

# Unit 6 How to Make Roast Chicken

<p>• <b>Subject:</b> Social Life / <b>Topic:</b> Party Invitation</p>	
<p>• <b>Target Words:</b> add, sprinkle, spread, pour, salt, pepper, toaster, grill, microwave, oven, vegetable, meat, serve, sauce, knife</p>	
<p>• <b>Materials:</b> PPT tool(Writing on Grammar 2_Unit 6), CD player</p>	
<p>★<b>Brainstorming (pages 48-49)</b></p>	
<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>T: Look at the pictures. There is a whole chicken in the first picture. Someone is putting some salt and pepper on it. Are they for seasoning the chicken? I think so. I'm sure it will be very yummy when it is cooked. Oh, look at the cooking devices. One is a microwave, and the other is a grill. I want to taste some food made with them. Let's move to the next picture. Carrots, potatoes, and pineapples are all cut into pieces. What food can we make by using them? How about making pineapple fried rice? Can you see cream, milk, and oil in the next picture? They will make food taste better. Let's look at the last picture. Oh, it's a roasted chicken. It is making me hungry because it looks so delicious.</p> <p>2. Ask them the questions.</p> <p>3. Ask them the answers.</p> <p>T: What should you put on the food? How do you cook the food? What should you cut into pieces? What should you pour onto the pieces? What is the final step?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> <li>Put some salt and pepper on it. Spread some salt and pepper on it.</li> <li>Cook it in the toaster for five minutes. Cook it on the stove for one hour.</li> <li>Cut the carrots into pieces. Cut the meat into pieces.</li> <li>Pour some olive oil. Pour some salad dressing.</li> <li>Finally, remove the pan and serve the food immediately. Finally, remove the pan and cut it with a knife.</li> </ol>
<p>★<b>Sentence Practice (page 50)</b></p>	
<p>1. Have the students turn to page 50 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>T: Look at the pictures. ① Someone is removing a roasted chicken from the oven. ② A chef is grinding pepper and putting it on some food. ③ Look at the spaghetti. Someone is putting the food in the pan onto plates. ④ Someone is pouring some salad dressing onto the salad. I never eat salad without dressing. It makes salad taste better. ⑤ Before we start cooking, we need to wash all of the ingredients</p>	<p>[Answer]</p> <p><b>Page 50)</b></p> <p><b>Choose and complete the sentences.</b></p> <ol style="list-style-type: none"> <li>in the oven</li> <li>salt and pepper</li> <li>onto plates</li> <li>salad dressing</li> <li>the vegetables</li> <li>for one minute</li> </ol> <p><b>Unscramble the words and write the sentences.</b></p> <ol style="list-style-type: none"> <li>Cut the vegetables into pieces.</li> <li>Add some salt and pepper to it.</li> <li>Cook it on the grill for five minutes.</li> </ol>

<p>first. Then, we usually cut them into pieces. ⑥ How long does it take to heat up bread in the toaster? Have you every tried doing that? Share your experience with the class.</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>4. Pour some cream onto them.</p> <p>5. Finally, remove the pan and cut it with a knife.</p>
<p>★Sentence Practice (page 51)</p>	
<p>1. Have the students turn to page 51.</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><b>Page 51)</b></p> <p><b>Listen and complete the sentences by using the words.</b></p> <p>1. Cut the fish into <u>pieces</u>.</p> <p>2. Sprinkle <u>some salt and pepper</u> on it.</p> <p>3. Cook it <u>in the microwave</u> for five <u>minutes</u>.</p> <p>4. Pour <u>some melted butter</u> onto them.</p> <p>5. Finally, <u>remove the pan and cut it with a knife</u>.</p> <p>6. Cut the meat into <u>pieces</u>.</p> <p>7. Cook it <u>on the stove</u> for one <u>hour</u>.</p> <p>8. Finally, <u>remove the pan and serve the food</u>.</p> <p>9. Pour <u>some olive oil</u> onto them.</p>
<p>★Grammar Check-Up (pages 52-53)</p>	
<p>1. Have the students turn to page 52.</p> <p>2. Tell the students to look at the grammar charts. Then, explain each grammar point on pages 52 and 53 by using the example sentences.</p> <p>T: Now, look at the first grammar point in this unit. We'll learn how to use imperative sentences. You can use imperatives to give orders to someone. Use the base form of the verb to start a sentence. To make a negative imperative, use "Don't + verb." So you can say, "Go home right now," or, "Don't tell anyone my secret." Let's do the exercise now. First, rewrite the sentences so that they are imperatives. Next, change the sentences into negative imperatives.</p> <p>T: Let's move on to the next grammar point. It's about prepositions of movement. Prepositions of movement express the direction of movement. <i>To</i> expresses motion or direction toward a point, person, place, or thing approached and reached. <i>From</i> is used to show the place where someone or something starts. <i>Into</i> expresses going to the inside or middle of a place. <i>Out of</i> expresses that someone or something is no longer in a stated place. Let's check each picture by describing the direction of movement. It's time to do the exercise. Circle the correct preposition for each sentence. Then, look at the pictures and complete the sentences.</p>	<p>[Answers]</p> <p><b>Page 52)</b></p> <p><b>Rewrite the sentences so that they are imperatives.</b></p> <p>1. Practice soccer every day.</p> <p>2. Be nice to other people.</p> <p>3. Wash the fruits and vegetables.</p> <p>4. Write down this information.</p> <p><b>Change the sentences into negative imperatives.</b></p> <p>1. Don't touch anything.</p> <p>2. Don't eat too many sweets.</p> <p>3. Don't speak loudly in the classroom.</p> <p>4. Don't jump on the bed.</p> <p><b>Page 53)</b></p> <p><b>Circle the correct preposition for each sentence.</b></p> <p>1. This plane flies (<b>from</b>) Seoul to Singapore.</p> <p>2. Take the pan (<b>out of</b>) the oven.</p> <p>3. We are going (<b>to</b>) the park to meet there.</p> <p>4. When the bell rings, go (<b>into</b>) the classroom.</p>



