

Reading Plus 2

**A Classroom
Teacher's Guide**

The Enormous Turnip

Learning Focus

Topic	Gardening
Text type (Genre)	Classic tales
Target Words	enormous, entire, grab, purchase, seed, turnip
Target Grammar	Past: regular
Objective	To read and comprehend the story 'The Enormous Turnip'

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.

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 Enormous Turnip'
Today we are going to read about a man who had an enormous turnip.
- Do you know what a turnip is?
(→ A turnip is one of the root vegetables from which we make soup and stew.)

Presentation

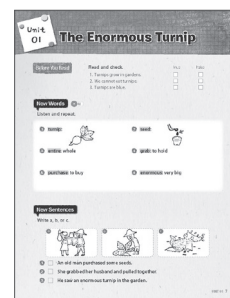
A. Before You Read

Read the heading 'Before You Read'.

- ① - Do turnips grow in gardens? (→ Yes, they can be grown in gardens.)
- Can we eat turnips? (→ Yes, we can eat turnips.)
- Are turnips blue? (→ No, most of them are white/purple.)

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 root vegetable with leaves. It is mostly round in shape with hairy ends.)
 - How about new word number 2?
(→ There is a pot with a hand dropping a seed. There is a red arrow pointing at the seed.)
3. Go through and read each word and their meanings.
 - ① What does 'entire' mean? (→ It means whole.)



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'? (→ purchase, money)
 - How about picture 'b'? (→ enormous) And in picture 'c'? (→ grab, pull)

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 'purchase', and 'money'. Please look for a sentence which has the words.
- Which one has the words? (→ The sentence 1 has the word 'purchased'.)
 - Does the sentence correctly describe picture 'a'? (→ Yes, it does.)
- (b → 3, c → 2)

D. Story Reading: The Enormous Turnip

1. Play CD_03. Listen to the story without turning to page 8.

2. Turn to page 8. Observe the pictures.

- ① Look at the picture everyone. There are some seeds dropping onto the ground, that is, the seeds are being planted. There is also a picture of a turnip and at the bottom of the page, there is an enormous turnip in the ground and there is an old man, his wife, son, daughter, a dog, a cat and a mouse pulling the turnip together very hard.

3. Listen to CD_03 again. This time, ask students to read with their eyes too.

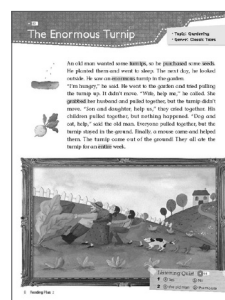
- ① Let's read the story again, and this time we are going to follow word by word with our eyes. When you meet any words or phrases that you don't understand, please circle them.

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.

- ① - What is the first question?
(→ The question is "Did the family pull up the enormous turnip?")
- What is the answer to that question? (→ The answer is ③.)
 - How about the second question? (→ The question is "Who wanted some turnips?")
 - 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? (→ ③ sleep)
- Why is it the answer? (→ In line 2, it says "He planted them and went to sleep.")
 - How about question number 2? (→ The answer is ③ stayed, in lines 9-10.)

Q3 → ④ mouse, in line 10 / Q4 → seeds, in line 1

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? (→ ⓐ An old man and his family pulled up a big turnip.)

C. Organizing

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

Ⓣ - Which word will go in the first blank?

(→ The answer is old. In line 1, it says "An old man wanted some turnips so he purchased some seeds.")

- What comes next?

(→ turnip. In lines 4-11, it tells us how an old man, his family and some animals pulled the enormous turnip.)

- What about the next one?

(→ Next there should be week, because in lines 11-12, it says they ate the turnip for an entire week. However, since the chart has an 'a' before the blank, it should be something starting with a consonant. Therefore, the answer should be 'week' not 'entire week'.)

3. Ask students to make sentences using the answers.

Ⓣ Can you tell me about what happened with this old man?

(→ An old man pulled the turnip up and ate the turnip for a week.)

D. Vocabulary

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

Ⓣ What does 'turnip' mean? (→ It is a type of root vegetable.)

2. Read the question aloud and ask students to answer the question by substituting the right words.

Ⓣ - What is the answer for question 1? The clue is 'elephant'. (→ enormous)

- How about question 2? The clue would be 'an'. (→ entire)

Q3 → purchase / Q4 → grab / Q5 → seeds / Q6 → turnip

E. Summary

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

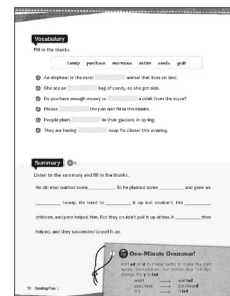
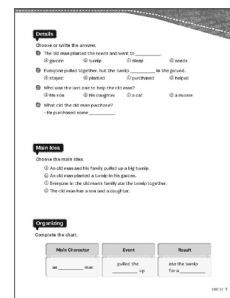
Ⓣ What do you think the first word would be? (→ I think the word would be 'turnips'.)

3. Listen to CD_05 and fill in the blanks.

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

(→ An old man wanted some turnips.)

(→ seeds, enormous, pull, wife, mouse)



F. One-Minute Grammar

1. Ask a student to read the sentence aloud. Explain how we make the past tenses of verbs.

- ① - We add *-ed* or *-d* to verbs to make the past tense. Normally we add *-ed*, but with verbs that end with *e*, we add *-d*. For verbs that end with *y*, we change *y* to *i* first then add *-ed*. Here the given example is 'study'. The past tense is 'studied'.
- What other verbs are there? (→ There are verbs like 'want', 'purchase' and 'cry'.)
 - Can you tell me the past tenses of these verbs please?
(→ The past tenses of these verbs are wanted, purchased, and cried.)

2. Ask students to find verbs of which past tenses end in *-ed* or *-d* or *-ied*.

- ① - Can you find past tense verbs that have these rules please?
(→ planted, looked, tried, grabbed, pulled, happened, stayed and moved)
- But here we see something different. Can you find which ones they are?
(→ grabbed and stayed.)
 - What did you think they were different?
(→ 'Grabbed' is a past tense of the verb 'grab', but instead of adding *-ed* at the end, the last letter was doubled, and then *-ed* was added. 'stayed' is a verb that ends with *y*, but its past tense does not have *y* changed to *i*.)

Wrap-up

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

- ① Today, we've read the story 'The enormous Turnip'. The story is about an old man and his family and pets trying to pull out an enormous turnip. At the end, they pull it out and have it for an entire week.
We've learned new words. And we've also learned to make past tense verbs.

2. Assign homework.

- ① I'm giving you some homework. It is to do pages 1-3 of the workbook.

3. Tell students about the next lesson.

- ① Our next lesson will be unit 2, Vegetable Gardens.

4. Good-bye

The Enormous Turnip

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

① enormous _____

② entire _____

③ grab _____

④ purchase _____

⑤ want _____

⑥ turnip _____

Choose the meaning for each underlined word.

① He was an enormous turnip in the garden.
① very big ② very small

② He purchased some seeds.
③ bought ④ planted ⑤ ate

Fill in the blanks.

① He wanted to the garden and study the turnip. He _____

② They ate the turnip for an _____ week.

③ The _____ he had and pulled together.

① Describe the sentences.

① He was an enormous turnip in the garden.
② He was an enormous turnip in the garden.
③ He was an enormous turnip in the garden.
④ He was an enormous turnip in the garden.
⑤ He was an enormous turnip in the garden.

Fill in the blanks. Use the past tense.

① He was an enormous turnip in the garden. He _____

② They were _____ and pulled together.

③ He was an enormous turnip in the garden. He _____

④ He was an enormous turnip in the garden. He _____

⑤ He was an enormous turnip in the garden. He _____

① Describe the sentences.

① He was an enormous turnip in the garden. He _____

② He was an enormous turnip in the garden. He _____

③ He was an enormous turnip in the garden. He _____

④ He was an enormous turnip in the garden. He _____

⑤ He was an enormous turnip in the garden. He _____

⑥ He was an enormous turnip in the garden. He _____

⑦ He was an enormous turnip in the garden. He _____

⑧ He was an enormous turnip in the garden. He _____

⑨ He was an enormous turnip in the garden. He _____

⑩ He was an enormous turnip in the garden. He _____

Learning
Focus

Topic	Vegetables
Text type (Genre)	Nonfiction
Target Words	common, produce, raise, ripen, stalk, vine
Target Grammar	During
Objective	To read and comprehend the story 'Vegetable Gardens'

Warm up

A. Greeting

1. Greet students with a smile.
2. Ask students questions and remind them about the last lesson.

① Can somebody tell me about our last lesson unit 1? (→ The last lesson was about an old man and his family together with a dog, a cat and a mouse trying to pull out an enormous turnip.)

B. Introduction

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

- ① - Let's read the title together. 'Vegetable Gardens'
Today we are going to read about vegetable gardens.
- What is your favorite vegetable? (→ My favorite vegetable is lettuce.)

Presentation

A. Before You Read

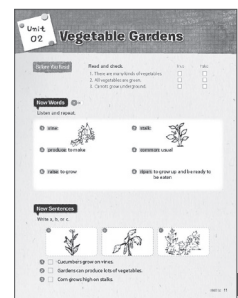
Read the heading 'Before You Read'.

- ① - Are there many kinds of vegetables? (→ Yes, there are many kinds of vegetables.)
- Are all vegetables green?
(→ No, there are many different colored vegetables such as tomatoes, paprika, onions, and eggplant.)
- Do carrots grow underground?
(→ Yes, carrots are root vegetables so they grow underground.)

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 plant pot hanging. It has long stems that grow very long.)
- How about number 2?
(→ There is a plant with many leaves and there is a red arrow pointing at the stem/stalk.)



3. Go through and read each word and their meanings.

① What does 'produce' mean? (→ It means to make.)

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'? (→ corn plant, tall)
 - How about picture 'b'? (→ cucumber, plant, leaves)
 - What about picture 'c'? (→ cucumber, corn, tomato)

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

- ① - Please read the sentences 1 to 3, and answer the questions.
For example, for picture 'a', you've written down the words 'corn, plant, and tall'.
- Can you look for a sentence which has any of the words?
(→ The sentence 3 has the word 'corn'.)
 - Does the sentence correctly describe picture 'a'? (→ Yes, it does.)
(b → 1, c → 2)

D. Story Reading: Vegetable Gardens

1. Play CD_07. Listen to the story without turning to page 12.

2. Turn to page 12. Observe the pictures.

- ① Look at the picture everyone. There is a picture of tomatoes from green to red. There is also a picture of a radish. At the bottom of the page 12, there are many different vegetables such as tomatoes, potatoes, squash and garlic.

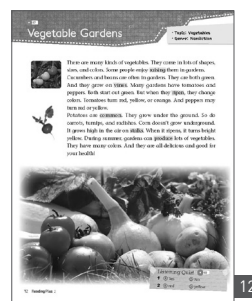
3. Listen to CD_07 again. This time, ask students to read with their eyes too.

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

E. Listening Quiz

Listen to CD_08 and give a minute for students to answer the questions.

- ① - What is the first question? (→ The question is "Do tomatoes grow underground?")
- What is the answer to that question? (→ The answer is ⑥.)
 - What is the second question? (→ The question is "What color is corn?")
 - What is the answer to that question? (→ The answer is ⑥.)



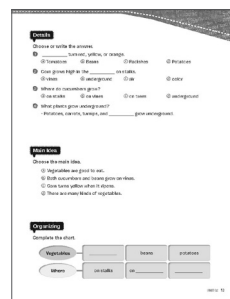
Practice

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? (→ Tomatoes turn red, yellow, or orange.)
- Where can you find the reference? (→ In line 6)
 - How about question number 2? (→ The answer is ③ air, in lines 9-10.)

Q3 → ⑥ on vines, In lines 3-4 / Q4 → radishes, In lines 8-9



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? (→ Ⓓ There are many kinds of vegetables.)

C. Organizing

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

Ⓓ - Which word will go in the first blank? (→ corn, in lines 9-10)
- What comes next? (→ vine, in lines 3-4, it says "beans...grow on vines.")
- What about the next one? Which word should come next?
(→ under the ground, in lines 8-9, it says "Potatoes...grow under the ground.")

3. Ask students to make sentences using the answers.

Ⓓ Can you make sentences with what we have here?
(→ corn grows on stalks, beans grow on vines and potatoes grow under the ground.)

D. Vocabulary

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

Ⓓ What does 'vine' mean? (→ It is a type of a plant.)

2. Read the question aloud and ask students to answer the question by substituting the right words.

Ⓓ - What do you think the answer for question 1 is? The clue is 'corn'.
(→ The word 'stalk' should be put in.)
- How about question 2? The clues would be 'company' and 'cars'. (→ produce)
Q3 → vine / Q4 → ripen / Q5 → raise / Q6 → common

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 would be? (→ I think the word would be 'raise'.)

3. Listen to CD_09 and fill in the blanks.

Ⓓ Can you read the first sentence of the summary please?
(→ People raise many kinds of vegetables in their gardens.)
(→ cucumber, peppers, ripen, delicious.)

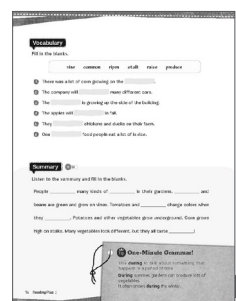
F. One-Minute Grammar

1. Ask a student to read the sentence aloud.

Ⓓ The word 'during' is used to talk about the length of time of an action — that is, while the action is happening.

2. Ask students to make sentences with during.

Ⓓ Can you make a sentence with 'during' please?
(→ The lights went out during the storm., I went to visit my aunt in London during summer vacation.)



Wrap-up

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

Ⓣ Today, We've read the story 'Vegetable Gardens'.

The story tells us that there are many types of vegetables that grow differently. Some are on vines, some are on stalks and some are underground.

We've learned new words and we've also learned to use a preposition 'during'.

2. Assign homework.

Ⓣ I'm giving you some homework. It is to do pages 4-6 of the workbook.

3. Tell students about the next lesson.

Ⓣ Our next lesson will be unit 3, Sally's Flower Garden.

4. Good-bye

Vegetable Gardens

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

1. cucumber _____

2. broccoli _____

3. onion _____

4. pepper _____

5. radish _____

6. vine _____

Choose the meaning for each underlined word.

