

HIGH SCHOOL 영미 문학 읽기

READING ENGLISH LITERATURE



이젠교육

High School Reading English Literature





머리말

‘영미 문학의 세계’로 여러분을 초대합니다!

여러분에게 가장 큰 감동을 준 문학 작품을 떠올려 봅시다. 그것은 어릴 때 어머니가 읽어 주시던 우화일 수도 있고, 국어 수업 시간에 여러분의 가슴을 뭉클하게 했던 한 편의 시일 수도 있겠지요. 밤새 읽었던 소설, 가볍게 읽었지만 깊게 그 여운이 남았던 수필, 또는 연극이나 영화, 뮤지컬로 구현된 작품이 떠오를 수도 있고요.

여러분이 읽고 싶었던 문학 작품들도 떠올려 보세요. 그 작품들을 왜 읽고 싶었는지 생각해 보세요. 아마도 청소년이 읽어야 할 권장 도서 목록에 있는 작품이어서일 수도 있고, 친구들이 가지고 다니는 책 표지를 보며 호기심을 가졌던 책이었을 수도 있습니다. 또는 여러 사람들에게 회자되는 문학 작품이라서 관심을 갖게 되었을 것입니다.

이 교과서는 여러분이 한번쯤 들어봤을 직한 작품들 중, 감동과 여운을 줄 수 있는 ‘시, 소설, 희곡, 수필, 우화’ 각 장르의 매력적인 영미 문학 작품들을 모았습니다.

그동안 여러분이 국어 시간을 통해 우리나라 작품과 세계 명작을 우리말로 접했다면, 이 교과서에서는 ‘영어’로 된 문학 작품을 친절한 안내와 재미난 활동을 통해 접하게 될 것입니다. 너무 어렵지 않을까 걱정하지 않으셔도 됩니다. 여러분이 쉽게 이해하고 흥미를 가질 수 있는 작품을 선정하였습니다. 소설이나 희곡처럼 원문의 분량이 긴 경우에는 최대한 원문을 유지하는 범위 내에서 고등학생 여러분이 쉽게 읽을 수 있도록 적절한 부분을 발췌하였습니다.

우리의 인생은 한 번뿐이지만, 문학은 우리에게 다양한 삶을 간접적으로 경험하게 해 줍니다. 문학을 통해 자기 자신을 깊이 마주하기도 하고, 다른 사람의 삶을 이해하며, 상상 세계로 떠날 수도 있습니다.

아직 이런 문학 작품을 만나 보지 못했다면, 바로 이번 학기에 이 교과서를 통해 만나게 될 것입니다. 그것도 여러분이 지금까지 열심히 공부해 온 세계인들이 모두 같이 배우고 쓰는 영어로 말입니다. 여러분의 멋진 영미 문학 여행을 응원합니다.

저자 일동

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Features



LESSON 1
Fable
Stories that give life lessons

About the Genre	Literary Focus	Meeting the Author	Reading
fable	allegory	William Steig	Doctor De Soto

1

LESSON PREVIEW

각 단원의 주제 학습
전개도와 언어 재료를
확인합니다.

About the Genre

Fable

A fable is a short fictional story that has a moral or teaches a lesson. Fables use personified animals, objects, or parts of nature as main characters.

A Look at the book covers and mark the ones that you think are fables.

B Look at the book covers from Aesop's Fables. Match the lessons below to the appropriate cover and talk about it with your partner.

(1) ____ (2) ____ (3) ____

① Kind and gentle persuasion always wins over force and threats.
② Slow and steady wins the race.
③ One should treat others as they would like to be treated.

2

ABOUT THE GENRE

문학 장르 설명을 통해
작품 이해도를
높입니다.

Literary Focus

Allegory

In fables, the term allegory refers to the use of animal characters or other nonhuman figures to convey moral or ethical lessons. An allegory is a story in which characters and events stand for something beyond themselves, and the story functions as a vehicle for communicating these ideas to the reader. So, when you read a fable, try to look for the deeper meaning behind the characters and events in the story.

Figures are related to characters, as they personify each other as competitors.

Two teachers, Kathy and Sam, want to boost cooperation among their pupils during group work activities. Thus, each teacher is going to use a fable to challenge the pupils and boost their cooperation.

Kathy Kathy gives a direct and straightforward explanation. Cooperation is important. Work together when groups group with tasks.

Sam Sam gives a metaphorical explanation. The pupils are not a story about two donkeys. I want you to think about the lesson of the story.

1. Two donkeys are tied together. There is a pile of hay in front of each donkey.

2. Both donkeys try to eat from the haystack in front of them but they cannot reach them.

3. Now, the donkeys are sitting down facing each other, trying to figure out what they should do.

4. Each donkey takes turns munching on one haystack, while the other donkey waits for his feeding time.

5. The two donkeys are both happy eating from the haystacks.

3

LITERARY FOCUS

문학 작품에 쓰이는
주요 수사 표현이나
개념을 확인합니다.

Meeting the Author

Jiho, a student reporter, conducts an imaginary interview with the author of Doctor De Soto.

William Steig (1907-2003)

Profile: He is known for his children's books. He is a writer and an illustrator. He has written over 2,000 drawings and 117 covers.

Thank you for your kind words.

Your well-known nickname is the "King of Cartoons." How did you come to be known by that nickname?

I started drawing illustrations and cartoons for The New Yorker magazine in 1930. Since then, I have created over 2,000 drawings and 117 covers.

That's a marvelous body of work.

Thanks. However, I began to feel confused by the fact that my cartoons were widely drawings and magazine covers without stories.

Was that when you decided to venture into creating children's books?

Yes. I wanted to utilize my expertise in a meaningful fashion for children.

So that's how your outstanding books found their way into the world.

Some of my books have even received awards, such as *Sylvester and the Magic Pebble*, *The Amazing Bone*, and *Shrek*.

How all of them in fact, I've already recommended these three books to my friends. And how, Shrek is already popular among my friends.

I really appreciate that! I hope my books can convey messages that both children and adults can use to reflect on their lives.

Thank you for your time. It has been a pleasure meeting you.

4

MEETING THE AUTHOR

작가에 대한 정보를 통해
작품의 맥락과 스타일을
추론합니다.

Pre-Reading

A Look at the book cover of Doctor De Soto. Predict what the story will be about and talk about it with your partner.

1. Who do you think Doctor De Soto might be?
① the mouse
② the fox

2. What do you think they might be doing?

3. When you see the title around the fox's neck and the fox's facial expression, what does the fox seem to be thinking?

B In our daily lives, we often find ourselves confronted with challenging decisions and moral dilemmas. If you were in these situations, what would you do and why? Talk about it with your partner.

Situation 1: You buy a bundle of clothing items on sale at your favorite department store. When you get home, you realize one of the items is not on the receipt.

☐ Go back to the store and pay for it. ☐ Just keep the clothes and enjoy the free item.

Situation 2: Yesterday, your classmate, whom you consider a friend, was absent from school due to a fever. Knowing that you're skilled at taking notes, he's asking to borrow your math notebook today to catch up on his missed work.

☐ Lend the notebook to your classmate. ☐ Make an excuse.

5

PRE-READING

작품과 관련된 배경지식을
활성화하여 필요한 인지적
준비를 합니다.

Fable

Doctor De Soto

Doctor De Soto, the dentist, did very good work, so he had no end of patients. Those close to his own kind — mice, chipmunks, or cats — sat in the regular dentist's chair.

Larger animals sat on the floor while Doctor De Soto stood on a ladder.

For extra large animals, he had a special room. There Doctor De Soto was hoisted up to the patient's mouth by his assistant, who also happened to be his wife.

Doctor De Soto was especially popular with the big animals. He was able to work inside their mouths, wearing rubber boots to keep his feet dry and his fingers were so delicate, and his drill so dainty, they could hardly feel any pain.

Being a mouse, he refused to treat animals dangerous to mice, and it was so on his sign when the donkey rang, he and his wife would look out the window. They wouldn't admit even the most timid-looking cat.

One day, when they looked out, they saw a well-dressed fox with a flannel bandage around his jaw.

☐ mouse ☐ chipmunk ☐ cat ☐ donkey ☐ dentist ☐ wife ☐ assistant ☐ ladder

6

READ

문학의 언어가 갖는
창조성을 느끼며 작품을
감상하고 체험합니다.

LESSON 1

Fable

Stories that give life lessons



About the Genre

fable

Literary Focus

allegory

Meeting the Author

William Steig

Reading

Doctor De Soto

Big Idea



우화를 읽고, 인간의 삶에 대한 교훈과 지혜를 얻을 수 있다.



Reflection on My Life

my dilemmas

Checking Out Language

indirect speech

Mission

an alternative ending



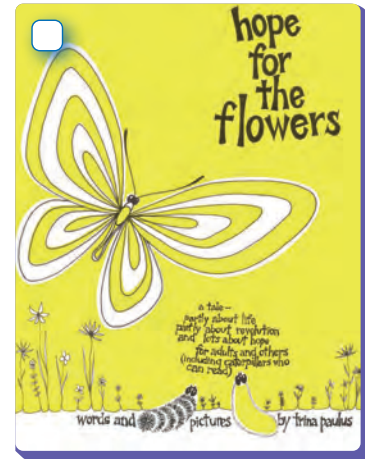
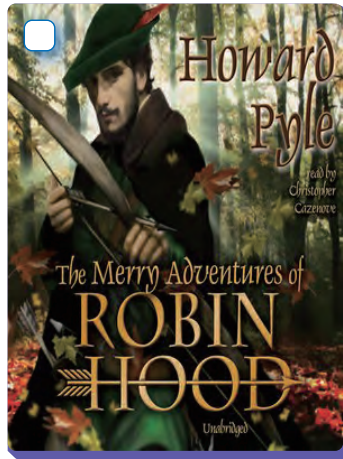
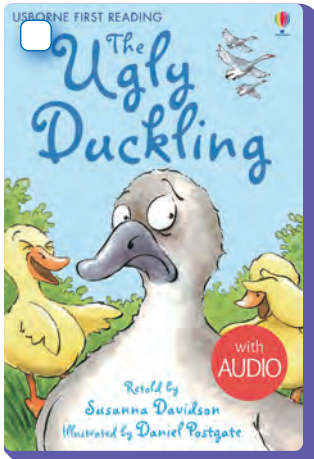
About the Genre

Fable 우화

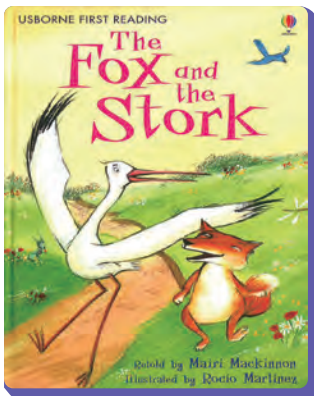
A fable is a short fictional story that has a moral or teaches a lesson. Fables use personified animals, objects, or parts of nature as main characters.



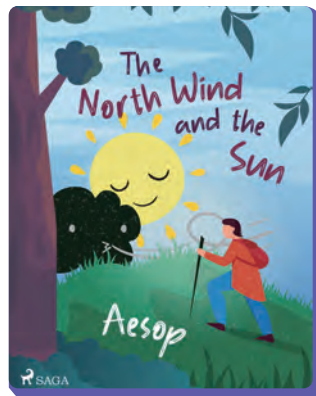
A Look at the book covers and mark the ones that you think are fables.



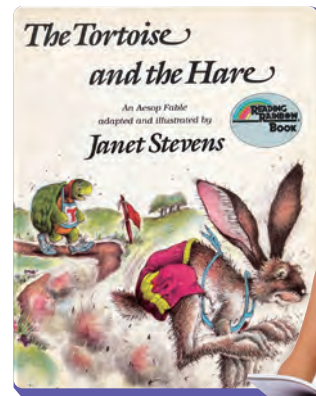
B Look at the book covers from Aesop's Fables. Match the lessons below to the appropriate cover and talk about it with your partner.



(1) ____



(2) ____



(3) ____

- Ⓐ Kind and gentle persuasion always wins over force and threats.
- Ⓑ Slow and steady wins the race.
- Ⓒ One should treat others as they would like to be treated.



C Read the following story from Aesop's Fables and answer the questions.

The Town Mouse and the Country Mouse



A town mouse once visited a relative who lived in the country. For lunch, the country mouse served wheat stalks, roots, and acorns, with a dash of cold water for a drink.

After the meal, the mice had a long talk, or rather the town mouse talked about his life in the city while the country mouse listened. They then went to bed in a comfortable nest in the countryside and slept in quiet and comfort until the next morning. In his sleep, the country mouse dreamed of living a city life. The next day, when the town mouse asked the country mouse to go home with him to the city, he gladly said yes.

When they reached the town house in which the town mouse dwelled, they found on the table in the dining room the remains of a very fine meal. Just as the country mouse was about to eat a little bit of bread, he heard a cat cry loudly and scratch at the door. In great fear, the mice hurried to a hiding place, where they lay quite still for a long time, scarcely daring to breathe.



After a while, the country mouse returned to the town mouse's place only long enough to pick up his carpet bag and umbrella.

"You may have luxuries and dainties that I have not," he said as he hurried away, "but I prefer my plain food and simple life in the country with the peace and security that go with it."

Q1. Answer the questions about the characters from the box below.

1. Who served wheat stalks, roots, and acorns, with a dash of cold water for a drink?
2. Who gave the moral of the story?

the country mouse

the town mouse

Q2. The story above is giving a lesson to us. Think about what it is and complete the sentence.

→ It is important to _____.



Allegory 비유

In fables, the term *allegory* refers to the use of animal characters or other non-human figures to convey moral or ethical lessons. An allegory is a story in which characters and events stand for something beyond themselves, and the story functions as a vehicle for communicating these ideas to the reader. So, when you read a fable, try to look for the deeper meaning behind the characters and events in the story.



Pupils are reluctant to collaborate, as they perceive each other as competitors.



Kathy

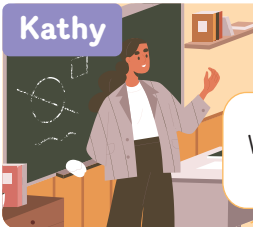
Two teachers, Kathy and Sue, want to boost cooperation among their pupils during group work activities.

Thus, each teacher is going to do something to overcome this challenge. Let's look at their strategies.



Sue

Kathy



Kathy gives a direct and straightforward instruction.

Cooperation is important! Work together when you do group work tasks!

Sue



Now, I'm going to tell you a story about two donkeys. I want you to think about the lesson of the story.

1.



Two donkeys are tied together. There is a stack of hay in front of each donkey.

2.



Both donkeys try to eat from the haystack in front of them but they cannot reach them.

3.



Now, the donkeys are sitting down facing each other, trying to figure out what they should do.

4.



Each donkey takes turns munching on one haystack, while the other donkey waits for its feeding time.

5.



The two donkeys are both happy eating from the haystacks.



Q1. Which pupils do you think are more likely to collaborate during group work activities?

☐ Kathy's pupils

☐ Sue's pupils

Q2. Each part of the story above delivers a message to us. Write down the message of each part.

Part	The Story Above	A Message to Us
1.	The donkeys are tied together.	_____
2.	When both donkeys attempt to eat from the haystacks in front of them, they cannot reach them.	_____
3.	The donkeys sit down facing each other.	_____
4.	The donkeys take turns munching on one haystack, while the other donkey awaits its turn.	_____

Ⓐ When we focus only on our own work competitively, we may fail to overcome obstacles.

Ⓑ When we work together, we can get the benefits of collaboration and teamwork.

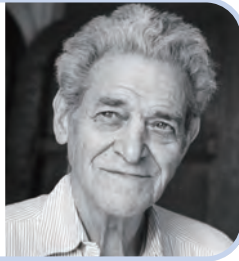
Ⓒ We are interconnected in some ways.

Ⓓ We recognize that we need to work together.



Jiho, a student reporter, conducts an imaginary interview with the author of *Doctor De Soto*.

William Steig
1907-2003



Hello! I'm excited to finally meet you. You're my favorite author of children's books.



Thank you for your kind words.

Your well-known nickname is the "King of Cartoons." How did you come to be known by that nickname?



I started drawing illustrations and cartoons for *The New Yorker* magazine in 1930. Since then, I have created over 2,600 drawings and 117 covers.

That's a marvelous body of work.



Thanks. However, I began to feel confined by the fact that my creations were solely drawings and magazine covers without stories.

Was that when you decided to venture into creating children's books?



Yes. I wanted to utilize my expertise in a meaningful fashion for children.

So that's how your outstanding books found their way into the world.



Some of my books have even received awards, such as *Sylvester and the Magic Pebble*, *The Amazing Bone*, and *Abel's Island*.

I love all of them! In fact, I've already recommended these three books to my friends. And here, *Shrek* is already popular among my friends.



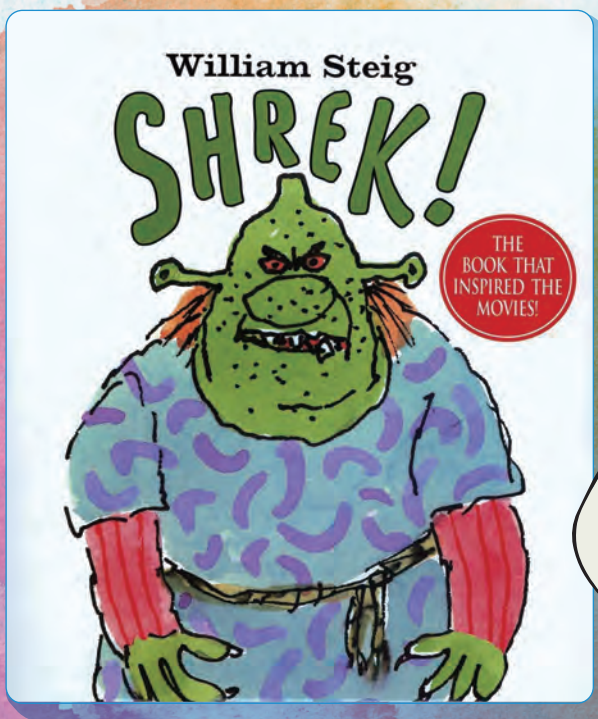
I really appreciate that! I hope my books can convey messages that both children and adults can use to reflect on their lives.

Thank you for your time. It has been a pleasure meeting you.

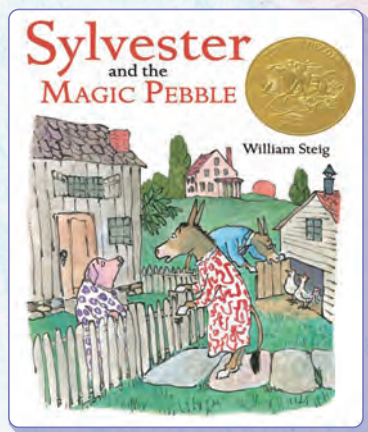




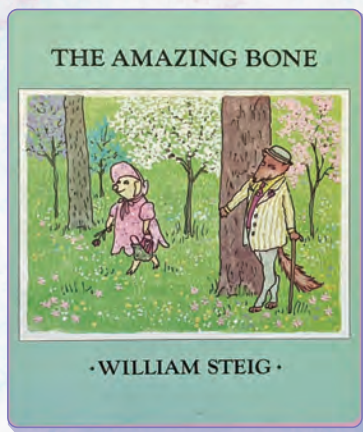
Other Books Written by William Steig



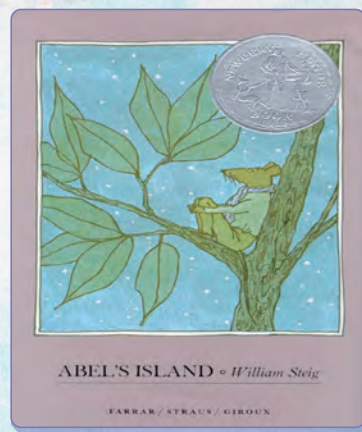
1990



1969



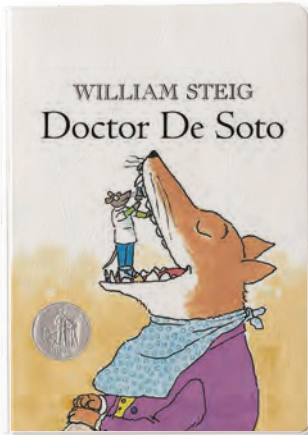
1976



1976



A Look at the book cover of *Doctor De Soto*. Predict what the story will be about and talk about it with your partner.



1. Who do you think Doctor De Soto might be?

Ⓐ the mouse

Ⓑ the fox

2. What do you think they might be doing?

3. When you see the bib around the fox's neck and the fox's facial expression, what does the fox seem to be thinking?

B In our daily lives, we often find ourselves confronted with challenging decisions and moral dilemmas. If you were in these situations, what would you do and why? Talk about it with your partner.

Situation 1.

You buy a bundle of clothing items on sale at your favorite department store. When you get home, you realize one of the items is not on the receipt.



☐ Go back to the store and pay for it

☐ Just keep the clothes and enjoy the free item

Situation 2.

Yesterday, your classmate, whom you consider a rival, was absent from school due to a fever. Knowing that you're skilled at taking notes, he's asking to borrow your math notebook today to catch up on his missed work.



☐ Lend the notebook to your classmate

☐ Make an excuse



Doctor De Soto

Doctor De Soto, the dentist, did very good work, so he had no end of patients. Those close to his own size — moles, chipmunks, et cetera — sat in the regular dentist's chair.

Larger animals sat on the floor, while Doctor De Soto stood on a ladder.

For extra-large animals, he had a special room. There Doctor De Soto was hoisted up to the patient's mouth by his assistant, who also happened to be his wife.



Doctor De Soto was especially popular with the big animals. He was able to work inside their mouths, wearing rubber boots to keep his feet dry; and his fingers were so delicate, and his drill so dainty, they could hardly feel any pain.



Being a mouse, he refused to treat animals dangerous to mice, and it said so on his sign. When the doorbell rang, he and his wife would look out the window. They wouldn't admit even the most timid-looking cat.

One day, when they looked out, they saw a well-dressed fox with a flannel bandage around his jaw.

☐ mole ☐ chipmunk ☐ hoist ☐ delicate ☐ dainty ☐ timid-looking ☐ jaw

"I cannot treat you, sir!" Doctor De Soto shouted. "Sir! Haven't you read my sign?"

"Please!" the fox wailed. "Have mercy,
5 I'm suffering!" And he wept so bitterly it was pitiful to see.

"Just a moment," said Doctor De Soto. "That poor fox," he whispered to his wife. "What shall we do?"

10 "Let's risk it," said Mrs. De Soto. She pressed the buzzer and let the fox in.

He was up the stairs in a flash. "Bless your little hearts," he cried, falling to his knees. "I beg you, do something! My tooth is killing me."



15 "Sit on the floor, sir," said Doctor De Soto, "and remove the bandage, please."

Doctor De Soto climbed up the ladder and bravely entered the fox's mouth. "Ooo-wow!" he gasped. The fox had a rotten bicuspid* and unusually bad breath.
20

"This tooth will have to come out," Doctor De Soto announced. "But we can make you a new one."

☐ wail ☐ mercy ☐ weep ☐ in a flash ☐ gasp ☐ rotten

*bicuspid: having two points

“Just stop the pain,” whimpered the fox, wiping some tears away.

Despite his misery, he realized he had a tasty little morsel in his mouth, and his jaw began to quiver. “Keep open!” yelled Doctor De Soto. “Wide open!” yelled his wife.

“I’m giving you gas now,” said Doctor De Soto. “You won’t feel a thing when I yank that tooth.” 5



- ☐ whimper ☐ morsel ☐ quiver ☐ yell ☐ yank

Soon the fox was in dreamland. “M-m-m, yummy,” he mumbled. “How I love them raw... with just a pinch of salt, and a... dry... white wine.”

They could guess what he was dreaming about. Mrs. De Soto handed her husband a pole to keep the fox’s mouth open.

5 Doctor De Soto fastened his extractor to the bad tooth. Then he and his wife began turning the winch. Finally, with a sucking sound, the tooth popped out and hung swaying in the air.

“I’m bleeding!” the fox yelped when he came to.

Doctor De Soto ran up the ladder and stuffed some gauze in the hole. “The worst is
10 over,” he said. “I’ll have your new tooth ready tomorrow. Be here at eleven sharp.”

The fox, still woozy, said goodbye and left. On his way home, he wondered if it would be shabby of him to eat the De Sotos when the job was done.

15 After office hours, Mrs. De Soto molded a tooth of pure gold and polished it. “Raw with salt, indeed,” muttered Doctor De Soto. “How foolish to trust a fox!”

20 “He didn’t know what he was saying,” said Mrs. De Soto. “Why should he harm us? We’re helping him.”

“Because he’s a fox!” said Doctor De Soto. “They’re wicked, wicked creatures.”



- | | | | | | | |
|---------------------------------|---------------------------------|------------------------------------|---------------------------------|---------------------------------|---------------------------------|-------------------------------|
| <input type="checkbox"/> mumble | <input type="checkbox"/> fasten | <input type="checkbox"/> extractor | <input type="checkbox"/> winch | <input type="checkbox"/> suck | <input type="checkbox"/> sway | <input type="checkbox"/> yelp |
| <input type="checkbox"/> stuff | <input type="checkbox"/> woozy | <input type="checkbox"/> mold | <input type="checkbox"/> polish | <input type="checkbox"/> mutter | <input type="checkbox"/> wicked | |



That night the De Sotos lay awake worrying. “Should we let him in tomorrow?” Mrs. De Soto wondered.

“Once I start a job,” said the dentist firmly, “I finish it. My father was the same way.” 5

“But we must do something to protect ourselves,” said his wife. They talked and talked until they formed a plan. “I think it will work,” said Doctor De Soto. A minute 10 later he was snoring.

The next morning, promptly at eleven, a very cheerful fox turned up. He was feeling not a particle 15 of pain.

When Doctor De Soto got into his mouth, he snapped it shut for a moment, then opened wide and laughed. “Just a joke!” he 20 chortled.

“Be serious,” said the dentist sharply. “We have work to do.” His wife was lugging the heavy tooth up the ladder.



☐ firmly ☐ snore ☐ promptly ☐ particle ☐ snap ☐ chortle ☐ lug

“Oh, I love it!” exclaimed the fox. “It’s just beautiful.”

Doctor De Soto set the gold tooth in its socket and hooked it up to the teeth on both sides.

The fox caressed the new tooth with his tongue. “My, it feels good,” he thought. “I really shouldn’t eat them. On the other hand, how can I resist?”

“We’re not finished,” said Doctor De Soto, holding up a large jug. “I have here a remarkable preparation developed only recently by my wife and me. With just one application, you can be rid of toothaches forever. How would you like to be the first one to receive this unique treatment?” “I certainly would!” the fox declared. “I’d be honored.” He hated any kind of personal pain.

“You will never have to see us again,” said Doctor De Soto. ‘No one will see you again,’ said the fox to himself. He had definitely made up his mind to eat them — with the help of his brand-new tooth.



Doctor De Soto stepped into the fox’s mouth with a bucket of secret formula and proceeded to paint each tooth. He hummed as he worked. Mrs. De Soto stood by on the ladder, pointing out spots he had missed. The fox looked very happy.

☐ exclaim
☐ hum

☐ caress

☐ jug

☐ application

☐ rid

☐ declare

☐ formula

When the dentist was done, he stepped out. “Now close your jaws tight,” he said, “and keep them closed for a full minute.” The fox did as he was told. Then he tried to open his mouth — but his teeth were stuck together!



“Ah, excuse me, I should have mentioned,” said Doctor De Soto, “you won’t be able to open your mouth for a day or two. The secret formula must first permeate the dentine. But don’t worry. No pain ever again!”

The fox was stunned. He stared at Doctor De Soto, then at his wife. They smiled, and waited. All he could do was say, “Frank oo berry mush” through his clenched teeth, and get up and leave. He tried to do so with dignity.



☐ permeate ☐ dentine ☐ stun ☐ clench ☐ dignity



A This is the sequence of *Doctor De Soto*. Fill in the blanks from the words in the box below.



1. Since the fox had a rotten bicuspid, he asked Doctor De Soto for the dental treatment.

2. Doctor De Soto, who was compassionate and dedicated to his profession, was faced with the dilemma between protecting his safety and maintaining (1)_____. Then he chose to treat the fox even though he was aware of the potential risks.

3. While the fox was getting the dental treatment from Doctor De Soto, he obviously revealed his desire to (2)_____ in front of the doctor.

4. Doctor De Soto was worried about whether to continue treating the fox or not. Then he (3)_____.

5. Doctor De Soto suggested a unique treatment which could get rid of toothaches forever and the fox agreed to try it. The fox had (4)_____ to eat Doctor De Soto and his spouse.

6. Doctor De Soto's plan enabled Doctor De Soto and his wife to complete the fox's treatment without being harmed by the fox.



eat the prey

his work ethic

made up his mind

formed a plan

B Read between the lines and complete the implied meaning of the underlined sentences.

1. "Just a moment," said Doctor De Soto. "That poor fox," he whispered to his wife. "What shall we do?" "Let's risk it," said Mrs. De Soto.

→ Let's allow _____ to _____ into Doctor De Soto's dental clinic.




2. "How would you like to be the first one to receive this unique treatment?" "I certainly would!" the fox declared. "I'd be honored." He hated any kind of personal pain.

"You will never have to see us again," said Doctor De Soto. "No one will see you again," said the fox to himself.

→ The fox will _____ .



C Match the parts of the fable *Doctor De Soto* to its allegorical meanings given in the box below.

Parts	In the Fable	Allegorical Meaning
1	 <p>"I cannot treat you, sir!" Doctor De Soto shouted. "Sir! Haven't you read my sign?" "Please!" the fox wailed. "Have mercy, I'm suffering!" And he wept so bitterly it was pitiful to see.</p>	
2	 <p>Soon, the fox was in dreamland. "M-m-m, yummy," he mumbled. "How I love them raw... with just a pinch of salt, and a... dry... white wine."</p>	
3	 <p>"Ah, excuse me, I should have mentioned," said Doctor De Soto, "you won't be able to open your mouth for a day or two. The secret formula must first permeate the dentine. But don't worry. No pain ever again!"</p>	

- Ⓐ Many dilemmas can be resolved through wisdom.
- Ⓑ Overcoming our instincts can be challenging for us.
- Ⓒ There may be a time when even strong men require assistance from someone.



D Pictures Speak In the same way that we read the words in *Doctor De Soto* to comprehend the story, we can also “read” the pictures to learn more. Each individual picture shares a visual story that shows the main ideas of the fable, such as the feelings of the characters and the important lessons, all in just one picture.

1. Look at the picture from *Doctor De Soto* again and answer the following questions.



(1) What is the situation in the picture above?

(2) What is the purpose of the bib around the fox's neck for each character?

Character	Purpose of the bib around the fox's neck
Doctor De Soto	
the Fox	

The lesson that the picture above conveys to us is that people may have different purposes for the same item in the same situation.

2. The following picture shows the story of the Aesop's Fable, *the Fox and the Stork*. Take a close look at the picture and answer the following questions.



(1) What do you think the dinner situations are for each character?

