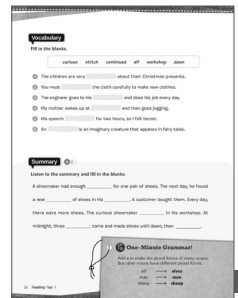
(→ A shoemaker had enough leather for one pair of shoes.)

(→ pair, workshop, hid, elves, left)

## F. One-Minute Grammar

1. Ask a student to read the sentence aloud. Explain how to make the plural forms of some nouns — that is, irregular plurals.

Ⓙ Today we are going to learn about irregular plural forms of some nouns. Normally we add -s at the end to make a noun plural — for example, cups, books, pens, etc. However, with irregular plurals, they have different forms. As in the examples given here, there are nouns with irregular plurals like: leaf (leaves), wife (wives), and fish (fish).



2. Ask students to find other nouns with irregular plural forms.

Ⓣ Do you know any other nouns that have irregular plural forms?

(→ child/children, calf/calves, deer/deer, die/dice, foot/feet, knife/knives, mouse/mice, ox/oxen, person/people, scarf/scarves, thief/thieves, tooth/teeth, wolf/wolves, etc.)

## Wrap-up

1. Praise students for today's work, and give a quick summary of today's lesson.

Ⓣ Today, we've read the story 'The Shoemaker and the Elves'.

The story was about a poor shoemaker who was helped by three elves. Around midnight the three elves came and made shoes overnight at the workshop. One day, the shoemaker hid to see what is happening, and found out that these three elves were helping him. However, after that, the elves never came back. We've learned new words. And we've also learned about nouns with irregular plural forms.

2. Assign homework.

Ⓣ I'm giving you some homework. It is to do pages 13-15 of the workbook.

3. Tell students about the next lesson.

Ⓣ Our next lesson will be unit 6, Leonardo da Vinci.

4. Good-bye

**Unit 05 The Shoemaker and the Elves**

Write the meaning of the word in your mother language. Then write the words.

① continue \_\_\_\_\_

② curious \_\_\_\_\_

③ down \_\_\_\_\_

④ off \_\_\_\_\_

⑤ stitch \_\_\_\_\_

⑥ workshop \_\_\_\_\_

Choose the meaning for each underlined word.

① This continued for many days.  
② continued ③ lasted on ④ mapped

⑤ The shoemaker found new shoes. He was (stitch) about them.  
⑥ began to say ⑦ began to write ⑧ began to know

Fill in the blanks.

① An old shoemaker cut leather and \_\_\_\_\_ them together.  
② The elves made shoes all night long and left \_\_\_\_\_ at \_\_\_\_\_.  
③ Three \_\_\_\_\_ visited his workshop.

13

Understand the sentences.

① I hid (to) the leather and went (off) \_\_\_\_\_.

② I hid (to) the leather and went (off) \_\_\_\_\_.

③ I hid (to) the leather and went (off) \_\_\_\_\_.

④ I hid (to) the leather and went (off) \_\_\_\_\_.

⑤ I hid (to) the leather and went (off) \_\_\_\_\_.

⑥ I hid (to) the leather and went (off) \_\_\_\_\_.

⑦ I hid (to) the leather and went (off) \_\_\_\_\_.

⑧ I hid (to) the leather and went (off) \_\_\_\_\_.

⑨ I hid (to) the leather and went (off) \_\_\_\_\_.

⑩ I hid (to) the leather and went (off) \_\_\_\_\_.

Fill in the blanks. Use the plural of the words.

① There are five (shoemaker) \_\_\_\_\_ in the room.

② He has a collection of three (shoemaker) \_\_\_\_\_.

③ He has a family of four (shoemaker) \_\_\_\_\_.

④ The teacher told the (shoemaker) \_\_\_\_\_ to be quiet.

⑤ My brother caught three (shoemaker) \_\_\_\_\_ at the lake.

⑥ There were two (shoemaker) \_\_\_\_\_ sitting in the forest.

14

Translate each sentence into your mother language.

① An old shoemaker cut leather and stitched them together to make shoes every day.

② He was still very poor. One day, he only had enough leather for one pair of shoes.

③ He cut the leather and went to bed.

④ In the morning, he found a brand new pair of very well made shoes.

⑤ A customer came to, saw the shoes, and paid a high price for them.

⑥ The shoemaker purchased enough leather for two pairs of shoes.

⑦ The next day, he found two new excellent pairs of shoes.

⑧ This continued for many days. The shoemaker was curious about the new shoes.

⑨ In one night, he slipped up late and hid. Around midnight, three elves visited his workshop.

⑩ Three made shoes all night long and left at dawn.

⑪ The shoemaker never saw the elves again.

⑫ He hid everything went with him from that time.

15

Learning  
Focus

Topic	Renaissance man
Text type (Genre)	Nonfiction
Target Words	cannon, complete, invent, sculpture, take place, weapon
Target Grammar	Too / either
Objective	To read and comprehend the story 'Leonardo da Vinci'

## Warm up

## A. Greeting

1. Greet students with a smile.
2. Ask students questions that will break the ice and get them ready for the class. Also, remind them what the last lesson was about.

## B. Introduction

Read the title aloud. Prep students by asking questions that relate to today's lesson.

- ① - Let's read the title together. 'Leonardo da Vinci'  
 Today we are going to read a story about a famous artist, Leonardo da Vinci.
- Do you know what Leonardo da Vinci is famous for?  
 (→ He is famous for his painting, 'Mona Lisa'.)

## Presentation

## A. Before You Read

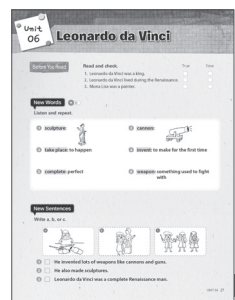
Read the heading 'Before You Read'.

- ① - Was Leonardo da Vinci a king?  
 (→ No, he was an artist, a scientist, a designer, an inventor and lots more all at the same time.)
- Did Leonardo da Vinci live during the Renaissance?  
 (→ Yes, he was born in 1452 and died in 1519, which is during the Renaissance period.)
- Was Mona Lisa a painter?  
 (→ No! Mona Lisa is a portrait of a wife of a wealthy silk merchant. Leonardo da Vinci painted it, and it is the most famous painting in history.)

## B. New Words

1. Listen to CD\_22, and repeat.
2. Observe the pictures if there are any. Ask students what they see.

- ① - What do you see in new word number 1?  
 (→ There is a figure of a woman. It is a sculpture.)



- How about the next picture?  
(→ There is a drawing of some kind of weapon, a cannon.)

### 3. Go through and read each word and its meaning.

- Ⓣ What does 'take place' mean? (→ It means to happen.)

## C. New Sentences

### 1. Ask students to write down words that they can think of when they observe the picture.

- Ⓣ - On top of each picture in 'New Sentences', write down words that come to your mind.
- What words can you write down for picture 'a'? (→ guns, cannon, weapon)
  - How about picture 'b'? (→ sculpture)
  - What about picture 'c'? (→ artist, scientist, philosopher)

### 2. Ask students to read the given sentences from 1 to 3.

- Ⓣ - Please read sentences from 1 to 3, and answer the questions. For example, for picture 'a', you've written down the words 'guns' and 'cannons'. Please look for a sentence which has the words.
- Which one has the words? (→ Sentence 1 has the words.)
  - Does the sentence go with picture 'a'? (→ Yes, it does.)  
(b → 2, c → 3)

## D. Story Reading: Leonardo da Vinci

### 1. Play CD\_23. Listen to the story without turning to page 28.

### 2. Turn to page 28. Observe the pictures.

- Ⓣ What can you see there?

(→ There is a portrait of an old man with long grey hair and a beard. It is a portrait of Leonardo da Vinci. There is also a picture of a famous painting *Mona Lisa*. At the bottom of page 28, there are drawings and hand writings of Leonardo da Vinci.)

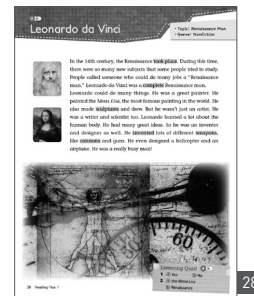
### 3. Listen to CD\_23 again. This time, ask students to read with their eyes too.

### 4. This time ask students to read the story aloud.

## E. Listening Quiz

Listen to CD\_24 and give a minute for students to answer the questions.

- Ⓣ - What is the first question?  
(→ The question is "Was Leonardo da Vinci a Renaissance man?")
- What is the answer to that question? (→ The answer is ③.)
  - What is the second question?  
(→ The question is "What did Leonardo da Vinci paint?")
  - What is the answer to that question? (→ The answer is ③.)



## Practice

### A. Details

Ask students to read the question and answer it by finding references from the text.

- ① - What is the answer? (→ The answer is ⑥ Renaissance.)
- Why is it the answer?  
(→ Because in lines 3-4, it says "People called someone who could do many jobs a Renaissance man.")
- Q2 → ④ human, in line 9, "Leonardo learned a lot about the human body."
- Q3 → ③ a painting, in lines 5-6, "He painted the *Mona Lisa*, the most famous painting in the world."
- Q4 → airplane, in line 13, "He even designed a helicopter and an airplane."

### B. Main Idea

1. Read the question aloud. Give students some time to find the answer.
2. Ask students for their answer.

① What is the answer? (→ ③ Leonardo da Vinci did many different jobs well.)

### C. Organizing

1. Read the question. Ask students to guess the answers.
2. Find the answer by referring to the text.

- ① - What would go in the first blank under Leonardo's jobs?  
(→ The word would be 'scientist'.)
- What comes next below 'inventor'? (→ The second word would be 'designer'.)
  - What about the third one? Which word should fill in the first blank under Leonardo's actions? (→ The word would be 'Mona Lisa'.)
  - What are the other two blanks? What would you put it them?  
(→ I would put in 'weapons' and 'designed'.)

3. Ask students to make sentences using the answers.

① Now with what we have here, can you make sentences?

(→ Leonardo da Vinci was a painter, a scientist, an inventor and a designer. As a painter, he painted the *Mona Lisa*, as a scientist he learned a lot about the human body. As an inventor, he invented weapons like cannons and guns. As a designer, he designed a helicopter and an airplane.)

### D. Vocabulary

1. Read the words given below. Ask students for their meanings.

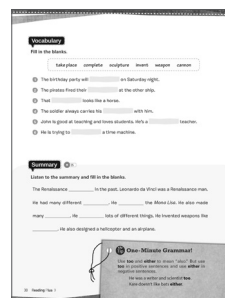
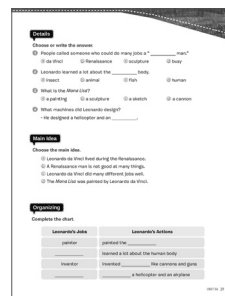
① The first word is 'take place'. What does it mean? Does anybody remember?  
(→ It means to happen.)

2. Read the question aloud and ask students to answer the question by substituting the right words. Make sure all the students have a go with the answers.

① What word do you think should be in the first blank? The clues are 'birthday party' and 'Saturday night'.

(→ The word to put in the blank for question 1 is 'take place'.)

Q2 → cannon / Q3 → sculpture / Q4 → weapon / Q5 → complete / Q6 → invent



## E. Summary

1. Ask a student to read the question.
2. Ask students to guess the words that would fit in the blanks.
  - Ⓙ What do you think the first word should be?
  - (→ I think the word that should be put in there is 'took place'.)
3. Listen to CD\_25 and fill in the blanks. Compare with the guessed words from the previous step.
  - Ⓙ Can you read the first sentence of the summary please?
  - (→ Renaissance took place in the past.)
  - (→ jobs, painted, sculpture, invented, guns)

## F. One-Minute Grammar

1. Ask a student to read the sentence aloud. Explain how to use 'too' and 'either' to mean 'also'.
  - Ⓙ Today we are going to learn to use 'too' and 'either' to mean 'also'.
  - 'Too' is for positive sentences and 'either' is for negative sentences (with 'not').
2. Ask students to finish the sentences with either 'too' or 'either'.

I know that you don't like horror movies. I don't like them \_\_\_\_\_.

Harry loves chocolates. He loves jelly \_\_\_\_\_.

(→ I know that you don't like horror movies. I don't like them either. / Harry loves chocolates. He loves jelly too.)

## Wrap-up

1. Praise students for today's work, and give a quick summary of today's lesson.
  - Ⓙ Today, we've read the story 'Leonardo da Vinci'.
  - The story was about Leonardo da Vinci, who was a complete Renaissance man. He was an artist, inventor, scientist, designer, and lots more. One of the most famous paintings, 'Mona Lisa', is his work too.
2. Assign homework.
  - Ⓙ I'm giving you some homework. It is to do pages 16-18 of the workbook at the end of the book.
3. Tell students about the next lesson.
  - Ⓙ Our next lesson will be unit 7, Rachel's Busy Day.
4. Good-bye

Unit 06 Leonardo da Vinci

Write the meaning of the word in your mother language. Then write the words.

Word	Meaning
common	
complete	
invent	
sculpture	
designer	

Choose the meaning for each underlined word.

1. In the 15th century, the Renaissance took place.  
(a) started (b) disappeared (c) happened

2. Leonardo was a complete Renaissance man.  
(a) perfect (b) famous (c) busy

Fill in the blanks.

Subject	Inventor	Designer
He had many great ideas. He was an _____.		
He was an artist. He made _____ and drew.		
He invented lots of _____ like cameras and guns.		

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Understand the sentences.

1. He is a great / the / painter / .  
...

2. There / subjects / there were / many / .  
...

3. A really / was / busy man / he / ?  
...

4. Invented / the / the human body / about / .  
...

5. In the world / painted / the most famous / .  
...

Choose the correct words.

