

영어과 교수·학습 과정안

단 원	4. Culture in Gesture		
일 시	2011. 6. 15.(수) 2교시		
장 소	2 학년 1 반 교실		
대 상	2 학년 1,2,3 반 상반 (30 명)		
수업자(교생)	○ ○ ○		
지도교사	○ ○ ○		
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School Year 2011

English Teaching-Learning Plan

UNIT	4. Culture in Gestures
DATE	June 15, Wednesday, 2011 High level (2nd period)
PLACE	2 - 1 class (3rd floor)
CLASS	2 - 1,2,3 (30 students) Hight level class
STUDENT TEACHER	Jo, Hyesol
GUIDE TEACHER	Ryu, Juyoung

CHONNAM NATIONAL UNIVERSITY MIDDLE SCHOOL

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I . PLANNING

1. Unit Overview

Unit	4. Culture in Gesture		
Teaching Duration	2011. 5. 30 ~ 6. 18	Expected Period	8 periods

A. Unit Summary

This lesson is about gestures in different cultures. In this lesson, students will learn many gestures which can help them to communicate better with people from other cultures. Students will also learn how to ask for and give some advice with 「What should I do?」 and 「You should ~」 form. And then they will read a text about the different meaning of some gestures in different countries. It will facilitate students understanding about cultural differences in gestures and demonstrating their use in appropriate situations.

By studying this lesson, students will learn grammatical points such as 「~ , and ...」 and to infinitive.

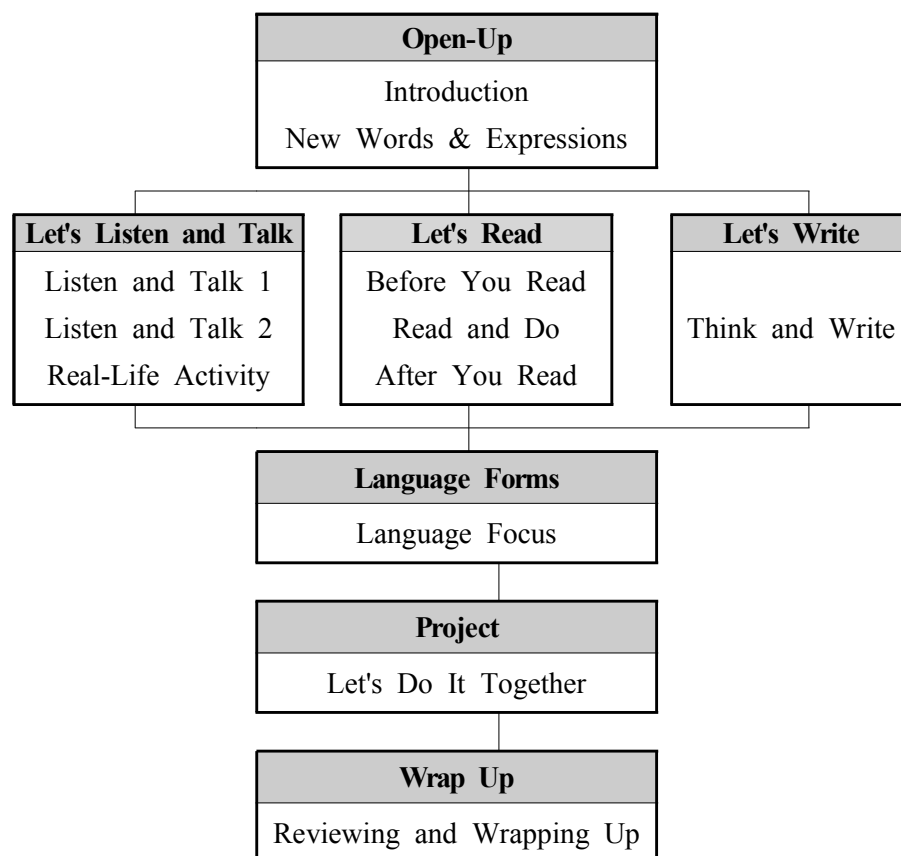
B. System of Development

Previous Study	Main Study	Following Study
Function: <ul style="list-style-type: none"> - Elementary School 6 (Unit 5. May I help you?) - to answer to the question. - to ask for some help to others. - to respond appropriately. Structure: <ul style="list-style-type: none"> - Middle School 1 (Unit 2. Do You Like Your School?) - Imperative (Unit 10. No Nature, No Future) - want +to infinitive 	Function : <ul style="list-style-type: none"> - to express surprise. - to ask for and give advice. - to understand the meaning of some gestures from different cultures. Structure : <ul style="list-style-type: none"> - To infinitive - Imperative, and 	Function: <ul style="list-style-type: none"> - Middle School 3 (Unit 2. Teen Years) - to ask for and give advice. (with "Why don't you~?" form.) (Unit 10. When Cultures Meet) - to express 'duty'. Structure: <ul style="list-style-type: none"> - Middle School 3 (Unit 3. Do You Like Your School?) - Present Participle and Past Participle