1. Some people enjoy eating vegetables in gardens.
(a) growing (b) eating (c) planting

2. Gardens are places where vegetables grow.
(a) live (b) move (c) make

Fill in the blanks.

1. Cucumbers hang in the air _____
2. Carrots and onions grow in _____
3. Most vegetables are green _____ they change colors.

Homework:

Underline the sentences.

1. Vegetables have a lot of many.
2. Some people enjoy eating vegetables in gardens.
3. Some people enjoy eating vegetables in gardens.
4. Some people enjoy eating vegetables in gardens.
5. Some people enjoy eating vegetables in gardens.
6. Some people enjoy eating vegetables in gardens.

Match to make one sentence.

1. Some people enjoy eating vegetables in gardens. + (a) during the winter season.
2. Some people enjoy eating vegetables in gardens. + (b) during the spring.
3. Some people enjoy eating vegetables in gardens. + (c) during the summer.
4. Some people enjoy eating vegetables in gardens. + (d) during the fall.
5. Some people enjoy eating vegetables in gardens. + (e) during the winter.

Translate each sentence into your mother language.

1. There are many kinds of vegetables. They come in a lot of shapes, sizes, and colors.
2. Some people enjoy eating vegetables in gardens. Carrots and onions are often grown there.
3. They are both green, but they grow differently.
4. Many gardens have tomatoes and peppers. Both are red when ripe.
5. Not all of them are green. Some are yellow, orange, and red.
6. Tomatoes are red and yellow, for example. Red peppers are green and yellow.
7. Potatoes are common. They grow under the ground. So do carrots, radishes, and beets.
8. Cucumbers grow on long green vines high above the ground.
9. Most of them are green. Some are yellow, orange, and red.
10. Eating vegetables in gardens can produce lots of vegetables.
11. They have many uses. Most are delicious and good for your health.

Homework:

Sally's Flower Garden

Learning Focus

Topic	Raising plants
Text type (Genre)	Diary entry
Target Words	bloom, bud, dig, dirt, hoe, roots
Target Grammar	Prepositions of place
Objective	To read and comprehend the story 'Sally's Flower Garden'

Warm up

A. Greeting

1. Greet students with a smile.
2. Ask students questions and remind them about the last lesson.

B. Introduction

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

- ① - Let's read the title together. 'Sally's Flower Garden'
- Today we are going to read a diary of a girl named Sally.
- Have you ever looked after flower plants either in a garden or a pot?
(→ No, I haven't.)
 - Have you ever planted a seed before? (→ Yes, I have.)
 - How do they grow? (→ My plants are growing really tall.)

Presentation

A. Before You Read

Read the heading 'Before You Read'.

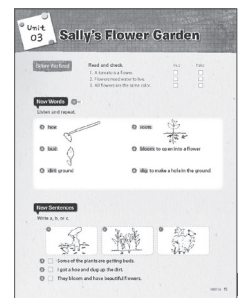
- ① - Is a tomato a flower? (→ No, it is a name of a fruit.)
- Do flowers need water to live? (→ Yes, flowers need water to live.)
 - Are all flowers the same in color? (→ No, many flowers are different in color.)

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 tool for gardening. It has a long stick attached to the end.)

 - How about number 2?
(→ There is a plant with leaves. There is also a red arrow pointing at a part of the plant that is underground.)
 - How about number 3? What do you see there?
(→ There is a flower that has not opened up yet.)



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

① What does 'bloom' mean? (→ It means to open into a flower.)

C. New Sentences

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

- ① - What words can you write down for picture 'a'? (→ hoe, dig)
 - How about picture 'b'? (→ plant, buds)
 - What about in picture 'c'? (→ bloom, flowers)

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 'hoe and dig'. Please look for a sentence which has those words.
 - Which one has the words? (→ The sentence 2 has the words.)
 - Does the sentence correctly describe picture 'a'? (→ Yes, it does.)
 (b → 1, c → 3)

D. Story Reading: Sally's Flower Garden

1. Play CD_11. Listen to the story without turning to page 16.

2. Turn to page 16. Observe the pictures.

- ① Look at the picture everyone. There is a hand planting seeds into the soil, and also a pot of violet flowers. Also at the bottom of page 16, there is a girl and a cat. The girl is holding a watering can and she is watering irises. There are many other plants as well, most of them being flowers. The flowers are mostly still buds about to bloom.

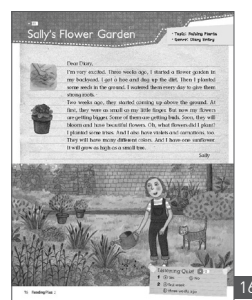
3. Listen to CD_11 again. This time, ask students to read with eyes too.

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

E. Listening Quiz

Listen to CD_12 and give a minute to students to answer the questions.

- ① - What is the first question? (→ The question is "Do the flowers have buds?")
 - What is the answer to that question? (→ The answer is ③.)
 - What is the second question?
 (→ The question is "When did Sally start her flower garden?")
 - What is the answer to that question? (→ The answer is ⑥.)



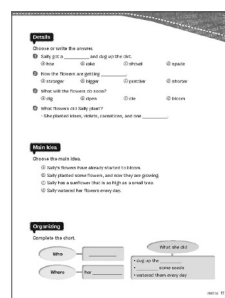
Practice

A. Details

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

- ① - What is the answer for question 1? (→ The answer is ① hoe.)
 - Why is it the answer?
 (→ because in line 3, it says "I got a hoe and dug up the dirt.")
 - How about question number 2? (→ The answer is ② bigger, in lines 7-8.)

Q3 → ④ bloom, in lines 8-9 / Q4 → sunflower, in lines 10-11



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? (→ Ⓟ Sally planted some flowers, and now they are growing.)

C. Organizing

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

Ⓟ - Which word will go in the first blank?
(→ The answer is Sally, as seen at the bottom of the letter to her diary on page 16.)

- What comes next?
(→ backyard (flower garden), in lines 2-3 it says "I started a flower garden in my backyard.")

- What about the next one? Which word should come next? (→ dirt, in line 3)

- What word would come next? (→ planted, in lines 3-4)

3. Ask students to make sentences using the answers.

Ⓟ Can you make sentences with what we have here?
(→ Sally dug up the dirt, planted some seeds and watered them every day in a flower garden in her backyard.)

D. Vocabulary

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

Ⓟ What does 'hoe' mean? (→ It is a kind of a tool used for gardening.)

2. Read the question aloud and ask students to answer the question by substituting the right words.

Ⓟ - What is the answer for question 1? The clue is 'flowers'.
(→ The word 'bloom' should be put in.)

- Can you read the completed sentence please?
(→ Do you know when the flowers are going to bloom?)

- How about question 2? The clues are 'trees' and 'ground'. (→ roots)

Q3 → bud / Q4 → hoe / Q5 → dirt / Q6 → dig

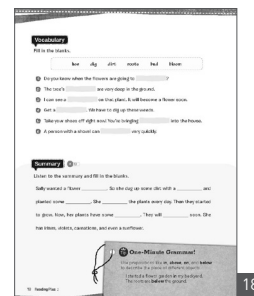
E. Summary

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 would be? (→ I think the word would be 'garden'.)

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?
(→ Sally wanted a flower garden.)
(→ hoe, seeds, watered, buds, bloom.)



F. One-Minute Grammar

1. Ask a student to read the sentence aloud. Explain about prepositions of place.

- ① - Today, we are learning about prepositions of place, especially in, above, on and below. Let's have look at Appendix A. There is a boy who is blowing bubbles with bubble gum.
- Where is the boy? (→ He is under the big tree.)
 - There is a bird. What color is the bird? (→ It is blue.)
 - What is the bird doing? (→ It is flying above/over the big tree.)

2. Ask students to make sentences with these prepositions.

- ① Can you make a sentence with 'above' please?
- (→ When there is a flood, please park the car above the ground, not in the basement.)

Wrap-up

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

- ① Today, we've read the story 'Sally's Flower Garden'.
- The story is a diary in a letter form. A girl named Sally writes a letter to her diary about her flower garden.
- We've learned new words. And we've also learned to use prepositions of place.

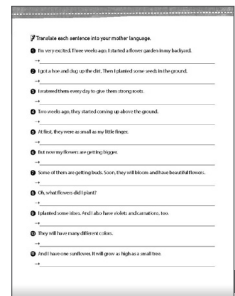
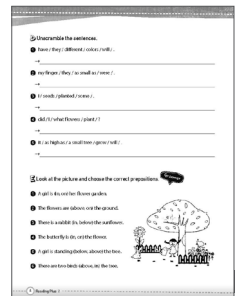
2. Assign homework.

- ① 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.

- ① Our next lesson will be unit 4, Fruit, Fruit, Fruit.

4. Good-bye



Learning Focus

Topic	Fruits
Text type (Genre)	Nonfiction
Target Words	arrive, field, fresh, persimmon, pick, variety
Target Grammar	So + be verb + subject
Objective	To read and comprehend the story 'Fruit, Fruit, Fruit!'

Warm up

A. Greeting

1. Greet students with a smile.
2. Ask students questions and remind them about the last lesson.

B. Introduction

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

① Let's read the title together. 'Fruit, Fruit, Fruit'

Today we are going to read about fruits. Fruits are types of food that grow on trees or plants. Fruits are sweet, sometimes sour too. Those are fruits we normally see. However, fruits are also any part of trees or plants that contain seeds. Therefore, some vegetables are fruits. Interesting, isn't it? So, what is your favorite fruit?

Presentation

A. Before You Read

Read the heading 'Before You Read'.

- ① - Are oranges and lemons fruits? (→ Yes, they are. Therefore, the answer is true.)
- Do strawberries grow in winter? (→ No, normally strawberries don't grow in winter.)
- Are blueberries and blackberries berries? (→ Yes, they are.)

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?

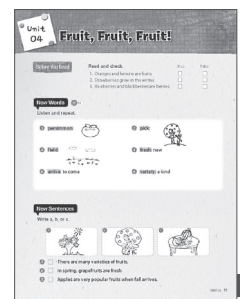
(→ There is a fruit which looks like a tomato.)

- How about new word number 2?

(→ There are apples on a tree and a man is grabbing one from the tree to pick it.)

- How about new word number 3? What do you see there?

(→ There is a field covered with grass and some flowers.)



3. Go through and read each word and their meanings.

① What does 'fresh' mean? (→ It means new.)

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'? (→ sun)
- How about picture 'b'? (→ apple, people)
- What about picture 'c'? (→ variety of fruits)

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 'sun'. Please look for a sentence which has that word.

- Are there any sentences including the word 'sun'?
(→ There are no sentences with 'sun'.)
- When you cannot find the answer for 'a', then move on to the next one.
- What do you see in picture 'b'?
(→ There is an apple tree and there are people under the tree.)
- Can you find a sentence that goes with picture 'b'?
(→ Sentence 3 has the word 'apples'.)
- The word 'popular' is related to the word 'people', which means being loved by many people. Do you think sentence 3 correctly explains picture 'b'?
(→ Yes, it does.)
(b → 3, c → 1)

D. Story Reading: Fruit, Fruit, Fruit!

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 there?

(→ There is a picture of peaches and grapefruit. At the bottom of page 20, there are many fruits and vegetables on display. It looks like it is a local market. There are different kinds of apples and pears.)

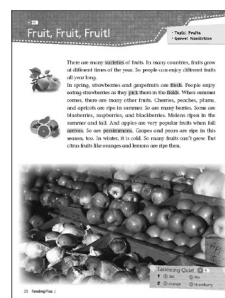
3. Listen to CD_15 again. This time, ask students to read with their eyes too.

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 "Is there only one fruit?")
- What is the answer to that question? (→ The answer is ⑥.)
- How about the second question? What is the second question?
(→ The question is "Which fruit grows in spring?")
- 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 for question 1? (→ The answer is ② fresh.)
- Why is it the answer?
(→ Because in line 4 it says "In spring, strawberries and grapefruits are fresh.")
 - How about question number 2? (→ The answer is ③ ripen, in lines 8-9)
- Q2 → ③ ripen, in lines 8-9 / Q3 → ④ apples, in line 10 / Q4 → cold, in line 12

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 Different kinds of fruits grow in each season.)

C. Organizing

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

- ① - Which word will go in the first blank?
(→ The answer is summer, because the season that comes after is summer.)
- What comes next?
(→ The word that should come next is 'Fall', because it comes after summer but before winter.)
 - What about the third one under Spring? Which word should come next?
(→ There should be 'strawberries', because line 4 it says in spring, strawberries and grapefruits are fresh.)
 - What word would come next?
(→ Oranges, from the second last sentence it says in winter...oranges and lemons are ripe then.)

3. Ask students to make sentences using the answers.

- ① Can you make sentences with what we have here?
(→ There are four seasons: spring, summer, fall, and winter. In spring, strawberries and grapefruits are fresh. In summer, berries, peaches and plums are ripe. In fall, pears and apples as well as persimmons ripen, and oranges and lemons ripen in winter.)

D. Vocabulary

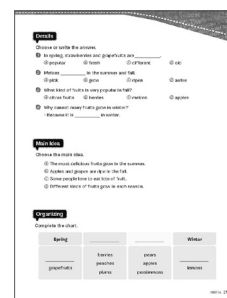
1. Read the words given below. Ask students for their meanings.

① What does 'variety' mean? (→ It means 'many different types'.)

2. Read the question aloud and ask students to answer the question by substituting the right words.

① What is the answer for question 1? The clues are 'strawberries' and 'eat'.
(→ The word 'pick' should be put in.)

Q2 → arrive / Q3 → fresh / Q4 → persimmon / Q5 → variety / Q6 → field



E. Summary

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

Ⓣ What do you think the first word would be? (→ I think the word would be 'fruits'.)
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?

(→ There is a variety of fruits.)

(→ pick, plums, popular, persimmons, arrives.)

F. One-Minute Grammar

1. Ask a student to read the sentence aloud. Explain about the use of a phrase 「so+be verb+subject」 when showing similarity.

Ⓣ Today we are going to learn the use of 「so + verb be + subject」 to show the similarity between two ideas. Here we have "Cherries are ripe in summer. So are berries." If we rephrase the sentences, then we have: "Cherries are ripe in summer. Berries are ripe in summer (too)." Or if we make it into a single sentence then we have: "Cherries and berries are ripe in summer." If we can rephrase it into a sentence, then vice versa is possible.
2. Ask students to make sentences using 「so + verb be +subject」 with sentences given.

