

UNIT 01



How to Look Good in Photos

✓ 단원 설정 취지

디지털 카메라와 휴대폰 보급의 대중화로 사진 찍기는 십대들의 일상적인 취미 활동이 되었다. 이에 본 단원에서는 사진을 잘 찍고 찍히는 방법에 관한 실생활에서 활용하도록 한다. 또한 요청을 하거나 가능성 정도를 나타내는 표현을 익힘으로써 일상생활에서 자유롭게 구사할 수 있는 능력을 키울 수 있도록 한다.

☆ 단원 목표

의사소통 가능	<ol style="list-style-type: none"> 요청하기 가능성 정도 표현하기 	<ul style="list-style-type: none"> Do / Would you mind taking a picture of me? Maybe he'll understand.
언어 형식	<ol style="list-style-type: none"> 간접 의문문 The +비교급 ~, the +비교급 ... 	<ul style="list-style-type: none"> Do you know how we can get rid of this feeling? The more comfortable you feel, the more natural you will look in the photos.

- 가능성 정도를 표현하는 대화를 듣고, 이해할 수 있다.
- 상대방의 요청에 대해 승낙하거나 거절하는 대화를 할 수 있다.
- 사진을 잘 나오게 찍는 방법에 대한 글을 읽고 내용을 파악할 수 있다.
- 자신이 좋아하는 사람에 대한 짧은 글을 쓸 수 있다.

차시	학습 내용	주요 교수·학습 활동	CD-ROM 활동	준비물
1	Listen & Talk 교 10~11쪽	<ul style="list-style-type: none"> • 대화를 듣고 내용 확인하기 • 요청하고 대답하는 대화 연습하기 • 가능성 정도 표현하는 대화 연습하기 	<ul style="list-style-type: none"> • Words & Phrases • Speed Quiz Game 	<ul style="list-style-type: none"> • 학생용 워크북 (W 5쪽) • 수준별 활동 자료 (Z 128~129쪽)
2	Conversation Zone 교 12~13쪽	<ul style="list-style-type: none"> • 대화를 듣고 빈칸 완성하기 • 단어 내 강세 및 문장 내 강세 연습하기 • 짝과 대화하고, 발표하기 	<ul style="list-style-type: none"> • Memorize Game S • Erasing Game S • Animation • Video Clip 	<ul style="list-style-type: none"> • 수준별 워크시트 (Z 132~135쪽) • 수준별 활동 자료 (Z 130~131쪽)
3~5	<ul style="list-style-type: none"> • Read • Read & Do 교 14~19쪽	<ul style="list-style-type: none"> • 사진 잘 찍는 방법에 대한 조언 글 읽기 • 글의 내용 이해 점검하기 • 주어진 주제에 대해서 우선 순위 정하고, 대화하기 	<ul style="list-style-type: none"> • Speed Game S 	<ul style="list-style-type: none"> • 워크시트 (Z 110~111쪽)
6	Grammar Heroes 교 20~21쪽	<ul style="list-style-type: none"> • 간접 의문문 구문 익히기 • The +비교급 ~, the +비교급 ... 	<ul style="list-style-type: none"> • Grammar PPT • Grammar Game • Pattern Drill 	<ul style="list-style-type: none"> • 학생용 워크북 (W S 6~7쪽)
7	Write Now 교 22~23쪽	<ul style="list-style-type: none"> • 문장을 완성하고 조언하기 • 좋아하는 사람에 대해 글 쓰고, 말하기 		<ul style="list-style-type: none"> • 학생용 워크북 (W S 8쪽)
8	Real-life Zone 교 24~25쪽	<ul style="list-style-type: none"> • 사진 찍을 때 하는 말에 대한 제안 말을 듣고 빈칸 채우기 • 사진 찍을 때 하는 말에 대한 제안 글을 완성하고 말하기 • 제한 시간에 주어진 상황에 맞게 답하기 	<ul style="list-style-type: none"> • Animation 	
9	<ul style="list-style-type: none"> • Board Game • Quiz & Check 교 26~27쪽	<ul style="list-style-type: none"> • CATCH THE SENTENCES! 보드 게임하기 • 듣기, 말하기, 읽기, 쓰기 문제 풀기 		
10	Test Yourself 교 28~29쪽	<ul style="list-style-type: none"> • 단원 형성 평가 문제를 풀며 총정리 하기 		

*CD-ROM은 매 시간 준비하도록 한다.

준비물 CD-ROM, 학생용 워크북, 수준별 활동자료

1 차시

학습 목표

- 요청하는 대화를 듣고, 앞으로 할 일을 말할 수 있다.
- 정중하게 요청하고 긍정이나 부정으로 답하는 대화를 할 수 있다.
- 가능성 정도를 나타내는 표현이 나오는 대화를 듣고, 세부 내용을 파악할 수 있다.
- 추측이나 가능성을 나타내는 표현으로, 간단한 역할극을 할 수 있다.

Warm Up 도입

1) Greetings _ 인사

- T** Hello, everyone. I'm your new English teacher. Nice to meet you.
- S** Nice to meet you, too.
- T** A new semester has just started. You are now in the third year of middle school. How do you feel about that?
- S** Great!/ Excited!/ Nervous!
- T** You must be nervous and excited at the same time. Don't worry. I'll help you with English.



지도상의 유의점

- 도비라의 그림에 대해 학생들이 자유롭게 생각해보고, 이야기를 나누면서, 주제 단원에 대한 흥미도를 높인다.
- 단원의 학습 목표를 함께 큰 목소리로 읽어보며, 학습 목표를 학생들에게 명확히 주지시킨다.

첫 시간에 사용할 수 있는 영어시간 규칙 제안

Teacher Lee's classroom rules:

- Be on time.
- Do your homework at home.
- Raise your hand when you have a question.
- Don't eat food in class.
- Respect your teacher, your friends, and school property.

2) Motivation _ 동기 유발

단원 시작 페이지의 이미지 정보와 Look의 내용을 통해, 1단원의 주제를 소개한다.

- T** Today, we're starting Unit 1. What is the title?
- S** It's "How to Look Good in Photos."
- T** What do you think this unit is about?
- S** Maybe it's about taking pictures.
- T** Right, in this unit, we'll read some tips about how to look good in photos.

Use Everyday English의 내용을 보면서 학습 목표를 소개한다.



CD-ROM

단원의 새로운 단어를 소개하거나 학습할 때 CD-ROM의 "Words & Phrases"를 활용한다.

- T** Let's go over the new words from this unit.

Listen & Talk

A Listen 1

1. Look and think _ 보고 추측하기

- T** Look at the pictures in part A. What is the boy doing in the pictures?
- S** He's studying English! / He's enjoying a concert! / He's listening to music!
- T** Good! In the first picture, he is studying English. In the second picture, he is at a concert. In the third picture, he is listening to music with his headphones.

2. Listen and choose _ 듣고 첫 번째 문제 풀기

대화를 듣고, 진수가 하고 있는 일을 찾아 표시하게 한다.

- T** Now, let's listen to the dialog and find out what Jinsu was doing.
- S** He was listening to loud music with his headphones.

3. Challenge _ 듣고 두 번째 문제 풀기

대화를 듣고, 진수가 할 일로 알맞은 것을 찾게 한다.

- T** Listen to the dialog and draw a line to make a correct sentence. What will Jinsu do?
- S** He will turn the volume down right away.

B Talk 1

1. Get ready _ 준비하기

정중하게 요청하고 답하는 표현을 익히게 하고, 예시 대화를 나눈다.

- T** If you want to ask someone to take a picture of you, what would you say?
- S** I would say, "Do you mind ...?" or "Would you mind ...?"
- T** How about when you are replying to a request? What would you say?
- S** I would say, "Of course not!", "Not at all!", "Sorry, I'm really busy now."

2. Let's ask and answer _ 묻고 답하는 짝 활동하기

짝을 이루어 정중하게 요청하고, 긍정이나 부정으로 답하는 대화를 나누게 한다.

- T** Now, let's do a role play using the pictures in your books.

Listen & Talk

Listen 1 What was Jinsu doing?



- Challenge!** What will Jinsu do after the dialog?
- Jinsu will turn ...
- the volume down
 - the music off
 - later.
 - right away.

Talk 1 Ask and answer.

A: Do you mind taking a picture of me?
 B: Of course not. / Not at all.
 A: Sorry, I'm really busy now.



do volunteer work with me. turn up the heat empty the trash

- Script -

▶ Listen 1

Sejin: Jinsu, do you mind turning down the volume?
 Jinsu: Of course not. Is it that loud?
 Sejin: Yes, it is. I can hear your music from your headphones.

▶ Challenge!

Sejin: Jinsu, do you mind turning down the volume?
 Jinsu: Of course not. Is it that loud?
 Sejin: Yes, it is. I can hear your music from your headphones.
 Jinsu: I'm sorry. I'll turn it down right away.
 Sejin: Thanks.

예시 대화

A: Do you mind doing volunteer work with me tomorrow?
 B: Not at all.
 A: Do you mind turning up the heat?
 B: Of course not.
 A: Would you mind speaking quietly?
 B: Not at all.
 A: Do you mind emptying the trash?
 B: Sorry, I'm really busy now.

Listen & Talk

C Listen 2

1. Look and think _ 보고 추측하기

We're going to listen to a dialog. How about having a look at the pictures?

T What did the girl do in each picture?

2. Listen and choose _ 듣고 첫 번째 문제 풀기

대화를 듣고, 세진이 한 일을 찾아 표시하게 한다.

T Now, let's listen and find out. What did Sejin do?

S She left her homework on her desk at home.

T Good job! So, the answer is "b."

3. Challenge _ 문제 풀기

대화를 듣고, 진수의 충고를 완성한다.

T Listen to the dialog and complete the sentence. What is Jinsu's advice?

S Jinsu said to her "Ask Mr. Watson to give you one more day."

T Great!

D Talk 2

1. Get ready _ 준비하기

추측이나 가능성을 말할 때 쓰는 표현을 연습시킨다.

T When you are not certain about something or when you are guessing, you can say, "Maybe ~.", "Possibly ~.", or "Perhaps ~."

2. Let's play Ladder game _ 짝 활동하기

짝과 함께 사다리를 따라가 상황과 그에 따른 추측을 연결하게 한 다음, 이를 이용한 대화를 하게 한다.

T Now, pair up and play Ladder Game. With your partner, connect each picture with a sentence that correctly describes what's happening in the picture.

T In the first picture, why do you think the girl looks angry?

S Maybe she had a fight with her brother.

몇몇의 학생들에게 대화 발표를 시켜본다.

Listen 2 What did Sejin do?



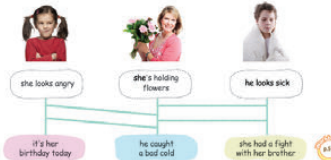
Challenge! What is Jinsu's advice?



Talk 2 Let's play "Ladder Game."

A: Why do you think she looks angry?

B: Maybe she had a fight with her brother.