1. He don't play video games. He don't play computer games (too / neither).  
...

2. I can speak Korean. I can speak English (too / neither).  
...

3. When is it? It's a very pretty one (too / neither).  
...

4. They don't go to school. They don't work (too / neither).  
...

5. Larry looks happy right now. He is smiling (too / neither).  
...

6. I can't run fast. I can't play basketball (too / neither).  
...

17

Translate each sentence into your mother language.

1. In the 15th century, the Renaissance took place.  
...

2. During this time, there were so many new subjects that some people had to study.  
...

3. People called someone who could do many jobs a 'Renaissance man'.  
...

4. Leonardo da Vinci was a complete Renaissance man.  
...

5. Leonardo could do many things. He was a great painter.  
...

6. He painted the Mona Lisa, the most famous painting in the world.  
...

7. He also made sculptures and drew. But he wasn't just an artist.  
...

8. He was a writer and scientist too. Leonardo learned a lot about the human body.  
...

9. He had many great ideas. So he was an inventor and designer as well.  
...

10. He invented lots of different weapons, like cameras and guns.  
...

11. He even designed a helicopter and an airplane.  
...

12. He was a really busy man.  
...

18

## Rachel's Busy Day

Learning  
Focus

Topic	Chefs
Text type (Genre)	Fiction
Target Words	assist, complain, satisfied, shrimp, supply, throw away
Target Grammar	Prepositions of time
Objective	To read and comprehend the story 'Rachel's Busy Day'

## Warm up

## A. Greeting

1. Greet students with a smile.
2. Ask students questions that will break the ice and get them ready for the class. Also, remind them what last lesson was about.

## B. Introduction

Read the title aloud. Prep students by asking questions that relate to today's lesson.

- ① - Let's read the title together. 'Rachel's Busy Day'  
 Today we are going to read a story about a day of a chef.
- Do you know what a chef is?  
 (→ A chef is someone who cooks at a restaurant as a job.)
  - What does a chef do?  
 (→ A chef cooks food but also they work on new recipes and plate selection. Plus, they order food supplies and even manage the staff.)

## Presentation

## A. Before You Read

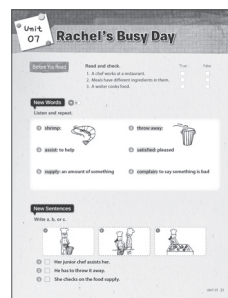
Read the heading 'Before You Read'.

- ① - Does a chef work at a restaurant?  
 (→ Yes, a chef works at a restaurant. A chef is someone who is in charge of the food of the restaurant.)
- Do meals have different ingredients in them?  
 (→ Yes, for most of the time, meals have different ingredients in them.)
  - Does a waiter cook food? (→ No! A waiter takes orders from the diners and serves food. Chefs cook food.)

## B. New Words

1. Listen to CD\_26, and repeat.
2. Observe the pictures if there are any. Ask students what they see.

- ① - What do you see in number 1?  
 (→ There is a shrimp, a curved body with many legs, and antennae.)



- How about the next picture?  
(→ There is a trashcan, and a piece of garbage is thrown into the trashcan.)

### 3. Go through and read each word and its meaning.

- Ⓣ What does 'assist' mean? (→ It means to help.)

## C. New Sentences

### 1. Ask students to write down words that they can think of when they observe the picture.

- Ⓣ - On top of each picture in 'New Sentences', write down the words that come to your mind.
- What words can you write down for picture 'a'? (→ throw away)
  - How about picture 'b'? (→ assist, chef)
  - What about picture 'c'? (→ ingredients)

### 2. Ask students to read the given sentences from 1 to 3.

- Ⓣ - Please read sentences from 1 to 3, and answer the questions. For example, for picture 'a', you've written down the words 'throw away'. Please look for a sentence which has those words.
- Which one has the words? (→ The sentence 2 has the words 'throw away'.)
  - Does the sentence go with picture 'a'? (→ Yes, it does.)  
(b → 1, c → 3)

## D. Story Reading: Rachel's Busy Day

### 1. Play CD\_27. Listen to the story without turning to page 32.

### 2. Turn to page 32. Observe the pictures.

- Ⓣ What can you see there?

(→ There is a picture of a standing menu with 'Today's special' written on it. There is also a chicken on a roasting pan. The chicken looks severely burnt. There is a man in a black suit who looks like he is complaining about something to a chef, and she is showing a bottle of wine to him.)

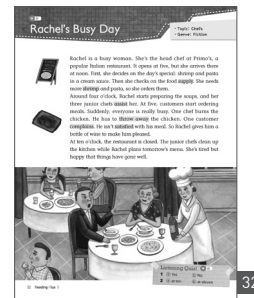
### 3. Listen to CD\_27 again. This time, ask students to read with their eyes too.

### 4. This time ask students to read the story aloud.

## E. Listening Quiz

Listen to CD\_28 and give a minute for students to answer the questions.

- Ⓣ - What is the first question?  
(→ The question is "Is Rachel a customer of the restaurant?")
- What is the answer to that question? (→ The answer is ⓑ.)
  - What is the second question? (→ The question is "When does the restaurant close?")
  - What is the answer to that question? (→ The answer is ⓐ.)





## Practice

### A. Details

Ask students to read the question and answer it by finding references from the text.

- ① - What is the answer of the first question? (→ The answer is ④ pasta.)  
 - Why is it the answer?  
 (→ Because in lines 3-4 it says "First, she decides on the day's special: shrimp and pasta in a cream sauce.")

Q2 → ⑥ customer, in lines 9-10, "One customer complains. He isn't satisfied with his meal."

Q3 → ③ five, in line 2, "It opens at five."

Q4 → wine, lines 10-11, "Rachel gives him a bottle of wine to make him pleased."

### B. Main Idea

1. Read the question aloud. Give students some time to find the answer.
2. Ask students for their answer.

- ① What is the answer? (→ ⑥ Rachel is busy working at her restaurant all day long.)

### C. Organizing

1. Read the question. Ask students to guess the answers.
2. Find the answer by referring to the text.

- ① - What would go in the first blank beside 'at noon'? (→ The word would be 'arrives'.)  
 - What comes next, beside 'around four o'clock'?  
 (→ The second word would be 'soups'.)  
 - What about the third one? Which word should fill in the first blank beside 'at ten o'clock'? (→ The word would be 'plans'.)

3. Ask students to make sentences using the answers.

- ① Now with what we have here, can you make sentences?  
 (→ On a typical day for Rachel, she arrives at the restaurant at noon, and starts preparing the soup around four o'clock. At ten o'clock she plans tomorrow's menu.)

### D. Vocabulary

1. Read the words given below. Ask students for their meanings.

- ① The first word is 'shrimp'. What does it mean? (→ It is a small shellfish.)

2. Read the question aloud and ask students to answer the question by substituting the right words. Make sure all the students have a go with the answers.

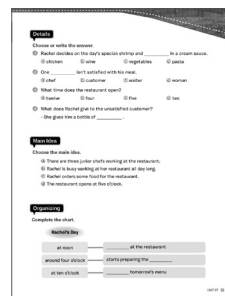
- ① What is the answer for question 1? The clues are 'school' and 'pens and pencils'.  
 (→ The word to put in the blank for question 1 is 'supply'.)

Q2 → throw away / Q3 → satisfied / Q4 → shrimp / Q5 → complain / Q6 → assist

### E. Summary

1. Ask a student to read the question.
2. Ask students to guess the words that would fit in the blanks.

- ① What do you think the first word should be?  
 (→ I think the word that should be put in there is 'noon'.)



3. Listen to CD\_29 and fill in the blanks. Compare with the guessed words from the previous step.

Ⓙ Can you read the first sentence of the summary please?

(→ Rachel arrives at Primo's at noon.)

(→ decides, shrimp, assist, complain, clean)

## F. One-Minute Grammar

1. Ask a student to read the sentence aloud. Explain how to use prepositions of time to talk about when something happens.

Ⓙ Today we are going to learn to use prepositions of time to talk about when something happens. 'At' is followed by a specific time, like 3 o'clock. 'On' is followed by a day or date, like Saturday or 25th. 'In' is followed by a month or year, like March or 2012.

2. Ask students to finish the sentences by putting (at/on/in) in the blanks.

I am going to the movies \_\_\_\_\_ Friday night.

Lauren's birthday is \_\_\_\_\_ September.

I'll meet you there \_\_\_\_\_ noon.

(→ I am going to the movies on Friday night. / Lauren's birthday is in September. / I'll meet you there at noon.)

## Wrap-up

1. Praise students for today's work, and give a quick summary of today's lesson.

Ⓙ Today, we've read the story 'Rachel's Busy Day'.

The story was about a chef at a restaurant called Rachel. As a chef, she decides on the day's special, checks on the food supply, cooks, manages complaints, and plans tomorrow's menu.

2. Assign homework.

Ⓙ I'm giving you some homework. It is to do pages 19-21 of the workbook at the end of the book.

3. Tell students about the next lesson.

Ⓙ Our next lesson will be unit 8, Jobs of the Future.

4. Good-bye

**Unit 7 Rachel's Busy Day**

Write the meaning of the word in your mother language. Then write the words.

assist	_____
complain	_____
assist	_____
assist	_____
assist	_____
assist	_____

Choose the meaning for each underlined word.

1. Rachel checks on the food supply.  
① take      ② amount      ③ give

2. One customer can't get the food he ordered.  
④ pleased      ⑤ surprised      ⑥ happy

Fill in the blanks.

1. Rachel's three junior chefs \_\_\_\_\_ her.

2. She needs more \_\_\_\_\_ and \_\_\_\_\_, so she orders them.

3. One chef has to \_\_\_\_\_ the burnt chicken.

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Unscramble the sentences.

1. At 7 p.m. the restaurant (close).  
\_\_\_\_\_

2. Special (decide on) / chef / the (day).  
\_\_\_\_\_

3. The (menu) / (prepare) / Rachel.  
\_\_\_\_\_

4. Chef / (order) / (customer).  
\_\_\_\_\_

5. When / (chef) / (give) / a (bottle of) / (chef).  
\_\_\_\_\_

Fill in the blanks with 'at', 'on', 'in' or 'by'.

1. Rachel always orders up \_\_\_\_\_ the menu.

2. What do you usually do \_\_\_\_\_ Christmas Day?

3. My sister was born \_\_\_\_\_ 1985.

4. The family is going on a picnic \_\_\_\_\_ Saturday.

5. We're going to eat dinner \_\_\_\_\_ the table.

6. They plan to take a trip \_\_\_\_\_ July.

20

Translate each sentence into your mother language.

1. Rachel is a busy woman. She has to check on the food supply, prepare the menu, and decide on the day's special.  
\_\_\_\_\_

2. Rachel checks on the food supply. She needs more shrimp and pasta, so she orders them.  
\_\_\_\_\_

3. When the chef gives a bottle of wine to the burnt chicken, the chef is surprised.  
\_\_\_\_\_

4. Rachel's three junior chefs assist her.  
\_\_\_\_\_

5. At five, customers start ordering meals. Suddenly, everyone is really busy.  
\_\_\_\_\_

6. One chef burns the chicken. He has to throw away the chicken.  
\_\_\_\_\_

7. One customer complains. He can't get the food he ordered.  
\_\_\_\_\_

8. Rachel gives her a bottle of wine to make her pleased.  
\_\_\_\_\_

9. At ten o'clock, the restaurant is closed.  
\_\_\_\_\_

10. The junior chef cleans up the kitchen while Rachel plans tomorrow's menu.  
\_\_\_\_\_

11. One chef had happy that things have gone well.  
\_\_\_\_\_

21

Learning  
Focus

<b>Topic</b>	Future Jobs
<b>Text type (Genre)</b>	Nonfiction
<b>Target Words</b>	advanced, industry, society, space, technology, tourism
<b>Target Grammar</b>	There will be
<b>Objective</b>	To read and comprehend the story 'Jobs of the Future'

## Warm up

## A. Greeting

1. Greet students with a smile.
2. Ask students questions that will break the ice and get them ready for the class. Also, remind them what the last lesson was about.

## B. Introduction

Read the title aloud. Prep students by asking questions that relate to today's lesson.

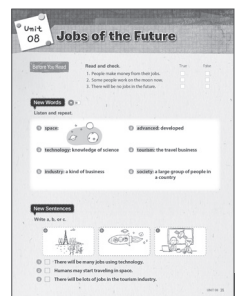
- ① - Let's read the title together. 'Jobs of the Future'
- Today we are going to read a story about jobs of the future.
- Over the centuries, there have been a lot of changes in the world of jobs. Some of jobs today are so different from the old days that people in that time couldn't even imagine of those jobs.
- What sort of jobs do you think these are?  
(→ airplane pilot, astronaut, computer engineer, professional computer gamer, photographer, etc.)

## Presentation

## A. Before You Read

Read the heading 'Before You Read'.

- ① - Do people make money from their jobs?  
(→ Yes, people get paid for what they do in their jobs.)
- Do some people work on the moon now?  
(→ No, even though some people have been on the moon, there is no one working on the moon now.)
  - Will there be no jobs in the future?  
(→ No, there will always be jobs in the future, even if there will be changes in its kind whether big or small.)



## B. New Words

1. Listen to CD\_30, and repeat.
2. Observe the pictures if there are any. Ask students what they see.

Ⓣ What do you see in number 1? (→ It is outer space.)

3. Go through and read each word and its meaning.

Ⓣ What does 'advanced' mean? (→ It means developed.)

## C. New Sentences

1. Ask students to write down words that they can think of when they observe the picture.

Ⓣ - On top of each picture in 'New Sentences', write down words that come to your mind.

- What words can you write down for picture 'a'? (→ tourism, Paris)
- How about picture 'b'? (→ space)
- What about picture 'c'? (→ technology (computer, satellite))

2. Ask students to read the given sentences from 1 to 3.

Ⓣ - Please read sentences from 1 to 3, and answer the questions. For example, for picture 'a', you've written down the word 'tourism'. Please look for a sentence which has the word.

