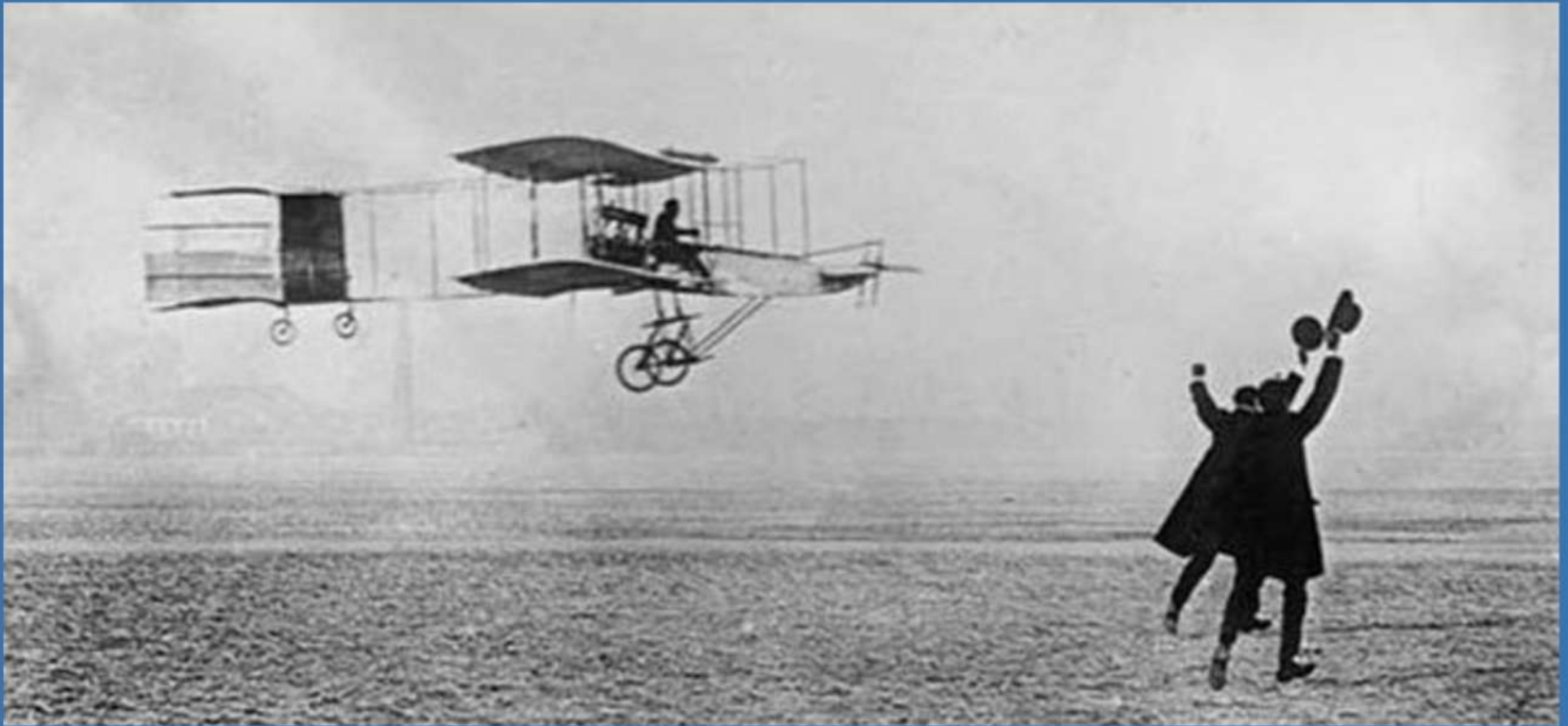


Super English



Unit 19 - Lesson 1 - Airplanes

Vocabulary



English!

A close-up photograph of a hand holding a purple marker, drawing the word "English!" in a colorful, cursive font on a white surface. The letters are colored: 'E' is purple, 'n' is orange, 'g' is blue, 'l' is purple, 'i' is red, 's' is green, and 'h!' is blue. Two thick purple strokes are drawn below the word, and the tip of the purple marker is visible on the right.

Airplanes - Vocabulary

aircraft: any vehicle, with or without an engine, that can fly, such as a plane or helicopter (n)



The small **aircraft** landed smoothly on the grassy airstrip.

Airplanes - Vocabulary

controls: devices that are used to operate a machine, vehicle, or aircraft (n)



The pilot explained how the **controls** of the airplane worked.

Airplanes - Vocabulary

propeller: a device with two or more long, flat blades that turn quickly and cause a ship or an aircraft to move forward (n)



The pilot checked the airplane's **propeller** before flying the plane.

Airplanes - Vocabulary

tilt: to cause to lean, incline, slope, or slant (v)



The dog **tilted** its head to the side and looked at me funny.

Reading



Dreams of Flying

Have you ever sat in an airplane, looking out at the clouds, and wondered how humans first learned to fly? The story of flight is filled with dreamers, failures, and amazing successes. Long ago, people watched birds and thought, “Why can’t we do that too?” Of course, flying wasn’t as simple as moving your arms like wings. It took courage, experiments, and creativity to turn those dreams into real flying machines.



