

UNIT 02



A Girl and the Cookies

✓ 단원 설정 취지

학교생활과 같은 사회활동 중 학생들은 친구들에 대해서 오해를 하거나 오해를 받는 경험을 할 수 있다. 이에 본 단원에서는 한 소녀가 소년에 대해 가진 오해와, 그 일로 인한 깨달음과 관련한 이야기를 읽고 비난하거나 수용하는 표현, 오해를 지적하는 표현을 익힘으로써 해당 의사소통 능력의 향상을 높이하고자 한다.

☆ 단원 목표

의사소통 기능	<ol style="list-style-type: none"> 1 사과하기와 비난하기 2 오해 지적해 주기 	<ul style="list-style-type: none"> • It's all my fault. / It's all your fault. • I'm afraid that's not right./I'm afraid you're wrong.
언어 형식	<ol style="list-style-type: none"> 1 과거완료 2 too 형용사 to 동사원형 	<ul style="list-style-type: none"> • After I had eaten a cookie, the boy took one and ate it, too. • This was just too annoying to ignore.

- 자신의 잘못을 인정하는 대화를 듣고 이해할 수 있다.
- 상대방이 잘못 알고 있는 정보나 오해에 대해 말할 수 있다.
- 자신의 오해로 인해 발생한 사건에 관한 글을 읽고 이해할 수 있다.
- 사건의 순서와 인과관계를 파악하여 짧은 글을 완성할 수 있다.

차시	학습 내용	주요 교수·학습 활동	CD-ROM 활동	준비물
1	Listen & Talk 교 32~33쪽	<ul style="list-style-type: none"> • 대화를 듣고 맞는 그림 고르기 • 비난·수용과 관련된 대화 연습하기 • 오해를 지적하고 푸는 대화 연습하기 	<ul style="list-style-type: none"> • Words & Phrases • Speed Quiz Game 	<ul style="list-style-type: none"> • 학생용 워크북 (W 9쪽)
2	Conversation Zone 교 34~35쪽	<ul style="list-style-type: none"> • 대화를 듣고 빈칸 완성하기 • /z/발음과 강세 연습하기 • 짝과 대화하고, 발표하기 	<ul style="list-style-type: none"> • Memorize Game 수 • Erasing Game 수 • Animation • Video Clip 	<ul style="list-style-type: none"> • 수준별 워크시트 (지 170~173쪽) • 수준별 활동 자료 (지 168쪽)
3~5	<ul style="list-style-type: none"> • Read • Read & Do 교 36~41쪽	<ul style="list-style-type: none"> • 소녀와 쿠키와 관련된 글 읽기 • 글의 내용 이해 점검하기 • 본문 속 소년의 입장이라면 어떻게 할 것인지 대화하기 	<ul style="list-style-type: none"> • Speed Game 수 	<ul style="list-style-type: none"> • 워크시트 (지 150~151쪽)
6	Grammar Heroes 교 42~43쪽	<ul style="list-style-type: none"> • 과거 완료 시제 익히기 • too 형용사 to 동사원형 구문 익히기 	<ul style="list-style-type: none"> • Grammar PPT • Grammar Game • Pattern Drill 	<ul style="list-style-type: none"> • 학생용 워크북 (W 수 10~11쪽) • 활동 자료 (지 169쪽)
7	Write Now 교 44~45쪽	<ul style="list-style-type: none"> • 동사의 형태를 변화시켜 문장을 완성하기 • 시간의 순서를 고려하여 문장을 순서대로 나열하여 하나의 문단을 완성하기 		<ul style="list-style-type: none"> • 학생용 워크북 (W 수 12쪽)
8	Real-life Zone 교 46~47쪽	<ul style="list-style-type: none"> • 기차 기내방송을 듣고 빈칸 채우기 • 기차표를 구매할 때 사용할 수 있는 표현을 익히고 대화하기 • 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 48~49쪽	<ul style="list-style-type: none"> • GO FISHING! 보드 게임하기 • 듣기, 말하기, 읽기, 쓰기 문제 풀기 		
10	Test Yourself 교 50~51쪽	<ul style="list-style-type: none"> • 단원 형성 평가 문제를 풀며 총정리 하기 		

*CD-ROM은 매 시간 준비하도록 한다.

1 차시

학습 목표

- 실수나 잘못을 인정하는 대화를 듣고, 과거에 했던 일을 알 수 있다.
- 실수나 잘못을 인정하고, 위로하는 대화를 할 수 있다.
- 오해를 지적하는 대화를 듣고, 과거에 있던 일과 미래에 할 일을 알 수 있다.
- 잘못된 정보를 지적하며, 여러 나라에 대한 정보를 묻고 답하는 대화를 나눌 수 있다.



Warm Up 도입 |

1) Greetings _ 인사

- T** Hello, everyone. How are you today?
- S** Great, how about you?
- T** I'm good. I love spring. I like the warm weather.
- S** I like spring, too.
- S** I like summer.
- T** Is it a bit warm in here?
- S** Yes, it is.
- T** Semin, can you open the window?

지도상의 유의점

- 다른 사람을 오해하거나 오해를 받아본 경험에 대해 자유롭게 이야기하면서 2과 의 주제에 흥미를 갖게 한다.
- 단원의 학습 목표를 함께 큰 목소리로 읽어보며, 학습 목표를 학생들에게 명확히 주지시킨다.

Tips for you

• Tyler의 학습목표 진술 방법

Tyler는 학습목표 속에 지도해야 할 내용 영역 과 행동 영역이 동시에 진술되어야 한다고 제안 하고 있습니다. 바람직한 학습목표는 학생의 기대되는 행동과 그 행동에 관련되는 학습 내용을 포함하되, 기대 행동은 반드시 세분화되어야 한다고 말합니다.

예) 실수나 잘못을 인정하는 대화를 듣고, 과거 (내용 영역) 에 했던 일을 알 수 있다. (행동 영역)

2) Motivation _ 동기 유발

단원 시작 페이지의 이미지 정보와 LOOK의 내용을 통해 2단원의 주제를 소개한다.

- T** Today, we're starting Unit 2. What is the title of this unit?
- S** It's "A Girl and the Cookies."
- T** In this unit, we will read a story. In the story, a bag of cookies play an important role. We'll also talk about mistakes and misunderstandings.

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** Let's look at the pictures. What did Jinsu do in each picture?
- S** He broke a flower pot! / He broke a computer! / He broke a dish!
- T** Good!

2. Listen and choose _ 듣고 첫 번째 문제 풀기

- 대화를 듣고, 맞는 그림을 고른다.
- T** Now, let's listen to the dialog and find out what he broke.
 - S** The answer is "c." He broke a dish.

3. Challenge _ 듣고 두 번째 문제 풀기

- 대화를 듣고, 진수가 마지막에 한 말로 가장 알맞은 말을 고르게 한다.
- T** Listen to the dialog and guess what Jinsu is going to say at the end of the dialog.
 - T** What is he going to say?
 - S** He will say, "Yes, I will."
 - T** Good job.

B Talk 1

1. Get ready _ 준비하기

- 자신의 실수나 잘못을 인정하는 표현을 익히게 하고, 예시 대화를 시켜본다.
- T** Let's learn the first key expression. When you make a mistake, you can say, "I'm sorry, it's my fault." You can just say, "It's all my fault." Who will read the sample dialog? I need two volunteers.

2. Match and talk _ 활동하기

- 주어진 글상자를 이용하여, 짝을 이루어 정중하게 요청하고, 긍정이나 부정으로 답하는 대화를 나누게 한다.
- T** Look at the pictures of six different pieces of paper in the book. Each of them has an expression on them. Each piece of paper matches another one. Please match them together with your partner.
 - S** Yes, I will.

Listen & Talk

Listen 1 What did Jinsu do?

Challenge! What is Jinsu going to say at the end of the dialog?

- a. Yes, I will.
- b. It's your fault.
- c. No, thank you.

Talk 1 Match and talk.

A: Our team lost this game. I'm sorry. It's all my fault.
B: That's all right. You'll do better next time.

Our team lost this game.
We arrived late.
I overcooked the chicken.
Don't worry about it. We can always cook another one.
That's all right. You'll do better next time.
That's okay. Just don't be late next time.

- Script -

▶ Listen 1
Mom: Are you guys okay?
Jinsu: Yes, we're fine.
Mom: What happened?
Jinsu: I broke a dish. I'm sorry. It's all my fault.

▶ Challenge!
Mom: Are you guys okay?
Jinsu: Yes, we're fine.
Mom: What happened?
Jinsu: I broke a dish. I'm sorry. It's all my fault.
Mom: Don't worry. Just be more careful next time.
Jinsu: _____

예시 대화

A: We arrived late. I'm sorry. It's all my fault.
B: That's okay. Just don't be late next time.

A: I overcooked the chicken. I'm sorry. It's all my fault.
B: Don't worry about it. We can always cook another one.

Listen & Talk

C Listen 2

1. Look and think _ 보고 추측하기

- T What is Junho doing in the picture?
- S He's helping Sejin with her homework. He's doing Sejin's homework.
- T Maybe Junho is helping Sejin with her homework. Maybe he's doing her homework.

2. Listen and choose _ 듣고 첫 번째 문제 풀기

대화를 듣고, 빈칸에 들어갈 알맞은 말을 써보게 한다.

- T Listen to the dialog and fill in the blanks. What did Junho say to Sejin?
- S Junho said, "I'm afraid your answer is wrong."

3. Challenge _ 듣고 두 번째 문제 풀기

대화를 듣고, 세진이 다음에 할 일로 알맞은 것을 고르게 한다.

- T Listen to the dialog. What is Sejin going to do next?
- S She is going to do the math problem again.
- T Good job.

D Talk 2

1. Get ready _ 준비하기

잘못된 것을 지적하는 표현을 연습시킨다.

- T When your friend says something wrong, you can say, "I'm afraid you're wrong." It's a polite way of saying "You're wrong."

2. Talk with your friends _ 그룹 활동하기

4명씩 모둠을 만들어, 교과서에 주어진 나라에 대한 정보를 주고 받는 대화를 나누게 한다.