C. Guide for Instruction

- 1) The teacher instructs the lesson in English to make students become familiar with speaking English.
- 2) The teacher uses various visual teaching aids such as Power-point materials, video clips or pictures to motivate the students.
- 3) The teacher guides the students to guess the meaning of new words and expression from the contexts.
- 4) The teacher provides the students with various activities such as games or group works to encourage them to participate in class.
- 5) The teacher develops activity items closely related to text.
- 6) Students get useful information that they can use in the real world.

2. Analysis of Learning Subject



3. Overall Aims

A. Language Skills

1) Listening and Speaking

- Students can express their surprise.
- Students can give good advice to friends who have some problems.

2) Reading

- Students can read a text and understand that same gestures can have different meanings in different countries .

3) Writing

- Students can write their own advice about different situations.

B. Communicative Functions

Students can learn the following communicative functions:

- 1) expressing surprise: *A: In Bulgaria, people nod their heads to mean "no?"*
B: Really? I can't believe it.
- 2) giving advice: *A: I'm visiting a Thai family. what should I do?*
B: You should eat with your right hand.

C. Language Structures

1) 'to+verb' structure representing one's purpose: People use gestures **to communicate**.

2) 'Imperative statement, and' structure : **Look around, and** you will see lots of different gestures.

D. Project

- Students can make classroom gestures and introduce them.

4. Time Allotment

Unit	Allotment(Section & Page)		Contents	Period	Teaching Aids	Remarks
	Textbook	Activity Book				
4. C u l t u r e i n G e s t u r e s	Listen and Talk 1 p. 60–61	Listen and Talk 1 Y68 G74 B80	To express the surprise. "I can't believe it!"	1/8	CD-ROM Computer, Dice	Taught by a native speaker teacher
	Listen and Talk 2 p. 62–63	Listen and Talk 2 Y69 G75 B81	To give advice, "what should I do?"	2/8		
	Real-Life Activity p. 64	–	To talk about how to speak English well	3/8	CD-ROM Computer	Jeopardy game
	Read and Do 1 p. 65	Read and Do Y70 G76 B82	·Before you read ·New words & Expressions	4/8	CD-ROM Computer Worksheet	Whisper game
	Read and Do 2 p. 66–67	–	While reading	5/8	CD-ROM Computer Worksheet	Story strips
	Read and Do 3 p. 68–69	–	After reading	6/8	CD-ROM Computer Worksheet	Card game
	Language Focus p. 70–71	Language Focus Y72 G78 B83	To study grammar	7/8	Computer Worksheet	Group activity
	Think and Write & Wrap up p. 74	–	To review and wrap up the lesson	8/8	CD-ROM Computer	Group Project

II. DIAGNOSIS

1. Diagnostic Evaluation Items

Classification	Content	Number	Items	Answer
P r e v i o u s S t u d y	Words	1	다음 대화를 읽고 빈칸을 채우시오. A: Would you like something to drink? B: No, thanks. I am f_____.	(f)ull /(f)ine
	Communicative Function	2	대화의 빈칸에 적합하지 <u>않은</u> 것을 고르시오. <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">A: Did you hear that she is getting married? B: Who? Who is she? A: IU!!!! B: _____</div> ① No way! She is mine. ② Really? Are you serious? ③ I'm proud of you. ④ Oh, my god! ⑤ Are you kidding me?	③
	To infinitive	3	주어진 낱말 카드의 배열순서가 알맞은 것을 고르시오. 1) to 2) eat 3) I 4) pizza 5) want ① 3 - 2 - 4 - 1 - 5 ② 3 - 5 - 1 - 2 - 4 ③ 3 - 2 - 4 - 5 - 1 ④ 2 - 3 - 5 - 4 - 1 ⑤ 3 - 2 - 1 - 5 - 4	②
P r e v i e w	Imperative, and	4	다음 빈칸에 알맞은 것은? Go to your bed early, _____ you will not be tired in the morning. ① so ② and ③ or ④ but ⑤ if	②
	Communicative Function	5	다음 대화의 빈칸에 알맞은 것은? <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">A : I'm visiting an American family tomorrow. What should I do? B : Well, first of all, you _____ take off your shoes.</div> ① will ② didn't ③ doesn't ④ should ⑤ should not	⑤

