

Unit 5 When I Grow Up

- **Subject:** Future / **Topic:** Career, Job
- **Target Words:** travel, volunteer, train, plant, kick, different, country, culture, environmentalist, pet sitter, tour guide, singer, happily, famous, protect
- **Materials:** PPT tool(Writing on Grammar 2_Unit 5), CD player

★Brainstorming (pages 40-41)

Learn the Words

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.

Warm-up

1. Have the students look at the pictures. Point to each picture and talk about it.

T: Look at the pictures. The boy with the dog looks happy. The girl looks excited while listening to music. The other girl is holding her passport and carrying a suitcase. Let's look at the next picture. The boy is kicking a soccer ball. The other boy is thinking up something creative while he is reading a book. Can you see the soccer ball with the flags of different countries? The girl and the boy are doing a scientific experiment. They look very serious. The next picture shows a career. The girl on the stool is singing. She looks like a singer. Can you see "GO GREEN" in the picture? The word "green" is sometimes used to talk about the environment. This people holding each letter to make the "GO GREEN" sign look like environmentalists. Look at the last picture. The person is walking some dogs. Is he a pet sitter?

2. Ask them the questions.

3. Ask them the answers.

T: What do you like to do in your free time?

What are you good at?

What are you interested in?

What do you want to be when you grow up?

Why do you want that job?

[Possible Answers]

- 1 I like to play with my dogs in my free time.
I like to travel around in my free time.
2. I'm good at thinking in creative ways.
I'm good at singing and dancing.
3. I am interested in many different kinds of dogs.
I am interested in K-pop and Korean singers.
4. When I grow up, I want to be a pet sitter.
When I grow up, I want to be a singer.
5. I want to help people live happily with their pets.
I want to protect our environment.

★Sentence Practice (page 42)

1. Have the students turn to page 42 and prepare for the first exercise.
2. Tell the students to look at the words in the box. Then, ask the students to read each phrase.
3. Have the students look at the pictures. Point to each picture and talk about it.

T: Look at the pictures. ① There are many flags from different countries and a soccer ball on the ground. There is a big sporting event called the World Cup. ② The boy is looking at something through the telescope. He must be interested in traveling around the world. ③

[Answer]

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Choose and complete the sentences.

1. the World Cup
2. travel around the world
3. do volunteer work
4. an environmentalist
5. invent something new
6. training pets

<p>The students are doing some volunteer work. They are planting trees. Could it be Arbor Day? ④ The man is showing a green symbol. Do you know what the symbol means? It's a recycling symbol. Let's recycle to protect the environment. ⑤ The boy is making something unique and creative. Is he a future inventor? He looks so focused. ⑥ Look at the dog. It is staying still and looking up at someone. That person must be a pet sitter or a pet trainer.</p> <p>4. Have the students choose the correct phrases to complete the 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>Unscramble the words and write the sentences.</p> <ol style="list-style-type: none"> 1. I'm good at speaking English. 2. I like to sing and listen to music in my free time. 3. I want to play on the national soccer team. 4. When I grow up, I want to be a tour guide. 5. I am interested in different countries and cultures.
<p>★Sentence Practice (page 43)</p>	
<ol style="list-style-type: none"> 1. Have the students turn to page 43. 2. Tell the students to look at the words above each sentence. Then, play the audio file. 3. Play the audio file one more time and ask the students to complete the sentences by using the given words. 4. Play the audio file and ask the students to repeat what they hear. 	<p>Page 43)</p> <p>Listen and complete the sentences by using the words.</p> <ol style="list-style-type: none"> 1. I like to <u>travel around in my free time.</u> 2. I am <u>interested in many different kinds of dogs.</u> 3. I'm <u>good at kicking balls.</u> 4. I <u>want to be famous.</u> 5. When I grow up, <u>I want to be a singer.</u> 6. I like to <u>read science fiction in my free time.</u> 7. I'm <u>good at singing and dancing.</u> 8. I want to <u>protect our environment.</u> 9. I am <u>interested in K-pop and Korean singers.</u>
<p>★Grammar Check-Up (pages 44-45)</p>	
<ol style="list-style-type: none"> 1. Have the students turn to page 44. 2. Tell the students to look at the grammar charts. Then, explain each grammar point on pages 44 and 45 by using the example sentences. <p>T: Now, look at the first grammar point in this unit. We'll learn about making information questions by using <i>what</i>. Use <i>what</i> to ask questions about actions and events. You can use <i>what</i> as a subject, an object, and an adjective. Look at the first example sentence. "What is that animal?" In this sentence, <i>what</i> is used as a subject. The next example sentence uses <i>what</i> as an object. "What do you like to do?" is a perfect example sentence. An example of <i>what</i> as an adjective is "What songs do you like?" The reason is that nouns follow adjectives, and "songs" follows "what" in this sentence. Now, let's find out how each <i>what</i> is used in the sentences. Read the questions. How is <i>what</i> used in each question?</p> <p>T: Let's move on to the second grammar point, which is about <i>when</i>. <i>When</i> can be used as a conjunction. You can use <i>when</i> as a conjunction to describe a time when something happens. As a conjunction, "when + S + V" is the basic form. So we can say, "What shall we do when we have free time?" When you start a sentence</p>	<p>[Answers]</p> <p>Page 44)</p> <p>Read the questions. How is <i>what</i> used in each question?</p> <ol style="list-style-type: none"> 1. object 2. object 3. adjective 4. subject <p>Rewrite the sentences with <i>when</i> in the correct places.</p> <ol style="list-style-type: none"> 1. When you get home, please call me. 2. The teacher is pleased when the students do well in class. 3. When my dog goes to the park, he becomes happy. <p>Page 45)</p> <p>Complete the sentences with the correct endings.</p>