- T Find a partner and read the sample dialog.
- T Then, with your partner, talk about the countries we learned in the textbook. When your friend says something wrong about a country, you can say, "I'm afraid you're wrong."

Listen 2 What did Junho say to Sejin?



I'm afraid your answer's _____.

Challenge! What is Sejin going to do next?

- Sejin is going to do the math problem again.
 study for the math test tomorrow.

Talk 2 Look and Talk.

- A: Where is India?
 B: India is in Africa.
 A: I'm afraid you're wrong. It's in Asia.



나라 이름과 위치를 나타내는 그림을 관찰하고 질문에 답한다.

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- Script -

▶ Listen 2

Sejin: Can you take a look at my homework?
 Junho: Sure. (Pause) Here, I'm afraid your answer's wrong.

▶ Challenge!

Junho: How's the math homework going?
 Sejin: Not so good. Can you take a look at it?
 Junho: Sure, no problem. (Pause) Here, I'm afraid your answer's wrong.
 Sejin: Oh, I see. Let me do it again. Thanks a lot.
 Junho: No problem. Try to get the answer right this time.

예시 대화

A: Where is Egypt?
 B: Egypt is in Asia.
 A: I'm afraid you're wrong. It's in Africa.
 A: Where is Brazil?
 B: Brazil is in Africa.
 A: I'm afraid you're wrong. It's in South America.

수준별 Activities

10 Question Game

보충

4명씩 모둠을 구성한 다음 각 모둠별 대표가 나와서 자신이 설명하고자 하는 나라의 이름을 우리말(보충) 혹은 영어(심화)로 써서 교사에게 제출한다.

- (1) 각 모둠의 리더는 그 나라에 관한 정보를 칠판에 우리말로 적고, 질문을 한다.
“What is this country?”
- (2) 자리에 앉아있는 같은 모둠 학생들은 대답을 하고, 질문에 대한 대답이 틀릴 때 마다,
“I’m afraid you’re wrong.”이라고 한다.
- (3) 열번까지 답을 받았는데, 정답이 나오지 않은 경우, 다른 모둠에게 기회가 주어진다.

심화

보충과 유사하되, 영어로 질문과 대답을 주고 받는다.

다음 소재에 대해서는 확장하여 연습하라.: famous people, food, etc.

〈보충 · 심화 공통〉

- 활동 형태 4명 모둠 활동 & 전체 활동
- 사용 언어 I’m afraid you’re wrong.

TEE

〈보충 · 심화 공통〉

- (1) The leader of each group has to write down the name of a country on a piece of paper and give it back to the teacher.
- (2) Then, the leader must write three hints about the country in Korean on the blackboard.
- (3) For example, “This country is big,” “The Statue of Liberty is in this country.” and “This country is in North America.”
- (4) Then, the leader says, “What is this country?” and the students from the leader’s group must guess the country. They will have up to ten guesses.
- (5) When the students give guesses such as “This country is Canada,” the leader must answer in the form of “Yes, that’s right,” or “I’m afraid you are wrong.”
- (6) Students can guess until they get the correct country, or until they guess ten times.
- (7) The group that correctly guesses the country their leader wrote with the fewest guesses wins!

Wrap Up 정리

1) Review _ 복습

- T** Today, we learned two main expressions. What are they?
- S** “I’m sorry. It’s all my fault.” and “I’m afraid you’re wrong.”
- T** Great, let’s practice these expressions again.

2) Homework _ 숙제

- T** 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

- T** In the next class, we’ll listen to a long dialog and do an activity.
Good-bye, everyone.
- S** See you tomorrow!

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 공권하기(48)

* Speaking Drill

This bench	The game	small, tear well	bring, watch from the opposite side
Jani's voice	The map	small, wear it	ask, go to school
it	liking	ask,	young, ride the roller coaster
These books	at the station	ask,	try, come to my birthday party
Tom	at the station	ask,	sit together
The T-shirt	at the station	ask,	difficult, read
the	at the station	ask,	heavy, carry alone
This box	at the station	ask,	difficult, learn
Kelly	at the station	ask,	bring, ride the roller coaster
The weather	at the station	ask,	hard, take the bus from the station
	at the station	ask,	hard, stay up all night
	at the station	ask,	high, climb

Speaking 공권하기(가)

* Speaking Drill

the bench	This bench	small, tear well	bring, watch from the opposite side
Jani's voice	This map	small, wear it	ask, go to school
it	liking	ask,	young, ride the roller coaster
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Kelly	at the station	ask,	bring, ride the roller coaster
The weather	at the station	ask,	hard, take the bus from the station
	at the station	ask,	hard, stay up all night
	at the station	ask,	high, climb

Speaking 함께 하기(38)

* Board Game

*CD-ROM에서 (Worksheet)를 출력하여 이 용한다.

2 차시

학습 목표

- 대화를 통해 비난과 수용에 관련된 표현을 익히고 대화를 완성하여 말할 수 있다.
- 단어 내 /z/발음에 유의하여 말하고, 중요한 정보를 강하게 말할 수 있다.
- 짝과 함께 서로에 대한 정보에 대해 묻고 답하면서 잘못된 정보에 대해 지적할 수 있다.

Warm Up 도입

1) Greetings _ 인사

- T** Good morning, everyone. How are you doing today?
- S** Great. Thanks. How about you?
- T** I'm doing great, too!

2) Review _ 복습

- T** Do you remember what we learned last class?
How do you say “제 잘못이에요.” in English?
- S** It's all my fault.
- T** That's correct.

3) Motivation _ 동기 유발

[Be my team member!]



4명이 한 모둠으로 하는 모둠원을 정함에 있어, 해당 모둠의 리더들을 교사가 지정한다. 해당 리더들은 자신의 모둠의 일원을 뽑을 수 있는데, 각 리더들은 교실을 돌며, 자신의 모둠원이 될 수 있는지를 물어본다. 모둠원이 수락하면 팀원이 되고, 수락하지 않으면 팀원이 될 수 없다. 리더는 자신의 요청을 수락한 친구의 이름을 팀원쪽지에 적어 모둠을 완성한다.

- T** For today's class, we are going to work in groups. Let me tell you the leader of the groups. _____, _____, _____, _____ and _____ will be the leader of each group. All the leaders will go around the classroom and choose the team members. If your classmate accepts to be your group member, you can write her/his name on your team list. Do you get it?
- S** Yes.
- T** The team leaders can use the expression, “Do you mind being my team member?” or “Will you be my team member?”
- T** If you want to be a team member, you can say, “Of course not.” or you can say, “Sure, I will.” If you don't want to be a team member, you can say, “Yes, I do.” or “I'm afraid I can't.”

Conversation Zone

Act It Out  Animation

1. Look and think _ 보고 추측하기

- T** How does the boy look? Does he look happy?
- S** No, I don't think so. He looks embarrassed.

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

- T** Now, let's listen to the dialog and see what is happening.
- 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 I had a team science project with him and he didn't his part.) What are the words for the second one? (② It's all his fault.) Very good. What goes in the third blank? (③ You're responsible, too.) Now, let's do the 1 Minute Check together!



대화 내용의 이해를 점검한다.

1. What does Yuna think about Minjun?
(*He is very good at science.*)
2. Why does Stephanie think it was all Minjun's fault?
(*Minjun was the team leader.*)



[z] 발음이 어떻게 나는지 듣고 따라 발음하게 한다.

- T** Let's listen to the words. Pay attention to the bold letters.

• **a**mazing **c**razy **m**usic

전달하고자 하는 중요한 정보를 더 강하게 발음한다는 것을 상황이 포함된 예문을 통해 지도한다.

- T** Let's listen to the sentences and see which words are stressed.

• It's all **h**is **f**ault.

• I'm afraid you're **w**rong.

- T** Listen again and repeat the words.

4. Role play _ 활동하기

- T** Practice the dialog with your partner. Who wants to act out the dialog first? Any volunteers?

Conversation Zone

Listen & Complete Listen and complete the dialog.

1 It's all his fault. You're responsible, too.

2 I had a team science project with him and he didn't do his part.

Stephanie: Yuna, have you ever worked with Minjun before?
Yuna: Yes, I have.
Stephanie: I can't believe that. He is very good at science.
Yuna: I did everything he told me to do, but we got a bad grade.
Stephanie: I'm afraid you're wrong.
Yuna: What do you mean?
Stephanie: It was a team project.
Yuna: Yes, but he was the team leader.
Stephanie: A team leader is only as good as his team.

1 Minute Check

1. What does Yuna think about Minjun?
2. Why does Stephanie think it was all Minjun's fault?

Say It Right

• **W**B
• **a**mazing **c**razy **m**usic
• **h**is **f**ault
• I'm afraid you're **w**rong.

Practice with your friends.

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- Script -

Stephanie: Yuna, have you ever worked with Minjun before?
Yuna: Yes, I have.
Stephanie: I had a team science project with him and he didn't do his part.
Yuna: I can't believe that. He is very good at science.
Stephanie: I did everything he told me to do, but we got a bad grade. It's all his fault.
Yuna: I'm afraid you're wrong.
Stephanie: What do you mean?
Yuna: You're responsible, too. It was a team project.
Stephanie: Yes, but he was the team leader.
Yuna: A team leader is only as good as his team.

Work Together

In Groups A

1. Get ready _ 준비하기

제시된 상황을 보고 이와 관련된 주요 표현의 쓰임을 설명한다.

- T Work in groups. Each person can draw anything on his / her sheet of paper. When all the members have finished drawing, each person asks the other members what he/she drew on the paper.
- T You should use the expression, "Can you guess what this is on my paper?" The members can guess by saying, "Is it...?" If a member doesn't guess it correctly, then you reply, "I'm afraid that's wrong."

2. In groups _ 모둠원과 함께 활동하기

모둠원과 함께 다른 모둠에게 보여줄 그림을 고른 후 다른 모둠과 함께 추측게임을 한다.

- T Now, choose the picture that you will show it to the other groups.
- T The team leader comes up to the front and guesses what the other group's picture means. You can use the expressions, "Is it~?" and "I'm afraid that's not right."