2. Individual Test Result

Original Class	Number	Name	Item Number					Total Points	Measurement
			1	2	3	4	5		
1	21	강○○	O	O	O	O	X	4	Further Study
2	2	김○○	O	X	O	X	X	2	Corrective Study1
2	3	김○○	O	O	X	O	X	3	Corrective Study1
3	1	김○○	O	O	O	X	X	3	Corrective Study1
1	2	김○○	O	O	O	O	O	5	Further Study
2	4	김○○	O	X	O	O	O	4	Further Study
2	5	김○○	O	O	X	X	X	2	Corrective Study1
3	21	김○○	O	X	O	O	X	3	Corrective Study2
2	6	김○○	X	X	O	O	O	3	Corrective Study1
1	3	나○○	O	O	O	O	O	5	Further Study
3	3	남○○	O	X	O	O	X	3	Corrective Study1
2	27	문○○	O	O	O	O	O	5	Further Study
2	9	박○○	X	O	O	O	O	4	Further Study
3	4	박○○	X	X	O	O	X	2	Corrective Study2
1	5	박○○	O	O	O	X	O	4	Further Study
3	25	박○○	O	X	O	O	X	3	Corrective Study1
3	5	백○○	O	X	O	X	O	3	Corrective Study1
2	28	백○○	X	O	O	O	X	3	Corrective Study1
3	26	서○○	X	O	O	O	O	4	Further Study
2	10	송○○	O	O	O	O	X	4	Further Study
1	28	신○○	O	O	O	X	X	3	Corrective Study1
3	28	이○○	O	O	O	O	O	5	Further Study
3	31	이○○	O	O	O	X	X	3	Corrective Study1
3	10	이○○	O	O	O	X	X	3	Corrective Study1
2	31	정○○	X	O	X	X	O	2	Corrective Study2
1	10	정○○	O	X	O	O	X	3	Corrective Study1
2	34	조○○	O	O	O	X	O	4	Further Study
1	11	주○○	O	O	O	O	X	4	Further Study
1	35	최○○	O	O	O	O	O	5	Further Study
1	12	한○○	O	X	O	X	O	3	Corrective Study1
Correct Answer			24	20	27	19	14		
Ratio (%)			80%	67%	90%	63%	47%		

3. Result Analysis & Measurement

Classification	Achievement	Ratio	Measurement
No Loss	More than 80%	43.3%	Further Study (Group Work)
Partial Loss	Less than 80% & More than 40%	46.7%	Corrective Study 1 (Group Work)
Complete Loss	Less than 40%	10%	Corrective Study 2 (Individual Instruction)

4. Further & Corrective Study

A. Further Study(No Loss)

NO.	Classification (Related Diagnostic Test Items)	Items	Answer
1	To infinitive (3)	빈칸에 알맞은 말을 쓰시오. - Minsu went to Britain ____ study English. (민수는 영어를 공부하기 위해 영국에 갔다.) - She studies hard to ____ a dentist. (그녀는 치과의사가 되기 위해 열심히 공부한다.)	to, be
2	Imperative, and (1)	다음 문장을 우리말로 옮기시오. Take bus number 7, and you will go to the theater.	7번 버스를 타 라, 그러면 너 는 그 극장에 갈 수 있다.

B. Corrective Study I (Partial Loss)

NO.	Classification (Related Diagnostic Test Items)	Items	Answer
1	Imperative (2)	주어진 단어 중 알맞은 단어를 찾아 해석에 알맞게 빈칸을 채우시오. go went gone going and so or - 직진하세요, 그러면 우체국이 보일 거예요. _____ straight, and you can see the post office.	Go

C. Corrective Study II (Complete Loss)

NO.	Classification (Related Diagnostic Test Items)	Items	Answer
1	To infinitive (4)	다음 중 어법상 알맞지 않은 부분을 고르시오. I <u>got</u> up <u>at</u> 6:00 am <u>to</u> <u>came</u> here <u>early</u> . ① ② ③ ④ ⑤	④

