

UNIT 03



Music Speaks to You

✔ 단원 설정 취지

음악은 우리에게 감동을 줄 뿐만 아니라 우리의 삶을 변화시키는 힘을 가지고 있다. 이에 본 단원에서는 일상생활 속에서 흔히 들을 수 있는 배경 음악의 효과를 알아보고, 화가 났을 때와 감사할 때 쓸 수 있는 표현을 익혀 실제의 삶 속에서 활용할 수 있도록 한다.

☆ 단원 목표

의사소통 기능	<ol style="list-style-type: none"> 1 감사하기와 감사에 답하기 2 화남 표현하기 	<p>A: I appreciate your help. B: Don't mention it. / No problem.</p> <ul style="list-style-type: none"> • I can't stand any noise when I study.
언어 형식	<ol style="list-style-type: none"> 1 what 2 although 	<ul style="list-style-type: none"> • What Mrs. Davinci suggested helped save the restaurant. • Although classical music sounds very beautiful, it's more appropriate for an art museum.

- 감사를 표현하고, 이에 답하는 대화를 듣고, 대화의 의도를 파악할 수 있다.
- 싫어하는 것에 대해 묻고 답하는 대화를 할 수 있다.
- 음악이 인간의 행동에 미치는 관계를 설명한 글을 읽고 원인과 결과를 파악할 수 있다.
- 그림을 보고 인물의 행동을 묘사하는 글을 쓸 수 있다.

차시	학습 내용	주요 교수·학습 활동	CD-ROM 활동	준비물
1	Listen & Talk 교 54~55쪽	<ul style="list-style-type: none"> • 대화를 듣고 내용 확인하기 • 감사의 마음을 전하고, 그에 응답하는 역할극 하기 • 참을 수 없거나 싫어하는 것에 대해 묻고 답 하기 	<ul style="list-style-type: none"> • Words & Phrases • Speed Quiz Game 	<ul style="list-style-type: none"> • 학생용 워크북 (W 13쪽)
2	Conversation Zone 교 56~57쪽	<ul style="list-style-type: none"> • 대화를 듣고 빈칸 채우기 • 목음과 억양에 주의하여 말하기 • 모둠별로 참을 수 없는 대상에 대해 이야기를 나누고 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 208~211쪽) • 수준별 활동 자료 (지 206쪽)
3~5	<ul style="list-style-type: none"> • Read • Read & Do 교 58~63쪽	<ul style="list-style-type: none"> • 음악이 매출에 끼치는 영향에 대한 글 읽기 • 글의 내용 이해 점검하기 • 일상생활 속에서 들을 수 있는 여러 종류의 음악에 관해 말하기 	<ul style="list-style-type: none"> • Speed Game 수 	<ul style="list-style-type: none"> • 워크시트 (지 188~189쪽)
6	Grammar Heroes 교 64~65쪽	<ul style="list-style-type: none"> • 관계대명사 what 익히기 • 접속사 although 익히기 	<ul style="list-style-type: none"> • Grammar PPT • Grammar Game • Pattern Drill 	<ul style="list-style-type: none"> • 학생용 워크북 (W 수 14~15쪽) • 활동 자료 (지 207쪽)
7	Write Now 교 66~67쪽	<ul style="list-style-type: none"> • 그림을 보고 접속사 although를 이용하여 문장쓰기 • 관계대명사 what을 이용하여 탐정 Jr. Holmes의 노트를 완성하기 		<ul style="list-style-type: none"> • 학생용 워크북 (W 수 16쪽)
8	Real-life Zone 교 68~69쪽	<ul style="list-style-type: none"> • DJ Eric의 음악 방송을 듣고 빈칸 채우기 • 음악 방송의 DJ가 되어 자신이 좋아하는 음악을 소개하기 • 음반점에서 일어날 수 있는 질문에 답하기 	<ul style="list-style-type: none"> • Animation 	
9	<ul style="list-style-type: none"> • Board Game • Quiz & Check 교 70~71쪽	<ul style="list-style-type: none"> • "Treasure Hunt" 보드 게임하기 • 듣기, 말하기, 읽기, 쓰기 문제 풀기 		
10	Test Yourself 교 72~73쪽	<ul style="list-style-type: none"> • 단원 형성 평가 문제를 풀며 총정리 하기 		

*CD-ROM은 매 시간 준비하도록 한다.

1 차시

학습 목표

- 감사를 표현하고 이에 답하는 대화를 듣고, 대화의 의도를 파악할 수 있다.
- 감사를 표현하고, 이에 답하는 간단한 역할극을 할 수 있다.
- 화난 것을 표현하는 대화를 듣고, 감정의 원인을 알 수 있다.
- 싫어하는 것에 대해 묻고 답하는 대화를 할 수 있다.



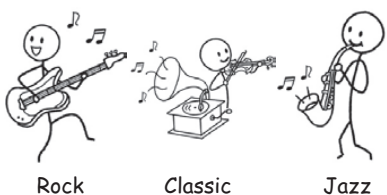
Warm Up 도입 |

1) Greetings _ 인사

- T** Good morning, everyone.
- S** Good morning, Mr./Ms. _____.
- T** How are you feeling today?
- S** I'm great./Not good.
- T** The mid-term exam is coming.

지도상의 유의점

- 단원의 학습 목표를 함께 큰 목소리로 읽어보며, 학습 목표를 학생들에게 명확히 주시시킨다.
- 그러나 교사가 일방적으로 학습목표를 제시하는 것이 아니라 학생 스스로 도달해야 하는 목표를 발견하도록 하는 것이 좋다.
- 음악의 여러 장르에 대해 생각해보고 자신이 좋아하는 음악에 대해 자유롭게 간단한 영어로 이야기함으로써, 이 단원 주제에 대한 학생들의 흥미도를 높일 수 있다.



Rock

Classic

Jazz

2) Motivation _ 동기 유발

단원 시작 페이지의 이미지 정보와 LOOK의 내용을 통해 3단원의 주제를 소개한다.

- T** From today on, we'll do Unit 3. What do you think Unit 3 is about?
- S** It's about music!
- T** Right. In this unit, we're going to see how music affects us. (various questions are possible)
 - How does music affect studying?
 - How does classical music affect plants?
 - How does music affect doing exercise?

Use Everyday English의 내용을 보면서 학습 목표를 소개한다.



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** There are three pictures in part A. Jinsu won a competition. What kind of competition was it?
- S** Was it an English speaking competition / a taekwondo competition / a painting competition?

2. Listen and choose _ 듣고 첫 번째 문제 풀기

대화를 듣고, 진수가 어떤 대회에서 우승을 했는지 고르게 한다.

- T** Now, let's listen to the dialog. What competition did Jinsu win? Choose the right picture.
- S** It's "b." He won a taekwondo competition.

3. Challenge _ 듣고 두 번째 문제 풀기

대화를 듣고, 진수의 다음 연습이 언제인지 고르게 한다.

- T** Let's listen to the dialog. When is Jinsu's next practice?
- S** It's Thursday.

B Talk 1

1. Get ready _ 준비하기

감사하는 표현과 이에 적절히 답하는 표현을 익히게 한다.

- T** We often say "Thank you" to others. "I appreciate it" also means "Thank you." When someone says, "Thanks", how do you reply?
- S** You're welcome./ Don't mention it./ It's my pleasure./ No problem.
- T** Great! Now let's read the example dialog.

2. Do a role play _ 활동하기

주어진 표현을 이용하여 예시 대화와 같이 감사하고, 이에 적절히 답하는 대화를 나누게 한다.

- T** Now, let's do a role play. With your partner, have a conversation as in the example.
- 짜과 나는 대화를 반 전체에게 발표하게 한다.
- T** Okay, now who wants to share their dialog with the class?

Listen & Talk

Listen 1 What competition did Jinsu win?



Challenge! When is Jinsu's next practice?



Talk 1 Do a role play.

A: Mom, you made really delicious cookies. I appreciate it.
B: It's my pleasure./No problem.



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- Script -

▶ Listen 1

Jinsu: Ms. Smith, I won the taekwondo competition!

Ms. Smith: Wow, congratulations!

Jinsu: You taught me very well. I appreciate it.

Ms. Smith: It's my pleasure.

▶ Challenge!

Jinsu: Ms. Smith, I won the taekwondo competition!

Ms. Smith: Wow, congratulations!

Jinsu: You taught me very well. I appreciate it.

Ms. Smith: It's my pleasure.

Jinsu: By the way, when is the next practice class?

Ms. Smith: It's the day after tomorrow.

예시 답안

A: Dad, you play soccer with me every Sunday. I appreciate it.

B: It's my pleasure.

A: Ms. Evans, you're always friendly. I appreciate it.

B: No problem.

A: Dear Earth, thank you for all the things you give us.

B: It's my pleasure.

<Your own>

A: Yujin, you often help me with math. I really appreciate it.

B: No problem.

Listen & Talk

C Listen 2

Listen 2 Why does Sejin feel upset?

- a. It is hard to fix her computer.
- b. She doesn't like the boy's suggestion.
- c. Her computer is too slow.

Challenge! What is Jinsu's suggestion?



Talk 2 Ask and answer.

- A: You look down. What's wrong?
- B: My sister is always coming into my room. I can't stand her.



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- Script -

▶ Listen 2

Jinsu: What's wrong? You look upset.
Sejin: I can't stand this computer. It's too slow.