Presentation B

1. Watch the video _ 예시보기



- T Now, we'll watch video clips. Compare them with your work. (동영상을 보여 준다.)
- T Now, the leader of each group chooses a picture from the group. Then, he or she comes up to the front of the class and asks them what the picture is and also gives hints. Also, the leader must hide the picture.
- T The leader should do this the way it's written in the book.

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!

In Class C

- T Now, with your group members, on a piece of paper, write descriptions about the picture your group chose. Then, put the picture and its descriptions on the classroom walls.

Work Together

A 네 방이 한 보코이 되어 내가 지킨이 그려고 싶은 것을 종이에 그린다. 그림을 관찰하는 동안, 모둠원들에게 힌트를 주어 짐작게 하는 추측 게임을 해 본다.

Can you guess what this is on my paper?
Is it (a loaf of) bread?
No, I'm afraid that's wrong/ not right. It's...

B 각 모둠에서 다른 모둠에게 보여줄 그림을 고른 뒤, 대표가 나와 추측 게임을 해 본다.

A: Can you guess what this is on my paper?
Let me help you. It is a kind/type of food.
B: Is it (a loaf of) bread?
A: No, I'm afraid that's wrong/ not right.
The color of this food is white and red, and it's spicy.
B: Is it (noodle)?
A: No, sorry. It's Tteokbokki!

C 각 모둠에서 완성한 그림과 그에 대한 힌트 설명을 종이에 써서 교실 벽면을 꾸며 준다.

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A: Can you guess what this is on my paper? Here are some hints. It's an animal.
B: Is it a dog?
A: No, I'm afraid that's wrong. This animal is small and cute.
B: Is it a hedgehog?
A: No, sorry. It's a guinea pig.

보충·심화

How Much Do I Know About You?

- (1) 활동지에 나와 있는 짝과 관련한 물음에 대한 답을 작성한다.
- (2) 짝에 대한 정보를 짝에게 읽어주고, 맞는 내용과 틀린 내용의 갯수를 살피 본다.
- (3) 맞는 내용을 더 많이 가진 사람이 이긴다.



How much do I know about you?

이름 _____

1. You have _____ people in your family.	T / F
2. Your favorite food is _____.	T / F
3. You live in _____.	T / F
4. Your birthday is _____.	T / F
5. Your favorite subject is _____.	T / F

Your score: _____

이름 _____

1		T / F
2		T / F
3		T / F
4		T / F
5		T / F

Your score: _____

<보충·심화 공통>

- 준비물 수준별 활동지(168쪽)
- 활동 형태 짝 활동
- 사용 언어 I'm afraid that's not right. / That's right.

TEE

- (1) On the worksheet, write some information about your partner.
- (2) Read the information on the paper to check whether it is right or wrong. You will use the expression, "That's right." or "I'm afraid that's wrong."
- (3) See how many sentences are right about your friend. The person with the most right sentences wins.

Wrap Up 정리

1) Review _ 복습

- T** Did you enjoy the game? Let's review what we learned. When your friend guesses correctly, what would you say?
- S** That's right.
- T** Good. When your friend doesn't guess correctly, what would you say?
- S** I'm afraid that's not right.
- T** Excellent.

2) Homework _ 숙제

- T** Read the dialog several times and focus on the key expressions we learned today.

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

- T** In the next class, we'll read a story about a girl and the cookies. It'll be very interesting.
- T** That's all for today. See you later!
- S** Bye!

3~5 차시

학습 목표

- 글을 읽고 전반적인 내용의 흐름을 이해한다.
- 이 글이 주는 교훈을 이야기하고 이와 관련된 자신의 경험을 이야기 할 수 있다.
- 글과 관련된 상세 정보를 묻는 질문에 답할 수 있다.

Warm Up 도입 |

1) Greetings _ 인사

- T** Hello, everyone! How is it going?
- S** Good. How are you doing?
- T** Great. Are you ready to start today's lesson?
- S** Yes.
- T** Good.

2) Review _ 복습

- T** Let's review what we learned last class. Do you remember the two main expressions that we learned?

S "It's my fault." and "I'm afraid you are wrong."

T Great. We also practiced dialogs using these two expressions. Also, we did a guessing game using the expression "I'm afraid you're wrong."

| Step Up 전개 |

READ

1. Get ready _ 준비하기

- T** What do you see in the pictures? Can you guess what the passage is about?
- S** I can see a girl with a handbag. / I can see a boy sitting on a seat. / I can see a train. / I can see a boy and a girl sitting together and eating cookies.



It's my fault.
 I'm afraid you are wrong.

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.

Later, I left my seat to go to the restroom. When I returned, I saw my box of cookies on the armrest between our seats. What just happened? Did the boy eat some of my cookies? I was very angry. Anyway, I took a cookie from the box and ate one. After I had eaten a cookie, the boy took one and ate it, too. I was so mad I took another cookie and ate it. The boy also took another one. This was just too annoying to ignore. Then, I took two cookies out of the box and ate them. The boy did the same thing! At last, there was only one cookie left in the box.

The boy then carefully took the last cookie and to my surprise, he broke it in half and shared it with me. "Thanks," I said. Why was I thanking him for my own cookie? He's the one who should thank me! This boy upset me, and I wanted to get off the train.

However, the boy got off the train at the next station. I reached for my bottled water, and saw something. It was a box of chocolate cookies. I must have eaten the boy's cookies! I was so embarrassed and ashamed. How could he have been so patient and peaceful? That boy deserves 100 boxes of cookies!

3. Whose cookies did the girl eat?
 → she ate embarrassed annoyed patient ashamed
 → the boy's surprise to eat got off was angry

333 words **Fast Reading** **Slow Reading**

A Girl and the Cookies 39

다음 질문을 통해 본문의 내용 이해를 점검한다.

- (1) Where does this story take place?
(This story takes place on a train.)
- (2) Why did Sarah take the train?
(She took the train to go to the community center.)
- (3) Who sat next to Sarah on the train?
(A boy sat next to her on the train.)
- (4) What snack did both the boy and Sarah have? (They had cookies.)
- (5) Why was Sarah embarrassed after the boy got off the train?
(It's because she found that she had eaten the boy's cookies, not hers.)

지도상의 유의점

- 학교 생활에서 흔히 자신의 실수로 서로 오해를 하게 된 경험이 있는 학생들이 있을 수 있으므로 자신의 경험과 연결지어 이야기를 이해 할 수 있도록 지도한다.



- 독해 시간이 부족한 학생을 위한 제안

 1. 단어 단위가 아닌 유의적인 단위 짓기 (chunking)를 하여 알도록 한다.
 2. 손가락을 이용해서 빨리 오른쪽으로 나가라. (regressive eye movement 방지)

출처: 「영어 교육 공학 IV」(신용진, 1996)

<교과서 While-reading Activities>

- Q1 What kind of student is the girl?
(She is a student who gets good grades and does well in sports.)
- Q2 How often does the girl visit the community home?
(She visits there every other month.)
- Q3 What happened when the girl took a cookie from the box?
(The boy took a cookie from the box, too.)
- Q4 Whose cookies did the girl eat? (She ate the boy's cookies.)