	<p><b>Look at the pictures and complete the sentences.</b></p> <ol style="list-style-type: none"> <li>Two boys go <u>to</u> their desks.</li> <li>The teacher walks <u>into</u> the classroom.</li> <li>The girl moves away <u>from</u> the globe.</li> <li>The boy takes the pencil <u>out of</u> the pencil case.</li> </ol>
★Listening Dictation (page 54)	
<ol style="list-style-type: none"> <li>Tell the students to look at the passage. Then, play the audio file.</li> <li>Play the audio file one more time and ask the students to fill in the blanks.</li> <li>Play the audio file and ask the students to repeat what they hear.</li> <li>Ask the students some questions about the passage.</li> </ol> <p>T: What does the boy cook?  What should the boy put on the food?  How does the boy cook the food?  What should the boy cut into pieces?  What should the boy pour onto the pieces?  What is the next step?  What is the final step?</p>	<p>[Answer]</p> <p><b>Ingredients:</b> 1 chicken, 4 potatoes, salt and pepper, <u>olive</u> oil</p> <ol style="list-style-type: none"> <li>First, <u>cut</u> the chicken <u>into</u> pieces. Put some salt and <u>pepper</u> on it.</li> <li>After that, put the chicken <u>in</u> a pan. <u>Cook</u> it in the oven <u>for</u> thirty minutes.</li> <li>Next, cut the <u>potatoes</u> into <u>pieces</u>.</li> <li>Then, <u>pour</u> some olive oil onto them. <u>Sprinkle</u> some salt and pepper on them, too.</li> <li>Take the pan <u>out</u> of the <u>oven</u> and mix the potatoes and chicken.</li> <li>Return the <u>pan</u> to the oven and cook for twenty <u>minutes</u>.</li> <li>Finally, <u>remove</u> the pan and let it <u>cool</u> for ten minutes.</li> </ol> <p>[Translation]</p> <p><b>재료:</b> 닭 1, 감자 4, 소금과 후추, 올리브 오일</p> <ol style="list-style-type: none"> <li>먼저, 닭고기를 토막 내어 자르세요. 그 위에 소금과 후추를 뿌리세요.</li> <li>그리고 나서, 팬에 닭고기를 담으세요. 그것을 오븐에 30분 간 요리하세요.</li> <li>그 다음, 감자를 조각조각 썰어 주세요.</li> <li>그리고, 그곳에 올리브 오일을 약간 부으세요. 그 위에도 소금과 후추를 뿌리세요.</li> <li>오븐에서 팬을 꺼내 감자와 닭고기를 섞으세요.</li> <li>다시 팬을 오븐에 넣고 20분 간 요리하세요.</li> <li>마지막으로, 그 팬을 옮겨서 10분 동안 식혀주세요.</li> </ol>
★My Story (page 55)	
<ol style="list-style-type: none"> <li>Have the students read the passage on page 54 first as a sample passage before they write their own recipes.</li> <li>(Write) Have the students make their own sentences based on the sentences in the passage on page 54. Since everyone knows different recipes, encourage the students to write their own recipes. Help the students write their stories by using the words and the grammar they have learned.</li> <li>(Submit)</li> </ol>	<p><b>Write about how to cook your favorite food.</b></p> <p>Example)</p> <p><b>Title</b> How to Make a Sandwich</p> <p><b>Name</b> George</p> <p><b>Ingredients:</b></p> <p>2 pieces of bread, 4 slices of bacon, 1 tomato, lettuce, mayonnaise, salt and pepper</p> <ol style="list-style-type: none"> <li>First, toast the bread in the toaster for one</li> </ol>

<p>Have the students turn in their writing.</p>	<p>minute.</p> <p>Spread some mayonnaise on the bread.</p> <p>2. After that, put the bacon in a pan.</p> <p>Cook the bacon on the stove for eight minutes.</p> <p>3. Next, slice the tomato into pieces.</p> <p>4. Then, put the tomatoes on one piece of bread.</p> <p>Sprinkle some salt and pepper on them.</p> <p>5. Put the bacon and lettuce on the tomatoes.</p> <p>6. Set the other piece of bread on top.</p> <p>7. Finally, cut the sandwich in half and eat it.</p>
<p>★Homework (WB pages 14-15)</p>	
<p>1. Review the vocabulary and the grammar points the students learned in unit 6.</p> <p>2. Have the students do the homework assignment on pages 14-15 in the workbook.</p>	<p><b>Page 14)</b></p> <p><b>A</b></p> <ol style="list-style-type: none"> <li>1. salt and pepper</li> <li>2. in the microwave</li> <li>3. Cut the meat</li> <li>4. olive oil</li> <li>5. serve the food</li> </ol> <p><b>B</b></p> <p>1. into 2. from 3. to 4. out of 5. from</p> <p><b>Page 15)</b></p> <p><b>C</b></p> <ol style="list-style-type: none"> <li>1. Finish your homework right now.</li> <li>2. Don't talk to other students in class.</li> <li>3. Put your cell phone in your bag.</li> <li>4. Don't fall asleep during class.</li> </ol> <p><b>D</b></p> <ol style="list-style-type: none"> <li>1. Sprinkle some salt and pepper on it.</li> <li>2. Cut the fish into pieces.</li> <li>3. Cook it on the grill for five minutes.</li> <li>4. Don't let it cool for very long.</li> </ol>