III. INSTRUCTION

1. Teaching–Learning Procedure

Subject	Middle School English 2	Target Students	3 – 1,2,3 (30 students) High level class		
		Place	2-1	Instructor	○○○
Unit	4. Culture in Gestures			Period	6/8
Aims	Students will be able to say the different meanings of some gestures.				
Teaching Materials	Textbook(pink book), CD-ROM, PPT, Worksheet, Board				
Step	procedure (time/min)	Teaching – Learning Activities			Remarks
		Teacher		Student(s)	
I N T R O D U C T I O N (6')	Greeting with Roll call (1')	• Hello, everyone! • How are you feeling today? – Very well, thanks.		▷ Hello, teacher! ▷ Fine, thank you and you?	Roll book (Whole class)
	Reviewing (2')	• What did we learn last time? – Yes, we learned about gestures. Before we start, let's review what we learned last time.		▷ Gestures!	PPT Textbook (Whole)
	Motivating (2')	Given misunderstanding situation, students will notice that a gesture can have different meanings and why it is important to know these meanings.			
		• Did you hear that OO and XX had a fight yesterday? I will tell you the story. Please look at the screen.		▷ (Ss look at the screen)	PPT (Whole)
	Suggesting Aims (1')	• We have our learning aim on the screen. Let's read it aloud together.		▷ (Ss look at the screen and read learning aims together)	PPT (Whole)
D E V E L O P M E N T (34')	Pre-reading (Listening and Reading) (6')	Students get a worksheet which has grammar or vocabulary errors. Students correct errors while listening. Then, they check the answers with their group members. Last, each group reads aloud one paragraph. With this work, students have a chance to listen carefully, correct errors and read aloud the text.			
		► Correcting errors while listening • OK. Let's start. Today, we will read about some gestures. They have different meanings in different cultures. • Let's listen to the text first. – I will give you a worksheet. It is text about different gestures. But there are some errors. While listening to this text, correct the errors. Do you all understand? (Teacher gives worksheets and plays the CD.) • Now, check if you corrected all the errors with your group members. ► Reading aloud • Let's read this text together. Each group will read one paragraph. Are you following me? – Let's start from group one. Ready, go!		▷ Yes! ▷ (Ss correct errors while listening) ▷ Yes!	

Step	procedure (time)	Teaching – Learning Activities		Remarks
		Teacher	Student(s)	
D E V E L O P M E N T (34')	While -reading (Filling the table) (9')	<p>Students get worksheets for summarizing the text. In the worksheet, there is a table about gestures which have different meanings. Students will fill out the table reading the textbook individually and then check the answers with their partners.</p> <p>► Filling the table about Gestures</p> <ul style="list-style-type: none"> • This time, let's read the textbook. Open your pink book to page 67. This is the same text you listened to right before. – I will give you a table. Please fill out this table while reading the text. (Teacher gives out worksheet) – I will give you five minutes. • Time's up! Let's check the answers together. 	<p>▷ (Ss fill out the blanks while reading the text)</p>	<p>PPT Textbook Worksheet 2 (Individual →Pair)</p>
	Post -reading (Card game) (19')	<p>This card game is matching the picture of gesture and meaning. With this activity, students can use their knowledge about the gestures which have different meanings. Also, they can learn more gestures.</p> <p>► Card game (Matching gestures with right meanings)</p> <ul style="list-style-type: none"> • What are these? – Yes, these are cards about gestures. Some are pictures of gestures and others are meanings of gestures. We are going to play a game with this cards. – To start this activity, make groups of five. I will give each group a set of cards later. • I will explain how to play this game. – First, put down five cards from the top on your table. – Then, each member takes three cards. – When your turn comes, match gesture with right meanings. If you have a gesture card, find the meaning card on the table. If you have a meaning card, find the gesture card on the table. – If you find a pair, you should call out the name of the gesture, do the gesture and read out the meaning of the gesture. – If you don't have a pair, you can exchange one of your cards with one on the table. – The student who gets the most pairs will be the winner. • I'll give you ten minutes. Ready, go! 	<p>▷ Cards!</p> <p>▷ (Ss make groups)</p>	<p>Card PPT (Group)</p>

Step	procedure (time)	Teaching – Learning Activities		Remarks
		Teacher	Student(s)	
D E V E L O P M E N T (34')	Post -reading (Card game) (19')	Students go over the gestures and meanings cards with teacher.		
		► Gestures Matching • Now, let's review gestures and meanings in the cards. • The Head Tap – First, what is this gesture? (showing a picture) – Yes, and what are the meanings of 'The Head Tap'? – Great. Do you remember in what country this gesture mean "I'm thinking"? – Excellent! (with gesture) • The Finger Snap • Keep Your Fingers Crossed • V sign	▷The Head Tap! ▷ 'Are you crazy?' and 'I'm thinking.' ▷In Argentina and Peru!	PPT Worksheet2 (whole)
		• Let's check what we learned today. – I will give you this check-up test. There are two questions about the gesture. – I will give you two minutes to answer these questions. • Time's up! Let's check the answers together.	▷(Ss look at the screen and check the answers)	Worksheet3 PPT (whole)
		• What did we learn today? – Yes, we learned the different meanings of many gestures. • Next class, we will study 'Language Focus.' – Before we start 'Language Focus', I'd like you to review words and expressions we studied. Do page 70 in your pink book. It's your homework.	▷Gestures! ▷(Ss check or write down their homework)	PPT Textbook (whole)
C O N S O L I D A T I O N (5')	Closing (1')	• That's all for today. Thank you for your participation. • Enjoy your day and see you next time! Bye!		(Whole)