Words 짚어 보기: English to English



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

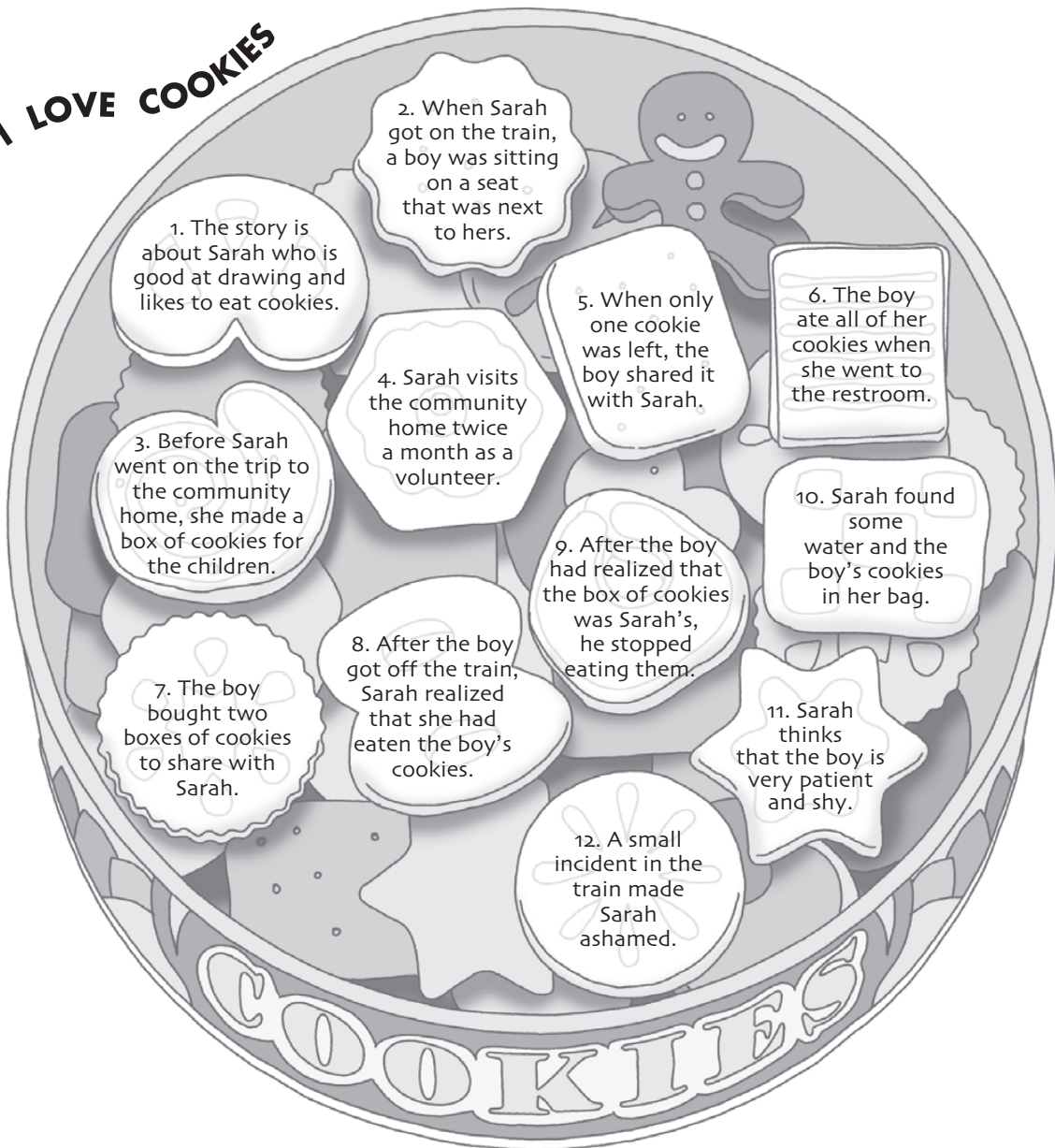
본문 주요어휘

<input type="checkbox"/> do well in	be good at something
<input type="checkbox"/> community home	<i>n.</i> a home provided by a local government for children who cannot remain with parents or relatives or be placed with foster parents
<input type="checkbox"/> incident	<i>n.</i> an event which is either unpleasant or unusual
<input type="checkbox"/> kind of	a type of person or thing
<input type="checkbox"/> finally	<i>ad.</i> in the end, at last
<input type="checkbox"/> next to	beside or very near to someone or something with nothing in between
<input type="checkbox"/> restroom	<i>n.</i> a room with a toilet in it, especially in a public building
<input type="checkbox"/> armrest	<i>n.</i> the part of a chair that supports one's arm
<input type="checkbox"/> mad	<i>adj.</i> angry or crazy
<input type="checkbox"/> annoy	<i>v.</i> to make someone feel slightly angry or impatient
<input type="checkbox"/> ignore	<i>v.</i> to intentionally not listen or give attention to
<input type="checkbox"/> out of	no longer involved in
<input type="checkbox"/> to one's surprise	a short expression for "I'm surprised at(something)."
<input type="checkbox"/> get off	to leave a vehicle
<input type="checkbox"/> embarrassed	<i>adj.</i> feeling ashamed or guilty about something
<input type="checkbox"/> ashamed	<i>adj.</i> feeling guilty or embarrassed because of something you have done
<input type="checkbox"/> patient	<i>adj.</i> to stay calm and not get annoyed
<input type="checkbox"/> deserve	<i>v.</i> to have earned or to be given something because of the way you have behaved or the qualities you have

Reading 짚어 보기

주어진 문장을 읽고, 본문의 내용과 일치하지 않는 쿠키들만 빗금으로 채우며 이동해 봅시다. 빗금을 다 채운 후, 어떤 알파벳이 나왔는지 아래의 빈칸에 적어 봅시다.

I LOVE COOKIES



Question Which letter have you found? _____

Answer 1. F 2. T 3. F 4. F 5. T 6. F 7. F 8. T 9. F 10. F 11. F 12. T * 정답: N

Read & Do

Read & Do

A 본문의 요지로 가장 적절한 것을 골라 봅시다.
 a. Eat when you are hungry.
 b. Don't jump to conclusions.
 c. Share your cookies with others.
 d. Don't be angry with other people.

B 글 마지막에 나타난 Sarah의 심정으로 가장 알맞은 것을 골라 봅시다.
 a. excited b. annoyed
 c. ashamed d. disappointed

C 본문을 다시 읽고 다음 질문에 알맞은 대답을 쓴 뒤, 짝과 묻고 답해 봅시다. □
 1. Where was the girl going?

 2. What did she buy?

 3. Why was the girl angry?

 4. How was the boy when the girl took his cookies?

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정답

A. b B. c C. 1. She was going to the community home.
 2. She bought a box of cookies and a bottle of water. 3. She thought the boy ate her cookies. 4. He was patient and peaceful. D. Then, At last, Later

A 본문의 요지로 가장 적절한 것을 골라 봅시다.

- T Find the proverb that best describes the theme of the story.
- T Which one is it?
- S It's "b."
- T That's correct. Good job!

B 글 마지막에 나타난 Sarah의 심정으로 가장 알맞은 것을 골라 봅시다.

- T Choose the answer that describes how Sarah is feeling at the end of the story.
- T Which one is it?
- S The answer is "c." It is "ashamed."

C 본문을 다시 읽고 다음 질문에 알맞은 대답을 쓴 뒤, 짝과 묻고 답해 봅시다.

- T Read the story again by yourself and answer the four questions below with a partner.
- T Where was the girl going?
- S She was going to the community home.
- T What did she buy?
- S She bought a box of cookies and some water.
- T Why was the girl angry?
- S She thought the boy ate her cookies.
- T How was the boy when the girl took his cookies?
- S He was patient and peaceful.

4개의 질문을 짝과 함께 묻고 답하게 한다.

T Now, practice the questions and answer them with your partner.

D 다음 글을 읽고, 알맞은 연결사를 써 봅시다.

T Now, let's read a summary of the story. Please fill in the missing words. When you are done, please check your answers with your partner.

T What is the missing word for number one?



■ 재미있는 영어 속담을 배워 봅시다.
 (그림을 보고 무엇에 관련된 속담인지 알아 봅시다.)



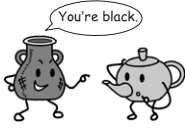
A friend in need is a friend indeed.



Time flies



No pain, no gain



The pot calls the kettle black

- S It's "Then."
- T What about the second one?
- S It's "At last."
- T What about the last one?
- S It's "Later."

Talk Time

모둠을 이루어 여러분이 본문 속 소년의 처지였다면 어떻게 했을지 대화해 봅시다.

1. Get ready _ 준비하기

- T Now, it's time to talk! Before we start, let's talk about the question. You are the boy in the story. What would you do in that situation?
- S1 I would tell her not to eat my cookies.
- T Oh, that's interesting. What else?
- S2 I would be very upset and shout at her.

2. Task _ 과업 확인하기

- T All done? I saw everybody was busy talking. Now, are there any volunteers? Who wants to share your ideas with the whole class?
- S In my group, two students said that they would let her eat the cookies, too. One student said that she would tell her about the cookies.

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 what we read in the story.

2) Homework _ 숙제

- T At home, review the story again and memorize all the words you learned today.

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

- T In the 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!

D 다음 글을 읽고, 빈칸에 알맞은 표현을 써 넣는다.

Sarah saw her box of cookies on the armrest of her seat. She thought the boy had taken them. She was angry. She took a cookie from the box and ate one. @ _____, the boy took one and ate it, too. @ _____, there was only one cookie left in the box. The boy took the last cookie and broke it in half. He shared it with her. Then, he got off the train at the next station. @ _____, she found her box of cookies.

Talk Time

Q 모둠을 이루어 여러분이 본문 속 소년의 처지였다면 어떻게 했을지 대화해 봅시다.



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내 마음을 건강하게 하는 자원봉사 활동
 자원봉사는 지역사회를 위해 봉사하고, 자신과 타인에 대해 진지하게 생각해 볼 수 있는 소중한 기회를 제공한다. Sarah처럼 고아원을 방문래 아이들과 놀아주는 것도 훌륭한 자원 봉사가 된다. 이밖에 어떤 것들이 있을까?

1. Park Project

학교 운동장이나 지역사회의 공원에서 쓰레기를 치우고, 나무를 심는 등의 활동을 한다.

2. Pet Shelter

동물을 좋아하는 학생들은 유기동물 보호소 등에서 개를 산책시키거나 동물과 놀아주고, 보호소 시설을 청소한다.

3. Nursing Home

요양원에서 노인들에게 신문을 읽어 주거나 말벗을 해드리며 간단한 뮤지컬이나 마술쇼를 준비해 즐거움을 드리기도 한다.

4. Mentoring

자신의 재능을 활용해 나이가 어린 학생들에게 도움을 제공할 수 있는 데, 운동을 가르치거나 학습에 도움을 줄 수도 있고, 학교 생활에 대한 전반적인 조언을 해주기도 한다.

5. Food Pantry

무료 급식소에서 식사 준비를 돕거나 급식 배식 및 급식소 청소를 도울 수 있다.

★ 준비물 CD-ROM, 학생용 워크북, 활동 자료

지도상의 유의점

➤ 학습할 언어 형식을 소개하고자 할 때, 문법 규칙을 직접 제시할 수도 있지만 학생들이 자연스럽게 읽기 지문 속에서 해당 언어 형식을 찾도록 유도할 수도 있다.

6 차시

학습 목표

- 과거완료 시제의 쓰임을 익히고 알맞게 사용할 수 있다.
- too ~ to ... 구문을 익히고 사용할 수 있다.

| Warm Up 도입 |

1) Greetings _ 인사

- T Hello, everyone.
- S Hello, Mr./Ms. _____.

2) Review _ 복습

3~4차시에서 배운 내용을 복습한다.

- T Last time, we read the story “A Girl and the Cookies.”
- T Do you remember why the girl got angry at the boy?
- S She thought the boy was eating her cookies.

3) Motivation _ 동기 유발

[Find Them in the Story!]

빠른 속도로 지난 차시에 학습한 본문을 다시 읽으면서, 이번 차시에 학습할 언어 형식을 찾아 밑줄 긋도록 한다.

- T Read the story again and find the sentences with the expressions on the board, and underline them. I’ll give you three minutes.
※ 칠판: ① had returned
 had eaten
 ② too ~ to ...
- T Are you finished? Let’s check the sentences together.

Tip Grammar Point

■ 과거완료 (had+과거분사)

쓰임 : 과거의 어느 시점보다 이전에 일어난 일에 대해 말할 때

eg. When the Prince arrived at the party, Cinderella had already gone home.