1. What inspired humans to want to fly?
2. Do you think people today are still dreamers like the early inventors? Why or why not?

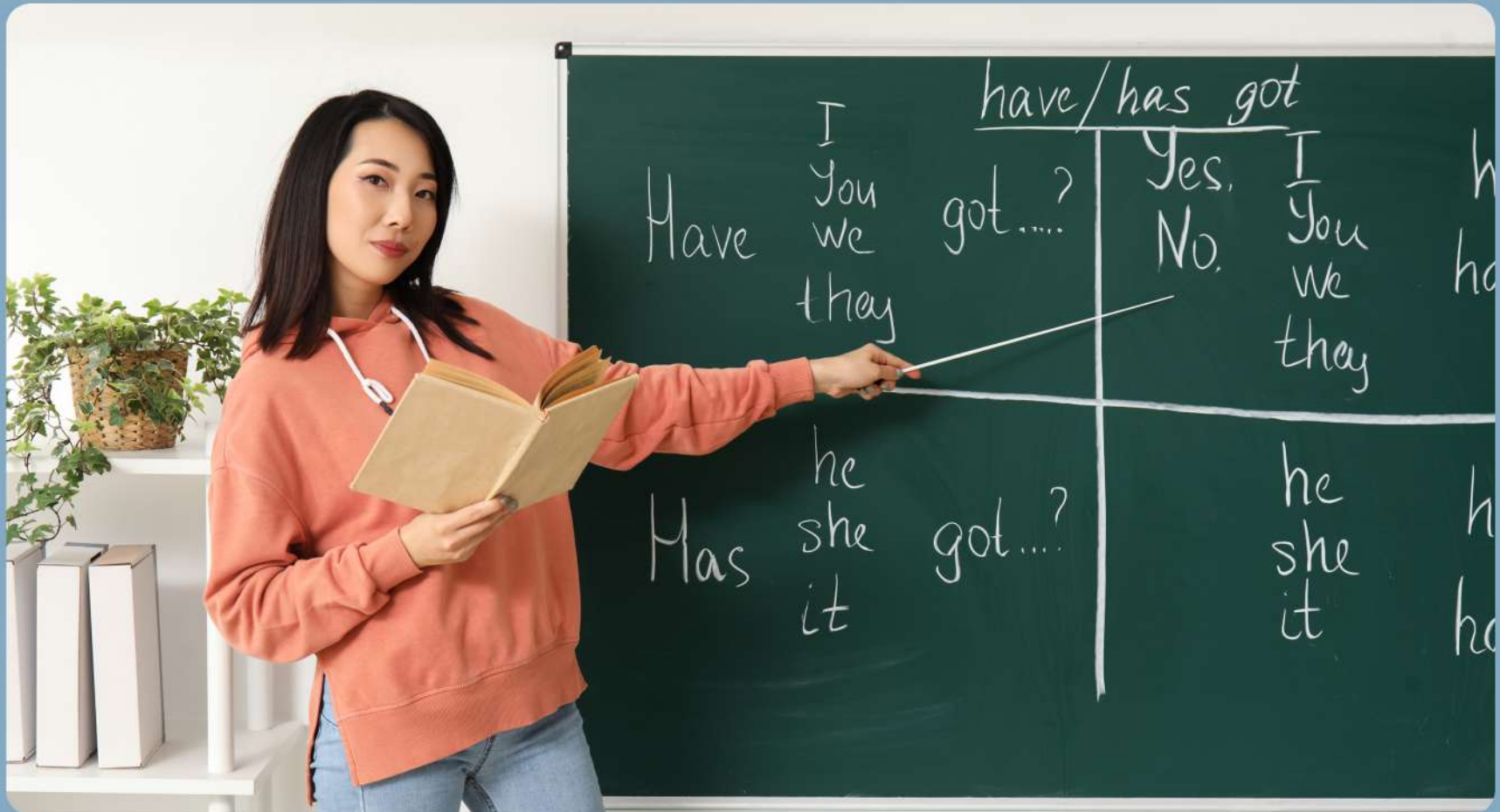
Early Experiments



1. What type of flying invention came in the 1700s?
2. Do you think experiments that fail are still valuable? Why or why not?

The journey started with simple kites in China about 3,000 years ago. Then, in the 1700s, brave explorers floated high in hot air balloons. These were exciting first steps, but something faster and more powerful was needed. In the 1400s, Leonardo da Vinci sketched designs of flying machines and even something like a helicopter. His ideas stayed on paper, but they inspired others to try. Step by step, humans moved closer to creating a true aircraft.

Grammar



be able to

We use '**be able to**' to describe someone's ability or possibility to do something. We often use it like '**can**' or '**could**.'

Present Tense:

I **can** swim across the lake.

I **am able to** swim across the lake.



Past Tense:

I **could** run fast when I was young.

I **was able to** run fast when I was young.



Let's Talk!



Dialogue - Airplanes

Role play with your teacher!

