



**Dear teachers, please do not teach this page.**

亲爱的小朋友们，此页是为老师准备的教学目标页。

**You are going to:**



**Review what you have learned  
in Lessons 1, 2, and 3.**



# Are You Ready?

**Listen to me.**



**Look at me.**

# REVIEW



Classic English Junior Level 5 - Unit 3 - Lesson 4

REVIEW



**WARM-UP**



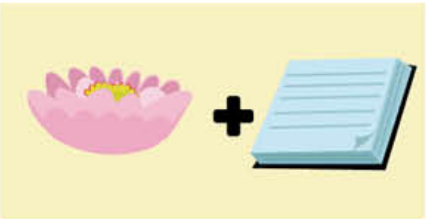
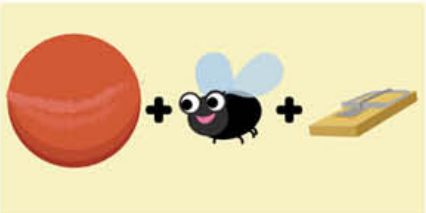
Would you like to have a magical garden?  
What kinds of plants would it have?



## • LESSON REVIEW •

## ACTIVITY

Analyze the picture and match it with the correct word.

- |   |  |   |   |               |
|---|--|---|---|---------------|
| 1 |    | • | • | Venus flytrap |
| 2 |    | • | • | lily pad      |
| 3 |   | • | • | tulips        |
| 4 |  | • | • | sting         |

**ACTIVITY**





Replace the picture with the correct word to complete the sentence.  
Use the words in the box.

sunset

magic mirror

evil

snaps

1. The  character in the movie made me angry.
2. I love watching the  every day.
3. The alligator quickly  its mouth to catch a bird.
4. Bell's  helps her see the future.

**ACTIVITY**



Replace the picture with the correct word to complete the sentence.  
Use the words in the box.

clearing

dust

lurch

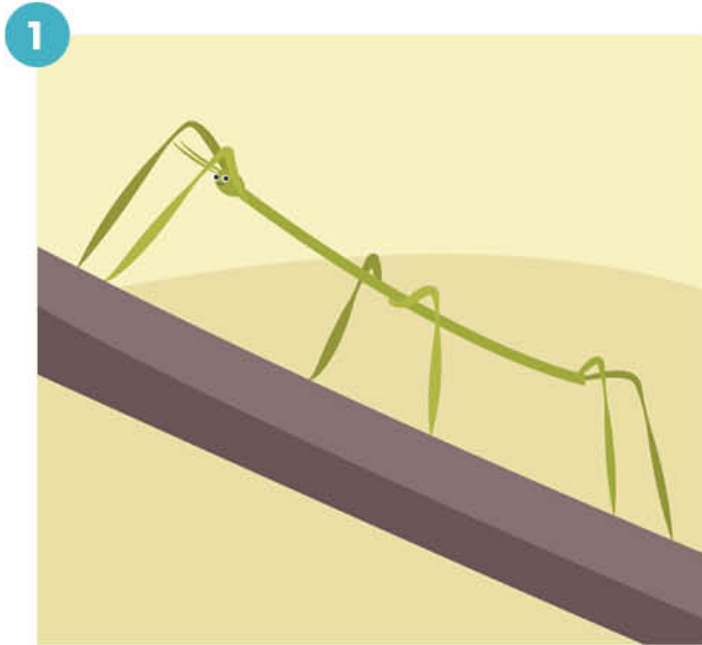
resist

1. The  hurts my eyes!
2. We walked through the forest until we reached a .
3. The boy tried to  getting another cookie.
4. The tiger  towards the deer.