- Which one has the words? (→ The sentence 3 has the word 'tourism'.)
- Does the sentence go with picture 'a'? (→ Yes, it does.)  
(b → 2, c → 1)

## D. Story Reading: Jobs of the Future

1. Play CD\_31. Listen to the story without turning to page 36. Ask students to listen carefully for the new words and also any other words that are repeated.

2. Turn to page 36. Observe the pictures.

Ⓣ What can you see there?

(→ There is a picture of beach with a parasol and a beach bed. There is also a picture of computer keyboard and a hand. At the bottom of page 36, there is a doctor and an old lady. The doctor looks like she is explaining a medicine while the old lady is reading the label on the medicine bottle.)

3. Listen to CD\_31 again. This time, ask students to read with their eyes too.

4. This time ask students to read the story aloud.

## E. Listening Quiz

Listen to CD\_32 and give a minute for students to answer the questions.

- Ⓣ - What is the first question? Anybody? (→ The question is "Do people's jobs change?")
- What is the answer to that question? (→ The answer is ②.)
  - What is the second question? (→ The question is "What did iceman deliver?")
  - What is the answer to that question? (→ The answer is ②.)



## Practice

### A. Details

Ask students to read the question and answer it by finding references from the text.

- ① - What is the answer of the first question? (→ The answer is ① change.)  
 - Why is it the answer?  
 (→ Because in lines 1-2 it says "As the world changes, people's jobs also change. Some of them disappear.")
- Q2 → ① society, in line 9, "Every year, our society gets more advanced."  
 Q3 → ③ iceman, in line 3, "But these days, it's not easy to see the 'iceman'."  
 Q4 → moon, in line 12, "There will be jobs on the moon in the future."

### B. Main Idea

1. Read the question aloud. Give students some time to find the answer.
2. Ask students for their answer. Ask for the reason they've chosen the answer.

① What is the answer? (→ ① There will be many kinds of new jobs in the future.)

### C. Organizing

1. Read the question. Ask students to guess the answers.
2. Find the answer by referring to the text.

- ① - What would go in the first blank? (→ The word would be 'health'.)  
 - What comes next, the effect of people having more free time?  
 (→ The second word would be 'tourism'.)  
 - Which word should we fill in for the effect of the society getting more advanced?  
 (→ The word would be 'technology'.)

3. Ask students to make sentences using the answers.

① Now with what we have here, can you make sentences?  
 (→ As people are getting older, there will be jobs in health care. As people have more free time, there will be jobs in the tourism industry. As the society gets more advanced, there will be jobs using technology.)

### D. Vocabulary

1. Read the words given below. Ask students for their meanings.

① The first word is 'tourism'. What does it mean? (→ It means the travel business.)

2. Read the question aloud and ask students to answer the question by substituting the right words. Make sure all the students have a go with the answers.

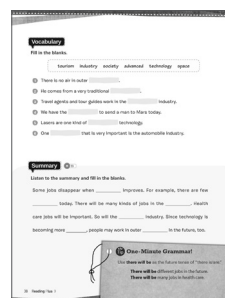
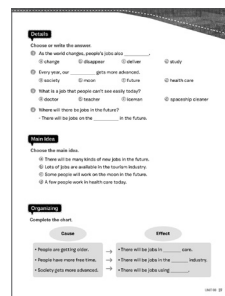
① What is the answer for question? The clues are 'no air' and 'outer'.  
 (→ The answer for question 1 is 'space'.)

Q2 → society / Q3 → tourism / Q4 → technology / Q5 → advanced / Q6 → industry

### E. Summary

1. Ask a student to read the question.
2. Ask students to guess the words that would fit in the blanks.

① What do you think the first word should be?  
 (→ I think the word that should be put in there is 'technology'.)



3. Listen to CD\_33 and fill in the blanks. Compare with the guessed words from the previous step.

Ⓣ Can you read the first sentence of the summary please?

(... Some jobs disappear when technology improves.)

(... iceman, future, tourism, advanced, space)

## F. One-Minute Grammar

1. Ask a student to read the sentence aloud. Explain how to use the phrase 'there will be' as the future tense of 'there is/are'.

Ⓣ Today we are going to learn to use the phrase 'there will be' as the future tense of 'there is/are'. For example; There are many flowers blooming on that apple tree, (present) therefore there will be many apples harvested in fall. (future)

2. Ask students to finish the sentences using the given phrases.

Ⓣ Use these phrases to make sentences that begin with 'there will be'.

... Heavy traffic in the city area later in the afternoon... heavy rain this afternoon...  
You need to pass this exam... no second chance.

(... There will be heavy traffic in the city area later in the afternoon. / There will be heavy rain this afternoon. / You need to pass this exam. There will be no second chance.)

## Wrap-up

1. Praise students for today's work, and give a quick summary of today's lesson.

Ⓣ Today, we've read the story 'Jobs of the Future'.

The story was about how people's jobs change as the world changes. Some jobs disappear, and more and more new jobs are created as people's needs change and technologies improve.

2. Assign homework.

Ⓣ I'm giving you some homework. It is to do pages 22-24 of the workbook at the end of the book.

3. Tell students about the next lesson.

Ⓣ Our next lesson will be unit 9, The Miser and his Gold.

4. Good-bye

**Unit 8 Jobs of the Future**

Write the meaning of the word in Russian. Then write each word three times.

① advanced \_\_\_\_\_

② industry \_\_\_\_\_

③ society \_\_\_\_\_

④ space \_\_\_\_\_

⑤ technology \_\_\_\_\_

⑥ tourism \_\_\_\_\_

Choose the meaning for each underlined word.

① There will be lots of new jobs in the tourism industry.  
② Tourism business. ③ Tourism business. ④ Tourism business.

② Our society gets more advanced.  
③ Learning. ④ development. ⑤ increasing.

Fill in the blanks.

Technology space industry

① Advances may mean technology.  
② There will be many jobs in the future.  
③ People get older, so there will be more jobs in health care.

④ Learning.

22

Understand the sentences.

① Are there more people with...  
...  
② Are there more people with...  
...  
③ Are there more people with...  
...  
④ Are there more people with...  
...  
⑤ Are there more people with...  
...  
⑥ Are there more people with...  
...

Read the sentences. Use 'There will be'.

① There is a...  
...  
② There are two people at the party.  
...  
③ There is a comedy on TV at seven.  
...  
④ There are some businessmen at the meeting.  
...  
⑤ There is a camp next Monday.  
...  
⑥ There is a math test on Tuesday.  
...

23

Translate each sentence into your mother language.

① As the world changes, people's jobs also change. Some of them disappear, so no one does them.  
...  
② In the future, some people used to be different. But there will be a lot of new jobs.  
...  
③ Instead, there will be lots of new jobs, perhaps more jobs in the future.  
...  
④ People are getting older, so there will be more jobs in health care.  
...  
⑤ People have more free time and they would like to relax more often.  
...  
⑥ The more there will be lots of new jobs in the tourism industry.  
...  
⑦ Every year, our society gets more advanced, so there will be many jobs using technology.  
...  
⑧ People will have to study for a long time before they can do them.  
...  
⑨ And soon, humans may start traveling in space.  
...  
⑩ There will be jobs in the future.  
...  
⑪ Maybe you can become a space explorer in the future.

④ Learning.

24

## The Miser and His Gold

Learning  
Focus

Topic	Miser
Text type (Genre)	Aesop's fables
Target Words	alone, bury, coin, lock, miser, overhear
Target Grammar	Possessive pronouns
Objective	To read and comprehend the story 'The Miser and His Gold'

## Warm up

## A. Greeting

1. Greet students with a smile.
2. Ask students questions that will break the ice and get them ready for the class. Also, remind them what the last lesson was about.

## B. Introduction

Read the title aloud. Prep students by asking questions that relate to today's lesson.

- ① - Let's read the title together. 'The Miser and His Gold'  
 Today we are going to read a story about a miser and his gold coins.  
 - Do you know what a miser is?  
 (→ A miser is a person who doesn't spend money nor help others in need.)

## Presentation

## A. Before You Read

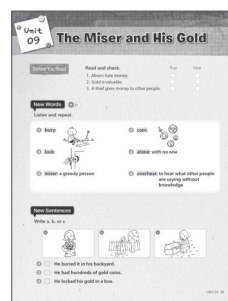
Read the heading 'Before You Read'.

- ① - Do misers hate money? (→ No, misers love their money.)  
 - Is gold valuable? (→ Yes, gold is very valuable.)  
 - Does a thief give money to other people?  
 (→ No, a thief is a person who steals money from other people.)

## B. New Words

1. Listen to CD\_34, and repeat.
2. Observe the pictures if there are any. Ask students what they see.

- ① - What do you see in number 1?  
 (→ There is a boy sitting on the ground with a shovel next to him. It looks like he dug up the ground with a shovel, put something in, and covered with soil again.)  
 - How about number 2? (→ There are coins in different sizes.)  
 - How about number 3?  
 (→ There is a key and a lock. The hand is trying to lock a door with a key.)



3. Go through and read each word and its meaning.

Ⓣ What does 'alone' mean? (→ It means with no one.)

### C. New Sentences

1. Ask students to write down words that they can think of when they observe the picture.

- Ⓣ - On top of each picture in 'New Sentences', write down words that come to your mind.
- What words can you write down for picture 'a'? (→ coins)
  - How about picture 'b'? (→ bury)
  - What about picture 'c'? (→ lock)

2. Ask students to read the given sentences from 1 to 3.

- Ⓣ - Please read sentences from 1 to 3, and answer the questions. For example, for picture 'a', you've written down word 'coins'. Please look for a sentence which has that word.
- Which one has the word? (→ The sentence 2 has the word 'coin'.)
  - Does the sentence go with picture 'a'? (→ Yes, it does.)  
(b → 1, c → 3)

### D. Story Reading: The Miser and His Gold

1. Play CD\_35. Listen to the story without turning to page 40.

2. Turn to page 40. Observe the pictures.

Ⓣ What can you see there?

(→ There is a treasure chest filled with gold coins. There is also a big hole in the ground under a tree. Next to the hole, there is a man with a mustache looking into a treasure chest filled with gold coins. Behind the fence, there is a man who is secretly looking at the man with a mustache.)

3. Listen to CD\_35 again. This time, ask students to read with their eyes too.

4. This time ask students to read the story aloud.

### E. Listening Quiz

Listen to CD\_36 and give a minute for students to answer the questions.

- Ⓣ - What is the first question? (→ The question is "Did the thief take the miser's gold?")
- What is the answer to that question? (→ The answer is Ⓐ.)
  - How about the second question? What is the second question?  
(→ The question is "Where did the miser bury his money?")
  - What is the answer to that question? (→ The answer is Ⓑ.)



## Practice

### A. Details

Ask students to read the question and answer it by finding references from the text.

- Ⓣ - Can you read the first sentence please? What is the answer?  
(→ The answer is Ⓐ dug up.)



- Why is it the answer?  
(→ because in lines 5-6, it says "Every Friday, the miser went to his backyard and dug up the box of coins.")

Q2 → ④ bed, in line 9, "The thief waited until the miser went to bed."

Q3 → ⑥ a huge hole, in lines 11-12, "He saw a huge hole in the ground."

Q4 → fence, in line 10, "...he climbed the fence."

## B. Main Idea

1. Read the question aloud. Give students some time to find the answer.
2. Ask students for their answer.

① What is the answer? (→ ① A thief stole all of a miser's gold from his backyard.)

## C. Organizing

1. Read the question. Ask students to guess the answers.
2. Find the answer by referring to the text.

- ① - What would go in the first blank? (→ The words would be 'coins' and 'backyard'.)  
 - What comes next, in the blank in the second line?  
 (→ The second word would be 'Friday'.)  
 - What about the third one? (→ The word would be 'thief'.)

3. Ask students to make sentences using the answers.

① Now with what we have here, can you make sentences?

(→ A miser buried all of his gold coins in a box in his backyard. Every Friday, the miser dug up his box of coins. A thief stole all of the miser's coins while he was sleeping.)

## D. Vocabulary

1. Read the words given below. Ask students for their meanings.

① The first word is 'miser'. What does it mean?

(→ It means a person who keeps all his money and is not willing to spend any.)

2. Read the question aloud and ask students to answer the question by substituting the right words. Make sure all the students have a go with the answers.

- ① - Can you read question 1 out loud please? The clues are 'put into' and 'vending machine'.  
 - What do you put into a vending machine?  
 (→ The word to put in the blank for question 1 is 'coin'.)

Q2 → overheard / Q3 → lock / Q4 → alone / Q5 → miser / Q6 → bury

## E. Summary

1. Ask a student to read the question.
2. Ask students to guess the words that would fit in the blanks.

① What do you think the first word should be?

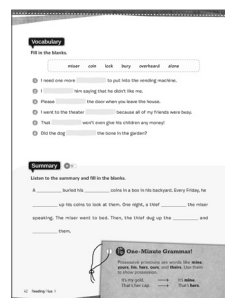
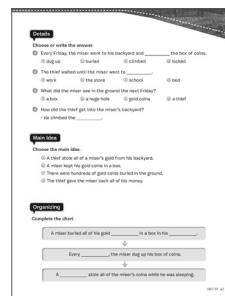
(→ I think the word that should be put in there is 'miser'.)

3. Listen to CD\_37 and fill in the blanks. Compare with the guessed words from the previous step.

① Can you read the first sentence of the summary please?

(→ A miser buried his gold coins in a box in his backyard.)

(→ dug, overheard, coins, stole)



## F. One-Minute Grammar

1. Ask a student to read the sentence aloud. Explain how to use possessive pronouns to show possession.

Ⓣ Today we are going to learn to use possessive pronouns to show possession.  
Do you remember we've learned about possessive adjectives like my, your, his, her, our, their, and its?  
Possessive pronouns are like 「possessive pronouns + object」.  
my (possessive adjective) + pen (noun, object) = mine  
your wallet = yours / his bag = his / her shoes = hers / their house = theirs

2. Ask students to change the sentences using possessive pronouns.

Ⓣ Please use possessive pronouns to change the sentences.  
That is your luggage → That luggage is yours.  
Her bag is very expensive → Hers is very expensive.