	First Dinner	Second Dinner
the Fox		
the Stork		

(2) Which item makes each dinner situation different for the two characters? Circle it.

	First Dinner	Second Dinner
Item	(a plate, a bottle)	(a plate, a bottle)

(3) What do you think the lesson of the picture above is?

→ I think _____.







Doctor De Soto is concerned about being eaten by the fox who visits his dental clinic the next day. So, as a dentist, Doctor De Soto is in the middle of the moral dilemma between protecting his safety and maintaining his work ethic. Have you ever been in a similar dilemma? If yes, how did you cope with the situation? And how would you cope with the same situation if it happened again?



Think about an experience you had that was similar to Doctor De Soto's dilemma and fill in the blanks below.



De Soto's dilemma		My dilemma
<p>Between his safety and work ethic as a dentist</p> 	Kind of dilemma	<input type="checkbox"/> between studying and being a passionate fan of pop idols <input type="checkbox"/> between study and friendship <input type="checkbox"/> between self-interest and morality as a student <input type="checkbox"/> On your own: _____
<p>As a dentist, whether to treat the predator, the fox, who could eat the De Sotos</p> 	Problematic situation	<p>When</p> <input type="checkbox"/> a 3rd-grade middle school student <input type="checkbox"/> On your own: _____
<p>To prohibit the dangerous fox from opening his mouth for one or two days</p> 	Suggested solution	<p>Problem</p> <input type="checkbox"/> bought a ticket for a concert just prior to the final exam <input type="checkbox"/> On your own: _____
<p>Doctor De Soto and his spouse completed the remedy and escaped unharmed from the fox.</p> 	Conclusion	<p>How</p> <input type="checkbox"/> studied twice as hard in order to go to the concert <input type="checkbox"/> On your own: _____
		<p>Result</p> <input type="checkbox"/> failed the exam <input type="checkbox"/> On your own: _____
		<p>Now I'd like to suggest like this</p> <input type="checkbox"/> to give the ticket to someone else and study for the exam <input type="checkbox"/> On your own: _____



A Expressions in Literature

1. What is the fox trying to say in the underlined sentence?

The fox was stunned. He stared at Doctor De Soto, then at his wife. They smiled, and waited. All he could do was say, "Frank oo berry mush" through his clenched teeth, and get up and leave. He tried to do so with dignity.

→ _____

2. Fill in the blanks with the words expressing the meaning "to say" in different ways from the box below.

- (1) Doctor De Soto climbed up the ladder and bravely entered the fox's mouth. "Ooo-wow!" he _____. The fox had a rotten bicuspid and unusually bad breath.
- (2) "Just stop the pain," _____ the fox, wiping some tears away.
- (3) "Oh, I love it!" _____ the fox. "It's just beautiful."

gasp

exclaimed

whimpered

B Language Structure

Direct Speech

- The fox said to Doctor De Soto, "Please, have mercy."
- Mrs. De Soto wondered, "Should we let him in tomorrow?"

→

Indirect Speech

The fox **asked** Doctor De Soto **to have** mercy.

Mrs. De Soto **wondered if** they **should** let him in **the next day**.

Unscramble the words, using indirect speech.

- (1) "Sit on the floor and remove the bandage, please," said Doctor De Soto.

→ Doctor De Soto (the fox / on the floor / to sit / asked) and remove the bandage.

- (2) "Will you be the first one to receive this unique treatment?" asked Doctor De Soto.

→ Doctor De Soto (the first one / he / would be / the fox / whether / asked) to receive that unique treatment.



Mission — An Alternative Ending

SAMPLE Read *The Hare and The Tortoise* with an alternative ending.

The Hare and the Tortoise

A hare was making fun of the tortoise one day for being so slow. “Do you ever get anywhere?” he asked with a mocking laugh. “Yes,” replied the tortoise, “and I get there sooner than you think. I’ll run you a race and prove it.” The hare was much amused at the idea of running a race with the tortoise, but for the fun of the thing he agreed. The



Original
Story

• hare was soon far out of sight, and to make the tortoise feel very deeply how ridiculous it was for him to try a race with a hare, he lay down beside the course to take a rest until the tortoise should catch up. The tortoise meanwhile kept going slowly but steadily, and, after a time, he noticed the hare sleeping. He hesitated for a moment about whether to wake the hare up or not. Eventually, he decided to wake the hare up. The hare got up and asked the tortoise, “Why didn’t you simply pass me and win the race?” The tortoise replied, “Initially, my aim was to win, but then I realized I wanted to be friends with you.” Touched by the tortoise’s words, the hare matched the tortoise’s slow pace, and together they crossed the finish line.

Alternative
Ending

STEP 1 Which fable do you want to have an alternative ending?

- ☐ The Ant and the Grasshopper ☐ The Fox and the Grapes ☐ Hare’s Liver
☐ On your own: _____

STEP 2 Fill in the boxes based on the story you chose in Step 1.

Summary of the story

Of which part do you want
to change the story?


Why do you want to change
the story of that part?

STEP 3 How would you like to have an alternative ending?

Alternative ending	
<input type="checkbox"/> Characters
<input type="checkbox"/> Time
<input type="checkbox"/> Place
<input type="checkbox"/> Event
<input type="checkbox"/> On your own

STEP 4 Connect the original story with your alternative ending.

(Time & Place)	Original Story
(Characters)	
.....	
(Event)	
.....	
.....	

.....		Alternative Ending
.....		
.....		
.....		
.....		

Draw a picture for the new story.



- Play the following board game with your partner.
- Play rock, scissors, paper with your partner and move 2 spaces if you win and move 1 if you lose.
- Answer the questions on the answer sheet below.

1.

Complete the sentence regarding the genre, fable:

A fable is a short fictional story that teaches a(n) _____.

2.

What is this literary term? It refers to the use of animal characters or other non-human figures to convey moral or ethical lessons.

3.

What is your favorite part of *Doctor De Soto*?

6.

True or False

Before Doctor De Soto treated the fox with a bucket of secret formula, the fox had determined to eat the De Sotos with the help of his brand-new tooth.

[T/F]

5.

What's the part in the text that suggests the fox has an instinct to eat the De Sotos?

"Just stop the pain," whimpered the fox, wiping some tears away. Despite his misery, he realized he had a tasty little morsel in his mouth, and his jaw began to quiver.

4. True or False

As soon as the De Sotos saw the fox from the window of the dental clinic, they opened the door and welcomed the fox.

[T/F]

7.

Select your favorite illustration from *Doctor De Soto* and explain to your partner why you like it the most.

8.

What lesson does *Doctor De Soto* teach you?

10.

What's the word that means "to speak quietly so that other people barely hear what you say"?

→ m.....

9.

Unscramble the words: Doctor De Soto (to be / at eleven sharp / asked / there / the fox).

11.

If you complete the task, move forward, but if you cannot, restart at 1.

Q. Show your partner a book cover of a fable that you like (e.g. Aesop's Fables) and explain the lesson of the story.

Switch up!
(You can change places with your partner.)

QUESTIONS	YOUR ANSWERS	RIGHT / WRONG



Spot the Differences



LESSON 2

Poetry

Emotion, thought, and words



About the Genre	Literary Focus	Meeting the Author	Reading
poetry	literary device	<ul style="list-style-type: none">• Robert Burns• e. e. cummings• John Lennon	<ul style="list-style-type: none">• A Red, Red Rose• maggie and milly and molly and may• Imagine

Big Idea



시를 읽고 문학적 표현과 의미를 파악하여, 이를 활용해 시를 쓸 수 있다.



Checking Out Language

It ~ that

Reflection on My Life

- Azaleas
- how to make the world a better place

Mission

a shape poem



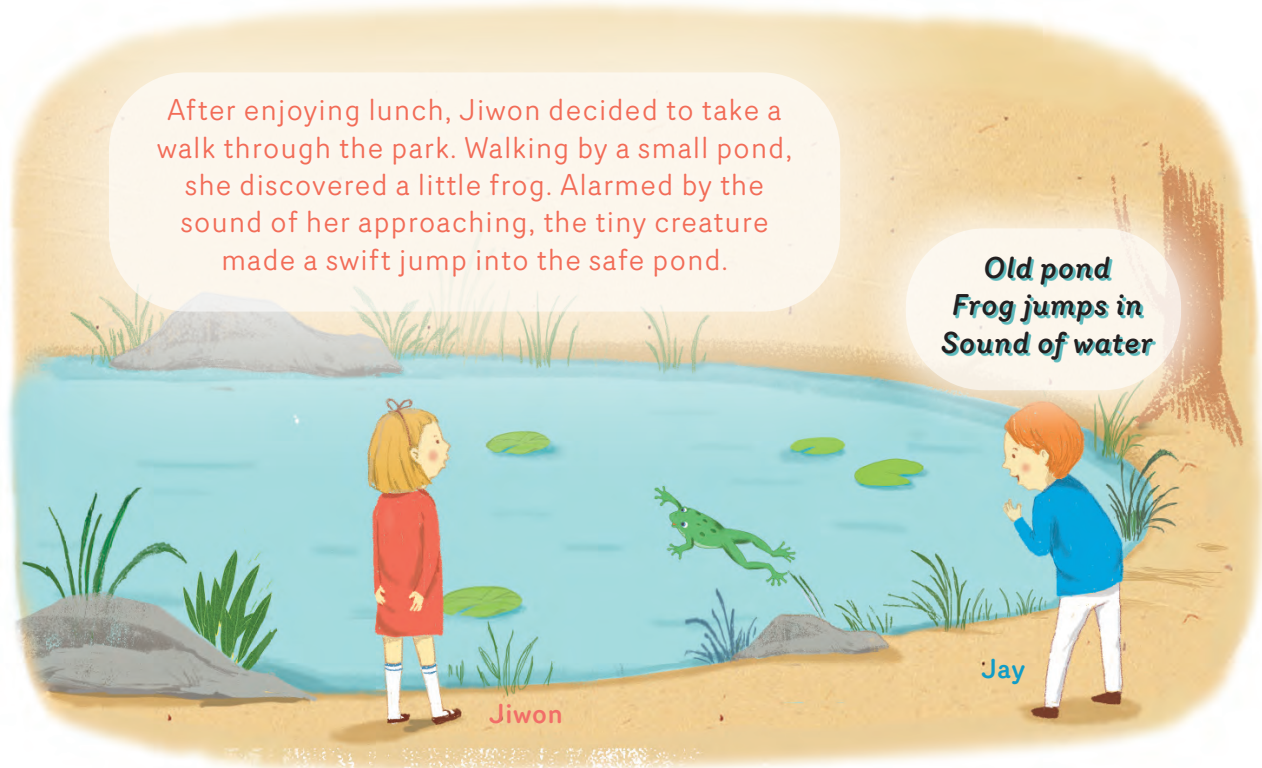
About the Genre

Poetry 시

Poetry is a unique form of literary art that captures the poet's emotions or ideas through a fusion of short, expressive, and musical language.



A Read two descriptions of what Jiwon and Jay experienced yesterday afternoon. How are they different?



B Everyday language can be poetic. Do you think the following sayings are poetic?



"Mama always said life was like a box of chocolates.

You never know what you're gonna get."



Forrest Gump (1994)

C Read the news article and find out why this news is special.

AN AMERICAN POP MUSICIAN REDEFINES POETRY

American singer-songwriter Bob Dylan won the 2016 Nobel Prize in literature. It was an astonishing announcement because the prize was awarded to a pop musician for the first time for having created new poetic expressions. What makes his winning so special is that popular song lyrics are now being recognized as literature.

**2016 NOBEL PRIZE
IN LITERATURE**



Bob Dylan

D Read the following poem and talk to your classmates about your impressions.

THIS IS JUST TO SAY

William Carlos William

I have eaten
the plums
that were in
the icebox

and which
you were probably
saving
for breakfast



Forgive me
they were delicious
so sweet
and so cold

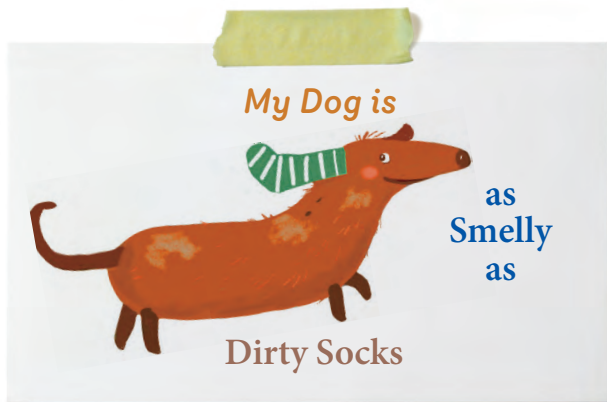


**Literary Device**• **simile** 직유법

It is a comparison between two unlike things using 'like' or 'as.' It helps readers understand something better by saying it is similar to something else.

• **hyperbole** 과장법

It is a figure of speech that uses extreme exaggeration to make a point or show emphasis.

**A** Examine the following pictures to understand what simile and hyperbole are.

simile



hyperbole

B Mark S for simile and H for hyperbole in the ☐.

(1)

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:



「Daffodils」
by William Wordsworth

☐

(2)

Your teeth are like stars;
They come out at night.
They come back at dawn
When they're ready to bite.

「Your Teeth」
by Denise Rodgers

☐

(3)

I'll love you, dear, I'll love you
Till China and Africa meet,
And the river jumps over the mountain
And the salmon sing in the street,

「As I Walked Out One Evening」
by W.H. Auden

☐



A Read the two imaginary newspaper articles about Robert Burns and answer the questions.

GLASGOW TIMES

Exclusive / Obituary



Rest in Peace

Robert Burns

The Poet of "Auld Lang Syne", World's Favorite New Year's Eve Song

Edinburgh Times

Special features on Robert Burns


- Romanticism in Full Bloom: How Burns Revolutionized Poetry with "A Red, Red Rose"
- The Scottish language: Exploring the Rich Linguistic Heritage in the Works of Robert Burns
- The Power of Love and Nature: the Timeless Themes of Burns' Romantic Poetry

Q1. Who wrote "Auld Lang Syne"?

Q2. Which country is he from?


B What do you think love is like? Fill in the blanks and draw the image of it.

Love is like a rainbow.




Love is like a(n) _____ . Love is like a(n) _____ .

draw the image



draw the image





*A Red, Red Rose**

Robert Burns

O my Love is like a red, red rose
That's newly sprung in June;
O my Love is like the melody
That's sweetly played in tune.

As fair are you, my bonnie lady,
So deep in love am I;
And I will love you still, my dear,
Till all the seas run dry.

☐ spring-sprang-sprung

☐ tune

☐ fair

* Robert Burns 시의 일부 시어를 현대어로 개작하였음.

Till all the seas run dry, my dear,
And the rocks melt with the sun;
I will love you still, my dear,
While the sands of life shall run.

And fare you well, my only love!
And fare you well awhile!
And I will come again, my love,
Though it were ten thousand mile.

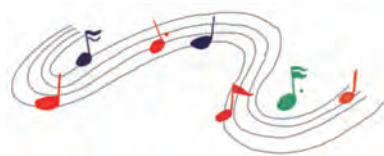




A Choose all the words that the poet compares his love to.



Ⓐ a red rose



Ⓑ a sweet melody



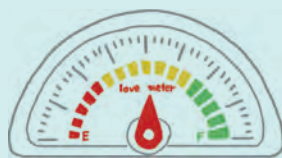
Ⓒ spring

B The poet highlights how strong his love is. Choose the phrase that the love meter indicates from the poem.



simile

•O my love is like a red, red rose
(1) _____



hyperbole

(2) _____
•And the rocks melt with the sun
•While the sands of life shall run



hyperbole

(3) _____

Till all the seas run dry,
my dear

And fare you well awhile!
And I will come again, my love,
Though it were ten thousand
mile

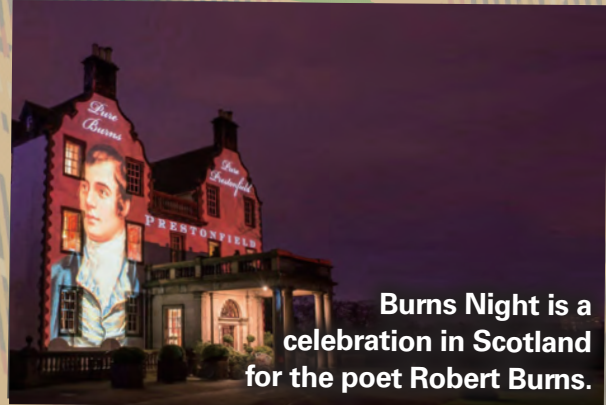
O my love is like the melody

C Follow the steps to make a simile about a cell phone.

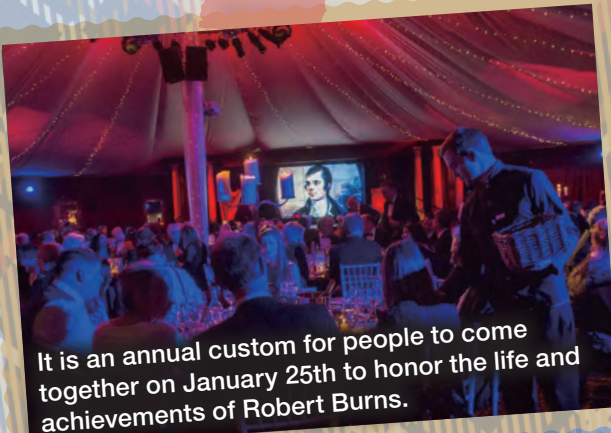
Step	Cell phone	Ex) laughter
1. What do you want to say about the word?	Adjective (1) _____	contagious
2. What can it be compared to?	Noun (2) _____	yawn
3. Complete the sentence.	A cell phone is as (1) _____ as (2) _____.	Laughter is as contagious as yawn.



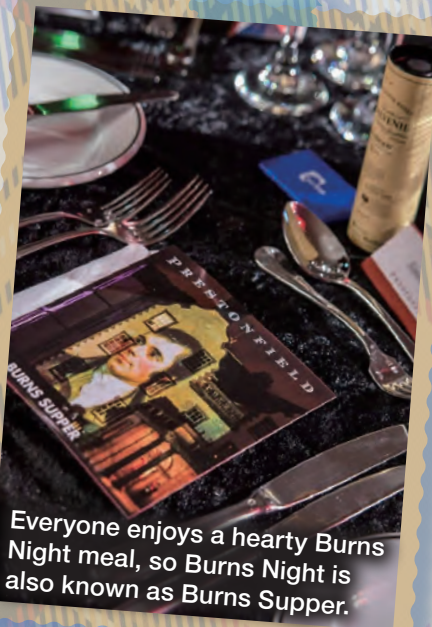
Burns NIGHT



Burns Night is a celebration in Scotland for the poet Robert Burns.



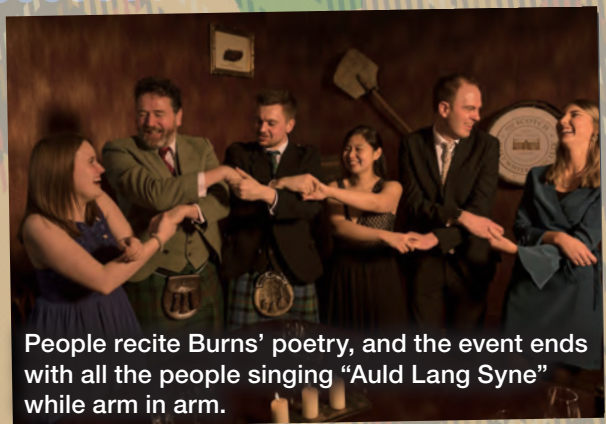
It is an annual custom for people to come together on January 25th to honor the life and achievements of Robert Burns.



Everyone enjoys a hearty Burns Night meal, so Burns Night is also known as Burns Supper.



Burns Night entertainment often includes bagpiping, which is one of the key highlights of the celebration.



People recite Burns' poetry, and the event ends with all the people singing "Auld Lang Syne" while arm in arm.

**Literary Device**• **alliteration** 두운법

It is repeating a sound at the start of words.

• **metaphor** 은유법

It is a direct statement of comparison between two unlike things that highlights one shared quality.

• **personification** 의인법

It is giving human attributes to non-human things.

**A** Examine the following pictures to understand alliteration, metaphor, and personification.

The Terrible Tiger
Tore the Towel.



alliteration

LIFE IS A ROLLER
COASTER



metaphor

The sun played
peek-a-boo
with the
clouds.



personification

B Mark A for alliteration, M for metaphor, and P for personification in the ☐.

(1)

There's no one to talk with
I'll talk with my shoe.
He does have a tongue
And an inner soul, too.

「Shoe Talk」
by Shel Silverstein



(3)

Annoyed Adventurer Accepted Apology
Billions of Balloons Burst in the Basket
Campus Choir Crush Chaotically
Dozens of Dogs Damage the Dictionary
Extraordinary Experts Emphasize Exercise
Furious Foreigners Flee From Fire



Unknown



(2)

All the world's a stage,

And all the men and women merely players;
They have their exits and their entrances,
And one man in his time plays many parts,


「As You Like It」
by William Shakespeare





A Take a look at the imaginary transcript of e. e. cummings to gain insight into his characteristics and artistic orientations.


Transcript

	Name	e. e. cummings (Edward Estlin Cummings)			
	Special	<ul style="list-style-type: none">▪ a talent for the arts, such as writing poetry and painting▪ a love of freedom and a sense of rebellion against societal norms			

Record of Assessment

Subject	Mark	Credits	Subject	Mark	Credits
Literature	A+	3	Philosophy	A0	3
Fine Arts	A+	3	Greek	A0	3

Literature	<ul style="list-style-type: none">▪ a remarkable talent for writing poetry▪ innovative language and style: using lowercase letters and parentheses▪ inviting the reader to actively participate in the creation of meaning
Fine Arts	<ul style="list-style-type: none">▪ very good at drawing and painting

 **HARVARD**
UNIVERSITY

B Write the words that come to mind when you hear “sea” or “beach.”






maggie and milly and molly and may

e. e. cummings





maggie and milly and molly and may
went down to the beach(to play one day)

and maggie discovered a shell that sang
so sweetly she couldn't remember her troubles,and

milly befriended a stranded star
whose rays five languid fingers were;

5

and molly was chased by a horrible thing
which raced sideways while blowing bubbles:and

may came home with a smooth round stone
as small as a world and as large as alone.

10

For whatever we lose(like a you or a me)
it's always ourselves we find in the sea.

☐ befriend





☐ stranded

☐ languid





A The following chart summarizes the poem you just read. Fill in the blanks of (A) and (B) with the words from the boxes below.

	(A) What they found	(B) What they did	What (A) and (B) symbolize
 maggie	a shell	listened to its song which _____ her troubles	to find comfort from nature
 milly	a _____	befriended a dying creature	to feel sympathy for someone in need
 molly	a _____	_____ from it, due to being scared of it	to be innocent enough to be scared of a creature in nature
 may	a _____	_____ it home	to get inspirational ideas from a simple object
	<ul style="list-style-type: none"> • crab • stone • starfish 	<ul style="list-style-type: none"> • ran away • carried • relieved 	

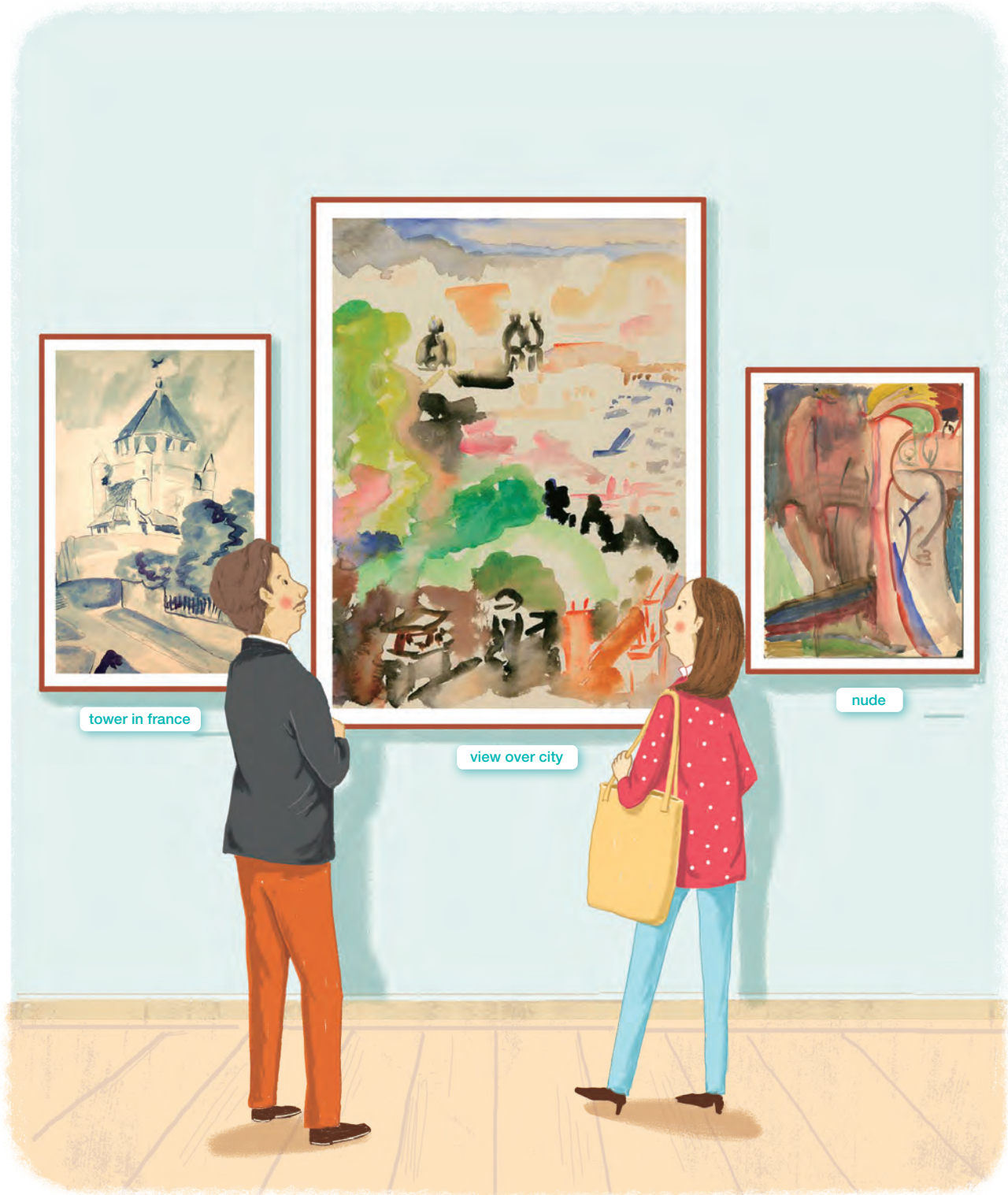
B Mark A for alliteration, M for metaphor, and P for personification. If the line has more than two literary devices, mark all of them.

(1)	(2)	(3)
<input type="checkbox"/> maggie and milly and molly and may stranded star blowing bubbles	<input type="checkbox"/> a shell that sang	<input type="checkbox"/> a stranded star whose rays five languid fingers were



Intermission

Just as Leonardo da Vinci transcended boundaries by excelling in various artistic fields, e. e. cummings distinguished himself as both a painter and a poet. Let's explore an art gallery featuring the artistic works of e. e. cummings, where his talents as a painter are showcased.



**Literary Device**

• rhyme 운율

It is the pattern of sounds that repeats at the end of a line or stanza.

• anaphora 반복

It is the repetition of a word or phrase at the start of each line in a row.



A Examine the following pictures to understand what rhyme and anaphora mean.



rhyme



It was the best of times,
it was the worst of times,
it was the age of wisdom,
it was the age of foolishness,
it was the epoch of belief,
it was the epoch of incredulity,
it was the season of light,
it was the season of darkness,
it was the spring of hope,
it was the winter of despair.

「A Tale of Two Cities」
by Charles Dickens

anaphora

B Read the following and mark R for rhyme, A for anaphora, and B for both in the ☐.

- (1) ☐
Every breath you take
 And every move you make
Every bond you break
Every step you take
 I'll be watching you
 「Every Breath You Take」
 by The Police

- (2) ☐
In every cry of every Man
In every Infant's cry of fear,
In every voice: In every ban,
 The mind-forg'd manacles I hear.
 「London」
 by William Blake

- (3) ☐
 My heart leaps up when I behold
 A rainbow in the sky:
 So was it when my life began;
 So is it now I am a man;
 So be it when I shall grow old,
 Or let me die!
 The Child is father of the Man;
 And I could wish my days to be
 Bound each to each by natural piety.



「The Rainbow」
 by William Wordsworth



Pre-Reading

A This picture shows an imaginary John Lennon studio. Take a quick exploration of this room to gain insight into his life as an artist.

John Lennon
(1940-1980)

He was a member
of *The Beatles*.



He wrote the song
lyrics, *Imagine*
and it was a big hit
worldwide.

These round,
wire-framed
glasses became
his trademark.

He was born and raised
in Liverpool, England.

B Watch the music video and write two things about the world on the board that you want to change to make the world a better place to live in.





Imagine

John Lennon

Imagine there's no heaven
It's easy if you try
No hell below us
Above us only sky
Imagine all the people
Living for today

Imagine there's no countries
It isn't hard to do
Nothing to kill or die for
And no religion, too
Imagine all the people
Living life in peace

5

10



Imagine no possessions
I wonder if you can
No need for greed or hunger
A brotherhood of man
Imagine all the people
Sharing all the world

5

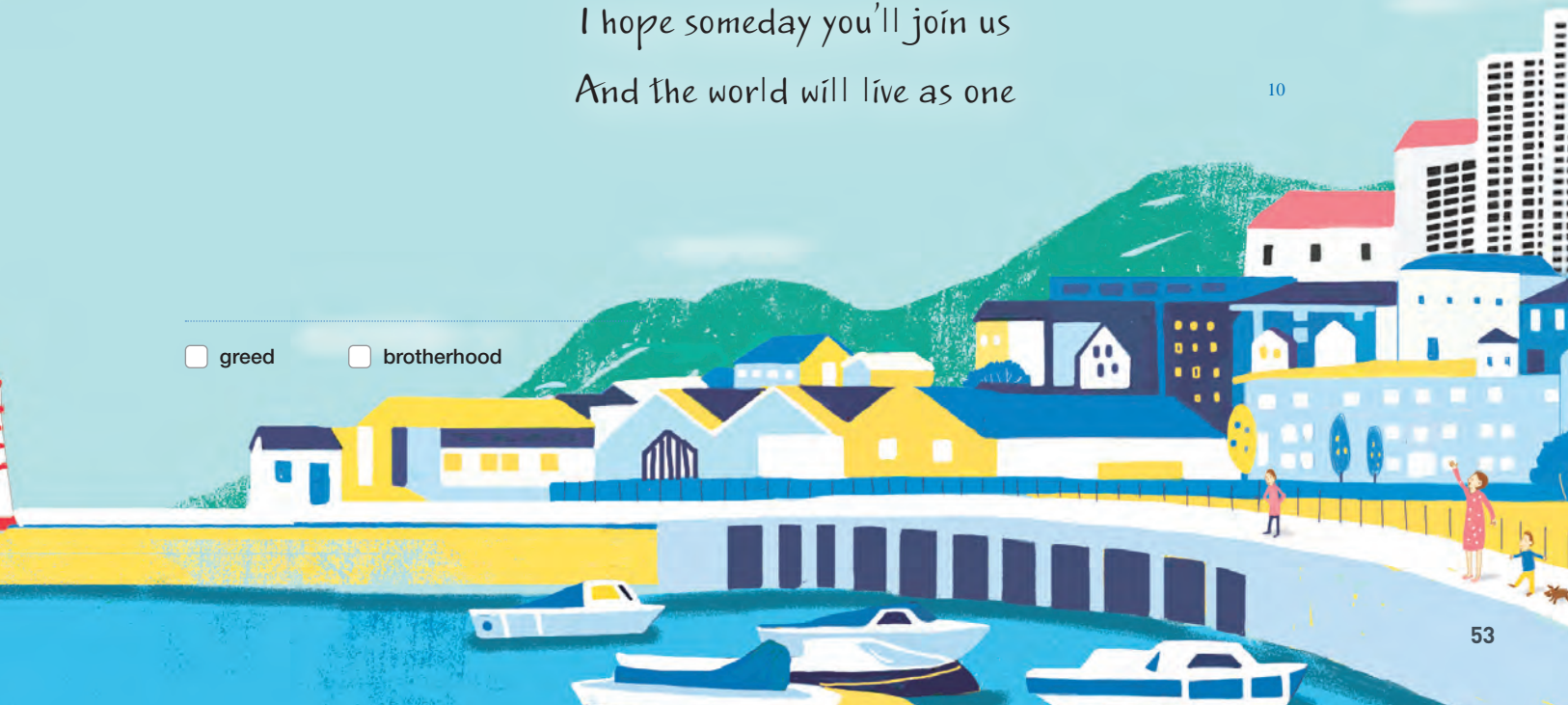


You may say I'm a dreamer
But I'm not the only one
I hope someday you'll join us
And the world will live as one

10

☐ greed

☐ brotherhood





A Complete the summary of the poem.