▶ Challenge!

Jinsu: What's wrong? You look upset.
Sejin: I can't stand this computer. It's too slow.
Jinsu: Why don't you take it to a repair shop?
Sejin: I think I'll do that right away.

예시 대화

A: You look down, what's wrong?
B: My little brother is so noisy. I can't stand him.
A: You look down, what's wrong?
B: My friend is always late. I can't stand her.
A: You look down, what's wrong?
B: The weather is too hot. I can't stand it.
A: You look down, what's wrong?
B: The bathroom smells bad. I can't stand it.

1. Look and think _ 보고 추측하기

- T Look at the three pictures. What is happening in each picture?
- S A girl is fixing a computer. A girl is buying a new computer. A repairman is fixing a girl's computer.

2. Listen and choose _ 듣고 첫 번째 문제 풀기

대화를 듣고, 세진이가 화난 이유를 고르게 한다.

- T Now, listen to the dialog and answer the question.
- S The answer is "c." It's because her computer is too slow.

3. Challenge _ 듣고 두 번째 문제 풀기

대화를 듣고, 진수의 제안을 고르게 한다.

- T Listen to the dialog and answer the question. What's Jinsu's suggestion?
- S He suggested that Sejin should get her computer fixed in a repair shop.

D Talk 2

1. Get ready _ 준비하기

참을 수 없는 것이나 싫어하는 것에 대해서 묻고 답하는 표현을 익히게 한다.

- T Yunji, can you tell me one thing you really don't like?
- S I really don't like hot weather.
- T Okay, then you can say, "I can't stand hot weather." As for me, I really don't like cold weather. I can also say, "I can't stand cold weather." Let's read the example dialog in the box.

2. Ask and answer _ 활동하기

짝과 함께 주어진 표현을 이용하여 예시 대화 처럼 고민을 묻고, 싫어하는 것을 표현하는 대화를 나누게 한다.

- T Now, practice the dialog with your partner as in the example.

짝과 나는 대화를 반 전체에게 발표를 시켜본다.

- S1 You look down. What's wrong?
- S2 My little sister is always coming into my room. I can't stand her.

수준별 Activities

보충

■ Thank Your Friends.

- (1) 학생에게 감사의 말을 하고 싶은 사람을 정하고, 그 사람이 무엇을 도와주었는지를 영어로 말할 수 있도록 준비시킨다.
 - (2) 공을 패스하여 주고받다가 배운 표현인 I appreciate it / that.을 사용하여 선생님이 "Stop."이라고 외쳤을 때, 공을 가지고 있는 학생은 준비한 내용을 말하게 한다.
 - (3) 시범을 보이며 게임을 설명한다.
"Eunjung, you always listen to me in my class. I appreciate that."
 - (4) 공을 던지며 게임을 시작한다.
- ※ 지도시 주의할 점: 학생들이 공을 너무 멀리 던지지 말고, 가까운 사람에게 건네 주도록 한다. 공을 건네주는 순서를 정해도 좋다.

심화

■ Write a Thank You Card.

- (1) 학생들에게 3분정도 시간을 주며, 간단한 "Thank you card"를 쓰게 한다. 구체적으로 언제, 어디서, 어떻게 도와주어서 고마운지 3문장 이상 쓰게 한다.
- (2) 모둠별로 작성한 것을 공유하고, 가장 우수한 것을 하나 고르게 한다.
- (3) 각 모둠에서 선발한 가장 우수한 Thank you card를 발표시킨다.

〈보충〉

- 준비물 공
- 활동 형태 전체 활동
- 사용 언어 You are always kind./You often help me./You helped me yesterday. I appreciate it(that).

〈심화〉

- 준비물 Thank you card를 쓸 수 있는 간단한 메모 종이
- 활동 형태 개별/모둠/전체 활동
- 사용 언어 You helped me with my homework yesterday./You helped me carry a heavy box. I appreciate it(that).

TEE

〈보충〉

- (1) Think of someone you feel thankful to in this class. Why are you thanking him or her?
- (2) I'll pass a ball to you. You also have to pass around the ball. When I say, "Stop." the person who has the ball has to tell us who he/she wants to thank and give the reason.
- (3) I'll start first. "Eujin, you always listen to me in my class. I appreciate that."
- (4) Start passing the ball. Don't throw it. Just pass the ball to the person close to you.

〈심화〉

- (1) Think of someone you feel thankful to. Write a thank you card. Be specific. What did she or he do for to you? When did that happen? Write more than 3 sentences. I'll give you 3 minutes.
- (2) Time's up. Share your thank you cards with your group members. Choose the best thank you card in your group.
- (3) Who wrote the best thank you card in your group? Read it to the whole class.

| Wrap Up 정리 |

1) Review _ 복습

- T** Let's review what we've learned today. What are the two main expressions?
- S** I appreciate it. I can't stand it.
- T** Good. You tried very hard today. I appreciate that.

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 practice these expressions with a long dialog. You did well. Good-bye.

준비물 CD-ROM, 수준별 워크시트



수준별 선택 활동

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



Speaking 훈련하기(48)

* Speaking Drill

I	we	eat, for dinner	read
She	They	buy	hear
himself	we	find	look for
you	my father	ask	ask
Jane and Frank	my mother	tell me	order
my father	Ann	suggest	suggest
Ann	Sara	be afraid of	be afraid of
Sara	Oliver	want	want
body	Tan and Tina	write	write in the letter
Carol	my brothers	is in one's free time	is in one's free time

Speaking 훈련하기(가)

* Speaking Drill

I	we	eat, for dinner	read
She	They	buy	hear
himself	we	find	look for
you	my father	ask	ask
Jane and Frank	my mother	tell me	order
Your sister	Ann	suggest	suggest
Ann	Sara	be afraid of	be afraid of
Sara	Oliver	want	want
body	Tan and Tina	write	write in the letter
Carol	my brothers	is in one's free time	is in one's free time

Speaking 함께 하기(54)

* Card Game!

look	aim	satisfied	friendly	listen to	get up early
do one's best	find	learn	honest	Chinese	Your idea
I can	hard	soft music	get a high score	get ready	light music
see King	Be to U. S.	Your idea	get some good results	hard music	read
Your idea	mean	disappointed	imagine	fat	Your idea
piece of	change	change	excite	hard music	imagine

*CD-ROM에서 [Worksheet]를 출력하여 이 용한다.

2 차시

학습 목표

- 감사의 표현과 화남의 표현을 익히고, 대화를 완성하여 말할 수 있다.
- [au] 발음에 유의하여 말하고, 긴 문장을 끊어 읽을 수 있다.
- 모둠별로 감사하는 일과 화나는 일에 대해 대화를 나눌 수 있다.

| Warm Up 도입 |

1) Greetings _ 인사

- T Good morning, everyone.
- S Good morning.
- T How are you doing today?
- S Great. Thanks.

2) Review _ 복습

- T Do you remember what we learned in the last class?
How do you say, “나는 후덥지근한 날씨를 참을 수 없어!” in English?
- S I can't stand hot weather.

3) Motivation _ 동기 유발

[Thank you!]

여러 언어로 '감사하다' 라고 말할 때의 발음을 영어로 칠판에 표시하고, 어떤 나라에서 사용하는 언어인지 함께 맞추어 본다.

- T Look at the board. They all mean the same thing. Can you guess what they mean?

[On the Blackboard] <여러 나라의 감사 표현>

- Xiexie. (중국어)
- Terima kasih. (인도네시아, 말레이시아)
- Gracias. (스페인어)
- Arigato. (일본어)
- Danke. (독일어)
- Merci. (불어)

- S I think they mean _____.
- T Right. They all mean, “Thank you.”
- T All the words are pronounced differently, but they all mean “Thank you.” Let's read the expressions together.

Conversation Zone

Act It Out  Animation

1. Look and think _ 보고 추측하기

- T What are they doing?
- S I think they are studying.
- T It seems that the girl is asking the boy to do something. What do you think it is?
- S I think she's asking the boy to turn the volume down.

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

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

3. Listen again and check _ 다시 듣고 확인하기

- T Now, let's check the answer. What did you write for the first blank? (① I just can't stand any noise when I study.) What are the words for the second one? (② I appreciate your understanding.) Very good. What goes in the third blank? (③ No problem.)



대화 내용의 이해를 점검한다.

1. What does Mandy ask Howard to do?
(She asks him to turn down the volume on his MP3 player.)
2. What helps Howard to focus when he is studying?
(Listening to music helps him.)
3. What is Howard going to borrow from Mandy?
(He's going to borrow her headphones.)



[au] 발음이 어떻게 나는지 듣고 따라 발음하게 한다.

- T Let's listen to the words. Pay attention to the bold letters.
 - **d**own **f**lower with**o**ut **r**ound
 문장이 길 때 어떻게 띄어 읽는지 확인하고 문장을 보고 따라 읽는다.
- T Let's listen to the sentences and see where to pause.
 - I just can't stand any noise / when I study.
 - It's hard for me to focus / without music.
- T Listen again and repeat the words.

4. Role play _ 활동하기

- T Practice the dialog with your partner.

Conversation Zone

Listen and complete the dialog.

