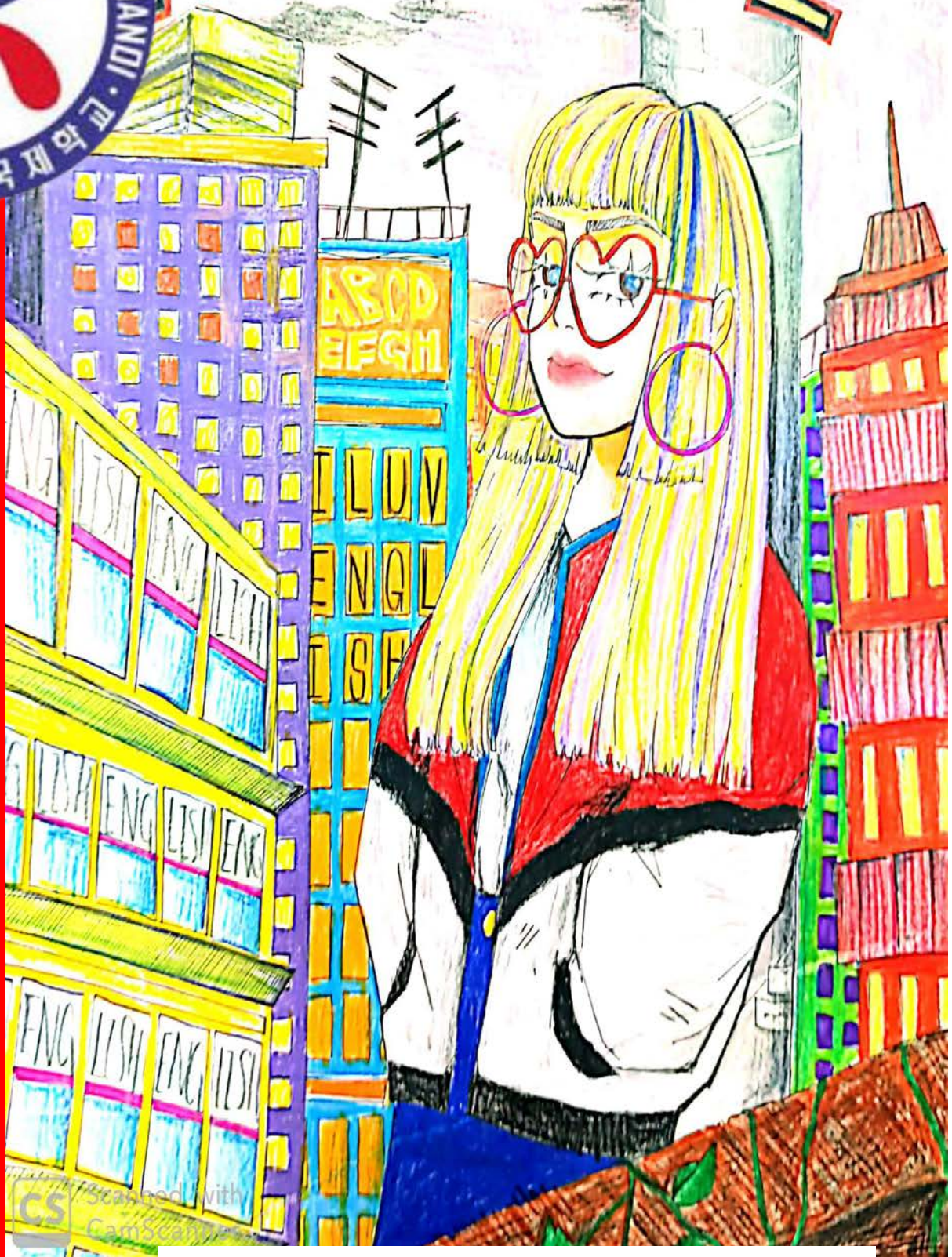




# KISH EFL



**Grade 8**  
**Semester 1**

Name: \_\_\_\_\_

Class/Number: \_\_\_\_\_

Cover artwork by Jee Yun Park

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# 하노이한국국제학교

KOREAN INTERNATIONAL SCHOOL IN HANOI

## EFL

### First Semester 2020

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Welcome to the first semester EFL book.

This semester, you will study three units, with the scores weighted as follows:

Literature	40%
Drama	20%
Current Events	40%
TOTAL	100%

Each unit will have its own assessments, each worth **semester points**. You can keep track of your semester points on the next page.

Wherever you see a green box, these tasks are for the A Class.

#### PLEASE NOTE

The scores you receive this semester **may change**.

We will curve the EFL grades. This means your final grade may be **higher** or **lower** than what you record in this book.

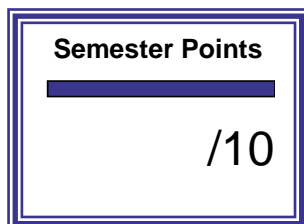
Please ask your teacher for more information.



# Semester Points Recorder



Throughout this book, you will see boxes like this after each assessed section:



Your teacher will write in your score for each section after grading it.

You can record your scores on this page to keep track of your grades this semester.

Item	Semester points
<b>Literature</b>	
Literature: Coursework	/ 10
Literature: Vocabulary Test	/ 5
Literature: Final Project	/ 25
<b>Literature Total</b>	
<b>/ 40</b>	
<b>Drama</b>	
Drama: Performance	/ 12
Drama: Coursework	/ 8
<b>Drama Total</b>	
<b>/ 20</b>	
<b>Current Events</b>	
Current Events: Book Completion	/ 10
Current Events: Final Project (Presentation)	/ 30
<b>Current Events Total</b>	
<b>/ 40</b>	
<b>Second Semester Total</b>	
<b>/ 100</b>	





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2. I acknowledge and understand that plagiarism is wrong.  
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하노이 한국학교학생으로서 위 규정을 잘 읽어보았고 성실히 수행할 것을 서약합니다.

또한 이 규정을 어겼을 경우 원어민 선생님 과목 점수를 0점을 받는 것에 동의합니다.

**Name..... Student #.....**

**Signed ..... Date.....**

# Literature



## Unit

# Unit Overview



Welcome to the Literature unit.

In this unit, you will:

- Develop your reading skills
- Read 'The Jungle Book'
- Discuss and analyse the story
- Learn lots of new vocabulary items
- Develop your writing skills in a final project of your choosing

## ASSESSMENT

You will be scored as follows:

<b>Book work</b>	10 semester points
<b>Vocabulary Test</b>	5 semester points
<b>Final Project</b>	25 semester points
<b>TOTAL</b>	40 semester points

Literature and Drama Lesson Schedule:

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Week 1	Introduction to literature  Lead-in	Chapter 1	Chapter 2	Chapter 3
Week 2	Chapter 4	Adverbs Practice	Chapter 5	Chapter 6
Week 3	Chapter 7	Chapter 8	Past continuous + past simple with while/when	Adjectives of personality
Week 4	Final project	Final project	Vocabulary test and final project hand-in	<b>Spare lesson</b>
Week 5 (early switch to drama by two lessons if possible)	Introduction lesson  Lead-in  Start the play	Read the play 'Master Man'	Finish 'Master Man'  Comprehension Questions	Comprehension Questions cont..  Vocabulary Box Questions
Week 6	Sentence Stress  Performance Notes	Performance Notes cont...  Introduce to the final project, put in groups.	Character profile  Characterization of Voice	Character profile  Characterization of Voice
Week 7	Rehearsal	Rehearsal	Rehearsal	Performance And magazine review
Week 8	Performance And magazine review	<b>Spare lesson</b>		

# The Jungle Book

By Rudyard Kipling

Preview Activities:

Discuss:

- a) What do you know about this story?
- b) What kind of animals live in the jungle?



# Game: A - Z

-Groups of 3 or 4

-In the time limit the teacher gives you, can you correctly spell a different animal for every letter?

**A**

**N**

**B**

**O**

**C**

**P**

**D**

**Q**

**E** *example: Elephant*

**R**

**F**

**S**

**G** *example: Giraffe*

**T**

**H**

**U**

**I**

**V**

**J**

**W**

**K**

**X**

**L**

**Y**

**M**

**Z**

**Preview questions:**

1. Where do you think this story takes place?
2. What kind of animals are wolves?
3. When do you think a tiger will hunt and kill a man?

## Chapter 1: The Man-Cub

It was morning. Mother **Wolf 늑대** was slowly waking up. Her **cubs 새끼늑대** were already awake. Soon Father Wolf woke up.

“It is time to **hunt 사냥하다** again,” he said.

As he walked toward the mouth of the **cave 동굴** where he lived with his family, Tabaqui, the **jackal 재칼(야생동물)** appeared. Wolves do not like jackals because they are dirty animals and will eat anything. They also tell lies and make trouble for the other animals.

“Good morning, **Chief 대장** of the Wolves. Perhaps you have something for me to eat, Tabaqui said.

“There is nothing here for you” Father Wolf said.

Looking at the cubs, Tabaqui said, “Your children are so beautiful.”

This was not a good thing to say. In India, animals and people believe it is unlucky to tell children they are beautiful in front of their parents.

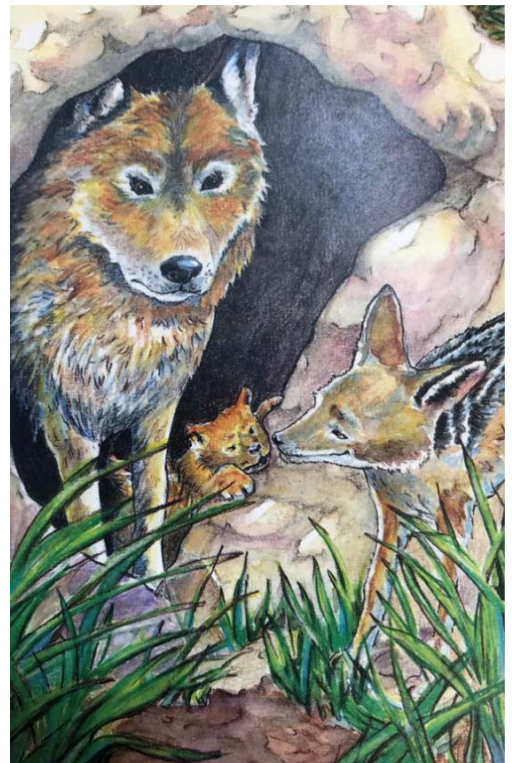
“Shere Khan, the tiger, has moved this way. He will hunt in these hills now,” Tabaqui said.

“He **has no right 권리** to do that,” Father Wolf said angrily. The **law 법** of the jungle says so. He will frighten all the animals away, and there will be none left for me to **hunt**. Then Man will **hunt** him. Man will set fire to the grass. We shall all have to run for our lives.”

Tabaqui went away. Soon after, there was the noise made by a tiger that has caught nothing and does not care who knows it. “Shere Khan is not clever,” Father Wolf said. “He has a bad leg and cannot run fast enough to catch a **deer 사슴**. He has been killing only **cattle 소떼** and making the villagers angry. I believe he will hunt Man now.”

This was bad news. All the animals knew that if an animal killed a man then other men would come with guns.

Mother Wolf saw a movement among the trees. “Something is coming,” she said.





Father Wolf got ready to jump at whatever came out of the trees, but to his surprise, it was not an animal. It was a man's **cub** - a little brown baby.

"Oh, bring him here," Mother Wolf said. "I have never seen a man's cub before."

Father Wolf walked toward the baby and picked him up in his mouth as if he was a wolf cub. When he put the baby down, he went immediately to lie with the two wolf cubs.

"He is a **brave 용감한** child," Father Wolf said. "He has no hair, and I could kill him with a touch of my foot, but he is not **afraid 두려운**."

At this **moment 순간**, Shere Khan came to the mouth of cave. Tabaqui was with him.

"I am looking for a man's cub," Shere Khan said. "His parents were afraid of me, and they ran off. Now I can eat their child."

### Activity 1

#### Vocabulary matching

- |                       |   |
|-----------------------|---|
| jackal (n)_____       | a) cows and bulls                               |
| cub (n) _____         | b) a very short time                            |
| moment (n)_____       | c) a wild animal like a dog                     |
| cattle (n)_____       | d) is not allowed / cannot / is prohibited from |
| hunt (v)_____         | e) the leader of a tribe                        |
| chief (n)_____        | f) a wolf or bear's child                       |
| has no right (n)_____ | g) to find and kill an animal or human          |

### Activity 2

**Highlight** all the adjectives in Chapter 1

**Activity 3** Re-write this paragraph from the story using different adjectives.

"Shere Khan is not \_\_\_\_\_," Father Wolf said. "He has a \_\_\_\_\_ leg and cannot run fast enough to catch a **deer**. He has been killing only **cattle** and making the villagers \_\_\_\_\_. I believe he will hunt Man now."

Activity 4: Review Questions:	
1. Who was Shere Khan?	
2. Where did the baby come from?	
3. Why was the baby alone in the jungle?	

**Preview questions:**

1. Why do you think Shere Khan cannot take the man's cub away?
2. What do you think Mother Wolf will call the man's cub?
3. Why do you think some members of the pack do not want the man's cub to live with them?

## Chapter 2: The Pack Decides

Father Wolf said, "The man's cub is ours." Shere Khan **roared** 으르렁대다, "You **have no right** 권리 to keep the child."

Then Mother Wolf shouted at the tiger, "Go away! The child stays with us and will live with our family."

Shere Khan **roared**, "The wolf **pack** 무리 will decide, not you, if a man's cub can live with the **pack**."

Shere Khan moved away. He knew that Mother Wolf could be very dangerous when she was angry, and she was always very angry if she thought that her **cubs** might be hurt.

Father Wolf said, "Shere Khan is right, Mother. The **pack** will decide if he may live with us."

The **law** of the jungle says that as soon as a cub is old enough to leave its parents, they must introduce the cub to the pack so that all the wolves may know who it is. Then the cubs are free to go wherever they wish.

"We will take Mowgli - for this what I shall call him - to the pack at the next full moon," Mother Wolf said.

Time passed, and Mother and Father Wolf took Mowgli to where Akela, the great, gray wolf who led the pack, was lying outside his **cave**. Below him, the rest of the pack - forty or more wolves - sat quietly.

When the time came for Mother and Father Wolf to show Mowgli, they pushed him forward for everyone to see. As they did so, there was a **roar** from Shere Khan, who was hiding behind the trees.

"That cub is mine," he roared. "What do wolves need a man's cub for?"

A young wolf said, "Shere Khan is right. Two members of the pack, who are not the cub's parents, must say why the **cub** should live with us."



Baloo, the brown bear, taught **cubs** the **law** of the jungle and came and went as he wished.

"This man's **cub** will not hurt us," he said. "Let him be in the pack."

"Who else believes the man's cub should be in the pack?" Akela asked.

Bagheera, the black **panther 팬서**, said, "I **have no right** to speak, but the **law** of the jungle says that anyone who can pay the price may buy that cub."

Akela asked, "What will you pay for the man's cub's life?"

Bagheera said, "One **bull 숫소** that I have just killed."

A wolf shouted, "Yes, let us have the **bull**. Let the man's cub live with us."

Akela said, "We have the word of Baloo, and Bagheera has given us his **bull**. They are enough for us to let the man's cub live with us."

And after that, the young man child, Mowgli, became a **member 일원** of the wolf pack.

## Activity 5

### Vocabulary Matching

- |                  |  |
|------------------|--|
| roar (v) _____   | a) the loud noise a tiger makes from its mouth |
| pack (n) _____   | b) the rules of a society                      |
| law (n) _____    | c) a group of wolves                           |
| cave (n) _____   | d) one person in a group of people             |
| bull (n) _____   | e) a hole in the Earth, made of rock           |
| member (n) _____ | f) a male cow                                  |

### Activity 6: Review Questions:

1. Who spoke for Mowgli?	
2. Who was the leader of the pack?	
3. What did Bagheera have to give the pack?	

### Activity 7: Gap-fill using new vocabulary from chapters 1 and 2

- 1) I went to the zoo and saw that the female wolf gave birth to a new \_\_\_\_\_ called Shia.
- 2) My uncle lives in the country and he \_\_\_\_\_-ed two rabbits for dinner.
- 3) My uncle who lives in the country has lots of \_\_\_\_\_, which he uses to farm milk and cheese.
- 4) The \_\_\_\_\_ of the wolf pack is called Akela in The Jungle Book.
- 5) I \_\_\_\_\_ to vote in American politics because I am not American.
- 6) The \_\_\_\_\_ in Vietnam says you must drive on the right side of the road.
- 7) Jung Guk is a \_\_\_\_\_ of the K-pop band BTS.