What does the poet dream of?

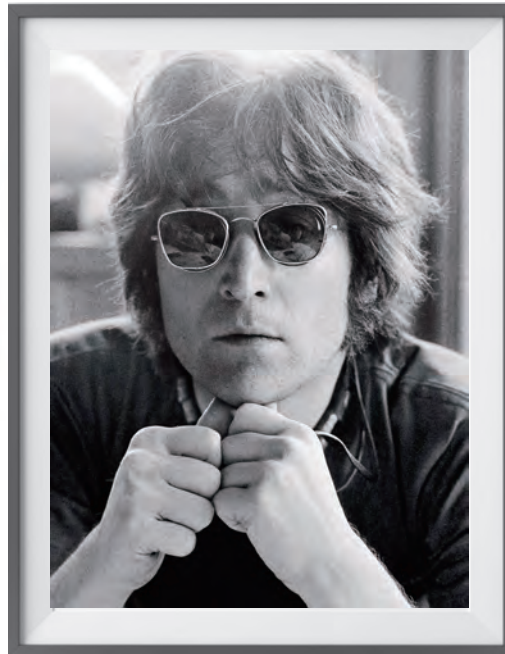
a world with no

(1) _____ and hell,

no countries,

(2) no _____ and

no _____



How does the poet imagine people would live if his dreams came true?

People would live

for today, live life in

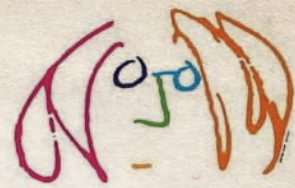
(3) _____, and

(4) _____ all the


world.

B Mark R for rhyme and A for anaphora in the ☐.

IMAGINE
John Lennon



<input type="checkbox"/>	Imagine there's no heaven	<input type="checkbox"/>	Imagine there's no countries
	It's easy if you try		It isn't hard to do
	No hell below us		Nothing to kill or die for
	Above us only sky		And no religion, too
	Imagine all the people		Imagine all the people
	Living for today		Living life in peace





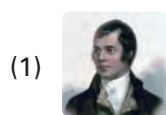
A Expressions in Literature

1. Find a phrase in the poems that grabbed your attention and explain why to your partner.

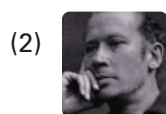
You may say I'm a dreamer. But I'm not the only one. I hope someday you'll join us and the world will live as one.
[*Imagine* by John Lennon]

→ On your own: _____

2. Fill in the blanks with the phrases from the box. Begin with the capital letter if necessary.



I will love you still, my dear, / While _____ of life shall run.



For _____ we lose (like a you or a me) / it's always ourselves we find in the sea.



Imagine no possessions / I wonder if you can / _____ greed or hunger /
A brotherhood of man / Imagine all the people / Sharing all the world

whatever

the sands

no need for

B Language Structure

- It is ourselves (**that**) we find in the sea.
- It was you **who** invited me to the party yesterday.
- It was yesterday **when** you invited me to the party.

Unscramble the words to complete the sentences.

- (1) (was / it / who / Tom) broke the window yesterday.
- (2) (you / who / was / it) suggested we watch a movie.
- (3) (which / is / it / the quality of one's life / rather than the quantity) is important.
- (4) (that / not the movie itself / is / it / but the shared experience) truly matters.



A Read the following poem by Kim Sowol and compare “A Red, Red Rose” by Robert Burns.

Azaleas^{*}

Kim Sowol

When you leave,
weary of me,
I'll bid you silent farewell.

An armful of azaleas
culled from the hill
I'll strew over your path.

Step after step,
on the flowers
Tread lightly, as you walk.

When you leave,
weary of me,
I'll not shed a drop of tear.



According to the first stanza,
I feel bad. I think that Koreans
express love patiently.

In “A Red, Red Rose”,
the speaker expresses
love passionately.





* 위 시는 「진달래꽃」(김소월)의 영역본임.

B e. e. cummings wrote “For whatever we lose(like a you or a me) it’s always ourselves we find in the sea.” Where or when do you discover your deeper self?

	where or when	why
Sample	in an art gallery	because artworks awaken my inner creative energy
On your own	_____	_____

C Come up with an idea that will contribute to making the world a better place to live and put it into action.

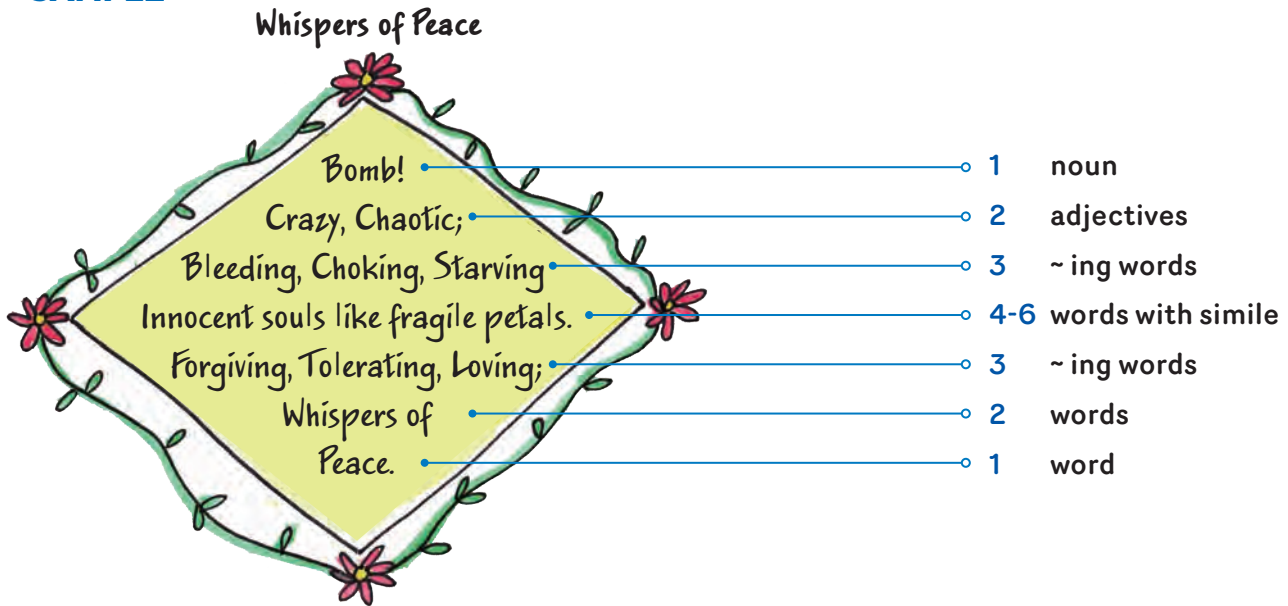
Sample		On your own
To remove the labels from plastic bottles before recycling them	Idea	_____
We can make recycling work better and contribute to a cleaner earth when many individuals join this campaign.	Effects	_____
<div><div><div><div>username Placeholder</div><div></div></div></div></div>	Posting your picture	<div><div><div><div>username Placeholder</div><div></div></div></div></div>



Mission _ A Shape Poem

A shape poem is an arrangement of words on a page in shapes or patterns that reveal an image. These poems are an artistic blend of the literary and the visual arts. Create a diamond-shaped poem about the three poems you read.

SAMPLE



STEP 1 Choose the topic you would like to write about.

1. Write down all the words that come to mind about the three poems you read.

sample peace, love, innocence, beach, rose

On your own

2. Pay attention to the concept that grabs your attention most. What are they?

sample peace

On your own

3. Why did you choose it?

sample

▪ peace: Because it is what we need most.

On your own

4. Now that you have chosen your topic, make your own title.

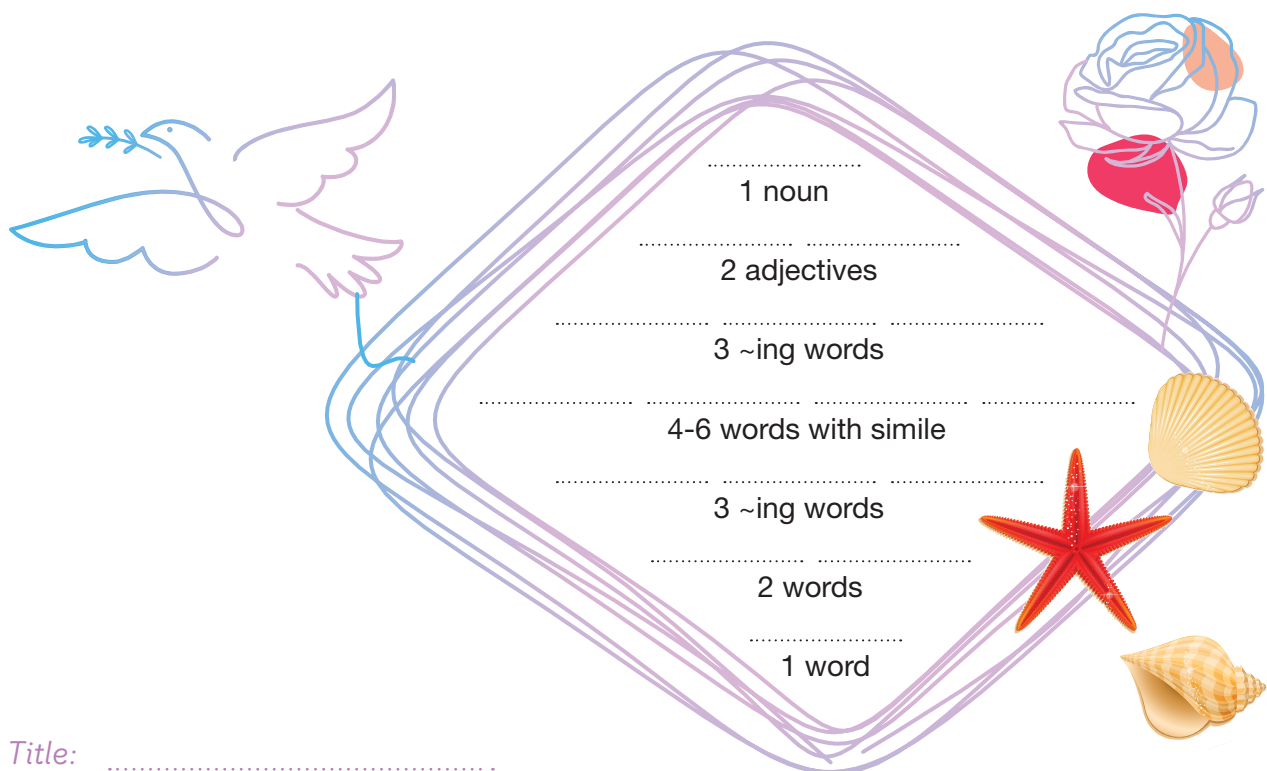
sample Whispers of Peace

On your own

STEP 2 Answer the questions.

Question	Sample	Your Answer
What is the first idea of the topic?	war, destruction, death, scream	
What are adjectives describing the first idea?	destructive, chaotic, terrible, crazy	
What are the action verbs related to the first idea?	bleed, choke, starve, kill, die, cry	
What or who is the one that is going through this situation? Describe it with simile.	innocent souls like fragile petals	
What is the second idea related to the first idea?	peace, love, cooperation	
What are the two words to summarize the topic?	silent, calm	
What is one last word?	forgive, love, tolerate	

STEP 3 Complete the poem according to the following conditions.





Read the instructions and play the quiz game.



“This game involves four teams, each consisting of four members. There will be a total of 20 questions derived from the poems that we’ve covered in this chapter.

- **Quiz Initiation:** The game will begin with the teacher selecting the first question.
- **Responding to the Question:** Teams must shout their team name to signal their readiness to answer the question. The first team to shout their name will be given the opportunity to provide an answer.
- **Answering Correctly:** If a team correctly answers a question, they earn the right to select the topic for the next question from the remaining pool.
- **Scoring and Winning:** Each correct answer will earn the team points. The game progresses in this manner until all 20 questions have been answered. The team with the highest score at the end of the game will be declared the winners.

Please remember, teamwork and communication are crucial for success in this activity. Good luck to all participants!”



A Red, Red Rose / Robert Burns	maggie and milly and molly and may / e. e. cummings	Imagine / John Lennon	Literary Device
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400
500	500	500	500

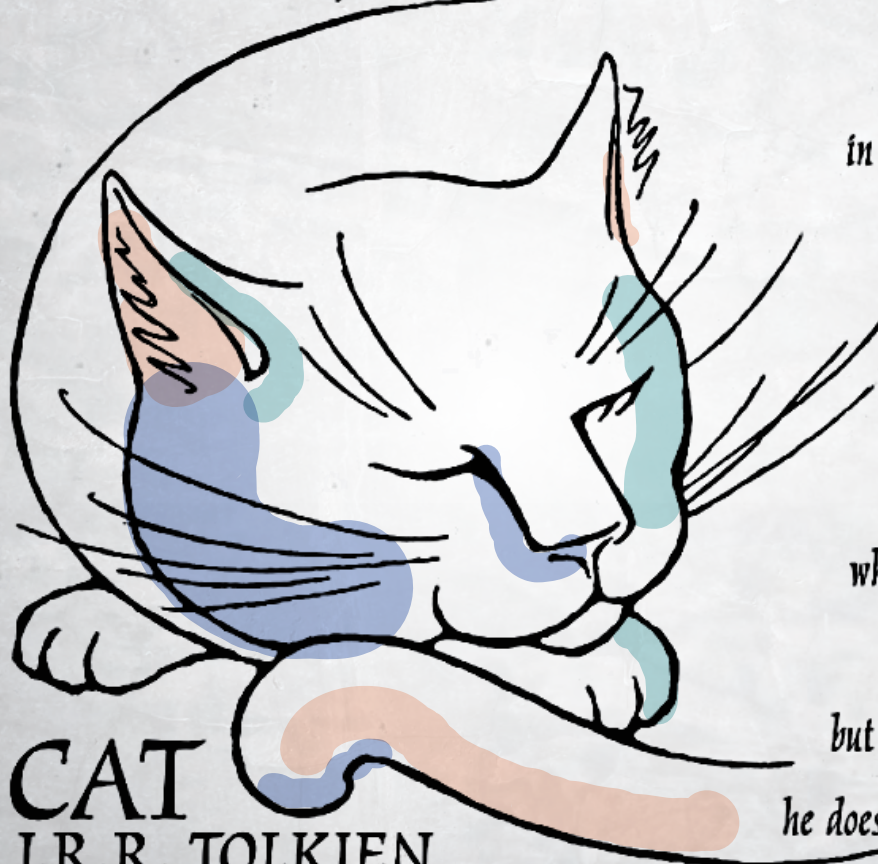


The fat cat on the mat
may seem to dream
of nice mice that suffice
for him, or cream;

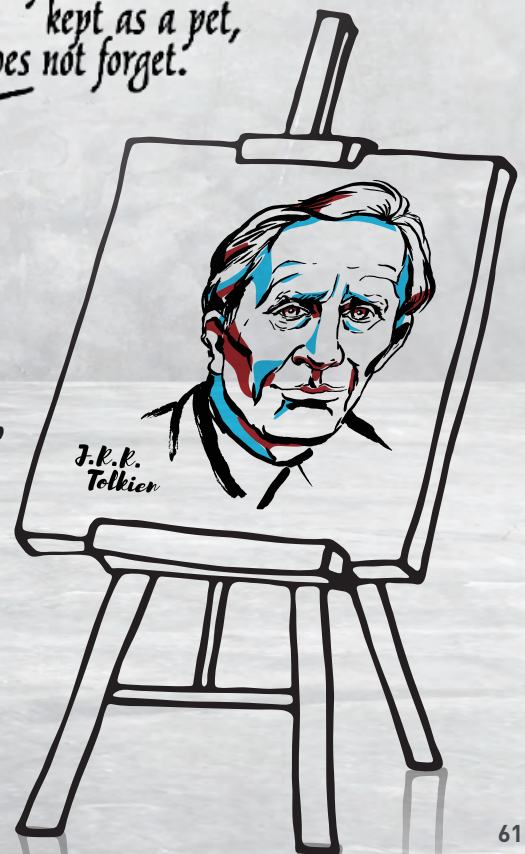
but he free, maybe,
walks in thought
unbowed, proud, where loud
roared and fought
his kin, lean and slim
or deep in den
in the East feasted on beasts
and tender men.

The giant lion with iron
claw in paw,
and huge ruthless tooth
in gory jaw;
the pard dark-starred,
fleet upon feet,
that oft soft from aloft
leaps on his meat
where woods loom in gloom—
far now they be,
fierce and free,
and tamed is he;
but fat cat on the mat
kept as a pet,
he does not forget.

CAT
J.R.R. TOLKIEN



J.R.R. Tolkien,
the author of
The Lord of the Rings



The background features a large, textured illustration of a tree with a child's silhouette standing next to it. The tree's leaves are in shades of green and blue, while the trunk is brown. The child is a black silhouette. In the bottom left corner, there is a small QR code.

LESSON 3

Novel

Never destroy a harmless and innocent being



About the Genre

novel

Literary Focus

character

Meeting the Author

Harper Lee

Reading

**To Kill
a Mockingbird**

Big Idea



소설을 읽고 작품 속 인물들의 갈등과 사건 전개를 통해 심미적 역량을 기를 수 있다.



Reflection on My Life

sharing impressive things with friends

Checking Out Language

That's why ~

Vocabulary

words at a court

Mission

online book review



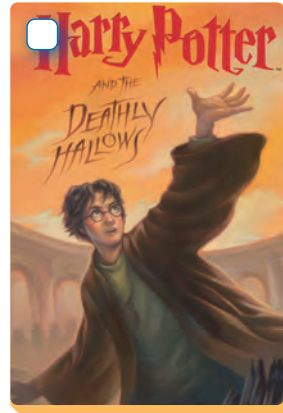
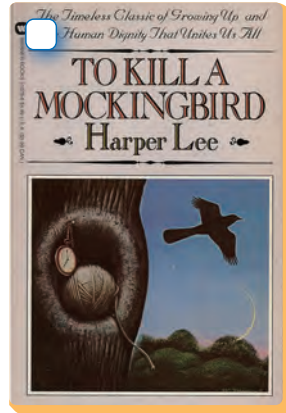
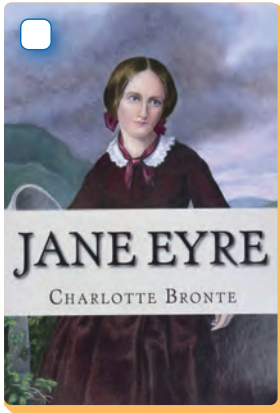
About the Genre

Novel 소설

A novel is a narrative work of fiction that tells a story about specific human experiences over a considerable volume.



A Look at the book covers of novels, and check what you have heard of and what you want to read.



B Match each type of novel with a famous example and a definition.

(1)		•		•		•		•		•		•	is about the life of the main character as they grow up and become an adult
(2)		•		•		•		•	deals with a puzzling crime, especially a murder				
(3)		•		•	is dependent for effect on having strange settings and characters								

C Read Dr. Allen's lecture on *Reading English Literature* and answer the questions.

Today, let's discuss novels. Why should we read novels?

First, **novels provide us with many lives, not just one**. In other words, through a novel, we can explore dangerous or impossible worlds from the safety of our imaginations. Second, novels can help us better understand and connect with people who are different from us.

Now, let's take a look at the three elements of the novel — setting, characters, and plot.

This time, we will discuss “setting”.

Setting is where and when the story takes place. For example, we can find “the historical period such as what century or decade the story takes place” or “the geographical location including the city, state, and country.”

The setting can reveal something about the main character as he/she functions in that place and time period.

Let's examine the setting of *The Great Gatsby*. It's set in New York City and on Long Island, in two areas known as the “West Egg,” where Gatsby lives, and the “East Egg,” where a key female character lives.

The time setting is the early 1920s, just after World War I. The setting is crucial in this novel.

In the next class, we will look at “character”.



Q1. Which quote is relevant to the highlighted sentence above?

- a If you don't like to read, that means you haven't found the right book.
- b Some people only live once, but a reader lives many lives.
- c Books are mirrors: You only see in them what you already have inside you.

Q2. Fill in the blanks using the words in the box below.

The time setting refers to _____ in which the story takes place, while the place setting is about _____. For instance, in *The Great Gatsby*, the time setting is the early 1920s, just after World War I, and the place setting includes _____.

the century or decade

New York City & Long Island

the geographical location



Character 등장인물

Characters are the individuals who drive the story and play different roles. Readers come to know the characters through what they say, what they think, and how they act.



Characters in novels can be classified in various ways. Use examples from *Harry Potter* (by J.K. Rowling).

Protagonist vs. Antagonist

Protagonist

- The main character
- The hero or the good guy/girl
- Has the problem that needs to be solved



Harry Potter



Voldemort

Antagonist

- The main character's enemy
- The villain or the bad guy/girl
- Stands in the way of the protagonist solving the problem

Round Character vs. Flat Character

Round character

- Possesses both good and bad traits
- Not easily defined due to the wealth of details known about them
- Realistic, life-like, and well-developed in nature



Harry Potter



Dudley Dursley
Harry's cousin

Flat character

- Fulfills a specific role or function within a story
- Often represents a typical figure
- Contributes to the narrative without extensive character development

Q. Think of your favorite novel and write who the protagonist and the antagonist are.



My favorite novel: _____

Protagonist: _____

Antagonist: _____



The following is an imaginary interview with Harper Lee, the author of *To Kill a Mockingbird*.



Harper Lee
(1926 - 2016)

Ms. Lee, it is an honor to meet you.
Thank you for your time.
I am a high school student in Korea who
hopes to be a writer like you someday.
Can I ask you to say hi to Korean high
school students?



Eunmi
a student reporter



Absolutely! It's a pleasure to meet you. Hello to all the high school students in Korea! I'm Harper Lee, the author of *To Kill a Mockingbird*.

How did you write the novel *To Kill a Mockingbird*?



It's actually my autobiographical novel. The setting of the novel is also based on the city where I grew up. In fact, my father worked as a lawyer in a small town in the south. I wanted to write about the racial problems of that time through the pure eyes of a child.

That's fascinating. Thank you for sharing. I heard it was your first work when you were young. What was your reaction to the success of the novel?



My reaction was not one of surprise. It was one of complete shock. It was one of being hit over the head. I never expected the book would sell. I was hoping for a quick and merciful death at the hands of the reviewers.

What kind of writer do you think you are?



I'm a steady worker. I like to write, and sometimes I'm afraid I like it too much, because when I get into my work, I don't want to leave it. And as a result, I'll go for days and days without leaving my house.

I wish to be a steady worker like you. Thank you for your time.

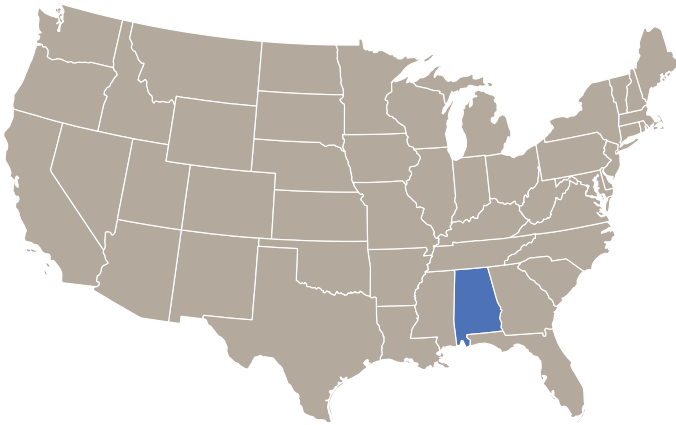




A Read the material describing the place, time setting, and events that influenced the novel *To Kill a Mockingbird* and complete the summary below using the words from the box.

Place:

Maycomb in Alabama,
U.S.A.



Time:

1935 -1939



Events

that influenced the novel



Rosa Parks' arrest and the resulting Montgomery Bus Boycott (1955)



The novel is set during “the Great Depression,” a period starting in 1929 that was marked by a big drop in the economy of the United States. This caused a significant increase in unemployment, poverty, social unrest and inequality.

→ The novel *To Kill a Mockingbird* is set against the background of the 1930s in the fictional town of (1) _____, Alabama. It explores social (2) _____ and racial discrimination in the American South.

dictatorship

illusion

inequality

Maycomb

Maryland

B Meet the main characters of this novel and pay attention to what each character speaks.



Scout Finch

Hello, I'm Scout. I'm the narrator of this book. I live in the town of Maycomb with my father, Atticus, and brother, Jem. I'm wondering who Boo is. At school, I am teased because my dad defends black people.



Jem Finch

I'm Scout's brother. I even did a play that made fun of Boo Radley. But Boo comes to my rescue.



Atticus Finch

I'm Scout and Jem's father. My kids are often disappointed that I'm old, and I'm not as good at playing soccer. However, I want to live as a lawyer. I decide to defend a black man in court according to my conscience.



Bob Ewell

I am Mayella's father. I am a poor white man who lives outside of town. I saw a black man trying to attack my daughter, so I called the sheriff.

I'm taking care of my younger siblings while being assaulted by my father (Bob Ewell). One day, my father saw me with Tom. My father made me accuse Tom.

Boo Radley



My father and brother won't let me go out of the house because of something I did when I was young. The kids in our town think I'm a monster that eats small animals and cats.

Tom Robinson



I'm a black man who works in a cotton field with a crippled left arm. I am falsely accused of attacking a white woman.

Mayella Ewell



MAIN CHARACTERS



To Kill a Mockingbird

PART ONE

Scout Finch lives with her brother, Jem, and her widowed father, Atticus, in the sleepy Alabama town of Maycomb. Maycomb is suffering through the Great Depression.

One summer, Jem and Scout befriend a boy named Dill, who has come
5 to live in their neighborhood for the summer, and the trio acts out stories together. Eventually, Dill becomes fascinated with the spooky house on their street called the Radley Place. The house is owned by Mr. Nathan Radley, whose brother, Boo, has lived there for years without venturing outside. Scout, Jem, and Dill decide to investigate Boo Radley, the
10 “monster.” Jem wants to see Boo Radley, and Scout agrees.



- | | | | | | | |
|----------------------------------|--------------------------------------|-----------------------------------|---------------------------------------|-------------------------------|------------------------------------|---------------------------------|
| <input type="checkbox"/> widow | <input type="checkbox"/> suffer | <input type="checkbox"/> befriend | <input type="checkbox"/> neighborhood | <input type="checkbox"/> trio | <input type="checkbox"/> fascinate | <input type="checkbox"/> spooky |
| <input type="checkbox"/> venture | <input type="checkbox"/> investigate | | | | | |



Chapter 1

When he was nearly thirteen, my brother Jem got his arm badly broken at the elbow. When it healed, and Jem's fears of never being able to play football were assuaged, he was seldom self-conscious about his injury. His left arm was somewhat shorter than his right; when he stood or walked, the back of his hand was at right angles to his body, his thumb 5 parallel to his thigh. He couldn't have cared less, so long as he could pass and punt.

When enough years had gone by to enable us to look back on them, we sometimes discussed the events leading to his accident. I maintain that the Ewells started it all, but Jem, who was four years my senior, said 10 it started long before that. He said it began the summer Dill came to us, when Dill first gave us the idea of making Boo Radley come out.

☐ assuage ☐ self-conscious ☐ injury ☐ thumb ☐ parallel ☐ thigh ☐ punt

They make plans to get Boo Radley to come out, such as running to his door, looking in his window, and sneaking in his garden. To the children's surprise, Boo Radley responds by leaving them presents inside a hollow tree. Dill returns the following summer, and he, Scout, and Jem begin to act out the story of Boo Radley.

5 Atticus puts a stop to their antics, urging the children to try to see life from another person's perspective before making judgments.

Meanwhile, Atticus decides to be Tom Robinson's defense lawyer at the trial. This is very unpopular with the townspeople, who think that white lawyers like Atticus should not protect black people like Tom. Also, Atticus knows that Tom will never win the
10 case, even though he's innocent, because the townspeople will never protect a black person against a white person.



- | | | | | | | |
|-----------------------------------|----------------------------------|-----------------------------------|----------------------------------|---------------------------------|-------------------------------|--------------------------------------|
| <input type="checkbox"/> sneak | <input type="checkbox"/> respond | <input type="checkbox"/> hollow | <input type="checkbox"/> act out | <input type="checkbox"/> antics | <input type="checkbox"/> urge | <input type="checkbox"/> perspective |
| <input type="checkbox"/> judgment | <input type="checkbox"/> defense | <input type="checkbox"/> innocent | | | | |

Chapter 9

“You can just take that back, boy!”

This order, given by me to Cecil Jacobs¹⁾, was the beginning of a rather thin time for Jem and me. My fists were clenched and I was ready to let fly. Atticus had promised me he would wear me out if he ever heard of me fighting any more; I was far too old and too big for such childish things, and the sooner I learned to hold in, the better off everybody would be. I soon forgot. 5

Cecil Jacobs made me forget. He had announced in the schoolyard the day before that Scout Finch’s daddy defended niggers²⁾. I denied it, but told Jem.

“What’d he mean sayin’ that?” I asked.

“Nothing,” Jem said. “Ask Atticus, he’ll tell you.” 10

“Do you defend niggers, Atticus?” I asked him that evening.