■ too ~ to...: ‘너무 ~해서 ...하다’

「so ~ that 주어 can’t...」 구문으로 바꾸어 쓸 수 있다.

eg. The box was too heavy to carry. → The box was so heavy that I couldn’t carry it.

| Step Up 전개 |



Look and think _ 보고 추측하기

- T** The Monster Heroes are in a room. How are they feeling?
- S** They are feeling sad.
- T** Why are they feeling sad?
- S** It's because there isn't any food in the room.
- T** Why do you think there isn't any food?
- S** I think it's because they have no work and no money.
- T** Why do you think so?
- S** I think it's because they caught all the criminals.
- T** Why did Green Monster tell Blue Monster to buy lunch?
- S** It's because Blue Monster found the wallet that he had lost.
- T** Why does Purple Monster want to go for lunch?
- S** It's because he is too hungry to work.

Learn the grammar _ 문법 학습하기  **CD-ROM** 문법 PPT

1 과거완료

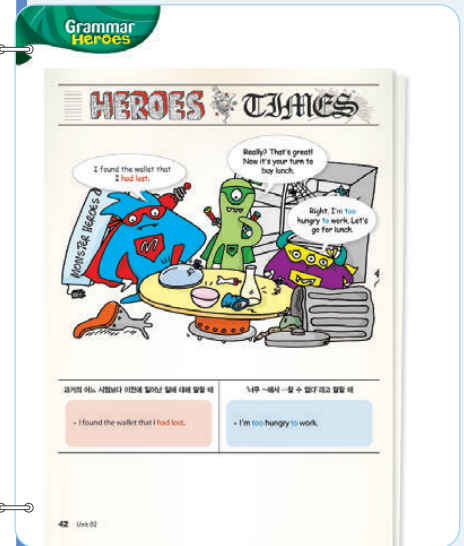
- T** Look at the sentence in the left column of the chart.
"I found the wallet that I had lost." Underline "had lost" here.
- T** It talks about what happened even before the past activity. He lost the wallet before.
- T** Can anyone tell me the meaning of the sentence?
그는 내가 잃어버렸던 지갑을 찾았다.

2 too ~ to ...

- T** Look at the right column of the chart.
- T** Shall we read the sentence?
- S** I'm too hungry to work.
- T** What does it mean?
- S** 나는 너무 배가 고파서 일을 할 수가 없다.

Monster의 대화를 짝과 함께 연습하며 배운 내용을 확인하게 한다.

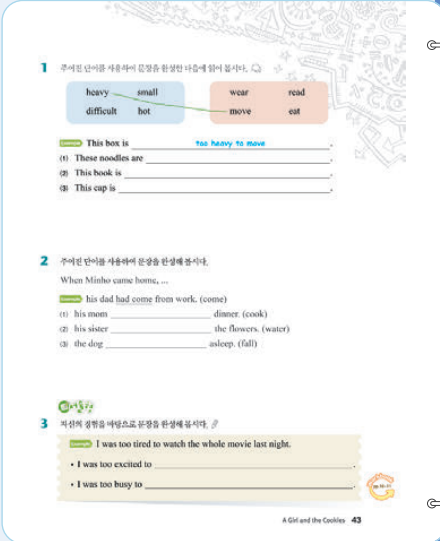
- T** Practice the monsters dialog with your partner.



6 차시

정답

1. (1) too hot to eat (2) too difficult to read (3) too small to wear
2. (1) had cooked (2) had watered (3) had fallen
3. (예시 답안) keep quiet in class / go swimming with my family



1 주어진 단어를 사용하여 문장을 완성한 다음에 읽어 봅시다.

- T Look at the boxes on the left and right.
- T Choose one word from each box and use them to complete the sentences using “too~ to...”
- T For example, “This box is too heavy to move.”
- T Now, do questions one to three.
- T Now, let’s go over the questions together.
- T What goes after “These noodles are”?
- S “too hot to eat.”
- T What about “This book is”?
- S “too difficult to read.”
- T What about “This cap is”?
- S “too small to wear”.

2 주어진 단어를 사용하여 문장을 완성해 봅시다.

과거완료 시제의 형태에 유의하여 문장을 완성하도록 한다.

- T Fill in the blanks using the given words.
Don’t forget to use the form “had + past participle(과거분사)”
- T Can anyone read the three sentences with the answers?
- S₁ (1) His mom had cooked dinner.
- S₂ (2) His sister had watered the flowers.
- S₃ (3) The dog had fallen asleep.
- T Great. “Cook” becomes “cooked.” “water” becomes “watered.” and “fall” becomes “fallen.”

3 자신의 경험을 바탕으로 문장을 완성해 봅시다.

too ~ to ... 구문을 사용한 문장을 함께 읽고 의미를 찾게 한다.

- T Read the first sentence. What does it mean?
- S 나는 너무 피곤해서 어젯밤 영화를 모두 보지 못했다.
- too ~ to ... 구문을 사용하여 자신만의 문장을 쓰게 한다.
- T Now, think about what happened to you yesterday, and complete the sentences using “too ~ to.”

Grammar Activities

보충 · 심화 공통

■ Describing Pictures

- (1) 4명이 한 모둠이 된다.
- (2) 모둠별로 "When", "had -ed"를 사용하여 그림카드 4장을 묘사하는 문장을 쓴다.
- (3) 전체 학급에게 완성된 문장을 발표한다.

<Possible Answers>

- S1 When Mina arrived at the station, the train had already left.
- S2 When Suho got home, his family had finished their lunch.
- S3 When Ms. Smith got home, she saw / found that ring.
- S4 When Laura called Jenny, she had already finished her homework.

<보충 · 심화 공통>

- 활동 유형 Group Writing Activity
- 활동 형태 모둠 활동
- 준비물 그림카드 4장(169쪽)
- 사용 언어 "When", "had -ed"

TEE

<보충 · 심화 공통>

- (1) Get into groups of four.
- (2) I'll give each group four picture cards. In your group, write sentences describing the pictures. Use "when," and "had-ed" when you write them.
- (3) Now, can any group tell us the sentences?

Wrap Up 정리

1) Review _ 복습

- T We learned "had been," "had gone," and "too ~ to..."
- T Can anyone say a sentence using any of the expressions we learned today?
- S I was too tired to exercise.
- T Great! You can also change it to, "I was so tired that I couldn't go out to exercise."

2) Homework _ 숙제

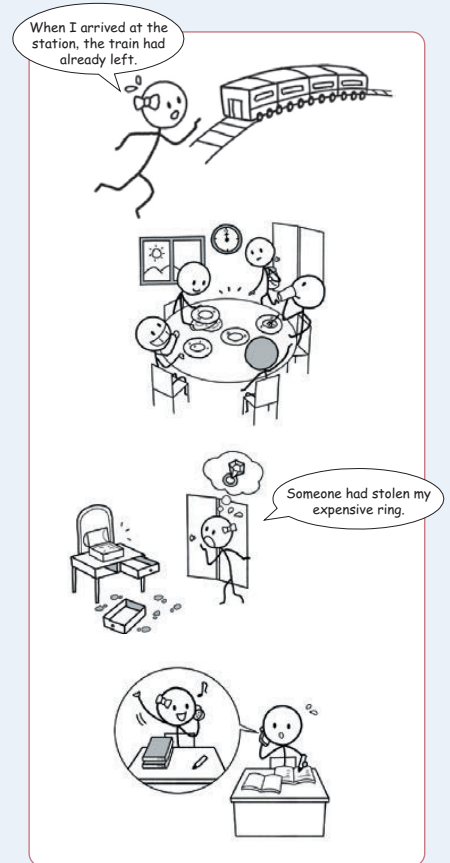
- T Review today's lesson at home and do your workbook.



- 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 do a writing exercise with the expressions we learned today. Don't forget to bring your textbook and workbook.
- S See you next time!
- T Bye, everyone!



7차시


학습 목표

- 주어진 글을 읽고 알맞은 시제로 빈칸을 채워 문장을 완성할 수 있다.
- 추가 정보를 이용하여 하나의 전체 글을 완성할 수 있다.

Write Now

A 다음은 Tim이 오늘 아침에 경험한 일을 쓴 일기의 일부분입니다. 빈칸에 주어진 단어를 알맞은 형태로 바꾸어 써 봅시다.

1.  Yesterday, I studied late at night. So, I up very late today.

2.  I had to run to the bus stop. However, when I got there, the bus already had .

3.  When I finally arrived at school, the first class just .

leave wake start study

B 밑줄을 참고하여 다음 문句中에 답해 봅시다.

1. Why was Tim late for school?
2. What happened when Tim got to the bus stop?

44 Unit 02

A Girl and the Cookies 45

C 위 이야기 순서에 맞게 다음 문장들을 순서대로 배열해 봅시다.

1. Therefore, I left home too late to take the bus on time.
2. I arrived too late to be on time for the first class.
3. I got there too late to take the bus.

D Tim의 일기를 완성한 후, 발표해 봅시다.

Tuesday, April 8th

Yesterday I studied late at night. So, I woke up very late today. Therefore, I left home too late to take the bus on time. I had to run to the bus stop. .
 When I finally arrived at school, .

Talk Time

1. Why couldn't Tim go to the first class?
2. Have you ever been late for school? Why were you late?

Warm Up 도입 |

1) Greetings _ 인사

- T Hello, class.
 S Hello, Mr./Ms. _____.

2) Review _ 복습

- T Last class, we learned how to make sentences using “had+pp” and “too~ to...” expressions. Can you make a sentence using them?
- S1 The box was too heavy to carry.
 S2 I found the wallet that I had lost.
 T Good. (지난 시간 주요문장을 함께 읽어본다.)

Step Up 전개 |

Write Now

정답

- A 1. woke 2. left 3. had started
 B (예시 답안) 1. He woke up very late. 2. The bus had already left.
 C 3-2
 D ① However, when I got there, the bus had already left. I got there too late to take the bus. ② the first class just had started ③ I arrived too late to be on time for the first class.

A 다음은 Tim이 오늘 아침에 경험한 일을 쓴 일기의 일부분입니다. 빈칸에 주어진 단어를 알맞은 형태로 바꾸어 써 봅시다.

- T Look at the picture in question number one. What happened to Tim?
 S He woke up late.

- T** What about the second and third picture?
- S** He missed the bus. / He arrived at school late.
- T** Now, fill in the blanks for questions two and three with the words in “Tips.”