#### Preview questions:

1. Who do you think will be Mowgli's best friend?
2. Why do you think Bagheera knows about men?
3. What do you think will happen one day to Akela?

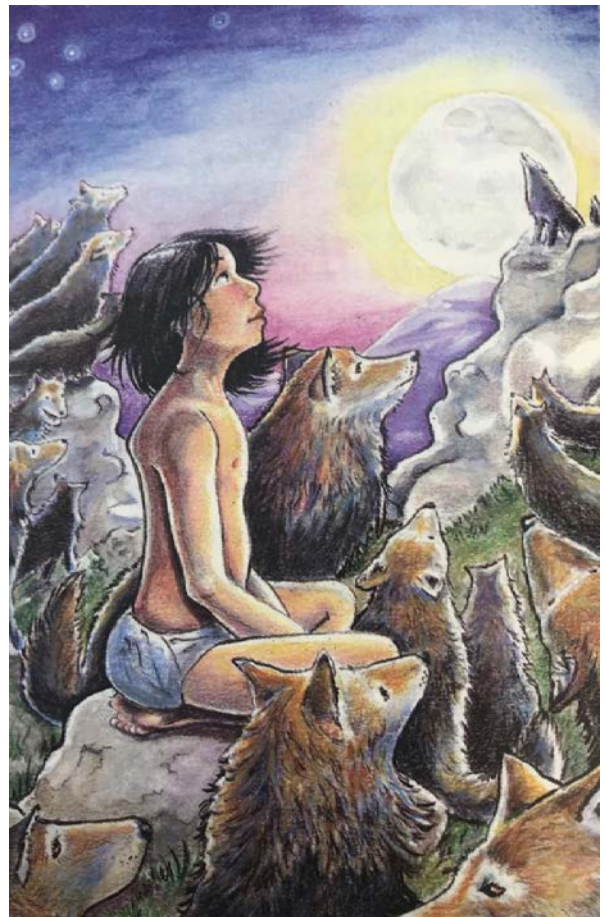
## Chapter 3: A Warning 경고 for Mowgli

Father Wolf taught Mowgli everything a wolf needed to know. He learned the meaning of all things in the jungle. When he was not learning, he sat out in the sun and slept. When he felt dirty, he swam in the jungle rivers.

Bagheera, the **panther**, also taught him many things. He taught him to **climb** a tree and lie on a **branch 나뭇가지** with him.

Mowgli took his place at the pack meetings.

Sometimes at night, he left the forest and went down to the farms and the village where men lived. **He did not trust men 인간을 믿지 않았다**, however. Bagheera showed him a square box that men used to catch animals. Bagheera also told him that he must



never kill **cattle** even when there was nothing to eat.

Mother Wolf told him many times that he **must not trust** 믿으면 안된다 Shere Khan, but Mowgli did not remember this **advice** 충고. He often met the tiger in the jungle because as Akela grew older and weaker, Shere Khan made friends with many of the cubs. He told them that he was surprised that they allowed an old and dying wolf to be their leader. Bagheera also told Mowgli he must not trust Shere Khan.

“One day,” he said, “when Akela is dead, Shere Khan will kill you. He has never forgotten that he lost you.”

Mowgli said, “You have told me many times and so has Baloo, but I’m not afraid, Bagheera.”

Bagheera said, “Shere Khan has taught all of your wolf-cub friends that they do not need a man’s cub in the pack.”

Mowgli said, “I was born in the jungle, and I have **obeyed the law** 규칙을 따르다 of the jungle. There isn’t one wolf from whose foot I have not **pulled out a thorn** 가시를 뽑다. Are they not all my brothers?”

Bagheera said, “A man **trapped** 덫으로 잡다 my mother. Later, I was born among men. A man kept me in a **cage** 우리 I learned about the ways of men. Then I escaped and became even more dangerous to men than Shere Khan.”

Mowgli said, “That is true. Everyone is afraid of you.”

Bagheera said, “Remember this: you are a man’s cub. In the same way that I returned to the jungle, so you must one day return to where men live - to the men who are your real brothers - if you are not killed before that by the wolves.”

“Why will any of them want to kill me?” Mowgli asked.

“Because they cannot look you in the eye. Because they are not as clever as you are. And, because you are a man’s cub,” Bagheera said.

“I didn’t know all this,” Mowgli said.

“Soon Akela will become too **weak** to hunt and kill a **deer** 사슴. Then the pack will turn against him. He will not be able to help you. You must take care of yourself. Go to the men’s huts in the village and bring back the Red Flower.”

By Red Flower, Bagheera meant fire. No animal in the jungle ever called it by its real name. All animals were afraid of it.

“Keep the Red Flower in a **pot** 항아리, and keep it with you at all times.”

“I will do that, Bagheera,” Mowgli said, and he ran off.

He soon came to where Akela was running after a **deer**. He watched as the old wolf tried to catch the animal. Other wolves stood back and watched, too.

They shouted, “Where is your strength, Akela? What is wrong with you?”

Akela could not catch the **deer**. He was too old and weak.

“Bagheera was right,” Mowgli thought. “Soon the pack will not follow Akela. They will turn against him. Then, they will turn against me.”

## Activity 8

### Vocabulary Matching

branch (n)_____	a) a small, sharp piece of wood that hurts if it goes into your skin
to not trust (v)_____	b) to follow the rules of ...
advice (n)_____	c) to catch a wild animal
obey (v)_____	d) help / recommendations / suggestions
thorn (n)_____	e) to not believe in what someone says
trap (v)_____	f) a four-legged mammal with horns
cage (n)_____	g) the arm of a tree
deer (n)_____	i) something you can keep animals inside of

Activity 9: Review Questions	
1. What was one of the laws of the jungle?	
2. What is the Red Flower?	
3. Why did Mowgli think the pack would turn against him?	<b>(two sentences or more)</b>

## Activity 10: Gap-fill using vocabulary from Chapter 3

- 1) Bagheera tells Mogli he should \_\_\_\_\_ Shere Khan, meaning, he should not believe what he says.
- 2) On the stem of a rose, there are \_\_\_\_\_-s.
- 3) Bagheera's mother was \_\_\_\_\_-ed by humans and put in a \_\_\_\_\_.
- 4) To stay out of trouble, I should \_\_\_\_\_ the laws of Vietnam.
- 5) Akela could not catch the \_\_\_\_\_ because it was too fast and strong for him.
- 6) I think I might leave my girlfriend but I'm not sure. So I went to my friend for some \_\_\_\_\_ because he is smart and wise.



**Preview questions:**

1. Where do you think Mowgli will find the Red Flower?
2. Why do you think Mowgli wants to have the Red Flower?
3. What do you think Shere Khan will ask the wolves to do?

## Chapter 4: The Red Flower

The next day, Mowgli went to the village where men lived. He looked into a **hut 오두막** and saw a man putting wood in a fire. The fire was in a **pot**.

When the man left the **hut**, Mowgli picked up the **pot** and quickly returned with it to the jungle. On the way, he met Bagheera.

“They wanted to kill Akela last night,” the **panther** said, “but they wanted you, too. So, they waited.”

Mowgli showed Bagheera the **pot**.

“I have fire,” he said. “I am ready for them.”

“Are you afraid of the fire?” Bagheera asked.

“No,” Mowgli replied. “I had a **dream 꿈**, and in that **dream**, I was a Man child. I was lying by the fire, and I was warm and comfortable. It does not make me afraid.”

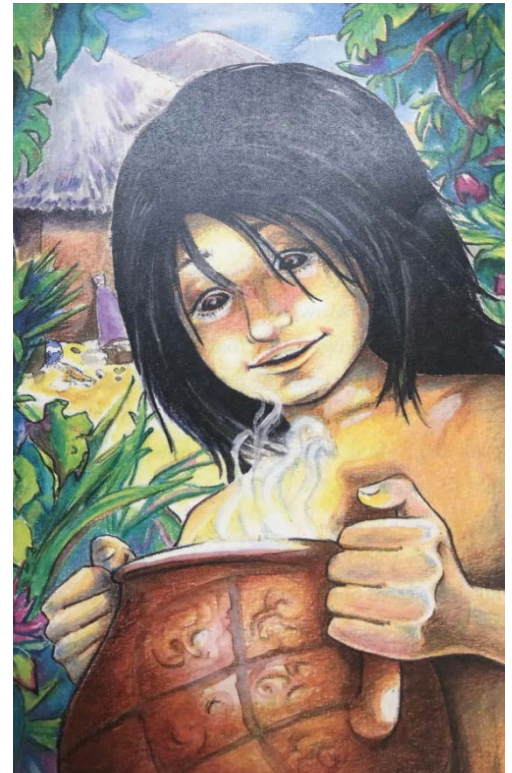
During the day, Mowgli stayed by the fire, putting wood onto it from time to time. That evening, there was a meeting of the pack. Akela lay quietly, too tired to speak at the meeting. Shere Khan arrived and began to speak **confidently** \_\_자신감있게\_\_.

Mowgli said, “Why is this animal speaking? He is not one of us. He **has no right 자격이 없다** to speak when we are choosing a new **leader 우두머리**.”

Shere Khan said, “I have been asked to speak.”

“By who?” Mowgli shouted.

“Keep quiet, Man-cub!” roared some of the wolves angrily. “Let Shere Khan speak. He has kept the law.”





“No,” one of the older wolves cried. “Let Akela speak first. He is not our **leader** now, but he **has the right** to speak first.”

Akela stood up.

“I know that I could not kill that deer. I know that makes me seem old and weak. But the deer you sent in front of me was young and **strong 강한**. None of you could have caught it. Some of you want me to die. It is my right to know who, so that I can fight them to the death.”

The wolves were afraid to speak.

Then Shere Khan roared, “Give me the man’s cub! He is mine!”

One of the wolves said, “We don’t want a man’s cub in the pack. Let him go back to the village.”

“No!” roared Shere Khan. “If you do that, he will send men after us. Give him to me.”

## Activity 11

### Vocabulary Matching

hut\_\_\_\_\_

dream\_\_\_\_\_

leader\_\_\_\_\_

a) the person who makes important decisions for a group of people

b) a small one-bedroom house, usually made of mud, wood and rocks

c) images and sounds you experience when you sleep

Activity 12: Review Questions	
1. Where did Mowgli find the Red Flower?	
2. Why did the wolves let Shere Khan speak?	(two sentences or more)
3. Why do you think the wolves turned against Mowgli?	(two sentences or more)

# Adverb Practice

## Activity 13

- a) Find and circle all of the adverbs in chapter 4.
- b) How many adverbs are there in chapter 4? \_\_\_\_\_
- c) Which two letters do 'adverbs of manner' usually end in? \_\_ \_
- d) Which is incorrect?
  - 1 - Akela lay quietly, too tired to speak at the meeting.
  - 2 - Akela quietly lay, too tired to speak at the meeting.
  - 3 - Akela lay, too tired quietly to speak at the meeting.
  - 4 - Quietly, Akela lay, too tired to speak at the meeting.

## Activity 14

a) Replace these adverbs with ones from the list on the next page:

- Akela lay \_\_\_\_\_, too tired to speak at the meeting.
- When the man left the hut, Mowgli picked up the pot and \_\_\_\_\_ returned with it to the jungle.
- Shere Khan arrived and began to speak \_\_\_\_\_.

b) Write a paragraph in the past simple about what you did this morning, using at least three 'adverbs of manner' (the adverbs on the next two pages)

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# Word Base – Adverbs of Manner

Add the suffix “ly” to an adjective.

loud	loudly	The dog barks <b>loudly</b> .
careful	carefully	My sister drives <b>carefully</b> .
slow	slowly	The tortoise moves <b>slowly</b> .
quick	quickly	He agreed to phone him <b>quickly</b> .
serious	seriously	This boy is <b>seriously</b> mad.

When the adjective ends in “y” add “ily.”

angry	angrily	Linda slammed the door <b>angrily</b> .
happy	happily	My little brother always goes to school <b>happily</b> .
easy	easily	Catherine answered all the questions <b>easily</b> .
crazy	crazily	The baby was crying <b>crazily</b> .

When the adjective ends in “le” remove the “e”

gentle	gently	The mother holds the baby <b>gently</b> .
terrible	terribly	The new singer sang <b>terribly</b> .
horrible	horribly	The two young men behaved <b>horribly</b> .

Irregular

hard	hard	He kicked him very <b>hard</b> .
good	well	Peter and Ann play the guitar very <b>well</b> .
fast	fast	James can drive very <b>fast</b> .
late	late	I often sleep <b>late</b> .
straight	straight	Children must go <b>straight</b> home.
high	high	The balloon flew <b>high</b> in the sky.

## Adverbs of Manner

Angrily, aggressively	화나서, 공격적으로
Arrogantly	거만하게
Beautifully	아름답게
Bitterly	씁쓸하게
Bravely	용감하게
Caringly	애정으로
Calmly	침착하게
Cleverly	영리하게
Clumsily	서투르게
Coldly (in terms of emotionally)	차갑게
Comfortably	편하게
Confidently	자신있게
Dishonestly	정직하지 못하게
Easily	쉽게
Emotionally	감정적으로
Excitedly	신나서
Gladly, Happily	기쁘게
Hardly (meaning a very very little bit)	거의 ~않게
Honestly	정직하게
Humurously	재미있게
Irresponsibly	무책임하게
Joyfully	기쁘게
Nastily	비열하게
Quietly	조용하게
Sadly	슬프게
Shyly	수줍어서
Stiffly	딱딱하게
Painfully	고통스럽게

Powerfully (strength)	강하게
Psychotically	정신나간것처럼
Responsibly	책임감 있게
Slowly	느리게
Softly, Tenderly	부드럽게
Strongly	강하게
Stupidly, Foolishly	멍청하게
Thoughtlessly	생각없이
Uncomfortably	불편하게
Urgently	급하게
Warmly, Sweetly	따뜻하게
Weakly, Feebly	약하게
Weirdly, Strangely	이상하게

**Preview questions:**

1. Why do you think the wolves won't listen to Akela?
2. What do you think Mowgli will do with the Red Flower?
3. Where do you think Mowgli will go?

## Chapter 5: Mowgli Leaves the Pack

Akela said, "Although he is not a wolf, he is our brother in everything. I know some of you want to kill him. You will kill anything because Shere Khan has taught you to. You will kill cattle. You have even gone to the village at night and taken children.

"I know I must die, but if you try to kill the man's cub, you will have to fight me first! I shall die, but I shall take many of you with me. Let the man's cub **stay**, and I will die quietly without fighting."

The pack did not want to listen.

Then Bagheera said to Mowgli, "You know what you must do."

Mowgli threw the fire out of its pot onto the **ground 땅**. He fed it with small pieces of wood. The wolf pack moved back from the **flames 불길**. They were afraid of the fire.

"I do not call you brothers anymore," he shouted at them. "You cannot decide what you will do now. I will decide, because I have brought fire of which you are all afraid."

Bagheera said, "Help Akela, for he has always been your friend."

"I will leave the pack and go back to my own people. But there is something I must do before I leave."

He picked up a piece of fire and walked toward Shere Khan. The tiger got to his feet, but Mowgli hit him on the head with the fire. The tiger **cried out in pain 고통에 울다** and **fear 두려워 하다**.

"Remember this, Shere Khan," Mowgli said. To the pack, he said, "You will let Akela go free. You will not kill him!"

He moved through the wolves with the fire, **striking out 휘두르다** at them as he did so. They ran off, and only Akela, Bagheera, Mowgli, and a few wolves stayed behind.

Now **tears 눈물** fell from Mowgli's eyes.

"What is happening to me?" he asked Bagheera. "Am I dying?"

