

# Unit 4 My Best Friend

- **Subject:** Private Life / **Topic:** Friendship
- **Target Words:** smart, honest, pretty, tall, popular, outgoing, handsome, short, curly hair, fair skin, solve, bake, taste, ride, walk
- **Materials:** PPT tool(Writing on Grammar 1\_Unit 4), CD player

★**Brainstorming (pages 32-33)**

<p><b>Learn the Words</b></p> <p>Have the students look at the words and the pictures. Ask the students to read the words before they choose the answer to each question. Then, read each word to the students and ask them to repeat the words out loud.</p> <p><b>Warm-up</b></p> <p>1. Have the students look at the pictures. Point to each picture and talk about it.</p> <p style="color: #00AEEF;">T: Look at the pictures. Can you describe each picture? The girls are having a conversation. Are they best friends? The boy seems so sure of himself How about this girl who's jumping high? She seems very active and outgoing. Now, look at the boy and the girl next. They look different. Is the boy playing the piano? This girl is drawing a picture. I think this girl thinks that what her friends are doing is great. Now, it's time to look at the boys. They are playing games together. The girls are going to school together while the boy and the girl are riding their bicycles.</p> <p>2. Ask them the questions.</p> <p>3. Ask them the answers.</p> <p style="color: #00AEEF;">T: Who is your best friend?          What is your best friend like?          What does he/she look like?          What can your best friend do?          Do you like what your best friend's do? How?          What do you and your best friend do together?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>1 My best friend's name is Amy. My best friend's name is Greg.</li> <li>2. My best friend is short. My best friend is outgoing.</li> <li>3. He has curly hair. She has long legs.</li> <li>4. He can play the piano. She can draw pictures.</li> <li>5. It sounds good. It tastes sweet.</li> <li>6 We watch movies together. We ride our bicycles.</li> </ol>
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★**Sentence Practice (page 34)**

<p>1. Have the students turn to page 34 and prepare for the first exercise.</p> <p>2. Tell the students to look at the words in the box. Then, ask the students to read each phrase.</p> <p>3. Have the students look at the pictures. Point to each picture and talk about it.</p> <p style="color: #00AEEF;">T: Look at the pictures. ① The girls are sitting next to each other. They are best friends. ② The cute little girl is preparing dough to bake some cookies. ③ The boy is measuring his height. Does he want to be taller? ④ What color are the boy's eyes? ⑤ The girl's drawing looks awesome. ⑥ The boys have backpacks and are going to school together.</p> <p>4. Have the students choose the correct phrases to complete the</p>	<p>[Answer]</p> <p><b>Page 34)</b></p> <p><b>Choose and complete the sentences.</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Mia</td> <td style="width: 50%;">2. bake cookies</td> </tr> <tr> <td>3. tall and handsome</td> <td>4. blue eyes</td> </tr> <tr> <td>5. looks beautiful</td> <td>6. go to school</td> </tr> </table> <p><b>Unscramble the words and write the sentences.</b></p> <ol style="list-style-type: none"> <li>1. She can draw pictures.</li> <li>2. We play computer games together.</li> <li>3. It feels great.</li> <li>4. He has brown hair.</li> </ol>	1. Mia	2. bake cookies	3. tall and handsome	4. blue eyes	5. looks beautiful	6. go to school
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<p>sentences. Then, have them check the answers.</p> <p>5. Now, have the students do the second exercise. Have them unscramble the words and write the sentences. Then, have the students check the answers.</p> <p>6. Ask the students to read the sentences.</p>	<p>5. My best friend's name is Greg.</p>
<p><b>★Sentence Practice (page 35)</b></p>	
<p>1. Have the students turn to page 35.</p> <p>2. Tell the students to look at the words above each sentence. Then, play the audio file.</p> <p>3. Play the audio file one more time and ask the students to complete the sentences by using the given words.</p> <p>4. Play the audio file and ask the students to repeat what they hear.</p>	<p>[Answer]</p> <p><b>Page 35)</b></p> <p><b>Listen and complete the sentences by using the words.</b></p> <p>1. My best friend <u>can solve puzzles</u>.</p> <p>2. She <u>has curly hair</u>.</p> <p>3. We <u>watch movies together</u>.</p> <p>4. My <u>best friend's name is Jennifer</u>.</p> <p>5. He <u>is smart and popular</u>.</p> <p>6. It <u>sounds good</u>.</p> <p>7. My best friend and <u>I do our homework together</u>.</p> <p>8. He <u>can run quickly</u>.</p> <p>9. She <u>has fair skin and long legs</u>.</p>
<p><b>★Grammar Check-Up (pages 36-37)</b></p>	
<p>1. Have the students turn to page 36.</p> <p>2. Tell the students to look at the grammar charts. Then, explain each grammar point on pages 36 and 37 by using the example sentences.</p> <p>T: Now, look at the first grammar point in this unit. We learned about personal pronouns in unit 1. Subject pronouns and object pronouns have different forms, such as I-me, he/she, and him/her. In English, possessive adjectives are usually formed by adding -s. Let's look at the sentences to practice what we've learned. Circle the correct words to complete the sentences.</p> <p>T: Let's move on to the second grammar point, which is about adjectives. Adjectives come after the <i>be</i> verb. They also come after verbs like <i>look</i>, <i>smell</i>, <i>sound</i>, <i>feel</i>, and <i>taste</i>. They describe the subject of a sentence. Now, circle and write the adjectives in the sentences.</p> <p>T: Let's move on to the last grammar point. It's about adjectives and adverbs. Add -ly to change an adjective into an adverb. When an adjective ends in -y, change the y to an i and then add -ly. When an adjective ends in -le, change the -le to -ly. Some adjectives and adverbs, such as <i>hard</i>, have the same form. There are irregular adjectives and adverbs, too. The adverb form of <i>good</i> (adjective) is <i>well</i>. Now, circle the mistakes. Then, write the correct words.</p>	<p>[Answers]</p> <p><b>Page 36)</b></p> <p><b>Circle the correct words.</b></p> <p>1. him</p> <p>2. my</p> <p>3. We</p> <p>4. Her</p> <p>5. their</p> <p>6. sister's</p> <p><b>Page 37)</b></p> <p><b>Circle and write the adjectives.</b></p> <p>1. delicious</p> <p>2. dark, quiet</p> <p>3. short, tall</p> <p>4. pretty</p> <p>5. happy</p> <p>6. difficult</p> <p><b>Circle the mistakes. Then, write the correct words.</b></p> <p>1. sadly → sad</p> <p>2. well → good</p> <p>3. earlyily → early</p> <p>4. simply → simple</p> <p>5. noisy → noisily</p>

