DISCUSSION

WHAT KINDS OF TECHNOLOGY DO YOU USE EVERY DAY?

CAN TECHNOLOGY SOMETIMES CAUSE PROBLEMS? GIVE EXAMPLES.

DO YOU BELIEVE IN "MAGIC" RELATED TO TECHNOLOGY?

MATCH THE WORDS WITH THEIR MEANINGS.

magic — something supernatural or mysterious

glow — to shine softly

apologize — to say sorry

future — time that will come after the present

friendship — a relationship between friends

THE MAGIC PHONE

Rina was a junior high school student who lived with her grandmother in a quiet small town. One afternoon, while cleaning an old wooden drawer, she found a dusty smartphone with a golden button on the back. Curious, she pressed it — and suddenly, the screen lit up, showing moving images from the past and future.

At first, Rina was amazed. She used the phone to see what questions would appear in her school tests and who would win class competitions. Each time she used it, she succeeded — and her classmates started to call her "lucky." Rina felt proud, but she never told anyone about the magic phone.

One day, the phone showed a future image that made her panic: a fire burning her grandmother's house. She tried to prevent it by unplugging devices, hiding matches, and checking the gas stove every hour. Her grandmother noticed Rina's strange behavior and became worried. Rina didn't want to tell the truth because no one would believe her.

The more she used the phone, the more it drained her energy. Her grades dropped and she began to sleep badly because of fear. Finally, one night, the phone showed the same burning house again — this time she saw herself carrying the phone inside the fire.

Terrified, Rina realized her obsession with knowing the future might be causing the future. She threw the phone into the river and the glowing light disappeared forever.

From that day on, Rina learned that some things are better left unknown, and living with uncertainty is part of being brave.

READING & STEP-BY-STEP COMPREHENSION

Step-by-step method for answering comprehension questions

Use these 4 steps for each question.
1. Skim the text (30-60 sec) — read the first and last sentences of each paragraph to get the main idea.
2. Scan for key words — find exact words or names from the question (e.g., "fire", "grandmother", "phone").
3. Read the sentence(s) around the key word to get the full answer and evidence from the text.
4. Write your answer in one or two sentences and include a short quote or phrase from the story as proof (e.g., "the phone showed a future image...a fire burning her grandmother's house").

COMPREHENSION QUESTIONS (USE THE 4-STEP METHOD)

1. Who is Rina and where does she live?

2. What did Rina find and how did she first use it?

3. What did the phone show that made Rina panic? (Give the exact image.)

4. Describe three ways Rina tried to prevent the disaster.

5. What negative effects happened to Rina because she used the phone often?

6. What did Rina see in the final image that convinced her to stop using the phone?

7. How did Rina solve the problem?

8. What lesson (moral) does the story give? Use your own words and one phrase from the text.

HOW TO IDENTIFY EACH PART?

- **Orientation (Who, Where, When)**

How to write/find it: Look for the sentence that introduces the main characters and setting. Usually at the start.

Example from story: "Rina was a junior high school student who lived with her grandmother in a quiet small town."

- **Complication (Main problem / conflict)**

How to write/find it: Find where the main trouble begins — a change or danger that causes tension. It often contains verbs like suddenly, discovered, realized, panicked.

Example from story: "The phone showed a future image...a fire burning her grandmother's house." (this creates the main conflict)

- **Development (optional sub-problems / attempts)**

How to write/find it: Note actions the character takes to solve or react to the complication. These paragraphs show attempts and rising tension.

Example from story: Rina unplugging devices, hiding matches, checking the stove; getting drained and anxious.

- **Resolution (How the problem is solved)**

How to write/find it: Find the action that ends the conflict and returns normality. Look for verbs like realized, decided, solved, stopped.

Example from story: "She threw the phone into the river and the glowing light disappeared forever."

- **Coda / Moral (Why the story matters)**

How to write/find it: The last sentence(s) tell the lesson or general message. It answers: what did the character learn?

Example from story: "Rina learned that some things are better left unknown..."

LANGUAGE FEATURES TO NOTICE (AND USE WHEN WRITING)

- Tense: Past simple for events (Rina was, found, pressed).
- Time connectors: one day, at first, finally, from that day on.
- Signal words for complication: suddenly, panic, terrified.
- Dialogue (optional): Use short direct speech to show emotion.
- Emotion words: panic, terrified, amazed, proud, drained.

LISTEN TO THE AUDIO

1. Listen carefully to the story in the audio
2. While listening, take notes on these guiding questions:
   - Who is the main character?

   - Where and when does the story happen?

   - What is the main problem?

   - How is the problem solved?

   - What is the moral lesson?

3. After listening, compare your notes with a partner.
4. Together, decide which part belongs to Orientation, Complication, Resolution, and Coda.

SPEAKING PRACTICE (PAIR WORK)

1, In pairs, discuss what happened in each part of the story.
2. Take turns retelling the story in your own words.
   - Student A tells the Orientation and Complication.
   - Student B tells the Resolution and Coda.
3. Use past tense and connective words (then, after that, finally, in the end).
4. Pay attention to pronunciation and intonation when you speak.
5. The teacher will listen and give feedback on:
   - Fluency
   - Correct structure
   - Expression and voice clarity

STUDENT A

STUDENT B

WRITING PRACTICE

Guided material: how to write each part

Use these prompts and sentence starters.
- Orientation (Who, Where, When)

What to include: main character, relation, place, short context.
Prompts: Who is the main character? Where do they live? What is their daily life?
Starters: Once upon a time, there was... / Rina was a ... who lived in ... / One afternoon, while ...

- Complication (Main problem / conflict)

What to include: the event that changes normal life and creates tension; clear description of the danger or dilemma.
Prompts: What unexpected event happened? Why is it dangerous? How does it affect the character?
Starters: Suddenly, ... / One day, ... showed that ... / Because of this, ...

- Development (Attempts / rising action)

What to include: two or three attempts the character makes to solve the problem; each attempt should raise stakes or show a new consequence.
Prompts: What did the character try? Did things get better or worse? What new problem appears?
Starters: At first, she tried to ... / However, ... / But then, ...

- Resolution (How the problem is solved)

What to include: the final action/decision that ends the problem; must be believable.
Prompts: What decision finally solves the problem? What happens after?
Starters: Finally, she ... / In the end, ... / She decided to ...

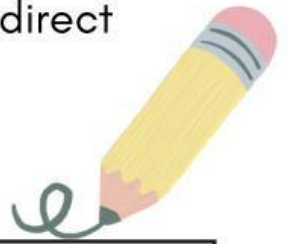- Coda / Moral (Short reflection)

What to include: the lesson learned or final comment connecting to readers' lives.
Prompts: What did the character learn? What should we remember from this story?
Starters: From that day on, ... / The story shows that ... / The lesson is ...

INSTRUCTIONS

- Write a short narrative (120-160 words) using the structure above.
- Use past tense and at least 3 time/connective words (first, then, finally, at last, meanwhile).
- Include at least one emotion word and one short direct sentence (example: "I'm sorry," she said.).