Mandy: I just can't stand any noise when I study.
 Howard: No problem. I appreciate your understanding.
 Mandy: Howard, could you turn down the volume on your MP3 player?
 Howard: Oh, I'm sorry.
 Mandy: It's alright.
 Howard: Actually, it's hard for me to focus without music.
 Mandy: Really?
 Howard: Yes, I listen to music when I study.
 Mandy: That's interesting. Anyway.
 Howard: I just can't stand any noise when I study.
 Mandy: Do you want to use my headphones instead?
 Howard: That's a good idea.



1. What does Mandy ask Howard to do?
2. What helps Howard to focus when he is studying?
3. What is Howard going to borrow from Mandy?

- **d**own **f**lower with**o**ut **r**ound
- **I** just can't stand any noise / when I study
- It's hard for me to focus / without music.

Practice with your friends.

Unit 03

- Script -

Mandy: Howard, could you turn down the volume on your MP3 player?
 Howard: Oh, I'm sorry.
 Mandy: It's alright. I just can't stand any noise when I study.
 Howard: Actually, it's hard for me to focus without music.
 Mandy: Really?
 Howard: Yes, I listen to music when I study.
 Mandy: That's interesting. Anyway, I appreciate your understanding.
 Howard: No problem.
 Mandy: Do you want to use my headphones instead?
 Howard: That's a good idea. I think I'll use them.



끊어 읽기는 영어 독해를 빨리하는 방법이며, 영어적 어순에 더 빨리 적응하도록 만들어 영어 듣기에도 도움을 준다. 영어 끊어 읽기가 필요한 이유는 어순이 영어의 어순과 완전히 다르기 때문이다.

Work Together

In Groups A

1. Get ready _ 준비하기

표를 보고 자신이 참을 수 없는 대상과 사람들의 행동에 대해 적어 본다.

- T Think of the things that you can't stand. Think of people's behaviors that you can't stand.
- T Look at the table and think of the things you can't stand. What things can't you stand?
- T Then, think of people's behaviors that you can't stand. What kind of people can't you stand?
- T You can use the tips given in the list to help you think about the things and types of people you can't stand.

2. In groups _ 모둠원과 함께 활동하기

자신이 쓴 내용을 바탕으로 모둠원과 함께 참을 수 없는 대상과 사람들의 행동에 대해 말해 본다.

- T Work in groups of four. Ask your group members who they can't stand. Use the expression, "What's the matter?" and "I can't stand ~."
 - T Now, ask your group members what they can't stand. Use the expressions, "What's the matter?" and "I can't stand ~."
- 배운 표현과 게임에서 만든 표현을 정리하여 발표를 준비하도록 한다.
- T Now, prepare your presentation.
 - T Use the expressions that we learned: "I can't stand~."
 - T Which group can tell us what the group members don't like?

Presentation B

1. Watch the video _ 예시보기  동영상

동영상을 보며 자신이 연습한 내용과 비교해 본다.

- 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 what they don't like. Who would like to present first?
- S I would.
- T Very good. Your presentation was excellent!

Work Together

A 네 명이 한 모둠이 되어 자기가 참을 수 없는 대상에 대해 갖고 말할 차례입니다.

What's the matter?

I can't stand people who smoke in restaurants.

I can't stand...

people who smoke in restaurants

things spicy food

people who are lazy

people who cut in line

bad noise

too many exams

B 모둠의 대표가 모둠원들이 좋아하는 것에 대해 발표해 봅시다.

I'd like to tell you what our group members don't like. Junseo can't stand people who smoke in restaurants. Gusee can't stand spicy food. I can't stand people who only think about themselves. And we all can't stand too many exams!



예시 대화

- S1: What's the matter?
- S2: I can't stand people who are lazy.
- S1: What's the matter?
- S2: I can't stand people who cut in line.
- S1: What's the matter?
- S2: I can't stand too many exams.



I'd like to tell you what our group members don't like. Yongchan can't stand rock music. Sumi can't stand people who use their cell phones on the train. I can't stand it when my brother borrows my clothes without asking me. And we all can't stand people who are too noisy.

지도상의 유의점

- ▶ 영어로 발표를 하기 어려워하는 경우 우리말로 먼저 자연스럽게 연습시킨다.
- ▶ 발표를 한 후에는 반드시 긍정적인 피드백을 주어 자신감을 키울 수 있게 한다.

■ My Emotion Diary

- 준비물 활동지 A(보충), 활동지 B(심화)(206쪽)
- 활동 형태 개별/짝/모둠 활동
- 사용 언어

(보충) I can't stand~.

(심화) I can't stand~ because~.

보충

- (1) 활동지를 참고하여 자신이 화가나서 참을 수 없는 행동이나 대상을 3개 적는다.
- (2) 짝과 함께 (1)에 대해 묻고 답한다.
- (3) (1), (2)를 참고하여 '감정 일기'를 쓴 후 모둠에서 발표한다.

심화

- (1) 활동지에 자신이 참을 수 없는 경우와 그 이유를 3개 적는다.
- (2) 짝과 함께 (1)에 대해 묻고 답한다.
- (3) (1), (2)를 참고하여 '감정 일기'를 쓴 후 모둠에서 발표한다.

- (1) Write down five things or five types of behaviors that you can't stand.
- (2) Ask and answer with your partner what she/he can't stand.
- (3) Write your emotion diary and present it in your group.

〈보충-예시〉

- I get upset when people make loud noise in the library.
- I can't stand loud noise.

〈심화-예시〉

- I can't stand waiting in line because I'm not patient.
- I also can't stand people who smoke in public places because I can't stand the smell.

| Wrap Up 정리 |

1) Review _ 복습

- T** Did you enjoy the activity? Let's review what we learned. When you want to say thank you to others, what expression can you use?
- S** I appreciate ~.
- T** Good. When you don't like something or some people's behaviors, what expression can you use?
- S** I can't stand ~.

2) Homework _ 숙제

- T** Read the dialog several times out loud and keep in mind the key expressions we learned today.

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

- T** In the next class, we'll read about how music affects people's behavior. It'll be very interesting.
- T** That's all for today. See you next time.

3~5 차시

학습 목표

- 글을 읽고 음악이 사람들의 행동과 의사 결정에 미치는 영향을 이해한다.
- 글을 읽고 음악과 사람들의 행동과 관련된 예시를 이해한다.
- 글의 내용과 관련된 상세한 질문에 답할 수 있다.
- 글을 읽고 음악이 사람들의 행동에 미치는 경우를 자신의 경험과 연관지어 얘기 할 수 있다.



Warm Up 도입 |

1) Greetings _ 인사

- T** Hello everyone! How have you been?
- S** Not bad. / Fine. / Good.
- T** Great. Shall we start today's lesson?

2) Review _ 복습

- T** Let's review what we learned in the last class. Do you remember any sentences that we learned ?
- S** I appreciate your understanding. I can't stand any noise when I study.

Step Up 전개 |

READ

1. Get ready _ 준비하기

T What do you see in the pictures? Can you guess what this passage is about?

글을 읽기 전 '읽기 전략(교과서 READ 부분)'을 소개한다.

T Read the task at the top of the page.

S 다음은 매장 안의 음악이 매출에 끼치는 영향을 설명하는 글입니다. 글을 훑어 읽고 언급된 매장을 찾아 동그라미 표시를 해 봅시다.

2. Let's read _ 읽기

본문을 들으면서 내용을 생각해 보도록 한다.

1,2 차시 주요 표현

- I appreciate your understanding.
- I can't stand any noise when I study.

지도상의 유의점

- 읽기 전략은 주어진 시간(3분)을 지켜 확인하도록 한다.
 - 언급된 매장
 - Davinci's Italian restaurant
 - Burger Universe(a fast food restaurant)

- T** Listen to the CD and try to guess what this story is about.
- T** Let's read the story.
- T** Read the story by yourself first.
- T** Has everyone finished reading?
- T** Now, let's read aloud together.
- T** Now, let's go over some expressions in the text.

At Burger Universe, a fast food restaurant, many customers come to buy their lunch. However, people don't have to wait a long time to sit down. This is because Jamie Hill, the owner of the restaurant, has played fast and loud dance music in his restaurant. As a result, people ate much faster and left sooner. They hardly have to wait to find a seat during lunch time. Now, the restaurant is making more money.

Both Davinci's Italian restaurant and Burger Universe used the power of music to attract more customers. The Italian restaurant played slow and soft piano music. In comparison, the fast food restaurant played fast and loud music. With the help of music, both restaurants increased their sales.

Why don't people have to wait a long time to sit down?
 • customer loud hardly during
 • make money area try

What did Davinci's Italian restaurant and Burger Universe use to attract more customers?
 • attract increase

373 words Reading Time: 10 min Listening Time: 10 min Speaking Time: 10 min

Music Speaks to You 61

다음 질문을 통해 본문의 내용 이해를 점검한다.

Tips 독해의 목적에 따라 훑어 읽기(skimming)와 정보 찾아 읽기(scanning) 을 할 수 있다.

- (1) What are the two restaurants mentioned in this passage?
- (2) In a shopping center, what kind of music is more appropriate?
- (3) In an art museum, what kind of music is more appropriate?
- (4) What kind of music helped Davinci's restaurant make more money?
- (5) What kind of music made people in Burger Universe eat more quickly and leave sooner?

Possible Answers.

- (1) Davinci's Italian restaurant and Burger Universe, a fast food restaurant
- (2) People usually expect to listen to lively music.
- (3) People expect to listen to classical music.
- (4) Slow and soft piano music.
- (5) Fast and loud dance music.