Questions

- I am a vegetarian. My mum is a vegetarian too.
- These towels and shirts are still wet.

Answers

- I am a vegetarian. So is my mum.
- These towels are still wet. So are the shirts.

Wrap-up

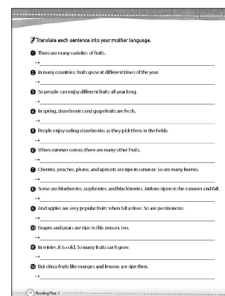
1. Praise students for today's work, and give a quick summary of today's lesson.

Ⓣ Today, we've read a story 'Fruit, Fruit, Fruit!'. The story was about many varieties of fruits in different seasons.

We've learned new words. And we've also learned to use 「so + verb be + subject」 to show similarity between two ideas.
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, Little Red Riding Hood.
4. Good-bye



Learning
Focus

Topic	Hood
Text type (Genre)	Classic tales
Target Words	gobble, hood, lie, nightgown, put on, woodcutter
Target Grammar	Past : irregular
Objective	To read and comprehend the story 'Little Red Riding Hood'

Warm up

A. Greeting

1. Greet students with a smile.
2. Ask students questions and remind them about the last lesson.

B. Introduction

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

- ① - Let's read the title together. 'Little Red Riding Hood'
- Today we are going to read a story of a girl wearing a little red riding hood. Have you read this story before? It is one of the most popular stories for children.
- What is the story about?
- (→ It is about a girl wearing a red riding hood, who was gobbled up by a wolf together with her grandmother. She was rescued by a woodcutter who was walking by.)

Presentation

A. Before You Read

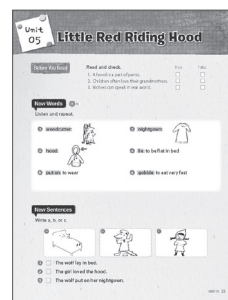
Read the heading 'Before You Read'.

- ① - Is a hood a part of pants? (→ No, it is not. It is a part of a jumper.)
- Do children often love their grandmothers?
- (→ Yes, children love their grandmothers.)
- Can wolves speak in the real world? (→ No, they cannot.)

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 the new word number 1?
- (→ There is a tree and a man with an axe on his shoulder. It seems like the axe is for cutting down the tree.)
- How about number 2? (→ There is something that looks like a dress.)
- How about number 3? What do you see there?
- (→ There is a jumper with a 'hat'. There is a red arrow pointing at the 'hat'.)



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

Ⓣ What does 'lie' mean? (→ It means to be flat in bed.)

C. New Sentences

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

- Ⓣ - What words can you write down for picture 'a'? (→ wolf, bed, lie)
 - How about picture 'b'? (→ nightgown, wolf)
 - What about picture 'c'? (→ hood, girl)

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 'wolf, bed, and lie'. Please look for a sentence which has the word.
 - Which sentence has the words? (→ Sentence 1 has the word.)
 - Does the sentence go with picture 'a'? (→ Yes, it does.)
 (b → 3, c → 2)

D. Story Reading: Little Red Riding Hood

1. Play CD_19. Listen to the story without turning to page 24.

2. Turn to page 24. Observe the pictures.

Ⓣ What can you see there?

(→ There is a picture of a red hooded cape, and there is also a man with an axe in his hand. Near him, there is a tree stump. At the bottom of page 24, there is a big bad wolf wearing a purple nightgown and a cap in a bed. There is also a girl wearing a red hood. She looks surprised and terrified and it looks like that she has dropped her basket.)

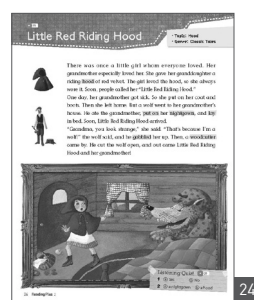
3. Listen to CD_19 again. This time, ask students to read with eyes too.

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.

- Ⓣ - What is the first question?
 (→ The question is "Did the wolf eat the woodcutter?")
 - What is the answer to that question? (→ The answer is Ⓑ.)
 - What is the second question? (→ The question is "What did the wolf put on?")
 - What is the answer to that question? (→ The answer is Ⓐ.)

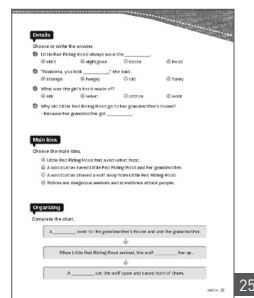


Practice

A. Details

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

- Ⓣ - What is the answer for question 1? (→ The answer is Ⓐ hood.)
 - Why is it the answer?
 (→ Because in lines 3-4, it says "The girl loved the hood, so she always wore it.")



- Q2 → ③ strange, in line 9 “Grandma, you look strange.”
 Q3 → ⑤ velvet, in lines 2-3 “She gave her granddaughter a riding hood of red velvet.”
 Q4 → sick, in line 5 “One day, her grandmother got sick.”

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?
 - (→ ⑤ A woodcutter saved Little Red Riding Hood and her grandmother.)

C. Organizing

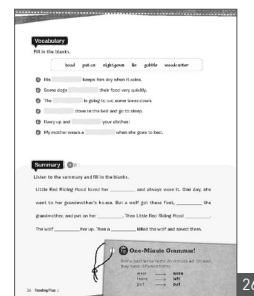
1. Read the question. Ask students to guess the answers.
2. Find the answer by referring to the text.
 - ① - Which word will go in the first blank? (→ The answer is ‘wolf’.)
 - What comes next? (→ The word that should come next is ‘gobbled’.)
 - What about the third one? (→ There should be ‘woodcutter’.)
3. Ask students to make sentences using the answers.
 - ① Can you make sentences with what we have here?
 - (→ A wolf went to the grandmother’s house and ate the grandmother. When Little Red Riding Hood arrived, the wolf gobbled her up. A woodcutter cut the wolf open and saved both of them.)

D. Vocabulary

1. Read the words given below. Ask students for their meanings.
 - ① What does ‘hood’ mean? (→ It is a hat-like part of a jumper.)
 2. Read the question aloud and ask students to answer the question by substituting the right words.
 - ① What do you think the answer for question 1 is? The clue is ‘keep dry’.
 - (→ The word ‘hood’ should be put in.)
- Q2 → gobble / Q3 → woodcutter / Q4 → Lie / Q5 → put on / Q6 → nightgown

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 first word would be?
 - (→ I think the word would be ‘riding hood’.)
3. Listen to CD_21 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?
 - (→ Little Red Riding Hood loved her hood.)
 - (→ ate, nightgown, arrived, gobbled, woodcutter.)



F. One-Minute Grammar

1. Ask a student to read the sentence aloud. Explain about irregular past tense verbs.

Ⓟ - Today we are going to learn about irregular past tense verbs.
Here we have a verb 'wear'. If we were to follow the normal rule, then the past tense of the verb would be 'wared', but it is not correct.
 - What is the past tense of 'wear'? (→ It is 'wore'.)
 - What is the past tense of 'leave'? (→ It is 'left'.)
 - How about 'put'? (→ It is 'put'.)
 - That's right. The past tense is the same as the present tense for the verb 'put'.
2. Ask students to find other verbs with irregular past tense on page 24.

Ⓟ Can you find other verbs with irregular past tense in the story on page 24 and circle them please? What are their present tenses?
(→ gave(give), got (get), went (go), ate (eat), lay (lie))

Wrap-up

1. Praise students for today's work, and give a quick summary of today's lesson.
 - ① Today, we've read a story 'Little Red Riding Hood'.
The story was about a girl who was gobbled up together with her grandmother by a wolf. She was saved by a woodcutter who cut the wolf open.
We've learned new words. And we've also learned about verbs with irregular past tense.
2. Assign homework.
 - ① I'm giving you some homework. It is to do pages 13-15 of the workbook at the end of the book.
3. Tell students about the next lesson.
 - ① Our next lesson will be on unit 6, Teen Clothing Styles.
4. Good-bye

Little Red Riding Hood

Write the meaning of the word in your mother tongue. Write it in words.

goble _____

hood _____

is _____

nightgown _____

put on _____

mother-in-law _____

Draw the meaning for each word and write

Sheepskin color and animal. _____

Wolf _____

is _____

thought _____

The end of the grandmother and put on her nightgown. _____

Wolf _____

Fill in the blanks.

	goble	hood
The end _____ hood.		
Sheepskin for grandma's clothing _____ end of wolf.		
The end of the wolf and his _____ law.		

[illegible]

Translate each sentence into your mother language.

- There was once a little girl who couldn't find the *gandheer* (she calls him *band*).
→
- He gave her *gandheer* (a *kingfisher*) of his collection.
→
- He pulled her hand, on the along way, out.
→
- Now, people call her "Little *Kingfisher* hand".
→
- One day he *gandheer* took her to the pond on his last night.
→
- Then the little band, that a week was not *gandheer* (he *band*).
→
- He ate the *gandheer*, and other *gandheer*, and other *band*.
→
- One day, little *Kingfisher* (gandheer) "Sometimes, you reach *band*," she said.
→
- "That *band* was a wolf of the wolf and, and he pulled her up."
→
- Then, a *kingfisher* came by.
→
- He ate the wolf *gandheer*, and released little *band* (he *band*) and he *gandheer* it.
→

Learning
Focus

Topic	Teen fashions
Text type (Genre)	Nonfiction
Target Words	formal, hole, prefer, resemble, sweatshirt, torn
Target Grammar	Prefer A to B
Objective	To read and comprehend the story 'Teen Clothing Styles'

Warm up

A. Greeting

1. Greet students with a smile.
2. Ask students questions and remind them about the last lesson.

B. Introduction

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

- ① - Let's read the title together. 'Teen Clothing Styles'
Today we are going to read about the clothing styles of teenagers.
- What is a teen or a teenager? (→ Someone who is between the age of 13 and 19.)

Presentation

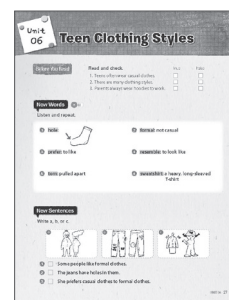
A. Before You Read

Read the heading 'Before You Read'.

- ① - Do teens often wear casual clothes?
(→ Yes, they do. In fact, casual clothes are what teens wear most of the time, maybe except for school uniforms.)
- Are there many clothing styles? (→ Yes, there are many different clothing styles.)
- Do parents always wear hoodies to work?
(→ No, they don't. It would be too informal for them to wear them to work. They wear mostly formal clothes, such as business suites or smart casual clothes to work.)

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 number 1?
(→ There is a sock and there is a hole in the toe area, with a red arrow pointing at it.)
3. Go through and read each word and its meaning.
 - ① What does 'formal' mean? (→ It means not casual.)



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'? (→ formal, suits)
 - How about picture 'b'? (→ hole, jeans)
 - What about picture 'c'? (→ casual)

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 'formal' and 'suits'. Please look for a sentence which has the words.
- Which sentence has the words? (→ Sentence 1 has the word 'formal'.)
 - Does the sentence go with picture 'a'? (→ Yes, it does.)
- (b → 2, c → 3)

D. Story Reading: Teen Clothing Styles

1. Play CD_23. Listen to the story without turning to page 28.

2. Turn to page 28. Observe the pictures.

① What can you see there?

(→ There is a girl in her teens wearing torn jeans with a red hooded jumper. Next to her, there is a dog wearing a hoodie too. At the bottom of page 28, there is a girl in grey hoodie, smiling.)

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.

- ① - What is the first question?
- (→ The question is "Do teens like their parent's clothes?")
- What is the answer to that question?
- (→ The answer is ⑥ No, they like to look different from other people, especially their parents.)
- How about the second question? (→ The question is "Which style do teens like?")
 - What is the answer to that question?
- (→ The answer is ⑥ casual. Teens like casual clothes.)

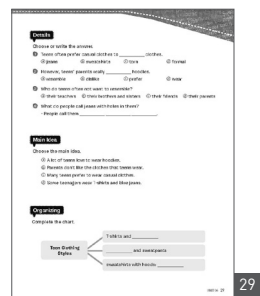


Practice

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 ④ formal.)
- Why is it the answer?
- (→ Because in lines 5-6 it says "They often prefer casual clothes to formal clothes.")



- Q2 → ⑥ dislike, in line 10, "However, their parents really dislike hoodies."
 Q3 → ④ their parents, in lines 4-5, "They don't want to resemble their parents."
 Q4 → torn blue jeans, in line 7, "So people call them torn blue jeans."

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 Many teens prefer to wear casual clothes.)

C. Organizing

1. Read the question. Ask students to guess the answers.
2. Find the answer by referring to the text.
 ① - Which word will go in the first blank? (→ The answer is 'blue jeans'.)
 - What comes next? (→ sweatshirts)
 - What about the third one? Which word should come next?
 (→ There should be 'hoodies'.)
3. Ask students to make sentences using the answers.
 ① Can you make sentences with what we have here?
 (→ Teens prefer casual clothes over formal such as T-shirts and blue jeans, sweatshirts and sweatpants especially the one with hoodies.)

D. Vocabulary

1. Read the words given below. Ask students for their meanings.
 ① What does 'sweatshirt' mean? (→ It is a heavy, long sleeved T-shirt.)
2. Read the question aloud and ask students to answer the question by substituting the right words.
 ① - What do you think the answer for question 1 is? The clues are 'I' and 'my mother'.
 (→ The word 'resemble' should be put in.)
 - How about question 2? The clue is 'wear'. (→ sweatshirt)
 Q3 → hole / Q4 → torn / Q5 → prefer / Q6 → formal

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 should be 'style'.)
3. Listen to CD_25 and fill in the blanks. Compare with the guessed words, from the previous step.
 ① - Listen carefully, find the answers to fill in the blanks please.
 - Can you read the first sentence please?
 (→ Everyone has his or her own clothing styles.)
 (→ prefer, formal, holes, teens, wear)



F. One-Minute Grammar

1. Ask a student to read the sentence aloud. Explain the use of 「prefer A to B」.

① Today we are going to learn to describe how you like something more than another thing — that is, your preference of one over another. For this, you use 「prefer A to B」 phrase. In the example sentences, the A are casual clothes and T-shirts, and the B are formal clothes and blouses.