2. Check-up Test

A. Check-up Test Items

Classification	Items	Answer
Summary the text	See appendix.	
Same gesture, different meaning		

B. Further Study Items

Classification	Items	Answer
Same gesture, different meaning	<p>1. 다음 Gesture의 또 다른 의미로 잘못 연결 된 것은?</p> <p>a) The Funny Tongue (universal meaning: to make fun of others) b) The Head Tap (universal meaning: Are you crazy?) c) Making a circle (universal meaning: OK)</p> <p>① a) - to say goodbye. ② b) - Thank you. ③ b) - I'm not crazy. ④ c) - Empty (I have nothing.) ⑤ c) - Give me some money.</p>	⑤

C. Supplementary Study

Classification	Items	Answer
Summary the text	<p>1. 다음 글에서 괄호 안에 알맞은 단어를 고르시오.</p> <p>Gestures are like any other language. (So / Because) you should learn (it / them) to communicate better with people from (differ / different) culture.</p>	So, them, different

3. Contents of Presentation

A. On the blackboard




Unit 4. Culture in Gestures

Learning Aims

- Students will be able to say the different meanings of some gestures.

Left	Right
1	1
2	2
3	3

B. PPT Materials

<p>Review</p> <p>2. BOX안의 단어를 사용해서 빈칸을 채우세요.</p> <p>✓ (Picture) In <u>Japan</u>, it means "Six." F <u>China</u></p> <p>✓ People use gestures to communicate. T</p>	<p>Review</p> <p>2. BOX안의 단어를 사용해서 빈칸을 채우세요.</p> <p>✓ Pointing is an example of universal gestures. T</p> <p>✓ Cultures mean the same thing everywhere. F</p> <p>Some gestures are almost universal, But others have different meanings.</p>	<p>Motivation</p> <p>✓ Question</p> <p>Answer...</p>										
<p>Learning aim</p> <p>✓ We can say the different meanings of some gestures.</p>	<p>Correcting Errors</p> <p>Gestures like pointing don't differs vary much from <u>one culture</u> to <u>another</u>.</p> <p>Others have different meanings in different cultures.</p> <p>It's surprising, isn't it?</p>	<p>Correcting Errors</p> <p>people stick out their tongues to make fun of others.</p> <p>people snap their fingers when they are trying to remember something.</p>										
<p>Correcting Errors</p> <p>Gestures are just like any other languages. So you should learn them to communicate better with people from different cultures.</p>	<p>Card Game</p>  <p>First, put down five cards on your table.</p>	<p>Card Game</p>  <p>Each group member will take 3 cards.</p>										
<p>Card Game</p>  <p>If you find a pair, Read the meaning of the gesture.</p>	<p>Card Game</p> <p>✓ If you don't have a pair,</p> <p>① put down one of your cards on the table.</p> <p>② take one card from the pile.</p> <p>1. Call out the name of the gesture.</p> <p>2. Do the motion of the gesture.</p> <p>3. Read the meaning of the gesture.</p>	<p>Check Up</p> <p>1. 빈칸에 알맞은 단어를 골라주세요.</p> <p>Culture meaning, different communicate</p> <p>The _____ of a gesture may _____ from one culture to another. So we should learn gestures to _____ better with people from different _____.</p>										
<p>Check Up</p> <p>2. Gesture의 meaning을 알맞은 단어로 연결하세요.</p> <table border="0"> <tr> <td>The Finger Snap</td> <td>Say hello</td> </tr> <tr> <td>The Head Top</td> <td>OK</td> </tr> <tr> <td>Cheek</td> <td>I'm thinking</td> </tr> <tr> <td>Thumbs Up</td> <td>Excellent</td> </tr> <tr> <td>The Pulling Tongue</td> <td>Pussy Up</td> </tr> </table>	The Finger Snap	Say hello	The Head Top	OK	Cheek	I'm thinking	Thumbs Up	Excellent	The Pulling Tongue	Pussy Up		
The Finger Snap	Say hello											
The Head Top	OK											
Cheek	I'm thinking											
Thumbs Up	Excellent											
The Pulling Tongue	Pussy Up											