“Of course I do. Don’t say nigger, Scout. That’s common.”

“It’s what everybody at school says.”

“From now on it’ll be everybody less one—”

“Do all lawyers defend n-Negroes, Atticus?” 15

“Of course they do, Scout.”

“Then why did Cecil say you defended niggers?”

He made it sound like you were runnin’ a still.”

☐ fist ☐ clench ☐ wear out ☐ announce ☐ deny ☐ common ☐ runnin’ a still

¹⁾ a schoolmate of Scout

²⁾ a racial insult used against black people, especially African Americans



Atticus sighed. “I’m simply defending a Negro — his name’s Tom Robinson. He lives in that little settlement beyond the town dump. He’s a member of Calpurnia³⁾’s church, and Cal⁴⁾ knows his family well. She says they’re clean-living folks. Scout, you aren’t old enough to
5 understand some things yet, but there’s been some high talk around town to the effect that I shouldn’t do much about defending this man. It’s a peculiar case — it won’t come to trial until summer session. John Taylor⁵⁾ was kind enough to give us a postponement...”

“If you shouldn’t be defendin’ him, then why are you doin’ it?”

10 “For a number of reasons,” said Atticus. “The main one is, if I didn’t I couldn’t hold up my head in town, I couldn’t represent this county in the legislature, I couldn’t even tell you or Jem not to do something again.”

“You mean if you didn’t defend that man, Jem and I wouldn’t have to mind you any more?”

15 “That’s about right.”

“Why?”



- | | | | | | |
|--------------------------------------|-------------------------------------|-------------------------------|------------------------------------|-----------------------------------|---------------------------------------|
| <input type="checkbox"/> sigh | <input type="checkbox"/> settlement | <input type="checkbox"/> dump | <input type="checkbox"/> high talk | <input type="checkbox"/> peculiar | <input type="checkbox"/> postponement |
| <input type="checkbox"/> legislature | <input type="checkbox"/> mind | | | | |

³⁾ the Finch family's loyal black housekeeper ⁴⁾ short for Calpurnia ⁵⁾ the judge of Maycomb

“Because I could never ask you to mind me again. Scout, simply by the nature of the work, every lawyer gets at least one case in his lifetime that affects him personally. This one’s mine, I guess. You might hear some ugly talk about it at school, but do one thing for me if you will: you just hold your head high and keep those fists down. No matter what anybody says to you, don’t you let ’em get your goat. Try fighting with your head for a change ... it’s a good one, even if it does resist learning.”

“Atticus, are we going to win it?”

“No, honey.”

“Then why —”



☐ lawyer

☐ affect

☐ personally

☐ resist

Chapter 10

Atticus was feeble: he was nearly fifty. When Jem and I asked him why he was so old, he said he got started late, which we felt reflected upon his abilities and manliness. He was much older than the parents of our school contemporaries, and there was nothing Jem or I could say about him when our classmates said, “My father —”

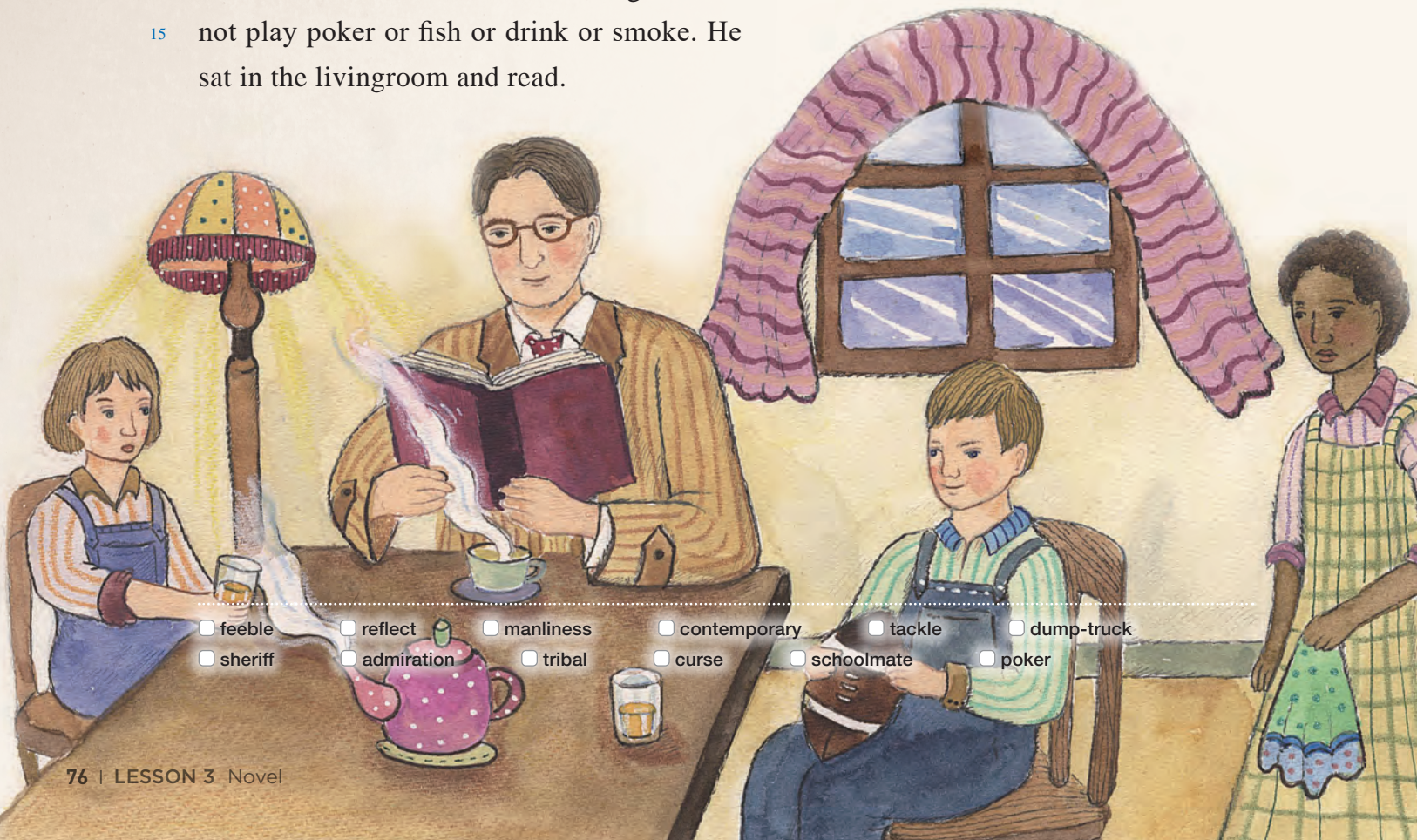
5 Jem was football crazy. Atticus was never too tired to play keep-away, but when Jem wanted to tackle him Atticus would say, “I’m too old for that, son.”

Our father didn’t do anything. He worked in an office, not in a drugstore. Atticus did not drive a dump-truck for the county, he was not the sheriff, he did not farm, work in a garage, or do anything that could possibly arouse the admiration of anyone.

10 Besides that, he wore glasses. He was nearly blind in his left eye, and said left eyes were the tribal curse of the Finches. Whenever he wanted to see something well, he turned his head and looked from his right eye.

He did not do the things our schoolmates’ fathers did: he never went hunting, he did not play poker or fish or drink or smoke. He sat in the livingroom and read.

15





When he gave us air-rifles Atticus wouldn't teach us to shoot. Uncle Jack instructed us in the rudiments thereof; Jack said Atticus wasn't interested in guns. Atticus said to Jem one day, "I'd rather you shot at tin cans in the back yard, but I know you'll go after birds. Shoot all the bluejays you want, if you can hit 'em, but remember it's a sin to kill a mockingbird⁶⁾."

5



That was the only time I ever heard Atticus say it was a sin to do something, and I asked Miss Maudie⁷⁾ about it.

"Your father's right," she said. "Mockingbirds don't do one thing but make music for us to enjoy. They don't eat up people's gardens, don't nest in corncribs, they don't do one thing but sing their hearts out for us. That's why it's a sin to kill a mockingbird."

10

15

- ☐ air-rifle ☐ instruct ☐ rudiment ☐ thereof ☐ mockingbird ☐ corncrib

⁶⁾ Atticus only mentions one sin in the entire story, and that's shooting mockingbirds. The idea is that it's always wrong to destroy a harmless innocent thing.

⁷⁾ a neighbor in Maycomb



Scout and Jem continue exchanging gifts with Boo Radley, and they learn from Miss Maudie that Boo was never a monster, but that he was a kind and intelligent boy. His father was too strict, and punished him severely for making a small mistake. Boo never leaves the house
 5 now, she said, because his father's abuse made him shy and awkward. Unfortunately, when Boo's brother learns about the gifts in the hollow tree, he fills the tree with cement. The children and Boo can no longer communicate, and Jem becomes very frustrated.

Chapter 11

"Scout," said Atticus, "when summer comes you'll have to keep your
 10 head about far worse things... it's not fair for you and Jem, I know that, but sometimes we have to make the best of things, and the way we conduct ourselves when the chips are down—well, all I can say is, when you and Jem are grown, maybe you'll look back on this with some compassion and some feeling that I didn't let you down. This case,
 15 Tom Robinson's case, is something that goes to the essence of a man's conscience—Scout, I couldn't go to church and worship God if I didn't try to help that man."

- | | | | | | |
|-----------------------------------|-------------------------------------|----------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> severely | <input type="checkbox"/> abuse | <input type="checkbox"/> awkward | <input type="checkbox"/> frustrated | <input type="checkbox"/> compassion | <input type="checkbox"/> let ~ down |
| <input type="checkbox"/> essence | <input type="checkbox"/> conscience | | | | |

“Atticus, you must be wrong...”

“How’s that?”

“Well, most folks seem to think they’re right and you’re wrong...”

“They’re certainly entitled to think that, and they’re entitled to full respect for their opinions,” said Atticus, “but before I can live with other folks I’ve got to live with myself. The one thing that doesn’t abide by majority rule is a person’s conscience.” 5

[Pop Quiz] Read and answer the Quiz about Part 1.

1. Who put the gift in the hollow of a tree?

See page 72

- Ⓐ Scout Ⓑ Atticus Ⓒ Boo Ⓓ Tom



2. Who announced in the schoolyard that Scout’s father defended black people?

See page 73

- Ⓐ Cecil Ⓑ Mayella Ⓒ Jem Ⓓ Dill

3. Read the sentences and check [✓] T for true or F for false based on the text.

(1) Jem and Scout are proud of their father’s manliness and youthful appearance. **See page 76** T F

(2) Atticus banned shooting mockingbirds with the air-rifle he gave. **See page 77** T F

(3) Boo’s father filled the hollow with cement after noticing the gifts in the tree. **See page 78** T F



PART TWO



Another “mockingbird,” Tom Robinson, is taken to jail. Tom had been helping the Ewell family because he felt sorry for them. The Ewells, because of the father’s drinking problem, are very poor and miserable. Tom pitied the eldest daughter, Mayella, and helped her whenever possible. However, her father, Bob Ewell, accuses Tom of attacking his daughter and, because Tom is black, everyone believes Bob Ewell.

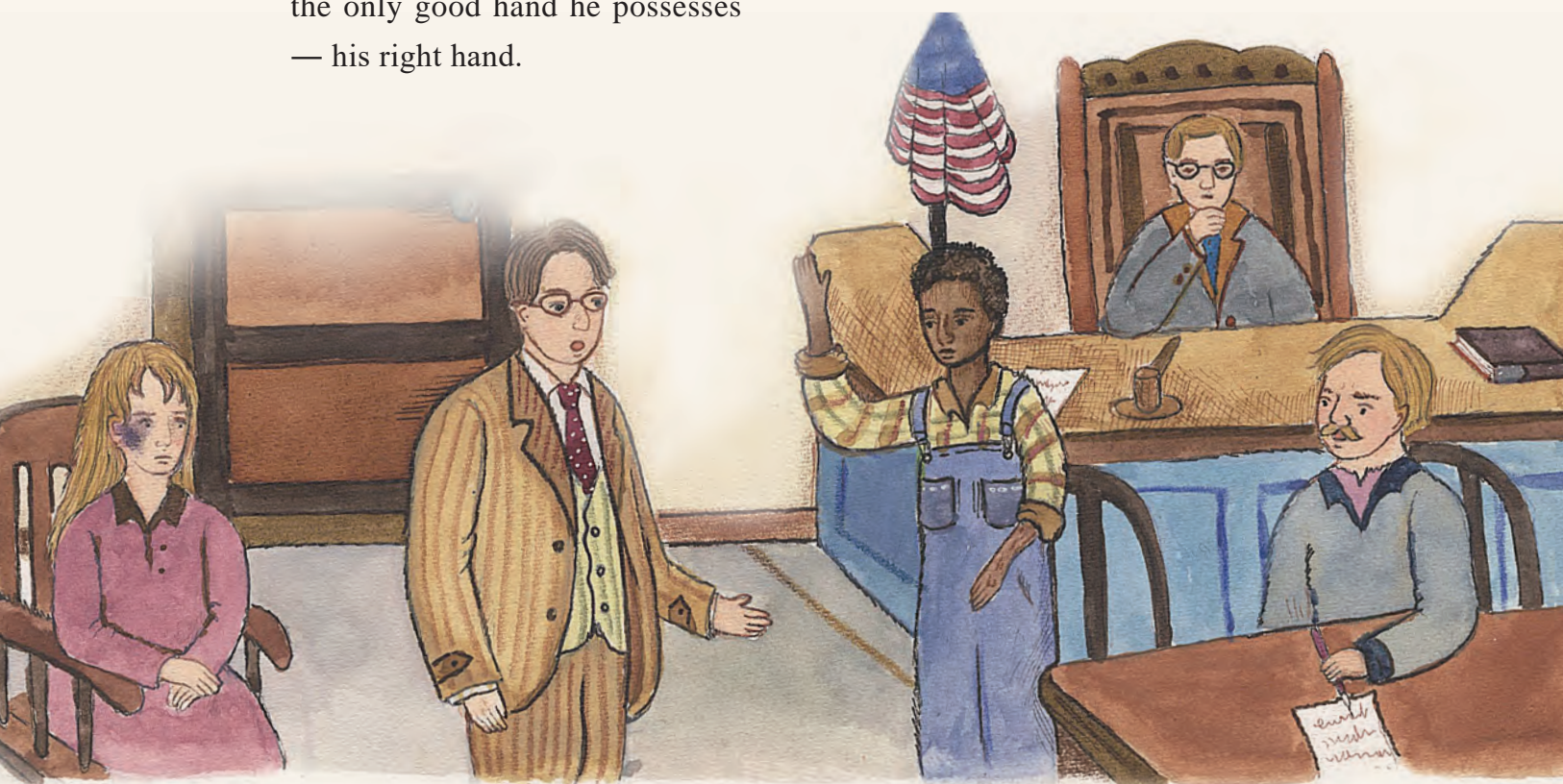
Atticus provides clear evidence that the accusers, Mayella and her father, Bob Ewell, are lying: in fact, Mayella tempted Tom Robinson, was caught by her father, and then accused Tom of attacking her to cover her shame and guilt. Atticus presents impressive evidence that the marks on Mayella’s face are from wounds that her father inflicted.

☐ jail ☐ miserable ☐ accuser ☐ tempt ☐ guilt ☐ impressive ☐ inflict

Chapter 20

“She was white, and she tempted a Negro. She did something that in our society is unspeakable: she kissed a black man. Not an old Uncle, but a strong young Negro man. No code mattered to her before she broke it, but it came crashing down on her afterwards.

“Her father saw it, and the defendant has testified as to his remarks. 5
What did her father do? We don’t know, but there is circumstantial evidence to indicate that Mayella Ewell was beaten savagely by someone who led almost exclusively with his left. We do know in part what Mr. Ewell did: he did what any God-fearing, persevering, respectable white man would do under the circumstances — he swore out a warrant, no 10
doubt signing it with his left hand, and Tom Robinson now sits before you, having taken the oath with the only good hand he possesses — his right hand.

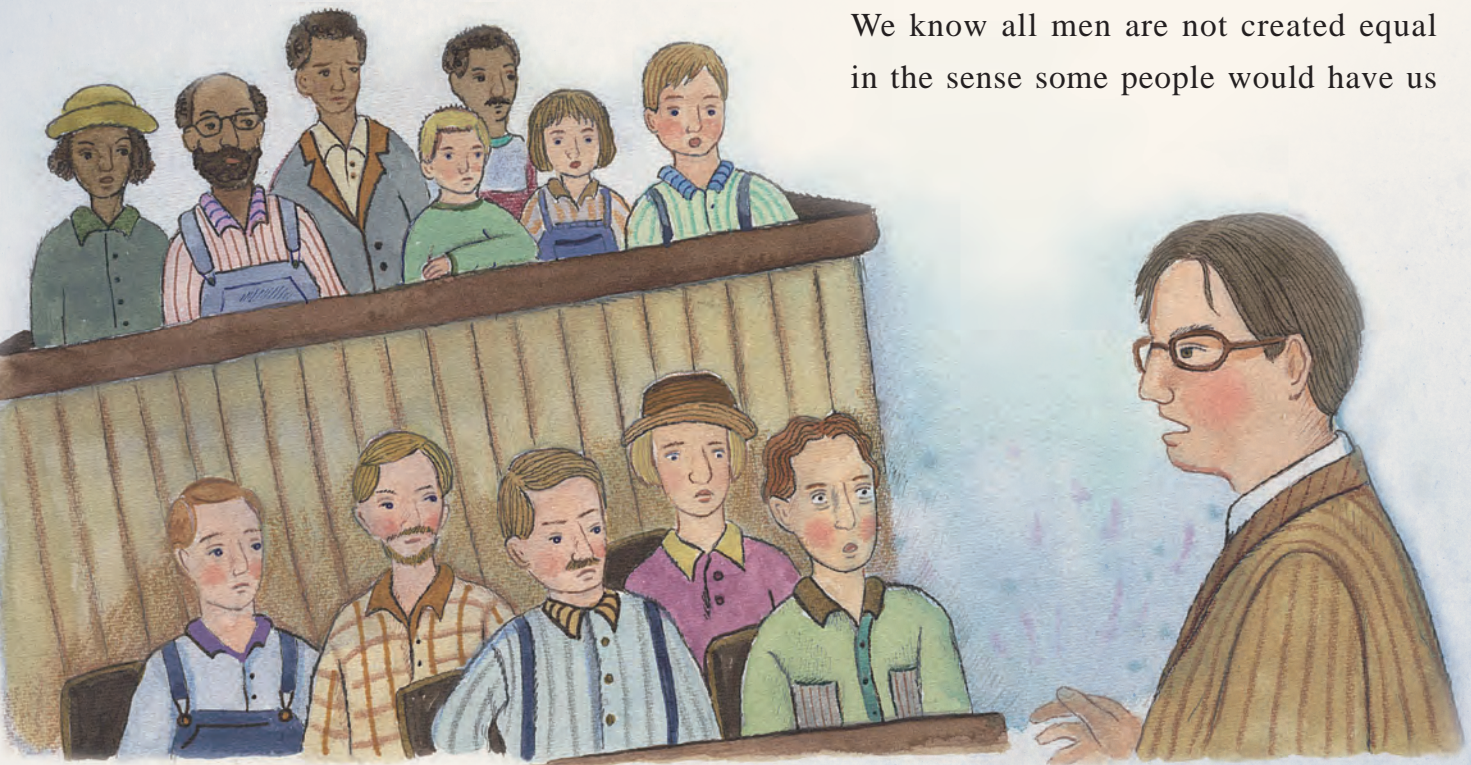


- | | | | | | |
|--------------------------------------|------------------------------------|---|-----------------------------------|-------------------------------|-----------------------------------|
| <input type="checkbox"/> defendant | <input type="checkbox"/> testify | <input type="checkbox"/> circumstantial | <input type="checkbox"/> indicate | <input type="checkbox"/> beat | <input type="checkbox"/> savagely |
| <input type="checkbox"/> exclusively | <input type="checkbox"/> persevere | <input type="checkbox"/> swear | <input type="checkbox"/> warrant | <input type="checkbox"/> oath | <input type="checkbox"/> possess |

“The witnesses for the state, with the exception of the sheriff of Maycomb County, have presented themselves to you gentlemen, to this court, in the cynical confidence that their testimony would not be doubted, confident that you gentlemen would go along with them on the
5 assumption — the evil assumption — that *all* Negroes lie, that *all* Negroes are basically immoral beings, that *all* Negro men are not to be trusted around our women, an assumption one associates with minds of their caliber.

“Which, gentlemen, we know is in itself a lie as black as Tom Robinson’s
10 skin, a lie I do not have to point out to you. You know the truth, and the truth is this: some Negroes lie, some Negroes are immoral, some Negro men are not to be trusted around women — black or white. But this is a truth that applies to the human race and to no particular race of men.

“One more thing, gentlemen, before I quit. Thomas Jefferson once
15 said that all men are created equal. [...] We know all men are not created equal in the sense some people would have us



- | | | | | | |
|----------------------------------|-------------------------------------|------------------------------------|-------------------------------------|----------------------------------|------------------------------------|
| <input type="checkbox"/> cynical | <input type="checkbox"/> confidence | <input type="checkbox"/> testimony | <input type="checkbox"/> assumption | <input type="checkbox"/> immoral | <input type="checkbox"/> associate |
| <input type="checkbox"/> caliber | <input type="checkbox"/> quit | | | | |

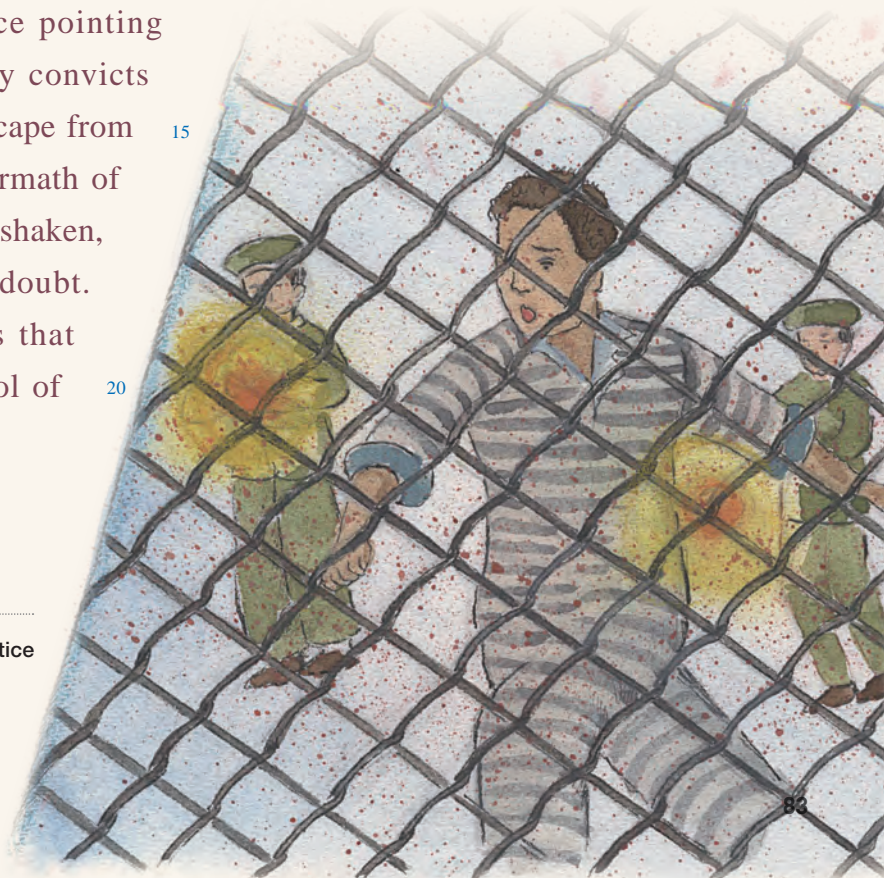


believe — some people are smarter than others, some people have more opportunity because they're born with it, some men make more money than others, some ladies make better cakes than others — some people are born gifted beyond the normal scope of most men.

“A court is only as sound as its jury, and a jury is only as sound as the men who make it up. I am confident that you gentlemen will review without passion the evidence you have heard, come to a decision, and restore this defendant to his family. In the name of God, do your duty.”

Yet, despite the significant evidence pointing to Tom's innocence, the all-white jury convicts him. The innocent Tom later tries to escape from prison and is shot to death. In the aftermath of the trial, Jem's faith in justice is badly shaken, and he lapses into despondency and doubt. Despite the verdict, Bob Ewell feels that Atticus and the judge have made a fool of him, and he vows revenge.

- ☐ restore ☐ convict ☐ aftermath ☐ justice
- ☐ despondency ☐ verdict ☐ judge
- ☐ vow ☐ revenge



Chapter 23

“I wish Bob Ewell wouldn’t chew tobacco,” was all Atticus said about it.

According to Miss Stephanie Crawford⁸⁾, however, Atticus was leaving the post office when Mr. Ewell approached him, cursed him, spat on him, and threatened to kill him. Miss Stephanie said Atticus didn’t bat an eye, just took out his handkerchief and wiped his face and stood there and let Mr. Ewell call him names. Mr. Ewell was a veteran of an obscure war; that plus Atticus’s peaceful reaction probably prompted him to inquire, “Too proud to fight, you nigger-lovin’ man?” Miss Stephanie said Atticus said, “No, too old,” put his hands in his pockets and strolled on. Miss Stephanie said you had to hand it to Atticus Finch, he could be right dry sometimes.

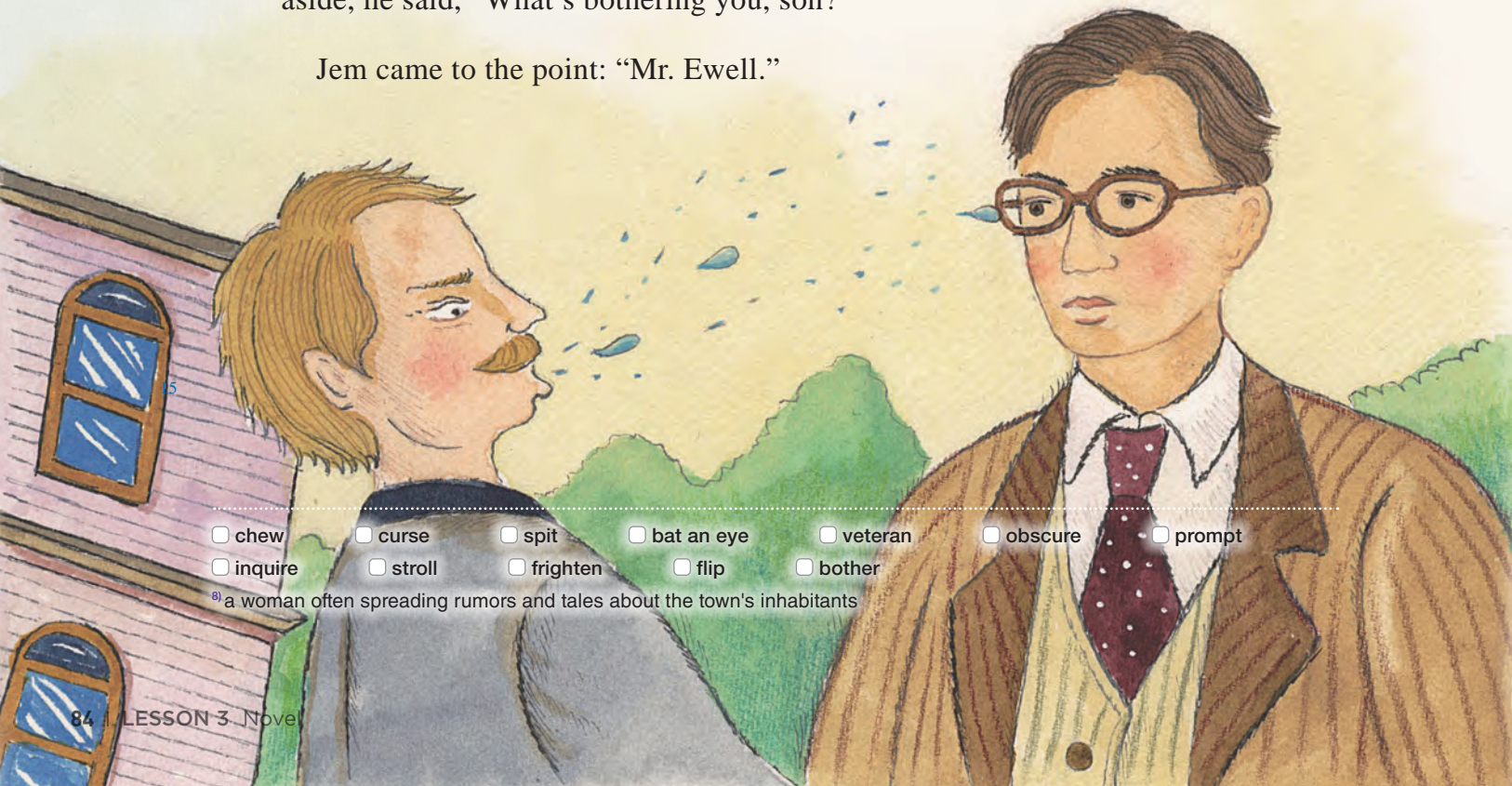
Jem and I didn’t think it entertaining.

But when he noticed us dragging around the neighborhood, not eating, taking little interest in our normal pursuits, Atticus discovered how deeply frightened we were. He tempted Jem with a new football magazine one night; when he saw Jem flip the pages and toss it aside, he said, “What’s bothering you, son?”

Jem came to the point: “Mr. Ewell.”

- | | | | | | | |
|----------------------------------|---------------------------------|-----------------------------------|-------------------------------------|----------------------------------|----------------------------------|---------------------------------|
| <input type="checkbox"/> chew | <input type="checkbox"/> curse | <input type="checkbox"/> spit | <input type="checkbox"/> bat an eye | <input type="checkbox"/> veteran | <input type="checkbox"/> obscure | <input type="checkbox"/> prompt |
| <input type="checkbox"/> inquire | <input type="checkbox"/> stroll | <input type="checkbox"/> frighten | <input type="checkbox"/> flip | <input type="checkbox"/> bother | | |

⁸⁾ a woman often spreading rumors and tales about the town's inhabitants



“What has happened?”

“Nothing’s happened. We’re scared for you, and we think you oughta do something about him.”

Atticus smiled wryly. “Do what? Put him under a peace bond?”

“When a man says he’s gonna get you, looks like he means it.”

5

“He meant it when he said it,” said Atticus. “Jem, see if you can stand in Bob Ewell’s shoes a minute. I destroyed his last shred of credibility at that trial, if he had any to begin with. The man had to have some kind of comeback, his kind always does. So if spitting in my face and threatening me saved Mayella Ewell one extra beating, that’s something I’ll gladly take. He had to take it out on somebody and I’d rather it be me than that houseful of children out there. You understand?”