B 윗글을 참고하여 다음 물음에 답해 봅시다. (왼쪽 **정답** 참조)

C **A** 의 이야기 전개에 맞게 다음 문장들을 순서대로 배열해 봅시다.

- T** You can see three sentences. Each of these three sentences can be added on to each of the sentences in section A. Match each sentence in section C with each one in section A. For example, the first sentence in section C matches with the first sentence in section A. So, number one is written in the circle beside question one in section C.

D Tim의 일기를 완성한 후, 발표해 봅시다.

- T** Now, fill in the blanks in the journal.

Talk Time

- T** Find a partner and ask and answer the two questions with your partner.
- S1** He arrived too late to be on time for the first class.
- S2** Yes, I have been late for school once. I got up very late in the morning.

| Wrap Up 정리 |

1) Review _ 복습

- T** Today you wrote many sentences using “had+pp” and “too~ to...” expressions. Do you have any questions about today’s class?

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** In the next class, we will do Real-life Zone. See you in the next class.

8차시

학습 목표

- 듣고 빈칸을 채워 '열차의 기내 방송'을 완성할 수 있다.
- 빈칸을 채워 '열차의 기내 방송'을 글로 완성하고, 기내 방송 역할극을 할 수 있다.
- 기차역의 매표소에서 나눌 수 있는 대화를 추측해 보고, 주어진 시간에 대화를 적절히 완성할 수 있다.

Warm Up 도입 |

1) Greetings _ 인사

- T** Hi, everyone.
- S** Hi, Mr./Ms. _____.
- T** Good. Let's start today's lesson!

2) Review _ 복습

- T** Last class, we learned how to describe what happened. How do you say, '내가 마침내 학교에 도착했을 때, 첫 수업이 시작되고 있었다' in English?
- S** When I finally arrived at school, the first class just had started.

Real-life Zone

A Listen and take notes. Listen and take notes.

Attention, Please!

Your attention, please. We'll soon be arriving at Adams and Wabash Station. The doors open on the _____.

For those who want to transfer to the _____ or _____ line, please get off at this station. Thank you for traveling with CTA.


B Write and talk. Fill in the blanks and talk.

기차 안내 방송문이 되어 대사를 완성한 후에 발표해 봅시다.

We'll soon be arriving at _____ Station. The doors are on your _____.

For those who transfer to the _____ and _____ lines, please get off at this station. Please make sure you have all your bags with you. Thank you for traveling with fast and _____ KTX today.

C Watch the time. Look and think. Then, say it in English.



Preparation Time 15 seconds | Response Time 15 seconds

1. A: 보스톤까지 요금이 얼마입니까?
B: (That'll be) 30 dollars.
2. A: Do you need one-way tickets or round-trip tickets?
B: Round-trip, please. (round-trip)
3. A: 다음 열차는 몇 시에 있습니까?
B: The next train comes at 4:20.
4. A: 열차표 한 장 살 수 있습니까?
B: Here you are.

Challenge

1. 보스톤까지 몇 정거장 남았습니까?
2. 누에백 다음 열차가 몇 시에 있습니까?

Practice with your friends.

- Script -

M: Your attention, please. We'll soon be arriving at Adams and Wabash Station. The doors open on the right. For those who want to transfer to the green or brown line, please get off at this station. Thank you for traveling with CTA.

Motivation_ 동기 유발

기차에서 듣게 되는 기내 방송에 대해 생각해 보게 하고, 자유롭게 대화를 나눈다.

- T** Today, we will do, Real-life Zone. Before we start today's lesson, let's share your experience of listening to an announcement on the train. Is there anyone who wants to share?

Step Up 전개 |

Real-life Zone

A Take Notes

1. Listen and take notes _ 듣고 받아쓰기

열차의 기내 방송에 관한 말을 듣고 빈칸을 채우게 한다.

- T** Now, you are going to listen to an announcement on a train. Fill in the blanks while listening. You will listen to it twice.

2. Listen again and check _ 다시 듣고 확인하기

- T** Are you done? Let's check the answers.
- T** What words should go in the blanks?
- S** Right, green, and brown.

B Write and Talk

1. Read and write _ 읽고 쓰기

열차의 기내 방송으로 승객들에게 안내하는 글을 완성하게 한다.

T Let's look at the passage of an announcement on a train. Can you complete it with your idea? I will give you a few minutes.

2. Talk with your group _ 모둠별로 활동하기

기차 안내 방송원이 차장이 되었다고 가정하고, 자신이 쓴 글로 기내 방송을 해 보게 한다.

T I want you to share your writing with your class. Read it aloud like a conductor of the KTX.

Talk in Time **CD-ROM** Animation

1. Understand the situation _ 상황 이해하기

T Look at the picture. Where are they?

S They are at a ticket office in a train station.

2. Prepare to respond _ 대화 완성 준비하기

T I'll give you 15 seconds to prepare and another 15 seconds to respond.

3. Respond in time _ 대화 완성하기

T Let's look at questions number one to four. How do you say them in English?

S₁ How much is the fare to Boston?



Practice with your friends

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 done in this lesson?

S We talked about traveling on a train.

2) Homework _ 숙제

T You should practice again and again, listening to the CD-ROM.

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

T In the next class, we will check the things that we've learned by playing a board game.

S Have a nice day!

예시 답안

We'll soon be arriving at Seoul Station. The doors are on your right. For those who want to transfer to the dark blue, or orange lines, please get off at this station. Please make sure you have all your bags with you. Thank you for traveling with fast and convenient KTX today.

모범 답안

- A: How much is the fare to Boston?
B: (That'll be) 30 dollars.
- A: Do you need one-way tickets or round trip tickets?
B: I need three round trip tickets.
- A: What time's the next train?
B: The next train comes at 4:20.
- A: Can I get a ticket for a train?
B: Here you are.

Challenge

- How many stops are there before Boston?
- What time is the next train to New York?

9차시

학습 목표

- 학습한 내용을 활용하여 “GO FISHING” 게임에 참여할 수 있다.
: 과거완료, too~to
- 학습한 내용을 듣기, 말하기, 읽기, 쓰기를 통해 확인할 수 있다.

Board Game GO FISHING!

게임의 목적: 보트 게임을 해 봅시다.

1. 아래 Check Up!에 주어진 표현을 확인한다.
2. 이 표현들을 모두 읽고 새로운 친구와 친구들 앞에서 줄다리기 게임을 한다. I had lived in my house.
3. 모든 표현이 다 읽히고 나면 친구와 친구들 앞에서 줄다리기 게임을 한다. You ~ to ~ 을 포함한 문장으로 달린다.
4. 문장 문제를 풀면 Check Up!에 있는 보트에 표지기를 붙인다.
5. 모든 보트에 표지기를 붙이면, 다음에 더 빨리 달린다.

Check Up!

I / finish / finish the race
She / buy / eat
The coffee / hot / drink
He / sick / go to school
The ring / expensive / buy
The box / heavy / carry
I / young / drive

- She reads many books.
- I live in this house.
- He does his homework.
- He plays soccer.
- They eat a lot.
- She works late.
- She buys many dolls.

1. 대화를 듣고, 빈칸에는 무슨 표현이 들어 있는지를 골라라. a. 영화관 b. 도서관 c. 영화관

2. 어떤 사람이 내 친구가 커피를 너무 많이 마셨다고 걱정하고, 왜 걱정하냐고 물었다.

1. Who broke my camera?
 I did. It's all my fault. I'm sorry.
 I split milk on it.
 What happened?

3. 다음 글을 읽고, 밑줄이 그어진 단어를 지정한 단어를 골라라.

Later, I left my seat to go to the restroom. When I returned, I saw my box of cookies on the armrest between our seats. What just happened? Did the boy eat some of my cookies? I was very (a) _____. Anyway, I took a cookie from the box and ate one. After I had eaten a cookie, the boy took one and ate it, too.

a. happy b. angry
c. sorry d. proud

4. 'too ~ to' 구문과 주어진 단어를 사용하여 자신의 상황에 맞게 써라.

busy tired sick

Warm Up 도입 |

1) Greetings _ 인사

- T** Good morning, class. 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, '왕복표 세 장이 필요합니다.' in English?
- S** I need three round trip tickets.
- T** Very nice.

Step Up 전개 |



1. Get Ready _ 준비하기

- Check Up!에 제시된 14개의 표현들을 살펴보게 한다.
- T** Let's play "GO FISHING." Find a partner.
 - T** Read the expressions in the Check Up box. There are 14 of them. Half of them are words and half of them are sentences.
 - T** Read them aloud with your partner.
 - T** Do you understand the meaning of all the expressions?
 - T** Good.

2. Let's play the game _ 게임하기

- T** Let's play the game.

- T** Does everyone understand what to do?
- S** Yes.
- T** Good. Now, let's play the game.

How to Play[TEE]

1. Read the expressions in the Check Up box.
2. Do rock-scissors-paper. The winner goes first.
3. Choose a fish.
4. If you choose a fish with a sentence in white, then change it to the past perfect. If you choose a fish with a sentence in blue, then make a sentence using "too~ to...".
5. If you get a question correct, then mark your name beside the question and give yourself one point.
6. When all the expressions in the Check Up box are marked, the game is finished. The person with the most points is the winner.

Quiz & Check

정답

1. b
2. 1-2-4-3
3. b
4. **예시답** I'm too sick / busy / tired to go to the party.

1 대화를 듣고, 콘서트는 무슨 요일에 열리는지 골라 봅시다.

- T** Listen to the dialog and choose when the day of the concert is.
- T** When is the concert?
- S** It's on Saturday.

2 대화의 순서대로 번호를 쓴 후, 짝과 대화해 봅시다.

- T** Are you finished? When a person asks, "Who broke my camera?", what can be the reply?
- S** "I did. It's all my fault. I'm sorry."
- T** Good. Then what comes next?
- S** "What happened?"
- T** Right. Then, "I spilt milk on it." comes next. Now I want you to practice the dialog with your partner.

