

# Unit 01

## How to Draw in the Sky

### (Nouns) What is a noun?

- A noun is a word that refers to a thing, a person, an animal, a place, a quality, an idea. It is recognized by its position in a sentence. Nouns often come after articles or other determiners.
- In a sentence, nouns can play the role of subject, object, and complement.

#### Example

**Jake** is a talented **photographer** living in **Boston**.

He often travels to **Canada** by **train**.

He asks **Ali** to take care of his **dog**.

Ali prepares some **snacks** and **toys** from a **shop**.

They will have a great **time** together.

⊕ Circle all the nouns in the sentence.


1. There was a little cat in front of the city hall.
2. The boys were throwing a ball back and forth.
3. Did the students find the boxes?
4. I bought a pen from a nearby stationery store.
5. The information from the newspaper was not correct.
6. A vegetarian is a person who only eat vegetables.
7. Some people drink coffee in the morning.

⊕ Circle the function of underlined noun in each sentence.

- |  |                                 |
|--|---------------------------------|
| 1. Harper plays the <u>violin</u> as a hobby.      | (subject / object / complement) |
| 2. My aunt is a famous <u>engineer</u> .           | (subject / object / complement) |
| 3. I painted the <u>doghouse</u> with my friends.  | (subject / object / complement) |
| 4. The <u>dog</u> followed the cat to the park.    | (subject / object / complement) |
| 5. <u>Gabriella</u> sent a letter to her parents.  | (subject / object / complement) |
| 6. Eddie is a promising new <u>writer</u> .        | (subject / object / complement) |
| 7. The <u>bus</u> arrived late due to traffic jam. | (subject / object / complement) |
| 8. Brush your <u>teeth</u> regularly.              | (subject / object / complement) |

**Exercise**

Choose three sentences from the answer and say them in 3 seconds to your teacher without your book.



# Unit 01 How to Draw in the Sky

# UNIT 01

How are **fireworks** created? They all start with gunpowder. The colors are created by combination of special chemicals with gunpowder. These chemicals burn with different-colored flames. Surprisingly, most of these chemicals are kinds of salt. They also mix **flakes of** metal with the gunpowder. When the powder explodes, these flakes become glowing hot, creating a shower of sparks. It really depends on **what chemicals are used** because different colors burn with different chemicals.

**Sounds** are heard during the burst of fireworks because there is **an expansion of the intense heat**. In the form of a wave, the air is pushed outward. Your ears pick up this **wave** as a loud sound. Sometimes your chest and feet can also feel the wave vibrating. This is similar to how lightning creates thunder. The hot gas combustion creates whistles. Fireworks makers put tiny paper whistles inside the shells. When the stars, the **sparkling or colored gunpowder** rolled into small balls, combust, the hot gases blow the whistles, creating the sound. Stars can be a single color or be layered with diverse colors.

As the ball is packed with stiff paper shells, it can consist of hundreds of stars in one shell. If the firework maker packs the stars in a globe shape, the firework will explode in a globe of fire. If packed in a star shape, the shell will explode into a star. **An explosion** in a smiley face may also appear, if the shell is packed in a smiley-face shape.

Each firework utilizes a specific series of fuses that makes the explosions different. The first fuse, called a leader, lights the charge, sending the firework flying. The **lift** charge then lights a time fuse. The time fuse burns at a steady rate. The firework makers know just how long to make the fuse, so it burns until the shell is at the right height. The time fuse then sets off the bursting charge, **★which** is a ball of gunpowder at the center of every shape, and which explodes and lights the sky. Sometimes a shell will have smaller shells inside it. In that case, the bursting charge lights more time fuses. These will set off the smaller shells at an appropriate time.