IV. DEVELOPMENT

1. Formative Test Items

Classification	Items	Answer												
Vocabulary	1. 빈 칸에 알맞은 단어를 쓰시오. People all over the world use their fingers, hands, and heads to c_____. Look around, and you will see that the world is full of g_____.	ommunicate, gestures.												
Reading	2. 다음 글을 읽고 글에 알맞은 제목을 고르시오. People nod their heads to mean "yes" in most countries, but not all. Nod in Bulgaria or Greece, and people will think you mean "no." It's surprising, isn't it? ①The Head Tap ②The Head Nod ③ The Finger Snap ④ The Funny Tongue ⑤ The Crazy Head	②												
Reading	3. 다음 글을 읽고 맞으면 T, 틀리면 F를 쓰시오. The head tap means the same thing everywhere.	F												
Reading	4. 다음 빈칸에 알맞은 답을 고르시오. In many countries, people stick ____ their tongues to make fun ____ others. In some places like Tibet, people use this gesture to say hello to each other. ① off-on ② out-on ③ off-of ④ out-of ⑤ out-off	④												
Vocabulary	5. 다음 글을 읽고, 빈칸에 들어갈 말이 바르게 짝지어진 것을 고르시오. <div>People ㉠____ over the world their fingers, hands, and heads to communicate. Look around, and you will see that the world is full of ㉢_____.</div> <table><tr><td>㉠</td><td>㉢</td></tr><tr><td>① every</td><td>gestures</td></tr><tr><td>② every</td><td>mysteries</td></tr><tr><td>③ all</td><td>gestures</td></tr><tr><td>④ all</td><td>mysteries</td></tr><tr><td>⑤ all</td><td>differences</td></tr></table>	㉠	㉢	① every	gestures	② every	mysteries	③ all	gestures	④ all	mysteries	⑤ all	differences	③
㉠	㉢													
① every	gestures													
② every	mysteries													
③ all	gestures													
④ all	mysteries													
⑤ all	differences													

2. Individual Test Result

Original Class	Number	Name	Item Number					Total Points	Measurement
			1	2	3	4	5		
1	21	강○○							
2	2	김○○							
2	3	김○○							
3	1	김○○							
1	2	김○○							
2	4	김○○							
2	5	김○○							
3	21	김○○							
2	6	김○○							
1	3	나○○							
4	3	남○○							
2	27	문○○							
2	9	박○○							
3	4	박○○							
1	5	박○○							
3	25	박○○							
3	5	백○○							
2	28	백○○							
3	26	서○○							
2	10	송○○							
1	28	신○○							
3	28	이○○							
3	31	이○○							
3	10	이○○							
2	31	정○○							
1	10	정○○							
2	34	조○○							
1	11	주○○							
1	35	최○○							
1	12	한○○							
Correct Answer									
Ratio (%)									

3. Result Analysis & Measurements

Classification	Achievement	Ratio	Measurement
Completion	5		Further Study (Individual Study)
Partial Completion	3 - 4		Supplementary Study I (Group Study)
No Completion	0 - 2		Supplementary Study II (Individual Guidance)

4. Supplementary & Further Study

A. Further Study(for students of completion)

Classification (Related Check-up item)	Items	Answer
Reading (4)	1. 다음 문장을 영작하시오. 1) 너의 머리를 두드려라. 2) 나는 내 친구를 놀리기 위해 내 혀를 내민다.	1) Tap your head. 2) I stick out my tongue to make fun of my friend.

B. Supplementary Study I (for students of partial completion)

Classification (Related Check-up item)	Items	Answer
Reading (2)	다음 빈칸에 알맞은 단어를 골라 순서대로 쓰시오. Stick out your _____. (혀를 내밀어라.) _____ your head. (머리를 두드려라.) _____ your fingers. (손가락으로 딱 소리를 내라.) ① Nose ② Tongue ③ Snap ④ Tap ⑤ Universal	②, ④, ③

C. Supplementary Study II (for students of no completion)

Classification (Related Check-up item)	Items	Answer
Vocabulary (5)	1. 다음 문장을 해석하시오. (1) Tap your head. (2) Snap your fingers. (3) Stick out your tongue.	(1)머리를 두드려라. (2)손가락을 딱 소리내라. (3)혀를 내밀어라.