2. Ask students to use the given words below to make a sentence with 「prefer A to B」. Write down the following words on the board.

rice vs. bread / potato vs. corn / beef vs. pork / pink vs. blue

① Can you make sentences by using these words?

(→ I prefer rice to bread. / I prefer beef to pork. / I prefer potato to corn. / I prefer pink to blue.)

Wrap-up

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

① Today, we've read a story 'Teen Clothing Styles'.

The story was about how teenagers like to wear things, having their own style. They like to wear T-shirts and blue jeans, sweatshirts and sweatpants, especially hoodies.

We've learned new words. And we've also learned to describe how you like something more than another using 「prefer A to B」.

2. Assign homework.

① I'm giving you some homework. It is to do pages 16-18 of the workbook.

3. Tell students about the next lesson.

① Our next lesson will be unit 7, Catching a Clothes Thief.

4. Good-bye

Unit 6
Teen Clothing Styles

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

① T-shirt: _____
② jeans: _____
③ jacket: _____
④ hoodie: _____
⑤ sweatshirt: _____
⑥ sweatpants: _____
⑦ hoodie: _____

Choose the meaning for each underlined word.

① Teenagers don't want to wear their parents' clothes. () casual () formal () sporty
② Teenagers prefer hoodies over shirts. () casual () formal () sporty

Fill in the blanks.

③ The hoodies have _____ buttons.
④ Some teens have hoodies _____ and hoodies.
⑤ Teenagers often prefer casual clothes to _____ clothes.

Describe the sentences.

① Teenagers like to wear hoodies. () casual () formal () sporty
② Hoodies have many buttons. () casual () formal () sporty
③ Hoodies have many buttons. () casual () formal () sporty
④ Hoodies have many buttons. () casual () formal () sporty
⑤ Hoodies have many buttons. () casual () formal () sporty
⑥ Hoodies have many buttons. () casual () formal () sporty
⑦ Hoodies have many buttons. () casual () formal () sporty
⑧ Hoodies have many buttons. () casual () formal () sporty
⑨ Hoodies have many buttons. () casual () formal () sporty
⑩ Hoodies have many buttons. () casual () formal () sporty

Write each sentence in your mother language.

① There are many types of clothing styles. Teenagers like to wear casual clothes.
② Some people like formal clothes. Others prefer different kinds of clothes.
③ Teenagers have their own style.
④ Teenagers like to look different from other people. They don't want to wear their parents' clothes.
⑤ They often prefer casual clothes to formal clothes.
⑥ Some teens wear T-shirts and blue jeans.
⑦ Sometimes, teenagers have hoodies. So people call them hoodies.
⑧ Some teens like wearing hoodies and hoodies.
⑨ They are wearing hoodies. There are hoodies with buttons.
⑩ However, their parents really dislike hoodies.
⑪ They want their children to wear more formal clothes.
⑫ Teenagers don't want to do this. They prefer hoodies over shirts.

Catching a Clothes Thief

Learning Focus

Topic	Clothes Thieves
Text type (Genre)	Fiction
Target Words	clue, missing, outfit, sneak, steal, thief
Target Grammar	Superlatives: irregular
Objective	To read and comprehend the story 'Catching a Clothes Thief'

Warm up

A. Greeting

1. Greet students with a smile.
2. Ask students questions and remind them about the last lesson.

B. Introduction

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

- ① - Let's read the title together. 'Catching a Clothes Thief'
Today we are going to read about catching a thief who steals clothes.
- What is a thief? (→ Someone who steals things.)

Presentation

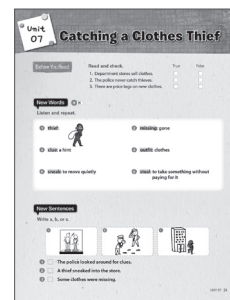
A. Before You Read

Read the heading 'Before You Read'.

- ① - Do department stores sell clothes?
(→ Yes, they do. Department stores are made up of many shops selling many different things.)
- Do the police never catch thieves?
(→ No, the police do catch thieves. However, sometimes thieves get away.)
- Are there price tags on the new clothes?
(→ Yes, price tags are attached to the new clothes.)

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 the new word number 1?
(→ There is a person with a bag over his shoulder. He is wearing very dark clothes and has his face covered.)
3. Go through and read each word and its meaning.
 - ① What does 'missing' mean? (→ It means gone.)



C. New Sentences

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

- ① - What words can you write down for picture 'a'? (→ missing)
 - How about picture 'b'? (→ police, chase)
 - What about picture 'c'? (→ thief, sneak)

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 'missing'. Please look for a sentence which has the word.
 - Which one has the word? (→ Sentence 3 has the word 'missing'.)
 - Does the sentence go with picture 'a'? (→ Yes, it does.)
 - That's right, these human like figures seem to be mannequins to display clothes on. The tops (man) and the bottoms (woman) are missing. (→ b-1, c-2)

D. Story Reading: Catching a Clothes Thief

1. Play CD_27 Listen to the story without turning to page 32.

2. Turn to page 32. Observe the pictures.

① What can you see there?

(→ There is a picture of a department store and a thief wearing dark clothes and a cap with a bag over his shoulder. At the bottom of page 32, there are 5 people (2 women, 3 men) in what looks like a department store with lots of clothes. The people look surprised and a man in a green jacket is caught by a police officer. The green jacket still has a price tag on.)

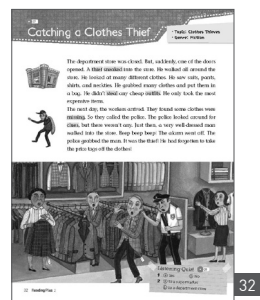
3. Listen to CD_27 again. This time, ask students to read with their eyes too.

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.

- ① - What is the first question? (→ The question is "Did the police catch the thief?")
 - What is the answer to that question? (→ The answer is ③.)
 - How about the second question? (→ The question is "Where did the thief go?")
 - What is the answer to that question? (→ The answer is ⑥.)



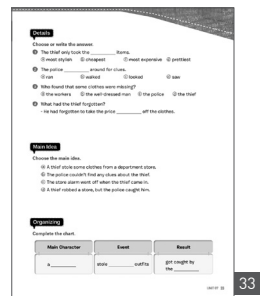
Practice

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? (→ ③ most expensive.)
 - Why is it the answer?
 - (→ because in lines 5-6, it says "He only took the most expensive items.")
 - How about question 2? (→ ③ looked, in lines 8-9)

Q3 → ③ the workers, in lines 7-8 / Q4 → tags, in the last line



B. Main Idea

1. Read the question aloud. Give students some time to find the answer.
2. Ask students for their answer.
(T) What is the answer? (→ (d) A thief robbed a store, but the police caught him.)

C. Organizing

1. Read the question. Ask students to guess the answers.
(T) - Which word will go in the first blank? (→ The answer is 'thief'.)
- What comes next? (→ The word that should come next is 'expensive'.)
- What about the third one? Which word should come next?
(→ There should be 'police'.)
3. Ask students to make sentences using the answers.
(T) Can you make sentences with what we have here?
(→ A thief who stole the most expensive outfits got caught by the police.)

D. Vocabulary

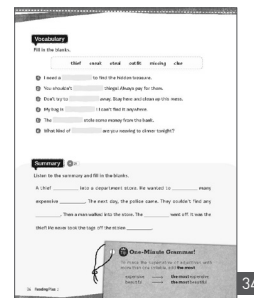
1. Read the words given below. Ask students for their meanings.
(T) What does 'thief' mean?
(→ It means someone who steals things from others.)
2. Read the question aloud and ask students to answer the question by substituting the right words.
(T) - What do you think the answer for question 1 is? The clues are 'find' and 'hidden'.
(→ It's 'clue'.)
- Can you read the completed sentence please?
(→ I need a clue to find the hidden treasure.)
Q2 → steal / Q3 → sneak / Q4 → missing / Q5 → thief / Q6 → outfit

E. Summary

1. Ask a student to read the question.
2. Ask students to guess the words that would fit in the blanks.
(T) What do you think the first word should be?
(→ I think the word should be 'sneaked'.)
3. Listen to CD_29 and fill in the blanks.
(T) Can you read the first sentence of the summary please?
(→ A thief sneaked into a department.)
(→ steal, outfits, clues, alarm, clothes)

F. One-Minute Grammar

1. Ask a student to read the sentence aloud. Explain how to make the superlative of adjectives with more than one syllable.
(T) Today we are going to learn to make superlatives of adjectives with more than one syllable. If all the superlatives of adjectives were to have *-est* at the end (as with regular superlatives), then the word 'expensive' would become 'expensiver'. Have you ever heard the word 'expensiver'? This book is 'expensiver' than the pencil.



That is not correct. For most of the time, when an adjective has more than one syllable, we add *the most* before it. For two-syllable adjectives that end with -y, we replace y with i and add -est at the end.

- Ask students to use the given words below to make superlatives by either adding -est at the end, or putting *the most* in front of the word. Write down the following words on the board; handsome, difficult, incredible, complex, brave, strange and happy.

① Can you find the superlatives of these adjectives please?

(→ the most handsome, the most difficult, the most incredible, the most complex, the bravest, the strangest, the happiest)

Wrap-up

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

① Today, we've read a story 'Catching a Clothes Thief'.

The story was about a thief who took the most expensive items but was caught the next day by the police because he forgot to take the price tag off.

We've learned new words. And we've also learned to make the superlative of adjectives with more than one syllable by adding 'the most' before the adjectives.

- Assign homework.

① I'm giving you some homework. It is to do pages 19-21 of the workbook.

- Tell students about the next lesson.

① Our next lesson will be on unit 8, Buying Clothes Online.

- Good-bye

Unit 7

Catching a Clothes Thief

① Write the meaning of the word in your mother language. Then write the words.

② Choose the meaning for each underlined word.

③ Fill in the blanks.

19

④ Underline the sentences.

⑤ Fill in the blanks. Use the superlatives.

20

⑥ Translate each sentence into your mother language.

21

Buying Clothes Online

Learning Focus

Topic	Online shopping
Text type (Genre)	Nonfiction
Target Words	convenient, deliver, order, return, sell, try on
Target Grammar	Present continuous
Objective	To read and comprehend the story 'Buying Clothes Online'

Warm up

A. Greeting

1. Greet students with a smile.
2. Ask students questions and remind them about the last lesson.

B. Introduction

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

- ① - Let's read the title together. 'Buying Clothes Online'
- Today we are going to read about online shopping and their good and bad points.
- What is online? (→ Online means on the Internet, or website.)
- What are the things you can do on the Internet?
- (→ We can buy things online, things like books, clothes, food, electronics, even airline tickets.)

Presentation

A. Before You Read

Read the heading 'Before You Read'.

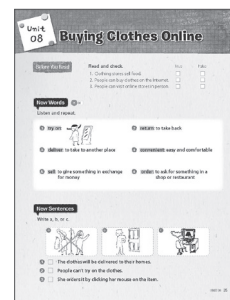
- ① - Do clothing stores sell food?
- (→ No, they don't sell food. If those stores sold food, then they wouldn't be called clothing stores, they would rather be called restaurants or grocery stores.)
- Can people buy clothes on the Internet?
- (→ Yes, people can buy clothes on the Internet.)
- Can people visit online stores in person?
- (→ No, they cannot visit online stores in person.)

B. New Words

1. Listen to CD_30, 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 putting on a jacket as she looks at herself in a mirror.)



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

Ⓣ What does 'return' mean? (→ It means to take back.)

C. New Sentences

1. Ask students to write down the 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'?
(→ Try on, but because there is a big cross on the picture, it would mean not to try on.)
 - How about picture 'b'? (→ deliver)
 - What about picture 'c'? (→ computer, online, order)

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 'try on'. Please look for a sentence which has the word.
- Which one has 'try on'? (→ Sentence 2 has 'try on'.)
 - Does the sentence go with picture 'a'? (→ Yes, it does.)
(b → 1, c → 3)

D. Story Reading: Buying Clothes Online

1. Play CD_31. Listen to the story without turning to page 36.

2. Turn to page 36. Observe the pictures.

Ⓣ What can you see there?

(→ There is a computer mouse and its cord is laid in a gift box shape. There is a delivery man with parcels stacked up. At the bottom of page 36, there is a girl behind a notebook computer and around her there are many shopping bags.)

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? (→ The question is "Is online shopping convenient?")
- What is the answer to that question?
(→ The answer is Ⓐ yes, it is convenient, as in line 7 it says that online shopping is easy and convenient.)
 - How about the second question?
(→ The question is "Where do people do online shopping from?")
 - What is the answer to that question?
(→ The answer is Ⓐ home, as in line 4 it says that they (people) can do their shopping from home.)



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? (→ ① sell)
 - Why is it the answer?
 (→ Because in line 1 it says "...some stores ...never close and sell their clothes for 24 hours.")
- Q2 → ③ sizes, in line 9 "they may buy the wrong sizes."
 Q3 → ⑥ return clothes, in line 10 "And returning clothes is inconvenient."
 Q4 → convenient, in line 7 it says "It is easy and convenient."

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 Buying clothes online has good points and bad points.)

C. Organizing

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

- ① - Which word will go in the first blank? (→ The answer is 'home'.)
 - What comes next? (→ The word that should come next is 'easy'.)
 - What about the first one under bad points? (→ There should be 'wrong'.)
 - What about the last blank? (→ The word to put is 'returning'.)

3. Ask students to make sentences using the answers.

① Can you make sentences with what we have here?
 (→ Online shopping has both good and bad points. The good points are these: people can do shopping from home, clothes will be delivered, and it is easy and convenient. The bad points are these: people can't try on clothes, they may buy the wrong sizes, and returning clothes is inconvenient.)

D. Vocabulary

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

① What does 'sell' mean? (→ It means to give something in exchange for money.)

2. Read the question aloud and ask students to answer the question by substituting the right words.

① - What is the answer for question 1? The clues are 'store', 'drink', and 'snacks'.
 (→ It is 'sells'.)