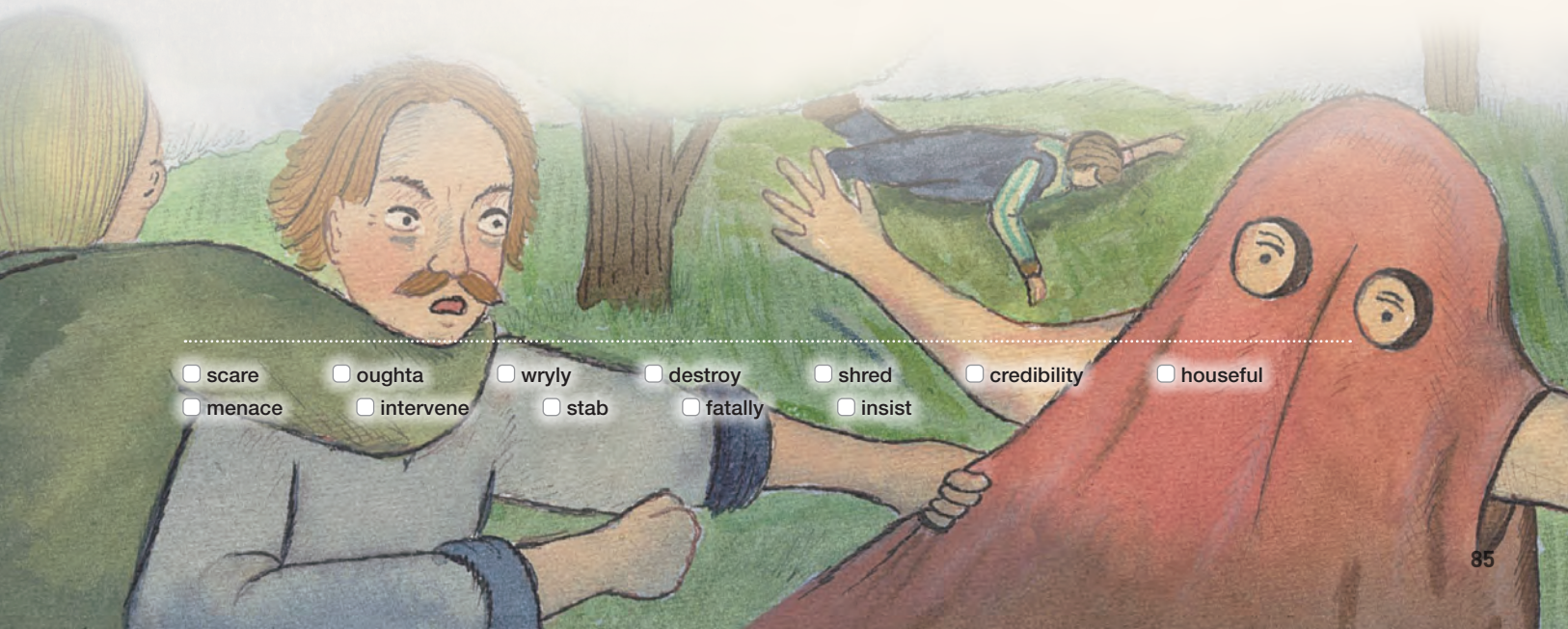
10

Jem nodded.

The post office incident was not the last one. Bob Ewell menaces Tom Robinson’s widow, tries to break into the judge’s house, and finally attacks Jem and Scout as they walk home from a Halloween party. Boo Radley intervenes, however, saving the children and stabbing Ewell fatally during the struggle. Boo carries the wounded Jem back to Atticus’s house, where the sheriff, in order to protect Boo, insists that Ewell tripped over a tree root and fell on his own knife.

15

20



- | | | | | | | |
|---------------------------------|------------------------------------|--------------------------------|----------------------------------|---------------------------------|--------------------------------------|-----------------------------------|
| <input type="checkbox"/> scare | <input type="checkbox"/> oughta | <input type="checkbox"/> wryly | <input type="checkbox"/> destroy | <input type="checkbox"/> shred | <input type="checkbox"/> credibility | <input type="checkbox"/> houseful |
| <input type="checkbox"/> menace | <input type="checkbox"/> intervene | <input type="checkbox"/> stab | <input type="checkbox"/> fatally | <input type="checkbox"/> insist | | |



Chapter 31

When Boo Radley shuffled to his feet, light from the livingroom windows glistened on his forehead. Every move he made was uncertain, as if he were not sure his hands and feet could make proper contact with the things he touched. He coughed his dreadful raling cough, and was so
5 shaken he had to sit down again. His hand searched for his hip pocket, and he pulled out a handkerchief. He coughed into it, then he wiped his forehead.

Having been so accustomed to his absence, I found it incredible that he had been sitting beside me all this time, present. He had not made a
10 sound.

Once more, he got to his feet. He turned to me and nodded toward the front door.

“You’d like to say good night to Jem, wouldn’t you, Mr. Arthur⁹⁾? Come right in.”

15 I led him down the hall.

Boo had drifted to a corner of the room, where he stood with his chin up, peering from a distance at Jem. I took him by the hand, a hand surprisingly warm for its whiteness. I tugged him a little, and he allowed me to lead him to Jem’s bed.

- | | | | | | |
|----------------------------------|-------------------------------------|----------------------------------|--------------------------------|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> glisten | <input type="checkbox"/> forehead | <input type="checkbox"/> contact | <input type="checkbox"/> cough | <input type="checkbox"/> dreadful | <input type="checkbox"/> accustomed |
| <input type="checkbox"/> absence | <input type="checkbox"/> incredible | <input type="checkbox"/> drift | <input type="checkbox"/> peer | <input type="checkbox"/> distance | <input type="checkbox"/> tug |

⁹⁾ Mr. Arthur Radley is more commonly referred to as “Boo.”

“Will you take me home?”

He almost whispered it, in the voice of a child afraid of the dark.

I put my foot on the top step and stopped. I would lead him through our house, but I would never lead him home.

“Mr. Arthur, bend your arm down here, like that. That’s right, sir.”

5

I slipped my hand into the crook of his arm.

He had to stoop a little to accommodate me, but if Miss Stephanie Crawford was watching from her upstairs window, she would see Arthur Radley escorting me down the sidewalk, as any gentleman would do.

We came to the street light on the corner, and I wondered how many times Dill had stood there hugging the fat pole, watching, waiting, hoping. I wondered how many times Jem and I had made this journey, but I entered the Radley front gate for the second time in my life. Boo and I walked up the steps to the porch. His fingers found the front doorknob. He gently released my hand, opened the door, went inside, and shut the door behind him. I never saw him again.

10

15

☐ whisper
☐ porch

☐ slip
☐ doorknob

☐ crook
☐ release

☐ accommodate

☐ escort

☐ sidewalk

☐ pole



Neighbors bring food with death and flowers with sickness and little things in between. Boo was our neighbor. He gave us two soap dolls, a broken watch and chain, a pair of good-luck pennies, and our lives. But neighbors give in return. We never put back into the tree what we took
5 out of it: we had given him nothing, and it made me sad.

I turned to go home. Street lights winked down the street all the way to town. I had never seen our neighborhood from this angle.

Atticus was right. One time he said you never really know a man until you stand in his shoes and walk around in them. Just standing on the
10 Radley porch was enough.



[Pop Quiz] Read and answer the Quiz about Part 2.

1. Who supposedly tripped over a tree root and fell on his own knife? **See page 85**

- Ⓐ Stephanie Ⓑ Bob Ⓒ Mayella Ⓓ the sheriff



2. Who gave Scout and Jem soap dolls, a broken watch and chain, good-luck pennies, and their lives? **See page 38**

- Ⓐ Dill Ⓑ Atticus Ⓒ Boo Ⓓ a jury

3. Who said to Scout “You never really know a man until you stand in his shoes and walk around in them”? **See page 38**

- Ⓐ a judge Ⓑ Jem Ⓒ Dr. Reynolds Ⓓ Atticus

4. Read the sentences and check [✓] T for true or F for false based on the text.

(1) Atticus assumes that all Negroes lie and all Negroes are immoral beings.

See page 82

T F

(2) Atticus told the jury that Thomas Jefferson stated all men are created equal. **See page 82~83**

T F






A Study the characters in the novel.

1. Complete the character organizer using the words in the box.

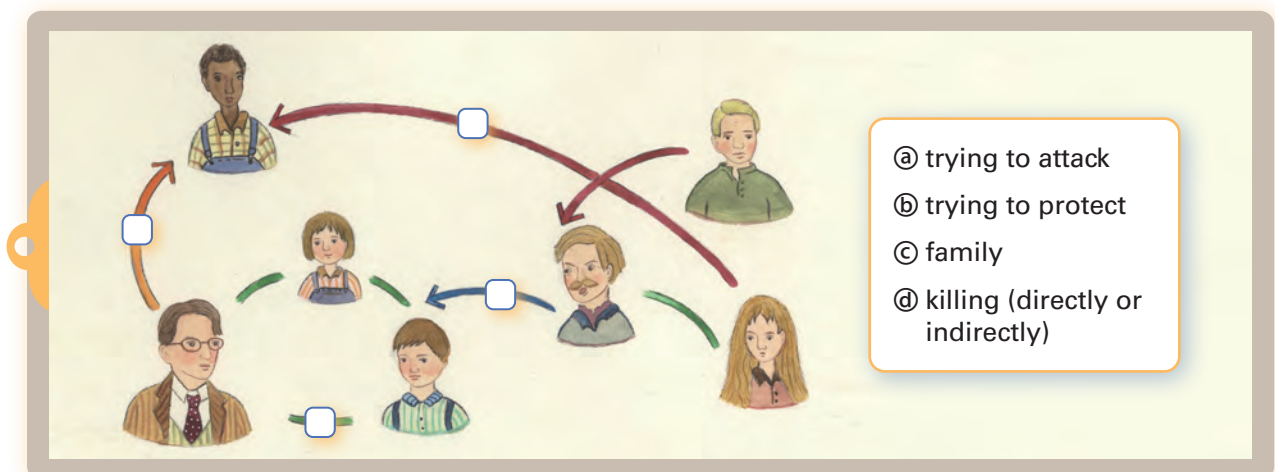
The Finches		Mockingbirds	
I	()	neighbors	Boo, ()
my brother	()		
my father	()		

↕

The Ewell Family			
daughter	()		father
			Bob

Tom Scout Cecil Mayella Jem Dill Atticus

2. Choose the meaning of each color that represents the relationship between the characters.



B Try converting a text into a different format.

1. Read the newspaper article version of the Rosa Parks incident, which influenced the events depicted in this novel.


Rosa Parks helped initiate the civil rights movement in the United States when she refused to give up her seat to a white man on the bus in Montgomery, Alabama in 1955. Her actions inspired the leaders of the local Black community to organize the Montgomery Bus Boycott.

**FIRST TIME IN
BALTIMORE!**

BALTIMORE BRANCH
N.A.A.C.P.

**HEAR!
MRS. ROSA PARKS**

Whose arrest, because she refused to be separated, led to the Montgomery Bus Boycott in Alabama



2. To convert the given excerpt from Chapter 25 of the novel into a newspaper article format, fill in the blanks with the words from the box below.


A few more details, enabling the listener to repeat his version in turn, then nothing to talk about until *The Maycomb Tribune* appeared the following Thursday. There was a brief obituary in the *Colored News*, but there was also an editorial. Mr. Underwood simply figured it was a sin to kill individuals with disabilities, be they standing, sitting, or escaping. He compared Tom's death to the senseless slaughter of songbirds by hunters and children.

**The
Maycomb
Tribune**

Editorial
by Mr. Underwood

Tom Robinson, a Loss Mourned

It was a _____ to kill individuals with disabilities, be they standing, sitting, or escaping. His _____ seems like "the senseless slaughter of _____ by hunters and children."



MR. ROBINSON

songbirds death sin



Reflection on My Life

A Check your favorite character in this novel and tell your partner why.

☐ **Scout**
I like her because she is _____

☐ **Atticus**
I like him because he is _____

☐ **Jem**
I like him because he is _____

On your own _____
I like him/her because he(she) is _____

B Find an impressive part of this novel and write the reason.

Characters page: line	Atticus p. 79: 4-6	On your own _____ p. ____: ____ - ____
key sentence which inspires you	“They’re certainly entitled to think that, and they’re entitled to full respect for their opinions,” said Atticus, “but before I can live with other folks, I’ve got to live with myself.”	
the reasons	1. He respects others’ opinions. 2. But he made a decision based on his own conscience rather than others.	1. _____ _____ 2. _____ _____ _____

C Consider the reason why the title of this novel is *To Kill a Mockingbird*.

SAMPLE I think the title makes us think about whether we hurt innocent persons or things or not.

On your own

D Mark your opinion with “Yes” or “No” for the questions, and explain your reasoning.



Q1: “Black Americans are still facing prejudice today.”

A1: ☐ Yes: I think so because _____.

☐ No: I think so because _____.

Q2: “Have you ever experienced any kind of prejudice?”

A2: ☐ Yes: In my case, I have _____.

☐ No: _____.

Q3: “Have you ever misunderstood someone due to prejudice?”

A3: ☐ Yes: _____.

☐ No: _____.



A Expressions in Literature

1. Find a phrase that grabbed your attention in this novel.

example

Atticus: Don't say nigger, Scout.

Scout: It's what everybody at school says.

Atticus: From now on, it'll be everybody less one.

On your own

.....

.....

.....

2. Fill in the blanks with the phrases from the box.



Then why did Cecil say you defended niggers? He made it sound like (1) _____. [See page 73]



Which, gentlemen, we know is in itself (2) _____ Tom Robinson's skin. [See page 82]



Jem, see if you can (3) _____ a minute. [See page 85]

a lie as black as

stand in Bob Ewell's shoes

you were runnin' a still

B Language Structure

That's why ~

- **That's why** it's a sin to kill a mockingbird.
- **This is why** we have to read English literature.

Unscramble the words to complete the conversations.

(1) A: Scout's curiosity in the novel shows us how to question our world.

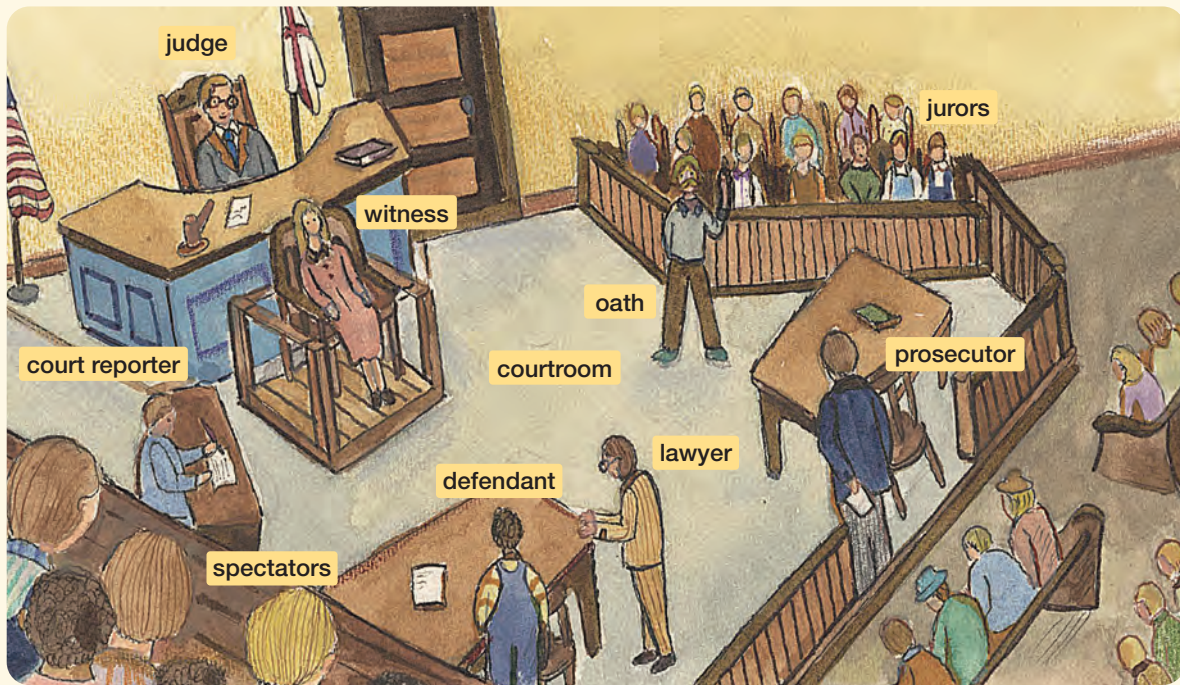
B: (that's, her character, teaches, why) us to seek the truth always.

(2) A: *To Kill a Mockingbird* teaches us to face wrongs bravely.

B: (why, reading it, this is, revives) our courage and moral values.



A Explore some words and phrases when we are in a court.



When the case was brought to court, the **courtroom** was especially packed that day. Faces filled with curiosity occupied the **spectator** seats. The sheriff called the first **witness** to the witness stand. The witness took the **oath**, promising to "tell the truth." The **lawyer** began questioning, but the opposing **prosecutor** immediately raised an objection. The **court reporter** quickly wrote down every word on her notepad. The **jurors** analyzed the witness's words with concentration, some casting doubtful looks about the witness's credibility.


B Find and write the appropriate words or phrases in the article above that correspond to the following definitions.

- (1) _____ : a member of a jury deciding a court case
- (2) _____ : a person who writes down court proceedings
- (3) _____ : a professional who advises or represents clients in legal matters
- (4) _____ : a person who sees an event happening, especially a crime or an accident
- (5) _____ : a person who watches an activity, especially a case, without taking part
- (6) _____ : a legal official who accuses someone of committing a crime, especially in a law court
- (7) _____ : a place where trials and other legal cases happen



You want to write an online book review about one of the most impressive or interesting books which you have read. Referring to the sample, write your own book review. You can seek the help of generative AI when looking for basic information about a book.

SAMPLE

Book Review of <i>To Kill a Mockingbird</i>		Title of the book
Terim, Kim		Writer
 <ol style="list-style-type: none"> 1. I wanted to read this book because I was curious about the title, <i>To Kill a Mockingbird</i>. 2. Written by Harper Lee, the book features main characters such as Scout, Atticus, and Bob Ewell. The story is narrated by Scout, a young girl growing up in a racially divided society. Her father, Atticus, defends an innocent black man accused by Bob Ewell. 3. The story is about Scout and Jem's curiosity about their neighbor, Boo Radley, and their dad, Atticus, a fair lawyer, defending a black man accused of attacking a white woman. It teaches us not to harm innocent people. 4. After reading this book, I thought that there are still individuals who will rise above prejudices and fight for what is right. 	1. Motivation to read	
	2. Basic Information (author/ main characters) using AI	
	3. Brief summary	
	4. Your thoughts or feelings	
*adapted from https://chat.openai.com/		Citation

STEP 1 SELECT A BOOK. Create a prompt* using a generative AI program and gather basic information about the novel you selected.

Q Can you give me basic information about *To Kill a Mockingbird*, including its author and main characters in about 40 words?

A Certainly!
To Kill a Mockingbird is a novel by Harper Lee. It follows young Scout Finch, her brother Jem, and their father Atticus, a lawyer defending an accused black man. Other key figures include Bob Ewell and Boo Radley.

Q **On your own:** Can you give me basic information about _____, including its author and main characters in about 40 words?

A

*A "prompt" is a statement or question used to get a response or action in the context of AI.

STEP 2 From the information received from AI in Step 1, check if the details are correct.

STEP 3 Based on Step 2, answer the following questions.

(1) Why did you read the book?

I wanted to read this book (because /after) _____

(2) Who is the author and who are the characters of the book?

Written by _____, the book features main characters such as _____

(3) What are the main contents of the book?

The story is about _____

(4) What did you think/feel from the book after you read it?

After I read this book, I thought/felt _____

STEP 4 Write your own book review and upload it online.

The image shows a tablet screen with a book review template. The template consists of several horizontal bars of different colors (orange, yellow, green, light blue, light purple, pink) for text input. The text on the screen is as follows:

I wanted to read this book _____.

Written by _____, the book has main characters such as _____.

The story is about _____.

After I read this book, I thought/felt _____.

*adapted from _____

HONOR Share your book review with others, or present it to the class.



Review



- Play the following board game with your partner.
- Play rock, scissors, paper with your partner and move 2 spaces if you win and move 1 if you lose.
- Answer the questions on the answer sheet below.

[Warm-up Question]

Listen to a book talk show. Which novel is introduced?

Ⓐ Frankenstein
Ⓑ Billy Elliot
Ⓒ Harry Potter

Starting Point

1. What are the three elements of a novel?

2. The primary opponent of the protagonist is _____.

Play Again!
(Go back to the starting point!)

5. Who put the gift in the hollow tree?

Go forward 2 spaces!

4. What is your favorite quote in *To Kill a Mockingbird*?

3. Name at least 3 main characters in *To Kill a Mockingbird*.

6. What is the name of the lawyer who tried to defend Tom Robinson?

7. True or False
Scout and Jem were teased at school for their father's defense of Tom. [T/ F]

8. True or False
Bob Ewell signed with his right hand on the witness stand. [T/ F]

9. True or False
The jury restored the defendant, Tom, to his family. [T/ F]

12. Unscramble the words:
A: He stayed up late yesterday.
B: (why, was, he, late, that's) this morning.

11. What did you learn from the novel *To Kill a Mockingbird*? Explain your answer.

10. If you get a correct answer, move to 13, but if you get a wrong answer, restart at 1.
Q. Among the novel's characters, who are the two mockingbirds?

Go back 1 spaces!

13. What is the title of your favorite novel, and who are the two main characters?

Finish Line

QUESTIONS	YOUR ANSWERS	RIGHT / WRONG



The Novel in a Movie

To Kill a Mockingbird is a 1962 American coming-of-age legal drama crime film directed by Robert Mulligan. The script by Horton Foote is based on Harper Lee's 1960 Pulitzer Prize-winning novel of the same name. The film stars Gregory Peck as Atticus Finch and Mary Badham as Scout.

To Kill a Mockingbird

1962 • 12 • 2h 9m



Crime

Drama

Atticus Finch, a widowed lawyer in Depression-era Alabama, defends a Black man against an undeserved attack charge, and tries to educate his young children about prejudice.

Director Robert Mulligan

Writers Harper Lee • Horton Foote

Stars Gregory Peck • John Megna • Frank Overton • Mary Badham

LESSON 4

Essay

**Reflect, remember, and record
each moment of life**

Henry D Thoreau

Virginia Woolf



About the Genre

essay

Literary Focus

imagery

Meeting the Author

Danial Adkison

Reading

**Drowning in
Dishes, but
Finding a Home**

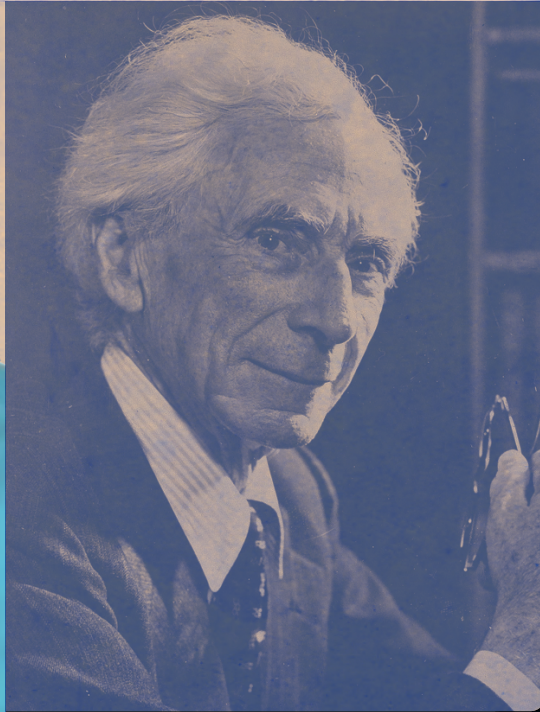
Big Idea



수필을 읽고 영미 문화 속 삶의 성찰을
간접 경험할 수 있다.

Daniel Adkison

| *Bertrand Russell*



Reflection on My Life

the most
influential person
in my life

Checking Out Language

encourage ~ to

Vocabulary

words at work

Mission

a personal
narrative




About the Genre


Essay 수필


An essay is a brief work of non-fiction that conveys the writer's personal thoughts, emotions, reflections, or insights on a particular subject, often based on their own life experiences.





A Essays include different genres of writing. Choose all that you think are essays as defined above.

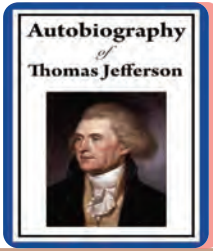

☐ travel essay


☐ diary


☐ letter


☐ fairy tale


☐ novel


☐ autobiography

B Read the review of the two essays and check [✓] the the essay you would like to read.



Russell beautifully shows the essence of true happiness, where an individual finds peace within themselves and the world.

☐ @Bobmarley2577



Thoreau's call to embrace a simple life, connect with nature, and think about the meaning of life is truly inspiring.

☐ @Lukeskywalker1988

C Read the article about essays and answer the questions.

What is an essay?

You may think of an essay as rigid, five-paragraph writing. However, in literature, essays take on a different form and purpose.

Firstly, essays belong to the domain of non-fiction writing. In contrast to novels, the essence of an essay is firmly grounded in reality, where the narrative is not made up, but rather a reflection of authentic events that have happened in one's life. Secondly, essays serve as self-reflective and self-confessional pieces, conveying the writer's personal thoughts, emotions, or insights on a particular subject. They establish a direct connection between the author and the reader, with the author's own voice speaking directly to the audience. Thirdly, essays do not take any prescribed forms, styles, or rules. It is in this aspect that essays distinguish themselves from poetry and drama.

In short, essays are the truest genre of literature to unveil the writer's personality and enable a genuine exploration of life experiences through various formats like letters, speeches, autobiographies, and diaries.



Q1. Which is NOT correct about essays according to the passage?

- Ⓐ They are non-fictional narratives.
- Ⓑ They are self-reflective and rooted in reality.
- Ⓒ They always follow a five-paragraph structure.

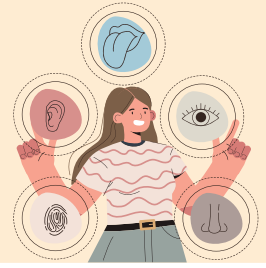
Q2. In what ways are essays the truest genre of literature? Find the word or the phrase from the article above.

A: Essays are the truest genre of literature as they authentically reveal the writer's _____ and provide genuine explorations of _____ through various formats.



Imagery 심상

It is the use of language that appeals to the five senses: sight, smell, sound, touch, taste. Rather than simply conveying thoughts, it paints a vivid picture within the reader's mind, allowing them to experience the essence of the author's imagination.



A Choose one of the following two descriptions that helps you imagine the situation more vividly.



The beach was nice and looked pretty.



The beach had soft, white sand with colorful shells, and palm trees lined the shore, and there were green leaves moving gently in the breeze.



B The following sentences are examples of imagery. Connect each sentence with the sense.

(1)

The air smelled salty, reminding me that the beach is nearby.



(2)

The warm doughnut tasted sweet with hints of vanilla and strawberry.



(3)


The baby's hair is soft and downy.






A This picture shows the high school life of the U.S.. Write one thing that is different from Korea.

High School Culture




UNIFORMS

There are very few schools in the United States where students wear uniforms.




MOVING CLASS

Schools in the U.S. don't have designated homeroom classes, and students move from class to class.




VACATION

U.S. schools have a longer vacation compared to Korean high schools.



AFTER SCHOOL

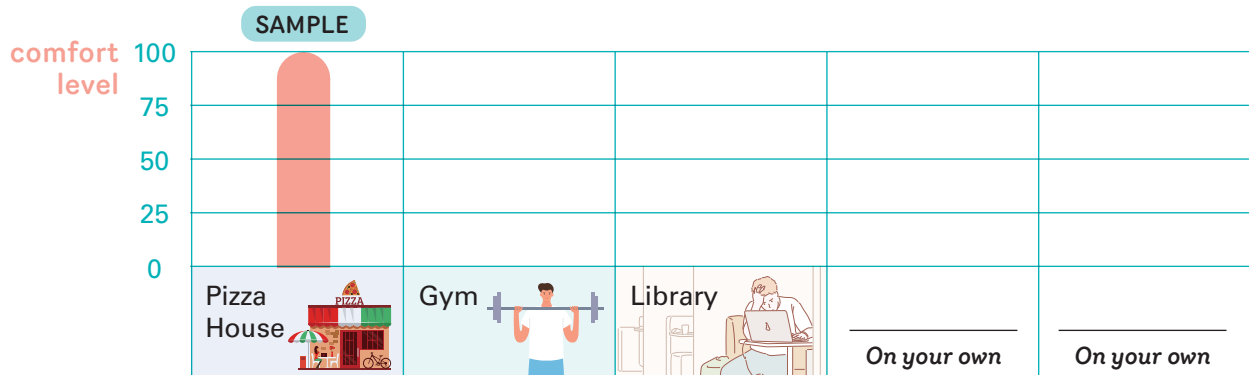
Students hang out with friends, do household chores, have part-time jobs, or enjoy family time.



EXTRACURRICULAR ACTIVITIES

In school, students are encouraged to join sports teams, music bands, and leadership or volunteer work, etc.

B The author of the essay you are about to read feels comfortable at Pizza House. Mark your own comfort level with the following places on the graph.





Drowning in Dishes, but Finding a Home



The New York Times Oct. 11, 2014

By Danial Adkison

The people who make a difference in your life come in all types. Some write on a chalkboard. Some wear a sports uniform. Some wear a suit and tie. For me, that person wore a tie with a Pizza logo on it.

I started working at Pizza House in December 1989, when I was a freshman in high school. Parents in my small western Colorado town encouraged teenagers to work in the service industry after school and on weekends. It kept us out of trouble.

Having a job also kept me out of the house. I grew up mostly with my mother, and I never knew my biological father. My younger sister, younger brother and I went through a series of stepfathers. My relationship with those men was almost always fraught, and I was always looking for reasons to be away from home.

☐ keep ~ out of ~

☐ fraught

Meeting the Author



Danial Adkison
Senior staff editor of
The New York Times

The Pizza House was old, and in the back it had three giant sinks instead of a dishwasher. One basin was for soapy water, one for rinsing and the other for sanitizing, using a tablet that made me cough when I dropped it into the hot water. All new employees started by washing dishes and busing tables. If they proved their mettle, they learned to make pizzas, cut and serve them on wooden paddles and take orders.

5



☐ rinse

☐ sanitize

☐ bus

☐ mettle

☐ paddle

On my first night, the dishes piled up after the dinner rush: plates, silverware, cups and oily black deep-dish pans, which came clean only with a lot of soap and scrubbing in steaming-hot water. I couldn't keep up, and stacks of dishes formed on all sides of me. Every time I made a dent in the pile, the call came back for help clearing tables out front, and I returned with brown tubs full of more dirty dishes.

My shift was supposed to end at 9 p.m., but when I asked to leave, the manager, Jeff, shook his head. "Not until the work is done," he said. "You leave a clean station." I was angry and thought about quitting, but I scrubbed, rinsed and sanitized until after 10 that night.

