

Unit 5 A Book by C.S. Lewis

<p>• Subject: Future / Topic: Career, Job</p>	
<p>• Target Words: favorite, fantasy, science-fiction, comic, title, witch, wardrobe, web, factory, author, once, laugh, interested, wild, similar</p>	
<p>• Materials: PPT tool(Writing on Grammar 4_Unit 5), CD player</p>	
<p>★Brainstorming (pages 40-41)</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>T: Look at the pictures. The girl has lots of books. She looks happy. I'm sure the girl is a book lover. Look at the book tied with a yellow ribbon. If you receive a book as a gift, it will be exciting to imagine what book it is. Let's move on to next page. Look at the handwriting on the pages in the notebook. Here, you see novels written a long time ago. Back then, they were written by hand. There were no typewriters or computers then. Can you imagine what life was like then? Look at the silhouette of a woman. She's typing a story. I'm very curious about what story she is writing. The boy is thinking about what he is reading. It must be about wild things. Do you enjoy reading books? What types of books do you like? What is your favorite book? Share your answers.</p> <p>2. Ask them the questions.</p> <p>3. Ask them the answers.</p> <p>T: What is your favorite type of book? What book did your friend give you? Who was the author of the book? How did you feel when you started the book? What did you do after you finished the book?</p>	<p>[Possible Answers]</p> <p>1 My favorite books are fantasy novels. My favorite books are comic books. My favorite books are storybooks.</p> <p>2. The title of the book was <i>The Lion, the Witch, and the Wardrobe</i>. The title of the book was <i>Charlotte's Web</i>. The title of the book was <i>Little Women</i>.</p> <p>3. The author was C.S. Lewis. The author was Roald Dahl. The author was Loisa May Alcott.</p> <p>4. Once I started reading, I could not stop in the middle of the book. Once I started reading, I laughed a lot. Once I started reading, I became very interested in the book.</p> <p>5. After I finished, I asked my friend questions, about the author. After I finished, I talked to my friend about the book. After I finished, I read another book about a similar topic.</p>
<p>★Sentence Practice (page 42)</p>	
<p>1. Have the students turn to page 42 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 It's an alien. Do you believe there are aliens on other planets? Nobody is sure, so books about aliens are called science-fiction books. ② Is the book so interesting that the girl can't stop reading it? I guess so. It's late at night, but she's still reading. ③ I can see the silhouette of a man. He's writing a story. The writer must</p>	<p>[Answer]</p> <p>Page 42)</p> <p>Choose and complete the sentences.</p> <p>1. science-fiction books 2. late at night 3. The author 4. talked to my friend 5. laughed a lot 6. storybooks</p>

<p>be a person who lived a long time ago. ④ Students are talking excitedly. Three of them are holding books. Are they talking about the book they read? They must have liked the book because they are laughing. ⑤ There is a boy who is very excited. I'm sure he likes the book very much. ⑥ What are bedtime stories? Are they like lullabies? You can read bedtime stories before going to bed.</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"> The title of the book was <i>Charlotte's Web</i>. After I finished, I read another book about a similar topic. My favorite books are comic books. Once I started reading, I laughed a lot. The author was C.S. Lewis.
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★Sentence Practice (page 43)

<ol style="list-style-type: none"> Have the students turn to page 43. Tell the students to look at the words above each sentence. Then, play the audio file. Play the audio file one more time and ask the students to complete the sentences by using the given words. 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"> The title <u>of the book</u> was <i>Where the Wild Things Are</i>. Once I started reading, <u>I became very interested in the book</u>. My favorite books are <u>ones written a long time ago</u>. After I finished, I <u>asked my teacher about some other good books</u>. The <u>author</u> was Louisa May Alcott. My favorite <u>books</u> are fantasy novels. Once I started reading, <u>I started thinking about the wild things</u>. After I finished, I <u>talked to my friend about the book</u>. The title <u>of the book</u> was <i>Charlie and the Chocolate Factory</i>.
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★Grammar Check-Up (pages 44-45)

<ol style="list-style-type: none"> Have the students turn to page 44. 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 the dative case. Use the dative case to show indirect objects of verbs. Use a preposition when an indirect object comes after a direct object. Do not use a preposition when a direct object comes after an indirect object. In short, "S + V + IO + DO" changes its form to "S + V + to/of/for + IO." Let me show you with an example sentence. Here is a sentence using "S + V + IO + DO": I gave my friend a present. "I" is the subject, "gave" is the verb, "my friend" is the indirect object, and "a present" is the direct object in the sentence. This sentence changes its form to "I gave a present to my</p>	<p>[Answers]</p> <p>Page 44)</p> <p>Rewrite the sentences by changing the locations of the indirect objects.</p> <ol style="list-style-type: none"> She sent her mother an email. I will build a doghouse for my dog. He reads his daughter a book. The teacher told a story to the students. Santa Claus gives boys and girls presents. The girl will lend some money to her brother. I bought my father a birthday present. <p>Page 45)</p> <p>Rewrite the sentences by using the words in</p>
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friend" to use the "S + V + to/of/for + IO" sentence pattern. Just remember that we need to be careful in choosing prepositions when changing from sentence pattern 3 to sentence pattern 4. There are proper verbs for each prepositions. *Give, teach, tell, show, send,* and *bring* take the preposition *to*. *Buy, make, choose, find,* and *get* are verbs that take the preposition *for*. And *ask* takes the preposition *for*. Is that clear? Let's practice what we just learned. Rewrite the sentences by changing the locations of the indirect objects.