<p>with <i>when</i>, use a comma between the two clauses in the sentence. You can write, "When you grow up, what do you want to be?" Now, let's practice what we learned. Rewrite the sentences with <i>when</i> in the correct places.</p> <p>T: Let's move on to the last grammar point, which is about tag questions. You can ask for confirmation by using a tag question. For an affirmative statement, use a negative tag. You can say, "You're a singer, aren't you?" or, "This game is fun, isn't it?" For a negative statement, use an affirmative tag. For this, you can say, "I'm not sick, am I?" or, "You don't like carrots, do you?" Now, let's practice by doing the sentences. Complete the sentences with the correct endings.</p>	<ol style="list-style-type: none"> 1. don't you 2. isn't it 3. does she 4. did they 5. aren't they 6. can he 7. wasn't it 8. am I 9. can't he 10. weren't we
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★Listening Dictation (page 46)

<ol style="list-style-type: none"> 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>T: What does the girl like to do in her free time? What is the girl good at? What is the girl interested in? What does the girl want to be when she grows up? Why does the girl want the job?</p>	<p>[Answer]</p> <p>Today, my teacher asked a <u>question</u>. "What do you want to be <u>when</u> you grow up?" I <u>thought</u> about the question all day long. I like to <u>play</u> with my <u>dogs</u>. I'm also good at <u>training</u> my pets. I spend all my <u>free</u> time with them. I am <u>interested</u> in many <u>kinds</u> of dogs. So when I <u>grow</u> up, I want to be a pet <u>sitter</u>. I want to help people live <u>happily</u> with their <u>pets</u>. That sounds great, <u>doesn't it</u>? What do you want to <u>be</u>?</p> <p>[Translation]</p> <p>오늘, 선생님께서 질문하셨다. "여러분은 자라서 무엇이 되고 싶나요?" 나는 하루 종일 그 질문에 대해 생각했다. 나는 내 강아지들과 노는 걸 좋아한다. 나는 내 반려동물들을 훈련시키는 것도 잘한다. 나는 내 모든 자유 시간을 그들과 보낸다. 나는 많은 종류의 개들에 관심이 많다. 그래서 나는 자라면, 펫시터가 되고 싶다. 나는 사람들이 그들의 반려동물과 행복하게 살 수 있도록 돕고 싶다. 멋지게 들리지 않나? 무엇이 되고 싶은가?</p>
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★My Story (page 47)

<ol style="list-style-type: none"> 1. Have the students read the passage on page 46 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 46. Encourage the students to write about their own careers and to share their thoughts with their classmates. Help the students write their stories by using the words and the grammar points they have learned. 3. (Submit) 	<p>Write about what you want to be.</p> <p>Example)</p> <p>Title When I Grow Up Name Allison</p> <p>Today, my father asked a question. "What do you want to be when you grow up?" I thought about the question for a long time. I like to solve math problems. I'm also good at helping my friends.</p>
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<p>Have the students turn in their writing.</p>	<p>So I spend lots of time answering their questions. I am interested in learning new ideas. So when I grow up, I want to be a math teacher. I want to help students learn math well. That sounds exciting, doesn't it? What do you want to be in the future?</p>
<p>★Homework (WB pages 12-13)</p>	
<p>1. Review the vocabulary and the grammar points the students learned in unit 6. 2. Have the students do the homework assignment on pages 12-13 in the workbook.</p>	<p>Page 12)</p> <p>A</p> <ol style="list-style-type: none"> 1. do volunteer work 2. training pets 3. the World Cup 4. a scientist 5. travel around the world <p>B</p> <ol style="list-style-type: none"> 1. She is a fashion model. 2. A basketball is in my bag. 3. I get up at 7 o'clock. 4. I like pizza. 5. I like baseball. <p>Page 13)</p> <p>C</p> <ol style="list-style-type: none"> 1. She doesn't like rainy days, does she? 2. She will visit Hawaii, won't she? 3. The man spent all his money, didn't he? 4. He can't pick up the box, can he? <p>D</p> <ol style="list-style-type: none"> 1. When I grow up, I want to be a scientist. 2. What are you good at? 3. That sounds great, doesn't it? 4. What are you interested in? 5. What do you like to do in your free time? 6. He is interested in math and science, isn't he?