지도상의 유의점

➤ 본문에 음악과 관련하여 서로 반대 되는 경우가 나오므로 비교해서 내용을 파악할 수 있도록 한다.

<교과서 While-reading Activities>

- Q1** What kind of music is appropriate for an art museum?
(Classical music is appropriate for an art museum.)
- Q2** Why did the restaurant almost close a month ago?
(It almost closed a month ago due to a decrease in sales.)
- Q3** Why don't people have to wait a longtime to sit down?
(It's because people eat much faster and leave sooner.)
- Q4** What did Davinci's Italian restaurant and Burger Universe use to attract more customers?
(They used the power of music to attract more customers.)

Words 짚어 보기: English to English



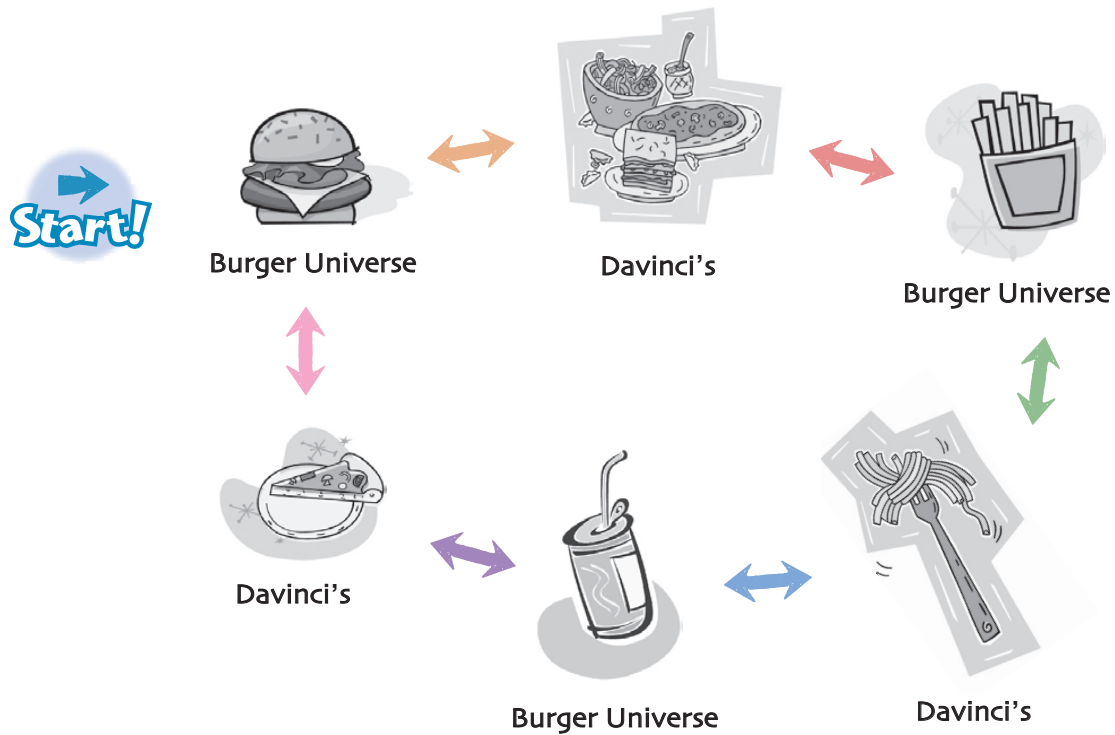
단어의 뜻을 영어로 이해하고, 모르는 단어는 ✓표시를 한 뒤, 사전을 찾아 확인해 봅시다.

본문 주요어휘

<input type="checkbox"/> although	<i>conj.</i> but; even after the fact that
<input type="checkbox"/> appropriate	<i>adj.</i> right or suitable for a certain situation or purpose
<input type="checkbox"/> lively	<i>adj.</i> full of energy
<input type="checkbox"/> affect	<i>v.</i> to change or influence someone or something
<input type="checkbox"/> behavior	<i>n.</i> the way someone acts
<input type="checkbox"/> close down	if a shop/store, business, etc. closes down, it stops operating as a business
<input type="checkbox"/> due to	because of
<input type="checkbox"/> decrease	<i>v.</i> to become smaller or less in numbers
<input type="checkbox"/> improve	<i>v.</i> to make something better
<input type="checkbox"/> suggest	<i>v.</i> to give an idea or a plan for someone to consider
<input type="checkbox"/> order	<i>v.</i> to ask for food or drink in a restaurant or hotel
<input type="checkbox"/> as a result	because of something
<input type="checkbox"/> hardly	<i>adv.</i> almost not; something almost doesn't happen
<input type="checkbox"/> make money	to earn money from a job or an investment
<input type="checkbox"/> attract	<i>v.</i> to make someone interested in something
<input type="checkbox"/> increase	<i>v.</i> to become or make something larger in amount or number

Reading 짚어 보기

주어진 문장을 읽고, 옳을 경우(T) 앞으로 두 칸, 틀릴 경우(F) 뒤로 한 칸 이동하여 누리가 점심을 먹은 장소가 어디인지 찾아봅시다. 짝과 대결하여 더 빨리 정답을 찾은 사람이 승리합니다.



1. You can usually hear exciting music at sports centers. (T / F)
2. This story is about how music affects our feelings. (T / F)
3. Changing the design of the restaurant cost Mr.Davinci a lot. (T / F)
4. The background music of Mr.Davinci's restaurant was changed to loud jazz music. (T / F)
5. You can hardly hear slow and soft music at Burger Universe. (T / F)
6. It's hard to find a seat at Burger Universe during lunchtime. (T / F)
7. People stay a shorter time at Burger Universe than at Mr.Davinci's restaurant. (T / F)
8. Both restaurants increased their sales thanks to music. (T / F)

Answer 1. T 2. F 3. T 4. F 5. T 6. F 7. T 8. T * 정답: Burger Universe

Read & Do

정답

- A. 1. ① Slower ② softer 2. ① Fast ② loud 3. ① longer ② more
 4 ① faster ② sooner 5. Increased
 B. 예시답 Music can affect people's behavior.

Read & Do

A 본문의 내용에 근거하여 빈칸을 완성해 봅시다.

62 Unit 03

지도상의 유의점

우선 본문의 내용을 어떻게 도식화하였는지 살펴 본 후에, 각 빈칸에 들어갈 내용이 무엇인지 생각해 보게 한다. 빈칸을 채우기 위해 처음부터 본문 페이지를 보지 않도록 지도한다.

A 본문의 내용에 근거하여 빈칸을 완성해 봅시다.

- T** Look at the table and fill in the blanks. Let's look at question number one. What goes in the first blank?
S It's "slower."
T What about the second blank?
S It's "softer."
T Good! Now, let's look at question number two. What goes in the first and second blanks?
S Fast / Loud
T Good job, class! Now, let's look at question number three. What goes in the first blank?
S Longer.
T What about the second one?
S More.
T Good job! Now, let's do question number four. What's the answer for the first blank?
S Faster.
T What about the second one?
S Sooner.
T Good job! Now let's do the last question. What is it?
S It's "Increased."
T Well done! Now, let's read the sentences aloud together.

B A를 바탕으로 본문의 주제를 써 봅시다.

- T** What do you think the main idea is?
S Music affects how fast people eat.
T Good. But can you come up with a more general idea?
S Music can affect people's behavior.
T That's great.

Talk Time

여러분이 일상생활 속에서 들을 수 있는 여러 종류의 음악을 생각해 보고, 짝과 대화해 봅시다.

1. Get ready _ 준비하기

- T** Now, it's time to talk! Before we start, let's look at the table. It's about the places you hear music and the kind of music played there. There's also another category, "Your Feelings." Think and fill in the blanks. I will give you two minutes.
- T** So, where do you hear music in your daily life?
- S** I hear music at a family restaurant.
- T** What kinds of music do you hear there?
- S** I hear beautiful ballads.
- T** How do you feel when you hear the music?
- S** I feel happy.

2. Task _ 과업 확인하기

- T** All done? Now, who wants to talk about their partner's idea?
- S** My partner usually hears rock music at the music store in his town. He feels energized.

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** Review today's lesson at home.

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 next class.

B A와 B가 대화를 나누고 있습니다.

Talk Time

이러한 일상생활 속에서 들을 수 있는 여러 종류의 음악을 생각해 보고, 짝과 대화해 봅시다.

Place	Kind of Music	Your Feelings
cafe	jazz	happy

Where can you hear music in your daily life?
I can hear music of a cafe.

What kind of music do you hear there?
I hear beautiful jazz songs.

How do you feel when you hear the music?
I feel happy.

Music Speaks to You 63



읽기 심화 활동

Be a DJ!

- 각 장소에 알맞은 음악 장르가 무엇인지 브레인스토밍을 통해 자유롭게 생각해 본다.
- "나의 음악 차트(My Music Chart)"에 자신이 생각한 장르를 적어 본다.
- 디스크자키(DJ)가 되어 각 장소에 알맞은 곡을 선택한다.

Places	Types	Songs
Korean Restaurant		
Italian Restaurant		
Dance Club		
Coffee Shop		
Book Cafe		

준비물 CD-ROM, 학생용 워크북, 활동 자료

지도상의 유의점

▶ 지난 차시의 읽기 내용을 복습하면서 읽기 지문의 문장을 통해 자연스럽게 이번 차시에 학습할 언어 형식을 이끌어낼 수 있다.