T: Let's move on to next grammar point, which is about conjunctive adverbs. You can combine two sentences into one with a conjunctive adjective. Add a semicolon before a conjunctive adjective and a comma after one. Conjunctive adverbs show contrast, comparison, and other types of relationships, so it can help to group them according to each function. This may help you understand them better. Here are some groups of conjunctive adverbs. Conjunctive adverbs demonstrate contrast. Examples include *however, instead, nevertheless,* and *otherwise*. Conjunctive adverbs also summarize. Examples include *consequently, therefore, finally,* and *thus*. Finally, conjunctive adverbs may also signify time. Examples include *meanwhile, then,* and *before*. Now, let's practice what we learned in sentences. Rewrite the sentences by using the words in parentheses.

parentheses.

1. It was raining. Nevertheless, they had the picnic outside.
2. Eric forgot to study; consequently, he failed the test.
3. Susan will go to the supermarket. Then, she will go to the drugstore.
4. Peter enjoys comic books. Likewise, Tom enjoys comic books.
5. Lewis did not stay home; instead, he met his friends at the park.
6. You should not eat junk food. Otherwise, you will gain weight.
7. Peter studied until 11 PM. Finally, he went to bed.

★Listening Dictation (page 46)

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: What is the boy's favorite type of book?
 What book did the boy's friend give him?
 Who was the author of the book?
 How did the boy feel when he started the book?
 What did the boy do after he finished the book?

[Answer]

Page 46)

Listen and fill in the blanks.

I love to read books.
 My favorite books are fantasy novels.
 One day, my friend gave a book to me.
 The title of the book was *The Lion, the Witch, and the Wardrobe*.
 The author was C.S. Lewis.
 The book did not look very interesting.
However, once I started reading, I could not stop in the middle of the book.
After I finished, I asked my friend questions about the author.
 I learned that he wrote seven books in *The Chronicles of Narnia*.
Therefore, I was so happy.
 I went to the bookstore to buy all of his books.

[Translation]

나는 책을 읽는 것을 좋아한다.
 내가 가장 좋아하는 책은 공상 소설이다.
 어느 날, 나의 친구는 나에게 책을 주었다.

	<p>책의 제목은 「사자, 마녀, 그리고 옷장」이었다. 작가는 C.S. Lewis이다. 그 책은 정말 흥미로워 보이지 않았다. 그러나, 한번 읽기 시작하면 나는 중간에 그 책을 (읽는 것을) 멈출 수 없었다. 내가 책을 다 읽었을 때, 나는 내 친구에게 그 작가에 대해 질문했다. 나는 그가 일곱 권의 「나니아 연대기」를 썼다는 것을 알게 되었다. 그러므로 나는 너무 행복했다. 나는 그의 모든 책을 사려고 서점으로 갔다.</p>
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★My Story (page 47)

<p>1. Have the students read the passage on page 46 first as a sample passage before they write their own essays.</p> <p>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 books they recently read and have the students share their essays with their classmates. Help the students write their stories by using the words and the grammar points they have learned.</p> <p>3. (Submit) Have the students turn in their writing.</p>	<p>Page 47) Write about a book you recently read. Example) Title A Book by E.B. White Name Joseph I enjoy reading books a lot. My favorite books are storybooks. One day, my friend gave me a book. The title of the book was <i>Charlotte's Web</i>. The author was E.B. White. The book did not look very fun to me. However, once I began reading, I read until late at night. After I finished, I talked to my friend about the book. I learned that E.B. White wrote many other books. Therefore, I was really pleased with that news. I visited the library to borrow some of his other books.</p>
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★Homework (WB pages 12-13)

<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 12-13 in the workbook.</p>	<p>Page 12) A 1. comic books 2. The title of the book 3. Louisa May Alcott 4. in the middle of the book</p>
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5. I asked my teacher

B

1. Finally
2. Instead
3. Likewise
4. Then
5. Otherwise

Page 13)

C

1. Kevin gives a present to his friend. (= Kevin gives his friend a present.)
2. Christina tells Jason a story. (= Christina tells a story to Jason.)
3. Rose lends Susan a pencil. (= Rose lends a pencil to Susan.)
4. Tom builds his brother a robot. (= Tom builds a robot for his brother.)

D

1. One day, my friend gave a book **to** me.
2. The book did not **look** very interesting.
3. After I finished, I asked **my friend** questions about the author.
4. **However**, once I started reading, I could not stop in the middle of the book.