## Wrap-up

1. Praise students for today's work, and give a quick summary of today's lesson.

Ⓣ Today, we've read the story 'The Miser and His Gold'.  
The story was about a miser who buried his gold coins in his backyard. One day a thief overhears the miser talking about his gold, and steals the coins.

2. Assign homework.

Ⓣ I'm giving you some homework. It is to do pages 25-27 of the workbook at the end of the book.

3. Tell students about the next lesson.

Ⓣ Our next lesson will be unit 10, Who Donated the Money?

4. Good-bye

**Unit 09 The Miser and His Gold**

Write the meaning of the word in your mother language. Then write the words.

① miser \_\_\_\_\_

② miserly \_\_\_\_\_

③ miser \_\_\_\_\_

④ miser \_\_\_\_\_

⑤ miser \_\_\_\_\_

⑥ miser \_\_\_\_\_

⑦ miser \_\_\_\_\_

⑧ miser \_\_\_\_\_

⑨ miser \_\_\_\_\_

⑩ miser \_\_\_\_\_

Choose the meaning for each underlined word.

① The miser went to his money. ( ) miserly ( ) miserly person ( ) miserly person ( ) miserly person

② He was miserly. ( ) miserly ( ) miserly person ( ) miserly person ( ) miserly person

③ He was miserly. ( ) miserly ( ) miserly person ( ) miserly person ( ) miserly person

④ He was miserly. ( ) miserly ( ) miserly person ( ) miserly person ( ) miserly person

⑤ He was miserly. ( ) miserly ( ) miserly person ( ) miserly person ( ) miserly person

⑥ He was miserly. ( ) miserly ( ) miserly person ( ) miserly person ( ) miserly person

⑦ He was miserly. ( ) miserly ( ) miserly person ( ) miserly person ( ) miserly person

⑧ He was miserly. ( ) miserly ( ) miserly person ( ) miserly person ( ) miserly person

⑨ He was miserly. ( ) miserly ( ) miserly person ( ) miserly person ( ) miserly person

⑩ He was miserly. ( ) miserly ( ) miserly person ( ) miserly person ( ) miserly person

Fill in the blanks.

① The miser had hundreds of gold. \_\_\_\_\_

② He \_\_\_\_\_ the box in his backyard. \_\_\_\_\_

③ He spoke too loudly, so a thief walking outside \_\_\_\_\_ him.

Unscramble the sentences.

① a miser / his / the / gold / buried / and / took / .

② miser / the / his / money / spent / .

③ the miser / his / the gold / buried / and took / .

④ he / gold / he / a box / he / buried / .

⑤ anything / something / can / couldn't / this / .

Match the sentences with ones that use possessive pronouns.

① He buried his gold. + ( ) That's mine.

② He buried his gold. + ( ) That's mine.

③ He buried his gold. + ( ) That's mine.

④ He buried his gold. + ( ) That's mine.

⑤ He buried his gold. + ( ) That's mine.

⑥ He buried his gold. + ( ) That's mine.

⑦ He buried his gold. + ( ) That's mine.

⑧ He buried his gold. + ( ) That's mine.

⑨ He buried his gold. + ( ) That's mine.

⑩ He buried his gold. + ( ) That's mine.

Translate each sentence into your mother language.

① He buried his gold in his backyard. He didn't have a wife, children, or any friends.

② He buried his gold in his backyard. He didn't have a wife, children, or any friends.

③ He buried his gold in his backyard. He didn't have a wife, children, or any friends.

④ He buried his gold in his backyard. He didn't have a wife, children, or any friends.

⑤ He buried his gold in his backyard. He didn't have a wife, children, or any friends.

⑥ He buried his gold in his backyard. He didn't have a wife, children, or any friends.

⑦ He buried his gold in his backyard. He didn't have a wife, children, or any friends.

⑧ He buried his gold in his backyard. He didn't have a wife, children, or any friends.

⑨ He buried his gold in his backyard. He didn't have a wife, children, or any friends.

⑩ He buried his gold in his backyard. He didn't have a wife, children, or any friends.

## Who Donated the Money?

Learning  
Focus

Topic	Donor
Text type (Genre)	Nonfiction
Target Words	anonymous, donation, financial, homeless, lose, receive
Target Grammar	Question words
Objective	To read and comprehend the story 'Who Donated the Money?'

## Warm up

## A. Greeting

1. Greet students with a smile.
2. Ask students questions that will break the ice and get them ready for the class. Also, remind them what the last lesson was about.

## B. Introduction

Read the title aloud. Prep students by asking questions that relate to today's lesson.

- ① - Let's read the title together. 'Who Donated the Money?'
- Today we are going to read a story about some people who secretly donated their money for poor people.
- Do you know what donation is? (→ Donation is giving something to help others.)

## Presentation

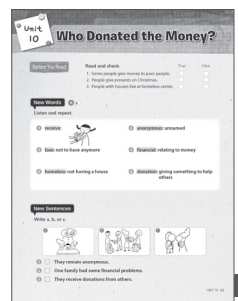
## A. Before You Read

Read the heading 'Before You Read'.

- ① - Do some people give money to poor people?  
(→ Yes, some people give money to poor people.)
- Do people give presents on Christmas?  
(→ Yes, in most cultures, people exchange presents. Giving and receiving presents is a big thing on Christmas.)
- Do people with houses live at homeless centers?  
(→ No, homeless centers are for those who are without homes, hence the name 'home+less'.)

## B. New Words

1. Listen to CD\_38, and repeat.
2. Observe the pictures if there are any. Ask students what they see.  
① What do you see in number 1? (→ There is a girl receiving a present.)
3. Go through and read each word and its meaning.  
① What does 'anonymous' mean? (→ It means unnamed.)



## C. New Sentences

1. Ask students to write down the words that they can think of when they observe the picture.

- ① - On top of each picture in 'New Sentences', write down words that comes to your mind.
- What words can you write down for picture 'a'? (→ financial)
- How about picture 'b'? (→ donation) And in picture 'c'? (→ anonymous)

2. Ask students to read the given sentences from 1 to 3.

- ① - Please read sentences from 1 to 3, and answer the questions. For example, for picture 'a', you've written down the word 'financial'. Please look for a sentence which has the word.
- Which sentence has the word? (→ The sentence 2 has the word 'financial'.)
- Does the sentence go with picture 'a'? (→ Yes, it does.)  
(b → 3, c → 1)

## D. Story Reading: Who Donated the Money?

1. Play CD\_39. Listen to the story without turning to page 44.

2. Turn to page 44. Observe the pictures.

- ① What can you see there?  
(→ There is a Santa's bag and a hat with a few boxes of presents. There is also paper money rolled and tied with a ribbon. At the bottom of page 44, there are some Christmas decoration pieces.)

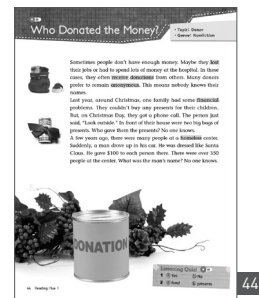
3. Listen to CD\_39 again. This time, ask students to read with their eyes too.

4. This time ask students to read the story aloud.

## E. Listening Quiz

Listen to CD\_40 and give a minute for students to answer the questions.

- ① - What is the first question?  
(→ The question is "Did Santa Claus give people money?")
- What is the answer to that question? (→ The answer is ③.)
- What is the second question?  
(→ The question is "What did the family get for Christmas?")
- What is the answer to that question? (→ The answer is ⑥.)

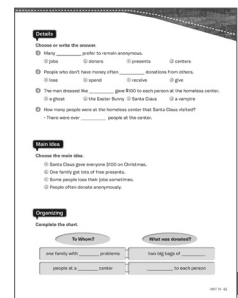


## Practice

### A. Details

Ask students to read the question and answer it by finding references from the text.

- ① - Can you read the first sentence please? What is the answer?  
(→ The answer is ⑥ donors.)
  - Why is it the answer?  
(→ Because in lines 3-4, it says "Many donors prefer to remain anonymous.")
- Q2 → ③ receive in lines 1-3, "Sometimes people don't have enough money...they often receive donations from others."



Q3 → © Santa Claus, in lines 12-13, "He was dressed like Santa Claus. He gave \$100 to each person (at a homeless center)."

Q4 → 350, in lines 13-14, "There were over 350 people at the center."

## B. Main Idea

1. Read the question aloud. Give students some time to find the answer.
2. Ask students for their answer.

Ⓓ What is the answer? (→ Ⓓ People often donate anonymously.)

## C. Organizing

1. Read the question. Ask students to guess the answers.
2. Find the answer by referring to the text.

- Ⓓ - What would go in the first blank under 'To Whom'?
- (→ The word would be 'financial'.)
- What comes next, in the blank under 'What was donated'?
- (→ The second word would be 'presents'.)
- What about the next one under 'To Whom'? (→ The word would be 'homeless'.)
- What about the last blank? (→ \$100 or one hundred dollars)

3. Ask students to make sentences using the answers.

Ⓓ Now with what we have here, can you make sentences?

(→ To one family with financial problems, two big bags of presents were donated and to people at homeless center, \$100 was donated to each person.)

## D. Vocabulary

1. Read the words given below. Ask students for their meanings.

Ⓓ The first word is 'lose'. What does it mean? (→ It means not to have anymore.)

2. Read the question aloud and ask students to answer the question by substituting the right words. Make sure all the students have a go with the answers.

Ⓓ What is the answer for question 1? The clues are 'MP3 player' and 'my birthday'.

(→ The answer for question 1 is 'receive'.)

Q2 → homeless / Q3 → lose / Q4 → donation / Q5 → financial / Q6 → anonymous

## E. Summary

1. Ask a student to read the question.
2. Ask students to guess the words that would fit in the blanks.

Ⓓ What do you think the first word should be?

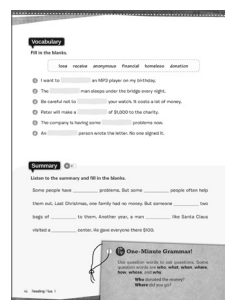
(→ I think the word that should be put in there is 'financial'.)

3. Listen to CD\_41 and fill in the blanks. Compare with the guessed words, from the previous step.

Ⓓ Can you read the first sentence of the summary please?

(→ Some people have financial problems.)

(→ anonymous, donated, presents, dressed, homeless)



## F. One-Minute Grammar

1. Ask a student to read the sentence aloud. Explain how to use question words like who, when, where, what, how, whose and why.

Ⓣ Today we are going to learn to use question words like who, when, where, what, how, whose, and why. When we ask a question, we often begin with these words. For example, 'What time is it?', 'How can I get to the subway station?', 'When can I call you?', 'Why did you do that?', etc.

2. Ask students to compose questions for the answers given.

Ⓣ Please compose questions so that the answers for the question would be these sentences.

These pens are made in Japan. → Where are these pens made?

That computer is mine. →

I'm going there this afternoon. →

She is in Paris right now. →

(→ Whose computer is that? / When are you going to go there? / Where is she?)

## Wrap-up

1. Praise students for today's work, and give a quick summary of today's lesson.

Ⓣ Today, we've read the story 'Who Donated the Money?'  
The story was about how people donate money to help others yet remain anonymous.

2. Assign homework.

Ⓣ I'm giving you some homework. It is to do pages 28-30 of the workbook at the end of the book.

3. Tell students about the next lesson.

Ⓣ Our next lesson will be on unit 11, The World's Richest Man.

4. Good-bye

**Unit 10 Who Donated the Money?**

Write the meaning of the word in your mother language. Then write the words.

① anonymous \_\_\_\_\_

② donation \_\_\_\_\_

③ financial \_\_\_\_\_

④ sometimes \_\_\_\_\_

⑤ less \_\_\_\_\_

⑥ receive \_\_\_\_\_

Choose the meaning for each underlined word.

① Some donors prefer to remain anonymous. ( ) concerned ( ) helpful ( ) famous

② They were very popular at a hospital center. ( ) financial ( ) having a house ( ) not having a house

Fill in the blanks.

	Anonymous	Less	Financial
① Sometimes people don't have enough money. Maybe they _____ their jobs.			
② They often receive _____ from others.			
③ One family had some _____ problems. They couldn't buy anything.			

④ Sometimes I \_\_\_\_\_

Unscramble the sentences.

① know / the / each person / has / \$100 / .  
\_\_\_\_\_

② give / them / the / parents / who / ?  
\_\_\_\_\_

③ some / them / like / the / was / donated / .  
\_\_\_\_\_

④ one / the / center / 100 / people / there / were / at / .  
\_\_\_\_\_

Fill in the blanks with the question words.

what when who how where why

① \_\_\_\_\_ asked if the lady \_\_\_\_\_ studied the rules.

② \_\_\_\_\_ are we going? \_\_\_\_\_ drive going to the park.

③ \_\_\_\_\_ was the music? \_\_\_\_\_ the music was great.

④ \_\_\_\_\_ are they doing now? \_\_\_\_\_ they are working on their new \_\_\_\_\_.

⑤ \_\_\_\_\_ is John studying? \_\_\_\_\_ John is studying this Friday.

⑥ \_\_\_\_\_ do you like computer games? \_\_\_\_\_ Because they're fun.

Translate each sentence into your mother language.