철판

_____ classical music sounds very beautiful, it's more appropriate for an art museum.

6 차시

학습 목표

- 관계대명사 what의 쓰임을 익히고 사용할 수 있다.
- 접속사 although의 쓰임을 익히고 상황에 알맞게 사용할 수 있다.

| Warm Up 도입 |

1) Greetings _ 인사

- T** How's it going today, class?
- S** Everything is great!

2) Review _ 복습

- T** Last time, we read about two different restaurants.
- T** What plays an important role in increasing sales there?
- S** Music is important.

3) Motivation _ 동기 유발

[Fill in the Blank!]

주어진 문장에서 생략되어 있는 접속사를 추측하는 활동을 통해 오늘 학습할 언어 형식 중 한 가지를 소개한다.

- T** Look at the sentences on the board.
- T** What's missing in this sentence?
- S** "although"
- T** Can anyone remember what the word "although" means?
- S** '비록 ~일지라도'
- T** Exactly, we're going to learn about this word today.

Tip Grammar Point

■ **what**

선행사를 포함하는 관계대명사로 '~하는 것'의 의미를 갖는다.

what = the thing which

eg. Do you know what he really wants?

What I heard is that he just wants some more french fries.

■ **although**

접속사로 '비록 ~일지라도'의 의미를 갖는다.

eg. Although I'm on a diet, I'll eat every hamburger here.

| Step Up 전개 |



Look and think _ 보고 추측하기

- T** Look at the monster with the black mask. What is he trying to do?
- S** He is trying to steal the hamburgers.
- T** What will he do if he doesn't get what he wants?
- S** He'll eat every hamburger there.
- T** Now, look at Purple Monster. Does he like hamburgers?
- S** No, he doesn't.
- T** Now, read what Blue Monster is saying.
- T** What does the monster with the black mask want?
- S** He just wants some more french fries.

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

1 관계대명사 what

예문을 통해 관계대명사 what이 쓰인 문장의 의미를 추측하게 한다.

- T** Look at the left column of the chart. Shall we read the sentences together?
- T** Now, underline “what I want,” and “What I heard.”
- T** What does “what I want” mean? Do you remember?
- S** 내가 원하는 것.
- T** Good. What about “what I heard?”
- T** 내가 들은 것.

2 접속사 although

예문을 통해 접속사 although의 의미와 쓰임을 이해하게 한다.

- T** Look at the right column of the chart. Underline the word “although” in the sentences.
- T** What does “although” mean?
- S** 비록 ~일지라도

Monster의 대화를 짝과 함께 연습하며 배운 내용을 확인하게 한다.

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



- 관계대명사 what의 관용적 용법
- What I have (내가 가진 것, 나의 재산)
 - What is more (게다가, 더욱이)
 - What is still better (더욱 좋은 것은)
 - What is called = What we call (소위)

Grammar Check _ 대화 연습 및 문제 풀이

정답

1. (1) the traffic was heavy (2) I was / I was sick yesterday
2. (1) what you did (2) what he was anymore (3) is water
3. (예시 답안) to drink some water / washing the dishes after dinner

1 빈칸에 알맞은 말을 써서 대화를 완성하고, 짝과 함께 대화해 봅시다.

A: Did it rain a lot?
B: Yes, it did. Although it rained a lot, they played soccer.

(1) A: Was the traffic heavy?
B: Yes, it was. Although _____, we arrived on time.

(2) A: Were you sick yesterday?
B: Yes, _____ . Although _____, I went to school.

2 이웃하여 있는 단어들을 연속적으로 연결하여 what이 포함된 문장을 완성해 봅시다.



- (1) I'm happy with _____
(2) He is not _____
(3) What Emily wants _____

3 자기소개

자신의 경우에 맞게 다음 문장을 완성해 써 봅시다.

- What I want to do right now is _____
- What I hate doing is _____

1 예시 대화

S1: Was the traffic heavy?
S2: Yes, it was. Although the traffic was heavy, we arrived on time.
S1: Were you sick yesterday?
S2: Yes, I was. Although I was sick yesterday, I went to school.

1 빈칸에 알맞은 말을 써서 대화를 완성하고, 짝과 함께 대화해 봅시다.

주어진 대화의 예시를 함께 연습한다.

T Look at the example dialog. Let's read it together.

빈칸을 채우며 although의 쓰임을 익히도록 한다.

T Now, fill in the blanks. Think about the meaning of the word "although." It means '비록 ~일지라도.'

짝과 함께 although를 사용하여 대화하게 한다.

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

2 이웃하여 있는 단어들을 연속적으로 연결하여 what이 포함된 문장을 완성해 봅시다.

주어진 단어를 연결하여 문장을 완성하게 한다.

T Complete the sentences using the given words.

T When you choose the first word, use the word beside it for the next word.

T Are you finished? Let's read the answers together.

3 자신의 경우에 맞게 다음 문장을 완성해 봅시다.

질문과 응답을 통해 주어진 주제에 대해 자신 스스로를 생각할 수 있는 기회를 준다.

T Jihyun, what do you want to do now?

S1 I want to go to a family restaurant.

T Minsu, what do you hate doing?

S2 What I hate is getting up early.

"what"으로 시작하는 문장을 쓰게 한다.

T Now, write your own sentences by filling in the blanks.

T Are you finished? Can anyone write the sentences on the board?

Grammar Activities

보충 · 심화 공통

You Be the Judge!

- (1) 5명이 한 모둠을 이룬다.
- (2) 활동지의 표를 보고 각 인물과 범행 내용을 확인한다.
- (3) 각 인물이 유죄인지 무죄인지 판단하여 말한다.
eg. I think he/she is not guilty although he crossed the street in red light.
I think he/she is guilty because he crossed the street in red light.
- (4) 모둠별로 다수결의 원칙에 따라 판결을 내린다.

<보충 · 심화 공통>

- 준비물 활동지(207쪽)
- 활동 형태 모둠 활동
- 사용 언어
I think he/she is not guilty although ~.
I think he/she is guilty because ~.

TEE

<보충 · 심화 공통>

- (1) Let's make a group of five. We're going to play, "You Be the Judge!"
- (2) Look at the table on the worksheet and check each person and what he/she did.
- (3) Now, it's time to be the judge. If you think he/she is not guilty, say "I think he/she is not guilty although ~." While, if you think he/she is guilty, say "I think he/she is not guilty because ~."
- (4) After all the members say what he/she thinks, make a decision by the majority.

지도상의 유의점

- 학급에서 실제 있었던 일을 대상으로 모의 재판을 하면 학습자들의 흥미와 동기를 높일 수 있으므로, 학생들에게 추가 활동으로 가해자, 피해자, 배심원, 판사 등의 역할을 나누어 '학급 모의 재판'을 제안할 수 있다.

Wrap Up 정리

1) Review _ 복습

- T** Today, we learned about "what" and "although."
- T** Can anyone make sentences with "what" or "although"?
- S1** "What I want to do now is to eat some snacks."
- S2** "Although English is difficult, I still like it."
- T** Well, although I want to spend some more time with you, I have to finish today's class now. The bell will ring soon.

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 next time. It'll be about, Jr. Holmes.
- T** We'll have a lot of chances to use "although" and "what" next time, so don't forget to review today's class.
- S** Okay. Have a good day!

7차시

학습 목표

- 그림을 보고 알맞은 표현을 골라 빈칸을 채워 문장을 완성할 수 있다.
- 그림을 보고 내용에 알맞게 빈칸을 채워 문장을 완성할 수 있다.

Warm Up 도입

1) Greetings _ 인사




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

2) Review _ 복습

- T (에디슨 사진을 보여주며) Here's a picture of Edison. He went to school for only three months, but he became a great inventor. Can you tell me about Edison again, using "although"?
- S Although he went to school for only three months, he became a great inventor.

Write Now

A 다음 그림을 참고하여 내용에 맞게 빈칸을 채워 문장을 완성해 봅시다.

1.  Although Jina _____, she quickly did her homework.
2.  Although it _____, Jina still went to the music concert after doing her homework.
3.  Although _____ in the concert hall, the concert was wonderful.

there were too many people rained a lot couldn't concentrate well


B 밑줄을 참고하여 다음 문구에 답해 봅시다.

1. What did Jina do after doing her homework?
2. How was the concert?

66 Use 67

C 다음 그림을 참고하여 영웅인 J.K. Holmes에 대해 노트를 완성해 봅시다.

Jr. Holmes' Journal
What I Know About Chanho



I know what he likes to do. He likes to play soccer.
I know _____ today.
He drank a glass of tomato juice.
I know _____ tonight.
He is going to watch a movie.
I know _____ last summer.
He went swimming at the beach.

D 그림에 어휘들이 담긴 내용을 'I know what' 을 사용하여 써 봅시다.

I know what _____.

Talk Time

1. What do you know about your friend? Ask what he/she likes to do.
2. Ask your friend what he/she did last night.



Music Speaks to You 67

Step Up 전개

Write Now

정답

- A 1. couldn't concentrate well 2. rained a lot 3. there were too many people
- B 1. She went to the music concert. 2. It was wonderful.
- C 1. what he drank 2. what he is going to do 3. what he did
- D (예시 답안) I know what he likes. He likes tomatoes. I know what he enjoys doing. He enjoys watching movies.