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- Script -

▶ Listen 2

Sejin: I think I left my homework on my desk at home. What should I do, Jinsu?

Jinsu: Ask Mr. Watson to give you one more day. Maybe he'll understand.

▶ Challenge!

Sejin: Oops, I forgot to bring my science homework.

Jinsu: Really?

Sejin: Yes, I think I left it on my desk at home. What should I do, Jinsu?

Jinsu: Ask Mr. Watson to give you one more day. Maybe he'll understand.

Sejin: Okay, I'll try that.

예시 대화

A: Why do you think she's holding flowers?

B: Maybe it's her birthday today.

A: Why do you think he looks sick?

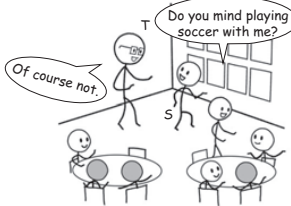
B: Maybe he caught a bad cold.

■ Guess What Happened.

보충

- 준비물 상황 문장 카드 4장, 원인문장 카드 4장(128~129쪽)
- 활동 형태 4명 모둠

- (1) 선생님이 교실의 벽 구석구석에 감청 문장 카드 4장과 원인 문장 카드 4장을 붙인다.
- (2) 선생님이 "Start!"라고 외치면, 각 모둠별 한 명씩 일어나, 벽에 붙은 종이의 내용을 읽고 와서 자신의 모둠에 말해준다.
- (3) 자리에 있던 학생들은 그 내용을 적는다.
- (4) 8개 종이의 내용을 파악하면서, 각각의 상황과 그에 대한 원인을 가장 빨리 연결한 모둠이 이긴다.



심화

- 준비물 상황 문장 카드 4장(128쪽), 모둠별 서로 다른 색상 용지 각각 10장, 테이프
- 활동 형태 4명 모둠 활동

- (1) 선생님은 교실의 벽 구석구석에 감청 카드 4장을 붙인다.
- (2) 선생님이 "Start!"라고 외치면, 각 모둠별 한 명씩 일어나, 벽에 붙은 상황카드의 내용을 읽고 와서 자신의 모둠에 말해준다.
- (3) 자리에 있던 학생들은 각자 모둠에게 주어진 색지에, 왜 그런 상황이 되었는지 적절한 추측 문장을 쓴 다음, 그 상황이 있던 벽에 추측 문장을 가져다 붙인다. 추측이 많으면 많을 수록 좋다.
- (4) 7분 안에(선생님이 정한 시간 안에) 벽에다 가장 많은 추측 문장을 붙인 모둠이 이긴다.
*모둠별 다른 색상의 용지를 벽에 붙이면 어떤 모둠이 가장 많은 추측을 했는지 찾기 쉽다.

〈보충〉

- (1) Get into groups of four.
- (2) I'll put eight cards on the wall. Four cards describe how a person is feeling. The other four cards describe the reason for it.
- (3) When the teacher shouts, "Start!" one person from each group gets up and reads all the cards.
- (4) Then, the person shares what he/she read on the cards to the rest of his or her group.
- (5) After that, you as a group have to match all the cards that describe how a person is feeling with all the cards that describes the reason for it.
- (6) The group that finishes first wins the game.

〈심화〉

- (1) Get into groups of four.
- (2) I'll put four cards on the wall. Each of them describes how a person is feeling.
- (3) When the teacher shouts "Start!" one person from each group gets up and reads all the cards.
- (4) Then, the person shares what he read on the cards to the rest of his or her group.
- (5) After that, you as a group have to guess the reasons why the person on each card is feeling that way and write them down on a piece of paper.
- (6) The group with the most correct guesses wins.

| Wrap Up 정리 |

1) Review _ 복습

- 1 Today, we learned two main expressions. What are those?
- 2 Do you mind taking a photo of me? / Maybe she had a fight with her brother.
- 1 Great! Practice the expressions, "Do you mind ~?" and "Maybe ~."

2) Homework _ 숙제

- 1 Review today's lesson at home and do your workbook.



- 학생용 워크북의 Dictation sheet의 대화를 듣고 받아쓰게 한다.
(받아쓰기는 Listen 1과 Listen 2를 한꺼번에 할 수도 있고 따로 할 수도 있다.)

3) Next Period & Good-bye _ 다음 차시 예고 및 인사

- 1 In the next class, we'll listen to a long dialog and do an activity using the main expressions. You did a good job today. Good-bye.

★ 준비물 CD-ROM, 수준별 워크시트, 수준별 활동 자료



수준별 선택 활동

시간에 따라 또는 학생들의 수준에 따라 말하기 활동을 더 해내거나 선택하여 해 볼 수 있다.



Speaking 훈련하기(40)

* Speaking Drill

warm	cool	people	vegetables
easy	healthy	big	soon
early	fast	strong	comfortable
full	at the top	at the bottom	advice
soft	at the top	at the bottom	natural
interesting	at the top	at the bottom	photogenic
photos	at the top	at the bottom	skin
sooner	light	thinner	smaller
dark	long	heavy	cheaper
information	holidays	money	menus
thick	colorful	space	wide

Speaking 훈련하기(가)

* Speaking Drill

I exercise more.	I run fast.	I get thirsty.	I get sleepy during the day.
I drink water.	The beach are warmer.	It tastes better.	I get (feel) excited/ happy.
I eat healthy foods.	I feel more nervous.	I get confused.	I become healthy.
I have more weight.			I get (feel) a bit stronger.
			I feel good.
I get to sleep better.			I become wiser.
He gets sick.			They are back (at your) health.
I think more about it.			I get (feel) dizzy.
You are young.	It is bright outside.	You learn fast.	
The chocolate is dark.	You explain it more.	I look fat.	I get more headaches.
I get up high.	I stand in a line.	He looks up early.	I feel (get) hungry.

Speaking 함께 하기(50)

* Getting to Know Each Other

*CD-ROM에서 [Worksheet]를 출력하여 이 용한다.

2 차시

학습 목표

- 대화를 통해 요청하는 표현을 익히고, 대화를 완성하여 말할 수 있다.
- [ɔ:] 발음에 유의하여 말하고, 강세에 주의하여 말을 하고 답할 수 있다.
- 짝과 함께 요청하고 답하는 대화를 할 수 있다.

Warm Up 도입

1) Greetings _ 인사

- T** Good to see you. How are you doing, everyone?
- S** Great! Thank you. And you?
- T** Pretty good! Why don't you greet each other?
- S** Hi, Sejin.
- S2** Hi, Jinsu, nice to see you.

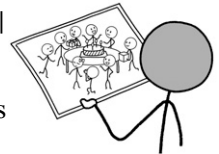
2) Review _ 복습

- T** Do you remember what we learned in the last class? How do you say, “문 좀 닫아 주겠니?” in English?
- S** Do you mind closing the door?
- T** Good job!

3) Motivation _ 동기 유발

[Who are they?]

여러 다양한 표정과 포즈의 사진을 보여준 뒤, 어떤 사진이 가장 멋있게 나왔는지 손을 들어 발표하게 한다.



- T** Look at the pictures. Which photo do you think is the best?
- S** I think _____.
- S** Let's vote. Raise your hands for your favorite photo.
- T** Do you often take a picture of yourself? When can you get a great picture of yourself? Well, there are many ways to take good pictures.

Conversation Zone

Act It Out  Animation

1. Look and think _ 보고 추측하기

- T Who do you think will look good in the photos?
- S I'm guessing the girl on the left.

2. Listen and fill in the blanks _ 듣고 빈칸 채우기

- T Now let's listen to the dialog.
- T You should fill in the blanks while listening.

3. Listen again and check _ 다시 듣고 확인하기

- T Now, let's check the answers. What did you write for the first blank? (1 Try looking at the light before the picture is taken.) What about the second blank? (2 Let me see.) Very good. What goes in the third blank? (3 How did you learn that trick?)



대화 내용의 이해를 점검한다.

1. What's wrong with Mandy's eyes in the picture?
(Her eyes are red.)
2. What did Stephanie suggest?
(She suggested that Mandy should try looking at the light before the picture is taken.)
3. How did Stephanie learn to do a camera trick?
(She took a photography class.)



[오:] 발음이 어떻게 나는지 듣고 따라 발음하게 한다.

- T Let's listen to the words. Pay attention to the bold letters.
 - **c**ourse **m**ore **s**core
- T Let's listen to the sentences and see which words are more stressed.
 - Do you mind taking a picture with us?
 - Of course not.
- T Listen again and repeat the words.

4. Role play _ 역할 놀이하기

- T Practice the dialog with your partner.

Conversation Zone

Use It Out Listen and complete the dialog.

Let me see. How did you learn that trick?
Try looking at the light before the picture is taken.

Mandy: Do you mind taking a picture with us?
Stephanie: Of course not. Let's use my phone. (clicks)
Mandy: Can I see the picture? Oh, my! My eyes are red in the picture.
Stephanie: Maybe it'll prevent red-eye.
Mandy: Okay, I'll try that.
Stephanie: One, two, three, smile! (clicks)
Mandy: Yay! My eyes aren't red anymore.
Stephanie: Yes, you look great.
Mandy: I took a photography class last summer.
Stephanie: Oh, I see.

Let's Check

1. What was wrong with Mandy's eyes in the picture?
2. What did Stephanie suggest?
3. How did Stephanie learn to do a camera trick?

Say It Right

- **c**ourse **m**ore **s**core
- **S**HE
- Do you mind taking a picture with us?
- Of course not.

Practice with your friends.

12 Unit 01

- Script -

Mandy: Do you mind taking a picture with us?
Stephanie: Of course not. Let's use my phone. (clicks)
Mandy: Can I see the picture? Oh, my! My eyes are red in the picture.
Stephanie: Try looking at the light before the picture is taken. Maybe it'll prevent red-eye.
Mandy: Okay. I'll try that.
Stephanie: One, two, three, smile! (clicks)
Mandy: Let me see. Yay! My eyes aren't red anymore.
Stephanie: Yes, you look great.
Mandy: How did you learn that trick?
Stephanie: I took a photography class last summer.
Mandy: Oh, I see.

Work Together

In Pairs A

1. Get ready _ 준비하기

- T What do you say when you want to ask someone to do something for you?
- S I say, "Do you mind ...?" or "Would you mind ...?"
- T Correct!
- T What do you say when you are going to do what he or she asks you to do?
- S I say, "Of course not," or "Not at all."
- T Good!
- T What about when you are not going to do what he or she asks you to do?
- S I say, "I'm sorry, but I can't."
- T Right!

2. In pairs _ 짝과 함께 활동하기

짝과 함께 빙고판으로 게임을 하게 한다.

- T Ask your partner to do something for you. If your partner says he or she can, then you draw an "O." If your partner says he or she can't, then draw an "X."
- T For example, you could say, "Do you mind speaking more slowly?" Then your partner could say, "I'm sorry, but I can't." Then, you draw an "X."
- T The first person to make a line of three "O"s or three "X"s wins.