The panther said, "No, Mowgli, they are men's tears. You are crying because now you must leave the jungle and never return."

Mowgli said, "I must go and say goodbye to Mother Wolf."

Mowgli went to where Mother Wolf lay with her new cubs.

"I loved you more than any of my other cubs," Mother Wolf said.

"Do not forget me, Mother," Mowgli said. "I will come back one day to kill Shere Khan. Tell them in the jungle never to forget me."

Mowgli left the jungle and went down to the village to meet the **strange 이상한** animals he knew to be men.

## Activity 15

### Vocabulary Matching

- |                        |  |
|------------------------|--|
| ground (n) _____       | a) the moving wisps/arms of a fire           |
| flame (n) _____        | b) to hit or punch                           |
| cry out (p.v) _____    | c) not normal / weird / odd                  |
| fear (n) _____         | d) the floor                                 |
| strike out (p.v) _____ | e) to shout or scream                        |
| tear (n) _____         | f) the feeling of being scared or frightened |
| strange (adj) _____    | g) the water that comes out of your eyes     |

<b>Activity 16: Review Questions</b>	
1. Who made the wolves turn against Mowgli?	
2. Where did Bagheera tell Mowgli to go to?	
3. What do you think Mowgli will do one day?	<i>(two + sentences)</i>

**Activity 17** Gap-fill *using new vocabulary from chapters 4 and 5*

- 1) My friend lives in a \_\_\_\_\_, which is a simple house made of mud and wood.
- 2) I got too close to the campfire and the \_\_\_\_\_-s touched and burned me.
- 3) \_\_\_\_\_-s ran down my cheeks after I heard some sad news.
- 4) My cousin came to school with pink hair, rollerskates, and dressed in gold. The other students thought her clothes were \_\_\_\_\_.
- 5) When Mogli hit Shere Khan, he \_\_\_\_\_ in pain.

**Preview questions:**

1. Why do you think a woman in the village takes Mowgli into her home?
2. What news do you think a wolf will bring to Mowgli?



# Chapter 6: Mowgli Goes to the Village

When Mowgli came to the village, the people of the village were afraid. They ran into their huts and closed their doors. One woman called for the **priest 선교자**.

“Send the strange **creature 창조물** away,” she told him.

The priest looked at Mowgli.

“He is not a strange **creature**,” he said. “He is a child who has been living with wolves. Look at the **bite marks 물린 자국** on his arms and legs.”

Mowgli’s arms and legs had many **bite marks** on them, but they were not bad bites. They were the play bites of the cubs he had played with.

The **priest** then said to the woman, “Many years ago, you lost your baby. You ran from the tiger, and the baby ran into the jungle. Could this be your boy?”

The woman looked at Mowgli. He was many years older now, but she thought he looked a little like her son.

“I don’t know,” she said. “It is possible.”

“He will not hurt you,” the priest said. “Take him into your **hut 오두막** and **feed** him. If he is your son, remember that I found him for you.”

The **priest** said this because the woman was rich, and he hoped she would give him some money one day.

Mowgli followed the woman into her **hut**. She would **talk** to him all the time, but he did not understand any words she said. He knew only the languages of the animals in the jungle. The woman gave him bread and milk, and he ate hungrily.

When night came, she showed him that she wanted him to lie down, but he would not. He remembered that men kept animals as **prisoners 죄수**. Instead, he climbed out of the window and slept on the **grass 풀**, ready to run if he felt in danger.

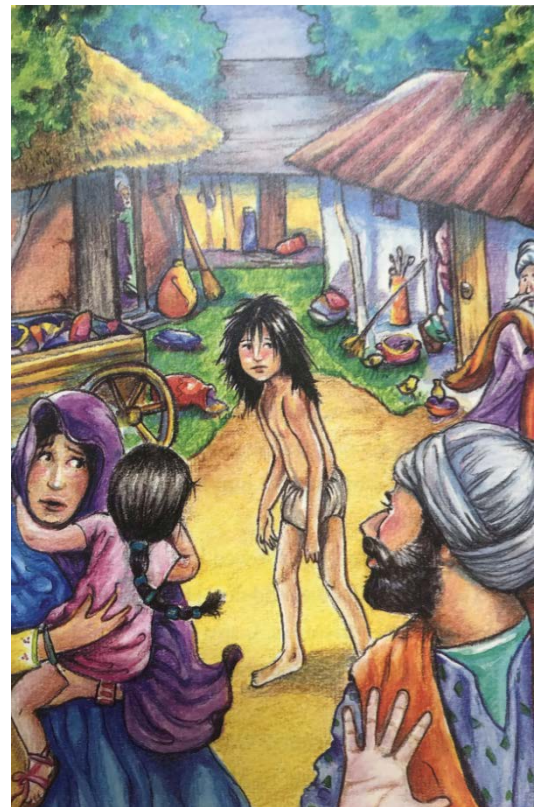
Early the next morning, Gray Wolf, the eldest of Mother’s cubs, came to him. “I followed you yesterday,” Gray Wolf said. “I want to give you news.”

Mowgli was happy to see him.

“Tell me your news,” he said.

“Your Red Flower burned Shere Khan badly. He has gone away to get better. As soon as he is well again, he will come looking for you. He will kill you, Mowgli.”

Mowgli said, “Thank you for your news, but I am not afraid of Shere Khan. You are my friend, and I will always love you. Bring me news whenever you have any.”



## Activity 18

### Vocabulary Review

Priest (n) \_\_\_\_\_

Creature (n) \_\_\_\_\_

Bite marks (n) \_\_\_\_\_

Prisoners (n) \_\_\_\_\_

Grass (n) \_\_\_\_\_

a) very small green plants, like you find on the school field

b) someone who is in jail / prison

c) a man who teaches religion

d) the tooth patterns left on your skin after an animal attack

e) an animal

### Activity 19 Review Questions:

1. Why did the priest want the woman to think Mowgli was her son?

2. Why wouldn't Mowgli sleep in the house?

3. What happened to Shere Khan?

**Preview questions:**

1. What do you think is the most important thing Mowgli learned?
2. What do you think the villagers believe about Shere Khan?
3. What is the truth about Shere Khan's leg?

## Chapter 7: The Trap

During the next three months, Mowgli never left the village. He had much to learn. He learned the names of many things and could soon understand what the people were saying and speak to them. He had to wear clothes, and he did not like this.

In the evenings, he listened to the old men telling stories. Most of them were about animals, and Mowgli knew they were **nonsense** **말도 안되는**. One of the stories was about Shere Khan. The man who told it said that Shere Khan was really the ghost of a money-lender who was hurt in a fight about money. He was **lame** **불구의** because of this.

Mowgli knew this was **nonsense**. Shere Khan was **lame** because he was born **lame**. Mowgli said it was **nonsense** to say that some animals were the ghosts of people. This made the old men in the village angry.

"It is time the boy went to work looking after the **cattle**," they said.

The villagers owned a lot of cattle which ate the grass some way away from the village. They had to be kept together because tigers and panthers did not attack a **herd** **무리**; they only attacked animals that had moved away from the **herd**.

While Mowgli was **herding** the cattle, his wolf friend brought him more news.

"Shere Khan came back and was looking for you, but he has gone away again. There is nothing for him to eat here."

Mowgli said, "Thank you for coming to tell me. It will help me if one of you will always bring me news about him. I must be ready for him when he finds me."

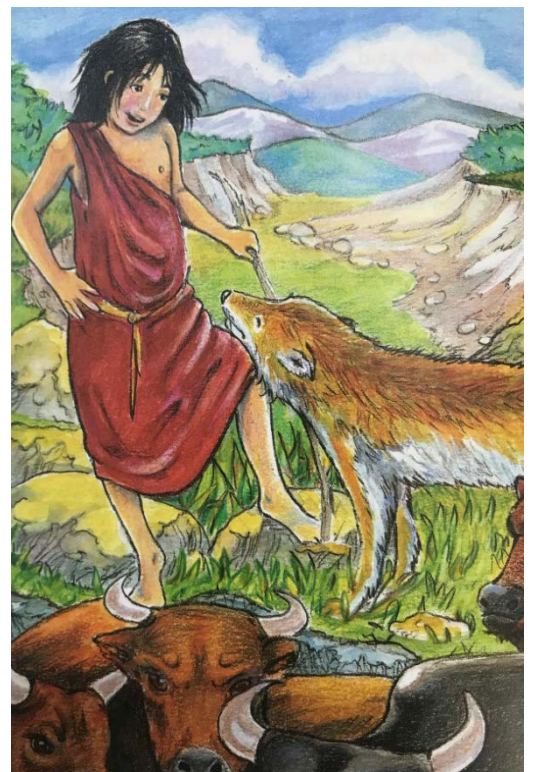
Time passed, and then one day, Gray Wolf brought news.

"Shere Khan is back, and he has Tabaqui, the **jackal**, with him. They are hiding so that you will not know they are here. Shere Khan's plan is to wait for you at the village gate."

"Is he hungry? Has he eaten today?" Mowgli asked.

"Yes, he killed and ate a pig this morning, and he has drunk, too."

Mowgli said, "I must use my cattle to attack him, but they will not do that unless they can smell him."



Gray Wolf said, "He has tried to hide his smell by swimming down the river, but wait here. I have brought a **clever 현명한** helper."

He went away for a few moments. When he returned, he had Akela with him.

Mowgli was very happy to see the old wolf again. He was not the leader of the pack, but he was still alive and well.

"I knew you would never forget me," Mowgli said. "Now we have work to do. We must **divide 나누다** the cattle into two groups. We must keep the cows and their young separate from the bulls."

Mowgli and Akela separated the two kinds of cattle.

Then Mowgli said to Gray Wolf, "Now I want you to make the cows and their young go into the **ravine 산골짜기**."

"How far into it?" Gray Wolf asked.

"Go into it until the sides are higher than Shere Khan can jump," Mowgli said. "Keep them there until Akela and I come."

Mowgli's plan was to **trick 속이다** Shere Khan into the **ravine 산골짜기** and then to move the bulls into it. In this way, the tiger would be between the cows and the bulls. He would not be able to jump out of the **ravine**.

When the cattle were ready, Mowgli put his hands to his mouth and shouted, "Where are you, Shere Khan?"

Shere Khan shouted back, "Who is that calling me?"

Mowgli shouted, "It is me, Mowgli. Come and fight me, or are you afraid?"

Shere Khan was sure that now he could kill Mowgli. He came out of his hiding place and ran into the **ravine** where Mowgli waited with the cows.

As soon as he was in the ravine, Akela moved the bulls into it. They **charged 달려가다** and ran over Shere Khan and killed him.

## Activity 20

### Vocabulary Match

Nonsense (n) \_\_\_\_\_

Lame (adj) \_\_\_\_\_

Herd (n) \_\_\_\_\_

Clever (adj) \_\_\_\_\_

Divide (v) \_\_\_\_\_

Ravine (n) \_\_\_\_\_

Trick (n) \_\_\_\_\_

Charge (v) \_\_\_\_\_

a) a group of cattle

b) a small, narrow, steep-sided valley

c) to cheat somebody

d) smart / intelligent

e) when a group of people or animals run forward together

f) to be disabled / to have a leg or arm that doesn't work properly

g) to separate one thing into two groups

h) words that are not true

<b>Activity 21 Review Questions:</b>	
1. How did Mowgli spend most of his time in the village at first?	<b>(two sentences or more)</b>
2. Why did he decide the time had come to try and kill Shere Khan?	<b>(two sentences or more)</b>
3. How did Mowgli trick Shere Khan?	<b>(two sentences or more)</b>

**Activity 22 Gap-fill using the new vocabulary from chapters 6 and 7**

- 1) I shared my birthday cake with my friend, so we \_\_\_\_\_-d the cake into two parts.
  - 2) My friend says he saw an alien in his bedroom last night! I said he was speaking \_\_\_\_\_.
  - 3) My uncle had a wooden leg from being hurt in World War 2. For the rest of his life he was \_\_\_\_\_.
  - 4) The \_\_\_\_\_ of cows went down into the ravine.
  - 5) Leonardo Da Vinci was very \_\_\_\_\_ because he painted the Mona Lisa and invented the parachute.
- I went to church at Christmas and the \_\_\_\_\_ was standing in front of the audience
- I was bitten by a snake and it left \_\_\_\_\_. Luckily, it wasn't poisonous.



**Preview questions:**

1. What do you think Mowgli will do to the dead tiger?
2. Why do you think the villagers will send Mowgli away?
3. Where do you think Mowgli will go when he leaves the village?

## Chapter 8: Mowgli Leaves the Village

Mowgli took out his knife and began **skinning** **살을 벗기다** the tiger. While he was doing this, one of the men from the village came up to him. He had heard the noise made by the **bulls** and the roaring of the tiger.

“That is the lame tiger you have there,” he said. “There is a **reward** **보상** for whoever kills him. Perhaps I will give you part of it, and I will take the **skin** **살**.”

Mowgli said, “No, old man, I need the **skin** for my own use.”

“I am the chief hunter of the village,” the old man said. “You have just been lucky. The tiger was not hungry, and the **bulls** were afraid. Give me the **skin**, or I will give you a **beating** **때림**.”

Mowgli turned and shouted, “Akela, I need you. Get this old man away from me.”

Immediately, Akela came running at the old man and knocked him down. Then he stood over him.

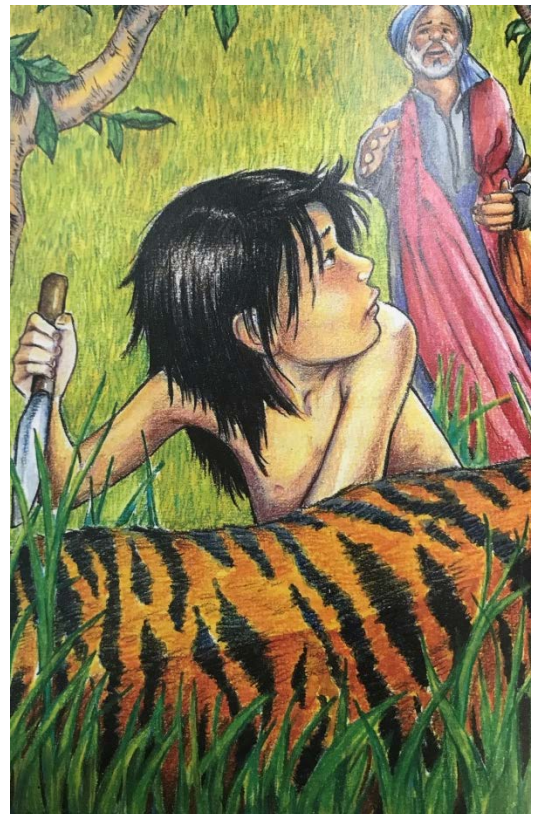
“This tiger has been trying to kill me for many years,” Mowgli said to the old man. “At last I have won. I will have his **skin**.”

The old man was now afraid.

“How can a boy tell a wolf what to do?” he thought. “He must be a **magician** **마술사** and not an **ordinary** **보통의** boy.” He said, “I did not know you were not an **ordinary** boy. May I leave you before your wolf-**servant** **하인** **tears me to pieces** **조각조각 찢다?**”

Mowgli said, “Yes, you may go, but do not trouble me again.” To the old wolf he said, “Let him get up and go, Akela.”

Mowgli worked all day **skinning** the dead tiger, and then when it was evening, he walked back to the village with Akela walking beside him.



When he got to the village, the villagers were waiting for him. There was a surprise for him. The old man was pointing a gun at him.

“We do not want you here,” he said. “You are a wolf-boy, not a real boy. There is no place for you in this village.”

Mowgli thought, “The wolf pack did not want me because I was a boy. The people do not want me because I am a wolf.” To Akela, he said, “I am not wanted here. Let’s go.”

Carrying Shere Khan’s skin, he walked into the jungle until he came to Mother Wolf’s cave. She came out of the cave with her cubs to meet him. Now she was old, but she was happy to see him again.

“I have hunted the hunter Shere Khan,” he said. “I have **kept my word** 약속을 지키다.”

Bagheera came running toward the cave.

“Welcome home,” he said. “We have been **lonely** without you.”