- Script -

- B: When is the concert?
- G: It's this Saturday.
- B: Tony said it's on Sunday.
- G: I'm afraid he's wrong. It's on Saturday.

3 다음 글을 읽고, 빈칸에 들어갈 가장 적절한 단어를 골라 봅시다.

T Read the passage and choose the right word for the blank.

S (글을 읽고, 답을 체크한다)

T What is the answer for the blank?

S It's "b."

T Good!

4 "too ~ to" 구문과 주어진 단어를 사용하여 자신의 상황에 맞게 써 봅시다.

T Here are three words: busy, tired, and sick. Choose a word and make a sentence, using the "too ~ to" expression.

I'll give you a few minutes.

| Wrap Up 정리 |

1) Review _ 복습

T Let's review what we learned today. How do you say, '나는 운전을 하기에는 너무 어리다' in English?

S I'm too young to drive.

T How do you say, '내가 집에 갔을 때 내 동생은 벌써 자고 있었다.' in English?

S When I came home, my sister already had slept.

2) Homework _ 숙제

T At home, listen to the CD-ROM and review Unit 2.

Let me give you an assignment. On a sheet of paper, write the full sentences using the words on the board.

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, students.

S Bye, teacher.

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. How is the weather?
- S** It's raining.
- T** Right. Let's start today's class. We'll review Unit 2 today.

Test Yourself

1 알고 있는 단어에 ✓ 표시 하고, 그 뜻을 말해 봅시다. (10/10)

Words		
<input type="checkbox"/> incident	<input type="checkbox"/> recently	<input type="checkbox"/> arrive
<input type="checkbox"/> army	<input type="checkbox"/> ignore	<input type="checkbox"/> patient
<input type="checkbox"/> embarrassed	<input type="checkbox"/> ashamed	<input type="checkbox"/> share
<input type="checkbox"/> next to	<input type="checkbox"/> to one's surprise	<input type="checkbox"/> get off

2 대화를 듣고, 소년의 감정으로 알맞은 것을 골라 봅시다. (10)

a. excited b. angry
c. happy d. sorry

3 대화를 듣고, 내용과 일치하지 않는 것을 골라 봅시다. (10)

a. The Nile River is the longest river in the world.
b. The Amazon River is longer than the Nile River.
c. The Amazon River isn't the longest river in the world.
d. The Amazon River is the longest river in America.

4 빈칸에 들어갈 가장 알맞은 표현을 고르고, 책과 함께 대화해 봅시다. (10)

A: What happened to the cookies? Why are they burnt?
B: Oh no! I must have left them in the oven too long.
A: Oh no! But we are so hungry.
B: I'm sorry, guys. _____ I should have been more careful.
a. It can't be true. b. Don't mention it.
c. It's all my fault. d. I'm afraid that's wrong.

5 주인공의 감정 변화를 가장 잘 나타낸 것을 골라 봅시다. (10)

a. 무지라움 — 기쁨 b. 부끄러움 — 슬픔
c. 황당함 — 무지라움 d. 화남 — 부끄러움

6 글의 흐름상 빈칸에 들어갈 문장으로 가장 적절한 것을 골라 봅시다. (10)

a. I should share my cookies!
b. The boy should share his cookies!
c. I must have eaten the boy's cookies!
d. The boy must have eaten my cookies!

7 우리말과 일치하도록 주어진 단어를 이용하여 문장을 완성해 봅시다. (10)

This was just _____ (amusing, ignore)
→ 이것은 너무 재미있어서 무시할 수 없었다.

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

A Girl and the Cookies 51

2) Review _ 복습

- T** Do you remember what you learned in our last lesson?
- S** We played a board game, "GO FISHING"
- T** Yes, you had a great time playing the game. Can you say "이 커피는 너무 뜨거워서 마실수 없다" in English?
- S** This coffee is too hot to drink.
- T** Very good. Then how can you say, "나는 이 집에서 살았었던 적이 있다."?
- S** I had lived in this house.
- T** Great. You remember what you practiced in the previous class.

| Step Up 전개 |

Words

- | | |
|--|---|
| <input type="checkbox"/> incident
사건 | <input type="checkbox"/> recently
최근에 |
| <input type="checkbox"/> arrive
도착하다 | <input type="checkbox"/> annoy
짜증나게 하다 |
| <input type="checkbox"/> ignore
무시하다 | <input type="checkbox"/> patient
참을성 있는 |
| <input type="checkbox"/> embarrassed
당황한 | <input type="checkbox"/> ashamed
부끄러운, 수줍어하는 |
| <input type="checkbox"/> share
나누다 | <input type="checkbox"/> next to
~의 옆에 |
| <input type="checkbox"/> to one's surprise
놀랍게도 | <input type="checkbox"/> get off
~에서 내리다 |

- Script Q2 -

G: Why is my MP3 player broken?
B: Tom and I were using it, but then I broke it.
G: Oh, no!
B: I'm so sorry. It's all my fault.

- Script Q3 -

W: What's the longest river in the world?
M: Isn't it the Amazon River?
W: I'm afraid that's not right. It's the Nile River. The Amazon River is the longest river in America, but it is not the longest in the world.

정답

1. 자신이 아는 단어에 체크하기 2. d 3. b 4. c 5. c 6. c
7. too annoying to ignore

1 알고 있는 단어에 ✓ 표를 하고, 그 뜻을 말해 봅시다.

- T First, let's review all the new words we learned in this unit.
- S (학생들은 큰 소리로 단어와 우리말 뜻을 말한다.)

2 대화를 듣고, 소년의 감정으로 알맞은 것을 골라 봅시다.

- T Listen to the dialog and find the boy's feeling. Before we listen, read the choices first. Reading the choices beforehand can help you understand better. Now, I'll play the dialog.
- S (학생들은 듣고 답을 고른다.)
- T What's the answer?
- S It's "d."
- T Right. The boy felt sorry.

3 대화를 듣고, 내용과 일치하지 않는 것을 골라 봅시다.

- T Now, let's go to question 3. Listen carefully and find out what is not true about the dialog.
- T Read the choices before listening. Now, let's listen.
- S (학생들은 듣고 영어로 답을 적는다.)
- T Done? Will you read your answer, Minji?
- S It's "b." The Amazon River is not longer than the Nile River.
- T Good job!

4 빈칸에 들어갈 가장 알맞은 표현을 고르고, 짝과 함께 대화해 봅시다.

- T Read the dialog in question 4 and choose the expression that should go in the blank.
- S (학생들은 문제를 읽고 빈칸에 들어갈 알맞은 표현을 찾는다.)
- T Which expression should go in the blank?
- S It's "c." It's all my fault.
- T Good! Now, practice the dialog with your partner.

5 주인공의 감정의 변화를 가장 잘 나타낸 것을 골라 봅시다.

- T Read the text in the box and answer the question.

T Are you finished? Then, let's check the answers. First question.
How did the girl feel at first and how did she feel later?

S At first she felt a bit surprised, but later she felt very embarrassed and ashamed. So the answer is "c."

6 글의 흐름상 빈칸에 들어갈 문장으로 가장 적절한 것을 골라 봅시다.

T Which sentence is the most appropriate one for the blank?

S It's "c." "I must have eaten the boy's cookies!"

7 우리말과 일치하도록 주어진 단어들을 이용하여 문장을 완성해 봅시다.

T Read the Korean sentence first, and think how you will say it in English.

T Let's check the answer. What's the answer for the blank, Jimin?

S This was just too annoying to ignore.

T Very good.

| Wrap Up 정리 |

1) Review _ 복습

T Let's wrap up today's lesson. Who can tell me what we did today?

S We reviewed what we learned in Unit 2.

T Good. What did we learn in the lesson?

S We read a story about a girl and the cookies.

T Right. We read a story about a girl and the cookies.

2) Homework _ 숙제

T Review Test Yourself and check the questions you didn't get right 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 3. See you next time!
You all did a good job today.

S See you, Mr./Ms. _____.

보충

1. You have _____ people in your family.	T / F
2. Your favorite food is _____.	T / F
3. You live in _____.	T / F
4. Your birthday is _____.	T / F
5. Your favorite subject is _____.	T / F

Your score: _____

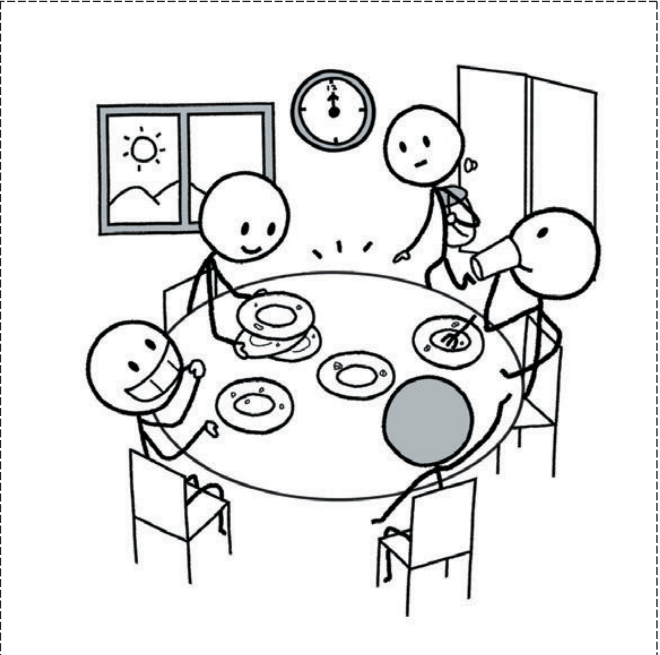
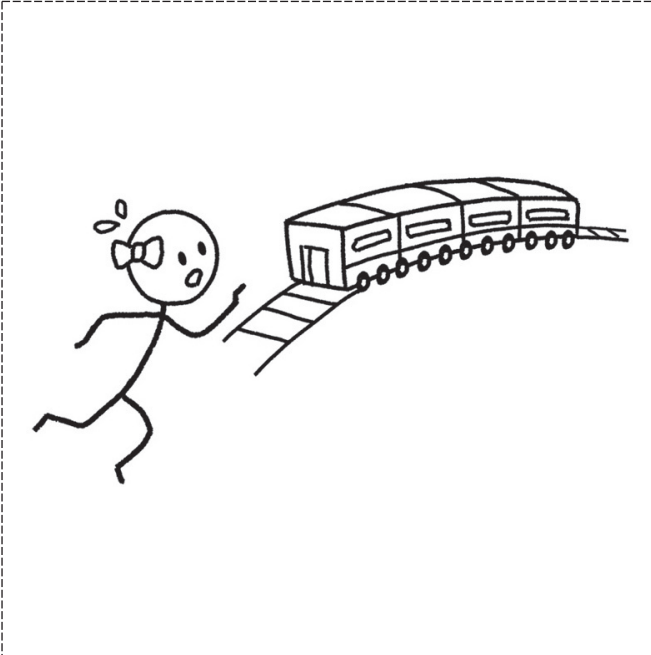