Work Together

A 책을 이루어 주어진 표현을 읽고 뒤에 자유롭게 써 보세요. 그리고 함께 있는 표현을 활용하여 질문을 한 후, 책이 허락을 하면 O표준, 책이 허락하지 않으면 X표준 하여 같은 표시가 가로나 세로, 또는 대각선으로 일직선이 되면 빙고판을 채웁니다.

Would you mind moving over?

Of course not. / Not at all. (O)

Yes, I would. (X)

→ speak more slowly → tell me the answer

→ move over → help me clean my room

→ turn off your cell phone → open the window

→ keep it down → lend me your notebook

→ tell me the time



B 위의 표현 중 보람에서 유용하게 쓸 수 있는 것을 골라 직접 친구들에게 요청해 보세요.

When I want to know the time, I ask you to tell me the time. "Would you mind telling me the time?" When I want to feel the cool air, I ask you to open the window. "Would you mind opening the window?"



How to Look Good in Photos

예시 대화

- S1: Would you speaking more slowly?
- S2: Of course not.
- S1: Would you mind opening the window?
- S2: Of course not.
- S1: Would you mind lending me your notebook?
- S2: Yes, I would.

Video Clip

When I hear students talking loudly, I would ask them to keep it down. Would you mind keeping it down? (Sorry.)

When I need a notebook to write on, I would ask you to lend me your notebook. Would you mind lending me your notebook? (Yes, I would. I'm using it right now.)

When I can't answer a question, I would ask you to tell me the answer. Would you mind telling me the answer? (Not at all. I'll tell you the answer.)

Presentation B

1. Watch the video _ 예시보기



CD-ROM

동영상

- T Now, we'll watch video clips. Compare them with your work. (동영상을 보여 준다.)

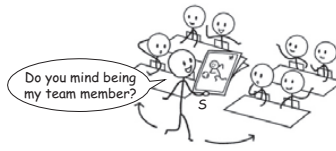
2. Present your work _ 발표하기

- T Now, with the expressions you learned, ask your friends about them. Who would like to present first?
- S I would.
- T Very good. Your presentation was excellent!

- 준비물 수준별 활동지(130~131쪽)
- 활동 형태 전체 활동
- 사용 언어

A: Do you mind ~?

B: Of course not. / Yes, I do.



보충

■ Would You Mind Doing ~?

(같이 활동할 친구 찾기)

- (1) 활동지에 나와있는 그림카드 10개를 보고 돌아다니면서 친구들에게 허락여부를 물어본다.
- (2) 단어카드에 나와 있는 행동을 허락한 친구의 이름을 활동지에 적는다.
- (3) 10개 모두 허락을 하는 학생들을 먼저 모두 찾은 학생 5명에게 상을 준다.

심화

■ Would You Mind Doing ~?

(같이 활동할 친구와 같이 활동하지 않을 친구 찾기)

- (1) 활동지에 나와있는 그림카드 10개를 보고 돌아다니면서 친구들에게 허락여부를 물어본다.
- (2) 단어카드에 나와 있는 행동을 허락한 친구의 이름과 허락하지 않은 친구 이름을 활동지에 적는다.
- (3) 10개 모두 허락하는 친구들과 허락하지 않은 친구들을 먼저 찾은 학생 5명에게 상을 준다.

〈보충〉

- (1) Go around the class and ask your classmates questions using the expressions, "Do you mind ...?", "Would you mind ...?"
- (2) Write down the names of your classmates who don't mind doing what you ask him or her to do. For example, if a classmate says, "Of course not," or "Not at all," write his or her name on your worksheet.
- (3) The first five students to write the names of ten classmates on their worksheets win.

〈심화〉

- (1) Go around the class and ask your classmates questions using the expressions, "Do you mind ...?", "Would you mind ...?"
- (2) Write down the names of your classmates who don't mind doing what you ask him or her to do. For example, if a classmate says, "Of course not," or "Not at all," write his or her name on your worksheet.
- (3) Also, write down the names of your classmates who do mind doing what you ask him or her to do. For example, if a classmate says, "I'm sorry, but I can't," write his or her name on your worksheet.
- (4) The first five students to write both the names of ten classmates who don't mind doing what you ask him or her to do, and the names of ten classmates who do mind doing what you ask him or her to do will win!

| Wrap Up 정리 |

1) Review _ 복습

- T Did you enjoy the game? Let's review what we learned. When you want to ask your friend to do something, what will you say?
- S Do you mind ~?
- T Good. When your friend asks you, "Do you mind ~?", what would you answer if you will do what he or she asks you to do?
- S Of course not. / Not at all.
- T Excellent.

2) Homework _ 숙제

- T You have homework. Read the dialog out loud several times and keep in mind the key expressions we learned today. Can you do it?
- S Sure!

3) Next Period & Good-bye _ 다음 차시 예고 및 인사

- T In the next class, we'll read how to look good in pictures. It'll be very interesting.
- T That's all for today. Any questions? See you in the next class.

3~5 차시

학습 목표

- 본문의 내용을 읽고 글의 주제를 인지한다.
- 본문의 내용을 읽고 사진을 잘 찍을 수 있는 다양한 정보를 인지한다.
- 본문의 내용을 읽고 본문과 관련된 상세한 질문에 답할 수 있다.

Warm Up 도입 |

1) Greetings _ 인사

- T** Hello Everyone! How are you doing, everyone?
- S** Great. How are you?
- T** I'm doing well. Thanks. Is everyone here?
- S** Yes.
- T** Then, let's start today's lesson.

2) Review _ 복습

- T** Let's review what we learned in the last class.

- T** Do you remember what we learned in the last class?
- S** Yes. We made sentences using "Would you mind ...?"
- T** Right. We also practiced dialogs using "Maybe ~."

| Step Up 전개 |

READ

1. Get ready _ 준비하기

- T** Read the task on the top of the page.
- S** 사진에 예쁘고 멋있게 나오기 위한 특별한 비법이 있나요? 본문의 소제목들을 먼저 읽고 사진에 잘 나오려면 어떻게 해야 할지 추측해 봅시다.
- T** Is there any special way to look good in photos? Let's try to guess what you can do to look great in photos as you read the section titles of the passage.

READ 사진이 예쁘고 멋있게 나오기 위한 특별한 비법이 있나요? 본문의 소제목들을 먼저 읽고, 사진에 잘 나오려면 어떻게 해야 할지 추측해 봅시다.

How to Look Good in Photos

Julia couldn't wait to see Ella's birthday party photos. She turned on her computer and went to Ella's website. In most pictures at the party, she blinked or looked angry. On the other hand, everyone else looked great. So, she went to the Internet and found five tips to look great in photos.

● How did Julia look in Ella's birthday party photos?

- sad and angry
- happy and excited
- calm and relaxed



1

Look Natural

We often get nervous in front of a camera. Do you know how we can get rid of this feeling? Make a few small changes in your pose. For example, lean against something or hold something to relax. It can help you feel less nervous and make you feel more comfortable. The more comfortable you feel, the more natural you will look in the photos.

● When you have your picture taken, what can you do to feel less nervous and look more comfortable?

- relax, nervous, lean against, hold, smile
- to be afraid to see, get rid of, to pose, to relax, to smile, to look at



1~2차시 주요 표현

- **Do you mind** taking a picture of me?
- **Maybe** she had a fight with her brother.

지도상의 유의점

- 사진을 잘 찍는 법은 학생들에게 흥미 있는 주제이므로 학생들의 사진과 관련된 사진 경험을 글을 읽기 전에 생각해 보도록 한다.

정보 출처

사진기의 역사

http://www.indianetzone.com/28/history_camera.htm

2. Let's read _ 읽기

- 1 Listen to the CD.
- 1 Now, let's read the story.
- 1 Read the story by yourself first.
- 1 Has everyone finished reading?
- 1 Now, let's read aloud together.
- 1 Now, let's go over some expressions in the text.

다음 질문을 통해 본문의 내용 이해를 점검한다.

- (1) What is the topic of this reading text?
- (2) How did Julia's photos look on Ella's website?
- (3) How can you take pictures more naturally?
- (4) How can you avoid a double chin when it comes to taking pictures?
- (5) How can you avoid blinking when you get your picture taken?

Possible Answer

- (1) How to look good in photos.
- (2) She looked angry.
- (3) Talk to the photographer about something interesting or try changing your pose.
- (4) Place the camera at your eye level or above.
- (5) Just before the picture is taken, close your eyes and have the photographer count to three.

〈교과서 While-reading Activities〉

- Q1 How did Julia look in Ella's birthday party photos?
(She blinked or looked angry.)
- Q2 When you have your picture taken, what can you do to feel less nervous and look more comfortable? (I can lean against something or hold something to relax.)
- Q3 Why should you try to stick your chin out a little bit?
(Your neck will look longer and thinner.)
- Q4 Why should you ask the photographer to take many photos?
(The more photos you take, the better photos you will have.)

지도상의 유의점

- 수업에 대한 학생들의 집중력이 떨어졌을 때는 읽기 릴레이 방법을 사용하면 학생들이 독해 수업에 좀 더 집중할 수 있다.
- 1 Sejin, you read first, and when I say "popcorn," you can select a student who will continue to read. Then, the student who was selected by Sejin will read next.

Words 짚어 보기: English to English



단어의 뜻을 영어로 이해하고, 모르는 단어는 ✓표시를 한 뒤, 사전을 찾아 확인해 봅시다.

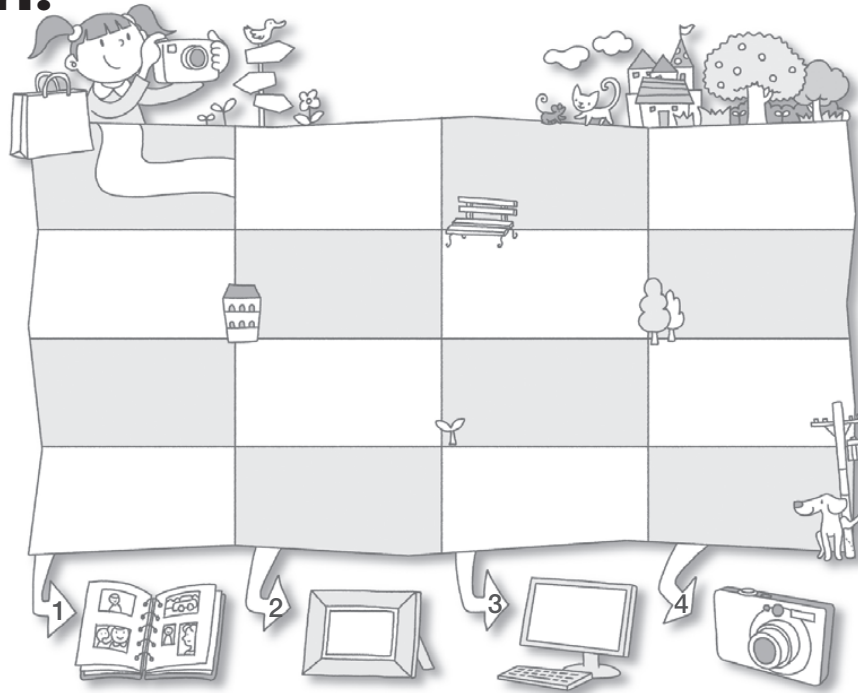
본문 주요어휘

<input type="checkbox"/> blink	v. to close and open your eyes quickly once or several times
<input type="checkbox"/> nervous	adj. feeling worried, afraid, or slightly excited
<input type="checkbox"/> get rid of	to throw away, give away, or sell something that you no longer want or need
<input type="checkbox"/> lean	v. to stand against something to support your weight
<input type="checkbox"/> hold	v. to take or keep something in your hands or arms
<input type="checkbox"/> make sure	to check something in order to be sure about it
<input type="checkbox"/> above	prep. at a higher level than something else
<input type="checkbox"/> below	prep. in a lower place or position
<input type="checkbox"/> chin	n. a part of a person's face below their mouth and above their neck
<input type="checkbox"/> stick A out	to push or stretch something forward or away from you, especially a part of your body
<input type="checkbox"/> view	n. a way of seeing something from certain position or an angle
<input type="checkbox"/> remain	v. 1) to be left after use or time 2) to continue to be in the same place or condition
<input type="checkbox"/> obvious	adj. clear, easy to see, or understand
<input type="checkbox"/> avoid	v. 1) to stay away from someone or something 2) to try to stop something from happening
<input type="checkbox"/> trick	n. an action that is intended to deceive someone