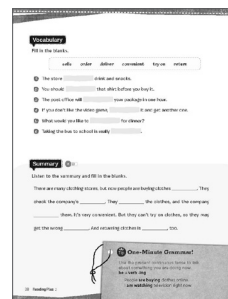
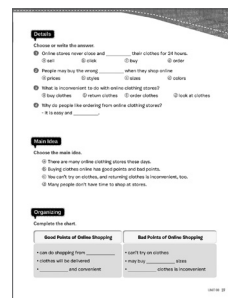
- How about question 2? The clues are 'shirt' and 'before you buy'. (→ try on)

Q3 → deliver / Q4 → return / Q5 → order / Q6 → convenient

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 should be 'online'.)



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?

(... There are many clothing stores, but now people are buying clothes online.)

(... websites, order, delivers, sizes, inconvenient)

F. One-Minute Grammar

1. Ask a student to read the sentence aloud. Explain how to use the present continuous tense.

Ⓣ Today we are going to learn to use the present continuous tense to talk about something you are doing now, in the form of 「verb be + verb + -ing」.

In the example given below:

“People are (verb be) buy (verb) + ing clothes online.”

“I am (verb be) watch (verb) + ing television right now.”

2. Ask students to use the given sentences below to make sentences in present continuous tense. Write down the following sentences on the board.

I go to school now. / Tim sleeps now in his bed. / Kelly swims now in the pool.

Dad mows the lawn now. / Brian has dinner and he has lasagna with fresh salad now.

Ⓣ Please use these sentences on the board and make sentences in the present continuous tense. For example, I go to school now. → I am going to school now.

(... Tim is sleeping in his bed. / Dad is mowing the lawn. / Brian is having dinner and he is having lasagna with fresh salad.)

Wrap-up

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

Ⓣ Today, we've read a story 'Buying Clothes Online'.

The story was about online shopping and its good and bad points.

We've learned new words. And we've also learned to talk about things happening.

2. Assign homework.

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

3. Tell students about the next lesson.

Ⓣ Our next lesson will be on unit 9, Stone Soup.

4. Good-bye

Unit 08 Buying Clothes Online

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

① convenient _____

② deliver _____

③ order _____

④ website _____

⑤ website _____

⑥ website _____

⑦ website _____

⑧ website _____

⑨ website _____

⑩ website _____

⑪ website _____

⑫ website _____

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Unit 08 Buying Clothes Online

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

① convenient _____

② deliver _____

③ order _____

④ website _____

⑤ website _____

⑥ website _____

⑦ website _____

⑧ website _____

⑨ website _____

⑩ website _____

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Unit 08 Buying Clothes Online

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

① convenient _____

② deliver _____

③ order _____

④ website _____

⑤ website _____

⑥ website _____

⑦ website _____

⑧ website _____

⑨ website _____

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Learning Focus

Topic	Cooking
Text type (Genre)	Classic tales
Target Words	drop, huge, stir, taste, traveler, village
Target Grammar	But
Objective	To read and comprehend the story 'Stone Soup'

Warm up

A. Greeting

1. Greet students with a smile.
2. Ask students questions and remind them about the last lesson.

B. Introduction

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

- ① - Let's read the title together. 'Stone Soup'
Today we are going to read a story called Stone Soup.
- Have you read this story before? (→ No, we haven't.)
- What is a stone? Can you eat stone?
(→ A stone is a hard thing or substance and it is like a small rock. No, we cannot eat stone.)
- What is soup?
(→ Soup is a kind of food in liquid (water-like) form, made with meat and vegetables in water or milk.)

Presentation

A. Before You Read

Read the heading 'Before You Read'.

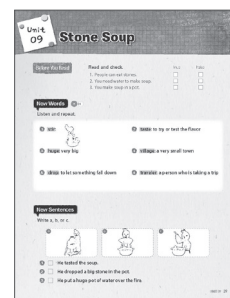
- ① - Can people eat stones? (→ No, they can't.)
- Do you need water to make soup?
(→ Yes, most of the time you need water to make soup.)
- Do you make soup in a pot? (→ Yes, we make soup in a pot usually.)

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 woman wearing an apron standing next to a huge pot with a stick in her hand. It looks like she is stirring what is inside the pot.)



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

① What does 'taste' mean? (→ It means to try or test the flavor.)

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'? (→ pot, fire)
 - How about picture 'b'? (→ drop, stone)
 - What about picture 'c'? (→ taste, soup)

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 words 'pot' and 'fire'. Please look for a sentence which has these words.
- Which sentence has the words? (→ Sentence 3 has the word 'pot' and 'fire'.)
 - Does the sentence go with picture 'a'? (→ Yes, it does.)
 - (b → 2, c → 1)

D. Story Reading: Stone Soup

1. Play CD_35 Listen to the story without turning to page 40.

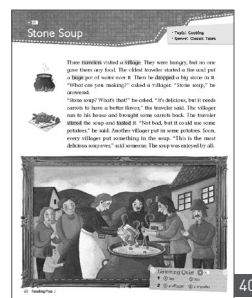
2. Turn to page 40. Observe the pictures.

① What can you see there?

(→ There is a big pot over a fire and there is some steam coming up from the soup. There are also some vegetables like carrots and potatoes, and ladle on cloth.)

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.

- ① - What is the first question? (→ The question is "Did the travelers eat the stones?")
- What is the answer to that question? (→ The answer is ⑥.)
 - What is the second question? (→ The question is "Who put the stone in the pot?")
 - What is the answer to that question? (→ The answer is ⑥.)

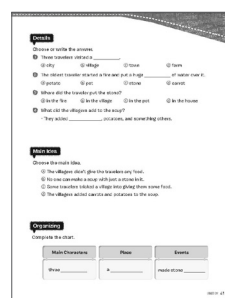
Practice

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? (→ ⑥ village.)
- Why is the answer? (→ Because in line 1 it says "Three travelers visited a village.")

Q2 → ⑥ pot, in lines 2-3 / Q3 → ③ in the pot, lines 2-3 / Q4 → carrots, in line 8



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 travelers tricked a village into giving them some food.)

C. Organizing

1. Read the question. Ask students to guess the answers.
 - Ⓟ - Which word will go in the first blank? (→ The answer is 'travelers'.)
 - What comes next? (→ The word that should come next is 'village'.)
 - What about the one under 'Events'? Which word should come next? (→ There should be 'soup'.)
3. Ask students to make sentences using the answers.
 - Ⓟ Can you make a sentence with what we have here?
 - (→ There were three travelers visiting a village and they made stone soup.)

D. Vocabulary

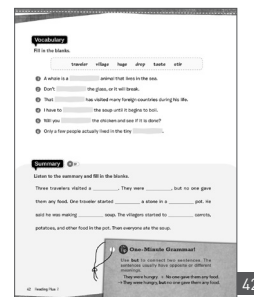
1. Read the words given below. Ask students for their meanings.
 - Ⓟ What does 'traveler' mean? (→ It means a person who is taking a trip.)
 2. Read the question aloud and ask students to answer the question by substituting the right words.
 - Ⓟ - What word do you think should be put in for question 1? The clue is 'whale'. (→ The word 'huge' should be put in.)
 - How about question 2? The clues are 'glass' and 'break'. (→ drop)
- Q3 → traveler / Q4 → stir / Q5 → taste / Q6 → village

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 should be 'village'.)
3. Listen to CD_37 and fill in the blanks.
 - Ⓟ Can you read the first sentence of the summary please?
 - (→ Three travelers visited a village.)
 - (→ hungry, cooking, huge, stone, drop)

F. One-Minute Grammar

1. Ask a student to read the sentence aloud. Explain how to connect two sentences by using 'but'.
 - Ⓟ Today we are going to learn to use 'but' in connecting two sentences that are usually opposite or different ideas. Here, in the sentence given as an example, when we read 'They were hungry', then we would expect that they would be given some food to eat, or at least they would find something to eat. However no one gave them any food. This is surprising and is against our expectation. Therefore we use a conjunction 'but'. 'They were hungry, but no one gave them any food'.



2. Ask students to use the conjunction 'but' to join sentences below. Write down the following sentences on the board: I need to clean up my room. + I am too tired./ I am full. + That pie looks so good./ I would love to go swimming. + I think I've got a cold.

① Can you combine the sentences?

(→ I need to clean up my room but I am too tired. / I am full but that pie looks so good. / I would love to go swimming but I think I've got a cold.)

Wrap-up

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

① Today, we've read the story 'Stone Soup'.

The story was about three travelers who visited a village and were hungry but no one gave them any food. The travelers started to cook stone soup, and curious villagers started to add other food in the pot. Then everyone ate the soup.

We've also learned to join or connect two sentences with different or opposite ideas by using the conjunction 'but'.

2. Assign homework.

① I'm giving you some homework. It is to do pages 25-27 of the workbook.

3. Tell students about the next lesson.

① Our next lesson will be on unit 10, Pots and Pans.

4. Good-bye

Stone Soup

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

① Soup _____

② Stone _____

③ Travel _____

④ Village _____

⑤ Traveler _____

⑥ Stone _____

⑦ Soup _____

⑧ Traveler _____

⑨ Stone _____

⑩ Soup _____

⑪ Traveler _____

⑫ Stone _____

⑬ Soup _____

⑭ Traveler _____

⑮ Stone _____

⑯ Soup _____

⑰ Traveler _____

⑱ Stone _____

⑲ Soup _____

⑳ Traveler _____

㉑ Stone _____

㉒ Soup _____

㉓ Traveler _____

㉔ Stone _____

㉕ Soup _____

㉖ Traveler _____

㉗ Stone _____

㉘ Soup _____

㉙ Traveler _____

㉚ Stone _____

㉛ Soup _____

㉜ Traveler _____

㉝ Stone _____

㉞ Soup _____

㉟ Traveler _____

㊱ Stone _____

㊲ Soup _____

㊳ Traveler _____

㊴ Stone _____

㊵ Soup _____

㊶ Traveler _____

㊷ Stone _____

㊸ Soup _____

㊹ Traveler _____

㊺ Stone _____

㊻ Soup _____

㊼ Traveler _____

㊽ Stone _____

㊾ Soup _____

㊿ Traveler _____

Write the sentences.

① Write the sentence in your mother language.

② Write the sentence in your mother language.

③ Write the sentence in your mother language.

④ Write the sentence in your mother language.

⑤ Write the sentence in your mother language.

⑥ Write the sentence in your mother language.

⑦ Write the sentence in your mother language.

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⑩ Write the sentence in your mother language.

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⑮ Write the sentence in your mother language.

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⑲ Write the sentence in your mother language.

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㊾ Write the sentence in your mother language.

㊿ Write the sentence in your mother language.

Write the sentences.

① Write the sentence in your mother language.

② Write the sentence in your mother language.

③ Write the sentence in your mother language.

④ Write the sentence in your mother language.

⑤ Write the sentence in your mother language.

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㊽ Write the sentence in your mother language.

㊾ Write the sentence in your mother language.

㊿ Write the sentence in your mother language.

Learning Focus

Topic	Cooking tools
Text type (Genre)	Nonfiction
Target Words	equipment, flat, fry, liquid, roast, stew
Target Grammar	Be able to
Objective	To read and comprehend the story 'Pots and Pans'

Warm up

A. Greeting

1. Greet students with a smile.
2. Ask students questions and remind them about the last lesson.

B. Introduction

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

- ① - Let's read the title together. 'Pots and Pans'
Today we are going to read a story called 'Pots and Pans'.
- Do you know what pots and pans are?
(→ A pot is a deep metal container to cook food in. A pan is a round metal container with a handle.)

Presentation

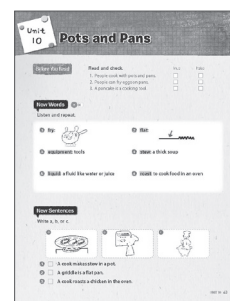
A. Before You Read

Read the heading 'Before You Read'.

- ① - Do people cook with pots and pans?
(→ Yes, they do. People cook with pots and pans.)
- Can people fry eggs on pans? (→ Yes, people fry eggs on pans, especially frying pans.)
- Is a pancake a cooking tool?
(→ No, a pancake is a type of food. We use cooking tools like pans and turners to make pancakes.)

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 pot over a fire. There are pieces of food that looks like chicken drumsticks in hot oil. There is some steam rising up from the pot.)
 - How about number 2?
(→ There is a line. Half of it is all wobbly, while the other half of it is straight and flat.)



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

① What does 'equipment' mean? (→ It means tools.)

C. New Sentences

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

- ① - What words can you write down for picture 'a'? (→ pan)
 - How about picture 'b'? (→ oven, roast, chicken)
 - What about picture 'c'? (→ stew, pot)

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

D. Story Reading: Pots and Pans

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 frying pan with an egg, and stacks of pancakes with berries on top on a plate. At the bottom of page 44, there is a man wearing a chef's outfit with a saucepan and a stirrer in his hands. He is tasting something.)

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 "Do pots go in the oven?")
 - What is the answer to that question?
 (→ The answer is ⑥ no, in lines 10-12 the roasting pans go in the oven.)
 - How about the second question? (→ The question is "What do people fry eggs on?")
 - What is the answer to that question?
 (→ The answer is ⑥ a pan, especially frying pans, as in lines 8-9, it says they need frying pans and they are able to fry eggs.)



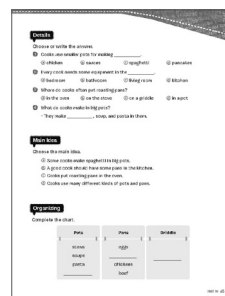
Practice

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? (→ ⑥ sauces)
 - Why is it the answer?
 (→ Because in lines 6-7, it says "Cooks use smaller pots for making sauces.")

Q2 → ④ kitchen, in line 1 / Q3 → ③ in the oven, in lines 10-12 / Q4 → stew, in lines 4-5



B. Main Idea

1. Read the question aloud. Give students some time to find the answer.
2. Ask students for their answer.
(T What is the answer? (→ d Cooks use many different kinds of pots and pans.)

C. Organizing

1. Read the question. Ask students to guess the answers.
2. Find the answer by referring to the text.
 - Ⓙ - Which word will go in the first blank under pots? (→ sauces)
 - What comes next under pans? (→ hamburgers)
 - What about the first one under griddle? (→ pancakes)

3. Ask students to make sentences using the answers.

Ⓣ Can you make sentences with what we have here?

(↪ Pots are used for cooking stews, soups, pasta, and sauces. Pans are for frying eggs and hamburgers, and roasting chickens and hams. A griddle is used for making pancakes.)

D. Vocabulary

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

Ⓣ The first word is 'flat'. What does it mean?