V. EVALUATION

1. Dual Classification

실시 일자	2011년 7월 () 일 교시	평가 학년	2 학년	응시 인원	()명	결 재	계	부장	교감	교장
출제 교사	○○○ (인)									

4. 문항 번호	내용	행동	지식	이해	적용	출제 근거 (쪽)	정답	배 점	문제 형식	내용 분류	
										필수적	발달적
1	조연구하기			○		62, 63, 64	2	3	선다		○
2	놀람 표현하기			○		60, 61	4	3	"	○	
3	단어 (영영풀이)	○				71	3	3	"		○
4	단어 성격 (품사) 알기	○				77	5	2	"	○	
5	To부정사 용법			○		71	5	4	"		○
6	글의 세부 내용 이해하기			○		68	3	3	"		○
		중				락					
주1	속어 표현	○				68	stick out their tongues	4	단답	○	
서1	글의 세부 내용 이해하기				○	67	(예시) There was misunder- standing of gestures.	5	서술		○
	계	4	6	2				41	선다형:10 주관식:1 서술형:1	5	7

평가 결과 분석 및 지도 대책									부장	교감	교장
지도교사 : ○○○ (인)											
반	1	2	3	4	5	6	7	학 평 균			
평균											
예상점 : (70 점)			예상점과 차 : ()						재출제 문항		
지도 대책											

주 관 식 채 점 기 준							
문항	배점	정답	채점 기준		문항	배점	정답
1	4	stick out their tongues					

서 술 형 채 점 기 준			
문항		채 점 기 준	
1	과제수행 (3점)	대화 내용에서 무엇이 문제인지 알맞게 제시함.	
	정확성 (2점)	의도하는 바를 알겠으나 동사가 결여된 경우 1점 감점.	
		어법이나 철자상의 오류 한 개 당 0.5점 감점.	

2. Overall Test Items

1. 다음 대화의 빈칸에 알맞은 것은?

A: I want to make new friends.

_____.

B: You should talk to other people first.

- ① What are you going to do?
- ② What should I do?
- ③ Do you have any idea where I am going?
- ④ What are you doing?
- ⑤ What do you do?

2. 다음 중 짝지어진 대화가 어색한 것은?

- ①A : Did you know about this? Our ancestors ate monkeys!
B : Oh, I heard about that. It sounds horrible, right?
- ②A : You know what? There are more than 5,000 languages in the world.
B : Are you sure? I can't believe it.
- ③A : This gesture means "eight" in China.
B : Really? I can't believe it.
- ④A : Guess what? Americans don't take off their shoes in their houses.
B : I'm sorry to hear that.
- ⑤A : Look at this. Some people in Tibet stick out their tongues to say hello.
B : That's surprising! Let me have a look.

3. 다음 중 단어의 뜻이 올바른 것은?

- ① communicate: everywhere
- ② nod: shake hands
- ③ tap: hit something with a quick light blow
- ④ differ: be similar
- ⑤ athlete: people playing instruments

4. 다음 단어들 중 나머지와 성격이 다른 하나는?

- ① universal ② possible ③ different ④ crazy ⑤ remember

【주관식 1, 5-7】 다음 글을 읽고 물음에 답하십시오.

In many countries, people (A)(out / their / stick / tongues) (a)to make fun of others. In some places like Tibet, people use this gesture (b)to say hello to each other. People hold one of their ears with their fingers (c)to say, "Thank you," in Greece.

In some cultures, people snap their fingers when they are trying (d)to remember something. In Latin America, the gesture means "Hurry up." Gestures are just like any other language. So you should learn them (e)to communicate better with people from different cultures.

【주관식 1】 (A) 부분의 단어들을 알맞게 배열하십시오.

5. 밑줄 친 (a)~(e) 중 쓰임이 다른 하나는?

- ① (a) ② (b) ③ (c) ④ (d) ⑤ (e)

6. 위 글의 내용과 일치 하는 것은?

- ① 대부분의 사람들은 인사를 하기 위해 혀를 내민다.
- ② 그리스 사람들은 한 쪽 귀를 손가락으로 잡아 “짜증”을 표현한다.
- ③ 라틴 아메리카 사람들은 손가락으로 딱 소리를 내서 “알았다”라는 의미를 나타낸다.
- ④ 제스처는 다른 언어들과 같지 않다.
- ⑤ 다른 나라의 사람들과 의사소통을 잘 하기 위해서 제스처를 배워야 한다.

7. 다음 중 (e)와 같은 용법의 부정사는?

- ① To win the race he did his best.
- ② Do you have a lot of work to do?
- ③ To help someone makes me happy.
- ④ My camera needs to be repaired.
- ⑤ He ordered me not to move.

8. 다음 대화의 밑줄 친 부분과 바꿔 쓸 수 있는 표현은?

A: In Bulgaria, people nod their heads to mean "no".
B: Really? I can't believe it.

- ① i think so.
- ② I know that.
- ③ It doesn't matter.
- ④ That's surprising.
- ⑤ I can't understand it.

9. 다음 중 빈 칸에 가장 알맞은 대답은?

A: You know what? In Britain, a black cat means good luck.
B: Really? _____

- ① That's incredible.
- ② What did you say?
- ③ I know that.
- ④ Are you alright?
- ⑤ I think so.