Reading 짚어 보기

주어진 문장이 본문의 내용과 일치하면 T에, 일치하지 않으면 F에 해당하는 방향을 그려넣어 연결한 뒤, Julia가 사진을 주로 보관하는 곳은 어디인지 찾아봅시다. 짝과 겨루어 더 빨리 정답을 찾는 사람이 이깁니다.

Start!



- | | | |
|--|-----------------------------|-----------------------------|
| 1. Julia was the only one who looked great in the party photos. | T: <input type="checkbox"/> | F: <input type="checkbox"/> |
| 2. Julia asked her friends for some tips about great photos. | T: <input type="checkbox"/> | F: <input type="checkbox"/> |
| 3. There are two tips about how to get rid of nervousness. | T: <input type="checkbox"/> | F: <input type="checkbox"/> |
| 4. Changing the angles will help you look more natural in photos. | T: <input type="checkbox"/> | F: <input type="checkbox"/> |
| 5. The lens should be below your eye level to avoid a double chin. | T: <input type="checkbox"/> | F: <input type="checkbox"/> |
| 6. To get good pictures, try turning one-third of your face away from the camera. | T: <input type="checkbox"/> | F: <input type="checkbox"/> |
| 7. You can avoid blinking your eyes by closing and opening them after counting to three. | T: <input type="checkbox"/> | F: <input type="checkbox"/> |
| 8. You can get better photos by asking your photographer to take more of them. | T: <input type="checkbox"/> | F: <input type="checkbox"/> |

Answer 1. F 2. F 3. T 4. F 5. F 6. T 7. F 8. T * 정답: 2(역자)

Read & Do

정답

A. c B. 1. This angle can help you look thinner. 2. Your eyes won't be closed in the picture. 3. You may not look like you have a double chin.
C. 1. b 2. a

Read & Do

A 본문을 다시 읽고, 다음 질문에 대한 답이 될 수 있는 것을 골라 봅시다.

Q: What are some tips to look great in photos?

- a. Don't blink.
- b. Try to look natural.
- c. Use a good camera.
- d. Try to stick your chin out a little.

B 다음 조언에 따라 사진을 찍었을 때의 기대 효과는 무엇인지 본문에서 찾아 밑줄을 긋고 써 봅시다.

1. → _____
2. → _____
3. → _____

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A 본문을 다시 읽고, 다음 질문에 대한 답이 될 수 없는 것을 골라 봅시다.

- T Read the story again and choose the wrong answer to the given question.
- T What are some tips to look great in photos?
- S They are “a,” “b,” “d.” So the answer is “c.”
- T That’s correct.

B 다음 조언에 따라 사진을 찍었을 때의 기대 효과는 무엇인지 본문에서 찾아 밑줄을 긋고 써 봅시다.

- T Write the reasons for doing each of these three things when you get your picture taken.
- T Why should you try posing with two-thirds of your face in view?
- S This angle can help you look slimmer.
- T Why should you close your eyes and open them just before the picture is taken?
- S So your eyes won't be closed in the picture.
- T Why should you make sure the camera lens is at your eye level or above?
- S So your neck will look longer and thinner.
- T Very good!

C 본문을 바탕으로 다음 고민에 대한 알맞은 조언을 하며 짝과 대화해 봅시다.

- T Look at the problems on the left and find appropriate advice on the right. Now, let's go over the answers.
- T What should you do when your face looks big?
- S You should turn one-third of your face away from the camera.
- T What should you do when your neck looks too short?
- S You should try sticking your chin out a little bit.
- T Correct! Now, practice the dialogs with your partner.



■ 얼광 vs. 얼짱 콘테스트!
(미운 오리 상 받기!)

반별로 학습 내용을 바탕으로 얼굴이 이상하게 나온 사진과 얼굴이 예쁘게 나온 사진을 나란히 붙여 교실벽에 게시해 두고 학생들이 투표하게 하여 얼광에서 얼짱으로 탄생한 사람에게 미운 오리가 그려진 왕관이나 스티커를 수여해 보자.

Talk Time

다음 단어 중 사진을 찍는데 중요하다고 생각하는 것의 순위를 정하고, 그 이유에 대해 짝과 대화해 봅시다.

1. Get ready _ 준비하기

- T** Now, it's time to talk! Before we start, let's talk about the four words in the box. Please repeat after me.
- S** (Students read aloud)
- T** Among the four words, which do you think is the most important thing to do when you get your picture taken?
- S** It's making sure that you have a great smile.
- T** What do you think is the least important thing to do?
- S** I think it's brushing your hair again.

2. Task _ 과업 확인하기

- T** Now, tell your partner about the things you should do when you get your picture taken. Put the words in the order of importance.
- T** All done? Would anyone like to share what their partner said?
- S** My partner said that having a good pose is the most important, then brushing your hair, then wearing nice clothes, and then having a good smile.

Wrap Up 정리 |

1) Review _ 복습

- T** It's time to wrap up. Today, we did some reading activities. I hope these helped you remember the main text.

2) Homework _ 숙제

- T** At home, review the reading passage again and memorize all the words you have learned today.

3) Next Period & Good-bye _ 다음 차시 예고 및 인사

- T** Next time, we're going to have a grammar lesson. Please have a look at Grammar Heroes before you come to class.
- S** Yes, Mr./Ms. _____. See you tomorrow!

C 본문을 바탕으로 다음 20인에 대한 알맞은 조언을 하여 의사 대화를 완성하십시오.

1. My face looks big. • n. Try to stick your chin out a little bit.
2. My neck looks too short. • d. Turn one-third of your face away from the camera.



How to Look Good in Photos 19

예시 대화

- A: What do you think is the most important thing to do when you get your picture taken?
- B: To me, it's making sure that I have a great smile.



■ 디지털 카메라에 관련된 용어들!

- 화소: 디지털 화면의 단위로, 표현할 수 있는 가장 작은 점 하나이다. 픽처엘리먼트(picture element)의 줄인 말로 보통은 픽셀(pixel)이라고 부르며 이러한 점이 많을수록 화질이 좋다.
- 불량 화소: 핫 픽셀(무조건 켜짐), 데드 픽셀(무조건 꺼짐).
- 유효 화소: 일반적으로 총화소수중 렌즈의 성능, 손 떨림 방지 등을 위하여 남겨둔 실제 촬영 화소수.
- 해상도(이미지 사이즈): 크다고 좋은 화질의 사진을 얻을 수 있는 것은 아니며 해상도가 크면 큰 사이즈의 사진을 뽑을 수 있다.

6 차시

학습 목표

- 의문사가 있는 간접 의문문을 익히고 사용할 수 있다.
- The+비교급, the+비교급 표현을 익히고 사용할 수 있다.

Warm Up 도입

1) Greetings _ 인사

- T** How are you doing this afternoon?
- S** So good! / Very good. / Pretty good.

2) Review _ 복습

3~4차시에서 배운 내용을 복습한다.

- T** Do you remember what we did last time?
- S** We read about how to look good in photos.
- T** Right. How can we look good in photos?
- S** We should avoid a double chin. (different answers)

3) Motivation _ 동기 유발

[Arranging Words - 언어 형식 소개]

모둠별로 주어진 단어를 재배열하여, 이번 차시에 배울 언어 형식을 담고 있는 문장을 완성한다. 가장 먼저 정답을 칠판에 적는 모둠이 우승한다.



- T** Look at the words on the board. In your group, put the words in the right order.
- T** If you find the answer in your group, come up to the front and write the answer on the board.
- T** The first group who writes the answer on the board wins.

지도상의 유의점

- ▶ 단어 배열 활동을 할 때, 칠판에 해당 단어들 적어준 후 그 단어들 배열하여 문장을 쓰도록 하거나, 모둠별로 단어 카드를 제공하여 카드를 올바른 순서로 배열하도록 할 수 있다.

〈완성된 문장 예시〉

- The more comfortable you feel, the more natural you will look in the photos.
- The more photos you take, the better photos you will have.

Tip Grammar Point

- 의문사가 있는 간접 의문문: 의문사가 있는 의문문이 다른 문장의 일부가 되는 것을 말한다.
eg. I don't know. Why am I so nervous?
→ I don't know why I am so nervous. (나는 내가 왜 긴장이 되는지 모르겠다.)
- The+비교급 ~, the+비교급 ...: '~하면 할수록 ...하다'의 의미를 갖는다.
eg. **The more** I like you, **the more** jealous I feel.
The higher he goes, **the more** nervous he gets.

| Step Up 전개 |



Look and think _ 보고 추측하기

- T How do you think the baby got on top of the building?
- S I think the baby took the elevator.(various guesses)
- T Does the blue monster know how the baby got there?
- S No, he doesn't.
- T Right. He doesn't know how the baby got there.
- T Why does the purple monster look nervous?
- S He is climbing up the building. It makes him nervous.
- T That's right. The higher he goes, the more nervous he gets.

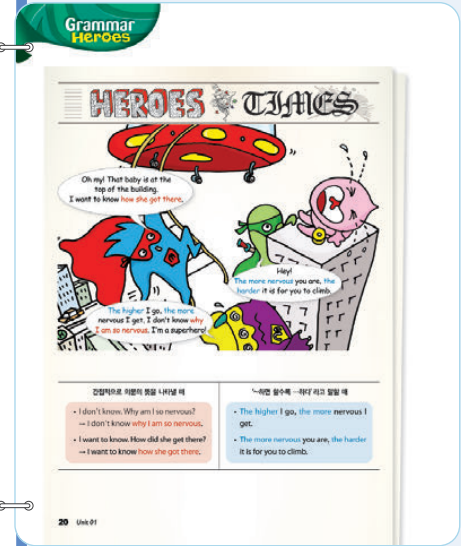
Learn the grammar _ 문법 학습하기 문법 PPT

1 의문사가 있는 간접 의문문

- T Look at the chart below the picture.
- T We have two sentences here, "I don't know." and "Why am I so nervous?"
- T Combine these sentences. What sentence do you get?
- S "I don't know why I am so nervous."
- T Great. We switch the subject and the verb.

