

Unit 3 Room Escape Game

<p>• Subject: Leisure / Topic: Activities with friends</p>	
<p>• Target Words: vault, freezer, cell, safe, washbowl, rocking, pillow, back and forth, lock, tiny, mirror, reflect, hand, spin, backward</p>	
<p>• Materials: PPT tool(Writing on Grammar 3_Unit 3), CD player</p>	
<p>★Brainstorming (pages 24-25)</p>	
<p>Learn the Words</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>Warm-up</p> <p>1. Have the students look at the pictures. Point to each picture and talk about it.</p> <p style="color: #00a0e3;">T: Look at the pictures. I can see some different places in them. There are a bank vault, a hotel room, and a classroom. Next, I can see gold bars, a sink, and a rocking chair. Where in the room are each of them? Let's move on to page 25. A book and an old-fashioned radio are in the picture. A song seems to be playing from the radio. Look at the red door and the girl. The door looks much smaller than the girl. I don't think she can go through the door easily. The last picture shows a parrot which can speak. It says, "Hello."</p> <p>2. Ask them the questions.</p> <p>3. Ask them the answers.</p> <p style="color: #00a0e3;">T: Where are you? What can you see the the room? What do you think a key clue is? What is on the wall? What is happening there?</p>	<p>[Possible Answers]</p> <ol style="list-style-type: none"> We are in a bank vault. We are in a prison cell. We are in a classroom. I can see a bed, a table, and a desk. I can see a statue of a smiling man. I can see gold bars. Five pillows are lying on the bed. They may be a key clue. A noise is coming from inside the desk. The chair is moving back and forth. I see a picture of a rainbow. I see a tiny door that is locked. I see a mirror reflecting my image. The curtains are moving back and forth. The parrot is speaking in a loud voice. The clock is ringing loudly.
<p>★Sentence Practice (page 26)</p>	
<p>1. Have the students turn to page 26 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: #00a0e3;">T: Look at the pictures. ① There is a set of keys. ② A bank vault is shown in the picture. It looks very thick and strong. Is it possible to eacape from the vault? I'm not sure. ③ Look at the curtains, which are blowing in the wind. ④ The padlock looks locked. ⑤ There are five pillows on the bed. What can I do with them? ⑥ There are two rocking chairs. They are not moving.</p> <p>4. Have the students choose the correct phrases to complete the sentences. Then, have them check the answers.</p>	<p>[Answer]</p> <p>Page 26)</p> <p>Choose and complete the sentences.</p> <ol style="list-style-type: none"> a set of keys a bank vault moving back and forth a tiny door lying on the bed two rocking chairs <p>Unscramble the words and write the sentences.</p> <ol style="list-style-type: none"> We are in a freezer in a restaurant. I can see a white curtain in the room. The TV is talking about a baseball game. The radio is playing the same song again and again.