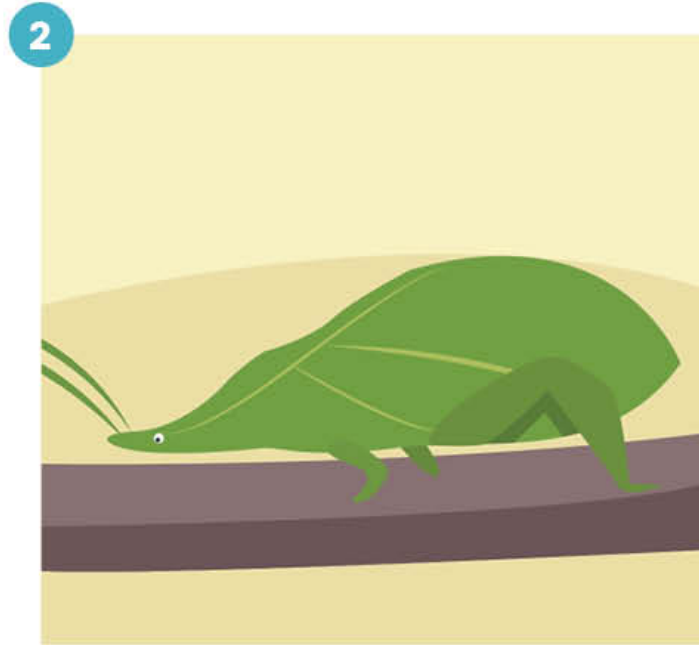


## ACTIVITY

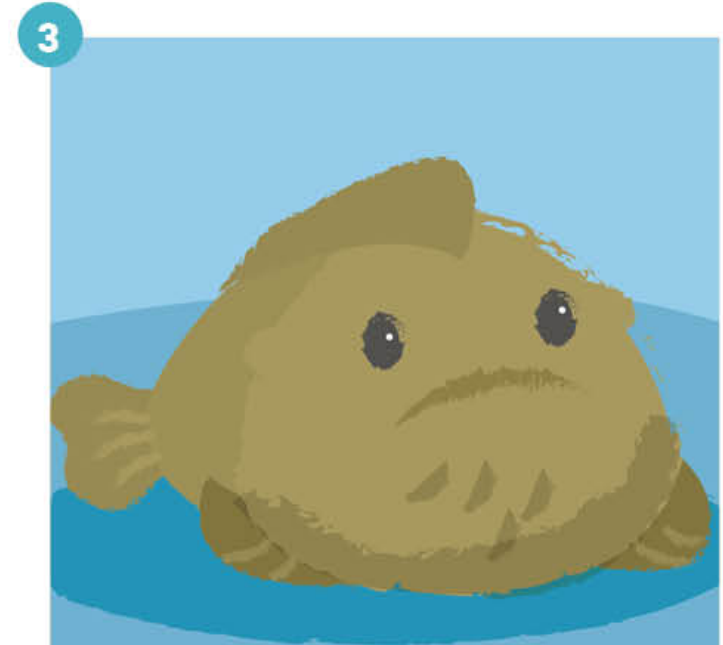
Use “... look like ...” in a sentence to describe each picture.



stick insect



bush cricket



stonefish



## VOCABULARY STRATEGY

**Comparative adjectives** are used to compare two things. They are formed by adding -er at the end.

quick → quicker

slow → slower

But if the adjective has a consonant + vowel + consonant pattern, the final consonant must be doubled before adding -er at the end.

big → bigger

hot → hotter

We use *more* for adjectives with three or more syllables.

wonderful → more wonderful

amazing → more amazing

**Form the comparative of each adjective to complete the sentences.**

1. Mark is (tall) \_\_\_\_\_ than his brother.
2. Cars are (fast) \_\_\_\_\_ than bicycles.
3. I think movies are (interesting) \_\_\_\_\_ than books.
4. My coffee is (hot) \_\_\_\_\_ than yours.

**ACTIVITY**

**Read the passage. Then, answer the questions.  
Circle the letter of your answer.**

Ashley followed a pretty butterfly into the forest. She wanted to catch and show it to her friends. She followed the butterfly until the forest got dark. Ashley looked around and realized that she was lost. She got scared and started to cry. Suddenly, Ashley heard voices. She looked around and saw no one. Then, she heard the voices again. She looked up and saw that the trees were talking to her. Ashley was shocked. "Don't be scared," a tree said. "We will help you go home."



**What is the genre of this passage?**

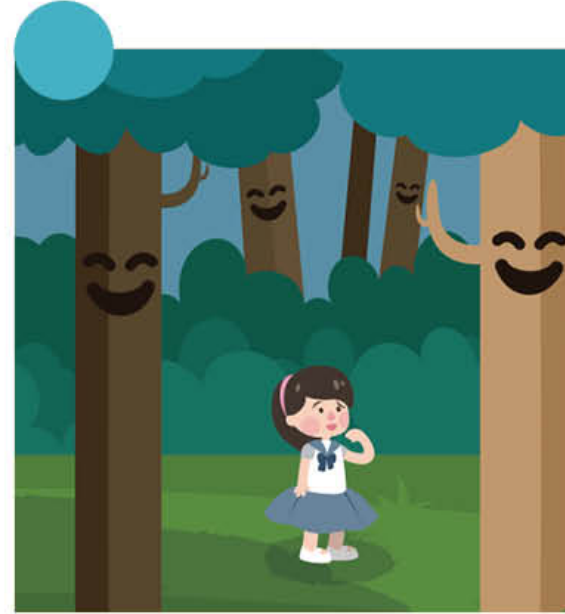
- a. Non-fiction
- b. Fantasy

**Does the passage talk about a real-life situation?**

- a. Yes
- b. No


## ACTIVITY

Arrange the pictures from 1 to 4 to retell Ashley's story.





## WRITING PREPARATION



Imagine yourself in a magical forest with talking animals.  
Talk about five animals that you would like to meet.  
Why do you want to talk with them?



## WRITING PROJECT

From the animals in the last activity, arrange each in the order that you'd like to speak with them. Then, describe how each animal looks like.

1st	
2nd	
3rd	
4th	
5th	

Write a story based on the details here after class.

## Today we learned:

### VOCABULARY STRATEGY

- Comparatives

## Today we reviewed:

### KEY WORDS

- tulip, lily pad, Venus flytrap, sting
- magic mirror, dust, sunset, clearing
- evil, snap, lurch, resist

## We also reviewed:

### SENTENCE PATTERN

- ... look like ...
- ... so ... that ...

### GENRE

- Fantasy

### READING SKILL

- Sequence



**SEE YOU  
SOON!**

**51Talk**