2 The+비교급 ~, the+비교급 ...

- T Look at the first sentence in the second column.
Let's read it together.
 - S The higher I go, the more nervous I get.
 - T What does it mean?
 - S 높이 갈수록, 더 많이 긴장된다.
 - T Read the second sentence.
 - S The more nervous you are, the harder it is for you to climb.
 - T What does it mean?
 - S 긴장하면 할수록, 오르기가 어렵다.
- Monsters의 대화를 짝과 함께 연습하며 배운 내용을 확인하게 한다.
- T Practice the monsters' dialog with your partner.



뭐야? 뭐야?

■ 다양한 간접 의문문의 의미

형태	의미
what + 주어 + 동사	무엇을 ~가 ...하는지 ~가 누구인지
who + 주어 + 동사	/ ~가 누구를 ...하는지 / 누가 ~를 ...하는지
when + 주어 + 동사	언제 ~(이)가 ...하는지
where + 주어 + 동사	어디서 ~(이)가 ...하는지
how (old, much ... 등) + 주어 + 동사	어떻게 ~(이)가 ...하는지 (얼마나 오래 ~(이)가 ...하는지, 얼마나 많이 ~(이)가 ...하는지, 등)
why + 주어 + 동사	왜 ~(이)가 ...하는지




- Complete the sentences.
- The warmer the weather, _____.
 - The younger you are, _____.
 - The more expensive it is, _____.

Grammar Check _ 대화 연습 및 문제 풀이

정답

1. (1) where the library is. (2) when the movie starts?
2. (1) the more (2) the longer (3) the more beautiful
3. (예시 답안) when you get up in the morning / where you study after school

1 알맞은 말에 ✓ 표시하고, 짝과 함께 대화해 봅시다. 

(1) A: Where is the library?
B: I don't know. where is the library.
 where the library is.

(2) A: Do you know when the movie starts?
 when the movie does start?
B: It starts at 6 p.m.

2 그림을 보고, 주어진 단어를 알맞은 형태로 바꿔 써 봅시다.



- (1) The more Scrooge has, _____ he wants. (much)
(2) The more Pinocchio lies, _____ his nose grows. (long)
(3) The older Cinderella got, _____ she became. (beautiful)

3  **활동**

짝이 대해 알고 싶은 것 두 가지를 생각하여 문장을 완성해 봅시다. 

I'd like to know what Jenny usually does on weekends.
• I'd like to know _____
• I'd like to know _____

How to Look Good in Photos 21

1 **정답 예시**

S1: Where is the library?
S2: I don't know where the library is.

S1: Do you know when the movie starts?
S2: It starts at 6 p.m.

2 **해석**

- (1) 스쿠루지는 더 많이 가질수록, 더 많은 것을 원한다.
- (2) 피노키오는 거짓말을 더 많이 할수록, 그의 코는 더 길어진다.
- (3) 신데렐라는 클수록 더 아름다워졌다.

1 알맞은 말에 ✓ 표시하고, 짝과 함께 대화해 봅시다.

알맞은 말에 ✓ 표시하면서 간접 의문문을 쓰는 규칙을 익히게 한다.

T Check the great expressions for number one.

짝과 함께 간접 의문문을 활용하여 대화하게 한다.

T Are you finished? Now practice the dialog with your partner.

2 그림을 보고 주어진 단어를 알맞은 형태로 바꿔 써 봅시다.

괄호 안의 낱말을 알맞은 형태로 바꾸어 쓰면서 「The+비교급 ~, the+비교급 ...」 구문의 쓰임을 익히도록 한다.

T Fill in the blanks using the given word.

T You can change the form of the word.

알맞은 답을 썼는지 확인한다.

T Can anyone read the three sentences with the answers?

S1 The more Scrooge has, the more he wants.

S2 The more Pinocchio lies, the longer his nose grows.

S3 The older Cinderella got, the more beautiful she became.

T Great. "Much" becomes "the more," "long" becomes "the longer," and "beautiful" becomes "the more beautiful."

3 짝에 대해 알고 싶은 것 두 가지를 생각하여 문장을 완성해 봅시다.

간접 의문문을 사용하여 자신만의 문장을 쓰게 한다.

T Find a partner.

T Then think about two things you want to know about him / her.

T Now, write the questions using the expression "I'd like to know."

T Would anyone like to share their questions with the rest of the class?

S I'd like to know what you do after class. I'd like to know when you go to bed.

T Very good! Now, write them down.

Grammar Activities

보충 · 심화 공통

Tell Me about Yourself in the Future

(1) 20년 후 자신의 모습을 상상해 보고 주어진 질문에 대한 답을 적는다.

<Questions>

1. What do you do?
2. Who is your husband/wife?
3. Where do you live?
4. What do you like doing on weekends?
5. What do you hate doing?

(2) 간접 의문문을 사용한 질문을 통해 짝을 인터뷰하여 짝의 미래의 모습에 대해 적는다.

<Possible Answers>

1. Tell me what you do.
2. Tell me who your husband/wife is.
3. Tell me where you live.
4. Tell me what you like doing on weekends.
5. Tell me what you hate doing.

(3) 전체 학급 앞에서 짝의 미래의 모습에 대해 발표한다.

<보충 · 심화 공통>

- 활동 유형 Interview Activity
- 활동 형태 짝활동
- 준비물 빈 종이
- 사용 언어 Tell me what you do, etc.

TEE

<보충 · 심화 공통>>

(1) Imagine yourself in 20 years. Here are some questions about you in the future. Answer the questions on a blank sheet of paper.

(2) Now, interview your partner. Find out what your partner will be like in the future. Use the expressions, "Tell me what-," "Tell me who-," and so on.

(3) Who wants to tell us about their partner's future?

예시 대화

S1: Tell me what you do.

S2: I am a scientist.

S1: Tell me who your husband is.

S2: My husband is a famous singer.

S1: Tell me where you live.

S2: I live in New York City.

S1: Tell me what you like doing on weekends.

S2: I like climbing the mountains.

S1: Tell me what you hate doing.

S2: I hate cooking every meal.

Wrap Up 정리

1) Review _ 복습

- T Today, we learned about indirect questions and the expression for “~하면 할수록 더욱 ...하다”
- T Can you tell me any sentences we learned today?
- S “I don't know why I am so nervous.”

2) Homework _ 숙제

- T Review today's lesson at home and do your workbook.



- 학생용 워크북의 문법 Part I과 Part II의 문제를 풀어 보게 한다.
- Part I과 Part II는 한꺼번에 할 수도 있고 따로 할 수도 있다.

3) Next Period & Good-bye _ 다음 차시 예고 및 인사

- T We're going to have a writing class next time. Don't forget to review the expressions we learned today. They will be used next time.
- S Okay. Have a good day!

7차시

학습 목표

- 그림 정보와 표현을 이용하여 문장을 완성할 수 있다.
- 자신이 좋아하는 사람에 관한 글을 쓸 수 있다.

Write Now

A 주어진 그림과 표현을 이용하여 빈칸을 채우고, 문장을 완성해 봅시다.

1. The more you learn, the more you know.

2. The more I exercise, the healthier I become.

3. The happier I feel, the more I play games.

4. The more I listen to music, the more relaxed I become.

C Lucy가 쓴 글을 읽고하여 자신이 좋아하는 사람에 대해 써 봅시다.

About Mr. Anderson

I'd like to know about Mr. Anderson. I want to know what he likes to do in his free time. I want to know what he likes to do more than teaching. I wonder what made her want to teach P.E. more than other subjects. I'd like to ask her what I should do to be better in P.E. class.

About _____

I'd like to know about _____. I want to know _____.

I wonder _____.

I'd like to ask _____.

B 새 학년을 시작하는 친구들에게 할 수 있는 말 2개를 'The+비교급, the+비교급'을 활용하여 써 봅시다.

1. _____

2. _____

Talk Time

1. What does Lucy want to know about Mr. Anderson?

2. Who do you like? What do you want to know about him/her?

22 Unit 01
How to Look Good in Photos 23

Warm Up 도입 |

1) Greetings _ 인사

- T** Hello, everyone!
- S** It's a little stuffy in here. Why don't you open the window nearest you?

2) Review _ 복습

- T** What did we learn about? We learned how to ask indirect questions and how to use comparatives with "the."

Step Up 전개 |

Write Now

정답

- A** 1. the healthier I become 2. the more I smile 3. the earlier you can go
- B** (예시 답안) 1. The more you study English, the more you will like it.
2. The more you practice, the better you get.
- C** (예시 답안) About Ms. Kim. I'd like to know about Ms. Kim. I want to know what she likes to do in her free time. I want to know what she likes to do more than watching TV. I wonder what made her want to teach music more than other subjects. I'd like to ask her what I should do to be better in music class.

A 주어진 그림과 표현을 이용하여 빈칸을 채우고, 문장을 완성해 봅시다.

T Look at the picture and the sentence in the first picture of part A. What will you write after "The more you learn?"

B 새 학년을 시작하는 친구들에게 할 수 있는 말 2개를 "The+비교급, the+비교급"을 활용하여 써 봅시다. (정답 참조)

취미와 'the+비교급' 활용 표현

- 운동(sports)
 - The more I exercise, the healthier I become.
- 게임(games)
 - The more I play games, the more excited I become.
- 음악(music)
 - The more I listen to music, the more relaxed I become.
- 독서(reading)
 - The more I read, the more I know.
- 인터넷(Internet)
 - The more I surf the Internet, the more good information I find.

T Let's write two pieces of advices for the students starting a new year by using comparatives with "the."

T For example, "The more you study, the better student you will become."

C Lucy가 쓴 글을 참고하여, 자신이 좋아하는 사람에 대해 써 봅시다.

T Look at the example. It's about a person Lucy likes. Read it carefully and think of a person you like.

T Now, talk to your partner about a person you like. Talk about who that person is and what kind of person he/she is.

T Now, write about what you want to know about a person you like by filling in the blanks in the table below.

〈명언 예시〉

1. The more you study English, the more you will like it.

2. The more you practice, the better you get.

Talk Time

S1 What does Lucy want to know about Mr. Anderson?

S2 She wants to know what he likes to do in his free time.

S1 Who do you like? What do you want to know about him/her?

S2 I like my homeroom teacher. I want to know what she likes to do in her free time.

| Wrap Up 정리 |

1) Review _ 복습

T Today, you wrote some sentences and advice using comparatives with "the" and an article about the person you like. Do you have any questions?

S No, we don't.

2) Homework _ 숙제



T Review today's lesson at home and do your workbook.