I stayed on dish duty for weeks. My heart sank every time I arrived at work and saw my name written next to "dishes" on the position chart. I spent my shifts behind those steel sinks, being splashed with greasy water. After work, my red-and-white-checked button-up shirt and gray polyester pants smelled like onions, olives and oil. At home, I sometimes found green peppers in my socks. I hated every minute I spent on dish duty, and I wasn't afraid to let everyone around me know it.



☐ scrub ☐ make a dent

One slow midweek night, when I managed to catch up on dishes and clean out the sinks early, I asked Jeff when I could do something different. “Do you know why you’re still doing dishes?” he asked. “Because you keep complaining about it. Nobody likes to work with a complainer,” he said. But, he promised, if I continued to leave a clean station and not complain, next week he would put me on the “make table,” where pizzas were assembled before being put into the oven.

5

A few days later, when I reported for my after-school shift, I saw my name penciled not in the “dishes” box but in the “make table” box. I was ecstatic.

Jeff had a special way of running his restaurant. From a crop of teenagers, he assembled a team of employees who cared about their work—and one another. Most of my best friends from high school also worked at Pizza House, and some of my best memories were made under that red roof.

10

Pizza House became not only my escape from home but also, in many ways, an alternate home. In my real home, I felt unstable and out of control. At work, the path seemed clear: Work hard and do things right, and you will succeed. This model had not seemed possible before.

15



☐ ecstatic

☐ a crop of



5

For one of the first times in my life, I felt empowered. By the time I was in 11th grade, Jeff had promoted me to shift manager. By my senior year*, I was an assistant manager, responsible for much of the bookkeeping, inventory and scheduling. I was in charge when Jeff was away.

10

Our staff was like a second family. We had all-day staff parties that started with rafting trips and ended with dinner and movies. Most of us played on a softball team. We went camping together. We had water fights in the parking lot and played music on the jukebox, turned up to full blast, after all the customers had left.

15

Senior year arrived, and though I loved that job, I knew I would go to college the next fall. I was an A student in class but probably about a C-minus in applying to schools. My mom hadn't gone to college, and I didn't have a lot of logistical or financial support at home. I had received a pile of brochures from colleges, but I didn't know where to start—and, at \$40, every application fee cost me half a day's pay.

☐ promote ☐ be in charge ☐ A student ☐ logistical

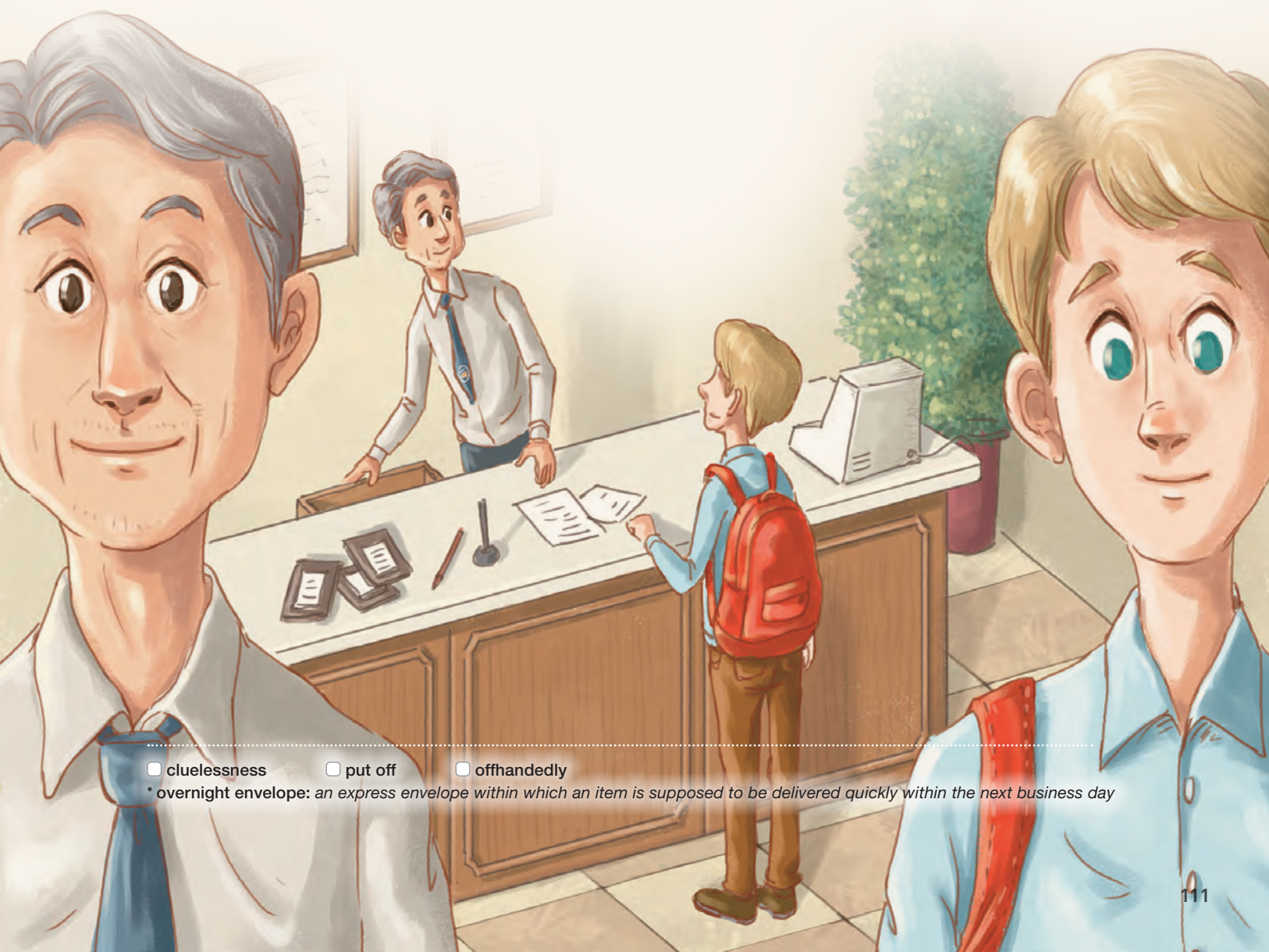
* senior year: 12th grade, the final year of high school

A guidance counselor persuaded me to apply to Boston University, which seemed great, primarily because of its distance from Colorado. The scholarship application had to be in by the end of November—and I was definitely not going there without a big scholarship. But maybe because of the fee or because of my sheer cluelessness, I kept putting off the application.

5

I still had not mailed it the day before it was due. At work that day, I offhandedly mentioned to Jeff that an application was due the next day but that I hadn't mailed it. He opened a drawer and took out an overnight envelope*. He told me to stop what I was doing, leave work and send the application immediately. I protested about the expense of overnight postage, but he said he would cover it.

10



☐ cluelessness ☐ put off ☐ offhandedly

* overnight envelope: an express envelope within which an item is supposed to be delivered quickly within the next business day

I ended up getting into Boston University, with a scholarship, but I still had never even visited Boston. Though my mom worked hard to take care of my siblings and me, there just was no room in the budget to send me on a college visit. So I figured I would just see the school when I got there in August.

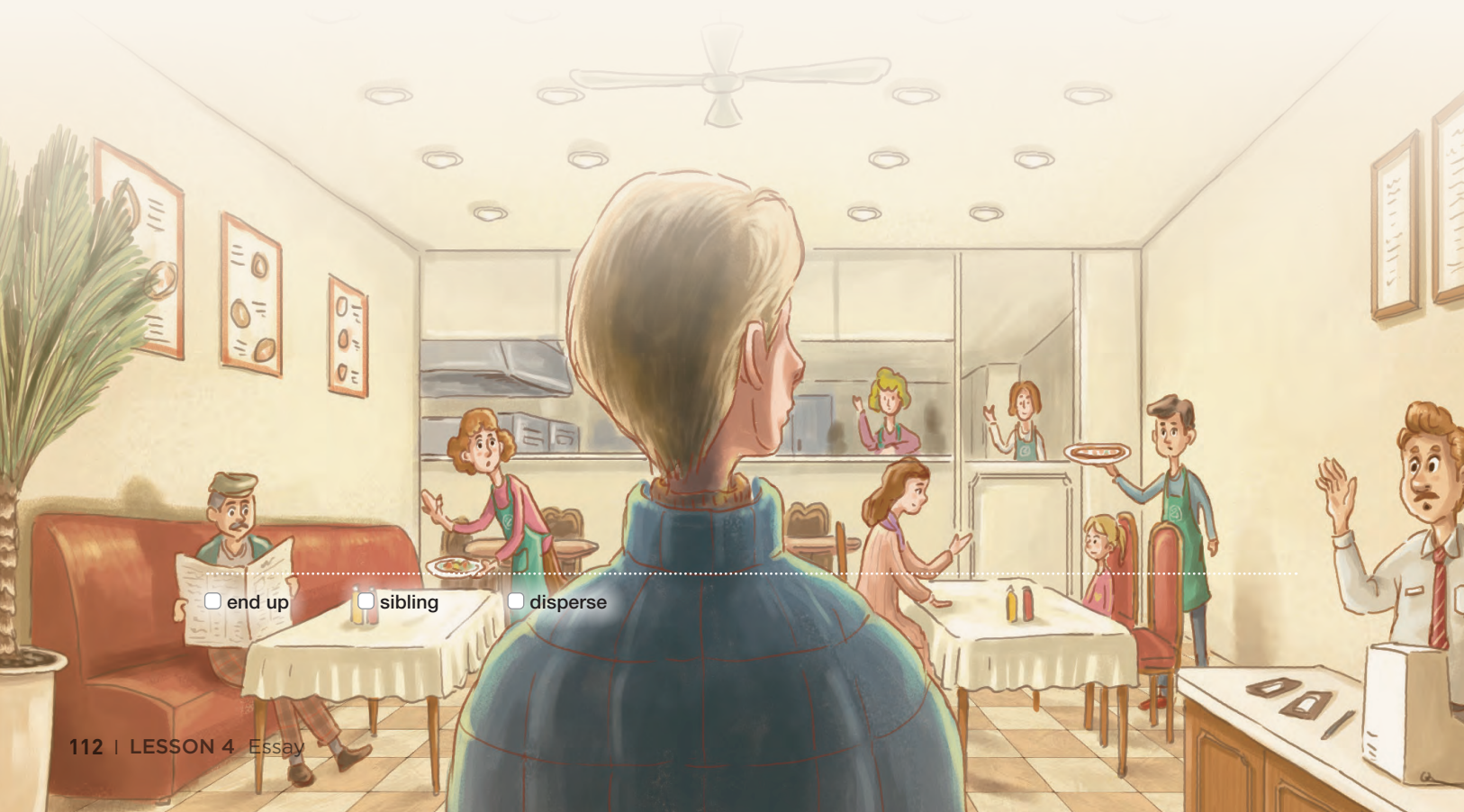
5

Jeff surprised me with an early graduation present: a trip to Boston. He paid for the hotel, the car and the plane tickets. We toured campus and visited Fenway Park and did some sightseeing around New England. We ate at a lot of Pizza Houses, and we judged them against ours. The verdict: None of them seemed to be very much fun.

10

Before I headed to college, I told Jeff that I would come back to work over winter break. While I was away, he was promoted to regional manager, and a different person was put in charge of our store. I went back anyway, and though I did my best to enjoy it, the magic was gone. The family had dispersed, and I felt free to shift my mind-set to college and the future.

15





I have kept in touch with Jeff over the years. We usually meet for lunch when I'm in town. Sometimes we even have pizza.

Washing dishes for Jeff was grueling, greasy work. But then again, making a pizza, or driving a truck, or baking a cake, or any of countless other jobs are not always enjoyable in themselves, either. Out of all the lessons I learned from that guy in the Pizza House tie, maybe the biggest is that any job can be the best job if you have the right person.

5




☐ keep in touch with

☐ grueling



A Complete the graphic organizer with the given options.

What the author experienced	The lesson he learned
Starting the part-time job at a pizza restaurant as an escape from an unfavorable family situation	Any job can be the best job if you have the right person. 

"Nobody likes to work with a complainer," said Jeff.	

Jeff helps the author to enter university.	

- Ⓐ Beginning to form connections with people at work, finding a sense of belonging and an alternate home
- Ⓑ Constantly complaining about the heavy amount of dish-washing

B Which sense, such as touch, smell, taste, etc. is activated in each underlined phrase?

I stayed on dish duty for weeks. My heart sank every time I arrived at work and saw my name written next to "dishes" on the position chart. I spent my shifts behind those steel sinks, being splashed with greasy water. After work, my red-and-white-checked button-up shirt and gray polyester pants smelled like onions, olives and oil. At home, I sometimes found green peppers in my socks. I hated every minute I spent on dish duty, and I wasn't afraid to let everyone around me know it.

(1) _____

(2) _____



Reflection on My Life

A If you were in the following situation, what would you do?



You work at a convenience store and you think you do harder tasks than your colleagues. What would you do?

- ☐ I would keep complaining about the unfair job distribution.
- ☐ I would quit the job.
- ☐ I would communicate with the manager about my current situation.
- ☐ I would report it to the supervisor.
- ☐ On your own: _____

B Think of a person who has influenced your life. Rewrite the underlined sentence with your own experience.

The people who make a difference in your life come in all types. Some write on a chalkboard. Some wear a sports uniform. Some wear a suit and tie. For me, that person wore a tie with a Pizza logo on it.

	in the text	sample	On your own
1. Who influenced your life most?	boss	teacher	
2. How did he/she influence you?	taught me that nobody likes complainers	helped me discover my career path	
3. What is an image you associate with him/her?	a tie with a Pizza logo	an English novel in his hand	

4. For me, _____



A Expressions in Literature

1. Find a word or phrase in the essay that grabs your attention, and talk to your partner about why it appeals to you.

Example

I saw my name penciled not in the “dishes” box but in the “make table” box.

Reason: 명사로 알던 pencil이 동사로 쓰이는 것을 보니 장면이 생생하게 느껴진다.

On your own:

Reason:

2. Fill in each blank with a phrase from the box and talk to your partner about how you feel about the phrases. Begin with a capital letter if necessary.

- (1) Every time I _____, the call came back for help clearing tables out front, and I returned with brown tubs full of more dirty dishes.
- (2) _____ every time I arrived at work and saw my name written next to “dishes” on the position chart.
- (3) Some of my best memories were made _____.

my heart sank

made a dent in the pile

under that red roof

B Language Structure

- Parents in my small western Colorado town **encouraged teenagers to work** in the service industry after school and on weekends.
- A guidance counselor **persuaded me to apply** to Boston University, which seemed great, primarily because of its distance from Colorado.

Unscramble the words.

- (1) The fear of failure (motivated / to work / him) harder and overcome obstacles.
- (2) The success stories of people (to start / encouraged / her) her own business.
- (3) The view (to create / the artist / inspired) a beautiful landscape painting.



The following passage describes a scene in a kitchen. Read it, focusing on the underlined words.

On my first night, the dishes piled up after the dinner rush: plates, silverware, cups and oily black deep-dish pans, which came clean only with a lot of soap and scrubbing in steaming-hot water. I couldn't keep up, and stacks of dishes formed on all sides of me. Every time I made a dent in the pile, the call came back for help clearing tables out front, and I returned with brown tubs full of more dirty dishes.

—from *Drowning in Dishes, but Finding a Home*

A Explore some words and phrases to describe work in a restaurant.



Claire, a clerk, takes orders with a big smile. She presents the menu and helps guests choose their preferred dishes. Carefully noting **dietary restrictions**, she also recommends drinks and dressings for a complete dining experience.



Matthew, a food delivery guy, efficiently takes packages for delivery. He **confirms** details with customers, and notes the addresses. He plans the best route, assigns **tracking numbers**, and ensures a smooth **drop-off** at each location.

B Find and write the appropriate words or phrases in the articles above that correspond to the following definitions.

- (1) _____: a unique code or identifier assigned to a package or order, enabling its location and movement to be tracked during delivery
- (2) _____: the act of delivering or leaving an order or package at a designated location
- (3) _____: to ensure the order, reservation, or customer request
- (4) _____: specific limitations or requirements regarding food and drink due to health, religious, or personal reasons



Mission — A Personal Narrative

Write your own personal narrative about a time in which you suffered a challenge, overcame it, and learned a valuable life lesson from it.

SAMPLE

In high school, I once had to build a small hovercraft for an engineering class final. Each team got \$300 for supplies and access to the school's storage. I was in charge of hovercraft construction and supply ordering.



I ordered supplies online, but they were too expensive, so I cut a few components from our design. Meanwhile other teams got supplies from school storage. I later realized I could have saved money by checking the school's storage and shopping around online for better deals. The rest of my team did a great job on their parts, but I knew I could've done better. I emailed my teacher directly to take responsibility for our hovercraft's underperformance. I ended up with a lower grade on the project than the rest of my group, but I'm glad I didn't bring them down. I learned to always take my time before using any resources to make sure that I'm using them wisely, and never to make a purchase before shopping around a bit—both in work and outside of it.

Situation

Challenges

Response

What I learned

STEP 1 Plan your story.

	Sample	On your own
1. Situation	an engineering team project in high school	
2. Challenge(s): what difficulties happened and how you suffered from them	<ul style="list-style-type: none">• lack of budget to buy supplies• compromise the quality of the project• other teams find a solution with the same budget	
3. Response: how you responded or overcame it	take responsibility for the underperformance	
4. What I learned	quick decisions compromise the quality of outcomes	

STEP 2 Based on Step 1, answer the questions.

(1) When and where did it take place? Who was there?

→ It was _____

(2) What was the challenge that you faced? Why and how did it happen?

→ One day, I found _____

(3) How did you respond to it or overcome it?

→ After realizing the problem, _____

(4) What did you learn from this experience?

→ This experience taught me _____

STEP 3 Write your own narrative.

Years ago, during _____, I found myself facing a difficult challenge.

This experience taught me _____

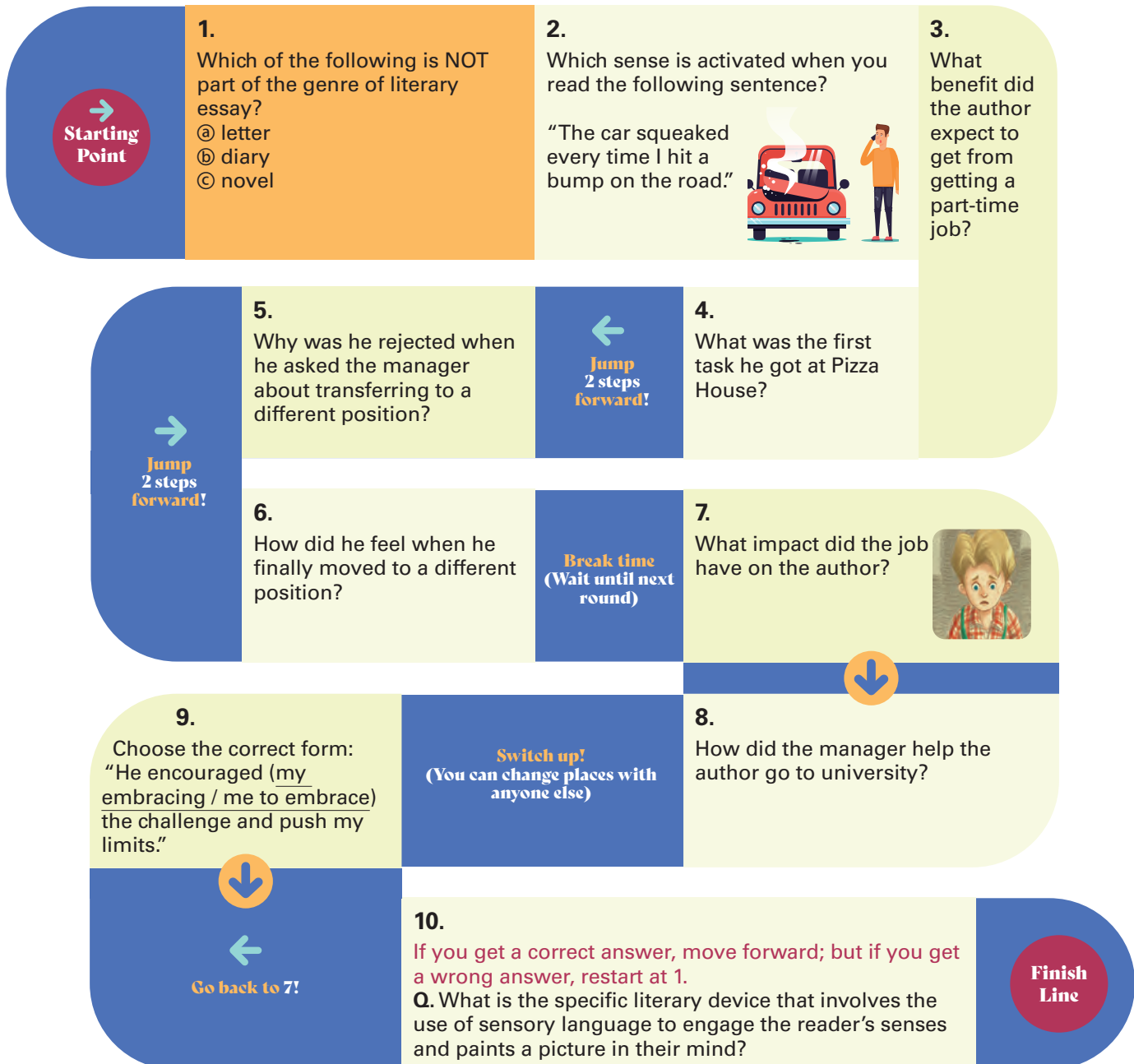
Looking back, thanks to this experience, _____



Review



- Play the following board game with your partner.
- Play rock, scissors, paper with your partner and move 2 spaces if you win and move 1 if you lose.
- Answer the questions on the answer sheet below.



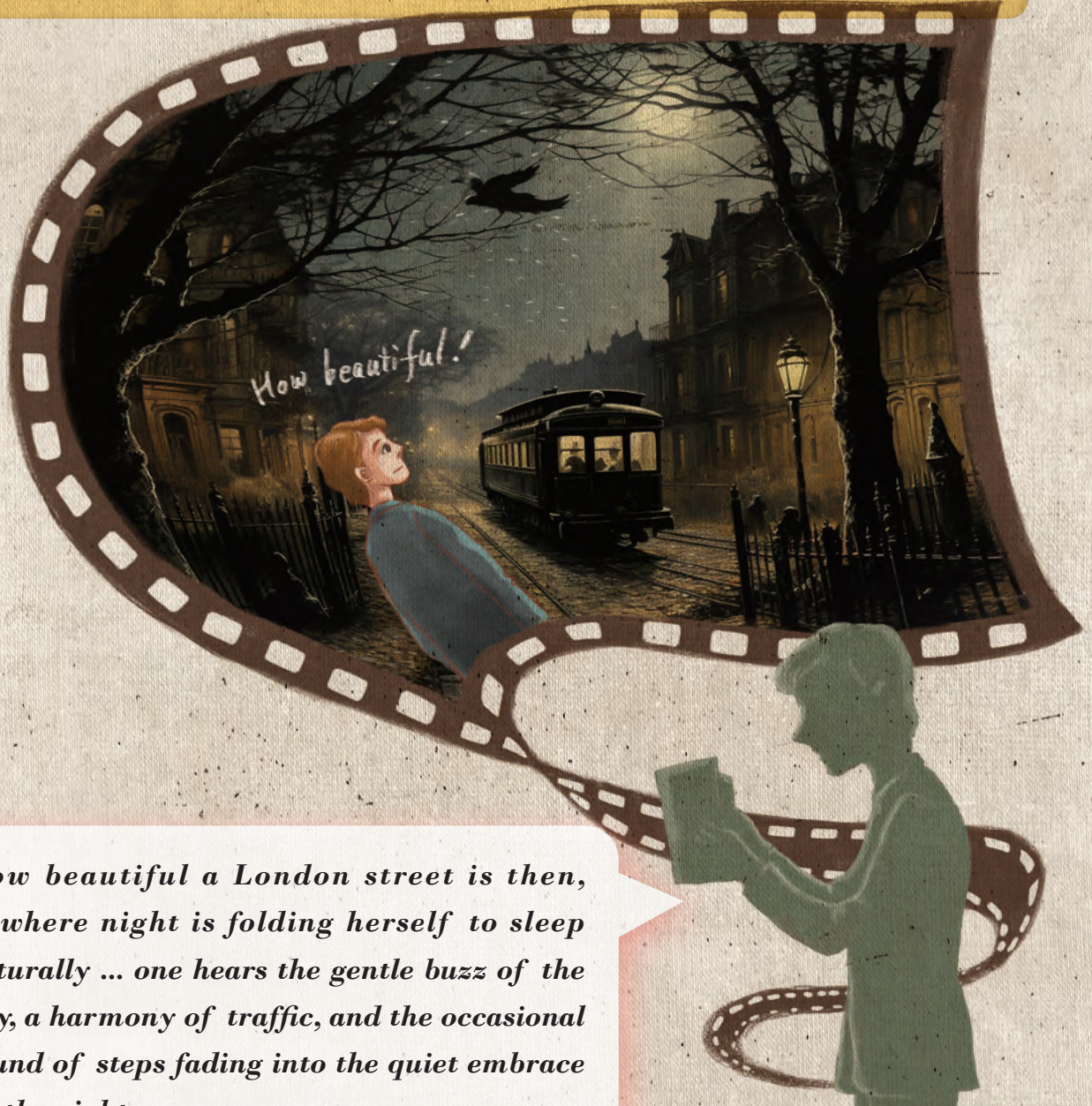
QUESTIONS	YOUR ANSWERS	RIGHT / WRONG



Mental Theater

How Imagery Works

When you read a good story with a rich volume of imagery in the text, the brain represents it as a movie in which you are the main character of the story. You are not just reading a story; you are actually feeling, experiencing, and eventually living it.



How beautiful a London street is then, ... where night is folding herself to sleep naturally ... one hears the gentle buzz of the city, a harmony of traffic, and the occasional sound of steps fading into the quiet embrace of the night.

adapted from *Street Haunting:
A London Adventure* by Virginia Woolf

LESSON 5

Drama

Love & Friendship



About the Genre

drama

Literary Focus

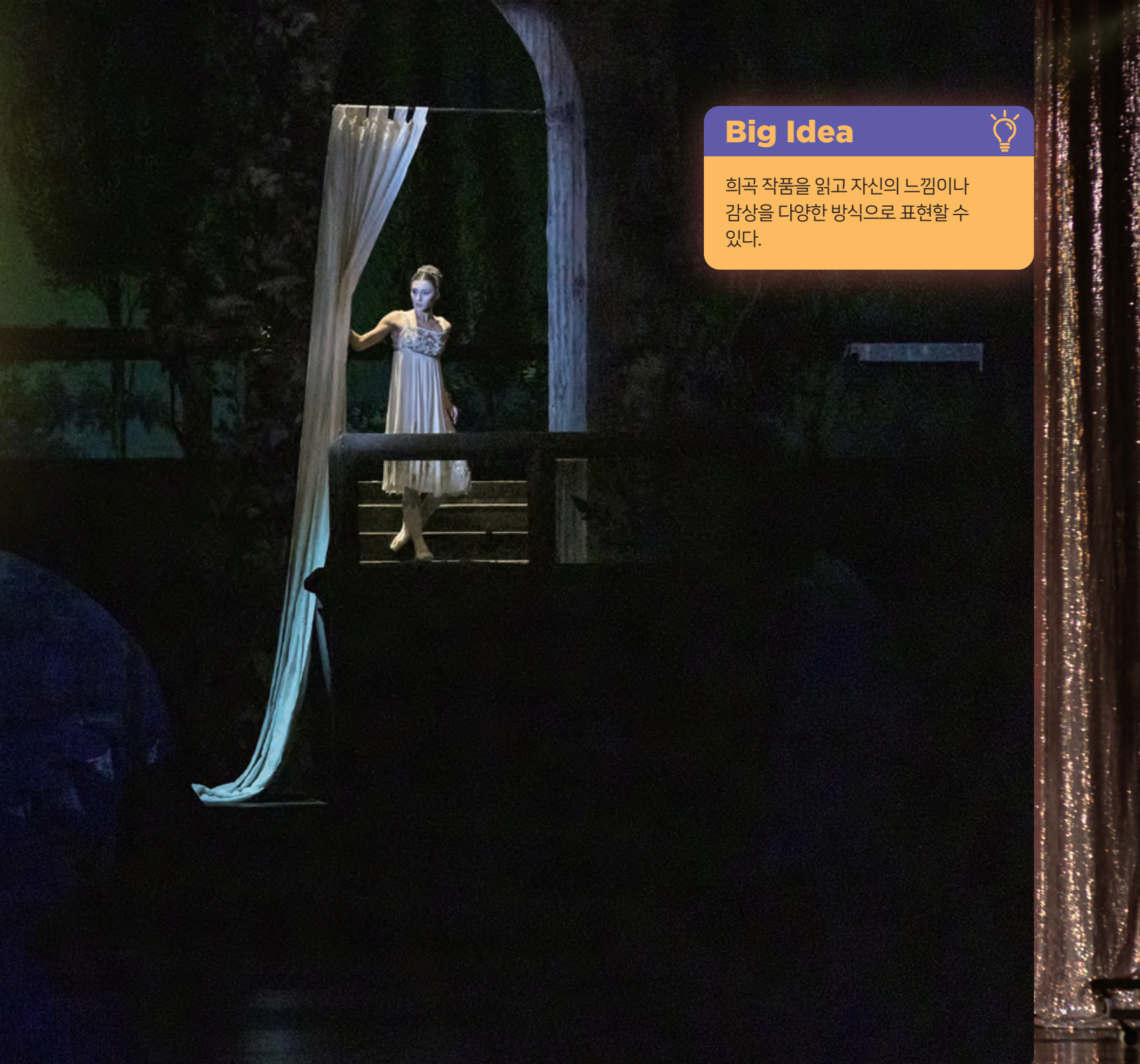
plot

Meeting the Author

**William
Shakespeare**

Reading

Romeo and Juliet



Big Idea



희곡 작품을 읽고 자신의 느낌이나 감상을 다양한 방식으로 표현할 수 있다.

Reflection on My Life	Checking Out Language	Vocabulary	Mission
Romeo and Juliet Effect	Without ~, would have p.p.	words of Shakespeare	your own drama



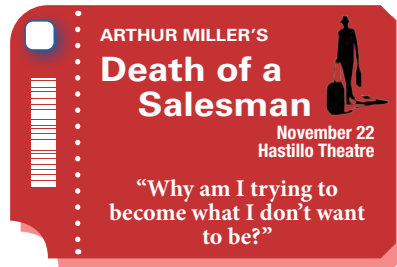
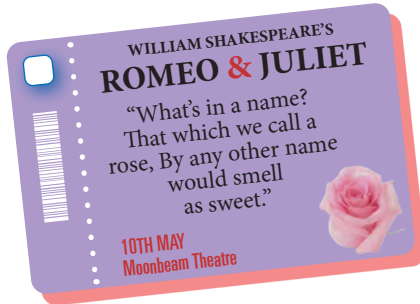
About the Genre

Drama 희곡

Drama refers to a written work that is intended to be performed on a stage. This includes plays, musicals, etc.