	6. hardly → hard
<p>★Listening Dictation (page 38)</p>	
<p>1. Tell the students to look at the passage. Then, play the audio file.                  2. Play the audio file one more time and ask the students to fill in the blanks.                  3. Play the audio file and ask the students to repeat what they hear.                  4. Ask the students some questions about the passage.</p> <p>T: Who is the girl's best friend?                  What is the girl's best friend like?                  What does the girl's best friend look like?                  What can the girl's best friend do?                  Does the girl like what her best friend's does? How?                  What do the girl and the girl's best friend do together?</p>	<p>[Answer]                  My best friend's <u>name</u> is Amy.                  We are in the same class. Amy is <u>tall</u>.                  She has <u>long brown</u> hair and <u>beautiful</u> eyes.                  Amy <u>can</u> do many things.                  She can <u>play</u> sports very <u>well</u>.                  She can run <u>quickly</u> and jump <u>high</u>.                  And she can sing songs well.  <u>Her</u> voice is <u>sweet</u>. It <u>sounds good</u>.                  Amy and I do everything together. We go to school <u>together</u>.                  We do our <u>homework</u> and <u>watch</u> movies on the weekend.                  I'm <u>lucky</u> I have such a great best friend.</p> <p>[Translation]                  나의 가장 친한 친구는 Amy이다.                  우리는 같은 반이다. Amy는 키가 크다.                  그녀는 긴 갈색 머리와 아름다운 눈을 가지고 있다.                  Amy는 많은 것을 할 수 있다.                  그녀는 스포츠도 정말 잘한다.                  그녀는 빨리 달리고 높이 뛸 수 있다.                  그리고 노래도 잘 부른다.                  그녀의 목소리는 예쁘다. 듣기 좋다.                  Amy와 나는 모든 걸 함께 한다.                  우리는 학교에 같이 간다.                  숙제도 같이 하고 주말에는 영화도 본다.                  이런 멋진 친구가 있다니 나는 운이 좋다.</p>
<p>★My Story (page 39)</p>	
<p>1. Have the students read the passage on page 39 first as a sample passage before they write their own journal entries.                  2. (Write)                  Have the students make their own sentences based on the sentences in the passage on page 39. Since some students have more than one best friend, encourage those students to write about their own experiences. Help the students write their stories by using the words and the grammar they have learned.                  3. (Submit)                  Have the students turn in their writing.</p>	<p>[Answer]  <b>Write about your best friend.</b>                  Example)  <b>Title</b> My Best Friend  <b>Name</b> Kevin                  My best friend's name is Chris.                  We go to the same school. Chris is handsome.                  He has short brown hair and fair skin.                  He can play musical instruments very well.                  He can sing beautifully and <u>studies</u> hard.                  And he can cook well. His desserts are great. They taste delicious.                  Chris and I do everything together.                  We go to the park together every Friday.                  We ride our bicycles and play computer games on the weekend.                  I'm happy I have such a wonderful best friend.</p>

★Homework (WB pages 10-11)

1. Review the vocabulary and the grammar points the students learned in unit 4.
2. Have the students do the homework on pages 10-11 in the workbook.

[Answer]

**Page 10)**

**A**

1. friend's name
2. smart
3. jump high
4. looks beautiful
5. do our homework

**B**

1. She            2. My
3. Daniel's    4. him
5. Their

**Page 11)**

**C**

1. The woman smiles happily.
2. I study hard for the test.
3. A giraffe is very tall.
4. The player looks strong.
5. The boys walk quietly in the hall.

**D**

1. **My** best friend can solve puzzles.
2. The cookies taste **sweet**.
3. My **sister's** friend is very tall.
4. My best friend and **I** go to school together.
5. He has **long** legs.