• 학생용 워크북의 쓰기활동 페이지를 해오게 한다.

3) Next Period & Good-bye _ 다음 차시 예고 및 인사

T That's all for today. In the next class, we will do Real-life Zone. See you in the next class.

S Thank you Mr./Ms _____. See you next time!

8차시

학습 목표

- 듣고 빈칸을 채워 '사진 찍을 때 미소를 만드는 단어'에 대한 말을 완성할 수 있다.
- 빈칸을 채워 '사진 찍을 때 미소를 만드는 단어'에 대한 글을 완성하고, 소개할 수 있다.
- 사진 촬영에 대해 나눌 수 있는 대화를 추측해 보고, 주어진 시간에 질문에 적절히 답할 수 있다.

Warm Up 도입 |

1) Greetings _ 인사

- T** Hi, everyone.
- S** Hi, Mr./Ms _____.
- T** Let's get started on today's lesson!

2) Review _ 복습

- T** We learned how to write using comparatives last class. How do you say, "더 많이 운동 할수록, 나는 더 건강해진다" in English?
- S** The more I exercise, the healthier I become.

Real-life Zone

A Take Notes Listen and take notes.

Smile, Please

What do people say when they take a _____?
 In many countries, people say "_____".
 This is to make you _____. Can you think of any other words? How about "_____?" or "_____?"

B Write and Talk Fill in the blanks and talk.

사진을 찍을 때 미소를 짓게 하는 단어를 생각한 뒤, 소개해 봅시다.

What do you say when you take a _____?
 In Korea, we say "_____".
 We do this to _____.
 Can you think of any other words? How about "_____?" or "_____?"

Practice with your friends.

- Script -

G: What do people say when they take a picture? In many countries, people say "cheese." This is to make you smile. Can you think of any other words? How about "peace" or "Kimchi?"

Motivation_ 동기 유발

사진 촬영과 관련해 생각해 보도록 하고, 자유롭게 대화를 나눈다.

- T** Before we start today's lesson, let's share your experience of taking pictures. Is there anyone who wants to share?

Step Up 전개 |

Real-life Zone

A Take Notes

1. Listen and take notes _ 듣고 받아쓰기

사진을 찍을 때 미소를 만드는 단어에 관한 말을 듣고 빈칸을 채우게 한다.

- T** Now, you are going to listen to someone's idea about what to say when someone takes a picture of you. Please fill in the blanks while listening.

2. Listen again and check _ 다시 듣고 확인하기

- T** Are you done? Let's check the answers.

B Write and Talk

1. Read and write _ 읽고 쓰기

- T** Let's look at the passage about what to say when we get our pictures taken.

2. Talk with your group _ 모둠별로 활동하기

- T I want you to share your writing with the whole class.
- T Who wants to volunteer?



1. Understand the situation _ 상황 이해하기

- T Where are the people in the picture? What do you think they are talking about? What can you see in the picture?
- S I think they are visiting a famous place. Some people are posing and others are taking pictures.

2. Prepare and respond _ 대화 준비하기

- T Let's look at the first question. When you want to take a picture for someone else, what should you say?
- S You should say, "Let me take a picture of you."
- T Now, please answer question two. I'll give you 15 seconds to prepare. Are you ready? Go!

3. Respond in time _ 대화 완성하기

- T Please answer question one. I'll give you 15 seconds to respond. Are you ready? Go!

Practice with your friends. _ 활동하기

- T Now, we're going to do a role play in pairs.

| Wrap Up 정리 |

1) Review _ 복습

- T Who can tell me what we have learned in this lesson?
- S We practiced talking about taking pictures.

2) Homework _ 숙제

- T We've practiced lots of useful expressions. You should practice again and again, listening to the CD-ROM.

3) Next Period & Good-bye _ 다음 차시 예고 및 인사

- T I'm so proud of you. In the next class, we will check the things that we've learned by playing a board game. Have a nice day!
- S Have a nice day!

예시 답안

What do you say when you take a picture? In Korea, we say "kimchi." We do this to make ourselves smile. Can you think of any other words? How about "abeoji" or "omeoni?"

모범 답안

- 1. A: Let me take a picture of you.
B: Oh, thank you.
- 2. A: Could you take a picture of us, please?
B: Of course, I could.
- 3. A: Would you mind taking a picture with me?
B: Not at all, I'd love to.
- 4. A: This is a nice place to take pictures, isn't it?
B: Yes, it is.

Challenge

- 1. I'm not good at taking photos.
- 2. You don't look like yourself in this picture.

9차시

학습 목표

- 학습한 내용을 활용하여 "CATCH THE SENTENCES" 게임에 참여할 수 있다. 의문사가 있는 간접 의문문, The+비교급 ~, the+비교급 ...
- 학습한 내용을 듣기, 말하기, 읽기, 쓰기를 통해 확인할 수 있다.

Board Game

CATCH THE SENTENCES!

각자 말뚝 피크업을 해 봅시다.
 1. 2개의 CHECK THE SENTENCES 문장을 읽고 의미를 확인한다.
 2. 문장을 읽고 찾아 온 색인 알맞은 칸에 알맞은 문장을 써서, 다른 사람이 찾을 수 없다.
 3. 모든 문장을 찾아 알맞은 칸에 알맞은 CHECK THE SENTENCES 문장을 써서 내용을 확인한다.
 4. 더 많이 찾아 온 사람이 승리한다.

Please	tell	me	it	is	The
The	Can	what	time	I	happier
louder	you	Do	smile	more	I
he	tell	you	know	the	feel
cries	me	Can	when	the	next
the	where	you	with	angry	bus
angrier	the police station	tell	me	is	is
I	it	me	why	he	coming
get	higher	the	colder	gets	yesterday
The	we	climb	it	better	you
The	more	you	practice	the	get

Check Up!

- Can you tell me where the police station is?
- The higher we climb, the colder it gets.
- Do you know when the next bus is coming?
- Please tell me what time it is.
- The more you practice, the better you get.
- Can you tell me why he is angry with me?
- The louder he cries, the angrier I get.
- The happier I feel, the more I smile.

1 대화를 듣고, 연산에 알맞은 말을 써 봅시다. **듣기**

A: Why are you bringing your bag _____ ?
 B: Maybe it'll be _____ later.
 A: I checked today's weather. It's going to be _____ this afternoon.
 B: Oh, I see.

2 글로 앞에서 알맞은 말을 골라 내용을 완성하고, 연산에 알맞은 말을 써 봅시다. **읽기**

A: Do you mind turning off the TV? I'm trying to study.
 B: (Yes, I do. / No, I don't.) I'll do it right now.
 A: Thanks.

3 다음 글을 읽고, 주어진 문장이 들어갈 곳에 가장 적절한 뜻을 찾아 봅시다.

On the other hand, everyone else looked great.

Julia couldn't wait to see Ella's birthday party photos. (a) She turned on her computer and went to Ella's website. (b) In most pictures, she blinked or looked angry. (c) So, she went to the Internet and found five tips to look great in photos. (d)

4 주어 및 단어를 활용하여 다음 주어진 말을 완성해 써 봅시다. 문장을 읽고 밑줄표 아래 칸에 써 봅시다.

_____ (over / healthy / because)

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Warm Up 도입 |

1) Greetings _ 인사

- T** Good morning, class. Is everyone here?
- S** Yes, we're all here.
- T** How are you doing today?
- S** We're doing great.

2) Review _ 복습

- T** Let's talk about the last lesson. How do you say, "이 사진은 전혀 당신과 닮지 않았어요." in English?
- S** You don't look like yourself in this picture.
- T** Very good.

Step Up 전개 |

Board Game

TEE

Board Game

- Play the game with your partner. Look at the sentences in the Check Up box.
- On the board, find the sentences written in the Check Up box and circle them.
- After finding an sentence on the board, say the meaning of the sentence in Korean. If you can say it correctly, then you get a point.
- When all the sentences are found, the game is over. The person with the most points wins.

1. Get Ready _ 준비하기

Check Up!에 제시된 8개의 문장들을 살펴보게 한다.

- T** Let's look at the Check Up box. Here are 8 sentences you can use while you're playing the board game.
- T** I want you to read each sentence with your partner.
- S** (학생들은 짝과 함께 각각의 표현들을 읽어본다.)
- T** Do you understand the meaning of all the sentences?

보드판을 살펴보게 한다.

- T** You can see the board filled with many words. Do you understand the meanings of all the words? If you have any questions about them, ask me, please.

2. Let's play the game _ 게임하기

게임을 통해 주요 문법 사항을 복습한다.

T Do you understand what I'm saying? Are you ready? Go!

S (학생들은 짝과 함께 게임을 진행한다.)

Quiz & Check

정답

1. ① umbrella ② rain ③ clear
2. No, I don't.
3. (c)
4. The more you exercise, the healthier you become.

학생들에게 문제를 풀게 한 뒤, 정답을 확인한다.

1 대화를 듣고, 빈칸에 알맞은 말을 써 봅시다.

T Listen to the dialog and fill in the blanks with the right words.

S (대화를 듣고, 답을 체크한다)

T What did person "A" bring?

S The person "A" brought an umbrella.

T Why?

S It's because it may rain later.

T Great. What does person "B" say about the weather?

S It's going to be clear this afternoon.

2 괄호 안에서 알맞은 말을 골라 대화를 완성하고, 짝과 대화해 봅시다.

T Read the dialog and choose the right response.

Which one did you choose as the right response?

S I chose "No, I don't."

T Good. Now I want you to practice the dialog with your partner.

3 다음 글을 읽고, 주어진 문장이 들어가기에 가장 적절한 곳을 골라 봅시다.

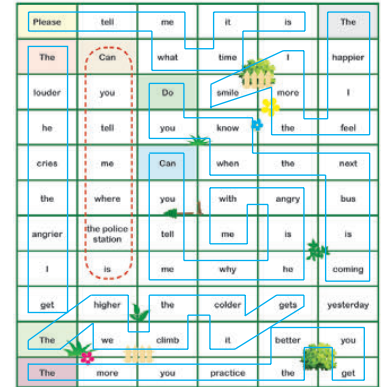
T Read the passage and find where the given sentence should go.

S (글을 읽고, 답을 체크한다)

T What is the passage about?

Is Julia looking at an album?

S No. She's visiting Ella's website.



- Script -

G: Why are you bringing your umbrella?

B: Maybe it'll rain later.

G: I checked today's weather. It's going to be clear this afternoon.

B: Oh, I see.

- T** Very good. Is she happy with the photos?
S No, she isn't.
T Do other people look bad, too?
S No. Everyone else looked great.
T That's right. So, the answer is (c).

4 주어진 단어들을 활용하여 다음 우리말을 영어로 써 봅시다.

- T** By using the the words below, write a sentence using comparatives with "the."
S (학생들은 각자 답을 쓴다.)
T Who can share the answer with us? Any volunteers?
S I wrote, the more you exercise, the stronger you become.
T Very good. Good job.

| **Wrap Up** 정리 |

1 **Review** _ 복습

- T** Let's review what we learned today. How do you say, '지금 몇시인지 알려 주세요.' in English?
S Please tell me what time it is.