Mowgli put the tiger skin down.

Akela sat on it and cried, “Come, wolves, and see what Mowgli has brought us.”

The pack had not had a leader since Akela’s time, but when they heard Mowgli calling, they ran to him.

“Look well, O Wolves,” Mowgli shouted. “Have I **kept my word**?”

“Yes,” they replied in a great shout. “Lead us, Man-Cub. We need a leader, for we are not keeping the law.”

Mowgli said, “No. Man Pack and Wolf Pack have both thrown me out. From now on, I will hunt alone in the jungle.”

With these words, Mowgli left the pack and hunted alone until he was a man. Then he married a woman, but that is another story.

### Activity 23 Vocabulary Match

skin (v)\_\_\_\_\_

reward (n)\_\_\_\_\_

skin (n)\_\_\_\_\_

beating (n)\_\_\_\_\_

ordinary (adj)\_\_\_\_\_

servant (n) \_\_\_\_\_

tear to pieces (phrasal verb) \_\_\_\_\_

keep your word (phrasal verb) \_\_\_\_\_

a) to hit and punch somebody

b) normal / regular

c) someone who serves and obeys you

d) to pull or rip something apart

e) to keep a promise

f) what covers your body

g) to remove the skin of an animal

h) an award or prize in return for doing something good



<b>Activity 24: Review Questions</b>	
1. What has been Mowgli's main problem throughout the story?	<i>(two sentences or more)</i>
2. What does the wolf pack want Mowgli to do?	
3. What does Mowgli decide to do?	

### Activity 25

**'While he was doing this, one of the men from the village came up to him'**

- a) Circle the **past continuous (was/were + ing)**
- b) underline the **past simple**
- c) put a square around **while/when**

### Activity 26

Find two more examples in chapter 8 of a sentence using **past continuous (was/were + ing)**, **past simple** and **when/while**

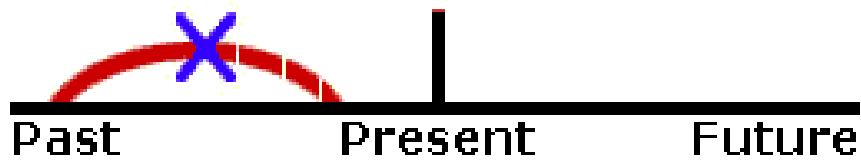
1)

2)

- Circle the **past continuous (was/were + ing)**
- Underline the **past simple**
- Put a square around **while/when**

## Activity 27

We use the past continuous when a **shorter action (past simple)** happens during a **longer action (past continuous)**



Examples:

- I **was watching** TV when **she called**.
- When the **phone rang**, she **was writing** a letter.
- While we **were having** the picnic, it **started to rain**.
- What **were you doing** when the **earthquake started**?

Write three examples of your own using when/while.

1.

2.

3.

## Activity 28

### Character Chart:

Name	Animal	Quote from dialogue	Three adjectives to describe personality (use adjectives from the next page)  You <u>cannot use the same adjective twice</u>
Mother Wolf			
Father Wolf			
Tabaqui			
Shere Khan			
Mowgli			
Akela			
Baloo			

## Word Base – Adjectives of personality

Angry, aggressive	화난
Adventurous	모험적인
Bitter	쓴
Boring, Dull	지루한
Brave	용감한
Caring	아끼는
Cold (personality)	차가운
Confident	자신있는
Considerate	배려심있는
Difficult	어려운
Dishonest	정직하지 못한
Energetic	열정적인, 에너지 넘치는
Emotional	감정적인
Glad, Happy	기쁜
Good-Looking, attractive	잘생긴
Good-Natured, Nice	착한
Happy	행복한
Healthy	건강한
Honest	정직한
Humorous	재밌는
Interesting	흥미로운
Irresponsible	무책임한
Loud, Noisy	시끄러운
Mean, Nasty	비열한
Psychotic	정신이 나간듯한
Quick-witted	재치있는
Quick-thinking	영리한, 사고가 빠른
Quiet	조용한
Responsible	책임감있는
Scary, frightening	무서운
Selfish	이기적인

Shy	수줍은
Skinny, Scrawny	깡마른
Slim, Slender	날씬한
Slow (personality)	느린
Smart, Clever	똑똑한
Soft, Tender	부드러운
Strong	강한
Stupid, Foolish	멍청한
Warm, sweet	따뜻한
Terrifying	겁나는
Thoughtless	생각없는
Timid	부끄러운, 소심한
Tired, Exhausted	피곤한
Tough	강한
Trustworthy	믿음직스러운
Ugly	못생긴
Unique	특별한, 색다른
Untrustworthy	믿음직스럽지 못한
Weak, Feeble	약한
Weird, Strange	이상한

### Activity 29 Character profile

Choose a character from above: \_\_\_\_\_

Describe your character using 8 adjectives from the list above (try and use adjectives that are new to you):

### Activity 30 Write two adverbs to describe how your character does the following actions (look at pages 27 and 28) :

-He/She runs \_\_\_\_\_ and \_\_\_\_\_ when being chased by man

-After the hunt he/she eats the deer \_\_\_\_\_ and \_\_\_\_\_.

-He/She speaks \_\_\_\_\_ and \_\_\_\_\_ at the pack meeting.

Book Completion

Semester Points

/10





# Final Project



## Options:

- Write a magazine interview from one of the characters in the story.
- Write a diary entry as one of the characters.
- Write a new final chapter to the story.

Make it colorful and beautiful so we can put it in the 'project display' for ENGLISH DAY! 😊

## Rules

-You must write at least 200 words (write your word count at the bottom)

### You must use:

-At least eight new vocabulary items from the story (these words are all on page 46)

-At least five adverbs of manner (on pages 26,27,28)

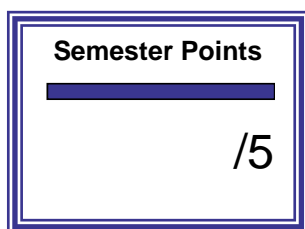
-The past continuous with when/while at least three times.

## Grading Rubrik:

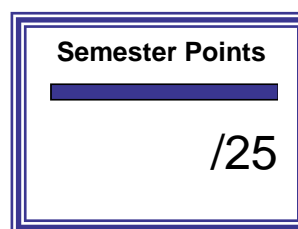
	<b>Below emerging (E or below)</b> 1.25 - 3	<b>Emerging (D)</b> 3 – 3.5	<b>Approaching mastery (C)</b> 3.5 – 4	<b>Mastery (B)</b> 4 - 4.5	<b>Exceeded mastery (A)</b> 4.5 - 5
<b>Effort /5</b>	The work is not complete and the student was very careless in completing the assignment	Below expectation. The piece may be not fully complete. The student was slightly careless in their effort	Slightly below expectation. However, the piece is complete and the student attempted to create something meaningful on some level	Meets expectation. The student completed the work. Attempted to create something meaningful. It is generally neat and colorful.	Above expectation. has been applied. The piece is impressive. It is colorful, neat. The student has overall thought more deeply about their project
<b>Content and characterization /5</b>	Nothing makes sense. Not enough content. No planning	Below expectation. Ideas are poorly-planned. Parts generally don't make sense. Not enough writing or content	Slightly below expectation. The content has not been well-planned. The writing may be a bit short. The ideas fail to engage the reader. Some parts may not make sense.	Meets expectation.. The student has taken the project seriously and the content is generally engaging. Characterization to some level is apparent. They have written an appropriate amount.	Above expectation. The content is engaging and creative. Effort has been made in characterization. Something meaningful has been created. The student has clearly thought about their ideas. They have written at least an appropriate amount
<b>Grammar /5</b>	The work is not legible and minimal effort has been applied to grammar.	Below expectation. Legibility is often difficult and grammar forms are very basic.	Slightly below expectation. There are many mistakes and legibility is often difficult	Meets expectation. There are mistakes but the writing is generally legible and can be understood. More advanced grammar forms may have been attempted.	Above expectation. The grammar has few mistakes. The language can be understood with ease. More advanced grammar forms have been used successfully
<b>Vocabulary /5</b>	It is apparent that the student has an extremely limited vocabulary, relative to the rest of the class.	Below expectation. All words are basic. No attempt at anything other than the most basic words.	Slightly below expectation.. Student has used basic vocabulary and not attempted to use any higher-level words in addition to the target language.	Meets expectation. Student has attempted to use a small number of higher-level words in addition to the target language.	Above expectation. Student has used a diverse and colorful range of vocabulary in addition to the target language.
<b>Use of target language /5</b> <i>-At least 8 new vocabulary items from the story.</i> <i>-At least 5 adverbs</i> <i>-The past continuous with 'while/when' at least 3 times.</i>	Student has not used any language points.	Student is missing enough of three language points.	Student is missing enough of two language points.	Student is missing enough of one language point	Student has used all target language well



## Vocabulary Test



## Final Project



## Vocabulary Test Revision

Your teacher will ask you for the meanings of twenty of these words.

**-15 questions will be multiple choice**

**-For 5 questions, you must write a definition in English**

Look back at the story, and memorize the meanings of these words

prisoners (n)	cub (n)	moment (n)	cattle (n)	hunt (v)
chief (n)	has no right (n)	roar (v)	pack (n)	law (n)
cave (n)	member (n)	bull (n)	branch (n)	to not trust (v)_
advice (n)	obey (v)	thorn (n)	trap (v)	cage (n)
deer (n)	hut (n)	leader (n)	ground (n)	flame (n)
fear (n)	cry out (p.v)	strike out (p.v)	tear (n)	strange (adj)
creature (n)	bite marks (n)	priest (n)	nonsense (n)	lame (adj)
herd (n)	clever (adj)	divide (v)	ravine (n)	trick (n)
skin (v)	ordinary (adj)	servant (n)	tear to pieces (phrasal verb)	reward (n)
keep your word (phrasal verb)	beating (n)	charge (v)	skin (n)	grass (n)

# Drama Unit



# Unit Overview



Welcome to the Drama unit.

In this unit, you will:

- Read and analyze a script from a play.
- Develop a character and perform as that character.
- Practice the pronunciation of phrases and sentences.
- Learn to make 'performance notes' on your script.
- Learn new vocabulary

## ASSESSMENT

You will be scored as follows:

<b>Performance</b>	12 semester points
<b>Coursework</b>	8 semester points
<b>TOTAL</b>	20 semester points

## Stage

- Where the actors perform

## Rehearse

- Practising the play

## Conflict

- The main problem or fight

## Cast

- The actors in the play

## Script

- What you read

## Scene

- small part of the play, usually in one place

## Props

- Items or things in a play

## Monologue

- When one person talks for a long time, usually speaking to the audience

## Improvisation

- Doing a scene without a script and no practice

## Stage Directions

- Words in the script that tell the actors what to do

**Speed Game:** How many African countries can you spell in two minutes with your group?

---

## The Play

# Master Man

**A Folk Tale from Nigeria**

Told by Aaron Shephard  
(adapted by KISH)



**PREVIEW:** Shadusa thinks he's the strongest man in the world – till he meets the real Master Man.

**GENRE:** Folk Tales

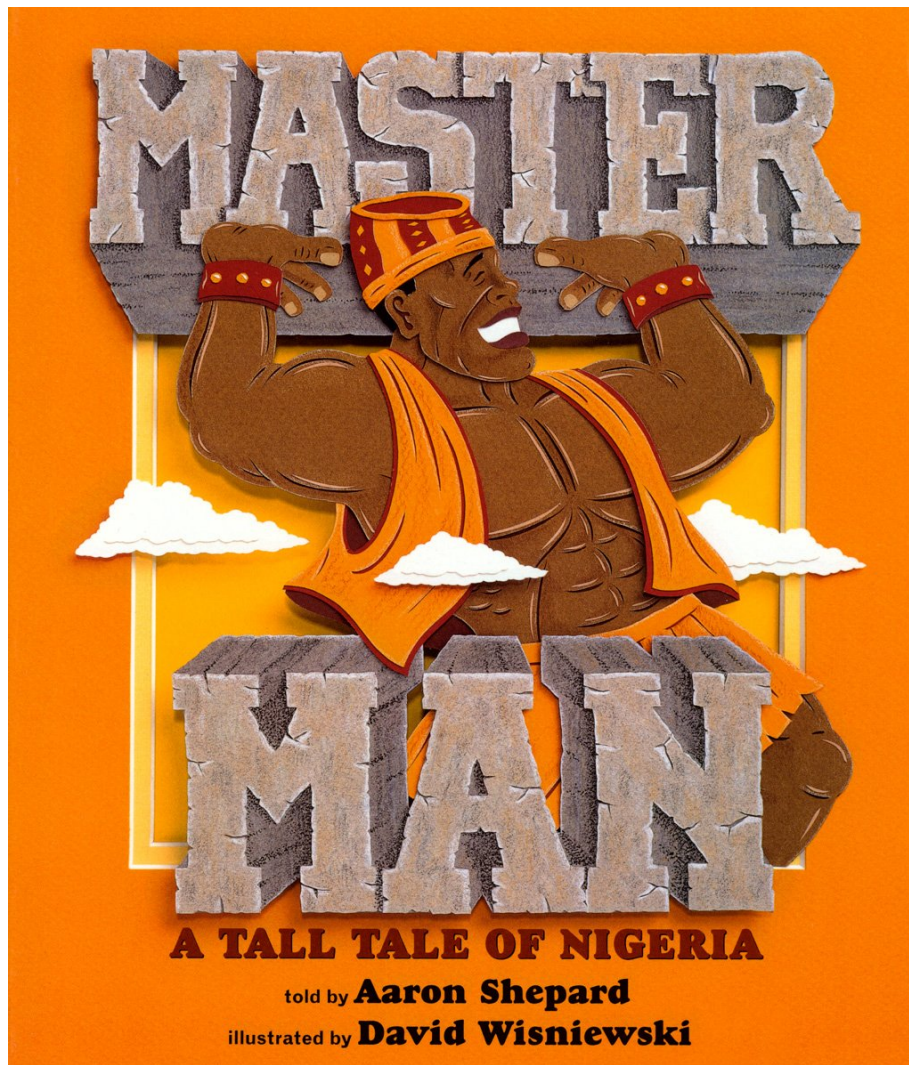
**CULTURE:** Nigerian

**THEME:** Machismo

**LENGTH:** 10 minutes

**Before you read:**

1. Who is the writer of Master Man?
2. What country is it from?
3. What do you think **machismo** means?
4. What do you think the story is about from the **preview**? Discuss in your group.





# Master Man

## A Folk Tale from Nigeria

**NARRATOR 1:** Once there was a man who was strong.

**NARRATOR 4:** When he **gathered firewood** 장작을 모았다, he brought twice as much as anyone else in the village. When he hunted, he carried home two **antelopes** 영양 at once.

**NARRATOR 2:** This man's name was Shadusa, and his wife was named Shettu. One day he said to her,

**SHADUSA:** (**boastfully** 자랑스럽게, **flexing his muscles** 근육에 힘을 주며) Just look at these **muscles**. I must be the strongest man in the world. From now on, just call me Master Man.

**NARRATOR 3:** But Shettu said,

**SHETTU:** (scolding) Stop your **foolish** 바보같은, **어리석은** **boasting**. No matter how strong you are, there will always be someone stronger. And watch out, or someday you may meet him.

**NARRATOR 1:** The next day, Shettu made a visit to a neighbouring village. On the walk home she grew thirsty, so she stopped by a **well** 우물.

**NARRATOR 4:** She threw in the **bucket** 양동이

**NARRATOR 1:** SPLASH!

**NARRATOR 4:** -- then she pulled on the **rope** 밧줄. But though she **tugged** 끌어올렸다 and she **tugged**, she could not lift the **bucket**.

**NARRATOR 2:** Just then a woman walked up with a baby **strapped**앞힌 to her back.

**BABY:** (makes baby noises)

**NARRATOR 3:** **Balanced**균형을 잡고 on the woman's head was a calabash물동이, a hollow gourd for carrying water. Shettu told her,

**SHETTU:** (helpfully) You'll get no water from here today. The **bucket** won't come up.

**NARRATOR 1:** The two women pulled together, but still the bucket would not move.

**WOMAN:** Wait a moment.

**NARRATOR 4:** ...said the woman. She **untied**풀었다 her baby and set him on the ground.

**WOMAN:** (to BABY) Pull up the **bucket** for Mama.

**BABY:** (makes baby noises)

**NARRATOR 2:** The baby quickly pulled up the bucket and filled his mother's calabash. Then he threw in the **bucket** and pulled it up once more for Shettu.