A 다음 그림을 참고하여 내용에 맞게 빈칸을 채워 문장을 완성해 봅시다.

- T There are three expressions below part A. Which expression will you choose for the first sentence?
- S It's "couldn't concentrate well."
- T Very good. Now, choose the right expression for each picture and fill in the blanks.

- B** 윗글을 참고하여 다음 물음에 답해 봅시다. (왼쪽 **정답** 참조)
- C** 다음 그림을 참고하여 탐정 Jr. Holmes의 노트를 완성해 봅시다.
- T** What is Detective Jr. Holmes doing?
S He's looking at Chanho's room closely.
- T** Now, I want you to look at the picture and fill in the blanks. But before doing that, let's read aloud the first sentence together.
- T** What goes in the blanks in questions number one and two?
S What he drank. / What he is going to do.
- T** What about question number three?
S What he did.
- D** 그 밖에 여러분이 발견한 내용을 'I know what'을 사용하여 써 봅시다.
- T** There is more information you can guess about what Chanho did.

➤ 긍정적인 피드백과 부정적인 피드백을 균형 있게 제시한다.

1. 긍정적인 피드백

- What an excellent word choice! - 어휘 선택이 매우 훌륭해요.
- Most of your sentences are simple and clear. - 대부분의 문장이 간결하고 명료해요.

2. 부정적 피드백

- Let's go over some mistakes you made during the writing task. - 쓰기 활동에서 여러분이 범한 몇 가지 실수를 살펴 봅시다.
- You must have had trouble finding suitable words. - 적절한 단어를 찾느라 어려움을 겪은 것 같아요.

Talk Time

- T** What do you know about your friend? Ask what he/she likes to do.
S1 What do you like to do? / **S2** I like walking my dog.
- T** Ask your friend what he/she did last night.
S1 What did you do last night? / **S2** I read comic books until midnight.

| **Wrap Up** 정리 |

1) **Review** _ 복습

- T** Today, you wrote sentences using "although" and "what." You also had a good chance to know more about your friends.

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. That's all for today. Have a good day. Bye, everyone.

8차시

학습 목표

- 듣고 빈칸을 채워 음악을 소개하는 말을 완성할 수 있다.
- 빈칸을 채워 자신이 좋아하는 음악을 소개하는 글을 완성하고, 소개할 수 있다.
- 음반가게에서 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** We learned how to write sentences, using "although" and "what" in the last class. How do you say, '나는 그가 지난여름에 한 일을 알고 있다' in English?
- S** I know what he did last summer.

Real-life Zone

A Take Notes Listen and take notes.

Your Evening Music

Radio DJ: Welcome to our music show, "Your Evening Music." I'm your DJ, Eric. Today's first song is a great song by Michael Jackson. It's "_____".
It's "_____".
Try to listen to what Michael says in this song.

B Write and Talk Fill in the blanks and talk.

● 음악 방송에 DJ가 되어 자신이 좋아하는 음악을 소개해 보세요.
Hi, everyone! Is everyone having a good time today?
I'm your DJ, _____, and this is our music show.
"_____".
Our first song is "_____". It's by _____.
I hope you'll enjoy it.

Read and Think Look and think. Then, say it in English.

What type of music are you into these days?
I'm _____.

Preparation Time 15 seconds Response Time 15 seconds

- A: What type of music are you into these days?
B: 난 요즘 락 음악에 빠져 있어. (be into)
- A: 락 노래야?
B: This song is great.
- A: 음악의 종류는 어디서?
B: It's next to the R&B music section.
- A: 그렇게 좋은 내 마음을 편하게 해. (calm down)
B: It does the same for me.

Challenge

- 이 노래는 내 마음에 안 들어.
- 그 노래에 대해서 좀 더 이야기 해줘서 봐요.

Practice with your friends.

- Script -

M(Radio DJ): Welcome to our music show, "Your Evening Music." I'm your DJ, Eric. Today's first song is a great song by Michael Jackson. It's "We Are the World." Try to listen to what Michael says in this song.

Motivation_ 동기 유발

좋아하는 음악에 대해 생각해 보게 하고, 자유롭게 대화를 나눈다.

- T** Today, we will do Real-life Zone. Before we start today's lesson, let's talk about your favorite music. What is your favorite music? Who is your favorite singer?

Step Up 전개 |

Real-life Zone

A Take Notes

1. Listen and take notes _ 듣고 받아쓰기

음악을 소개하는 말을 듣고 빈칸을 채우게 한다.

- T** Now, you're going to listen to somebody introducing a song. Take notes while listening. You'll listen to it twice.

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

좋아하는 음악에 관한 글을 완성하게 한다.

T Let's look at the passage about "favorite music." Can you complete it with your idea? I will give you a few minutes.

2. Talk with your group _ 모둠별로 활동하기

T Please, share your writing with the whole class. Read it aloud like a radio DJ.

T Who wants to volunteer?

Talk in Time **CD-ROM** Animation

1. Understand the situation _ 상황 이해하기

T Where are the people in the picture? What do you think they're talking about? What do you see in the picture?

S They are at a music store. / They are talking about their favorite music. There are a lot of compact disks, headphones, and many people in the store.

2. Prepare to respond _ 대답 준비하기

T You'll have 15 seconds. Are you ready? Go!

3. Respond in time _ 대화 완성하기

T Now, respond to each question. You'll have 15 seconds. 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 That's all for this time. Who can tell me what we've done in this lesson?

S We talked about people's favorite type of music.

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 You did a great job today. In the next class, we'll check the things that we've learned by playing a board game. Have a nice day!

예시 답안

Hi, everyone! Is everyone having a good time today? I'm your DJ, Mina Lee, and this is our music show, "Your Music Zone." Our first song is "I Believe I Can Fly" by R. Kelly. I hope you'll enjoy it.

모범 답안

- A: What type of music are you into these days?
B: I'm really into rock music these days.
- A: What do you think about this song?
B: This song is great.
- A: Where is the classical music section?
B: It's next to the R&B music section.
- A: Classical music calms me down.
B: It does the same for me.

Challenge

- This song is not my taste.
- I became a huge fan of his after I went to his concert.

9차시

학습 목표

- 학습한 내용을 활용하여 "TREASURE HUNT" 게임에 참여할 수 있다.
: 관계대명사 what, 접속사 although
- 학습한 내용을 듣기, 말하기, 읽기, 쓰기를 통해 확인할 수 있다.

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, '요즘 어떤 음악에 빠져 있니?' in English?
- S** What type of music are you into these days?

Board Game

TREASURE HUNT

카드 한개 보기도를 세 통사.

1. 카드 Check up 카드 또는 보기도 카드를 확인한다.
2. 보기도를 읽어 친구와 게임을 시작할 것이다. (게임 시작)
3. 어떤 카드가 어떤 말을 듣기 전까지 보기도 카드를 확인하는 것이다.
4. 어떤 말을 듣기 전까지 Check up 카드 보기도 카드를 확인한다.
5. 카드 보기도를 확인하고, 다음에 보기도를 읽는다.

	1	2	3	4
A	She can't understand (she, what, reading, is).	I don't know (he, what, is, making).	She looked (she, what, is, went, dress).	I don't remember (the, song, what, where).
B	He ordered (what, he, is, what, eat).	(Thinking, he, he, is, what, is, a, difficult, matter).	He's thinking about (it, he, what, he, wants).	(Inside, what, she, she, was, getting, ready).
C	(I, what, when, he, is, what, is, a, hard).	I don't hear (what, saying, she, is).	(Behind, she, what, she, are, cooking).	I don't know (he, what, is, making).
D	I don't know (saying, she, is, what).	(Is, he, eating, what, is, a, hamburger).	I don't know (what, brought, he).	(Is, what, he, wanted, the, was, a, doctor).

Check Up!

- what he read
- what she sang
- what he wanted to eat
- what she is reading
- what she is drawing
- what he is listening to
- what she is saying
- what he is eating
- what she wants to draw
- what she wanted to be
- what he is cooking
- what he bought
- what he will write
- what she looked
- what he is making
- what she made

Quiz Check!

1. 대화를 듣고, 빈칸에 알맞은 말을 써 넣는다. (4점)
A: I have an English @ _____ test next week.
B: I'll send you some listening @ _____ questions.
A: Thanks! I can't @ _____ listening tests. They're always too difficult.
2. 대화의 빈칸에 알맞은 단어를 쓰고, 하위 대화에 넣는다. (3점)
A: What's wrong?
B: It's too hot. I want something to drink.
A: Let me @ _____ something cold for you to drink.
B: Thanks. I'd really @ _____ it.
3. 다음 글을 읽고, 빈칸에 가장 적절한 연필사로 써넣어진 것을 골라 넣는다.
A month ago, Davinci's Italian restaurant almost closed down due to a decrease in sales. _____ the owner spent a lot of money improving the design of the restaurant, sales continued to decrease. _____, his wife suggested changing the background music.
a. However - So b. Although - Therefore
c. However - But d. Although - But
4. 서두르지 않고 읽고 싶은 것을 밑줄에 써 넣는다.
What I really want to do now is _____.

Step Up 전개

Board Game

1. Get Ready _ 준비하기

Check Up!에 제시된 20개의 표현들을 살펴보게 한다.

T Let's look at the Check Up box. Here are 16 expressions you can use while you're playing the board game.

T Read each expression with your partner.

S (학생들은 짝과 함께 각각의 표현들을 읽어본다.)