2 **Homework** _ 숙제

- T** At home, you can copy all the sentences used in the CATCH THE SENTENCES! activity in your notebook. And, listen to the CD-ROM and review Unit 1.

3 **Next Period & Good-bye** _ 다음 차시 예고 및 인사

- T** In the next class, we will do Test Yourself, the last part of this unit.
T I'll see you next class. Bye, class.
S Bye.

학습 목표

- 학습한 어휘의 뜻을 우리말로 말할 수 있다.
- 학습한 내용을 듣기, 말하기, 읽기, 쓰기를 통해 확인할 수 있다.

Warm Up 도입

1) Greetings _ 인사

- T** Hello, everyone. How are you?
- S** Great, how about you?
- T** I'm great, too. Thank you for asking.
- T** Let's start today's class. We'll review Unit 1 today.

Test Yourself

1 밑표 있는 단어를 **✓**표용 하세요. 그 뜻을 말해 봅시다. (10점)

Words	<input type="checkbox"/> blink	<input type="checkbox"/> nervous	<input type="checkbox"/> bold
	<input type="checkbox"/> lean	<input type="checkbox"/> thin	<input type="checkbox"/> remain
	<input type="checkbox"/> obvious	<input type="checkbox"/> thin	<input type="checkbox"/> avoid
	<input type="checkbox"/> get rid of	<input type="checkbox"/> on the other hand	<input type="checkbox"/> make sure

2 대화를 듣고, 대화의 주제의 가장 알맞은 것을 골라 봅시다. (8점)

a. Dream Job
b. Space Travel
c. Public Transportation
d. The Future of the World

3 대화를 듣고, 대화의 내용과 일치하는 것을 골라 봅시다. (8점)

a. The boy will see the doctor at 4 p.m.
b. The boy is asking the girl to help him.
c. The boy will help her clean the room.
d. The girl will clean the room by herself.

4 의연스레운 대화를 읽고, 다음 문장들을 순서대로 배열하고, 보기 대화에 복사하세요. (10점)

1 Do you have plans for this weekend?
2 Then why don't you go hiking with us?
3 If you change your mind, let me know by tomorrow.
4 Not, really. Maybe I will stay at home.
5 Go hiking? Well, I don't really like hiking.

5-6 다음 글을 읽고, 질문에 답해 봅시다.

We often get nervous in front of a camera. Do you know how we can get rid of this feeling? Make a few small changes in your pose. For example, lean against something or hold something to relax. It can help you feel nervous and make you feel (a) comfortable.

5 원문의 제목으로 가장 알맞은 것을 골라 봅시다. (8점)

a. Look Natural
b. Look Nervous
c. Take More Pictures
d. Talk to the Photographer

6 빈칸 (a)와 (b)에 들어갈 말이 되르게 하려면 글을 고치세요. (8점)

a. less — less b. less — more
c. more — more d. more — less

Tip

7 우리말과 일치하도록 주어진 단어들을 이용하여 문장을 완성해 봅시다. (7점)

(comfortable) you feel, (natural) you will look in the photos.
→ 알맞은 대로 빈칸에 **more**, **less** 또는 **just as**로 채워 보십시오.

How do you do? / 305 Excellent / 41-50 Good / 31-40 Try again / 18-30 Study more / 0-15

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2) Review _ 복습

- T** Do you remember what you learned in the last lesson?
- S** We played the game CATCH THE SENTENCES!
- T** Yes, you had a great time playing the game. How do you say, “경찰서가 어디에 있는지 알려주세요.” in English?
- S** Could you tell me where the police station is?
- T** Very good. Then, how can you say, “높이 올라 갈수록, 더욱 추워진다.” in English?
- S** The higher we climb, the colder it gets.
- T** Great. Please remember what we practiced in the previous class.

Words

- | | |
|---|--|
| <input type="checkbox"/> blink
깜빡이다 | <input type="checkbox"/> nervous
긴장한 |
| <input type="checkbox"/> hold
잡다 | <input type="checkbox"/> lean
기대다 |
| <input type="checkbox"/> chin
턱 | <input type="checkbox"/> remain
남아 있다 |
| <input type="checkbox"/> obvious
명백한 | <input type="checkbox"/> thin
마른 |
| <input type="checkbox"/> avoid
피하다 | <input type="checkbox"/> get rid of
제거하다 |
| <input type="checkbox"/> on the other hand
반면에 | <input type="checkbox"/> make sure
확실히 하다 |

- Script Q2 -

M: Have you ever thought about our future?
 W: Yes, I think the world will be different in the future.
 M: I think so, too. Maybe we will take flying buses.
 W: Maybe we will build cities on Mars.
 M: That would be very cool.

- Script Q3 -

G: Jinsu, can I ask you a favor?
 B: Sure, what is it?
 G: I have to get the room cleaned, but I have a doctor's appointment at 4 o'clock. Would you mind helping me clean the room?
 B: Of course not, I'll be glad to help you. But why are you going to see the doctor?
 G: I feel tired all the time these days.

- Q4 -

1. Do you have plans for this weekend?
2. Not, really. Maybe I will stay at home.
3. Then why don't you go hiking with us?
4. Go hiking? Well, I don't really like hiking.
5. If you change your mind, let me know by tomorrow.

| Step Up 전개 |

Test Yourself

정답

1. 자신이 아는 단어에 체크하기 2. d 3. c 4. 3-5-2-4 5. a 6. b
 7. The more comfortable, the more natural

1 알고 있는 단어에 ✓표를 하고, 그 뜻을 말해 봅시다.

- T Now, read the words aloud and describe their meanings in Korean.
 S (학생들은 큰 소리로 단어와 우리말 뜻을 말한다.)

2 대화를 듣고, 대화의 주제로 가장 알맞은 것을 골라 봅시다.

- T Let's move on to the next exercise. Listen to the dialog and find out what the dialog is about. Before we listen, read the choices first. Reading the choices beforehand can help you understand better. Now, I'll play the dialog.

T What's the answer?

S It's "d."

T Right. They are talking about the future of the world.

3 대화를 듣고, 대화의 내용과 일치하는 것을 골라 봅시다.

T Now, let's go to question 3. Listen carefully and find out what is true about the dialog. Read the choices before listening. Now, let's listen.

T Done? Will you read your answer, Jisu?

S It's "c." The boy will help her clean the room.

T Good job! Do you also remember what the girl is going to do after cleaning the room?

S She's going to see a doctor.

T Why is she going to see a doctor?

S It's because she feels tired these days.

4 자연스러운 대화가 되도록 다음 문장들을 순서대로 배열하고, 짝과 대화해 봅시다.

T Read the sentences in question 4 and put them in the right order.

S (학생들은 문제를 읽고 대화의 순서대로, 번호를 쓴다.)

T What's the right order?

S It's 3-5-2-4.

- T** Good! Now practice the dialog with your partner.
- T** Let's move on to the next page. Read the reading passage and answer the following three questions. I'll give you five minutes.
- S** (학생들은 독해 지문을 읽고 문제를 푼다.)
- T** Then, let's check the answers.

5 윗글의 제목으로 가장 알맞은 것을 골라 봅시다.

- T** What would be the best title for the passage?
- S** It's "a."
- T** Great, the passage introduces some tips to look natural.

6 빈칸 (a)와 (b)에 들어갈 말이 바르게 짝지어진 것을 고르시오.

- T** Read the passage and choose the words that best fill in the blanks (a) and (b).
- S** It's "b." They are "less," and "more."
- T** Great.

7 우리말과 일치하도록 주어진 단어들을 이용하여 문장을 완성해 봅시다.

- T** Who can read the sentences with the right words?
- S** The more comfortable you feel, the more natural you will look in the photos.

| Wrap Up 정리 |

1) Review _ 복습

- T** Now, we're finished with Unit 1. What have we learned in this unit?
- S** We learned how to look good in photos.

2) Homework _ 숙제

- T** Review Test Yourself and check the questions you missed today for your homework.

3) Next Period & Good-bye _ 다음 차시 예고 및 인사

- T** In the next lesson, we're going to start Unit 2. Please read it over on your own before you come to the next class. See you next time! You all did a good job today.
- S** See you, Mr./Ms. _____.

추가 숙제

Now this is your homework.
What are your own ways to look good in photos?
Write 3 tips.



David is angry.

Bob is happy.

Lucy is disappointed.

Ann is tired.



Maybe he lost the game.











Maybe he got a nice present.

Maybe she got a bad grade.

Maybe she cleaned her room.



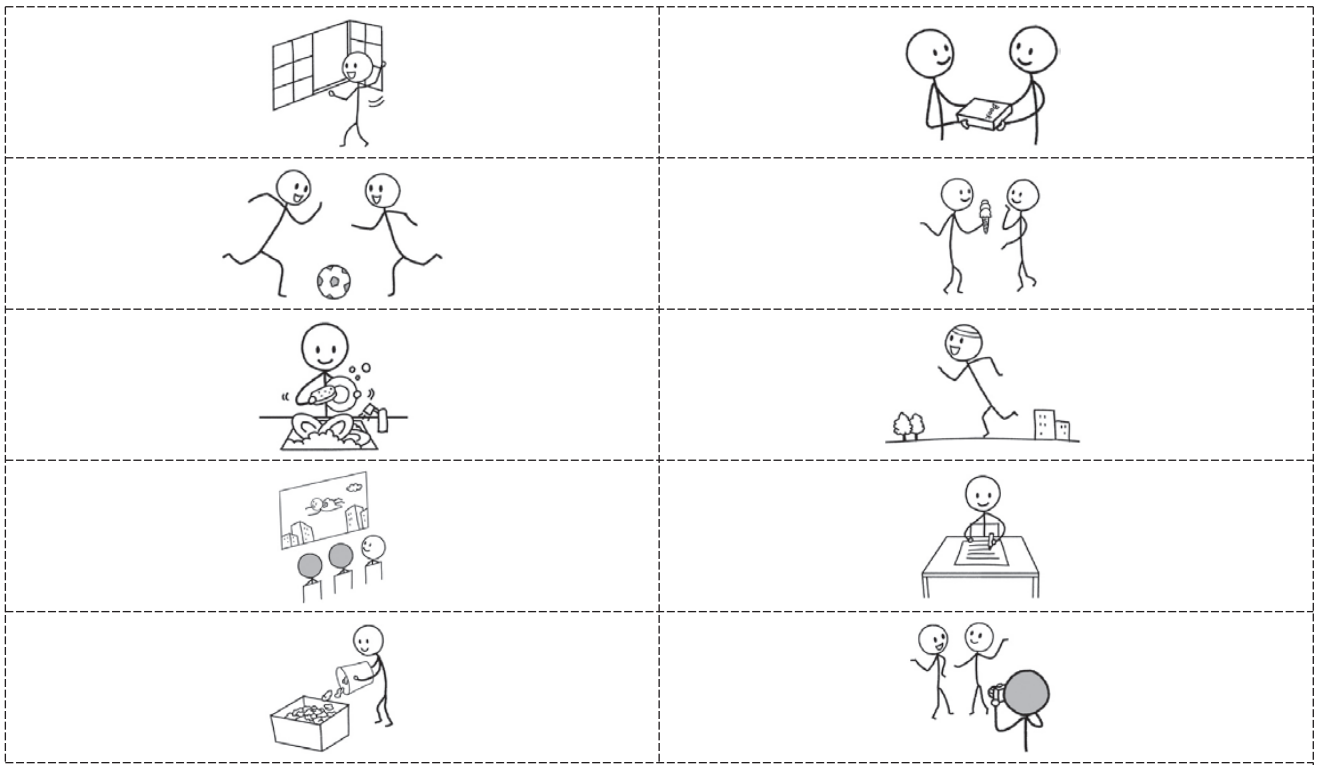
보충

	close the window		lend me your book
	play soccer after school		buy me some ice cream
	wash the dishes		jog with me
	watch the movie		do homework with me
	empty the trash		take a picture with me