**SHETTU:** (gasps) I don't believe it!

**WOMAN:** Oh, it's not so strange. After all, my husband is Master Man.

**BABY:** (makes baby noises)

**NARRATOR 3:** When Shettu got home, she told Shadusa what had happened.

**SHADUSA:** (angrily) Master Man?! He can't call himself that! I'm Master Man. I'll have to teach that **fellow**녀석 a lesson!

**SHETTU:** (pleading) Oh, husband, don't! If the baby is so strong, think what the father must be like. You'll get yourself killed!

**SHADUSA:** We'll see about that!

**NARRATOR 1:** The next morning, Shadusa set out early and walked until he came



to the **well**.

**NARRATOR 4:** He threw in the **bucket**.

**NARRATOR 1:** SPLASH!

**NARRATOR 4:** -- then he pulled on the **rope**. But though he **tugged** and he **tugged**, he could not lift the bucket.

**NARRATOR 2:** Just then the woman with the baby walked up.

**BABY:** (makes baby noises)

**SHADUSA:** (to WOMAN, **belligerently호전적으로**) Wait a minute! What do you think you're doing?

**WOMAN:** I'm getting water, of course!

**SHADUSA:** Well, you can't. The bucket won't come up.

**NARRATOR 3:** The woman set down the baby, who quickly pulled up the bucket and filled his mother's **calabash**.

**BABY:** (makes baby noises)

**SHADUSA:** Wah! How did he do that?

**WOMAN:** It's easy – when your father is Master Man.

**NARRATOR 1:** Shadusa **gulped꿀꺽꿀꺽 마셨다** and thought about going home. But instead he **thrust out his chest가슴을 내밀었다** and said,

**SHADUSA:** I want to meet this **fellow**, so I can show him who's the real Master Man!

**WOMAN:** Oh, I wouldn't do that. He **devours먹다** men like you! But **suit yourself**  
**하고 싶은대로 해**

**BABY:** (makes baby noises)

**NARRATOR 4:** So Shadusa followed the woman back to her land. Inside the

fenced yard 울타리를 두른 뜰 was a giant fireplace 아궁이, and beside it was a pile 더미 of huge bones.

**SHADUSA:** (still **belligerent**) What's all this?

**WOMAN:** Well, you see, our house is so small that my husband must come out here to eat his elephants.

**NARRATOR 2:** Just then they heard a great

**MASTER MAN:** ROAR!

**NARRATOR 2:** ...so loud that Shadusa had to cover his ears. The the ground began to **shake** 흔들다, till Shadusa could hardly stand.

**SHADUSA:** (**alarmed, shaking** with the ground) What's that?!

**WOMAN:** (**shaking** but **calm** 침착한) That's Master Man.

**SHADUSA:** (still **shaking**) Oh no! You **weren't fooling** 농담하지마! I've got to get out of here!

**WOMAN:** (still **shaking**) It's too late now. But let me hide you.

**NARRATOR 3:** By the **fence** 울타리 were some large **clay pots** 항아리, each as tall as a man, for **storing grain** 곡식저장. She helped him climb into one, then set the **lid** 뚜껑 in place.

**NARRATOR 1:** Shadusa raised the **lid** a little to peek out.

**SHADUSA:** (**gasps** 헐떡이며)

**NARRATOR 1:** And there coming into the **yard** 마당 was Master Man, carrying a dead elephant across his shoulders.

**BABY:** (in delight) Papa!

**WOMAN:** (to **MASTER MAN**) Did you have a good day, dear?

**MASTER MAN:** (**bellowing**큰소리로) Yes! But I forgot my bow and arrows. I had to kill this elephant with my bare hands.

**NARRATOR 4:** As Shadusa watched in **terror**공포, Master Man built a huge fire in the **fireplace**, **roasted**구웠다 the elephant, and **devoured** every bit of it but the bones,

**NARRATOR 2:** Suddenly he stopped and **sniffed**쿵쿵거렸다.

**MASTER MAN:** (**sniffs** loudly) Wife! I smell a man!

**WOMAN:** Oh, there's no man here now. One passed by while you were gone. That must be what you smell.

**MASTER MAN:** Too bad! He would have been delicious.

**NARRATOR 3:** Then he rolled over on the ground, and before long the leaves **trembled**떨렸다 from his **snores** 코골이.

**NARRATOR 1:** The woman hurried over to the **pot** and slid off the **lid**.

**WOMAN:** (to SHADUSA, in a **hushed**속삭이는 voice) Quick! Get away while you can.

**NARRATOR 4:** Shadusa jumped out and **sprinted**달려나갔다 down the path.

**NARRATOR 2:** But he hadn't gone too far when he heard a distant

**MASTER MAN:** (from a distance) ROAR!

**NARRATOR 2:** ...and felt the ground **tremble** beneath him.

**NARRATOR 3:** Master Man was coming.

**NARRATOR 1:** Shadusa ran till he came upon five farmers **hoeing**(밭을)가는 a field. One of them called,

**FARMER:** What's your hurry?

**SHADUSA:** Master Man is after me!

**FARMER:** Take it easy. We won't let anyone hurt you.

**NARRATOR 4:** Just then they heard a **terrible**끔찍한

**MASTER MAN:** ROAR!

**NARRATOR 2:** The farmers all dropped their **hoes** and covered their ears.

**FARMER:** What was that?!

**SHADUSA:** That was Master Man!

**FARMER:** Well, then, you'd better keep running!

**NARRATOR 3:** And the five farmers ran away across the field.

**NARRATOR 1:** Shadusa ran on until he met ten **porters**집꾼 carrying **bundles**집꾸러미.

**PORTER:** (calling) What's your hurry?

**SHADUSA:** Master Man is after me!

**PORTER:** Relax. No one can fight us all.

**NARRATOR 4:** Just then the ground quaked, and they all bounced into the air.

**NARRATOR 2:** The **porters** fell in a **pile**, all mixed up with their **bundles**.

**PORTER:** What was that?!

**SHADUSA:** That was Master Man!

**PORTER:** Then run for your life!

**NARRATOR 3:** And the ten porters **sprinted** from the path.

**NARRATOR 1:** Shadusa ran on until he rounded a bend --

**NARRATOR 4:** then he stopped.

**NARRATOR 2:** There beside the **path**통로 sat a **stranger**낯선 사람,

**NARRATOR 3:** and there beside the stranger lay a huge **pile**뭉음 of elephant bones.

**STRANGER:** (in a **growl**으르렁거리는) What's your hurry?

**SHADUSA:** (in a **moan**신음하며) Master Man is after me.

**STRANGER:** You better not say so – 'cause I'm Master Man!

**NARRATOR 1:** From behind Shadusa came another

**MASTER MAN:** ROAR!

**STRANGER:** GRRRRR!

**NARRATOR 3:** The noise of the **battle**전투 nearly **deafened**귀먹게 했다 Shadusa. The **dust**먼지 **choked** 숨막히게 했다 him. The **trembling** of the tree nearly shook him down.

**NARRATOR 1:** As Shadusa watched, the two men **struggled to their feet**힘겹게 싸웠다, still holding each other. Then each gave a mighty **leap**도약, and together they rose into the air.

**NARRATOR 4:** Higher and higher they went, until they passed through a cloud and out of sight.

**SHADUSA:** (looking up, becomes more and more **puzzled**당황한)

**NARRATOR 2:** Shadusa waited and waited, but the men never came back down. At last he climbed carefully from the tree, then ran and ran and never stopped till he got home safe and sound.

**NARRATOR 3:** And he never called himself Master Man again.

**SHADUSA:** (gives loud **sigh of relief**안도의 한숨)

**NARRATOR 1:** As for those other two, they're still in the clouds, where they **battle** on to this day.

**NARRATOR 4:** Of course, they rest whenever they're both worn out.

**NARRATOR 2:** But sooner or later they start up again,

**NARRATOR 3:** and what a noise they make!

**MASTER MAN:** ROAR!

**STRANGER:** GRRRRR!

# Master Man Comprehension Questions



1. List all the characters in the story below.

---

---

2. What do the words in brackets mean?

*eg (makes baby noises)*

---

---

3. Why are the words in brackets important for a play?

---

---

3. Discuss the main plot in the story, and write it in the box below.

4. What is the moral (the lesson) of the story?

---

---

---

---

---





What new words did you learn from the text? Underline **eight** words that are **new** for you! Use your phone to find and write the Korean translations and English definitions next to each:

Word	Word Classification	Korean Translation	English Definition



## Pronunciation: Sentence Stress

In English the important syllables and words in the sentence are stressed. The words that are not important are very quiet and quick.

Draw dots over the most important words in this sentence:

***'I love your mother's cooking'***

Stress can also change the meaning of a sentence. Say these sentences and think about how the meaning changes:

I didn't say we should kill him.

I **didn't** say we should kill him.

I didn't **say** we should kill him.

I didn't say **we** should kill him.

I didn't say we **should** kill him.

I didn't say we should **kill** him.

I didn't say we should kill **him**.

# Making Performance Notes



- **word / sentence stress** (draw dots over words to indicate stress)
- **pausing** (use // to indicate any pauses)
- **speed: *fast or slow?*** (Use an arrow under phrases that are spoken quickly and a dotted line under slow sections)
- **volume: *loudly, softly, whispered?*** (write the words on the text)
- **pitch: *high or low?*** (draw arrows up or down along the words)

**1. With your group make performance notes on this script. Use the previous page to help you.**

**BABY:** (in delight) Papa!

**WOMAN:** (to MASTER MAN) Did you have a good day, dear?

**MASTER MAN:** (bellowing) Yes! But I forgot my bow and arrows. I had to kill this elephant with my bare hands.

**NARRATOR 4:** As Shadusa watched in terror, Master Man built a huge fire in the fireplace, roasted the elephant, and devoured every bit of it but the bones,

**NARRATOR 2:** Suddenly he stopped and sniffed.

**MASTER MAN:** (sniffs loudly) Wife! I smell a man!

**WOMAN:** Oh, there's no man here now. One passed by while you were gone. That must be what you smell.

**MASTER MAN:** Too bad! He would have been tasty.

# Your Drama Project

---

You will be given a section of the play in your groups, and you will perform it in front of the class.

You can change the script if you like.



## You will be graded on:

- Your effort.
- How well you work as a team (teamwork).
- Acting as your character
- Voice-acting two or three 'performance notes' on each line of your script.
- Your pronunciation and fluency

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

	<b>Emerging (D or below)</b> 1.3 – 2.79	<b>Approaching mastery (C)</b> 2.8 – 3.19	<b>Mastery (B)</b> 3.2 – 3.59	<b>Exceeded mastery (A)</b> 3.6 - 4
<b>Individual Effort /4</b>	The student has not applied much effort to this project, and if anything, has made the project more difficult for their teammates.	Student's effort is below expectation for this course.	Student's effort has matched expectation for this course.	The student has applied a very high level of effort. Their participation has lifted the team as a whole.
<b>Voice-acting quality and characterization /4</b>	Minimal effort was made to get into character and perform the script inline with their performance notes.,	Below average. Very little effort was made getting into character and performing the performance-notes they made on the script.	The student has attempted to act somewhat and attempted to voice-act the performance notes on their script.	The student has got into character and successfully voice-acted their performance notes.
<b>Pronunciation and fluency /4</b>	Minimal effort to pronounce the words correctly	Student's pronunciation and fluency is below expectation for this course.	Student's pronunciation and fluency has matched expectation for this course.	The student is easily comprehensible. Their pronunciation is clear.

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

	<b>Emerging (D or below)</b> 1.3 – 2.79	<b>Approaching mastery (C)</b> 2.8 – 3.19	<b>Mastery (B)</b> 3.2 – 3.59	<b>Exceeded mastery (A)</b> 3.6 - 4
<b>Individual Effort /4</b>	The student has not applied much effort to this project, and if anything, has made the project more difficult for their teammates.	Student's effort is below expectation for this course.	Student's effort has matched expectation for this course.	The student has applied a very high level of effort. Their participation has lifted the team as a whole.
<b>Voice-acting quality and characterization /4</b>	Minimal effort was made to get into character and perform the script inline with their performance notes.,	Below average. Very little effort was made getting into character and performing the performance-notes they made on the script.	The student has attempted to act somewhat and attempted to voice-act the performance notes on their script.	The student has got into character and successfully voice-acted their performance notes.
<b>Pronunciation and fluency /4</b>	Minimal effort to pronounce the words correctly	Student's pronunciation and fluency is below expectation for this course.	Student's pronunciation and fluency has matched expectation for this course.	The student is easily comprehensible. Their pronunciation is clear.



You have now chosen your character.

Answer the questions about your character, and make two new ones to answer.

1. What is your character's name? \_\_\_\_\_

2. How old are you? \_\_\_\_\_

3. What is your job? \_\_\_\_\_

4. Where and who do you live with? \_\_\_\_\_

5. What's important to you in life? \_\_\_\_\_

6. Describe your personality using five adjectives? \_\_\_\_\_

\_\_\_\_\_

7. What three things do you like to do in your free time? \_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_

\_\_\_\_\_

9. \_\_\_\_\_

\_\_\_\_\_



# Characterization of Voice



Name of your character: \_\_\_\_\_

## Activity 1

Using your own adjectives and the adjectives on page 41 and 42

Imagine the voice of your character. Write four adjectives to describe their voice:

- 1.
- 2.
- 3.
- 4.

## Activity 2

Look at the list of adverbs on pages 26,27,28.

Imagine how your character moves! Write adverbs in these spaces to describe how your character moves in these situations:

*-He/She \_\_\_\_\_ gave the baby their bottle.*

*-He/She \_\_\_\_\_ ran back to his/her yard.*

*- \_\_\_\_\_, he/she tugged the bucket from the well.*

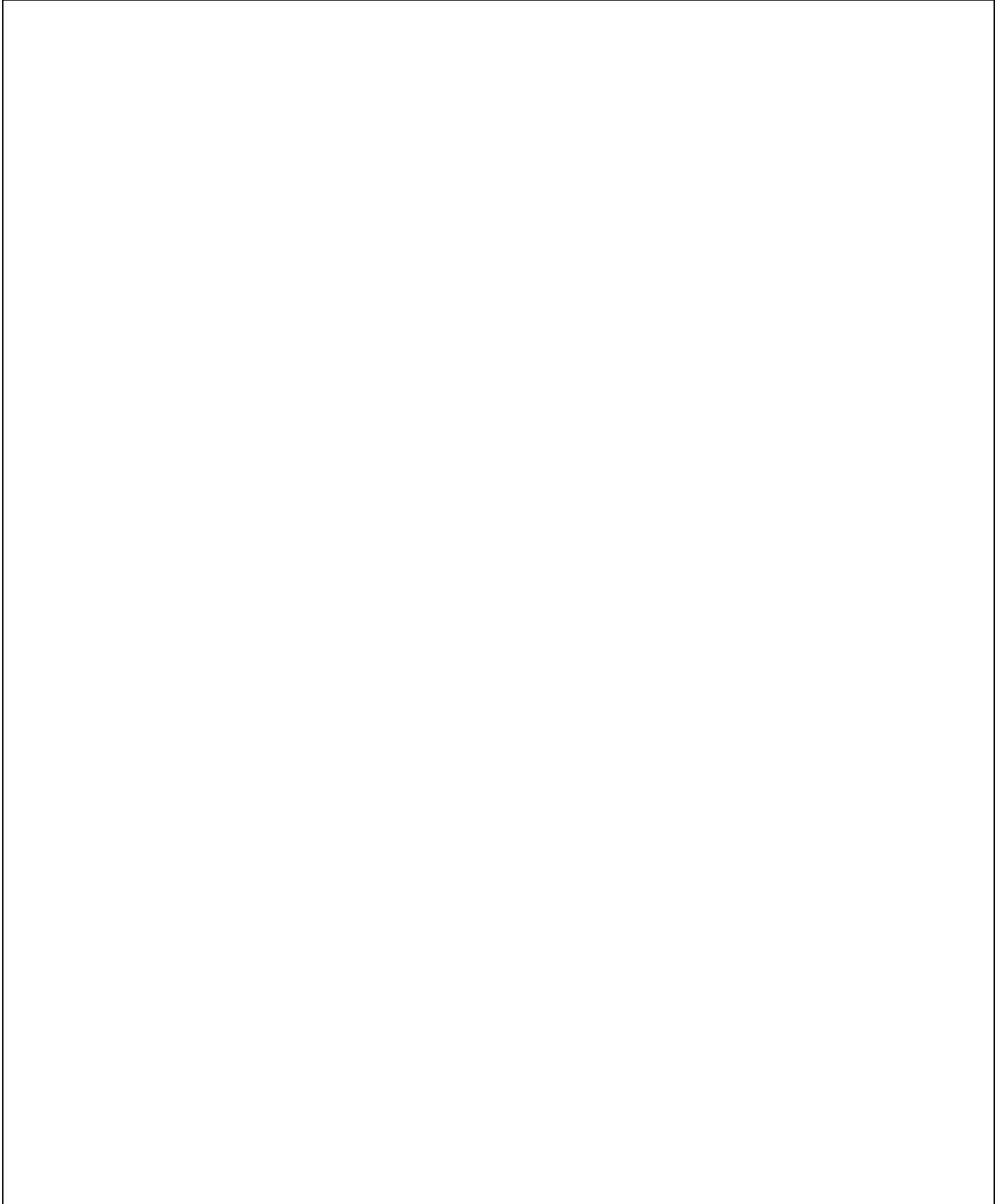
*-He/she sniffed the smell of a BBQ lunch \_\_\_\_\_.*

*-He/she read a poem \_\_\_\_\_.*

*He/she \_\_\_\_\_ watched the ocean.*

# Notes

Here you can write notes for your character, adapt and change the script in your groups.