Daniel: Hey, have you ever been in a small plane before?

Trent: Yes, once. Small aircraft are so different from big planes.

Daniel: Oh, really? Was it scary?

Trent: A bit. I noticed the pilot adjusting the controls often.

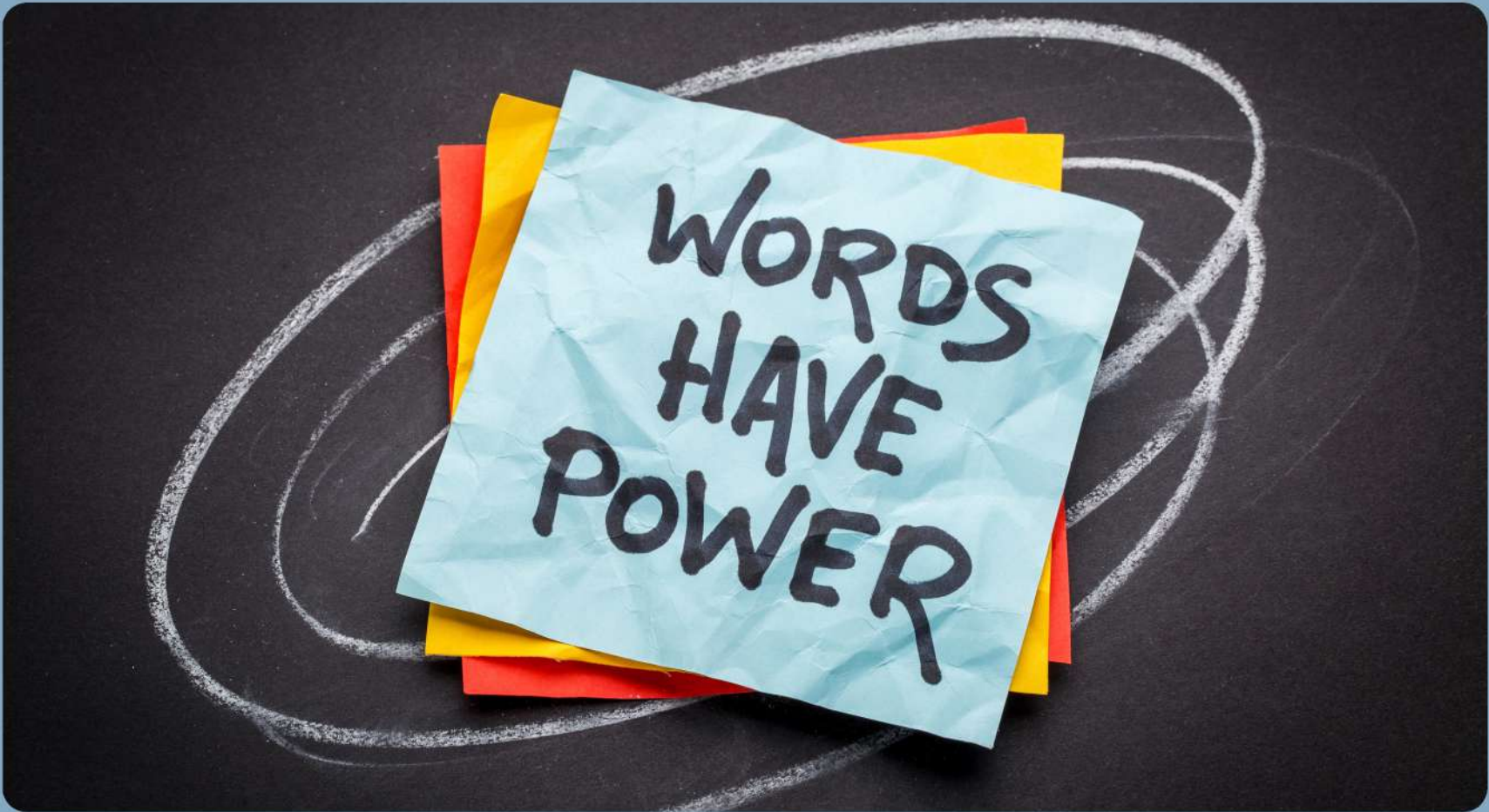
Daniel: That sounds exciting! Did you get a good view?

Trent: Yes! Especially when my window tilted toward the ground.

Daniel: I'd love to try it someday. Any advice?

Trent: Just enjoy the ride and watch the propeller spin! It's cool.

Unlocking Word Parts

A stack of three sticky notes (light blue, yellow, and red) is placed on a dark chalkboard. The top light blue note has the words "WORDS HAVE POWER" written in bold, black, hand-drawn capital letters. The entire stack is surrounded by several concentric, hand-drawn white chalk circles on the chalkboard surface.

**WORDS
HAVE
POWER**

Consonant Blends

Let's practice 'scr' and 'str' words!

Scrupulous
Scrimmage
Scriptorium
Scrivener
Scrutinize
Scruple
Scraggy



Stratagem
Stratification
Strepitous
Strenuous
Stringent
Stridency
Stratosphere

See you next time!