A Look at the tickets and choose the play you want to see the most.



B Choose the thing that first comes to mind when you think about drama.



☐ actors and actresses



☐ stage



☐ audience



☐ costumes

C Read some elements of drama and fill in the blanks using the words from the box.

Definition

- **characters:** the roles of the individuals in the drama
- **setting:** the time, place, and environment in which the events occur
- **stage directions:** instructions written by the playwright that provide guidance on how a play should be performed and staged

ACT I, Scene I

It is dark. Francisco, a guard, is standing outside the King's castle. (1) _____
He is looking around and listening.

FRANCISCO How cold and dark it is! I'm tired, and I want to go to bed.
(He hears a noise.) What was that noise? Who's there? (2) _____

BERNARDO (Entering) Don't worry, Francisco. It's me, Bernardo. Is everything all right?

(Francisco leaves and Horatio and Marcellus enter.) (3) _____

HORATIO Bernardo, you know why we've come, Marcellus says that you've seen a ghost out here. 'Hamlet, by William Shakespeare

D Fill in the blanks with the types of speech used in a play and compare the differences.

Definition

- **dialogue:** the words spoken between the characters
- **aside:** a loud whisper that can be heard by the audience but the other actors pretend not to hear
- **chorus:** a speech or song by one or more characters that provides background information before, after, or during a play

You did, my lord, you did.



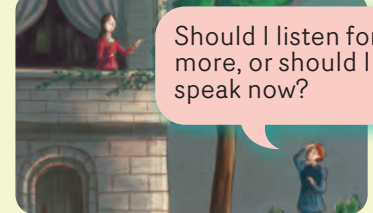
(1) _____

Perhaps I loved you once.

In the beautiful city of Verona, where our story takes place, ~



(2) _____



Should I listen for more, or should I speak now?

(3) _____

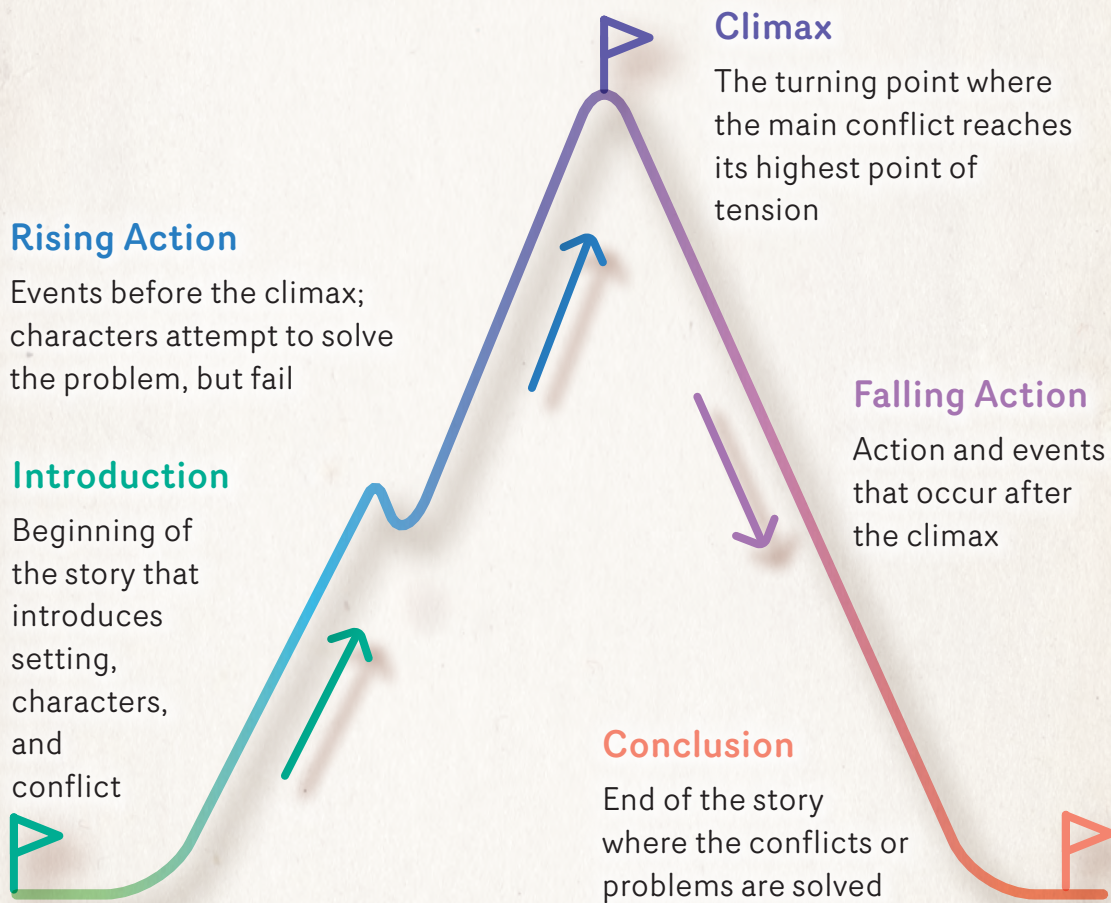


Plot 플롯

The plot is the sequence of events that make up a story. Conforming to the story's guideline, it takes readers from the beginning to the end.



STRUCTURE OF A PLOT



“ Plot is people. Everything else is tools. ”


by F. Scott Fitzgerald

This quote emphasizes that, in storytelling, characters are the central focus of the plot, and everything else—such as settings and events—functions as tools to develop and enhance their stories.




Q. Look at the incomplete plot of the play 'Hamlet'. Which plot stages do the description of events in the boxes below correspond to?


Plot of Hamlet




Rising Action
()

Climax
()






Falling Action
()



Introduction

Prince Hamlet of Denmark is in grief over the sudden death of his father and later hears from the ghost of his father that his uncle poisoned his father.

Conclusion



In the tragic conclusion, Hamlet dies and the new king takes control of Denmark.

<p>Ⓐ</p> <p>The truth of his uncle's betrayal is revealed and his uncle is killed. The kingdom faces political disturbance as a new king of Norway arrives to take control.</p>	<p>Ⓑ</p> <p>To reveal the truth, Hamlet plays mad and devises a play to confirm his uncle's guilt. Hamlet accidentally kills his girlfriend's father, causing her to become mad. Her brother plots with Hamlet's uncle to eliminate Hamlet.</p>	<p>Ⓒ</p> <p>During the dual fencing match, Hamlet is wounded with a poisoned sword, while the Queen accidentally drinks the poison meant for him. In the chaos, Hamlet fatally wounds his uncle.</p>
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Meeting the Author

The following is an imaginary interview with William Shakespeare.



William Shakespeare
(1564-1616)

Born Stratford-upon-Avon,
England

Job playwright / poet / actor



Orsino
a journalist

I'm a Verona Times journalist, Orsino. It's my honor to meet you, the one and only, the greatest of all time, William Shakespeare!



It's a pleasure to be here.

You are well known as an English poet, a playwright, and an actor. Which one is your favorite title?



Well, recently I released my new play, *Romeo and Juliet*. I want to be considered a playwright.

Romeo and Juliet! It must be about love, right?



Yes. It is a story about star-crossed lovers and their tragic love.

Oh my! I can't wait to see that play! *Romeo and Juliet* could be the best play of 1597.



You flatter me. I appreciate your saying so.

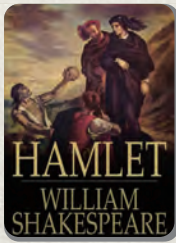
I hope this play will be as beloved as your previous works.



Thank you so much.

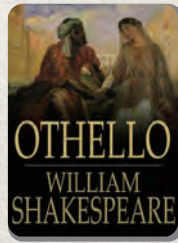
Check how many of Shakespeare's famous comedies and tragedies you know, and choose the one you'd most like to read.

4 tragedy plays



Hamlet

To be or not to be, that is the question



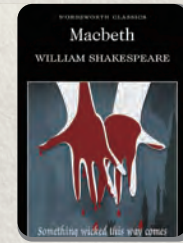
Othello

Shakespeare's exploration of jealousy and manipulation, and their tragic results



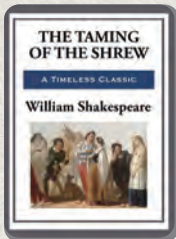
King Lear

a king who makes bad choices and how it affects his family



Macbeth

an ambitious man doing bad things



The Taming of the Shrew

a strong-willed woman and her journey to find a husband



The Merchant of Venice

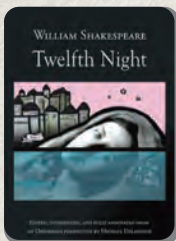
love, money, and fairness in old Venice



As You Like It

a fun play about love and laughter in the forest

5 comedy plays



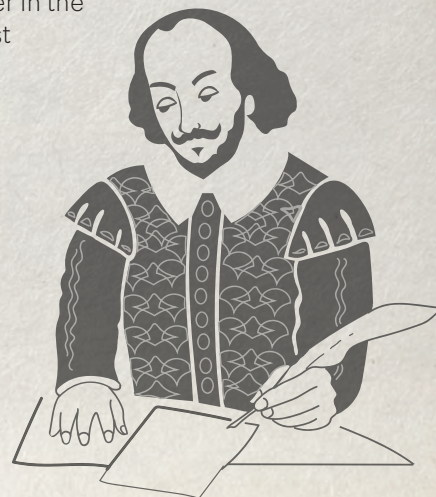
The Twelfth Night

mixed up in love and tricks, leading to lots of laughter



A Midsummer Night's Dream

a play with magical creatures, love mix-ups, and magic in a dreamy forest






A Based on the information about the social atmosphere when Romeo and Juliet lived, figure out why their love was not acceptable and ended up as tragic love.


Place	Verona, Italy
Time	14th or 15th century

Was it possible for young people to marry whom they wanted?

In Verona, as in many other parts of Europe during the Renaissance period, marriages were arranged by families and were often based on financial and political considerations rather than love or personal choice. The social relationships between men and women were also highly regulated, with strict rules regarding dating and behaving.



B Read the newspaper article and answer the questions.



VERONA DAILY

Will the conflict between these two families ever end? The citizens of Verona were terrorized once again.

People from every walk of life witnessed another murder in the ongoing war between the Capulets and the Montagues. The Capulets and Montagues, who have been rivals for a long time, remain in conflict, with each side blaming the other for the violence and unrest in Verona.

Q1. What happened in Verona?

Q2. What's the relationship between the Capulets and the Montagues?



Romeo & Juliet*

"O Romeo, Romeo, wherefore art thou Romeo?"
("Why are you Romeo?")



Romeo and Juliet (19th-20th century)
by Eleanor Fortescue Brickdale

CHORUS

In the beautiful city of Verona, where our story takes place,
a long-standing hatred between two families erupts into new violence,
and citizens stain their hands with the blood of their fellow citizens.

Two unlucky children of these enemy families
become star-crossed lovers and commit suicide.

Their unfortunate deaths put an end to their parents' feud.

For the next two hours, we will watch the story of their doomed love and their parents' anger, which nothing but the children's deaths could stop.

If you listen to us patiently, we'll make up for everything we've left out in this
prologue onstage.

☐ star-crossed ☐ feud ☐ doom ☐ make up for ☐ prologue

* 원작을 현대 영어로 전환함.



Montagues and Capulets by Valentin Melik

Story of Act I

On a hot summer's day, the young men of each family fight until the Prince of Verona mediates and threatens to banish them. Soon after, the head of the Capulet family plans a party. His goal is to introduce his daughter Juliet to a Count named Paris who seeks to marry Juliet.

- 5 Romeo, from the Montague family, and his friends – Benvolio and Mercutio – hear of the party and decide to go in disguise. Romeo hopes to see his beloved Rosaline at the party. Instead, while there, he meets Juliet and falls instantly in love with her. Juliet's cousin Tybalt recognizes the Montague boys and forces them to leave just as Romeo and Juliet
- 10 discover one another.

☐ mediate ☐ banish ☐ disguise

Story of Act II

Romeo stays near the Capulet house to talk with Juliet when she appears in her windows.

Scene II

Balcony Scene

(Juliet enters on the balcony.)

Romeo What's that light in the window over there?

5

It is the east, and Juliet is the sun.

Rise up, beautiful sun, and kill the envious moon.

The moon is already sick and pale with grief because you, Juliet, her maid, are more beautiful than she.

Oh, there's my lady! Oh, it is my love.

10

Oh, I wish she knew how much I love her.

☐ pale

☐ grief

Romeo What if her eyes were in the sky and the stars were in her head? —
The brightness of her cheeks would outshine the stars the way
the sun outshines a lamp. If her eyes were in the night sky,
they would shine so brightly through space that birds would start singing,
5 thinking her light was the light of day.
Look how she leans her cheek upon her hand.
Oh, I wish I was the glove on that hand so that I could touch that cheek.

Juliet Oh, my!

Romeo [aside] She speaks. Oh, speak again, bright angel!
10 You are as glorious as an angel tonight.
You shine above me, like a winged messenger from heaven
who makes mortal men fall on their backs to look up at the sky,
watching the angel walking on the clouds and sailing on the air.

Juliet (*Not knowing Romeo hears her*)
15 Oh, Romeo, Romeo, why do you have to be Romeo?
Forget about your father and change your name.
Or else, if you won't change your name,
just swear you love me and I'll stop being a Capulet.

Romeo [aside] Should I listen for more,
20 or should I speak now?

☐ outshine ☐ glorious ☐ mortal



Juliet *(Still not knowing Romeo hears her)*
It's only your name that's my enemy.
You'd still be yourself even if you stopped
being a Montague.
What's a Montague anyway?
It isn't a hand, a foot, an arm, a face, or any
other part of a man.
Oh, be some other name!
What does a name mean?
A rose by any other name would smell
as sweet.
Romeo would be just as perfect even if
he wasn't called Romeo.
Romeo, lose your name.
Trade in your name
—which really has nothing to do with you—
and take all of me in exchange.

Romeo *(To Juliet)* I trust your words.
Just call me your love,
and I will take a new name.
From now on I will never be
Romeo again.

Juliet Who are you? Why do you hide in the darkness and listen to my private thoughts?

Romeo I don't know how to tell you
who I am by telling you a name.
I hate my name, dear saint, because my name is your enemy.
If I had it written down, I would tear up the paper.

☐ have nothing to do with

☐ saint

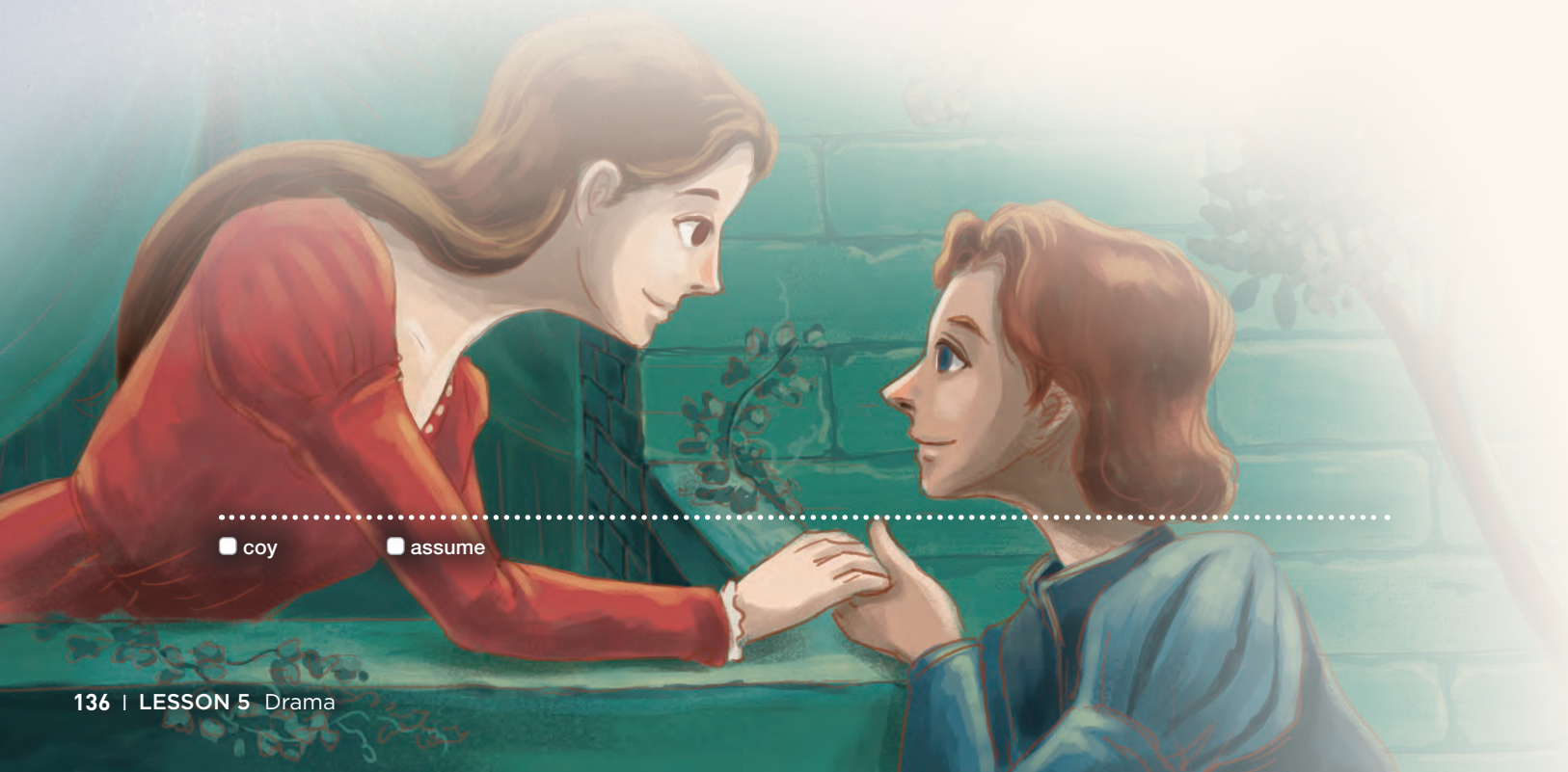
☐ tear up



Juliet Tell me, how did you get in here?
And why did you come?
The orchard walls are high, and it's hard to climb over them.
If any of my relatives find you here,
5 they'll kill you because of who you are.

Romeo I flew over these walls with the light wings of love.
Stone walls can't keep love out.
Whatever a man in love can possibly do,
his love will make him try to do it.
10 Therefore your relatives are no obstacle.

Juliet Oh, Romeo, if you really love me, say it truly.
In truth, handsome Montague, I like you too much,
so you may think my behavior is loose.
But trust me, gentleman. I'll prove myself more faithful
15 than girls who act coy and play hard-to-get.
So excuse me, and do not assume that my love isn't serious
just because you've made me love you so easily.



.....
☐ coy

☐ assume

Romeo Lady, I swear by the sacred moon above,
the moon that paints the tops of the fruit trees with silver—

Juliet Don't swear by the moon. The moon is always changing.
Every month its position in the sky shifts.
I don't want you to turn out to be that inconsistent too.

5

Romeo What should I swear by?

Juliet Don't swear at all. But if you have to swear,
swear by your wonderful self, which is the god
I worship like an idol, and then I'll believe you.

Juliet I pledged my love to you before you asked me to.
Yet I wish I could take that promise back, so I had it to give again.

10

Romeo You would take it back? Why would you do that, my love?

Juliet Only to be generous and give it to you once more.
But I'm wishing for something I already have.
My generosity to you is as limitless as the sea,
and my love is as deep.
The more love I give you,
the more I have.
Both loves are infinite.

15

With the help of Juliet's nurse*, the lovers arrange to marry when Juliet
goes for confession at the cell* of Friar* Lawrence. There, they are secretly
married.

20

☐ sacred ☐ inconsistent ☐ pledge ☐ infinite ☐ go for confession

*nurse: a woman who is paid to take care of a young child, usually in the child's home

*cell: a small room that a monk or a nun lives in

*Friar Lawrence: a monk in the Catholic religion

Story of Act III

Following the secret marriage, Juliet's cousin Tybalt, deeply offended and outraged by Romeo's attending the party, sends a challenge to Romeo. Romeo refuses to fight, which angers his friend, Mercutio, who then fights with Tybalt instead. Mercutio is accidentally killed as Romeo intervenes to stop the fight. In anger, Romeo kills Tybalt, and is banished by the Prince.

Juliet is anxious when Romeo is late to meet her after she acknowledges the fight, Tybalt's death, and Romeo's banishment. Friar Lawrence arranges for Romeo to spend the night with Juliet before he leaves for Mantua. Meanwhile, the Capulet family grieves for Tybalt, so Lord Capulet, Juliet's father, moves Juliet's marriage to Paris to the next day. Juliet's parents are angry when Juliet doesn't want to marry Paris, but they don't know about her secret marriage to Romeo.



*The Death of Mercutio,
Romeo's Friend (1904) by
Edwin Austin Abbey*

Story of Act IV

Friar Lawrence helps Juliet by providing sleeping pills that will make her seem dead. When the wedding party arrives to greet Juliet the next day, they believe she is dead. The Friar sends a messenger to warn Romeo of Juliet's plan and commands him to come to the Capulet family monument to rescue his sleeping wife.



*Juliet in the Cell of Friar
Lawrence (1867) by Edward
Matthew Ward*

☐ intervene ☐ monument

Story of Act V

By a strange twist of fate, the vital message to Romeo doesn't arrive in time because the plague is in town, so the messenger cannot leave Verona. Hearing from his servant that Juliet is dead, Romeo buys poison in Mantua. He returns to Verona and goes to the tomb. There Romeo takes his poison and dies. Juliet awakens from the deep sleep caused by the sleeping pills. She learns what has happened from Friar Laurence. She refuses to leave the tomb, and she stabs herself.

The tragic deaths of Romeo and Juliet bring about a sense of regret for the families. In the end, the two families promise to erect a monument in Romeo and Juliet's honor. Ironically, without the tragic deaths of the couple, there would not have been an end to the family feud, nor any peace.



The Reconciliation Of the Montagues and the Capulets over Dead Bodies of Romeo & Juliet,
(thought to be 1850s) by Frederic Leighton

☐ twist

☐ vital

☐ plague

☐ stab

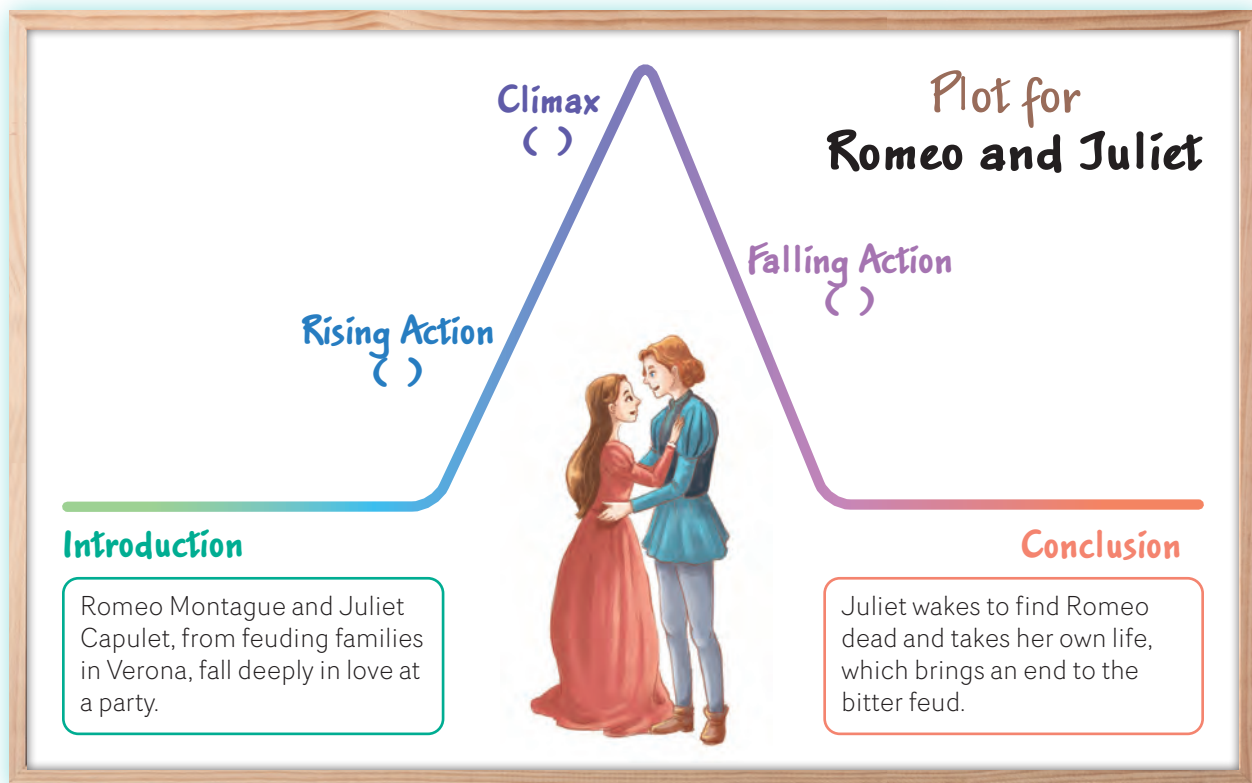
☐ erect



A Read and answer the *Romeo and Juliet* Quiz.

1. What family does Romeo belong to?
2. Which is NOT mentioned as a comparison to Juliet's beauty?
Ⓐ the sun Ⓑ angel Ⓒ wings of love
3. In Act II, Scene II, to what does Romeo swear his love?
Ⓐ a rose Ⓑ the moon Ⓒ his name

B Read the sentences below and complete the plot.



- Ⓐ To avoid marrying Paris, Juliet takes sleeping pills to fake her death, but Romeo truly believes she is dead and kills himself.
- Ⓑ They fall in love and marry in secret with the help of Friar Lawrence, but they face challenges due to the ongoing family feud.
- Ⓒ Romeo kills Tybalt Capulet, so he is banished from Verona. Juliet's family tells her she must marry Paris.



A Expressions in Literature

1. What does the underlined expression mean? Fill in the blanks using the words from the box.

Two unlucky children of these enemy families become star-crossed lovers and commit suicide.

→ **meaning:** _____ of two people are influenced by bad luck or fate, often resulting in a difficult or unfortunate _____

outcome

the destinies



2. Fill in the blanks using the expressions from the box.

(1) You are as _____ as an angel tonight.

(2) A rose by any other name would smell as _____.

(3) My generosity to you is as _____ as the sea.

limitless

glorious

sweet

B Language Structure

Without ~, would have p.p.

• **Without** the tragic deaths of the couple, there **would not have been** an end to the family feud, nor any peace.

(= **But for** the tragic deaths of the couple, ~)

(= **If it had not been for** the tragic deaths of the couple, ~)

Choose the appropriate words to complete the sentence.

(1) A: I recently fell in love with *Romeo and Juliet*. The story is so beautiful.

B: Without Shakespeare, the story (was not / would not have been) loved by people around the world.

(2) A: Without your support, I (didn't finish / would never have finished) the project on time.

B: That's what friends are for.



Reflection on My Life

A Think about the three questions regarding *Romeo and Juliet* and discuss them with classmates.

Q1. If you were Romeo, what would you say to Juliet to express your love?



Q2. If Romeo and Juliet came for your advice, how would you advise them?



I would say.....



Q3. If you were to rewrite the ending of *Romeo and Juliet* to avoid a tragic end, how would you change the plot?

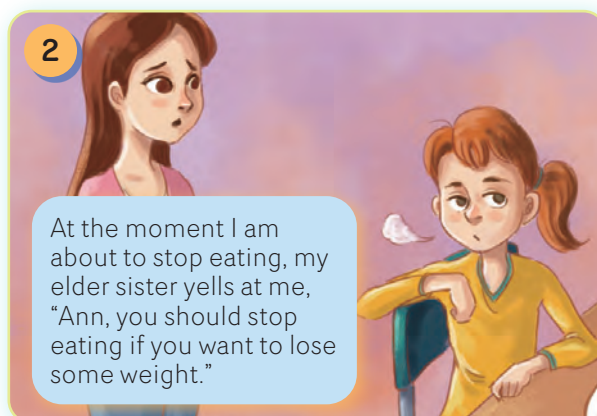


If I were to rewrite *Romeo and Juliet*, I would

B Read the description of the “Romeo and Juliet effect” and think about the emotional changes you might experience.

The “Romeo and Juliet effect” is used to refer to situations where individuals are more strongly attracted to someone or have a sense of wanting something more due to the presence of challenges or opposition. In other words, external pressure or opposition can strengthen an individual's resolve to pursue a particular action or relationship.

Look at the following cartoon and think about why Ann might have decided to eat the whole sandwich.



C Think about your own experience related to the “Romeo and Juliet Effect” and share it with your partner.

When	
What	
With whom	
Your response	



Do you know?

William Shakespeare has been called “The Master of Language” or “The Inventor of Words.” Those terms highlight his skill in inventing words and phrases as well as contributing to the development of the English language. Let’s explore the words of Shakespeare!



A Shakespeare is famous for his romantic and poetic language. *Romeo and Juliet* is a beautiful example of his use of existing words and phrases in creative and imaginative ways.

Act II Scene II BALCONY SCENE

- It is the east, and Juliet is the sun.
→ This sentence describes Juliet’s beauty and brightness in a poetic expression.
- Rise up, beautiful sun, and kill the envious moon,
→ The word “envious” is used to describe the moon as if it is jealous of Juliet’s beauty.

What’s your favorite expression from *Romeo and Juliet*?

B Shakespeare is also renowned for inventing words, such as “uncomfortable” used in *Romeo and Juliet*. Match words used in Shakespeare’s plays to the corresponding meanings.

Act IV Scene V JULIET’S FATHER MOURNS HIS DAUGHTER’S DEATH.

Capulet — Despised, distressed, hated, martyred, killed!
Uncomfortable time, why did this have to happen now?
(meaning: feeling awkward or uneasy)

Shakespeare Words

- (1) allurement •
- (2) inaudible •
- (3) moonbeam •

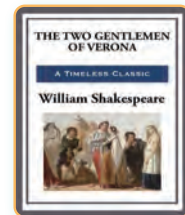
Meaning

- being silent or imperceptible
- ray of moonlight
- enticement, appeal, or attraction

C Shakespeare used various unique phrases in his works which didn't exist before. Fill in the blanks using the phrases from the box. Begin with a capital letter, if necessary.

Phrases	Meaning
tongue-tied	difficult to express yourself, usually because of nervousness
green-eyed monster	jealousy or envy
love is blind	loving someone makes you unable to see their faults

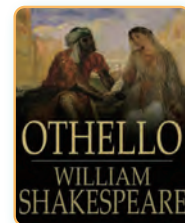
- (1) _____ I was, and could not speak my mind.
(*The Two Gentlemen of Verona*, Act III, Scene 1)



- (2) But _____, and lovers cannot see
the pretty follies that themselves commit,
(*The Merchant of Venice*, Act II, Scene 6)



- (3) O, watch out, my lord, of jealousy; it is the _____
which devours and destroys the very thing it loves and feeds on.
(*Othello*, Act III, Scene 3)



HONOR Search for more words invented by Shakespeare.

words invented by Shakespeare

SEARCH



Mission — Your Own Drama

SAMPLE Read the sample script of the scene — the moment Romeo and Juliet meet. Fill in the blank with your own sentences and read the script with your group members.