심화

1		T / F
2		T / F
3		T / F
4		T / F
5		T / F

Your score: _____

보충 · 심화 공통



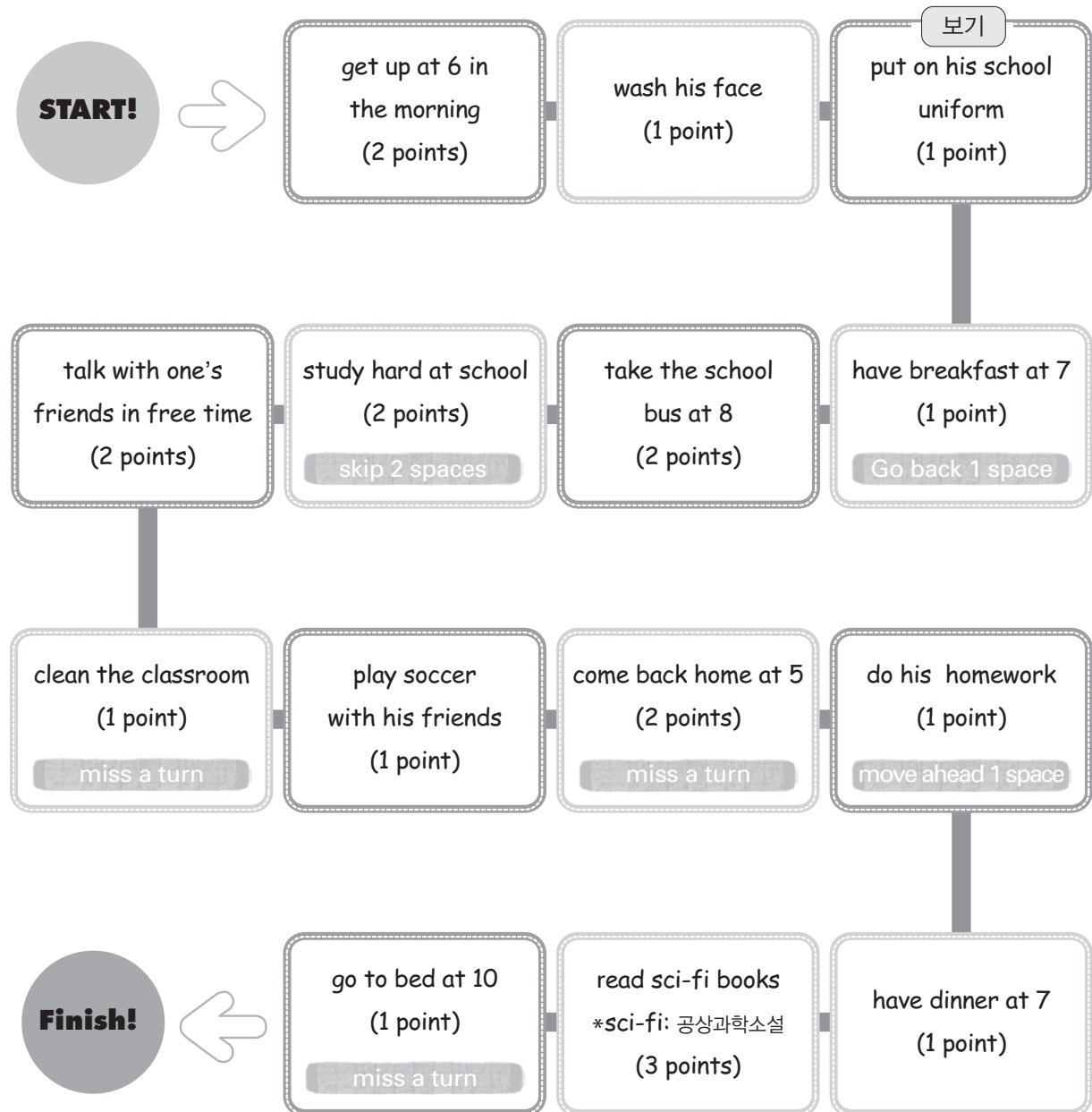
Speaking 훈련하기(보충)

Speaking Drill

① This bench	② The game	① small, hear well	② boring, watch from the beginning to end
③ Jane's voice	④ The soup	③ small, wear	④ sick, go to school
⑤ It	⑥ Skiing	⑤ dark, read	⑥ young, ride the roller coaster
⑦ These books	①+⑧	④+⑬	②+②
⑧ Tom	⑧+⑥	⑦+⑩	⑦ busy, come to my birthday party
⑨ The T-shirt	⑭+⑮	⑤+⑤	⑥+⑫
⑩ Jisu	③+⑦	⑬+⑭	⑧ small, sit together
⑪ This box	⑦+⑨	⑩+④	⑬+⑮
⑫ Boram	⑨+③	⑮+⑪	⑩+⑫
⑬ Kelly	⑤+⑪	③+①	①+⑮
⑭ He	⑩+⑥	⑫+④	⑬+⑮
⑮ The weather	⑧+⑦	⑤+⑩	⑧ heavy, carry alone
⑯ The hill	⑪ cold, open the window	⑫ difficult, learn	
	⑬ salty, eat	⑭ short, take the box from the shelf	
	⑮ tired, stay up all night	⑯ high, climb	

Speaking 함께 하기(심화)

Board Game!



Speaking Drill (보충)

활용 문법 too~to

1. 짝과 번갈아 가며 가운데에 있는 숫자판을 연필 또는 펜으로 눈을 감고 짝는다.
2. 자신이 짝은 숫자들에 해당하는 단어 카드를 찾아 다음과 같이 “too~to”를 활용한 문장을 만든다. 이때, 앞의 숫자는 흰 판에 해당하고, 뒤의 숫자는 회색 판에 해당하는 숫자이다.
 - 13+7를 짝은 경우,

13
Kelly
7
busy, come to my birthday party
→ Kelly was too busy to come to my birthday party.

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

Speaking Drill (기본)

방식은 Speaking Drill(보충)과 동일하나, 의문문·부정문 활동이 추가되어 있다.

- 13+7(의문문)를 짝은 경우,

13
Kelly
7
busy, go to your birthday party
→ Was Kelly too busy to go to your birthday party?

Board Game!

활용 문법 과거 완료

1. 2명이 짝이 되어 돌아 가며 동전을 던져서 앞면이 나오면 두 칸 앞으로, 뒷면이 나오면 한 칸 앞으로 이동한다.
2. 보드판은 Minsu의 하루 일과에 관한 내용으로서, 앞 또는 뒤에 놓인 문장을 활용하여 다음과 같은 ‘과거완료’ 문장으로 만든다.
 - wear his uniform에 있을 경우,
 - Before he put on his school uniform, he had washed his face. 또는 Before he had breakfast at 7, he had put on his school uniform.
3. 10초안에 자연스러운 문장을 만들지 못할 경우에는 한 차례 쉬게 되고, 알맞게 문장을 만들었을 경우에는 그에 해당하는 점수를 얻는다.
4. 마지막에 합산하여 점수가 가장 높은 사람이 이긴다.

수행평가

[Performance Test 02: My Ideal Summer Trip]

평가 목표 여름방학 때 여행하고 싶은 곳에 대해 짧은 글을 쓸 수 있다.

평가 개요 1. 여름방학 때 여행하고 싶은 곳을 정하고 주어진 질문에 답한다.
2. 질문에 대한 대답을 바탕으로 여행 계획에 대한 짧은 글을 작성한다. 평가 유형쓰기

평가 유형 쓰기(개별 활동)

소요차시

과제물제출

준비물

worksheet

평가 기준

- ① 학생들에게 worksheet을 나누어 준 뒤 수행평가에 대해 공지한다.
- ② 여름방학 때 여행하고 싶은 곳을 정한 뒤 주어진 질문에 답하도록 한다.
- ③ 질문에 대한 대답을 바탕으로 여름방학 여행에 대한 짧은 글을 작성하도록 한다.
- ④ 정해진 제출일까지 과제를 내지 않을 경우 평가 점수에서 감점이 있음을 주지시킨다.

평가 기준

category	point	assessment
task completion	3	More than 8 sentences about the topic are clearly formulated and stated.
	2	5 ~ 7 sentences are formulated.
	1	Less than 4 sentences are formulated.
submission	1	S submits the worksheet by the deadline.
	0	S fails to submit the worksheet by the deadline.
language use	3	Ideas are clearly expressed with minor grammatical or spelling errors. (2 ~ 3 errors)
	2	Some grammatical or spelling errors affect the student's performance. (4 ~ 5 errors)
	1	Numerous errors relatively impair the student's performance. (more than 6 errors)
content	3	Detailed and expressive description about their summer trip
	2	Rough description about their summer trip
	1	Too simple description with a lack of consistency

예시

<My Ideal Summer Trip to Jeju-do>

During the summer vacation, I'm planning to go to Jeju-do. I want to go there because I can enjoy beautiful nature, like the amazing ocean and the clean air on the island. I will go there with my family. I want to go on the trip for a week. I'm going to take a plane and then my dad will rent a car. I'm going to pack my swimming suit, a camera, and a book to read in my backpack. I'm going to take a long walk around the beach. Also, I want to go hiking in Hallasan. I'm sure it will be a wonderful trip.