① Sometimes people don't have enough money.  
\_\_\_\_\_

② Maybe they lost their jobs or had to spend lots of money at the hospital.  
\_\_\_\_\_

③ In these cases, they often receive donations from others.  
\_\_\_\_\_

④ Many donors prefer to remain anonymous. This means nobody knows their names.  
\_\_\_\_\_

⑤ Last year, around Christmas, one family had some financial problems.  
\_\_\_\_\_

⑥ They couldn't buy any presents for their children. But, on Christmas Day, they got a phone call.  
\_\_\_\_\_

⑦ The person just said, "Thank outside" in front of their house were two big bags of presents.  
\_\_\_\_\_

⑧ When given from the parents / the new house.  
\_\_\_\_\_

⑨ A few years ago, there were many people at a hospital center.  
\_\_\_\_\_

⑩ Suddenly, a man drove up in his car. He was donated like Santa Claus.  
\_\_\_\_\_

⑪ He gave \$100 to each person there. There were over 100 people at the center.  
\_\_\_\_\_

⑫ What was the most name? He was known.  
\_\_\_\_\_

⑬ Sometimes I \_\_\_\_\_

## The World's Richest Man

Learning  
Focus

Topic	Money sharing
Text type (Genre)	Fiction
Target Words	electronics, employee, own, salary, share, wealthy
Target Grammar	Make
Objective	To read and comprehend the story 'The World's Richest Man'

## Warm up

## A. Greeting

1. Greet students with a smile.
2. Ask students questions that will break the ice and get them ready for the class. Also, remind them what last lesson was about.

## B. Introduction

Read the title aloud. Prep students by asking questions that relate to today's lesson.

- ① - Let's read the title together. 'The World's Richest Man'
- Today we are going to read a story about a rich businessman, the owner of an electronics company. He was rich but was not aware of other's hardships but realized how good it is to share with others.
- Do you know what electronics are?  
(→ Electronics are goods that are made with electronic parts such as TVs, computers, mobile phones, etc.)

## Presentation

## A. Before You Read

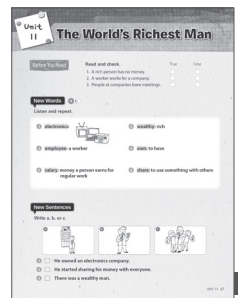
Read the heading 'Before You Read'.

- ① - Does a rich person have no money? (→ A rich person has lots of money.)
- Does a worker work for a company? (→ Yes, a worker works for a company.)
  - Do people at companies have meetings?  
(→ Yes, at meetings people at companies talk and decide on important matters about the company.)

## B. New Words

1. Listen to CD\_42, and repeat.
2. Observe the pictures if there are any. Ask students what they see.

- ① What do you see in new word number 1?  
(→ There are electronic goods like a TV, a computer and a stereo.)



3. Go through and read each word and its meaning.

Ⓣ What does 'wealthy' mean? (→ It means rich.)

### C. New Sentences

1. Ask students to write down words that they can think of when they observe the picture.

- Ⓣ - On top of each picture in 'New Sentences', write down words that come to your mind.
- What words can you write down for picture 'a'? (→ electronics)
  - How about picture 'b'? (→ wealthy)
  - What about picture 'c'? (→ share)

2. Ask students to read the given sentences from 1 to 3.

- Ⓣ - Please read sentences from 1 to 3, and answer the questions. For example, for picture 'a', you've written down the word 'electronic'. Please look for a sentence which has the word.
- Which one has the word? (→ Sentence 1 has the word 'electronic'.)
  - Does the sentence go with picture 'a'? (→ Yes, it does.)  
(b → 3, c → 2)

### D. Story Reading: The World's Richest Man

1. Play CD\_43. Listen to the story without turning to page 48.

2. Turn to page 48. Observe the pictures.

Ⓣ What can you see there?

(→ There are electronic goods like a TV and a computer. There is also a picture of three people sitting at a desk having a business meeting. At the bottom of page 48, there is a person who looks very important, and is looking around a factory.)

3. Listen to CD\_43 again. This time, ask students to read with their eyes too.

4. This time ask students to read the story aloud.

### E. Listening Quiz

Listen to CD\_44 and give a minute to students to answer questions.

- Ⓣ - What is the first question? Anybody?
- (→ The question is "Did John Dollar share his money?")
- What is the answer to that question? (→ The answer is Ⓐ.)
  - How about the second question? What is the second question?  
(→ The question is "What kind of company did John Dollar own?")
  - What is the answer to that question? (→ The answer is Ⓐ.)





## Practice

### A. Details

Ask students to read the question and answer it by finding references from the text.

① - Can you read the first sentence please? What is the answer?

(→ The answer is ⑥ owned.)

- Why is it the answer?

(→ Because in lines 1-2 it says "He owned an electronics company.")

Q2 → ④ employees, in lines 11-12, "John gave his employees the day off."

Q3 → ③ salaries, in line 12, "Then he raised salaries."

Q4 → breaks, in lines 7-8, "We're tired because we never get any breaks."

### B. Main Idea

1. Read the question aloud. Give students some time to find the answer.

2. Ask students for their answer.

① What is the answer? (→ ④ John Dollar learned to share with others.)

### C. Organizing

1. Read the question. Ask students to guess the answers.

2. Find the answer by referring to the text.

① - What would go in the first blank? (→ The words would be 'richest'.)

- What comes next in the blank of the second sentence?

(→ The second word would be 'smiling'.)

- What about the next one in the third sentence? (→ The word would be 'sharing'.)

3. Ask students to make sentences using the answers.

① Now with what we have here, can you make sentences?

(→ John Dollar became the richest man in the world. However, his employees weren't smiling since they were tired and poor. John started sharing his money with everyone at the company.)

### D. Vocabulary

1. Read the words given below. Ask students for their meanings.

① What does 'own' mean? (→ It means to have.)

2. Read the question aloud and ask students to answer the question by substituting the right words. Make sure all the students have a go with the answers.

① Can you read question 1 out loud please? The clue is 'Don't take that bag'.

(→ The answer for question 1 is 'own'.)

Q2 → employee / Q3 → wealthy / Q4 → share / Q5 → salary / Q6 → electronics

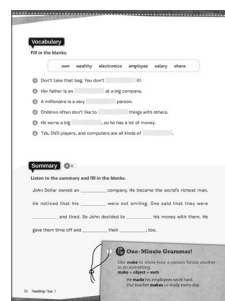
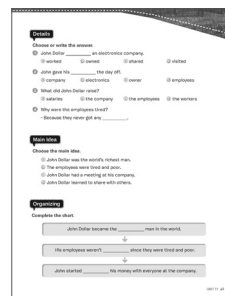
### E. Summary

1. Ask a student to read the question.

2. Ask students to guess the words that would fit in the blanks.

① What do you think the first word should be?

(→ I think the word that should be put in there is 'electronics'.)



3. Listen to CD\_45 and fill in the blanks. Compare with the guessed words, from the previous step.

Ⓣ Can you read the first sentence of the summary please?

(→ John Dollar owned an electronics company.)

(→ employees, poor, share, raised, salaries)

## F. One-Minute Grammar

1. Ask a student to read the sentence aloud. Explain how 'make' can show how a person forces another to do something.

Ⓣ Today we are going to learn to use 「make + object + verb」 to show how a person forces another to do something.

2. Ask students to make sentences using 「make + object + verb」 phrase.

Ⓣ Can you make sentence using 「make + object + verb」?

(→ He makes me wash the dishes. / They make her lie about it.)

## Wrap-up

1. Praise students for today's work, and give a quick summary of today's lesson.

Ⓣ Today, we've read the story 'The World's Richest Man'.

The story was about a man who owned an electronics company and became rich. When he found out everyone who worked at his company was still tired and poor, he shared his money and gave them time off.

2. Assign homework.

Ⓣ I'm giving you some homework. It is to do page 31-33 of the workbook at the end of the book.

3. Tell students about the next lesson.

Ⓣ Our next lesson will be unit 12, The History of Money.

4. Good-bye

**Unit 11**

### The World's Richest Man

Write the meaning of the word in your mother language. Then write the words.

- electronics \_\_\_\_\_
- employees \_\_\_\_\_
- poor \_\_\_\_\_
- share \_\_\_\_\_
- raise \_\_\_\_\_
- salary \_\_\_\_\_
- wealthy \_\_\_\_\_

Choose the meaning for each underlined word.

- There was once a wealthy man named John Dollar. (wealthy) ☐ rich ☐ poor ☐ bad
- He worked in an electronics company. (electronics) ☐ food ☐ game
- He had a lot of money. (wealthy) ☐ poor ☐ rich

Fill in the blanks.

	substance	sharing	employees
John made his _____ work very hard.			
He raised them _____.			
He shared _____ his money with everyone.			

**Unit 11**

### The World's Richest Man

Underline the sentences.

- There is money enough. \_\_\_\_\_
- Not any benefits left. \_\_\_\_\_
- Everyone has to be happy. \_\_\_\_\_
- In the world, the richest man is John. \_\_\_\_\_
- Nothing is what's everyone is rich. \_\_\_\_\_

Underline the sentences.

- John made his money. \_\_\_\_\_
- John made his money. \_\_\_\_\_
- John made his money. \_\_\_\_\_
- John made his money. \_\_\_\_\_
- John made his money. \_\_\_\_\_
- John made his money. \_\_\_\_\_
- John made his money. \_\_\_\_\_

**Unit 11**

### The World's Richest Man

Translate each sentence into your mother language.

- There was once a wealthy man named John Dollar. He owned an electronics company. \_\_\_\_\_
- He had money, so he worked and worked every day. He also made his employees work very hard. \_\_\_\_\_
- John became rich and John Dollar. He was the richest man in the world. \_\_\_\_\_
- One day John was working through his company. "You know," he said to a worker. \_\_\_\_\_
- "Why aren't the employees smiling? What's wrong with everyone?" he asked. \_\_\_\_\_
- The worker answered, "While tired because we never get any benefits. We work hard, but we're all poor." \_\_\_\_\_
- John went home and thought about what the worker said. The next day, he called a meeting. \_\_\_\_\_
- "I have enough money," he said. "Now I want everyone to be happy!" \_\_\_\_\_
- John gave his employees the day off. Then he raised their salaries. \_\_\_\_\_
- He started sharing his money with everyone. \_\_\_\_\_
- And the workers of his company became happier and happier. \_\_\_\_\_

## The History of Money

Learning  
Focus

Topic	History of Money
Text type (Genre)	Nonfiction
Target Words	carry, check, firewood, melt, metal, trade
Target Grammar	How to + verb
Objective	To read and comprehend the story 'The History of Money'

## Warm up

## A. Greeting

1. Greet students with a smile.
2. Ask students questions that will break the ice and get them ready for the class. Also, remind them what the last lesson was about.

## B. Introduction

Read the title aloud. Prep students by asking questions that relate to today's lesson.

- ① - Let's read the title together. 'The History of Money'  
 Today we are going to read a story about the history of money.
- Do you know how the idea of money started?  
 (→ A long time ago, people exchanged things with each other. Some people used shells as a form of money.)

## Presentation

## A. Before You Read

Read the heading 'Before You Read'.

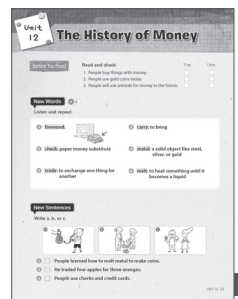
- ① - Do people buy things with money? (→ Yes, people buy things with money.)
- Does people use gold coins today?  
 (→ No, people don't use gold coins these days. Gold coins would be too heavy to carry around.)
  - Will people use animals for money in the future?  
 (→ No, the use of animals for money is an idea of the past.)

## B. New Words

1. Listen to CD\_46, and repeat.
2. Observe the pictures if there are any. Ask students what they see.

① What do you see in number 1?

(→ There is a fireplace and stacks of cut wood. There is a red arrow pointing at the wood.)



3. Go through and read each word and its meaning.

Ⓣ What does 'carry' mean? (→ It means to bring.)

### C. New Sentences

1. Ask students to write down words that they can think of when they observe the picture.

- Ⓣ - On top of each picture in 'New Sentences', write down words that come to your mind.
- What words can you write down for picture 'a'? (→ trade)
  - How about picture 'b'? (→ melt, metal) And in picture 'c'? (→ check, credit cards)

2. Ask students to read the given sentences from 1 to 3.

- Ⓣ - Please read sentences from 1 to 3, and answer the questions. For example, for picture 'a', you've written down the word 'trade'. Please look for a sentence which has the word.
- Which one has the word? (→ Sentence 2 has the word 'trade'.)
  - Does the sentence go with picture 'a'? (→ Yes, it does.)  
(b → 1, c → 3)

### D. Story Reading: The History of Money

1. Play CD\_47. Listen to the story without turning to page 52.

2. Turn to page 52. Observe the pictures.

Ⓣ What can you see there?

(→ There is a stack of credit cards, one on top of another. There is also a hand signing a check. At the bottom of page 52, there are lots of one cent coins and 100 dollar notes.)

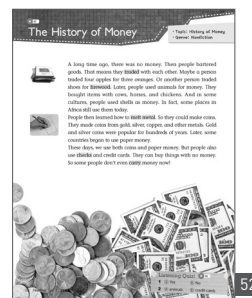
3. Listen to CD\_47 again. This time, ask students to read with their eyes too.

4. This time ask students to read the story aloud.

### E. Listening Quiz

Listen to CD\_48 and give a minute for students to answer the questions.

- Ⓣ - What is the first question? (→ The question is "Do people use coins today?")
- What is the answer to that question? (→ The answer is (a).)
  - How about the second question?  
(→ The question is "What did people use for money a long time ago?")
  - What is the answer to that question? (→ The answer is (a).)

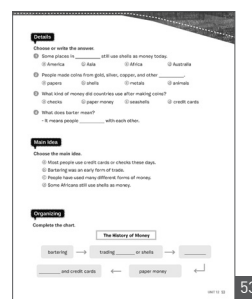


## Practice

### A. Details

Ask students to read the question and answer it by finding references from the text.

- Ⓣ - Can you read the first sentence please? What is the answer?  
(→ The answer is (c) Africa.)
- Why is it the answer?  
(→ Because in lines 6-7, it says "people used shells as money. In fact, some places in Africa still use them today.")



Q2 → ③ metals, in line 9, "They made coins from gold, silver, copper, and other metals."