A large, empty rectangular box with a thin black border, intended for students to write their notes. It occupies the majority of the page's vertical space.





You are a journalist for the Hollywood Reporter magazine!



Write a review of one of the performances you watched!

Think about:

*acting, characterization, voice-acting, effort, teamwork, pronunciation*

Make notes of their performance:

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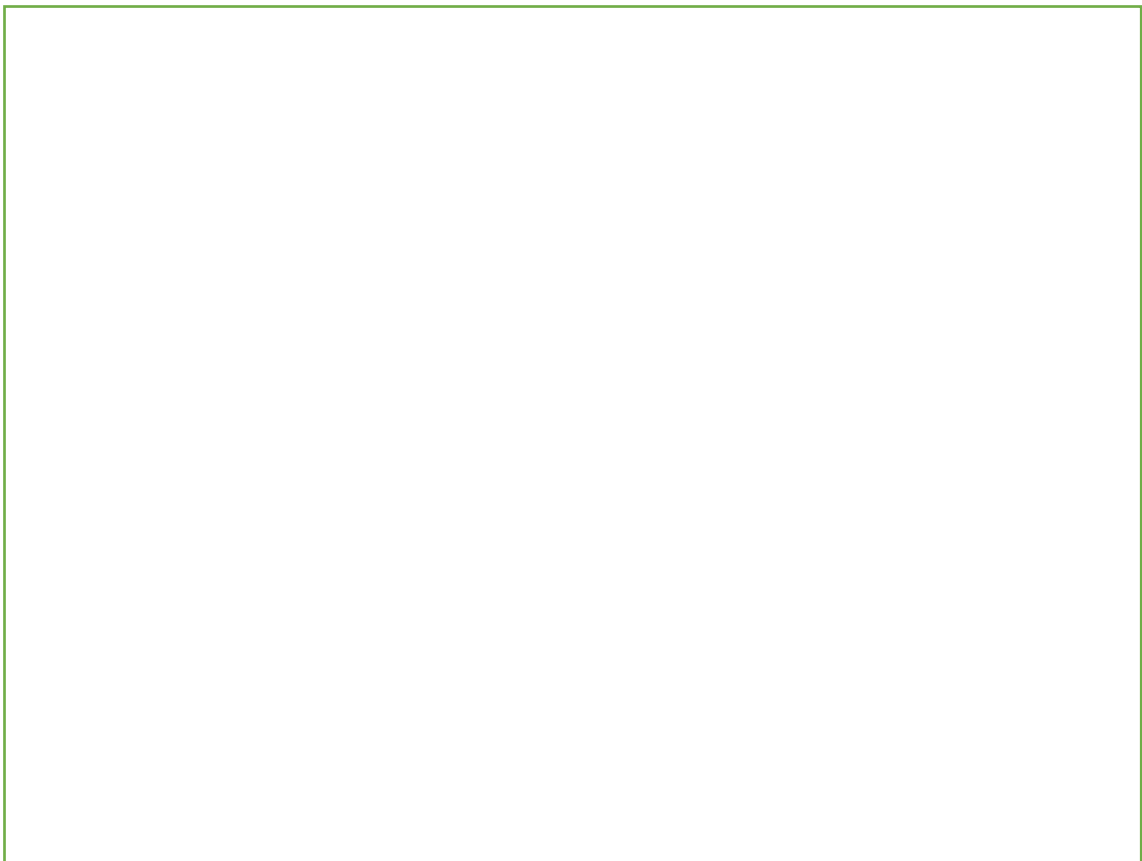
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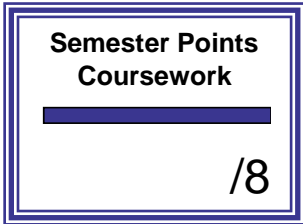
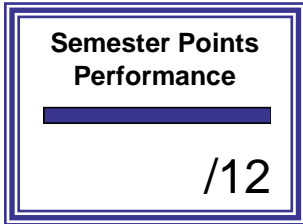
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**Now, write your review of at least 50 words:**





# Current Events





# Unit Overview

Welcome to the current events unit.

In this unit, you will:

- Practice using comparative and superlative language.
- Research, design and present your 'dream school' to the class.
- Learn how to use gestures and eye contact in your presentation.
- Practice and develop your pronunciation (R, F, V and TH sounds)

## ASSESSMENT

You will be scored as follows:

Book completion	<b>10 points</b>
Presentation	<b>30 points</b>

Weekly schedule for current events:

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Week 1	Review pronunciation R / F / TH / F / V	Lead-in article	Describe your school	Comparatives and superlatives
Week 2	Changes I'd like to see at Kish  Schools in the year 3000	My dream school lesson 1	My dream school lesson 2	How to use hand gestures in a presentation lesson 1
Week 3	How to use hand gestures in a presentation lesson 2	Introduce final project	planning	planning
Week 4	Key cards and planning	Key cards and planning	Performance	Performance

# Pronunciation

Based on Adrian Underhill's British English Phonemic Chart

iː	see	ɪ	his	ʊ	put	uː	too
e	ten	ə	ago	ɜː	her	ɔː	saw
æ	hat	ʌ	but	ɑː	car	ɒ	hot

ɪə	ear	eɪ	say
ʊə	pure	ɔɪ	boy
eə	air	aɪ	buy
		əʊ	so
		aʊ	now

p	pen	t	tea	d	day	tʃ	chair	k	key	g	go
b	book	θ	thin	ð	that	s	sun	ʃ	she	ʒ	vision
f	four	v	very	h	hat	l	look	w	want	r	red
m	man	ŋ	sing	n	no	j	yes				

VOWELS

long sounds

short sounds

DIPHTHONGS

CONSONANTS

voiced consonants

unvoiced consonants



# Review of the R, F, V, TH sounds

## **Activity 3.** Bingo

**Class time:** 15-25 minutes

1. Students write the words onto the bingo card. This may take 5 minutes, so use the same card twice to maximize game-time.
2. One student picks word from a hat (you'll have to cut them up beforehand) and read it to the class. The students should then cross out that word on their cards. Note that if the pronunciation of the student who read the word is so terrible that the word is ambiguous, help the student with his/her pronunciation. That way the other players will circle the correct word.

Continue until a student has crossed out a complete row of 5 consecutive squares (either vertically, horizontally, or diagonally). That player should yell out "Bingo!" He or she is the winner. Another option is to play first student to get 2 'bingo' lines to make the game last longer.

It's a good idea to keep a track of the words that have been pulled from the hat, so you can verify the winner(s) card at the end.

# R, F, V, TH Pronunciation Bingo

		<b>F R E E</b>		

Put the words from below into a box on your bingo card:

light

right

fight

ban

fan

fairy

belly

belly

fast

past

vast

feel

veal

deaf

death

think

lead

read

three

free

van

very

peel

fin

## Connect 4.

You must join 4 dots in a row.

Say the word in the circle and your partner will make an 'X' or an 'O' in it



# Battleships

*(instruction for teachers)*

1. Students are in pairs. Each student draws three ships (4 spaces long each) onto their grid.
2. Students take turns by saying a word in the other person's grid. If it is in the same place as a ship, that ship is bombed. The ship sinks when all 4 parts of it are bombed. The first person to sink the other team's two ships wins. Players cannot look at each other's grids.

*Conversation example:*

*Player 1: Is your ship in the 'fight' square?*

*Player 2: Miss / Hit*

## Player 1

Rock	Light	Right	Fight	Ban	Fairy	Fan
Lead	Read	Free	Three	Lock	Vet	Van
Berry	Fin	Very	Think	Pink	Thin	Bet
Boat	Belly	Alive	Lob	Love	Arrive	vast
Pork	Peel	Fork	Throat	Vote	Veal	Past
Given	Feel	Death	Deaf	Flew	Threw	fast



## Player 2

Rock	Light	Right	Fight	Ban	Fairy	Fan
Lead	Read	Free	Three	Lock	Vet	Van
Berry	Fin	Very	Think	Pink	Thin	Bet
Boat	Belly	Alive	Lob	Love	Arrive	vast
Pork	Peel	Fork	Throat	Vote	Veal	Past
Given	Feel	Death	Deaf	Flew	Threw	fast

## EDUCATION

**Activity 1: Gist.** You have one minute to look at the article.  
Choose and circle the correct headline:

**1) What Happens When Students Are the Teachers?**

**2) What Happens When Students Create Their Own Course**교육과정?

**3) What Happens When Students Study in America?**

Many schools around the U.S. are moving away from **traditional 전통적인** school-teaching to help teenagers study in new ways—and it seems to be working.

**ERIN SIEGAL MCINTYRE**

NOVEMBER 23, 2016



The 30 students working inside the classroom are **participating 참여하는** in a new kind of course. One that they have chosen themselves. It is unlike anything other students around the world ever get to experience.

Big Picture, a school program in South Burlington, does not do **traditional** high-school learning. There are no tests, no grades, and, for some students, no **traditional** classes to sit through.

That's because the program is centered around the **concept 개념** of self-directed learning. With **input 도움, 보조** from **advisors 조연자**, working professionals, parents, and classmates, each teenager creates his or her own course, which fits with their personal interests.

Students don't need to take classes like English, biology or maths — though they can if want to.

Each Big Picture student comes up with a big idea, for their year-long **independent 독립적인** project, such as 17-year-old Joey Mount's plan to design a clothing company and **launch 시작하다, 열다** a website for it. Teens tap into their personal interests, then think of **creative 창의적인** ways to **gain proficiency 능력을 향상시키다** in subjects like science and math.

The goal is for students to stay **motivated 동기 유발된** and learn while gaining real-world experiences.

This year's crop of Big Picture projects covers many different topics. Shields's students are learning different subjects by studying things like **blacksmithing 대장장이**, clothing design, e-games, and pinhole photography. One student is **designing 디자인하다** a card game meant to increase face-to-face interaction among participants; another student is making a film, explaining how **depression 우울** and **anxiety 불안** happen in high-school environments.

Susan Shields said he doesn't turn many interested students away. "We look at a lot of things," he said, "for new students coming into our school, grades are one thing we look at, but not the most important thing. They may have no good grades, but started their own rock band, and they **tour 공연투어.**"

At the end of the semester, instead of grades, **feedback 후기, 피드백** for each **independent** project comes after the students give presentations to their classmates, parents, and the public on their topics.

The **teens 청소년** lead the way.

*We want to hear what you think about this article. [Submit a letter](mailto:letters@theatlantic.com) to the editor or write to [letters@theatlantic.com](mailto:letters@theatlantic.com).*

**ERIN SIEGAL MCINTYRE** is a multimedia investigative journalist and the author of Finding Fernanda.



## Activity 2: Vocabulary – matching

- |                      |  |
|----------------------|--|
| 1) depression (n)    | ___to do something on your own, free from other people |
| 2) advisor (n)       | ___someone who helps you and gives you advice          |
| 3) independent (adj) | ___to be nervous and worried                           |
| 4) launch (v)        | ___to use new and different ideas to do something      |
| 5) anxiety (n)       | ___when you feel sad and have no energy                |
| 6) creative (adj)    | ___the old way of doing something                      |
| 7) traditional (adj) | ___to start a company, website or business             |
| 8) concept (n)       | ___to make / create / produce                          |
| 9) design (v)        | ___an idea   |

## Activity 3: Comprehension Questions:

- a. Are there tests in Big Picture School? **T / F**
- b. Who creates the courses? **A) The teacher B) The parent C) The student**
- c. Can they take classes like English, Biology and Maths? **T / F**
- d. Who wants to design a clothing company for their project? **A) Chris B) Joey C) Linh**
- e. Are grades the most important thing when entering the school? **T / F**
- f. How is feedback given for their projects? **A) A test B) A presentation C) An essay**

## Group discussion:

Advantages of the Big Picture school compared to KISH	Disadvantages of the Big Picture school compared to KISH

# Our school: Kish



1. Describe your school (building, playground, facilities, location): *4 + sentences*

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2. How many students are at your school? \_\_\_\_\_
3. How long are your classes? \_\_\_\_\_
4. How much free time do you have in a normal day? \_\_\_\_\_
5. What do you eat for lunch? *4 + sentences*

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6. What subjects do you study? *4 + sentences*

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7. What is your favourite subject at school? \_\_\_\_\_
8. How much English do you study? **too much / enough / not enough**
9. Describe your favourite teacher: *4 + sentences*

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10. What special events do you have at the school? *4 + sentences*

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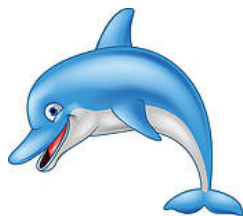
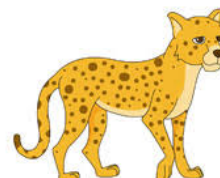
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# Comparatives & Superlatives

Examples:



- The cat is **faster** than the mouse, but the cheetah is the **fastest**.
- The dolphin is **more intelligent** than the dog, but the chimpanzee is **the most intelligent**.

Remember!

We use **comparatives** and **superlatives** to compare things and to say which thing is top in a group. Add **'-er'** and **'-est'** for one syllable adjectives. Add **'-ier'** and **'-iest'** for two syllable adjectives which end in 'y' (and take away the 'y'). With adjectives that have two or more syllables, use **'more'** and **'the most'**.