T Do you understand the meaning of all the expressions?

S Yes, everything is clear to me.

T Good.

200 제2부_각론

보드 판에 있는 문장을 살펴보게 한다.

T You can see 16 sets of scrambled words. We'll rearrange the words to make correct sentences.

2. Let's play the game _ 게임하기

T Now, start playing the board game with your partner. Are you ready?

Board Game

- (1) Play the game with a partner.
- (2) Read the expressions in the Check Up box and learn their meanings.
- (3) Do rock-scissors-paper. The winner goes first.
- (4) Choose a box. Then, reorder the words in the box to create a complete sentence and say it aloud.
- (5) If the complete sentence you created is correct, then you get one point.
- (6) The game is over once you have completed all the sentences in the boxes. The student with the most points is the winner.

Quiz & Check

정답

1. ① listening ② practice ③ stand
2. ① bring ② appreciate
3. b
4. 예시답 to eat some delicious snacks

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 쓴다)

T What's happening in the dialog?

S They are talking about an English listening test.

T Good. What will "B" send to "A"?

S "B" will send "A" some listening practice questions.

T Great. What word did you write for the last blank?

S I wrote "stand."

2 대화의 빈칸에 알맞은 단어를 쓰고, 짝과 대화해 봅시다.

T Read the dialog and fill in the blanks with the right words.

S (대화를 읽고 빈 칸에 들어갈 단어를 쓴다.)

T Are you finished? "B" is hungry. What can "A" suggest?

S "A" can suggest, "Let me bring something cold for you to drink."

- Script -

G: I have an English listening test next week.

B: I'll send you some listening practice questions.

G: Thanks! I can't stand listening tests. They are always too difficult.

- T Good. Then, what would “B” say?
 S “Thanks. I’d really appreciate it.”
 T Perfect. Now, I want you to practice the dialog with your partner.

3 다음 글을 읽고, 빈칸에 가장 적절한 연결사로 짝지어진 것을 골라 봅시다.

- T Read the passage and choose the right pair of words.
 S (글을 읽고, 답을 체크한다)
 T What is the passage about?
 S It’s about Davinci’s Italian restaurant.
 T What happened?
 S Business was very slow.
 T Right. What is the right word for the first blank?
 S “Although.”
 T Right. Then what about the second blank?
 S I chose “Therefore” for the second blank.

4 여러분이 지금 하고 싶은 것을 빈칸에 써 봅시다.

- T Now, we’ll complete the given sentence. Shall we read the beginning part of the sentence?
 S What I really want to do now is
 T Good. Minho, what do you really want to do now?
 S What I really want to do now is to eat some delicious snacks.

| **Wrap Up** 정리 |

1) **Review** _ 복습

- T Today, we played a board game reviewing Unit 3.

2) **Homework** _ 숙제

- T Review Unit 3 one more time. Read the sentences we made today.

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

- T In the next class, we’re going to do Test Yourself, which is the last part of this unit.
 T I’ll see you next class. Bye, students.
 S Bye, teacher.

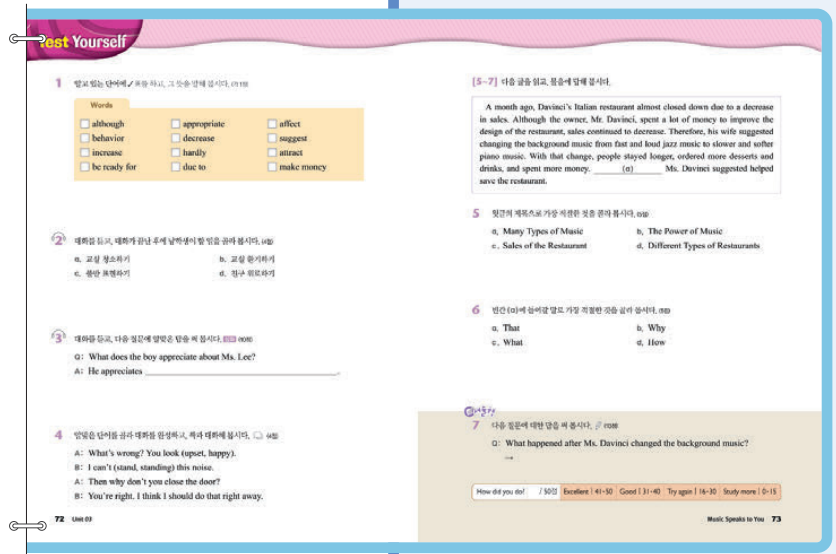
학습 목표

- 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. How's the weather today?
S It's warm and sunny.



2) Review _ 복습

- T** Do you remember what we did in our last lesson?
S We played the Treasure Hunt game.
T You're right. What word was the key word for the game?
S "what"
T Very good. You all remember the expressions we practiced last time. Then, how can you say "나는 그가 무엇을 요리하고 있는지 모른다." in English?
S "I don't know what he is cooking."

| Step Up 전개 |

Words

- | | |
|--|---|
| <input type="checkbox"/> although
비록 ~이지만 | <input type="checkbox"/> appropriate
적절한 |
| <input type="checkbox"/> affect
영향을 미치다 | <input type="checkbox"/> behavior
행동 |
| <input type="checkbox"/> decrease
줄다 | <input type="checkbox"/> suggest
제안하다 |
| <input type="checkbox"/> increase
증가하다 | <input type="checkbox"/> hardly
거의 ~아니다 |
| <input type="checkbox"/> attract
마음을 끌다 | <input type="checkbox"/> be ready for
~을 위한 준비가 되다 |
| <input type="checkbox"/> due to
~ 때문에 | <input type="checkbox"/> make money
돈을 벌다 |

- Script Q2 -

G: What's wrong? You look upset.
B: I can't stand the bad smell in the classroom.
G: Well, I think we should open the window.
B: Good idea! I'll do it right away.

- Script Q3 -

B: Ms. Lee, I got a perfect score on my math test.
W: That's really good! I'm so happy for you.
B: I appreciate you helping me with math.

정답

1. 자신이 아는 단어에 체크하기 2. b 3. her help with math 또는 her helping him with math 4. upset, stand 5. b 6. c 7. **영어숙형** People stayed longer, ordered more desserts and drinks, and spent more money.

1 알고 있는 단어에 ✓표를 하고, 그 뜻을 말해 봅시다.

- T** Now, go to the first exercise. Look at the words in the box and check if you know their meanings.
- T** Now, read aloud the words and the meanings all together.

2 대화를 듣고, 대화가 끝난 후 남학생이 할 일을 골라 봅시다.

- T** Listen to the dialog and find out what the boy will do right after this dialog.
- T** What's the answer?
- S** It's "b." 교실 환기하기.
- T** Right. He'll open the window right away.

3 대화를 듣고, 다음 질문에 알맞은 답을 써 봅시다.

- T** Listen carefully and answer the question in English.
- T** Done? Will you read your answer, Minsu?
- S** "her help with math"
- T** Perfect.

4 알맞은 단어를 골라 대화를 완성하고, 짝과 대화해 봅시다.

- T** Let's read the dialog in exercise number 4 and fill in the blanks.
- T** What's the answer?
- S** "upset" and "stand"
- T** Good! Now practice the dialog with your partner.

5 윗 글의 제목으로 가장 적절한 것을 골라 봅시다.

- T** Please read the reading passage and answer the following three questions. I'll give you five minutes.
- T** Are you finished? Then, let's check the answers. First question: What's the title of the text?
- S** The answer is "b," "The Power of Music"

6 빈칸 (a)에 들어갈 말로 가장 적절한 것을 골라 봅시다.

T What are the appropriate words for the blank?

S The answer is “c.”

T Correct.

7 다음 질문에 대한 답을 써 봅시다.

T Answer the questions based on the text. What’s the answer?

S “People stayed longer, ordered more desserts and drinks, and spent more money.”

| Wrap Up 정리 |

1) Review _ 복습

T It’s nearly time to finish. Who can tell me what we did today?

S We did the vocabulary, listening, speaking, reading, and writing exercises.

T Good. We have now finished Unit 3. Do you remember what the title of Unit 3 is?

S “Music Speaks to You.”

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 study Unit 4. Please preview it before you come to the next class. See you next time! You all did a wonderful job today.

보충

A. What I can't stand

자신이 화가 나서 참을 수 없는 행동이나 대상을 써 봅시다.

1. I can't stand _____.

2. I can't stand _____.

3. I can't stand _____.

B. My Emotion Diary

What I can't stand _____.



심화

A. What I can't stand

자신이 화가 나서 참을 수 없는 경우를 이유를 들어 써 봅시다.

I can't stand people who smoke in public places because I don't like the smell.

1. I can't stand _____
because _____.

2. I can't stand _____.

3. I can't stand _____.

B. My Emotion Diary

What I can't stand _____

_____.

보충 · 심화 공통

A. 다음 표에서 각 인물의 잘못된 행동을 확인해 봅시다.

Name	What he/she did
Mike	He crossed the street in red light.
Tom	He rode a motorcycle without a helmet.
Chris	She left trash on public streets.
Molly	She used her cell phone while driving.
Joy	He watched a movie rated 19R.

B. 모둠별로 각 인물이 무죄인지 유죄인지 판단하여 말한 후, 다수결의 원칙에 따라 판결을 내려 봅시다.

I think he/she is not guilty
although he crossed the street in red light.