10. 다음 중 어법상 올바른 것은?

- ① Help me, and I'll buy you pizza.
- ② I want cooking.
- ③ That's unusual, doesn't it?
- ④ You have to knowing polite gestures.
- ⑤ I need learning gestures to communicate with others.

【서술형 1】 다음 대화를 읽고 문제가 무엇인지 영어로 서술하십시오.

A: Hi, nice to meet you. I'm from Peru.

B: Hello. nice to meet you, too. By the way, what are you doing here?

(A tapping her head.)

B: What? I'm not crazy! You are so rude!

(B left with angry feeling.)

A: Why was her angry? I just said 'I'm thinking.'

Problem: _____

※ APPENDIX

1. Handout

Unit 4. Culture in Gestures

<Worksheet1 : correcting errors>

Some gestures are almost universal. Gestures like pointing don't differ very much from one culture for another. Others have different meanings in different cultures. Here are some examples.

The Head Nod

People nod their heads to mean "no" in most countries, but not all. Nod in Bulgaria or Greece, and people will think you mean "yes." It's surprising, aren't you?

The Head Tap

In many cultures, the head tap means "Are you crazy?" But in Argentina and Peru, it means "I'm thinking," or "Thanks."

The Funny Tongue











In many countries, people stick out their tongues making fun of others. In some places like Tibet, people use this gesture to say goodbye to each other.

The Finger Snap

In some cultures, people snap their fingers when they are trying to remember something. In North America, the gesture means "Hurry up."

Gestures are just like any other language. Because you should learn it to communicate better with people from different cultures.

<Worksheet2 : filling the table>

Gesture	Name (English)	한글폴이	Meaning		
			Universal	another meaning	in what country
	Pointing	손가락으로 가리키다.	Impolite (bad)	Good	canada
					
					
					
					
Extra Gestures					
	Making a circle	엄지와 검지로 원 만들기	OK	Money	Japan
	Thumbs up	엄지 올리기	Excellent!	Insult	Africa
	Thumbs Down	엄지 내리기	Bad (things are not going well)		
	Keep Your Fingers crossed	검지와 중지 꼬기	Good Luck!		
	V sign	검지와 중지 펼치기 (검치포즈)	Peace		

<Checkup Test>

1. 빈칸에 알맞은 단어를 골라보세요.

cultures, communicate, differ, meaning

The _____ of a gesture may
_____ from one culture to another.
So we should learn gestures to
_____ better with people from
different _____.

2. Gesture와 meaning을 바르게 연결하세요.

The Finger Snap .	• Say hello
The Head Tap .	• OK
circle .	• I'm thinking
Thumps up .	• Excellent
The Funny Tongue .	• Hurry up

2. Textbook

A. Pink book

p. 68

The Funny Tongue


In many countries, people stick out their tongues to make fun of others. In some places like Tibet, people use this gesture to say hello to each other.



The Finger Snap

In some cultures, people snap their fingers when they are trying to remember something. In Latin America, the gesture means "Hurry up."



Gestures are just like any other language. So you should learn them to communicate better with people from different cultures.  **CLICK**

How much
do you like it?



tongue [tu:ŋ]

stick out [stɪk aʊt]

make fun of [meɪk fʌn əv]


snap [snæp]

AFTER YOU READ

- 1 문장을 읽고 본문의 내용과 일치하면 T, 일치하지 않으면 F를 따라간 뒤, 질문에 답해 봅시다.  CLICK



- 2 What is a lucky number in China?

- 2 빈칸에 알맞은 말을 골라 본문을 요약하는 글을 완성해 봅시다.  CLICK

cultures

communicate

meaning

differ

The _____ of a gesture may _____ from one culture to another. So we should learn gestures to _____ better with people from different _____.

Self Check

 Read p. 69-70

 Do p. 71

 Write p. 72

Culture Is Gestures 69

4. Arrangement of Sitting

(2-1)

5 ○○○	1 ○○○	6
2 ○○○	4 ○○○	
3 ○○○	3 ○○○	3
4 ○○○	2 ○○○	
1 ○○○	5 ○○○	

5 ○○○	1 ○○○	5
4 ○○○	2 ○○○	
3 ○○○	3 ○○○	2
5 ○○○	1 ○○○	
2 ○○○	4 ○○○	

4 ○○○	1 ○○○	4
5 ○○○	2 ○○○	
3 ○○○	3 ○○○	1
2 ○○○	4 ○○○	
5 ○○○	1 ○○○	

컴퓨터 책상 (교실 앞)

1. Leader (이끄미)