Q3 → ② paper money, in lines 10-11, "Later, some countries began to use paper money."

Q4 → trade, in line 2, "bartered...means they traded with each other."

## B. Main Idea

1. Read the question aloud. Give students some time to find the answer.
2. Ask students for their answer.

① What is the answer? (→ ③ People have used many different forms of money.)

## C. Organizing

1. Read the question. Ask students to guess the answers.
2. Find the answer by referring to the text.

① - What would go in the first blank? (→ The words would be 'animals'.)  
 - What comes next, in the second blank? (→ The second word would be 'coins'.)  
 - What about the next one in the third blank? (→ The word would be 'checks'.)

3. Ask students to make sentences using the answers.

① Now with what we have here, can you make sentences?

(→ At first, people bartered. Then people traded animals or shells. When people learned how to melt metal they made coins with gold, silver, and copper. After that, paper money was used. These days, people use checks and credit cards.)

## D. Vocabulary

1. Read the words given below. Ask students for their meanings.

① The first word is 'trade'. What does it mean?

(→ It means to exchange one thing for another.)

2. Read the question aloud and ask students to answer the question by substituting the right words. Make sure all the students have a go with the answers.

① Can you read question 1 out loud please? The clues are 'this box' and 'not strong enough'. (→ The answer for question 1 is 'carry'.)

Q2 → firewood / Q3 → metal / Q4 → trade / Q5 → check / Q6 → melt

## E. Summary

1. Ask a student to read the question.
2. Ask students to guess the words that would fit in the blanks.

① What do you think the first word should be?

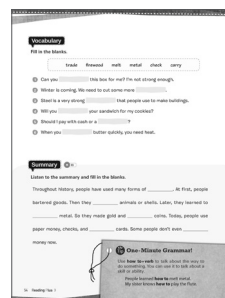
(→ I think the word that should be put in there is 'money'.)

3. Listen to CD\_49 and fill in the blanks.

① Can you read the first sentence of the summary please?

(→ Throughout history, people have used many forms of money.)

(→ traded, melt, silver, credit, carry)



## F. One-Minute Grammar

1. Ask a student to read the sentence aloud. Explain how to use 「how to + verb」 to talk about the way to do something,

㊦ Today we are going to learn to use 「how to + verb」 to talk about the way to do something. You must have seen titles of magazine articles like 'How to cook a fabulous meal in just 15 minutes', 'How to lose 2 kilos in just a week', 'How to build a garden', etc. These articles are written to show the way to do something.

2. Ask students to complete the sentences using a 'how to' phrase.

㊦ Please complete the sentences using 'how to' phrase.

Mom taught me, fold socks neatly.

Grandpa showed me, catch the bigger fish.

Teach me, use the computer.

(→ Mom taught me how to fold socks neatly. / Grandpa showed me how to catch the bigger fish. / Teach me how to use the computer.)

## Wrap-up

1. Praise students for today's work, and give a quick summary of today's lesson.

㊦ Today, we've read the story 'The History of Money'.

The story was about the history of money, telling us how the form of money changed over time, from bartering to credit cards.

2. Assign homework.

㊦ I'm giving you some homework. It is to do pages 34-36 of the workbook at the end of the book.

3. Tell students about the next lesson.

㊦ Our next lesson will be unit 13, The Little Prince.

4. Good-bye

**Unit 12 The History of Money**

Write the meaning of the word in your mother language. Then write the words.

very \_\_\_\_\_  
check \_\_\_\_\_  
freedom \_\_\_\_\_  
month \_\_\_\_\_  
metal \_\_\_\_\_  
trade \_\_\_\_\_

Choose the meaning for each underlined word.

People traded with each other.  
① exchanged ② bought ③ taught

Some people don't even carry money now.  
① spend ② make ③ bring

Fill in the blanks.

metals    shells    checks

People learned how to \_\_\_\_\_ metal.  
They made coins from gold, silver, copper, and other \_\_\_\_\_.  
They made coins from gold, silver, copper, and other \_\_\_\_\_.

34

Underline the sentences.

Money has a long history.  
For money, people used people's animals.  
They used shells to carry money.  
People used metal to carry money.  
People used money to buy things.  
People used money to buy things.  
People used money to buy things.  
People used money to buy things.

Write the sentences. Use the words.

My brother learned to read.  
I am learning to read.  
They are learning to read.  
He is learning to read.  
She is learning to read.  
We are learning to read.  
You are learning to read.  
They are learning to read.

35

Translate each sentence into your mother language.

A long time ago, there was no money. They traded goods.  
They traded goods with each other.  
People traded goods for money. They traded goods for money.  
People traded goods for money. They traded goods for money.  
People traded goods for money. They traded goods for money.  
People traded goods for money. They traded goods for money.  
People traded goods for money. They traded goods for money.  
People traded goods for money. They traded goods for money.

36

Learning  
Focus

Topic	The planets
Text type (Genre)	Classic tales
Target Words	bite, desert, encounter, lie, odd, planet
Target Grammar	And
Objective	To read and comprehend the story 'The little Prince'

## Warm up

## A. Greeting

1. Greet students with a smile.
2. Ask students questions that will break the ice and get them ready for the class. Also, remind them what the last lesson was about.

## B. Introduction

Read the title aloud. Prep students by asking questions that relate to today's lesson.

① Let's read the title together. 'The Little Prince'

Today we are going to read a story from a very famous novel *The Little Prince*.

## Presentation

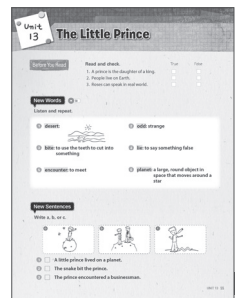
## A. Before You Read

Read the heading 'Before You Read'.

- ① - Is a prince the daughter of a king? (→ No, a prince is the son of a king.)
- Do people live on earth?  
(→ Yes, we live on earth. There is no other planet that people live on.)
  - Can roses speak in real world? (→ No, of course roses can't speak in real world.)

## B. New Words

1. Listen to CD\_50, and repeat.
2. Observe the pictures if there are any. Ask students what they see.  
① What do you see in new word number 1?  
(→ There are hills of sand and a camel. There is a sun shining above them.)
3. Go through and read each word and its meaning.  
① What does 'odd' mean? (→ It means strange.)



### C. New Sentences

1. Ask students to write down words that they can think of when they observe the picture.

- ① - On top of each picture in 'New Sentences', write down words that come to your mind.
  - What words can you write down for picture 'a'? (→ planet)
  - How about picture 'b'? (→ encounter, businessman)
  - What about picture 'c'? (→ bite)

2. Ask students to read the given sentences from 1 to 3.

- ① - Please read sentences from 1 to 3, and answer the questions. For example, for picture 'a', you've written down the word 'planet'. Please look for a sentence which has the word.
  - Which one has the word? (→ Sentence 1 has the word 'planet'.)
  - Does the sentence go with picture 'a'? (→ Yes, it does.)  
(b → 3, c → 2)

### D. Story Reading: The Little Prince

1. Play CD\_51. Listen to the story without turning to page 56. Ask students to listen carefully for the new words and also any other words that are repeated.

2. Turn to page 56 Observe the pictures.

① What can you see there?

(→ There is a man lighting up the street lamp. There is also a boy (seems like the little prince) wearing a long scarf sitting on a heap of sand talking to a snake. At the bottom of page 56, there is the same boy on a very small planet watering a rose. There are many stars around the planet.)

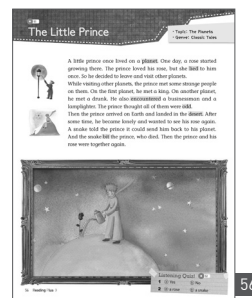
3. Listen to CD\_51 again. This time, ask students to read with their eyes too.

4. This time ask students to read the story aloud.

### E. Listening Quiz

Listen to CD\_52 and give a minute for students to answer the questions.

- ① - What is the first question?
  - (→ The question is "Did the little prince visit the Sun?")
- What is the answer to that question? (→ The answer is ⑥.)
- What is the second question?
  - (→ The question is "What lived on the little prince's planet?")
- What is the answer to that question? (→ The answer is ③.)

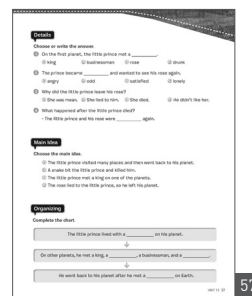


## Practice

### A. Details

Ask students to read the question and answer it by finding references from the text.

- ① - Can you read the first sentence please? What is the answer?
  - (→ The answer is ① king.)
- Why is it the answer?
  - (→ Because in line 5 it says "On the first planet, he met a king.")





- Q2 → ④ lonely, in line 9, "he became lonely and wanted to see his rose again."  
 Q3 → ⑤ she lied to him, in lines 2-3, "...but she lied to him once. So he decided to leave and visit other planets."  
 Q4 → together, in lines 11-12, "Then the prince and his rose were together again."

## B. Main Idea

1. Read the question aloud. Give students some time to find the answer.
2. Ask students for their answer.

Ⓙ What is the answer?

(→ ① The little prince visited many places and then went back to his planet.)

## C. Organizing

1. Read the question. Ask students to guess the answers.
2. Find the answer by referring to the text.

Ⓙ - What would go in the first blank? (→ The words would be 'rose'.)

- What comes next, in the second sentence?

(→ The words for the second sentence would be 'drunk', and 'lamplighter'.)

- What about the next one in the third sentence? (→ The word would be 'snake'.)

3. Ask students make sentences using the answers.

Ⓙ Now with what we have here, can you make sentences?

(→ The little prince lived with a rose on his planet. On other planets, he met a king, a drunk, a businessman, and a lamplighter. He went back to his planet after he met a snake on Earth.)

## D. Vocabulary

1. Read the words given below. Ask students for their meanings.

Ⓙ What does 'odd' mean? (→ It means strange.)

2. Read the question aloud and ask students to answer the question by substituting the right words. Make sure all the students have a go with the answers.

Ⓙ Can you read question 1 out loud please? The clues are 'don't' and 'tell the truth'.

(→ The answer for question 1 is 'lie'.)

Q2 → odd / Q3 → desert / Q4 → planet / Q5 → bite / Q6 → encounter

## E. Summary

1. Ask a student to read the question.
2. Ask students to guess the words that would fit in the blanks.

Ⓙ What do you think the first word should be?

(→ I think the word that should be put in there is 'prince'.)

3. Listen to CD\_53 and fill in the blanks. Compare with the guessed words from the previous step.

Ⓙ Can you read the first sentence of the summary please?

(→ The little prince lived with a rose.)

(→ lied, encountered, desert, lonely, bit)



## F. One-Minute Grammar

1. Ask a student to read the sentence aloud. Explain how to use 'and' to combine two actions into one sentence.

Ⓣ Today we are going to learn to use 'and' to combine two actions into one sentence. Notice here the 'to' before a verb (visit) in the second sentence has been omitted in the combined sentence.

He decided to leave. + He decided to visit other planets.  
= He decided to leave and visit other planets.

2. Ask students to combine two actions in the sentences using 'and'.

Ⓣ Please combine two actions (verbs) in the sentences using 'and'.

I need to brush my teeth. + I need to wash my face.

At the grocery store Sara bought some apples. + Sara tasted some apples.

Mom cleaned up the living room. + Mom dusted the living room.

(→ I need to brush my teeth and wash my face. / At the grocery store, Sara bought and tasted some apples. / Mom cleaned up and dusted the living room.)

## Wrap-up

1. Praise students for today's work, and give a quick summary of today's lesson.

Ⓣ Today, we've read the story 'The Little Prince'.

The story was about a little prince who lived on a planet with a rose. When the rose lied to him, he left the planet to visit other planets. He also visited Earth and became lonely so he with the help from a snake he went back to his planet again.

2. Assign homework.

Ⓣ I'm giving you some homework. It is to do pages 37-39 of the workbook at the end of the book.

3. Tell students about the next lesson.

Ⓣ Our next lesson will be unit 14, Aliens in Stories and Movies.

4. Good-bye

**Unit 13 The Little Prince**

Write the meaning of the word in your mother language. Then write the words.

1. the \_\_\_\_\_  
2. about \_\_\_\_\_  
3. encounter \_\_\_\_\_  
4. he \_\_\_\_\_  
5. told \_\_\_\_\_  
6. planet \_\_\_\_\_

Choose the meaning for each underlined word.

7. The prince thought all of them were odd. (odd)  
8. He encountered a businessman and a lamplighter. (encounter)  
9. He met \_\_\_\_\_ (met)  
10. He was \_\_\_\_\_ (was)

Fill in the blanks.

11. The prince decided to visit other \_\_\_\_\_ (planet) \_\_\_\_\_ (he) \_\_\_\_\_ (had)  
12. The prince loved his rose, but she \_\_\_\_\_ (lied) to him once.  
13. The snake \_\_\_\_\_ (told) the prince, who died.

Unscramble the sentences.

1. A planet / was / a little prince / lived /  
2. I / decided / rose / opening / in /  
3. My / prince / to / the / desert / landed /  
4. He / to / see / her / rose / wanted /  
5. I / then / back / to / his / planet / could / send /

Combine the two sentences. Use 'and'.

6. He likes to watch television. He likes to play sports.  
7. My mother wants to cook dinner. My mother wants to clean the house.  
8. I like to meet my friends. I like to have fun.  
9. Emily wants to buy a bag. Emily wants to sell a pen.  
10. They decided to go home. They decided to get some rest.  
11. We want to go on a picnic. We want to play baseball.  
12. \_\_\_\_\_  
13. \_\_\_\_\_

Translate each sentence into your mother language.