Actions	Name	Actions	Name
close the window		lend me your book	
play soccer after school		buy me some ice cream	
wash the dishes		jog with me	
watch the movie		do homework with me	
empty the trash		take a picture with me	

심화



Actions	Name	Actions	Name

Speaking 훈련하기(보충)

■ Speaking Drill

① warm	② cool	③ people	④ vegetables
⑤ easy	⑥ healthy	⑦ big	⑧ soon
⑨ early	⑩ fast	⑪ strong	⑫ comfortable
⑬ tall	⑩	⑱	⑳
⑮ soft	㉔	㉓	㉒
⑰ interesting	㉗	㉖	㉕
⑲ photos	㉙	㉘	㉚
㉑	㉑	㉒	㉓
㉕	㉕	㉖	㉗
㉙	㉙	㉚	㉛
㉜	㉜	㉝	㉞
㉟	㉟	㊱	㊲
㊳	㊳	㊴	㊵

Speaking 훈련하기(기본)

Speaking Drill

① I exercise more.	② I run fast.	① I get thirsty.	② I get sleepy during the day.
③ I drink water.	④ The foods are sweet.	③ It tastes bitter.	④ I get(He becomes) greedy.
⑤ I eat sweets more.	⑥ I feel more nervous.	⑤ I get confused.	⑥ I become healthy.
⑦ I lose more weight.	①+⑥ ⑧+⑫ ⑪+⑦	②+① ⑤+⑨ ⑨+⑨	⑦ I get(You are) energetic.
⑧ I go to sleep late.	①+⑫ ⑫+⑧ ④+⑩	⑨+④ ③+⑧ ⑦+⑯	⑧ I feel good.
⑨ He gets old.	⑩+⑫ ②+⑧ ⑥+①	⑦+⑭ ⑧+② ①+⑧	⑨ I become wise.
⑩ I think more about it.	⑤+⑧ ⑧+⑭ ⑫+⑦	⑤+① ⑬+③ ⑥+⑫	⑩ They are bad for your health.
⑪ You are young.	⑬+⑭ ②+⑫ ⑭+⑤	⑩+⑯ ③+⑦ ⑪+⑪	⑪ You learn fast.
⑫ It is bright outside.	⑩+⑧ ⑩+⑭ ⑥+⑬	⑮+⑫ ⑨+⑮ ⑦+⑫	⑫ I get(feel) dizzy.
⑬ The chocolate is dark.	⑬ You explain it more.	⑬ I speak fast.	⑬ I get more headaches.
⑭ I go up high.	⑮ I look at it carefully.	⑮ He wakes up early.	⑮ I feel(get) hungry.

Speaking 함께 하기(심화)

Getting to Know Each Other!



보기
Name: Jieun
(hobby)
What's your hobby?
→ reading books

Name:
(sister/brother)
→

Name:
(hometown)
→

Name:
(good at)
→

Name:
(get up)
→

Name:
(best friend)
→

Name:
(live)
→

Name:
(Your idea)
→

Name:
(Your idea)
→

Name:
(hobby)
→

Speaking Drill(보충)

활용 문법 the+비교급~, the+비교급

1. 짝과 번갈아 가며 가운데에 있는 숫자판을 연필 또는 펜으로 눈을 감고 짝는다.
2. 자신이 짝은 숫자들에 해당하는 단어 카드를 찾아 다음과 같이 'the+비교급 ~, the+비교급'을 활용한 문장을 만든다.
 - 1을 짝은 경우,

①

warm

→ The warmer, the better! (단, 뒤의 단어들은 항상 the better이 되도록 한다.)

3. 숫자를 짝을 때마다 ○ 또는 ☆ 등으로 자신이 만든 문장임을 표시한다.
4. 문장 만들기에 성공할 경우 1점을 얻으며, 자신이 만들었던 문장이 다시 선택된 경우 기회를 잃는다. 활동을 마친 후 더 많은 점수를 얻은 사람이 이긴다.

Speaking Drill(기본)

1. 짝과 번갈아가며 가운데 위치한 숫자판을 연필 또는 펜으로 눈을 감고 짝는다.
2. 자신이 짝은 숫자들에 해당하는 단어 카드를 찾아 다음과 같이 'the+비교급 ~, the+비교급'을 활용한 문장을 만든다. 이 때, 앞의 숫자는 회색 판에 해당하고, 뒤의 숫자는 흰 판에 해당하는 숫자이다.
 - 3+1을 짝은 경우,

③

I drink water.

①

I feel thirsty.

→ The more water I drink, the thirstier I feel.

3. 숫자를 짝을 때마다 ○ 또는 ☆ 등으로 자신이 만든 문장임을 표시한다.
4. 문장 만들기에 성공할 경우 1점을 얻으며, 자신이 만들었던 문장이 다시 선택된 경우 기회를 잃는다. 활동을 마친 후 더 많은 점수를 얻은 사람이 이긴다.

Getting to Know Each Other!(심화)

활용 문법 간접 의문문

1. 3~4명이 한 모둠을 이룬다.
2. 모둠원은 각자 학급 친구들 중 9명을 선택하여 그 친구에게 묻고 싶은 질문을 각 메모지마다 주어진 단어에 맞추어 적는다. (단, do/does 의문문이 아닌 wh-, how-가 포함된 의문문이어야 한다.)
3. 해당 친구를 찾아가 각각의 질문을 다음과 같이 간접 의문문으로 바꾸어 묻고, 친구의 답을 간략히 메모한다.
 - Can you tell me what your hobby is?
4. 질문을 모두 마친 뒤, 모둠원끼리 다시 모여 시계방향으로 돌아가며 [보기]와 같이 조사한 친구에 대해 돌아가며 발표하고, 발표한 이름에는 동그라미 표시를 한다.
 - I know what Jieun's hobby is. She likes reading.
5. 이 때, 친구의 문장 속에 자신이 조사한 사람과 같은 이름이 포함되어 있었을 경우, 친구의 발표가 끝나자마자 Stop!이라고 외친 뒤 해당 친구에 관련된 내용을 발표할 수 있다. 더 이상 발표할 내용이 없을 경우, 다시 시계방향 순서대로 돌아가며 활동을 진행한다.
6. 활동을 마친 후, 가장 많이 발표한 모둠원이 이긴다.

[Performance Activity 02: My Favorite Photo]

Things to do 자신의 사진 중 가장 좋아하는 사진을 친구들에게 소개해 봅시다.

Keep in mind

- 집에서 자신의 사진 중 가장 좋아하는 사진을 하나 가져옵니다.
- 사진에 대해서 아래의 질문에 간단하게 답해 봅시다.
- 자신의 대답을 바탕으로 사진을 소개하는 글을 작성한 후 친구들에게 발표해 봅시다

You can use...

- when I was ~ years old
- I took the photo in ~.
- I took the photo with ~.
- I like this photo because ~.

Question	Your Answer
When did you take the photo?	
Where did you take the photo?	
Who took the photo?	
Who is in the photo?	
What is happening in the photo? (Special things about the photo)	
Why is the photo so meaningful?	

<My Favorite Photo>

Today, I'm going to tell you about my favorite photo. (Showing the photo) This is my favorite photo. I took the photo when _____. I took this photo in _____.

This photo is so meaningful because _____

Teacher's Opinion

student	category				total (10)
	worksheet (2)	language use (2)	content (3)	fluency (delivery) (3)	

I think _____.

수행평가

[Performance Test 01: My Favorite Photo]

평가 목표 자신이 가장 좋아하는 사진을 영어로 소개할 수 있다.

평가 개요 1. 가장 좋아하는 사진에 대한 질문에 답한 뒤 짧은 글을 쓰도록 한다.
2. 작성한 글을 바탕으로 My Favorite Photo에 대해 발표를 하도록 한다.

평가 유형 말하기(개별 활동)

소요차시 2차시

준비물 worksheet / 타이머

발표 준비하기
1차시

- 1 수업 전에 집에서 가장 좋아하는 자신의 사진을 하나 가져오도록 공지한다.
- 2 학생들에게 worksheet을 배부하고 수행평가에 대한 공지를 한다.
- 3 발표에 필요한 주요 표현을 다시 한번 복습하도록 한다.
- 4 학생들이 주어진 질문에 답 하면서 My Favorite Photo에 대한 글을 완성하도록 한다.
- 5 글이 완성된 학생들은 글을 암기하여 발표하는 연습을 하도록 한다.

발표 준비하기
2차시

- 1 수학생들이 작성한 worksheet을 수합하도록 한다.
- 2 발표시간은 최대 2분으로 제한하도록 한다. 자신의 사진을 보여주면서 발표를 하도록 주지시킨다. (사진을 가져오지 않으면 delivery에서 1점 감점이 있음을 미리 알리도록 한다.)

평가 기준

category	point	assessment
worksheet	2	S wrote more than 7 sentences related to the topic.
	1	S wrote 5 ~ 6 sentences related to the topic.
	0	S wrote less than 4 sentences related to the topic.
language use	2	Ideas are clearly expressed with minor grammatical errors (less than 3 errors).
	1	Ideas are clearly expressed with minor grammatical errors (less than 3 errors).
	0	Numerous errors significantly impair the student's performance (more than 6 errors).
content	3	Detailed description about their favorite photo
	2	Rough description about their favorite photo
	1	Too simple description about their favorite photo
fluency (delivery)	3	Students perform with clear voice and good eye contact showing confidence. They can be understood clearly.
	2	Students perform with relatively clear voice. They can be mostly understood.
	1	Students are not audible or understandable.

예시

Today, I'm going to tell you about my favorite photo. (Showing the photo) This is my favorite photo. I took the photo when I was 7 years old. I took it in Busan. My family went to Haewoondae Beach for a short trip. My dad took the photo with his new camera. This is my younger sister. A lot of people tell us we look so much alike. In the photo, I'm wearing my mom's sunglasses and my old bathing suit. This photo is so meaningful because it was my first time to go to a beach.