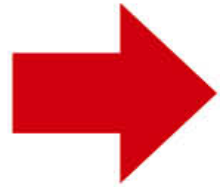




# Are You Ready?

Listen to me.



Eyes on me.



**REVIEW**

Lesson

**8**

Classic English Junior Level 6 - Unit 15 Values

# Family & Friends





# You're going to review:

**Vocabulary and sentence patterns in Lessons 5-7**

**Genre**

Narrative fiction

**Comprehension skill**

Problem and solution

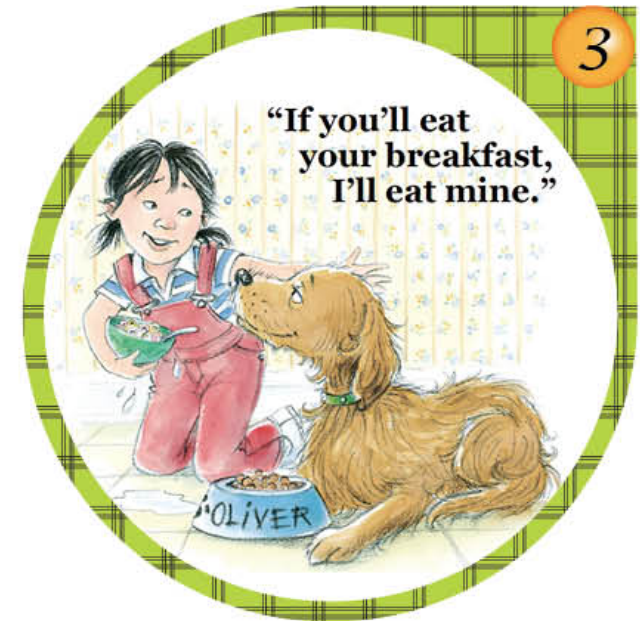
**Vocabulary strategy**

Multiple meaning words

## Warm-up

02:00

Recall the last lesson and describe the following pictures with one or two sentences.







# Let's Go!



# Activity 1—Vocabulary

02:00

Name the pictures.

1



m

2



d

3



g

4



s

t



Choose a word or phrase and make a sentence.

# Activity 2—Vocabulary

02:00

Unscramble the words.

5

sh spl a

---

6

liant bril

---

7

tle set

---

8

vay con

---



Choose a word and ask a question.



# Activity 3—Vocabulary

**01:00**

Read and match.



She put a \_\_\_\_\_ of  
honey in the cup of water.



She graduated from college  
and got a \_\_\_\_\_ job.

**a****full-time****b****spoonful**



# Activity 3—Vocabulary

01:00

Read and match.



She felt a huge surge of relief after talking to the person \_\_\_\_\_.



The worst feeling for me is having \_\_\_\_\_ my parents \_\_\_\_\_.

a

in charge

b

let ... down

# Activity 4 —Sentence Patterns

**02:00**

Answer the questions using the word or phrases in the word bank.

1 Why will you take an umbrella?



I will take an umbrella \_\_\_\_\_ it rains.

2 Do you play games?



No, I don't play games \_\_\_\_\_ I've got nothing else to do.

3 How do you keep your house neat and tidy?



That's easy. I \_\_\_\_\_ like cleaning.

## Word Bank

- happen to
- unless
- in case



**Let's  
Do More  
Activities!**

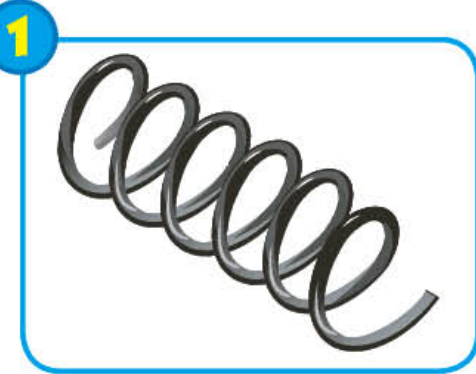




# Activity 5—Vocabulary Strategy

**02:00**

Make sentences with the following multiple meaning words based on the pictures.

**spring**

n. curved metal



n. season



e. g.

1. Don't bounce on the bed.  
You'll break the **springs**!
2. ...

**bark**

n. the outer covering  
of a tree



v. (of a dog) to  
make a loud noise



1. ...
2. ...

# Activity 6—Genre Features

**02:00**

Number the beginning, middle and end in the story **Missing Mark**.