- one syllable: **small – smaller – the smallest**
- two syllables with 'y': **happy – happier – the happiest**
- more than two syllables: **beautiful – more beautiful – the most beautiful**

THE ADJECTIVES 'GOOD', 'BAD' AND 'FAR' HAVE SPECIAL FORMS:

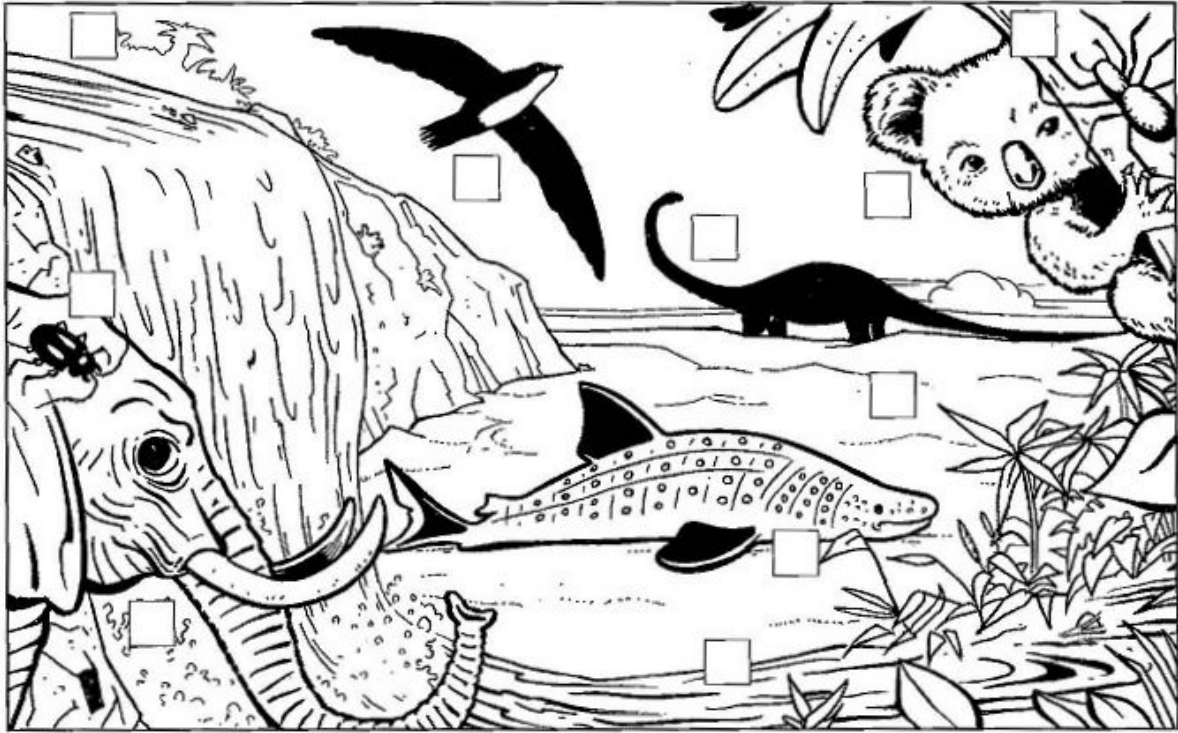
- *good – better – the best*
- *bad – worse – the worst*
- *far – further – the furthest*

What you can and can't say:

- Apples are bigger than grapes. (**NOT Apples are more bigger than grapes.**)
- My father is the tallest in my family. (**NOT My father is the most tall in my family.**)
- This book is more interesting than my homework. (**NOT This book is interestinger than my homework.**)

# The Biggest and the Best!

These are some of the biggest, the highest, and the best in the world.  
First label the pictures.



A. Angel Falls B. Sahara desert C. banana spider D. African elephant E. Amazon River  
F. whale shark G. beetle H. swift I. Seismosaurus J. koala bear

Use the adjectives in the box to make superlatives about each picture.  
Put them in the sentences below.

- 1 Angel Falls in Venezuela is the highest waterfall in the world.
- 2 The Sahara is the largest desert in the world.
- 3 The banana spider is the biggest there is.
- 4 The African elephant is the biggest animal on land.
- 5 The Amazon is the longest river in the Americas.
- 6 The whale shark is the biggest shark in the oceans.
- 7 The beetle is the smallest insect in the world.
- 8 The swift is the fastest bird in the air.
- 9 The Seismosaurus was the longest dinosaur on earth.
- 10 The koala bear is the slowest animal in the world.

heavy x2  
large  
sleepy  
deep  
common  
high  
deadly  
fast



# Vocabulary:

Adjective	Comparative	Superlative
good	better	best
amazing	more amazing	most amazing
large		
common		
interesting		
new		
pretty		
sleepy		
modern		
clean		

Try it:



**A**



**B**



**C**

Write sentences about the schools using comparatives and superlatives.

a) *School C is prettier than school A, but school B is the prettiest*

b) \_\_\_\_\_

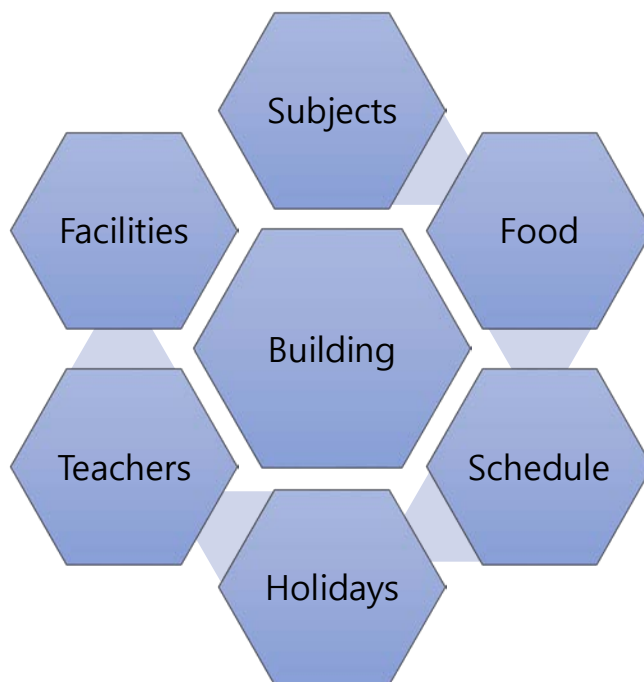
c) \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

# Changes I'd like to see at Kish

First describe the things at KISH listed below, then use the **comparative** and **superlative** language we looked at in the last lesson to talk about changes you would like to see at Kish:



***e.g. "There is a pool at Kish, but I would like the it to be bigger and more exciting".***

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# Schools in the year 3000

Who knows what the future holds! What do you think schools will be like in the year 3000? Answer these questions with your partner (only speaking, you don't have to write anything):

- a) Do you think robots will replace people as teachers?
- b) What subjects do you think we will study?
- c) Do you think schools will still exist?
- d) Do you think there will be new ways to learn?
- e) What will students eat for lunch?
- f) Which countries will have the best schools?
- g) What will school uniforms look like?

Write down any other predictions you can make about schools in the year 3000:

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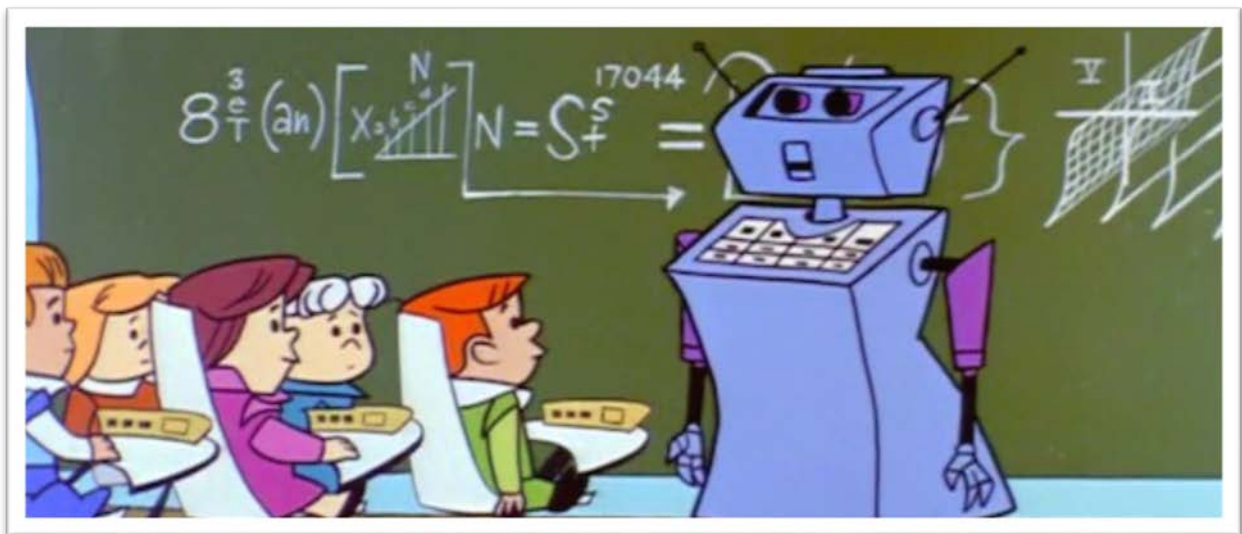
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# My Dream School (example)

**School Name:**

The Universal School of Beings

**Number of students:**

No more than 1000

**Subjects studied:**

e-game development, yoga, music, art, launching a business, medicine, health, foraging (finding fruits in the forest)

**Number of classes in a day:**

Students can choose, but no more than 5.

**Class length:**

One hour.

**Length of the school day:**

School starts at 10am and must finish by 3pm.

**Break times:**

15 minutes between classes

**Facilities:**

Games room, gym, big (warm) swimming pool, observatory, science lab

**Lunch options:**

International food, vegetarian food, always fresh and healthy!

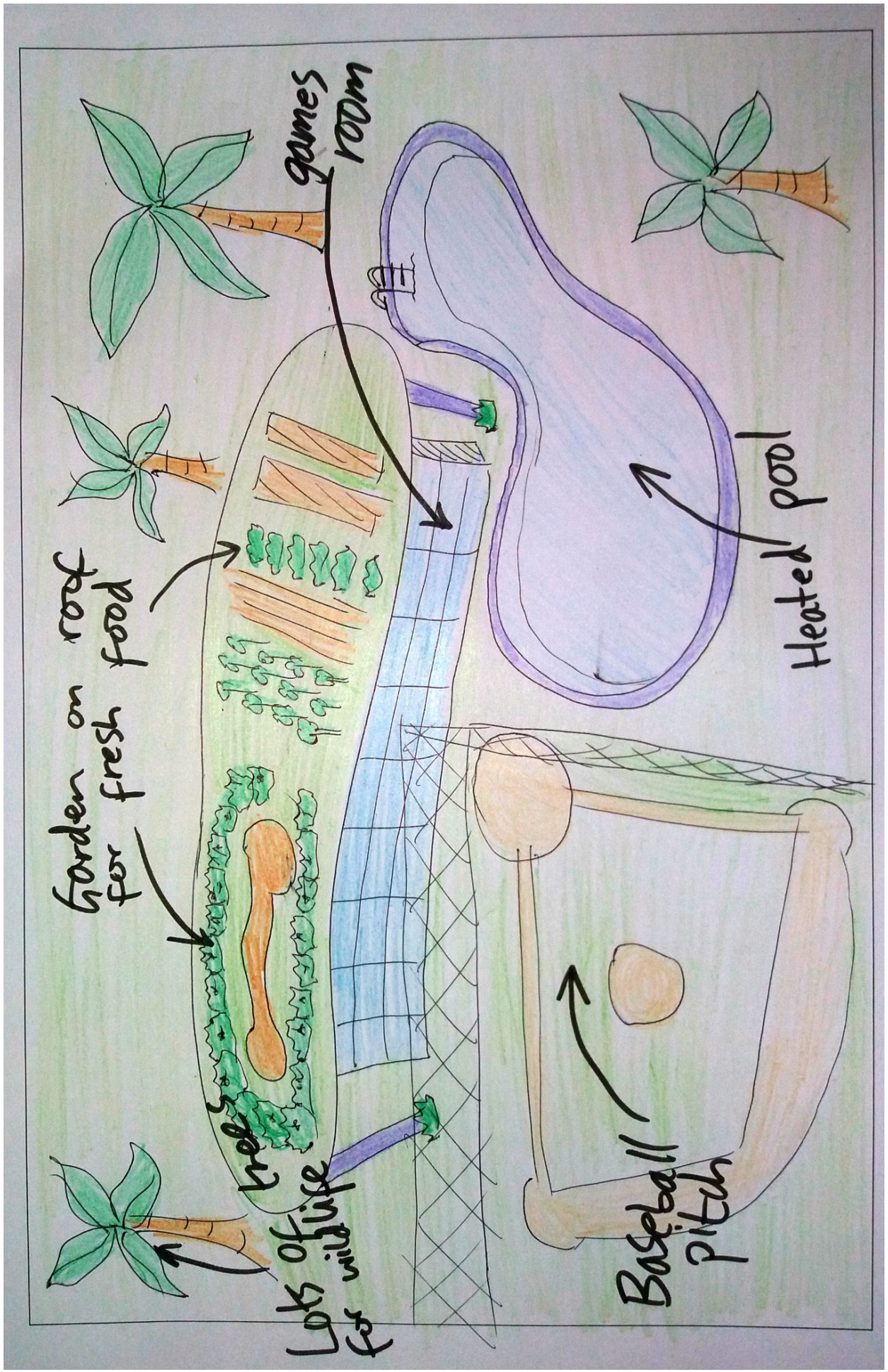
**Holidays:**

One week off every month

**Special events:**

Science fair, games tournaments, dance shows







# My Dream School

**School Name:**

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**Number of students:**

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**Subjects studied:**

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**Number of classes in a day:**

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**Class length:**

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**Length of the school day:**

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**Break times:**

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**Facilities:**

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**Lunch options:**

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**Holidays:**

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**Special events:**

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Draw your dream school



# How to Use Hand Gestures in a Presentation

Hand **gestures** **동작** are a powerful way to raise excitement and keep the audience's attention. Gestures help us to win the audience's trust and communicate our ideas more clearly.

Communication is 93% non-verbal (body language) and only 7% verbal (words).

Researchers Holler and Beatie found that gestures **increase the value** **가치** **of our message by 60%!** The best, most **charismatic** **카리스마있는** speakers and influencers know the importance of using hand gestures.



Holler and Beatie watched the most famous presentations on TED. They found that the least popular TED Talkers used an average of 272 hand gestures during the 18 minute talk. The most popular TED Talkers used an average of 465 hand gestures—that's almost double!

Correct gesturing helps make our message more memorable and makes us seem more **charismatic**.

**Keyword: charisma 카리스마 (noun), charismatic (adjective), meaning: - likeable / easy to like**

### Activity 1: Quick Review:

- a. What are three benefits to using hand gestures?
  - 1.
  - 2.
  - 3.
- b. What percentage of our communication is our body language?
- c. How many hand gestures on average do the most popular TED talkers use?

## Two Tips for Presentation Gesturing

1. **Stay in the box.** Gesture within the box. Appropriate hand speaking space is from the top of your chest to the bottom of your waist. If you go outside this box, it's seen as **distracting 방해되는** and **out of control 통제가 안되는**. Here's the difference:



## 2. Palms손바닥 Up Instead of Down.




Keeping your **palms** up and open shows that you are being open and honest. This will invite your audience in, and make them feel comfortable. By keeping your palms down, you can become **slightly threatening** 위협적인 and **dominating** 지배하는.