I think he/she is guilty
because he crossed the street in red light.

Name	You	friend 1	friend 2	friend 3	friend 4	GUILTY (O/X)
Mike						
Tom						
Chris						
Molly						
Joy						

Speaking 훈련하기(보충)

Speaking Drill

① I	② He	① eat, for dinner	② need
③ She	④ They	③ buy	④ hear
⑤ Jamie	⑥ We	⑤ find	⑥ look for
⑦ Yuri	①+① ⑪+⑨ ②+⑤ ⑤+① ⑫+⑭ ④+⑬ ⑨+① ⑧+⑭ ⑮+⑩ ①+② ⑯+⑯ ⑩+⑤ ③+⑩ ⑭+⑥ ②+⑧ ⑨+④	⑦ ask	
⑧ Jane and Yumi	⑥+⑤ ⑮+⑨ ⑧+⑯ ②+⑥ ⑭+⑤ ⑤+② ④+⑭ ⑯+⑮ ⑯+⑬ ④+⑮ ①+③ ⑯+⑭ ⑥+⑥ ⑭+⑦ ⑥+⑦ ⑦+⑨	⑧ tell me	
⑨ My sisters	④+⑯ ⑬+④ ⑩+⑥ ②+⑦ ⑪+⑫ ①+④ ⑬+② ⑪+⑩ ⑦+⑫ ⑭+⑧ ⑫+⑮ ⑦+⑩ ⑮+⑪ ⑫+⑬ ⑧+⑬ ⑨+②	⑨ order	
⑩ Ann	⑮+⑫ ③+⑨ ⑤+④ ⑨+③ ③+⑪ ⑪+⑪ ⑤+③ ⑬+③ ⑩+⑧ ⑩+⑦ ⑫+⑯ ⑥+⑧ ③+⑫ ⑬+① ⑧+⑮ ⑦+⑪	⑩ suggest	
⑪ Sora	⑫ Oliver	⑪ want	⑫ be afraid of
⑬ Suzy	⑭ Tim and Insu	⑬ make	⑭ write, in the letter
⑮ Carol	⑯ My brothers	⑮ do in one's free time	⑯ hate

Speaking 훈련하기(기본)

Speaking Drill

① I	② He	① eat, for dinner	② need
③ She	④ They	③ buy	④ hear
⑤ Jamie	⑥ We	⑤ find	⑥ look for
⑦ Yuri	①+① (주어) ⑪+⑨ ②+⑤ (주어) ⑤+① ⑫+⑭ (주어) ④+⑬ ⑨+① (주어) ⑧+⑭	⑦ ask	
⑧ Jane and Yumi	①+② (주어) ⑬+⑩ ⑥+⑤ ⑬+⑨ ⑧+⑬ ②+⑥ ⑭+⑤ ⑤+② (주어) ④+⑭ ⑬+⑫ (주어) ⑧+⑧ ⑦+⑨	⑧ tell me	
⑨ Your sisters	④+⑬ ⑬+④ (주어) ⑩+⑥ ②+⑦ ⑪+⑫ ①+④ (주어) ⑬+② ⑪+⑩	⑨ order	
⑩ Ann	⑦+⑫ (주어) ⑭+⑧ ⑫+⑮ ⑦+⑩ ⑮+⑪ (주어) ⑫+⑬ ⑧+⑬ ⑨+②	⑩ suggest	
⑪ Sora	⑩+⑫ (주어) ③+⑨ (주어) ⑤+④ ⑨+③ ③+⑪ ⑪+⑪ (주어) ⑤+③ ⑬+③ (주어)	⑪ want	
⑫ Oliver	⑩+⑧ ⑩+⑦ ⑫+⑮ (주어) ⑥+⑧ ③+⑫ ⑬+① (주어) ⑧+⑮ ⑦+⑪ (주어)	⑫ be afraid of	
⑬ Suzy	⑬ Tim and Insu	⑬ make	⑬ write, in the letter
⑭ Carol	⑭ My brothers	⑭ do in one's free time	⑭ hate

Speaking 함께 하기(심화)

■ Card Game!

Situation Cards



He is not good at English.



She eats a lot.



They lost the game.



He is scary-looking.

Word Cards

love	slim	satisfied	friendly	cheer for	get up early
do one's best	tired	warm-hearted	Chinese	Your idea!	be afraid of
6 a.m.	than I	soft voice	get a high score	fall asleep	fight well
lose 3 kg	the U. S. A.	Your idea!	cry over sad movies	humorous	read
Your idea!	exam	disappointed	nervous	fat	Your idea!
proud of	hungry	foreign friends	exercise	homework	romantic novels

Speaking Drill (보충)

활용 문법 관계대명사 what

1. 짝과 번갈아가며 가운데 위치한 숫자판을 연필 또는 펜으로 눈을 감고 짝는다.
2. 자신이 짝은 숫자들에 해당하는 낱말카드를 찾아 다음과 같이 '관계대명사 what' 과 "This is ~"를 활용한 문장을 만든다. 이 때, 앞의 숫자는 흰 판에 해당하고, 뒤의 숫자는 회색 판에 해당하는 숫자이다.
 - 1+1를 짝은 경우,

①
1
①
eat, for dinner
 → This is what I eat (또는 ate) for dinner.

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, what을 주어 자리에 활용하는 활동이 추가되어 있다.

- 1+1(주어)를 짝은 경우,

①
1
①
eat, for dinner
 → What I ate for dinner was this.

Card Game! (심화)

활용 문법 Although

1. 2~4명이 한 모둠이 된다.
2. 모든 카드를 오린 뒤, Situation Cards는 잘 섞어 가운데 쌓아두고, Word Cards는 같은 수로 나누어 가진다.
3. 첫 번째 모둠원이 Situation Cards를 한 장 골라 뒤집으면, 각자 가지고 있는 단어 중 그림 속 상황에 어울리는 카드들을 최대한 골라 다음과 같이 "Although"를 이용한 문장을 만들며 내려놓는다.



- do one's best 카드를 가지고 있는 경우,
→ Although he is not good at English, he's doing his best.

Although는 앞·뒤 문장 중 어디에나 붙일 수 있으며, 필요한 경우 not을 활용할 수 있다.

4. 게임은 시계방향으로 진행되며 가장 먼저 손에서 모든 카드를 내려놓는 사람이 이긴다.

[Performance Activity 03: Music Show]

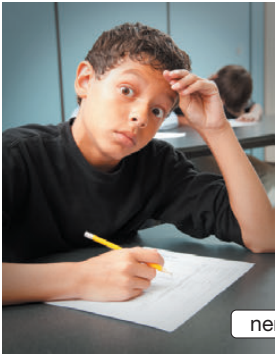

Things to do 음악 프로그램의 진행자가 되어 청취자의 고민을 소개하고 적절한 조언과 그에 알맞은 노래를 소개해 봅시다.

Keep in mind

- 아래 두 명의 청취자 중 한 청취자의 사연을 선택합니다.
- 그 사연을 영어로 간단하게 소개하고 그에 맞는 조언과 함께 적절한 노래를 소개합니다.

You can use...

- nervous / anxious / have a test
- sad / break up / say good-bye
- confidence / positive
- forget / go out / other things

Eric	Hansu
 <p style="text-align: right;">nervous</p>	 <p style="text-align: right;">break up</p>

< _____ 's Music Show >

_____, everyone! This is your music show, _____. I'm your host, _____.

Today, I have a letter from _____.

He said _____. Eirc / Hansu, I know how you feel because _____.

I think you should _____.

To make you feel better, I want to give you a music present. It's _____ by _____.

I hope _____ by listening to the song.

Teacher's Opinion

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

I think _____.

수행평가

[Performance Test 03: Music Show]

평가 목표	음악 프로그램의 진행자가 되어 청취자의 고민과 해결책을 제시하고 적절한 노래를 소개할 수 있다.		
평가 개요	<ol style="list-style-type: none"> 1. 청취자의 고민을 간단하게 영어로 설명하고 적절한 조언을 제시한다. 2. 청취자의 상황에 맞는 적절한 노래를 소개한다. 		
평가 유형	말하기(개별 활동)	소요차시	준비물
		2차시	worksheet/ 헤드폰 등의 디제이 소품

발표 준비하기
1차시

- 1 학생들에게 worksheet을 나누어 준 뒤 수행평가에 대해 공지한다.
- 2 학생들은 음악 프로그램의 진행자가 되어 청취자의 사연과 조언을 말해주고 그 상황에 맞는 노래를 선택해야 한다.
- 3 이를 위해 두 명의 청취자 중 한 청취자의 사연을 선택하고 worksheet에 있는 프로그램 대본을 작성하도록 한다.

발표 준비하기
2차시

- 1 수학생들이 작성한 worksheet을 수합하도록 한다.
- 2 발표시간은 최대 2분으로 제한하도록 한다. 음악 프로그램 진행자처럼 자연스럽게 말하도록 유도한다

평가 기준

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

예시

Good morning, everyone! This is your music show, Music Camp. I'm your host, Suyoung. Today, I have a letter from Hansu. He said he just broke up with his girlfriend. Hansu, I know how you feel because I had the same experience as you. I think you should forget about her quickly. If you keep thinking about her, you will be more heartbroken. To make you feel better, I want to give you a music present. It's Love Is Going Away by Kim Keonmo. I hope you can feel better by listening to the song.