1. A little prince once lived on a planet. One day, a rose started growing there.  
2. The prince loved his rose, but she lied to him once.  
3. He decided to leave and visit other planets.  
4. While visiting other planets, the prince met some strange people on them.  
5. On the first planet, he met a king. On another planet, he met a drunk.  
6. He also encountered a businessman and a lamplighter.  
7. The prince thought all of them were odd.  
8. Then the prince arrived on Earth and landed in the desert.  
9. After some time, he became lonely and wanted to see his rose again.  
10. A snake told the prince it could send him back to his planet.  
11. And the snake told the prince, who died.  
12. Then the prince and his rose were together again.

Learning  
Focus

Topic	Aliens
Text type (Genre)	Nonfiction
Target Words	alien, destroy, fiction, mean, monstrous, murder
Target Grammar	No one
Objective	To read and comprehend the story 'Aliens in Stories and Movies'

## Warm up

## A. Greeting

1. Greet students with a smile.
2. Ask students questions that will break the ice and get them ready for the class. Also, remind them what the last lesson was about.

## B. Introduction

Read the title aloud. Prep students by asking questions that relate to today's lesson.

- ① - Let's read the title together. 'Aliens in Stories and Movies'
- Today, we are going to read a story about aliens.
- What is an alien? (→ An alien is a being who lives in the universe.)
  - Can you think of any alien movies?
- (→ The most famous movie of an alien would be *E.T.*)

## Presentation

## A. Before You Read

Read the heading 'Before You Read'.

- ① - Are aliens from Earth? (→ No, aliens are from outer space.)
- Can aliens in the movies be unfriendly?
- (→ Yes, as we've talked about it before, there are bad aliens in the movies, like in the *Star Wars*, *Escape from Mars* and *Transformers*.)
- Have aliens attacked Earth in real world? (→ No, not that I know of.)

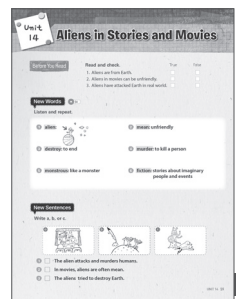
## B. New Words

1. Listen to CD\_54 and repeat.
2. Observe the pictures if there are any. Ask students what they see.
 

① What do you see in number 1?

(→ There is a strange looking living thing on a planet in outer space.)
3. Go through and read each word and its meaning.
 

① What does 'mean' mean? (→ It means unfriendly.)



## C. New Sentences

1. Ask students to write down words that they can think of when they observe the picture.

- ① - On top of each picture in 'New Sentences', write down words that come to your mind.
  - What words can you write down for picture 'a'? (→ movies)
  - How about picture 'b'? (→ destroy)
  - What about picture 'c'? (→ murder)

2. Ask students to read the given sentences from 1 to 3.

- ① - Please read sentences from 1 to 3, and answer the questions. For example, for picture 'a', you've written down the word 'movies'. Please look for a sentence which has the word.
  - Which one has the word? (→ Sentence 2 has the word 'movies'.)
  - Does the sentence go with picture 'a'? (→ Yes, it does.)  
(b → 3, c → 1)

## D. Story Reading: Aliens in Stories and Movies

1. Play CD\_55. Listen to the story without turning to page 60.

2. Turn to page 60. Observe the pictures.

- ① What can you see there?
  - (→ There is a big moon. There are two people looking into a telescope.)

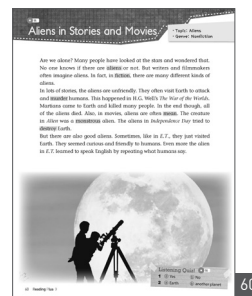
3. Listen to CD\_55 again. This time, ask students to read with their eyes too.

4. This time ask students to read the story aloud.

## E. Listening Quiz

Listen to CD\_56 and give a minute for students to answer the questions.

- ① - What is the first question? Anybody? (→ The question is "Are all aliens friendly?")
  - What is the answer to that question? (→ The answer is ②.)
  - What is the second question? (→ The question is "Where are aliens from?")
  - What is the answer to that question? (→ The answer is ②.)



60

## Practice

### A. Details

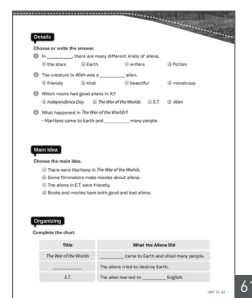
Ask students to read the question and answer it by finding references from the text.

- ① - Can you read the first sentence please? What is the answer?
  - (→ The answer is ④ fiction.)
  - Why is it the answer?
    - (→ Because in lines 3-4 it says "In fiction, there are many different kinds of aliens.")
  - Do you know what fiction means? Fiction is something that is made up, not based on facts. The story of an alien is a fiction while a biography is a non-fiction.

Q2 → ④ monstrous, in lines 8-9, "The creature in *Alien* was a monstrous alien."

Q3 → ③ E.T., in line 11, "But there are also good aliens. Sometimes, like in *E.T.*..."

Q4 → killed, in line 7, "Martians came to Earth and killed many people."



61

## B. Main Idea

1. Read the question aloud. Give students some time to find the answer.
2. Ask students for their answer.

Ⓣ What is the answer? (→ ⓓ Books and movies have both good and bad aliens.)

## C. Organizing

1. Read the question. Ask students to guess the answers.
2. Find the answer by referring to the text.

- Ⓣ - What would go in the first blank, in the movie *The War of the Worlds*?  
(→ The words would be 'Martians'.)
- What comes next, in the second blank? What is the name of the movie?  
(→ The words for the second sentence would be '*Independence Day*'.)
- What about the next one in the third sentence in E.T?  
(→ The word would be 'speak'.)

3. Ask students to make sentences using the answers.

Ⓣ Now with what we have here, can you make sentences?  
(→ In the movie *The War of the Worlds*, Martians came to Earth and killed many people, and in *Independence Day*, the aliens tried to destroy Earth. However, in *E.T.*, the alien learned to speak English.)

## D. Vocabulary

1. Read the words given below. Ask students for their meanings.

Ⓣ The first word is 'alien'. What does it mean?  
(→ It means from outer space, extraterrestrial.)

2. Read the question aloud and ask students to answer the question by substituting the right words. Make sure all the students have a go with the answers.

Ⓣ Can you read question 1 out loud please? The clue is 'hit people'.  
(→ The answer for question 1 is 'mean'.)

Q2 → destroy / Q3 → monstrous / Q4 → fiction / Q5 → alien / Q6 → murder

## E. Summary

1. Ask a student to read the question.
2. Ask students to guess the words that would fit in the blanks.

Ⓣ What do you think the first word should be?  
(→ I think the word that should be put in there is 'aliens'.)

3. Listen to CD\_57 and fill in the blanks. Compare with the guessed words from the previous step.

Ⓣ Can you read the first sentence of the summary please?  
(→ No one knows if there are aliens.)  
(→ imagine, mean, people, monstrous, destroy)

## F. One-Minute Grammar

1. Ask a student to read the sentence aloud. Explain how to talk about possibility.

Ⓣ Today we are going to learn to use 'no one' to mean nobody. It means zero people.



2. Ask students to use 'no one' to talk about zero people.

- Ⓣ Please use 'no one' to talk about zero people. Pay attention to the singular/plural verbs.

I guess there are zero people who like to go to the dentist.

I knocked on the door but there were zero people.

I hope zero people come late to school tomorrow.

(→ I guess there is no one who likes to go to the dentist. / I knocked on the door but there was no one. / I hope no one comes late to school tomorrow.)

## Wrap-up

1. Praise students for today's work, and give a quick summary of today's lesson.

- Ⓣ Today, we've read the story 'Aliens in Stories and Movies'.  
The story was about stories and movies about aliens. Some aliens are depicted as mean monsters but some as curious friends.

2. Assign homework.

- Ⓣ I'm giving you some homework. It is to do pages 40-42 of the workbook at the end of the book.

3. Tell students about the next lesson.

- Ⓣ Our next lesson will be unit 15, A Visit to Mars.

4. Good-bye

**Unit 15**  
**Aliens in Stories and Movies**

Write the meaning of the word in your mother language. Then write the words.

alien	_____
monster	_____
robot	_____
mean	_____
friendly	_____
monster	_____

Choose the meaning for each underlined word.

1. In movies, aliens are often <u>good</u> .	(1) friendly (2) unfriendly (3) bad
2. The alien tried to <u>kill</u> Earth.	(1) imagine (2) save (3) help

Fill in the blanks.

	<b>fiction</b>	<b>monster</b>	<b>alien</b>
--	----------------	----------------	--------------

There are also good \_\_\_\_\_ like in E.T.  
In \_\_\_\_\_ there are many different kinds of aliens.  
In lots of stories, aliens attack and \_\_\_\_\_ humans.

Homework

40

**Unit 15**  
**Aliens in Stories and Movies**

Understand the sentences.

1. alien / not / are / ?	_____
2. often / alien / imagine / friendly / ?	_____
3. humans / they / the attack / Earth / with / ?	_____
4. English / he / speak / the alien / learned / ?	_____
5. he / they / learned / humans / friendly / ?	_____

Answer the questions with sentences using 'no one'.

1. How many people are in the room?	_____
2. Who asked to the teacher?	_____
3. Who stole the money?	_____
4. How many people watched the movie?	_____
5. Who ate the piece of pizza?	_____
6. How many people will go on the planet?	_____

Homework

41

**Unit 15**  
**Aliens in Stories and Movies**

Translate each sentence into your mother language.

1. Are we alone? Many people have looked at the stars and wondered that.	_____
2. No one knows if there are aliens or not. But writers and filmmakers often imagine aliens.	_____
3. In fact, in fiction, there are many different kinds of aliens.	_____
4. In lots of stories, the aliens are unfriendly. They often visit Earth to attack and murder humans.	_____
5. This happened in 1977. It's the film of the aliens.	_____
6. Monsters came to Earth and killed many people. In the end though, all of the aliens died.	_____
7. Also, in movies, aliens are often mean. The creature in Alien was a monstrous alien.	_____
8. The aliens in Independence Day tried to destroy Earth.	_____
9. But there are also good aliens. Sometimes, like in E.T., they just visited Earth.	_____
10. They learned culture and friendly to humans.	_____
11. One time, the alien in E.T. learned to speak English by repeating what humans say.	_____

Homework

42

Learning  
Focus

Topic	Space Travel
Text type (Genre)	Fiction
Target Words	astronaut, communicate, land, Mars, peace, translate
Target Grammar	Adjective order
Objective	To read and comprehend the story 'A Visit to Mars'

## Warm up

## A. Greeting

1. Greet students with a smile.
2. Ask students questions that will break the ice and get them ready for the class. Also, remind them what the last lesson was about.

## B. Introduction

Read the title aloud. Prep students by asking questions that relate to today's lesson.

- ① - Let's read the title together. 'A Visit to Mars'
- Today, we are going to read a story about three astronauts who went to Mars and met Martians.
- What is Mars? (→ Mars is the fourth planet from the sun in the solar system.)
  - The Earth is the third and Mars the fourth from the sun. It is said that it takes about 9 months to get to Mars.

## Presentation

## A. Before You Read

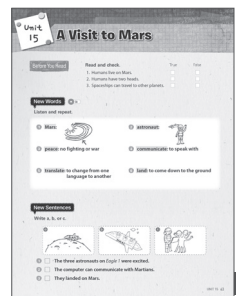
Read the heading 'Before You Read'.

- ① - Do humans live on Mars? (→ No, humans cannot survive on Mars.)
- Do humans have two heads? (→ No, humans have only one head.)
  - Can spaceships travel to other planets?
- (→ Yes, spaceships can travel to other planets.)

## B. New Words

1. Listen to CD\_58 and repeat.
2. Observe the pictures if there are any. Ask students what they see.

- ① - What do you see in number 1?
- (→ There is the sun and a few planets orbiting around the sun. There is a red arrow pointing at the fourth planet from the Sun.)
- How about the second new word?
- (→ There is a spaceship and a spaceman/astronaut.)



3. Go through and read each word and their meanings.

- Ⓣ What does 'peace' mean? (→ It means no fighting or war.)

### C. New Sentences

1. Ask students to write down words that they can think of when they observe the picture.

- Ⓣ - On top of each picture in 'New Sentences', write down words that come to your mind.
- What words can you write down for picture 'a'? (→ land)
  - How about picture 'b'? (→ astronauts)
  - What about picture 'c'? (→ communicate)

2. Ask students to read the given sentences from 1 to 3.

- Ⓣ - Please read sentences from 1 to 3, and answer the questions. For example, for picture 'a', you've written down the word 'land'. Please look for a sentence which has that word.
- Which one has the word? (→ The sentence 3 has the word 'land'.)
  - Does the sentence go with picture 'a'? (→ Yes, it does.)  
(b → 1, c → 2)

### D. Story Reading: A Visit to Mars

1. Play CD\_59. Listen to the story without turning to page 64.

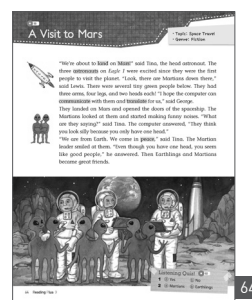
2. Turn to page 64. Observe the pictures.

- Ⓣ What can you see there?

(→ There is a picture of a spaceship called *Eagle I*. There is also an alien with two heads, three arms and 4 legs. At the bottom of page 64, there are 3 astronauts talking to aliens with computers. There is the Earth as the background.)

3. Listen to CD\_59 again. This time, ask students to read with their eyes too.

4. This time ask students to read the story aloud.



### E. Listening Quiz

Listen to CD\_60 and give a minute for students to answer the questions.

- Ⓣ - What is the first question?  
(→ The question is "Did the Martians have three heads?")
- What is the answer to that question? (→ The answer is ⓑ.)
  - How about the second question?  
(→ The question is "Who was waiting on Mars?")
  - What is the answer to that question? (→ The answer is ⓐ.)

## Practice

### A. Details

Ask students to read the question and answer it by finding references from the text.

- Ⓣ - Can you read the first sentence please? What is the answer?  
(→ The answer is ⓐ legs.)