(\cdots It means a surface that is smooth without any bumps or slopes.)

2. Read the question aloud and ask students to answer the question by substituting the right words.

Ⓓ - What word do you think should be put in for question 1? The clue is 'eat'.

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

- How about question 2? The clues are 'meat' and 'oven'. (→ roast)

Q3 → equipment / Q4 → flat / Q5 → liquid / Q6 → fry

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 should be 'equipment'.)

3. Listen to CD_41 and fill in the blanks.

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

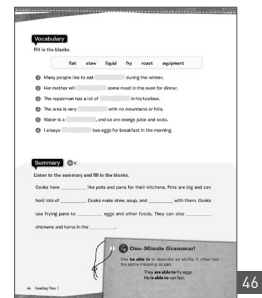
(\cdots Cooks have equipment like pots and pans for their kitchens.)

(... liquids, spaghetti, fry, roast, oven)

F. One-Minute Grammar

1. Ask a student to read the sentence aloud.

① Today we are going to learn how to use the phrase ‘be able to’ to describe an ability. ‘Can’ gives us the idea of possibility and ability while ‘be able to’ gives us the idea of ability. As we read the sentences, the phrase ‘be able to’ has the same meaning as ‘can’ and they can be used interchangeably.



2. Ask students to use the phrase 'be able to' to finish the sentences. Write down the following words on the board: I, make cookies / Sally, speak 3 languages / Fred, jump and touch the ceiling.

- ① - Please use the phrase 'be able to' to finish these sentences.
 - Can you tell me the sentences?
 (→ I am able to make cookies. / Sally is able to speak 3 languages. / Fred is able to jump and touch the ceiling.)

Wrap-up

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

- ① Today, we've read the story 'Pots and Pans'.
 The story was about different cooking items like pots, pans and griddles.
 We've learned new words. And we've also learned to use 'be able to' to describe ability and the differences between 'can' and 'be able to'.

2. Assign homework.

- ① I'm giving you some homework. It is to do pages 28-30 of the workbook.

3. Tell students about the next lesson.

- ① Our next lesson will be on unit 11, Sara's Cookies.

4. Good-bye

Pots and Pans

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

equipment _____
 flat _____
 try _____
 input _____
 react _____
 view _____

Choose the meaning for each underlined word.

Every cook needs some equipment to be able to cook.
 (react) (view) (input)

It's not possible for a flat pan to be used for making pancakes.
 (react) (view) (input)

Put in the blanks.

input react try

1. Cooks _____ a flat pan to cook.
 2. They are able to _____ equipment to help them.
 3. They can hold a lot of water and other _____.

Read the story.

Write the sentences.

1. I can't find a flat pan to cook.
 2. Every cook needs some equipment to be able to cook.
 3. It's not possible for a flat pan to be used for making pancakes.
 4. They are able to hold a lot of water and other things.
 5. They can hold a lot of water and other things.

Write the sentences. Use the words.

1. I can't find a flat pan to cook.
 2. They are able to hold a lot of water and other things.
 3. They can hold a lot of water and other things.
 4. They are able to hold a lot of water and other things.
 5. They can hold a lot of water and other things.

Write each sentence in your mother language.

1. Every cook needs some equipment to be able to cook.
 2. It's not possible for a flat pan to be used for making pancakes.
 3. They are able to hold a lot of water and other things.
 4. They can hold a lot of water and other things.
 5. They are able to hold a lot of water and other things.
 6. They can hold a lot of water and other things.
 7. They are able to hold a lot of water and other things.
 8. They can hold a lot of water and other things.
 9. They are able to hold a lot of water and other things.
 10. They can hold a lot of water and other things.

Learning
Focus

Topic	Recipe
Text type (Genre)	Letter
Target Words	burn, flour, horrible, ingredient, lump, tray
Target Grammar	What + a(n) + adjective + noun!
Objective	To read and comprehend the story 'Sara's Cookies'

Warm up

A. Greeting

1. Greet students with a smile.
2. Ask students questions and remind them about the last lesson.

B. Introduction

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

- ① - Let's read the title together. 'Sara's Cookies'
- Today we are going to read a letter from a girl named Sara to her friend Lisa.
- What are the things needed for making cookies?
(→ We need flour, eggs, sugar, butter, milk and sometimes nuts, chocolate chips, or raisins.)

Presentation

A. Before You Read

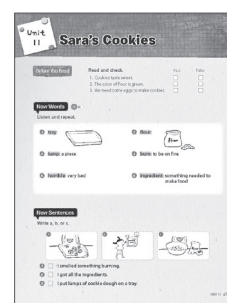
Read the heading 'Before You Read'.

- ① - Do cookies taste sweet?
(→ Yes, they do. We put sugar into the cookie dough, that's why.)
- Is the color of flour green? (→ No, the color of flour is white, or off-white.)
 - Do we need some eggs to make cookies? (→ Yes, we normally add some eggs.)

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 number 1?
(→ There is a flat container with shallow sides. It is a tray to carry many cups, plates and other things.)
- How about number 2?
(→ There is a bag with flour written on it and there is some spilt on the ground.)



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

Ⓣ What does 'lump' mean? (→ It means a piece.)

C. New Sentences

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

- Ⓣ - What words can you write down for picture 'a'? (→ cookies, tray)
 - How about picture 'b'? (→ oven, burn, smell)
 - 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 'cookies' and 'tray'. Please look for a sentence which has the words.
 - Which one has the word 'tray'? (→ Sentence 3 has the word 'tray'.)
 - Does the sentence go with picture 'a'? (→ Yes, it does.)
 (b → 1, c → 2)

D. Story Reading: Sara's Cookies

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 is a packet of flour, an egg, some chocolate pieces and a cup of water. There is a man wearing chef's outfit. He is tasting something.)

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 for students to answer the questions.

- Ⓣ - What is the first question? (→ The question is "Were the cookies good?")
 - What is the answer to that question? (→ The answer is ⓑ.)
 - How about the second question? (→ The question is "Who made the cookies?")
 - What is the answer to that question? (→ The answer is ⓐ.)



Practice

A. Details

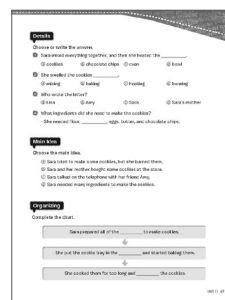
Ask students to read the question and answer it by finding references from the text.

- Ⓣ - Can you read the first sentence please? What is the answer? (→ Ⓒ oven)
 - Why is it the answer?
 (→ In lines 4-5, it says "I mixed everything...I heated up the oven.")

Q2 → Ⓐ burning, in lines 8-9, it says "Then I smelled something burning."

Q3 → Ⓒ Sara, because the letter ends with the sender, and she writes 'Your friend, Sara'.

Q4 → sugar, in lines 3-4, it says "I needed flour, sugar, eggs butter and chocolate chips."



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? (→ Ⓐ Sara tried to make some cookies, but she burned them.)

C. Organizing

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

Ⓙ - Which word will go in the first blank? (→ ingredients)
- What comes next? (→ oven)
- What about the last one? (→ burned)

3. Ask students to make sentences using the answers.

Ⓙ Can you make sentences with what we have here?

(→ First, Sara prepared all the ingredients to make cookies. Next, she put the cookie tray into the oven and started baking them. However, she cooked them for too long and burnt the cookies.)

D. Vocabulary

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

Ⓙ The first word is 'flour'. What does it mean?
(→ It means crushed grains in powdered form.)

2. Ask students questions and remind them about the last lesson.

Ⓙ - What word do you think should be put in for question 1? The clues are 'white' and 'snow'. (→ The word 'flour' should be put in.)
- Can you read the completed sentence please? (→ Flour is as white as snow.)
- How about question 2? The clues are 'mashed potatoes'. (→ lump)

Q3 → horrible / Q4 → ingredients / Q5 → tray / Q6 → burn

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 should be 'cookies'.)

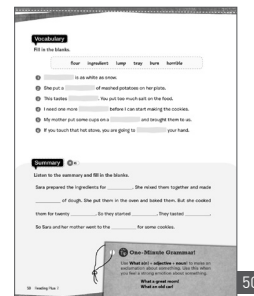
3. Listen to CD_45 and fill in the blanks.

Ⓙ Can you read the first sentence of the summary please?
(→ Sara prepared the ingredients for cookies.)
(→ lumps, minutes, burning, horrible, store.)

F. One-Minute Grammar

1. Ask a student to read the sentence aloud.

Ⓙ Today we are going to learn how to express exclamation about something. Please look at the examples on page 50. You would use this type of speech to express strong emotion about something — for example, when you are surprised, scared, pleased, etc. You could use different facial expressions too, to make it more 'expressive'.



2. Ask students to make exclamatory sentences.

- ① - When you look at a beautiful painting, how would you use this expression?
(→ What a beautiful painting!)
- How about when you went to a store and wanted to buy a watch, you looked at the price tag and it was way beyond your budget — that is, very expensive?
(→ What an expensive watch!)

Wrap-up

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

- ① Today, we've read the story 'Sara's Cookies'.
The story was about a girl named Sara. She made cookies but those cookies were burnt and she ended up going to the store to buy some cookies.
We've learned new words. And we've also learned to use exclamations to express our feelings.

2. Assign homework.

- Ⓣ I'm giving you some homework. It is to do pages 31-33 of the workbook.

3. Tell students about the next lesson.

- Ⓣ Our next lesson will be on unit 12, A Special Restaurant.

4. Good-bye

[illegible]

12 **Underline the sentences.**

- study hard to pass (a/it) _____
- let's come to class tomorrow. _____
- let's go home (today/anytime/someday). _____
- what time does class start? _____
- what time does homework follow class? _____

13 **Classify the sentences. Use What =** 

- study hard to pass (a/it) _____
- let's come to class tomorrow. _____
- let's go home (today/anytime/someday) _____
- what time does class start? _____
- what time does homework follow class? _____

[illegible]

A Special Restaurant

Learning Focus

Topic	Theme restaurant
Text type (Genre)	Nonfiction
Target Words	castle, cheer, customer, feast, knight, unique
Target Grammar	Look like + noun
Objective	To read and comprehend the story 'A Special Restaurant'

Warm up

A. Greeting

1. Greet students with a smile.
2. Ask students questions and remind them about the last lesson.

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 special Restaurant'
- Today we are going to read a story about a special theme restaurant.
- Have you been to a restaurant before? What is your favorite food there?

Presentation

A. Before You Read

Read the heading 'Before You Read'.

- ① - Do all restaurants look the same? (→ No, they all look different.)
- Do some restaurants have entertainment?
- (→ Yes, some restaurants have entertainment.)
- Can a knight ride a horse? (→ Yes, a knight can ride a horse.)

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?

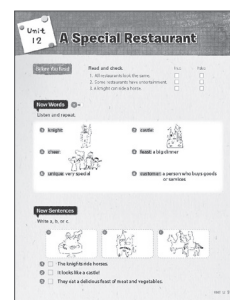
(→ There is a man in the armor. He has a spear in his hand.)

- How about number 2? (→ There is a castle with 5 towers.)

- What do you see in the new word number 3?

(→ I can see people clapping hands and whistling. They all look joyful and happy.)
3. Go through and read each word and its meaning.

① What does 'feast' mean? (→ It means a big dinner.)



C. New Sentences

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

- ① - What words can you write down for picture 'a'? (→ feast)
 - How about picture 'b'? (→ castle)
 - What about picture 'c'? (→ knight)

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

D. Story Reading: A Special Restaurant

1. Play CD_47. Listen to the story without turning to page 52.

2. Turn to page 52. Observe the pictures.

① What can you see there?

(→ There is a drawing of a castle on a hill. There are two knights who are fighting. At the bottom of page 52, there is a restaurant which looks like the inside of a castle and a man standing in armor like a knight.)

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.

- ① - What is the first question?
 (→ The question is "Do the knights fight the customers?")
 - What is the answer to that question? (→ The answer is ⑥.)
 - How about the second question?
 (→ The question is "What does the restaurant look like?")
 - What is the answer to that question? (→ The answer is ③.)



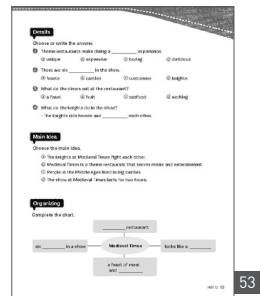
Practice

A. Details

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

- ① - What is the answer? (→ ③ unique)
 - Why is it the answer?
 (→ In line 3 it says "Theme restaurants make during a unique experience.")
 - What is the answer for question 2? (→ ④ knights, in line 8)

Q3 → ③ a feast, in lines 5-6 / Q4 → fight, in line 10



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?
 - (→ ⓑ Medieval Times is a theme restaurant that serves meals and entertainment.)

C. Organizing

1. Read the question. Ask students to guess the answers.
2. Find the answer by referring to the text.
 - Ⓙ - Which word will go in the first blank? (→ theme)
 - What comes next in the left blank? (→ knights)
 - What about the one on the right? (→ castle)
 - What should be in the last blank? (→ vegetables)
3. Ask students to make sentences using the answers.
 - Ⓙ Can you make sentences with what we have here?
 - (→ Customers can enjoy a feast of meat and vegetables there. They can enjoy a special show with six knights too.)

D. Vocabulary

1. Read the words given below. Ask students for their meanings.
 - Ⓙ The first word is 'customer'. What does it mean?
 - (→ It means a person who buys goods or services.)
 2. Read the question aloud and ask students to answer the question by substituting the right words.
 - Ⓙ - What do you think the answer for question 1 is? The clues are 'king' and 'queen'.
(→ The answer is 'castle'.)
 - How about question 2? The clue is 'basketball game'. (→ cheer)
- Q3 → feast / Q4 → knight / Q5 → customer / Q6 → unique

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 should be 'restaurants'.)
3. Listen to CD_49 and fill in the blanks.
 - Ⓙ Can you read the first sentence of the summary please?
 - (→ Some restaurants offer their customers a unique experience.)
 - (→ castle, feast, show, cheer.)

F. One-Minute Grammar

1. Ask students to read the sentence aloud. Explain how to describe how something looks. Write down the following sentences: The restaurant looks like a castle. / The meal looks like a feast.
 - Ⓙ Today we are going to learn how to describe how something looks.
The phrase 'looks like' can be very useful when you describe something by words alone, and a noun follows after this expression.