<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 read the sentences.</p>	<p>5. I can see a statue of a smiling man in the room.</p>
<p>★Sentence Practice (page 27)</p>	
<p>1. Have the students turn to page 27.</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>Page 27)</p> <p>Listen and complete the sentences by using the words.</p> <p>1. We are <u>in</u> a room in a hotel.</p> <p>2. The parrot <u>is speaking</u> in a loud voice.</p> <p>3. I can see <u>gold bars</u> in the room.</p> <p>4. <u>A noise is coming</u> from inside the desk.</p> <p>5. We <u>are in</u> a classroom.</p> <p>6. I see <u>a mirror reflecting my image</u>.</p> <p>7. I can see <u>a bed, a table, and a desk</u> in the room.</p> <p>8. The clock <u>is ringing loudly</u>.</p> <p>9. The chair <u>is moving back and forth</u>.</p>
<p>★Grammar Check-Up (pages 28-29)</p>	
<p>1. Have the students turn to page 28.</p> <p>2. Tell the students to look at the grammar charts. Then, explain each grammar point on pages 28 and 29 by using the example sentences.</p> <p>T: Now, look at the first grammar point in this unit. We'll learn about the present continuous tense. Use the present continuous tense for actions happening right now. To make the present continuous tense, use "be verb + -ing." The affirmative forms are "am/is/are + -ing," and for the negative, use "am not/isn't/aren't + -ing." For yes/no questions, "Am/Is/Are + S + -ing?" can be used. Now, complete the sentences by putting the verbs into the present continuous tense.</p> <p>T: Let's move on to the the next grammar point. It's about the differences between the present simple tense and the present continuous tense. You can use the present simple tense for facts, everyday activities, and habits. <i>Every day/week, each month, in the morning/afternoon, at night, one time (once), and two times (twice) a day</i> are some common time expressions used with the present simple tense. You can also use the present continuous tense for actions happening right now. <i>Now, right not, at this time, today, and currently</i> are some common time expressions used to express the present continuous tense. Now, let's do the exercise. Circle the correct words. Then, complete the sentences with the correct forms of the verbs.</p>	<p>[Answers]</p> <p>Page 28)</p> <p>Complete the sentences by putting the verbs in parenthesis into the present continuous tense.</p> <p>1. is laughing 2. are running</p> <p>3. am riding 4. Are, finishing</p> <p>5. is, reading 6. is, cooking</p> <p>7. Am, hoping 8. are staring</p> <p>9. Is, throwing 10. is surfing</p> <p>11. are eating 12. is, doing</p> <p>Page 29)</p> <p>Circle the correct words.</p> <p>1. goes 2. is preparing</p> <p>3. gives 4. brush</p> <p>5. is watching</p> <p>Complete the sentences with the correct forms of the verbs in parenthesis.</p> <p>1. visit 2. is listening</p> <p>3. prepares 4. tells</p> <p>5. is driving 6. are writing</p> <p>7. do 8. am checking</p>
<p>★Listening Dictation (page 30)</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.

T: Where is the girl?

What can you see in the room?

What do you think a key clue is?

What is on the wall?

What is happening there?

[Answer]

Listen and fill in the blanks.

There are four people on my team.

We are in a room in a hotel.

I can see a bed, a table, and a desk in the room.

On the table, there is a radio.

The radio is playing the same song again and again.

It may be a key clue.

I look at the wall and see a clock hanging on it.

The hands on the clock are spinning backward.

There are curtains by the windows.

The windows are closed, but the curtains are moving back and forth.

How can we escape from this room?

[Translation]

우리 팀은 4명이다.

우리는 호텔에 있는 한 방에 있다.

나는 방에서 침대, 탁자, 책상을 볼 수 있다.

탁자 위에는 라디오가 있다.

라디오는 같은 노래를 반복해서 틀어 준다.

그것은 중요한 단서일 수도 있다.

나는 벽을 보고 거기에 시계가 걸려 있는 것을 보았다.

시계 바늘이 뒤로 돌아가고 있다.

창문에는 커튼이 쳐져 있다.

창문은 닫혀 있지만, 커튼이 앞뒤로 움직이고 있다.

우리는 이 방에서 어떻게 탈출할 수 있을까?

★My Story (page 31)

1. Have the students read the passage on page 30 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 30. Encourage the students to write descriptions of places by using their own ideas. 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.

Page 31)

Write a description of the room you are trying to escape from.

Example)

Title Room Escape Game

Name Helen

There are three people with me.

We are in a garage.

I can see a car, some shelves, and a carpet in the room.

On the shelves, there are some books.

The wind is turning the pages in the books. It may be a key clue.

I look at the car and see some boxes in it.

The boxes are full of dolls.

There are tools on the carpet.

	<p>The tools are dirty, and they look like someone was using them. How can we escape from this room?</p>
<p>★Homework (WB pages 8-9)</p>	
<p>1. Review the vocabulary and the grammar points the students learned in unit 3. 2. Have the students do the homework assignment on pages 8-9 in the workbook.</p>	<p>Page 8)</p> <p>A</p> <p>1. a room in a hotel 2. a desk 3. playing the same song 4. a clock 5. speaking in a loud voice</p> <p>B</p> <p>1. is singing 2. eat 3. study 4. is taking 5. goes</p> <p>Page 9)</p> <p>C</p> <p>1. The chair is moving back and forth. 2. The clown is laughing loudly. 3. The picture is hanging on the wall. 4. The stars are twinkling in the sky.</p> <p>D1. A noise is coming from inside the desk. 2. The pages in a book are moving. 3. He cuts his hair one time a month. 4. Is the player catching the ball now?</p>