## Missing Mark



**beginning**

**1**

Ashley managed to make friends with Oliver. Oliver began munching food in the end.

**2**

Mark was preparing his luggage for college. His little sister Ashley was so worried.

**3**

After Mark went to college, all the family members missed him a lot. His dog Oliver wouldn't eat.

**middle**

**end**

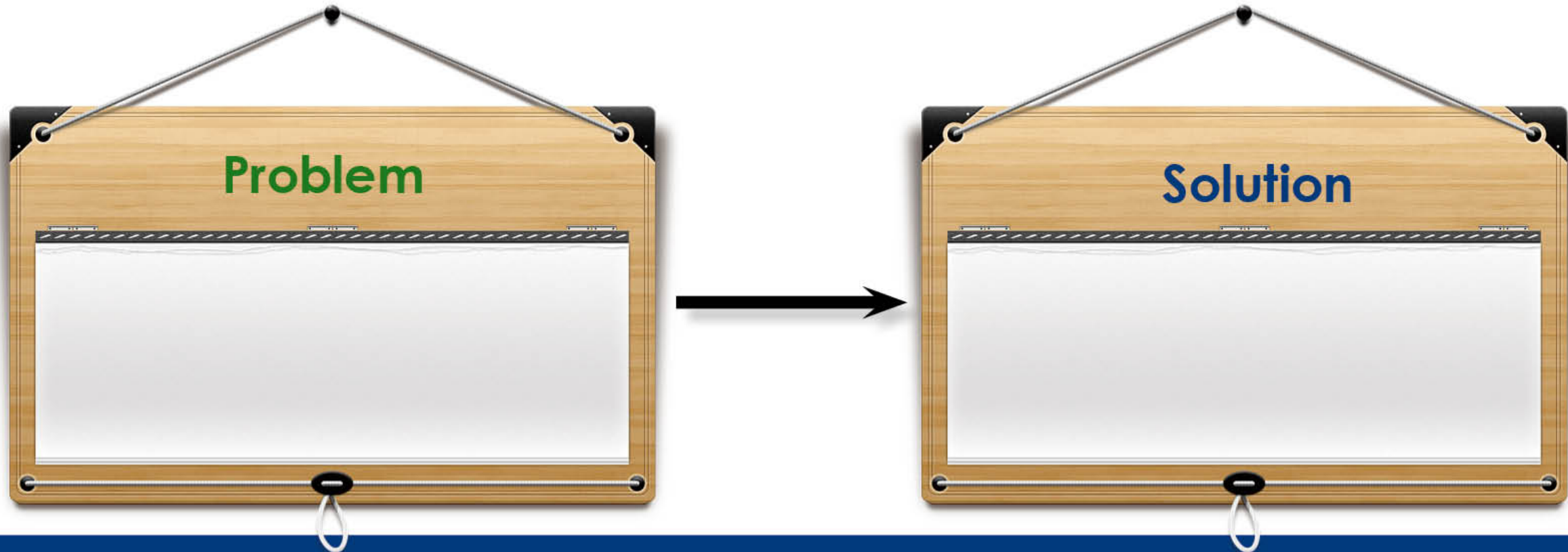


# Activity 7—Comprehension Skill

**03:00**

**What was their problem? If you were John, how would you solve the problem?**

Bob was still mad at his brother John, because John took his model car from his room and broke one of the wheels yesterday. Bob hasn't spoken a word to John since this happened.





# Activity 8—Writing Preparation

03:00

You are going to write a narrative fiction story about a family trip. Look at the picture and answer the questions.



Who are they?

Where do you think they are going?

As a story writer, could you create a problem for them to solve?



# Activity 8—Writing

03:00

Use your imagination, and write down the story outline.

characters

setting

plot

Problem

Solution



Write a narrative fiction story after class.

# Wrap-up

01:00

Today we reviewed:

## Vocabulary

gardening, brilliant,  
convey, sweet tooth,  
in charge, let down,  
droop, splash, settle,  
spoonful, munch, full-  
time

## Sentence Patterns

unless ...  
happen to do sth





We also reviewed:

## Genre

A narrative fiction story often has beginning, middle, and end.

## Comprehension Skill

Problem and solution

## Vocabulary Strategy

Multiple meaning words:  
e.g. spring, bark



# See You Soon!

**51TALK**