- Why is it the answer?

(→ Because in lines 4-5 it says "They had three arms, four legs and two heads each.")

Q2 → © excited, in lines 2-3, "The three astronauts on Eagle 1 were excited since they were the first people to visit the planet."

Q3 → © the computer, in lines 5-6, and 9, "I hope the computer can communicate with them and translate for us.", "The computer answered, they think you look silly...)

Q4 → head, in lines 9-10, "They think you look silly because you only have one head."

## B. Main Idea

1. Read the question aloud. Give students some time to find the answer.
2. Ask students for their answer.

Ⓙ What is the answer?

(→ Ⓐ Some astronauts landed on Mars and met some Martians.)

## C. Organizing

1. Read the question. Ask students to guess the answers.
2. Find the answer by referring to the text.

Ⓙ - What would go in the first blank? (→ The words would be 'Mars'.)

- What comes next, in the second blank?

(→ The words for the second sentence would be 'translated'.)

- What about the next one in the third sentence? (→ The word would be 'friends'.)

3. Ask students to make sentences using the answers.

Ⓙ Now with what we have here, can you make sentences? (→ Some astronauts met some Martians on Mars. The computer translated the Martian language for the astronauts. Earthlings and Martians became friends with each other.)

## D. Vocabulary

1. Read the words given below. Ask students for their meanings.

Ⓙ The first word is 'communicate'. What does it mean? (→ It means to speak with.)

2. Read the question aloud and ask students to answer the question by substituting the right words. Make sure all the students have a go with the answers.

Ⓙ What is the answer for question 1? The clues are 'language' and 'other countries'.

(→ The answer for question 1 is 'communicate'.)

Q2 → Mars / Q3 → peace / Q4 → astronaut / Q5 → translate / Q6 → land

## E. Summary

1. Ask a student to read the question.
2. Ask students to guess the words that would fit in the blanks.

Ⓙ What do you think the first word should be?

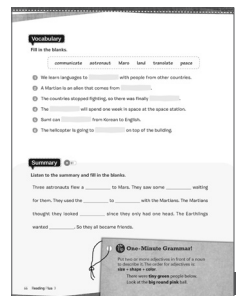
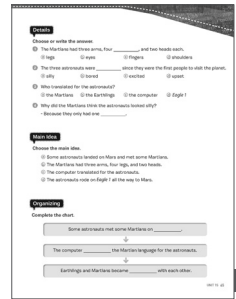
(→ I think the word that should be put in there is 'spaceship'.)

3. Listen to CD\_61 and fill in the blanks. Compare with the guessed words from the previous step.

Ⓙ Can you read the first sentence of the summary please?

(→ Three astronauts flew a spaceship to Mars.)

(→ Martians, computer, communicate, silly, peace)



## F. One-Minute Grammar

1. Ask a student to read the sentence aloud. Explain how to put two or more adjectives in front of a noun to describe it.

Ⓣ Today we are going to learn how to put two or more adjectives in front of a noun to describe it. The order for adjectives is size, shape, and color. For example, 'big round blue hat'.

2. Ask students to put at least two adjectives in the sentence to describe it .

I have a bag.

Sara lives in a house.

Jessica bought a pen.

(→ I have a small green bag. / Sara lives in a tiny blue house. / Jessica bought a long green pen.)

## Wrap-up

1. Praise students for today's work, and give a quick summary of today's lesson.

Ⓣ Today, we've read the story 'A Visit to Mars'.

The story was about three astronauts who visited Mars and became friends with the Martians.

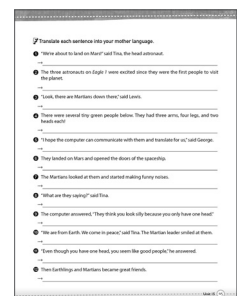
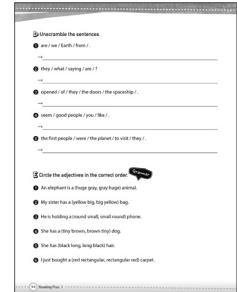
2. Assign homework.

Ⓣ I'm giving you some homework. It is to do pages 43-45 of the workbook at the end of the book.

3. Tell students about the next lesson.

Ⓣ Our next lesson will be on unit 16, Apollo 11.

4. Good-bye



Learning  
Focus

Topic	The Moon
Text type (Genre)	Nonfiction
Target Words	act, amazing, hero, launch, reach, satellite
Target Grammar	Prepositions of movement
Objective	To read and comprehend the story 'Apollo 11'

## Warm up

## A. Greeting

1. Greet students with a smile.
2. Ask students questions that will break the ice and get them ready for the class. Also, remind them what the last lesson was about.

## B. Introduction

Read the title aloud. Prep students by asking questions that relate to today's lesson.

- ① - Let's read the title together. 'Apollo 11'
- Today, we are going to read a story about the competition between two countries in sending men to the moon.
- Do you know the name of the person who first stepped on the moon?  
(→ It is Neil Armstrong.)

## Presentation

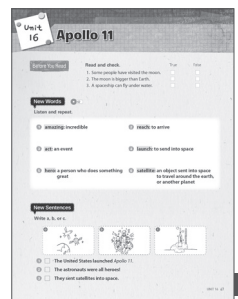
## A. Before You Read

Read the heading 'Before You Read'.

- ① - Have any people visited the moon?  
(→ Yes, in 1969, three astronauts from the U.S. stepped onto the moon.)
- Is the moon bigger than Earth? (→ No, the moon is much smaller than the Earth.)
  - Can a spaceship fly under water?  
(→ No, a spaceship travels up into the air into outer space, not under water.)

## B. New Words

1. Listen to CD\_62 and repeat.
  2. Go through and read each word and its meaning.
- ① - What does 'amazing' mean? (→ It means incredible.)
- How about the word 'reach'? What does it mean? (→ It means to arrive.)



### C. New Sentences

1. Ask students to write down the words that they can think of when they observe the picture.

- ① - On top of each picture in 'New Sentences', write down words that come to your mind.
- What words can you write down for picture 'a'? (→ Satellite)
- How about picture 'b'? (→ Hero) And in picture 'c'? (→ Launch)

2. Ask students to read the given sentences from 1 to 3.

- ① - Please read sentences from 1 to 3, and answer the questions. For example, for picture 'a', you've written down the word 'satellite'. Please look for a sentence which has the word.
- Which sentence has the word? (→ Sentence 3 has the word 'satellite'.)
- Does the sentence go with picture 'a'? (→ Yes, it does.)  
(b → 2, c → 1)

### D. Story Reading: Apollo 11

1. Play CD\_63. Listen to the story without turning to page 68.

2. Turn to page 68. Observe the pictures.

① What can you see there?

(→ There is a picture of an astronaut on the moon. Also, there is a photo of three astronauts. At the bottom of page 68, there is a photograph of an astronaut, and on his head gear. What is before him is reflected on it.)

3. Listen to CD\_63 again. This time, ask students to read with their eyes too.

4. This time ask students to read the story aloud.

### E. Listening Quiz

Listen to CD\_64 and give a minute for students to answer the questions.

- ① - What is the first question?  
(→ The question is "Was Neil Armstrong the first man on the moon?")
- What is the answer to that question? (→ The answer is ③.)
- How about the second question? What is the second question?  
(→ The question is "Which country sent the men on the moon?")
- What is the answer to that question? (→ The answer is ③.)

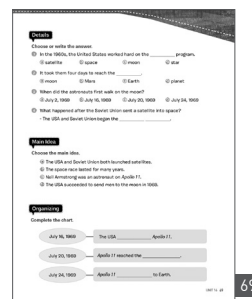


## Practice

### A. Details

Ask students to read the question and answer it by finding references from the text.

- ① - Can you read the first sentence please? What is the answer?  
(→ The answer is ③ space.)
- Why is it the answer?  
(→ Because in line 5 it says "In the 1960s, the United States worked hard on the space program.")



- Q2 → ③ moon, in lines 7-8, "It took them four days to reach the moon."  
 Q3 → ③ July 20, 1969, in line 8-9, "On July 20, *Apollo 11* landed on the moon. Neil Armstrong became the first man to set foot on it."  
 Q4 → space race, in lines 1-2, "the USA and Soviet Union began the space race."

## B. Main Idea

1. Read the question aloud. Give students some time to find the answer.
2. Ask students for their answer.

① What is the answer? (→ ④ The USA succeeded to send men to the moon in 1969.)

## C. Organizing

1. Read the question. Ask students to guess the answers.
2. Find the answer by referring to the text.

- ① - What would go in the first blank? What happened on July 16, 1969?  
 (→ The USA launched *Apollo 11*. Therefore the word would be 'launched'.)  
 - What comes next, in the second blank?  
 (→ The words for the second sentence would be 'moon'.)  
 - What about the next one in the third sentence? (→ The word would be 'returned'.)

3. Ask students to make sentences using the answers.

① Now with what we have here, can you make sentences?

(→ On July 16, 1969, the USA launched *Apollo 11*. Four days later on July 20, 1969, *Apollo 11* reached the moon and another four days later, on July 24, 1969, *Apollo 11* returned to Earth.)

## D. Vocabulary

1. Read the words given below. Ask students for their meanings.

① The first word is 'satellite'. What does it mean?

(→ It is an object sent into space to travel around the Earth, or another planet.)

2. Read the question aloud and ask students to answer the question by substituting the right words. Make sure all the students have a go with the answers.

① Can you read question 1 out loud please? The clues are the exclamation mark '!' and 'how well you play the piano'. (→ The answer for question 1 is 'amazing'.)

Q2 → launch / Q3 → hero / Q4 → reach / Q5 → satellite / Q6 → act

## E. Summary

1. Ask a student to read the question.
2. Ask students to guess the words that would fit in the blanks.

① What do you think the first word should be?

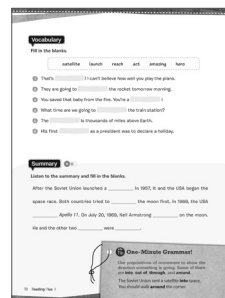
(→ I think the word that should be put in there is 'satellite'.)

3. Listen to CD\_65 and fill in the blanks. Compare with the guessed words from the previous step.

① Can you read the first sentence of the summary please?

(→ After the Soviet Union launched a satellite, in 1957, it and the USA began the space race.)

(→ reach launched, walked, astronauts, heroes)



## F. One-Minute Grammar

1. Ask a student to read the sentence aloud. Explain about frequency adverbs.

- Ⓙ Today, we are going to learn to use prepositions of movement. These prepositions are similar to prepositions of place except that they give the sense of movement. Let's compare these two sentences. "He is in the room vs. He went into the room." The former sentence is stationary, while in the latter sentence you can sense movements. 'He went in the room' is acceptable, but 'He went into the room' is more grammatically correct.

2. Ask students to choose correct prepositions to finish the sentences.

- Ⓙ Please choose any one of the prepositions given on page 70, and finish the sentences.

Sally took her book \_\_\_\_\_ her locker.

I had to look \_\_\_\_\_ the whole neighborhood for my dog.

Jim put his pencil case \_\_\_\_\_ his bag.

(→ Sally took her book out of her locker. / I had to look around the whole neighborhood for my dog. / Jim put his pencil case into his bag.)

## Wrap-up

1. Praise students for today's work, and give a quick summary of today's lesson.

- Ⓙ Today, we've read the story 'Apollo 11'.

The story was about how the USA won the 'space race' by sending men to the moon for the first time.

2. Assign homework.

- Ⓙ I'm giving you some homework. It is to do pages 46-48 of the workbook at the end of the book.

3. Good-bye

- Ⓙ Now, we've finished Reading Plus all together. Good job everyone.

**Unit 16 Apollo 11**

Write the meaning of the word in your mother language. Then write the words.

act \_\_\_\_\_  
amazing \_\_\_\_\_  
base \_\_\_\_\_  
launch \_\_\_\_\_  
reach \_\_\_\_\_  
unstable \_\_\_\_\_

Choose the meaning for each underlined word.

On July 16, 1969, the United States launched Apollo 11.  
① sent off ② sent off ③ set off

It was an amazing act.  
① common ② serious ③ incredible

Fill in the blanks.

reach base satellite

The first person on \_\_\_\_\_ was \_\_\_\_\_.  
It took them four days to \_\_\_\_\_ the moon.  
Neil Armstrong and the other two astronauts were all \_\_\_\_\_.

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Understand the sentences.

On 16th July, 1969, the United States launched Apollo 11 to the moon.  
...  
① returned (the astronauts) Earth's air / ...  
...  
② In three men (the spaceship) their names / ...  
...  
③ They (they) to the moon / men / landing / ...  
...  
④ people reached (the moon) landing / millions of / ...  
...

Circle the correct preposition.

① The men going around through the moon was ...  
② They going through, inside the surface on the moon from ...  
③ Neil Armstrong came out of around the classroom ...  
④ Walk through, out of the classroom and go straight two blocks ...  
⑤ A lot looking fly out of around the room ...  
⑥ You have to run into, around the tree table ...

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Translate each sentence into your mother language.

① In 1957, the Soviet Union sent a satellite into space.  
...  
② Then, the USA and Soviet Union began the space race.  
...  
③ First, they sent satellites into space. Then, they sent animals and people there.  
...  
④ Finally, they tried sending men to the moon.  
...  
⑤ In the 1960s, the United States entered the space program. It spent very much money on it.  
...  
⑥ On July 16, 1969, it launched Apollo 11. These were three men in the spaceship.  
...  
⑦ It took them four days to reach the moon. Then, on July 20, Apollo 11 landed on the moon.  
...  
⑧ Neil Armstrong became the first man to set foot on it.  
...  
⑨ Another astronaut, Buzz Aldrin, walked on the moon with him.  
...  
⑩ On Earth, millions of people watched the moon landing. It was an amazing act.  
...  
⑪ A few days later, on July 24, the astronauts returned to Earth. They were all heroes.

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