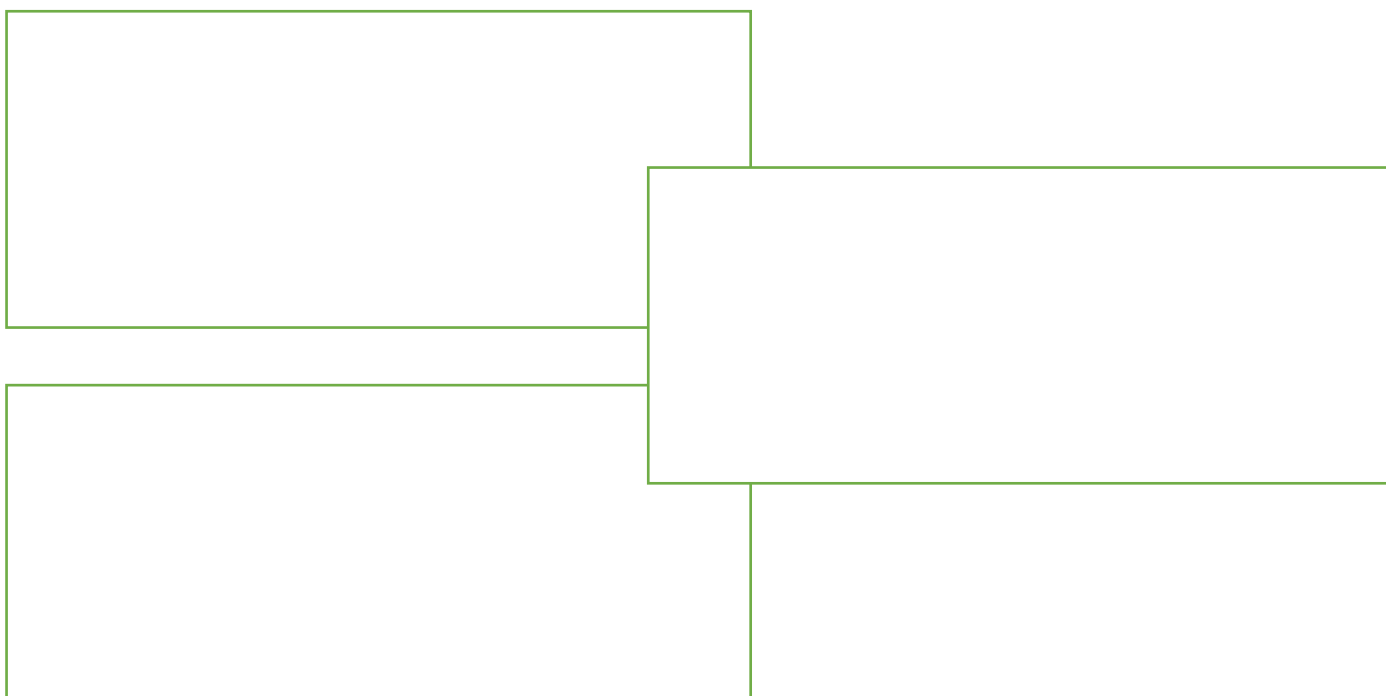
Research finds that lecturers who mainly used the palm up gesture received 84% positive **feedback** while those who used the **palm** down gesture only received 52% of positive **feedback** when they do exactly the same presentation.

**Activity 2** Your teacher will show you a video twice  
(<https://www.youtube.com/watch?v=zn2iRG7bl2I> from 0:40)

Watch this video and make notes (in KOREAN or ENGLISH) of as many useful hand gestures as you can:



**Activity 3:** Now, draw your three favorite ones:



**Activity 4:** Highlight or underline the parts in these sentences you can do hand gestures to:

1. *In World War One, the English and German soldiers stopped fighting on Christmas Day, and came together to play a game of football.*
2. *As you can see, there are four different parts to this project.*
3. *It's a little problem, it's no big deal.*
4. *We have seen big changes in cars. Supercars have been getting faster and faster every year.*
5. *(Emotionally) I'm going to talk about global warming. This topic is so important to me.*
6. *My friend, the teacher (pointing at them), says that we can learn so much by reading books we enjoy.*

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**Activity 5:** Say these sentences to your partner using one or two hand gestures for each sentence:

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**Activity 6:** Now compare your gestures to Vanessa's gestures for similar meanings.

1. (4:05)
2. (01:03)
3. (01:41)
4. (01:29)
5. (2:31)
6. (4:47)

# Final Project (30 points)

You must do a PRESENTATION, comparing your dream school with KISH

## Rules

### As a group

1. Groups of 2-4 (the teacher decides)
2. Groups must make a powerpoint, a 3D model or a poster of your dream school to support your presentation.

### Individually

1. Every person must speak for at least one minute or -4 point penalty.
2. Every person must use key cards of 20 words maximum. -4 points penalty for using full scripts
3. Each person must use comparatives and superlatives in their presentation
5. Each person must use gestures and make eye contact

:



You will be graded as follows:

Name: \_\_\_\_\_

Student Number: \_\_\_\_\_

	<b>Emerging (D or below)</b> 1.5 – 4.19	<b>Approaching mastery (C)</b> 4.2 – 4.79	<b>Mastery (B)</b> 4.8 – 5.39	<b>Above mastery (A)</b> 5.4 - 6
<b>Effort /6</b>	The student has failed to meet expectations. If anything, their participation may have made the project more difficult for their group.	Slightly below expectations.	The student's effort meets expectations.	The student's effort has exceeded expectations and has lifted their group as a whole.
<b>Content /6</b>	The student has failed to produce anything remotely of interest and has included no detail in their ideas.	The student's content is slightly lacking. There is usually an absence of originality, creativity and their ideas do not include much detail. Generally it is not interesting	The student's ideas are to standard. There may be some originality, creativity and an acceptable level of detail.	Their ideas are original, detailed and creative.
<b>Comprehensibility and fluency /6</b>	The student is usually incomprehensible. Words are unclear or mumbled nearly always.	The student is often difficult to understand. Words may often be mumbled and unclear.	The student is generally comprehensible and speaks clearly.	The student is easy to understand, and speaks fluently, clearly and naturally.
<b>Use of gestures and eye contact /6</b>	The student has made no attempt to use gestures nor eye contact	The student has used only one or two gestures, and not convincingly. They attempted to make eye contact but it may have been directed at just one or two people.	The student has attempted to use gestures meaningfully. They may not be numerous. They have attempted to make eye contact with multiple people	The student has used gestures meaningfully and numerously. The student has made eye contact with many different people in the class.
<b>Use of target language (comparatives and superlatives) /6</b>	No attempt to use the target language.	There are perhaps only one or two comparatives or superlatives and when they are used, they may be grammatically inaccurate.	Comparatives and superlatives are used often and usually correctly.	Comparative and superlatives are used numerously and correctly.

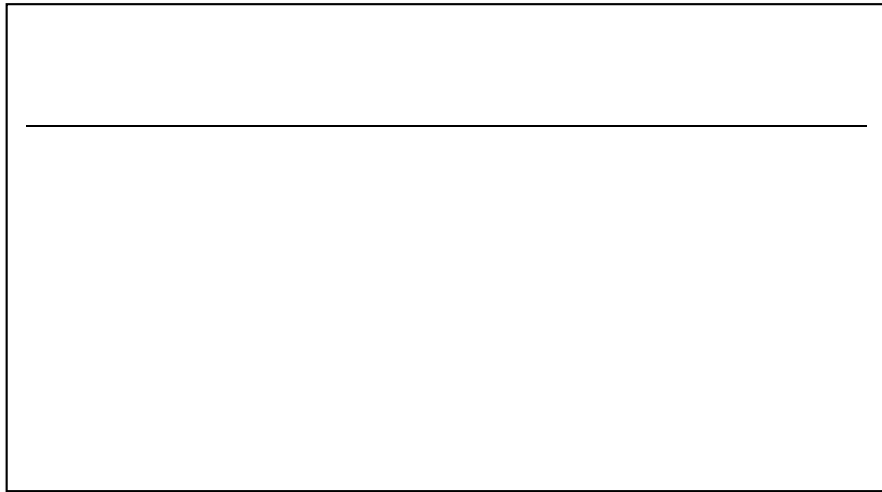






**Try it:** Try turning this script into useful notes on a key card:

*“Our school has tastier food than Kish because it has a garden where we grow fresh fruit and vegetables. The students will look after the garden so they will also learn how to grow fresh food”*



Now compare your key card with a partner, is it the same or different? Which one is best? Why? Make notes to help you when you make your cue cards in the next lesson:

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On the next page there are cue cards you can use to for your presentation. After you've finished writing them, cut them out and keep them safe!

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# Presentations







While you watch the other groups, think about how interesting their ideas are and how clear their presentation is – circle the emoji you think is best:







<b>Group name:</b>			
How interesting are the ideas?			
How clear is the presentation?			







<b>Group name:</b>			
How interesting are the ideas?			
How clear is the presentation?			







<b>Group name:</b>			
How interesting are the ideas?			
How clear is the presentation?			







<b>Group name:</b>			
How interesting are the ideas?			
How clear is the presentation?			







<b>Group name:</b>			
How interesting are the ideas?			
How clear is the presentation?			







<b>Group name:</b>			
How interesting are the ideas?			
How clear is the presentation?			







<b>Group name:</b>			
How interesting are the ideas?			
How clear is the presentation?			

<b>Group name:</b>			
How interesting are the ideas?			
How clear is the presentation?			

<b>Group name:</b>			
How interesting are the ideas?			
How clear is the presentation?			

<b>Group name:</b>			
How interesting are the ideas?			
How clear is the presentation?			

<b>Group name:</b>			
How interesting are the ideas?			
How clear is the presentation?			


<b>Group name:</b>			
How interesting are the ideas?			
How clear is the presentation?			

# Time-Out Corner:

			5	4				8
6					2	3		
		7			3		9	
	3	1		5			2	
	4			3		7	1	
	9		7			2		
		8	6					5
1				2	4			

			7					
1								
			4	3		2		
								6
			5		9			
						4	1	8
				8	1			
		2					5	
	4					3		

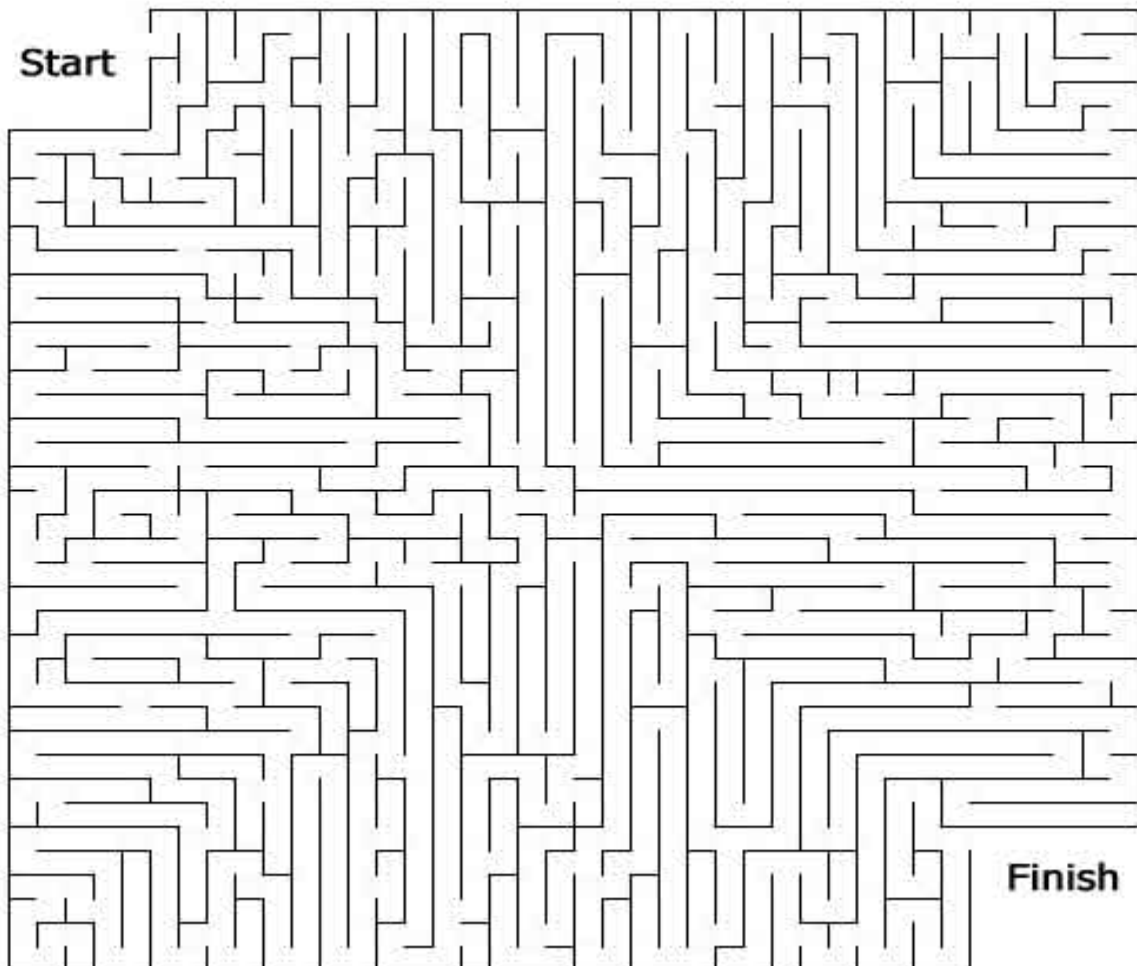
Can you guess what these are saying?

<p>1.</p> <p>STOOD MISS</p> <hr/>	<p>2.</p> <p>PAwalkRK</p> <hr/>	<p>3.</p> <p>MILLION</p> <hr/>
<p>4.</p> <p>gnikooI</p> <hr/>	<p>5.</p> <p><u>arrest</u> you're</p> <hr/>	<p>6.</p> <p>S T A N D me</p> <hr/>
<p>7.</p> <p>WALKING ICE</p> <hr/>	<p>8.</p> <p>STAND ICU</p> <hr/>	<p>9.</p>  <hr/>





Unscramble these English words.





# Healthy Food

B	A	K	A	P	R	I	C	O	T	S	K	U	C
R	R	B	R	L	C	O	D	N	L	L	S	M	H
E	T	R	A	E	R	L	N	A	U	I	N	T	E
A	I	O	S	M	A	T	S	I	P	V	M	W	R
D	C	C	P	O	N	R	Q	L	O	P	O	E	R
O	H	O	B	N	B	G	U	Y	V	N	L	U	Y
P	O	L	E	C	E	B	A	N	A	N	A	E	T
S	L	L	R	B	R	F	S	F	M	C	V	S	O
A	E	I	R	X	R	P	H	L	I	R	O	E	M
L	S	M	Y	N	Y	D	D	O	L	A	C	C	A
M	Y	O	G	U	R	T	I	Q	K	B	A	H	T
O	A	H	S	P	I	N	A	C	H	P	D	E	O
N	X	F	I	G	A	R	L	I	C	A	O	E	V
M	D	C	P	L	S	H	E	L	L	F	I	S	H
I	N	C	A	N	T	A	L	O	U	P	E	E	Q
P	E	A	N	U	T	S	M	G	I	N	G	E	R

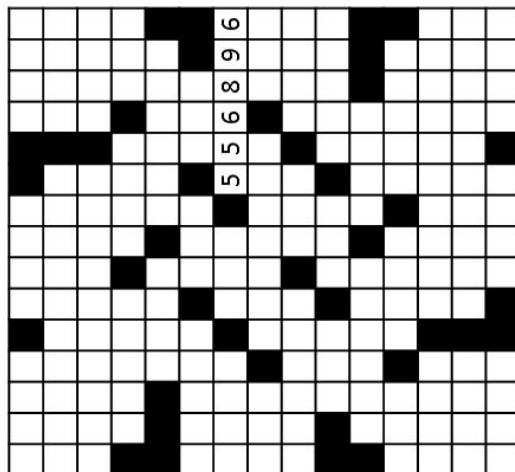
MILK  
YOGURT  
APPLE  
BANANA  
BROCOLLI  
CHERRY  
CHEESE  
BREAD  
APRICOTS

AVOCADO  
CANTALOUPE  
RASPBERRY  
TOMATO  
CRANBERRY  
LEMON  
LIME  
FIG  
ONION

ARTICHOLES  
GINGER  
SPINACH  
SQUASH  
GARLIC  
PEANUTS  
SHELLFISH  
SALMON  
CRAB



## Number Fill in Puzzle #001



### 3 DIGITS

078  
105  
133  
158  
178  
186  
299  
367  
370  
377  
446  
516  
544  
558  
588  
616  
629  
643  
656  
784

### 4 DIGITS

0231  
0254  
1258  
1346  
1440  
1532  
2163  
2375  
3152  
3432  
3435  
3568  
4617  
4876  
5089  
5195  
6134  
6351  
6562  
6592

6655  
6762  
6925  
7075  
7151  
7169  
7346  
7690  
8297  
8383  
9294

34206  
39863  
43341  
49404  
52765  
54323  
57345  
59055  
59292  
67456

### 6 DIGITS

155581  
518390  
556896  
557675  
656061

948615  
7 DIGITS  
2327354  
3733182  
6754147

### 10 DIGITS

1688094379  
4388156554  
4445868653  
5053197245  
6037221282  
6762508981

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**KOREAN INTERNATIONAL SCHOOL IN HANDAI**