2. Ask students to use the phrase 'look like' to finish the sentences.

She _____ Britney Spears.

My cat _____ a small tiger.

The ladle is a kitchen utensil that _____ a big spoon.

(→ She looks like Britney Spears. / My cat looks like a small tiger. / The ladle is a kitchen utensil that looks like a big spoon.)

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 Special Restaurant'.

The story was about a restaurant which looks like a castle where six knights fight each other in the show and a feast of meat and vegetables is served for diners.

We've learned new words. And we've also learned to use the phrase 'look like' to describe how something or someone looks.

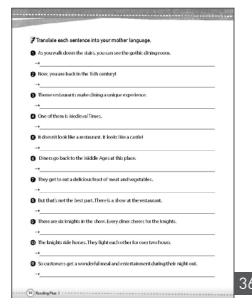
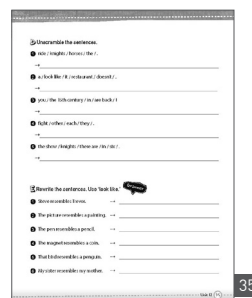
2. Assign homework.

Ⓣ I'm giving you some homework. It is to do pages 34-36 of the workbook.

3. Tell students about the next lesson.

Ⓣ Our next lesson will be unit 13, Anne of Green Gables.

4. Good-bye



Anne of Green Gables

Learning
Focus

Topic	School life
Text type (Genre)	Classic tales
Target Words	adopt, apply for, mistake, orphan, rivalry, scholarship
Target Grammar	Want to
Objective	To read and comprehend the story 'Anne of Green Gables'

Warm up

A. Greeting

1. Greet students with a smile.
2. Ask students questions and remind them about the last lesson.

B. Introduction

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

- ① Let's read the title together. 'Anne of Green Gables'

Today we are going to read a story about girl named Anne, who was adopted by mistake.

Have you read the story of *Anne of Green Gables*? Or, have you ever watched a movie or an animation of *Anne of Green Gables*?

Presentation

A. Before You Read

Read the heading 'Before You Read'.

- ① - Do all children live with their parents?
(→ No, there are many children who live only with mom or dad.)
- Can people die of a heart attack? (→ Yes, they can.)
- Is a gable a top part of a building?
(→ Yes, a gable is the triangular-shaped wall between the edges of the two slopes of a roof.)

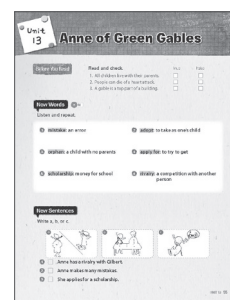
B. New Words

1. Listen to CD_50, and repeat.
2. Go through and read each word and its meaning.

- ① What does 'mistake' mean? (→ It means an error.)

C. New Sentences

1. Ask students to write down the 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'? (→ mistake)
- How about picture 'b'? (→ rivalry?) And in picture 'c'? (→ apply for, scholarship)

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 'mistake'. Please look for a sentence which has the word.
- Which one has the word? (→ Sentence 2 has the word 'mistake'.)
- Does the sentence go with picture 'a'? (→ Yes, it does.)
(b → 1, c → 3)

D. Story Reading: Anne of Green Gables

1. Play CD_51. Listen to the story without turning to page 56.

2. Turn to page 56. Observe the pictures.

Ⓣ What can you see there?

(→ There is a girl in a purple dress and a straw hat carrying a big suitcase. She has red hair. There is also a girl and a boy sitting at separate desk, and they are studying very hard. At the bottom of page 56, there is a couple holding hands, smiling at each other, in front of a house with green roof.)

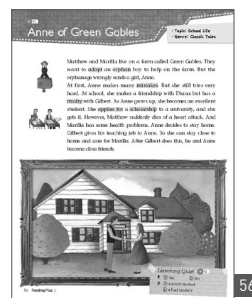
3. Listen to CD_51 again. This time, ask students to read with their eyes too.

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.

- Ⓣ - What is the first question? (→ The question is "Does Anne become a teacher?")
- What is the answer to that question? (→ The answer is ③.)
- How about the second question? (→ The question is "What kind of student is Anne?")
- 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.

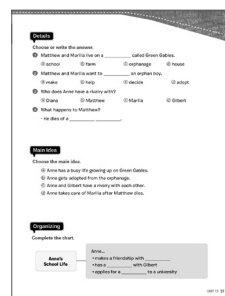
- Ⓣ - Can you read the first sentence please? What is the answer? (→ ⑥ farm)
- Why is it the answer?
(→ In line 1 it says "Matthew and Marilla live on a farm called green gables.")
- What is the answer for question 2? (→ ④ adopt, in line 2)

Q2 → ④ adopt, in line 2 / Q3 → ④ Gilbert, in lines 5-6 / Q4 → heart attack, in line 8

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? (→ ③ Anne has a busy life growing up on Green Gables.)



C. Organizing

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

- ① - Which word will go in the first blank? (→ Diana)
- What comes next in the middle? (→ rivalry)
- What about the last one? (→ scholarship)

3. Ask students make sentences using the answers.

- ① Can you make sentences with the words we have here?
(→ Anne makes a friendship with Diana, but has a rivalry with Gilbert. She applies for a scholarship at a university.)

D. Vocabulary

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

- ① The first word is 'adopt'. What does it mean? (→ It means to take as one's child.)

2. Read the question aloud and ask students to answer the question by substituting the right words.

- ① - What is the answer for question 1? The clues are 'broke' and 'glasses'.
(→ mistake)
- How about question 2? The clue is 'job'. (→ apply for)

Q3 → orphan / Q4 → rivalry / Q5 → adopt / Q6 → scholarship

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 should be 'adopt'.)

3. Listen to CD_53 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?
(→ Matthew and Marilla adopt Anne, an orphan.)
(→ mistakes, applies for, university, care for, teaching.)

F. One-Minute Grammar

1. Ask a student to read the sentence aloud. Explain how to talk about a desire. Write down the following sentences: They want to adopt an orphan boy. / I want to be a teacher.

- ① Today we are going to learn how to talk about a desire, using 'want to'. Look at the examples on the board. After 'want to', a base form of a verb follows. For example, 'I want to swim', not 'I want to swimming' or 'I want to swam'. Similar expressions we often use are 'would like to', 'wish to', 'hope to', 'feel like', etc.

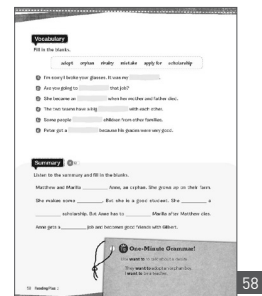
2. Ask students to use the phrase 'want to' to finish the sentences.

Mary, be a singer.

Jim, go to the grocery store.

Eric, play basketball in the afternoon.

(→ Mary wants to be a singer. / Jim wants to go to the grocery store. / Eric wants to play basketball in the afternoon.)



Wrap-up

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

Ⓣ Today, we've read a story 'Anne of Green Gables'.

The story was about a girl whose name is Anne. She was adopted by mistake. As she grew up she became an excellent student, became a teacher, and cared for her guardians.

We've learned new words. And we've also learned to use the phrase 'want to' to describe a desire.

2. Assign homework.

Ⓣ I'm giving you some homework. It is to do pages 37-39 of the workbook.

3. Tell students about the next lesson.

Ⓣ Our next lesson will be unit 14, A Trip to the Museum.

4. Good-bye

Unit 13
Anne of Green Gables

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

1. adopt _____
2. apply for _____
3. mistake _____
4. orphan _____
5. ready _____
6. scholarship _____

Choose the meaning for each underlined word.

1. Anne makes many mistakes.
2. I forgot my book.
3. He applied for a scholarship.
4. Orphan _____
5. Ready _____
6. Scholarship _____

Fill in the blanks.

1. I adopted my dog.
2. I applied for a scholarship.
3. I forgot my book.
4. I applied for a scholarship.

Unit 13
Anne of Green Gables

Underline the sentences.

1. I forgot my book.
2. I applied for a scholarship.
3. I forgot my book.
4. I applied for a scholarship.
5. I forgot my book.
6. I applied for a scholarship.
7. I forgot my book.
8. I applied for a scholarship.
9. I forgot my book.
10. I applied for a scholarship.

Write the sentences.

1. I forgot my book.
2. I applied for a scholarship.
3. I forgot my book.
4. I applied for a scholarship.
5. I forgot my book.
6. I applied for a scholarship.
7. I forgot my book.
8. I applied for a scholarship.
9. I forgot my book.
10. I applied for a scholarship.

Unit 13
Anne of Green Gables

Translate each sentence into your mother language.

1. I forgot my book.
2. I applied for a scholarship.
3. I forgot my book.
4. I applied for a scholarship.
5. I forgot my book.
6. I applied for a scholarship.
7. I forgot my book.
8. I applied for a scholarship.
9. I forgot my book.
10. I applied for a scholarship.

A Trip to the Museum

Learning Focus

Topic	School field trip
Text type (Genre)	Nonfiction
Target Words	exhibit, focus, fossil, gem, semester, subject
Target Grammar	May
Objective	To read and comprehend the story 'A Trip to the Museum'

Warm up

A. Greeting

1. Greet students with a smile.
2. Ask students questions and remind them about the last lesson.

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 Trip to the Museum'
Today we are going to read a story about a trip to the museum.
- What is a museum?
(→ A museum is a place where unique and special items are collected and displayed for people to see.)

Presentation

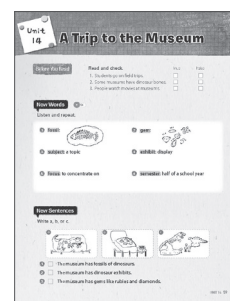
A. Before You Read

Read the heading 'Before You Read'.

- ① - Do students go on field trips? (→ Yes, students go on field trips.)
- Do some museums have dinosaur bones? (→ Yes, they do.)
- Do people watch movies at museums?
(→ No, normally people watch the movies at the movie theater.)

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 stone with a trace of a fish bone. It is a fossil.)
 - How about number 2? (→ There are diamonds and other gems.)
3. Go through and read each word and its meaning.
 - ① What does 'subject' mean? (→ It means a topic.)



C. New Sentences

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

⑦ - 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'? (→ fossil)
- How about picture 'b'? (→ gem) And in picture 'c'? (→ dinosaur, exhibit)

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

⑩ - Please read sentences from 1 to 3, and answer the questions. For example, for picture 'a', you've written down the word 'fossil'. Please look for a sentence which has the word.

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

D. Story Reading: A Trip to the Museum

1. Play CD_55. Listen to the story without turning to page 60.
2. Turn to page 60. Observe the pictures.

⑦ What can you see there?

(\leftrightarrow There is a picture of gems in different colors. There is also a picture of an old car. At bottom of page 60, there are many dinosaur fossils displayed.)

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.

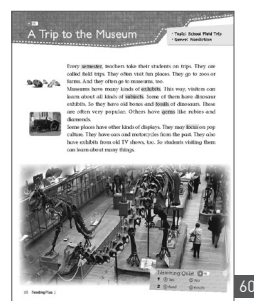
E. Listening Quiz

Listen to CD_56 and give a minute for students to answer the questions.

Ⓣ - What is the first question?

(\cdots The question is “Do students visit museums on field trips?”)

- What is the answer to that question? (→ The answer is **a**.)
- How about the second question? (→ The question is "What do museums have?")
- What is the answer to that question? (→ The answer is **b**.)



Practice

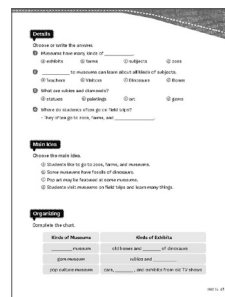
A. Details

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? (→ ⓐ exhibits)

- Why is it the answer?
(→ Because in line 4 it says "Museums have many kinds of exhibits.")
- What is the answer for question 2? (→ **b** visitors, in lines 4-5)

Q3 → (d) gems, in lines 7-8 / Q4 → museums, in lines 3-4



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?
 - (→) Ⓞ Students visit museums on field trips and learn many things.)

C. Organizing

1. Read the question. Ask students to guess the answers.
2. Find the answer by referring to the text.
 - Ⓟ - Which word that will go in the first blank? (→ Dinosaur)
 - What comes next in the Kinds of Exhibits section? (→ fossils)
 - What about the next one? Which word should come there? (→ diamonds)
 - What about the last one? (→ motorcycle)
3. Ask students to make sentences using the answers.
 - Ⓟ Can you make sentences with what we have here?
 - (→ There are many different kinds of museums and different exhibits that go with them. In a dinosaur museum, old bones and fossils of dinosaurs are exhibited. In a gem museum, rubies and diamonds are exhibited. And in a pop culture museum, cars, motorcycles and exhibits from old TV shows are exhibited.)

D. Vocabulary

1. Read the words given below. Ask students for their meanings.
 - Ⓟ The first word is 'semester'. What does it mean? (→ It means half of a school year.)
 2. Read the question aloud and ask students to answer the question by substituting the right words.
 - Ⓟ - What word do you think should be put in for question 1? The clue is 'diamond'. (→ gem)
 - How about question 2? The clue is 'museum'. (→ exhibit)
- Q3 → focus / Q4 → semester / Q5 → subject / Q6 → fossil

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? (→ semester)
3. Listen to CD_57 and fill in the blanks.
 - Ⓟ Can you read the first sentence of the summary please?
 - (→ Every semester, many students go on field trips to museum.)
 - (→ exhibits, learn, gems, focus)

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 'may' to talk about possibility. In the example given, the word 'perhaps' is replaced with 'may'. Do you remember a few classes ago, we dealt with 'can' and 'be able to'? We learned that 'can' can be used to talk about either ability or possibility. For example, I can be very scary when I'm angry. / I may be very scary when I'm angry. These two sentences talk about possibility and are similar in meanings.



2. Ask students to use 'may' to replace 'perhaps' in the sentences given. Write down the following sentences.

Perhaps I am sick.

Perhaps Tim plays tennis.

Perhaps she is busy.

- ① Can you please replace 'perhaps' with 'may' and complete the sentences?
(→ I may be sick. / Tim may play tennis. / She may be busy.)

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 Trip to the Museum'.