## Vocabulary

|                         |   |
|-------------------------|---|
| ▪ <b>combination[n]</b> | the mixture of two or more things that are combined<br>A <b>combination</b> of chocolate and strawberry tastes perfectly fine.                                |
| ▪ <b>expansion[n]</b>   | increase of something in size, number, or importance<br>The rapid <b>expansion</b> caused an accident.  |
| ▪ <b>intense[adj]</b>   | extreme and forceful or feeling very strong<br>He suddenly felt an <b>intense</b> pain in his neck.   |
| ▪ <b>vibrate[v]</b>     | to shake slightly and quickly<br>His voice <b>vibrated</b> when he was on stage.  |
| ▪ <b>combustion[n]</b>  | the chemical process of burning<br>Fuel <b>combustion</b> produces air pollution.   |
| ▪ <b>chemical[n]</b>    | a substance that is produced by a reaction involving changes to atoms or molecules<br>Factories release millions of tons of toxic <b>chemicals</b> each year. |
| ▪ <b>combust[v]</b>     | to start to burn<br>We <b>combust</b> coal and other fossil fuels.  |
| ▪ <b>stiff[adj]</b>     | firm or hard<br>Lisa got a <b>stiff</b> cardboard to make her class' bulletin board.  |
| ▪ <b>utilize[v]</b>     | to use (something) for a particular purpose<br>Vitamin C helps your body <b>utilize</b> the iron in your diet.  |
| ▪ <b>fuse[n]</b>        | a string or piece of paper connected to a firework to light<br>Carol lit the <b>fuse</b> and ran.   |

## Reading Comprehension

[1~3] Choose the correct word in the blank below.

Fireworks are made by a mixture of chemicals and gunpowder. 1. \_\_\_\_\_ the sounds of the fireworks are created by the expansion of the heat around the fireworks, the stars are the colored gunpowder rolled into small balls. 2. \_\_\_\_\_, each firework makes different explosions according to the series of fuses. In some cases, the bursting charge should light more time fuses 3. \_\_\_\_\_ the smaller shells will set off.

1.
  - a. For example
  - b. While
  - c. In addition
  - d. However
  
2.
  - a. Moreover
  - b. Like this
  - c. To conclude
  - d. Yet
  
3.
  - a. but
  - b. however
  - c. also
  - d. because
  
4. What is the passage mainly about?
  - a. The history of fireworks
  - b. Smaller shelled fireworks
  - c. The mechanism of the firework
  - d. How fireworks cause danger in people's lives

[5~7] Write T if statements are true or F if statements are false according to the passage.

5. The color of the fireworks are created by paint mixed with gunpowder. ....

6. Chemicals that make up fireworks are mostly kinds of salts. ....

7. The shape of the explosion depends on how the shell is packed. ....

8. The word **lift** in the passage is CLOSEST in meaning to

- a. plunge
- b. elevate
- c. submerge
- d. drop

9. The phrase **flakes of** in the passage is CLOSEST in meaning to

- a. junks of
- b. lumps of
- c. bits of
- d. chunks of

10. Which of these sentences is NOT true?

- a. The sounds are produced due to the combination of reactive materials.
- b. There are tiny paper whistles inside the shells of the firework.
- c. Stars could be mono-colored or layered with different colors.
- d. Stars are packed according to th<sup>e</sup> shape of the outcome.

11. Which of these statements is true?
- a. Fireworks cannot produce different explosions.
  - b. The leader lights the charge which could stop the firework from flying.
  - c. The firework makers do not know how much fuse to cut.
  - d. There are cases where a shell has smaller shells inside it.
12. What does ★which in paragraph 4 refer to?
- a. time fuse
  - b. shell
  - c. bursting charge
  - d. leader
13. What can be inferred from the passage?
- a. Fireworks come only in one color.
  - b. The whistling sound of fireworks is created by cold air.
  - c. All fireworks are created uniformly.
  - d. Firework makers should be experts working with precision.
14. According to the passage, what is made in the same way as the sounds of the fireworks?
- .....
- .....
- .....
15. According to the passage, what could happen if the ball is packed with stiff paper shells?
- .....
- .....
- .....



# CHECK LIST ✓

Date: . .



## Video Lecture

- Have you watched the video lecture at least 2 times before the class?
- Have you watched the video lecture after the class?



## Vocabulary

- Did you study the vocabulary listed next to the reading passage?
- Did you review what you got wrong on this unit's test?



## Grammar

- Have you understood the points of this unit's Grammar Exercise?
- Have you answered the questions on the Grammar Exercise?
- Please review what you got wrong. Did you understand why you got wrong?



## Reading Comprehension

- Have you read the stories carefully?
- Have you answered all the questions on this unit's reading comprehension?
- Did you figure out all of the exact reasons (or supporting details) for each question's answers?
- Please review what you got wrong. Did you understand why you got wrong?

Teacher Signature

Parent Signature