The story talked about different museums with different kinds of exhibits. For example, in a dinosaur museum, old bones and fossils of dinosaurs are exhibited and for a gem museum, gems like rubies and diamonds are exhibited.

We've learned new words. And we've also learned to use 'may' in place of 'perhaps' to show possibilities.

2. Assign homework.

- Ⓣ I'm giving you some homework. It is to do pages 40-42 of the workbook.

3. Tell students about the next lesson.

- Ⓣ Our next lesson will be on unit 15, Vote for Me!

- #### 4. Good-bye

[illegible]

3 Write the sentences.

1 I'm afraid I'm (tired).
 "....."

2 Asks him (they) (in) (a) (class).
 "....."

3 About a (year) (they) (enjoy).
 "....."

4 Go (they) (to) (museum) (of) (art).
 "....."

5 Some thing (about) (can) (modern) (house).
 "....."

4 Write the sentences. Use they

1 British kind of home.
 "....."


2 Increase the length of lines.
 "....."

3 Increase the toilet bath.
 "....."

4 Increase for a machine.
 "....."

5 Increase the following doors.
 "....."

6 Increase they go (ing).
 "....."



100

[illegible]

Learning Focus

Topic	School election
Text type (Genre)	Fiction
Target Words	clap, collect, election, improve, run, vote
Target Grammar	Possessive adjectives
Objective	To read and comprehend the story 'Vote for me!'

Warm up

A. Greeting

1. Greet students with a smile.
2. Ask students questions and remind them about the last lesson.

B. Introduction

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

- ① - Let's read the title together. 'Vote for Me!'
Today we are going to read a story about a school election.
- What is an election?
(→ An election is an action where you get to choose someone out of many other candidates.)

Presentation

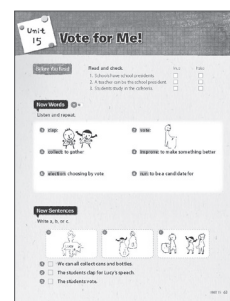
A. Before You Read

Read the heading 'Before You Read'.

- ① - Do schools have school presidents? (→ Yes, they have school presidents.)
- Can a teacher be the school president? (→ No, he or she cannot.)
- Do students study in the cafeteria?
(→ No, normally students study in the classroom or the library.)

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 are two people with both hands together. It looks like they are clapping.)
 - How about the word number 2?
(→ There is a man putting a piece of paper into a box. It looks like he is voting for something.)



3. Go through and read each word and their meanings.

① What does 'collect' mean? (→ It means to gather.)

C. New Sentences

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

- ① - What words can you write down for picture 'a'? (→ clap, speech)
 - How about picture 'b'? (→ recycle, collect)
 - What about picture 'c'? (→ vote)

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 'clap' and 'speech'. Please look for a sentence which has those words.
 - Which one has the words? (→ The sentence 2 has the words 'clap' and 'speech'.)
 - Does the sentence go with picture 'a'? (→ Yes, it does.)
 (b → 1, c → 3)

D. Story Reading: Vote for Me!

1. Play CD_59. Listen to the story without turning to page 64.

2. Turn to page 64. Observe the pictures.

① What can you see there?

(→ There is a voting box and ice cream cones. At the bottom of page 64, there are students gathered at a classroom. A boy looks like he is giving a speech and the rest of the class are clapping and cheering. There is a banner held by another boy and on it is written 'vote for Eric'.)

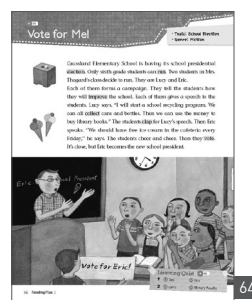
3. Listen to CD_59 again. This time, ask students to read with their eyes too.

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.

- ① - What is the first question? (→ The question is "Did Eric win the election?")
 - What is the answer to that question?
 (→ The answer is ③ Yes, he did, by giving a speech for free ice cream every Friday.)
 - What is the second question? (→ The question is "What does Lucy want to collect?")
 - What is the answer to that question?
 (→ The answer is ③ cans, as it says in line 6, she will start a school recycling program to collect cans and bottles.)



Practice

A. Details

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

- ① - What is the answer for question 1? (→ ③ campaign)
 - Why is it the answer?
 (→ Because in line 4 it says "Each of them forms a campaign.")

- Q2 → ③ ice cream, in line 9 “We should have free ice cream in the cafeteria every Friday.”
 Q3 → ④ Lucy, in line 6 “Lucy says ‘I will start a school recycling program.’”
 Q4 → sixth, in line 2 it says “Only sixth grade students can run.”

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 Eric wins the school presidential election against Lucy.)

C. Organizing

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

- ① - Which word will go in the first blank under ‘Event’?
 (→ The answer is ‘presidential’.)
 - What comes next under ‘Who runs’?
 (→ The people who are running the election are Lucy and Eric.)
 - What about the next one under ‘Who wins’? Which word should come there?
 (→ The person who wins the election is Eric.)

3. Ask students to make sentences using the answers.

- ① Can you make sentences with what we have here?
 (→ There is a school presidential election. Lucy and Eric are running for the election and Eric wins.)

D. Vocabulary

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

① The first word is ‘semester’. What does it mean? (→ It means half of a school year.)

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 clues are ‘coins’ and ‘stamps’. (→ The missing word should be ‘collect’.)
 - How about question 2? The clue is ‘player does well’. (→ clap)

Q3 → run / Q4 → vote / Q5 → election / Q6 → improve

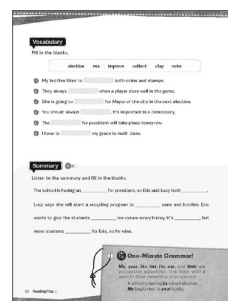
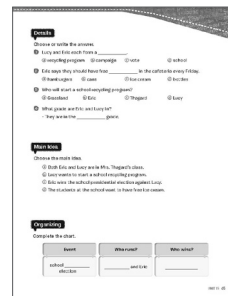
E. Summary

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 should be ‘election’.)

3. Listen to CD_61 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?
 (→ The school is having an election for president, so Eric and Lucy both run.)
 (→ collect, free, close, vote)



F. One-Minute Grammar

1. Ask a student to read the sentence aloud. Explain about possessive pronouns.

Ⓣ Today we are going to learn about possessive adjectives.

These possessive adjectives show ownership or possession.

These are derived from personal pronouns, such as I, you, he, she, it, we, and they.

2. Ask students to use possessive adjectives in the sentences given. Draw the table below on the board.

Ⓣ Here is a table with pronouns and possessive adjectives. Please come out and fill in these blanks.

Answer

Pronouns	Possessive adjectives	Pronouns	Possessive adjectives
	My	I	My
You		You	Your
He		He	His
	Her	Her	Her
We		We	Our
	Their	They	Their
	Its	It	Its

Wrap-up

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

Ⓣ Today, we've read the story 'Vote for Me!'.

The story was about two children, Lucy and Eric, both running for the school presidential election. Both made their own pledges but Eric, who wanted to give free ice cream every Friday, won the election by a close call.

We've learned new words. And we've also learned to use possessive adjectives to show ownership or possession.

2. Assign homework.

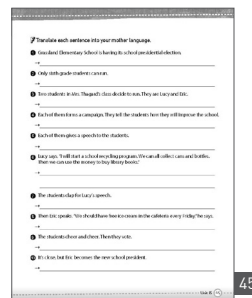
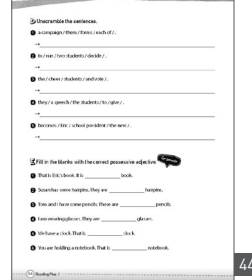
Ⓣ I'm giving you some homework. It is to do pages 43-45 of the workbook at the end of the book.

3. Tell students about the next lesson.

Ⓣ Our next lesson will be on unit 16, After-School Activities.

This will be our last chapter for book 2.

4. Good-bye



Learning Focus

Topic	School Activities
Text type (Genre)	Nonfiction
Target Words	activity, join, language, photography, softball, stay
Target Grammar	Frequency averbs
Objective	To read and comprehend the story 'After-School Activities'

Warm up

A. Greeting

1. Greet students with a smile.
2. Ask students questions and remind them about the last lesson.

B. Introduction

Read the title aloud.

- ① - Let's read the title together. 'After-School Activities'
Today we are going to read a story about after school activities.
- What is an after-school activity?
(→ An organized program that lets students participate in activities outside the school days.)
- What sort of activities are there?
(→ There are lots of activities like music classes, school orchestra, ballet classes, school team, etc.)

Presentation

A. Before You Read

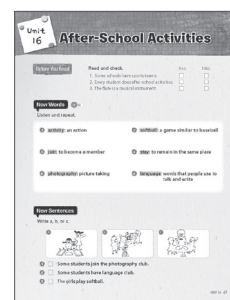
Read the heading 'Before You Read'.

- ① - Do some schools have sports teams?
(→ Yes, they do. Sports teams are one of the popular after school activities.)
- Does every student do after-school activities?
(→ No, not every student does after-school activities. It is not compulsory.)
- Is the flute a musical instrument? (→ Yes, it is a musical instrument.)

B. New Words

1. Listen to CD_62 and repeat.
2. Go through and read each word and its meaning.

- ① What does 'activity' mean? (→ It means an action.)



C. New Sentences

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

- ① - What words can you write down for picture 'a'? (→ softball, girls)
- How about picture 'b'? (→ photography)
- What about picture 'c'? (→ language)

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 'softball' and 'girls'. Please look for a sentence which has those words.
 - Which sentence has the words? (→ Sentence 3 has the words 'softball' and 'girls'.)
 - Does the sentence go with picture 'a'? (→ Yes, it does.)
- (b → 1, c → 2)

D. Story Reading: After-School Activities

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 girl with a camera in her hands and a boy blowing a trumpet. At the bottom of the page 68, there are some children wearing safety goggles working with flasks and beakers.)

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 "Do all students go home after school?")
- What is the answer to that question? (→ The answer is ⑥.)
- How about the second question? (→ The question is "What does the band do?")
- 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.

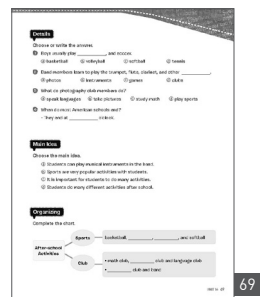
- ① - What is the answer? (→ ③ basketball)
- Why is it the answer? (→ In line 4, it says "Boys usually play basketball.")

Q2 → instruments, in line 11 / Q3 → ⑥ take pictures, in line 9 / Q4 → 3, in line 1

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 Students do many different activities after school.)



C. Organizing

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

- Ⓣ - The chart explains about after-school activities which are divided into 'sports' and 'club'.
- Which words go in the blanks in the sports section? (→ soccer and volleyball)
 - What comes next in the club section? (→ science and photography)

3. Ask students to make sentences using the answers.

- Ⓣ Can you make sentences with what we have here?

(→ After school activities are divided into sports and club groups. For sports groups, students can play sports such as basketball, soccer, volleyball and softball. For club groups students can join the math club, science club, and language club. Also there are photography clubs and music bands.)

D. Vocabulary

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

- Ⓣ The first word is 'activity'. What does it mean? (→ It means an action.)

2. Read the question aloud and ask students to answer the question by substituting the right words.

- Ⓣ - What do you think the answer for question 1 is? The clues are 'playing' and 'computer games'. (→ The missing word should be 'activity'.)
- How about question 2? The clue is 'you'. (→ join)

Q3 → photography / Q4 → language / Q5 → softball / Q6 → stay

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 should be 'activities'.)

3. Listen to CD_65 and fill in the blanks.

- Ⓣ Can you read the first sentence of the summary please?
- (→ After school finishes, many American students do after-school activities.)
- (→ sports, join, photography, band, instruments)

F. One-Minute Grammar

1. Ask a student to read the sentence aloud. Explain about frequency adverbs.

- Ⓣ Today, we are going to learn about frequency adverbs, such as 'usually' and 'always'.

These are to describe how often we do things, and they come in before verbs or after be-verb.

e.g.) Boys usually play basketball and soccer.

Here, 'usually' is a frequency adverb and was placed before the verb (play) whereas in the sentence "She is always at the library in the morning.", the frequency adverb 'always' is after a be-verb.

2. Ask students to find other frequency adverbs.

- Ⓣ Are there any other frequency adverbs?

(→ Other frequency adverbs include sometimes, never, often, rarely, seldom, 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 'After-School Activities'. The story was about after-school activities. These activities include sports such as basketball and soccer, and different clubs such as math and science.

We've learned new words. And we've also learned to use frequency adverbs.

2. Assign homework.

- Ⓣ I'm giving you some homework. It is to do pages 46-48 of the workbook.

3. Tell students about the next lesson.

- Ⓣ This is our last chapter for book 2. Next week, we are moving on to book 3.

4. Good-bye

Unit 16 **After-School Activities**

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

1. activity _____

2. join _____

3. image _____

4. photograph _____

5. softball _____

6. play _____

Choose the meaning for each underlined word.

1. Students do many after school activities.
☐ at school ☐ in school ☐ sports

2. Some students play at school.
☐ home ☐ play ☐ means

Fill in the blanks.

join softball photograph

1. They go to the _____ club. They take photos of people.

2. Some students _____ the basketball club.

3. I like when they play softball and _____.

4. _____

Underline the sentences.

1. usually / never / play.

2. at / from / school / class.

3. most / subjects / club / there / that.

4. students / and / sports / they / means / ball / that.

5. some / the / attempt / to / play / students.

Answer the questions. Use frequency adverbs.

1. How often do you study English?
 often _____

2. How often do you take the bus?
 never _____

3. How often do they go to the library?
 seldom _____

4. How often do they meet for lunch?
 sometimes _____

5. How often do they play?
 seldom _____

6. How often do you make an attempt to study?
 usually _____

Translate each sentence into your mother language.

1. At most schools in America, students do many after-school activities.

2. Not all schools, not every student goes to after-school activities.

3. Most students play sports, but usually play for fun and exercise.

4. Girls who play softball and softball.

5. Other students join clubs. There is a club for every subject.

6. Most schools have math and science clubs. They also have language clubs.

7. Some are interested in students.

8. Some students join the photography club. They take photos of people and places.

9. Students join the band.

10. Students learn to play the trumpet, flute, clarinet, and other instruments.

11. They play basketball for students and parents.