Summary of the scene

Romeo and his friends sneak into the Capulet's party wearing masks. Romeo meets Juliet and falls in love. Juliet allows him to hold her hand and kiss her. However, Juliet's nurse comes and tells her who Romeo is. Romeo also gets to know Juliet is from the Capulet family.

Act I Scene IV

(Music plays. People dance.)

Romeo: *(He sees Juliet and she is dancing with a man.)*
(Talking to himself) Oh, my god! Who is she?
She's so beautiful. I want to talk to her.



(Juliet stops dancing and stands near Romeo.)

Romeo: *(To Juliet)* Lady, you are so beautiful.
Wow. Can I hold your hand?
Juliet: Who are you handsome? *(Laughing)* Yes, of course you can hold my hand.
Romeo: *(He holds her hand.)* Your hands are soft like the wool of a sheep.
Juliet: Thank you. You are good-looking. I like you.
Romeo: If our hands can touch, our lips can touch too. *(He kisses on her cheek.)*

(The Nurse enters.)

Nurse: Juliet! Your mother, Lady Capulet, wants you. Come with me.

Romeo: *(Talking to himself)* Oh, no. Is she a Capulet?
I already love Juliet, but we can never meet again!

(Romeo leaves in a hurry.)

Juliet: *(Watching Romeo leave)* Nurse, what's that young man's name?

Nurse: His name is Romeo Montague, so do not talk to him anymore.

Juliet: *(Talking to herself)* Oh, my only love. _____

(They leave the stage. Curtain closes.)

Q. If you were Juliet, what would you say when you found out Romeo is a Montague?

STEP 1 Choose an Act from *Romeo and Juliet*, and summarize it.

<i>Romeo and Juliet</i>	<input type="checkbox"/> Act 1	<input type="checkbox"/> Act 2	<input type="checkbox"/> Act 3	<input type="checkbox"/> Act 4	<input type="checkbox"/> Act 5
Summary	1. characters(who):				
				
	2. situation(when, where):				
				
3. storyline(what, how, why):					
.....					

STEP 2 Choose the characters the play needs and write a dialogue with your group members.



the characters
the play needs

the character
you want to play

write your lines

STEP 3 Put the script together and edit the whole script.

STEP 4 Read the script aloud.

Tips!

1. Study your character's background, personality, and relationships.
2. Pay attention to nonverbal cues such as body language and gestures.
3. Consider pitch, tone, volume, and pace to express different emotions.



Perform Your Own Drama



Review



- Play the following board game with your partner.
- Play rock, scissors, paper with your partner and move 2 spaces if you win and move 1 if you lose.
- Answer the questions on the answer sheet below.

1.

What is the type of speech which can be heard by the audience but the other actors pretend not to hear?

Go back to the starting point!

2.

What's the full name of the author who wrote *Romeo and Juliet*?

3.

Where is the turning point located in the plot structure?

6.

When Juliet talks to herself hoping Romeo loses his name, which flower does she mention?

5. True or False

Romeo is from the Capulet family. [T/F]

Jump 2 steps forward!

4.

Name Shakespeare's four representative tragedy plays.

7.

Why was Romeo banished by the Prince of Verona?

Break time
(Wait until next round)

8.

What is it?
It refers to situations where people experience an increased attachment when facing challenges or opposition.

10.

Shakespeare is renowned for inventing a lot of new words. What is the word that means "being silent or imperceptible"?

Switch up!
(Change places with your partner.)

9.

Which of the following is NOT mentioned as an example of Romeo's comparison to Juliet?
Ⓐ the sun Ⓑ an angel Ⓒ the sea

Go back to 7!

11.

If you get the correct answer, move one step forward.
If you get the wrong answer, restart at 1.

Q. Fill in the blank.
_____ and lovers cannot see the pretty follies that themselves commit, (*The Merchant of Venice*, Act II, Scene 6)

Finish Line

QUESTIONS	YOUR ANSWERS	RIGHT / WRONG

Special Lesson

Musical **Wicked**





Meeting the Authors

There were several writers before the musical *Wicked* was on stage.
Let's meet the authors.

Musical – *Wicked*



Left, Stephen Schwartz
Right, Winnie Holzman



Song Lyrics - Stephen Schwartz

Book - Winnie Holzman

Based on the novel *Wicked* by Gregory Maguire, Stephen Schwartz wrote the song lyrics for the musical *Wicked*. The book for the musical *Wicked* was written by Winnie Holzman, an American playwright, screenwriter, and poet.



Based on



Novel - *Wicked: The Life and Times of the Wicked Witch of the West*



Author - Gregory Maguire

Gregory Maguire is perhaps best known for his novel *Wicked* which was published in 1995. His book, based on L. Frank Baum's 1900 novel *The Wonderful Wizard of Oz*, served as the basis for the hit Broadway musical *Wicked*.



Based on



Novel - *The Wonderful Wizard of Oz*



Author - L. Frank Baum

L. Frank Baum was an American author best known for his children's fantasy books, particularly *The Wonderful Wizard of Oz*. Actually, the author's initials, "L.F.B." each gave one syllable to the name: El-pha-ba.



A The musical *Wicked* is technically an earlier part of the story of *The Wonderful Wizard of OZ*. Read a section from the story and answer the questions.



As Dorothy's house crashes into the ground after being swept up by the tornado, she discovers that it has landed on top of the Wicked Witch of the East(Nessarose), killing her instantly.

As the Munchkins sing and dance around Dorothy, Glinda—the Good Witch—asks her to take the Wicked Witch's slippers. However, the Wicked Witch of the West(Elphaba) arrives, angry that her sister—Nessarose—has been killed. Elphaba demands the slippers of her sister, but Glinda uses her magic to protect Dorothy from harm, sending the wicked witch away.



Q1. What happened to Dorothy and her house?

Q2. What's the relationship among the witches?

B Look at the poster for *Wicked* and find the hint to figure out the relationship between Elphaba and Glinda using the words from the box.



Do you know?

The poster for the musical *Wicked* features Elphaba, a green-skinned witch with a pointed (1) _____ hat, and Glinda, the witch with (2) _____ clothes on the right side.

The poster implies the relationship between the two witches. Elphaba conceals her eyes and smiles with her nose and lips (3) _____. In contrast, Glinda whispers to Elphaba, (4) _____ her nose and lips behind her hand. They look so different from each other, and each one has some characteristics that the other doesn't have.

white

black

hiding

revealed



Wicked

The story begins when Elphaba and Glinda first meet at a school called Shiz. Unlike Glinda, popular and well-liked by everyone, Elphaba is made fun of by her classmates because of her green skin and sharp tongue. What's worse, her father only favors her sister Nessarose. Elphaba is an outsider and feels like she doesn't fit in with the popular crowd at Shiz.

☐ make fun of

☐ fit in with

Act I Scene II

Dear Old Shiz

(Scene fades as Shiz students appear. Elphaba enters with them.

Frex, Elphaba's father, wheels Nessarose on stage.)

Elphaba What?! What are you looking at? Oh, do I have something in my teeth? Okay, let's get this over with. No, I'm not seasick. Yes, I've always been green. No, I didn't chew grass as a child.

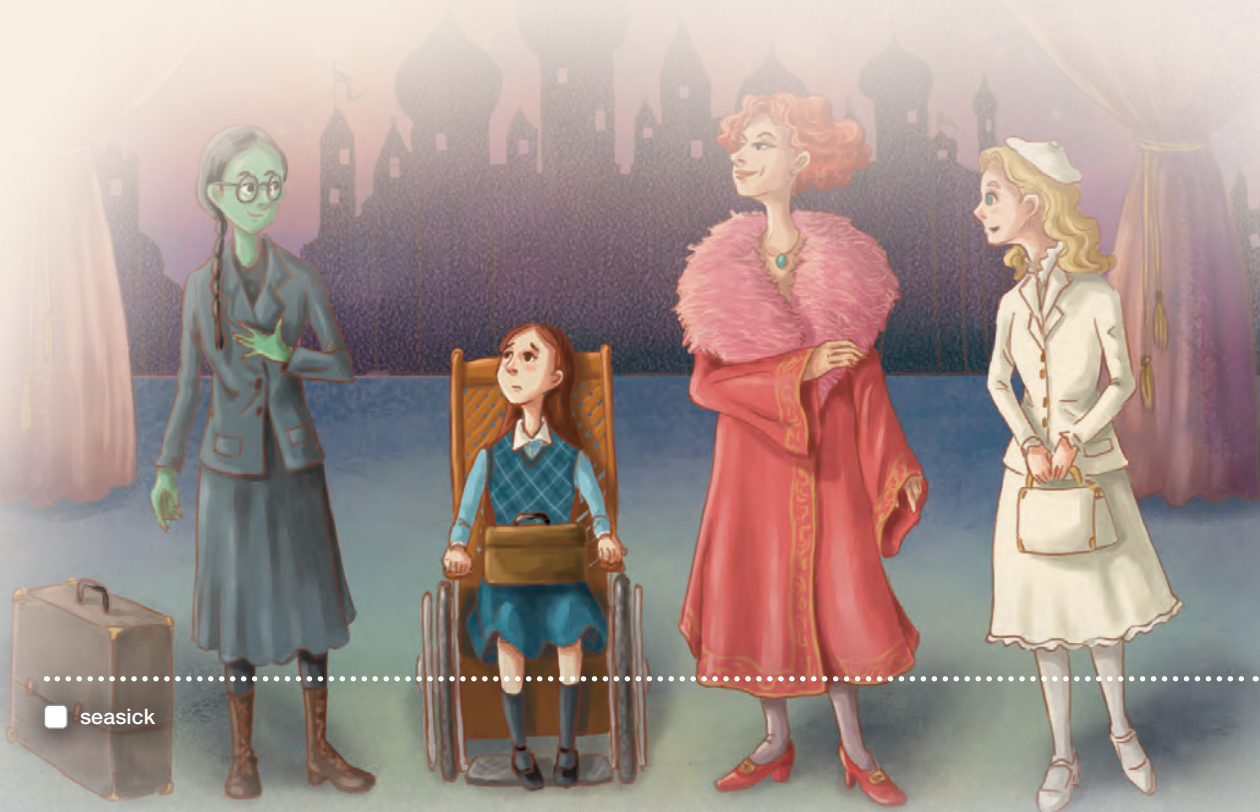
Frex (Elphaba's father) Elphaba!

Elphaba Oh, this is my younger sister, Nessarose. As you can see, she is a perfectly normal color.

(Their Father angrily pulls Elphaba aside.)

Frex Elphaba, stop making a spectacle of yourself! Remember I'm only sending you here for one reason.

Elphaba Yes, I know, to look after Nessarose.



(Father crosses to Nessarose with a gift.)

Frex *(Holds out a box.)* My precious little girl: a parting gift.

Nessarose Father...

(He pulls silver shoes from the box.) Jeweled shoes!

5 **Frex** As befits the future governor of Munchkinland*. Elphaba, take care of your sister. And try not to talk so much!

(He exits. Elphaba watches him go.)

Elphaba Well, what could he have gotten me?

I clash with everything!

10 *(Morrible enters.)*

Morrible(the principal) You must be Miss Nessarose, the governor's daughter.

What a tragically beautiful face you have!

(Sees Elphaba and snorts.) And you must be...

Elphaba I'm the other daughter, Elphaba. I'm beautifully tragic.

15 **Morrible** Yes, yes, I'm sure you're very bright.

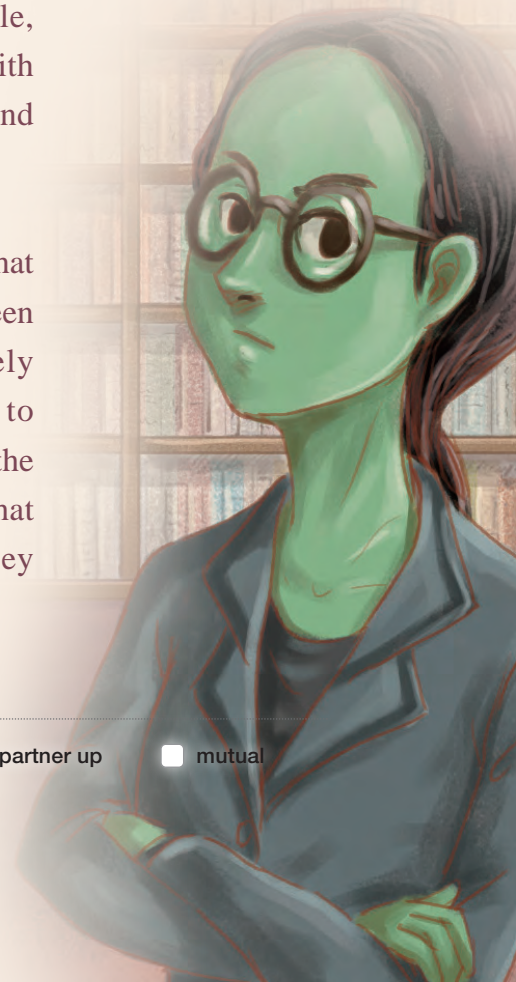
Glinda Bright? She's phosphorescent.

20 At the moment the principal, Madame Morrible, asks who would like to volunteer to share a room with Elphaba, Glinda raises her hand to ask a question and accidentally they are assigned as roommates.

25 Glinda initially doesn't like Elphaba and thinks that she is strange and unapproachable. The tension between Elphaba and Glinda peaks and becomes extremely intense in their first class, when they are asked to partner up for a project. They are both shocked at the idea of working with each other, and the song "What Is This Feeling?" is a humorous duet in which they express their mutual dislike for each other.

☐ befit ☐ clash ☐ snort ☐ phosphorescent ☐ assign ☐ partner up ☒ mutual

*Munchkinland: name of a land within the magical Land of Oz



Act I Scene IV

♪ What Is This Feeling? ♪

Glinda Dearest, Darlingest Momsy and Popsicle...

Elphaba My dear father...

Both There's been some confusion over rooming here at Shiz.

Elphaba But, of course, I'll care for Nessa...

5

Glinda But, of course, I'll rise above it...

Both For I know that's how you'd want me to respond.
Yes... There's been some confusion for you see my roommate is...

Glinda Unusually, and exceedingly peculiar and altogether quite impossible to describe...

Elphaba Blonde.

10

Glinda What is this feeling so sudden and new?

Elphaba I felt the moment I laid eyes on you!

Glinda My pulse is rushing ...

Elphaba My head is reeling ...

Glinda My face is flushing ...

15

☐ confusion ☐ exceedingly ☐ peculiar ☐ lay eyes on ☐ reel



Both What is this feeling, fervid as a flame. Does it have a name?
Yes! Loathing! Unadulterated loathing!

Glinda For your face

Elphaba Your voice

5 **Glinda** For your clothing

Both Let's just say, I loathe it all
Every little trait, however small
Makes my very flesh begin to crawl
With simple utter loathing
10 There's a strange exhilaration
In such total detestation
It's so pure, so strong!

15 Though I do admit it came on fast
Still, I do believe that it can last
And I will be loathing, loathing you,
My whole life long!

Students Dear Glinda, you are just too good!
How do you stand it, I don't think I could!
She's a terror! She's a tartar!
20 We don't mean to show a bias,
But Glinda, you're a martyr!

Glinda Well, these things are sent to try us!

Students Poor Glinda forced to reside
with someone so disgustified*
25 We just want to tell you we're all on your side!

Both For forever, loathing.
Truly, deeply loathing you!
My whole life long!

☐ fervid ☐ unadulterated ☐ loathe ☐ crawl ☐ exhilaration ☐ detestation ☐ tartar

***disgustified**: a fictional word which means 'making someone or something disgusting or unpleasant'



One day, Elphaba uses her magic to save Glinda's life when she accidentally drinks a green elixir. Glinda is initially shocked and frightened by Elphaba's powers, but after a conversation with her, she begins to understand and accept her.

Act I Scene IX

Sharing Secrets

5

(After the party, both girls have been up all night, talking.)

Glinda

Your very first party? Ever?

Oh, I know! Let's tell each other something we've never told anyone...

I'll go first: Fiyero and I are going to be married.

☐ elixir

- Elphaba** Really? He's asked you already?
- Glinda** Oh, he doesn't know yet. Now, you tell me a secret.
- Elphaba** Like what?
- Glinda** Like... Why do you sleep with this funny, little, green bottle under your pillow? (*Grabs the bottle.*)
- Elphaba** Give that back.
- Glinda** C'mon, tell me. Tell me tell me!
- Elphaba** It was my mother's! That's all...
(*Silence*)
- Glinda** (*Hands her the bottle.*) That's not fair.
I told you a really good one.
- Elphaba** My father hates me.
- Glinda** (*Gasps.*)
- Elphaba** That's not the secret. The secret is – he has a good reason. It's my fault.
- Glinda** What is?
- Elphaba** ... that my sister is ... the way she is. (*Pause*) You see, when my mother was carrying Nessa, my father was worried that the new baby might come out...
- Both** Green.
- Elphaba** He was so worried, he made my mother chew milk flowers*, day and night.
Only it made Nessa come too soon, with her little legs all tangled. And my mother never woke up. None of which ever would have happened if not for me.
- Glinda** But that was the milk flowers' fault, not yours. You see Elphie... now that we're friends, I've decided to make you my new project!
- Elphaba** You really don't have to do that.
- Glinda** I know. That's what makes me so nice!

☐ tangled

***milk flower**: a fictional plant created for the story



Act I Scene X

♪ Popular ♪

Glinda Whenever I see someone less fortunate than I
(And let's face it, who isn't less fortunate than I?)
My tender heart tends to start to bleed
And when someone needs a makeover
I simply have to take over
I know, I know exactly what they need

5

And even in your case
Though it's the toughest case I've yet to face
Don't worry, I'm determined to succeed
Follow my lead
And yes, indeed

10

You will be
Popular!
You're gonna be popular!

15

I'll teach you the proper ploys
When you talk to boys
Little ways to flirt and flounce
Ooh! I'll show you what shoes to wear
5 How to fix your hair
Everything that really counts
To be popular
I'll help you be popular!

You'll hang with the right cohorts
10 You'll be good at sports
Know the slang you've got to know
So let's start
Cause you've got an awfully long way to go

Don't be offended by my frank analysis
15 Think of it as personality dialysis
Now that I've chosen to become a pal,
a sister and adviser
There's nobody wiser
Not when it comes to
20 Popular!

I know about popular
And with an assist from me
To be who you'll be
Instead of dreary who-you-were, well, are

25 There's nothing that can stop you
From becoming popu- ler... lar.. La la, la la



☐ ploy ☐ flirt ☐ flounce ☐ fix one's hair ☐ cohort ☐ dialysis ☐ when it comes to



We're gonna make you pop-u-lar!
When I see depressing creatures
With unprepossessing features
I remind them on their own behalf
To think of celebrated heads of state 5
Or especially great communicators
Did they have brains or knowledge?
Don't make me laugh!

They were popular! Please!
It's all about popular 10
It's not about aptitude
It's the way you're viewed
So it's very shrewd to be
Very, very popular
Like me! 15

☐ depressing ☐ unprepossessing ☐ on one's own behalf ☐ shrewd



A What does the underlined expression from the song “Popular” mean?

Act I Scene X

Whenever I see someone less fortunate than I

(And let's face it, who isn't less fortunate than I?)

My tender heart tends to start to bleed

And when someone needs a makeover

I simply have to take over

I know, I know exactly what they need



B Fill in the blanks using the expressions from the box.

- (1) Elphaba: What?! What are you looking at? Oh, do I have something in my teeth? Okay, let's get this over with. No, I'm not seasick. Yes, I've always been green. No, I didn't chew grass as a child.

Frex (Elphaba's father): Elphaba!

Elphaba: Oh, this is my younger sister, Nessarose. As you can see, she is a perfectly normal color.

Frex: Elphaba, yourself! [→ Act I Scene II]

- (2) Glinda: Unusually, and exceedingly peculiar and altogether quite impossible to describe...

Elphaba: Blonde.

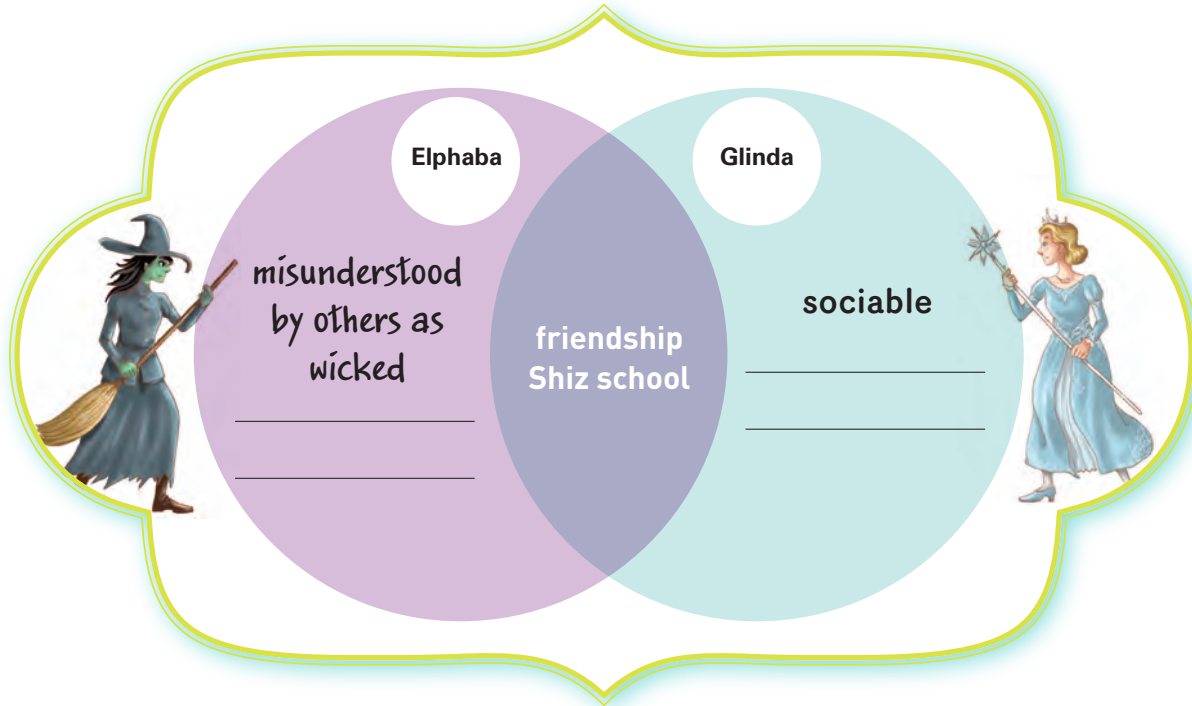
Glinda: What is this feeling so sudden and new?

Elphaba: I felt the moment I you! [→ Act I Scene IV]

laid eyes on

stop making a spectacle of

C Compare the features of Elphaba and Glinda using the words in the box.



good at getting along with others
a desire to be accepted by others

green skin and sharp tongue
the lack of fitting in with others

D Read the questions and answer the *Wicked* quiz.

1. What school did the musical take place in?

2. How were Elphaba and Glinda assigned as roommates?



- Ⓐ They instantly liked each other at the moment they first met.
- Ⓑ Glinda raised her hand to ask a question, but the principal misunderstood her intention.
- Ⓒ Madame Morrible forcefully assigned Elphaba to use a dormitory room against her will.

3. According to the song "What Is This Feeling?," what are the emotions that Elphaba and Glinda described?

- Ⓐ pity and sympathy
- Ⓑ dislike and hatred
- Ⓒ admiration and respect



A Text and music give us different impressions. Listen to the songs in ACT 1 – Scene IV and Scene X, and talk about how you feel about the songs.

	Act I Scene IV	Act I Scene X
Title of the song	<i>What Is This Feeling?</i>	<i>Popular</i>
What's the song about?		
Your impression when reading the lyrics 		
Your impression when listening to the song 		

B When you have trouble with your friends, how do you solve that problem? Like Elphaba and Glinda, do you share your secrets to understand each other? Like the sample, make a wheel of solutions with your classmates.





Famous songs from well-known musicals



Musical - Jekyll & Hyde

“This is the Moment”

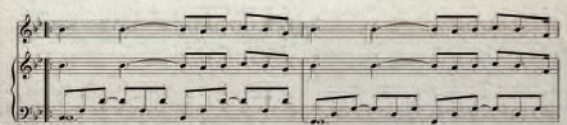
- Dr. Jekyll sings this song just before he decides to take his experimental potion that transforms him into the evil Mr. Hyde.

Musical - Cats

The song is performed by the Glamour Cat who wants to be accepted and loved again.



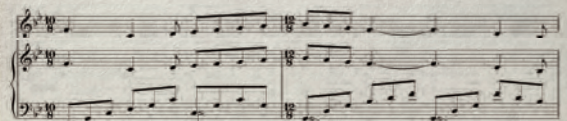
“Memory” from Cats



Mid - night, not a sound from the pave - ment. Has the moon lost her



mem - ory? She is smil - ing a - lone. In the



lamp - light, the with - ered leaves col - lect at my feet and the

Appendices





Answers and Scripts . . p 168

Sources p 175

Answers and Scripts

LESSON 1 FABLE

About the Genre p. 10

- A ☒ The Ugly Duckling ☒ hope for the flowers
 B (1) ㉠ (2) ㉡ (3) ㉢
 C Q1. 1. the country mouse 2. the country mouse
 Q2. 예시 답안 be content with what we have

Literary Focus p. 12

- Q1. Sue's pupils
 Q2. 1. ㉠ 2. ㉡ 3. ㉢ 4. ㉣

Pre-Reading p. 16

- A 1. ㉡
 2. 예시 답안 I think the mouse might be giving a dental treatment to the fox.
 3. 예시 답안 He seems to be thinking that he's dying to eat the mouse in his mouth.

Post-Reading p. 24

- A (1) his work ethic (2) eat the prey
 (3) formed a plan (4) made up his mind
 B 1. the fox, come 2. eat the De Sotos
 C 1. ㉠ 2. ㉢ 3. ㉡
 D 1. (1) 예시 답안 While the fox was not exactly explicit, he seemed like he was planning to eat the De Sotos.
 (2) Doctor De Soto: the dental bib for treating the Fox: the bib for meals
 2. (1) 예시 답안

	First Dinner	Second Dinner
the Fox	He is eating soup on a plate with satisfaction.	He is only licking the outside of the bottle.
the Stork	He can't eat soup with his beak at all.	He is eating with his beak very well.

(2)

	First Dinner	Second Dinner
Item	a plate/a bottle	a plate/a bottle

(3) 예시 답안 the lesson is to treat other people as

you would like to be treated

Checking Out Language p. 29

- A 1. Thank you very much.
 2. (1) gasped (2) whimpered (3) exclaimed
 B (1) asked the fox to sit on the floor
 (2) asked the fox whether he would be the first one

Review p. 32

1. lesson
 2. allegory
 3. 예시 답안 I like the part where Doctor De Soto treats the fox with a secret formula the most.
 4. F
 5. he realized he had a tasty little morsel in his mouth, and his jaw began to quiver.
 6. T
 7. 예시 답안 I like this illustration because the fox, despite being much larger than the De Sotos, is bowing down to ask for help.
 8. 예시 답안 A clever idea can solve a dilemma.
 9. asked the fox to be there at eleven sharp
 10. (m)utter
 11. 예시 답안 I like this fable, "The Ant and the Grasshopper." The lesson of this story is that hard work is worth the effort.

LESSON 2 POETRY

Literary Focus 1 p. 38

- B (1) S (2) S (3) H

Pre-Reading 1 p. 39

- A Q1. Robert Burns Q2. Scotland
 B 예시 답안 candy, violin, treasure, tomato, test, sweater, storm, strawberry, summit, complex puzzle, satellite, shower, spell, salad, nuclear, picnic, shadow, shelter, television, textbook,

zebra, train, riot, opera, molecule, mushroom,
needle, palace, passport, potato, miracle,
legend, metal, hospital, helicopter, iron, magnet,
marathon, market, crystal, etc.

Post-Reading 1 p. 42

- A ㉠, ㉢
B (1) O my love is like the melody
(2) Till all the seas run dry, my dear
(3) And fare you well awhile! And I will come
again, my love, Though it were ten thousand
mile
C 예시 답안 (1) essential (2) drinking water

Literary Focus 2 p. 44

- B (1) P (2) M (3) A

Pre-Reading 2 p. 45

- B 예시 답안 anchor, boat, blanket, coast, coat,
coffee, colleague, dolphin, dive, disaster,
empty, duck, fog, flock, flight, freezing, harbor,
heat, liquid, magnificent, ocean, resort, ship,
submarine, thirst, vessel, wave, wet, etc.

Post-Reading 2 p. 48

- A (A) starfish, crab, stone
(B) relieved, ran away, carried
B (1) A (2) P (3) M, P

Literary Focus 3 p. 50

- B (1) B (2) A (3) R

Pre-Reading 3 p. 51

- B 예시 답안 Kind Hearts, Together We Rise

Post-Reading 3 p. 54

- A (1) heaven (2) religion, possessions
(3) peace (4) share
B A, R, A, R

Checking Out Language p. 55

- A 1. 예시 답안 O my Love is like the melody That's
sweetly played in tune. / may came home with
a smooth round stone as small as a world and
as large as alone.
2. (1) the sands (2) whatever (3) No need for
B (1) It was Tom who
(2) It was you who
(3) It is the quality of one's life rather than the
quantity which
(4) It is not the movie itself but the shared
experience that

Reflection on My Life p. 56

- B 예시 답안 when I go through a challenge, because
challenges may bring out my inner strengths /
during travel, because travel provides a change of
scenery and routine and foster new perspective
C 예시 답안 To ride a bike for short trips / Riding a
bike for short trips will reduce carbon emissions
and contribute to environmental sustainability.

Mission p. 58

Step 1. 예시 답안 1. violent, holiday, tide, harmony,
horizon, liberty 2. holiday 3. Because winter vacation
is coming. 4. Holiday

Step 2. 예시 답안 autumn, highway, airport, beach /
joyful, festive, terrific / laughing, celebrating, chatting
/ horrible mind like a soaked rat / waiting, waiting,
waiting / cruel, nasty / weather, typhoon

Step 3. 예시 답안



Review p. 60

A Red, Red Rose

1. ② 2. ② 3. ③ 4. ② 5. ③

maggie and milly and molly and may

1. ③ 2. ① 3. ① 4. ② 5. ③

Imagine

1. ① 2. ③ 3. ① 4. ① 5. ③

Literary Device

1. ① 2. ① 3. ② 4. ② 5. ①

[Script]

A Red, Red Rose

- 100: What is the central symbol of the poem?
① the road ② the rose ③ the sea
- 200: What does the speaker compare his love to?
① a summer's day ② a red, red rose ③ a star
- 300: Which is not related to Robert Burns?
① January 25th ② Auld Lang Syne
③ Nobel Prize
- 400: How does the speaker convey the depth of his love?
① through anger
② through comparison with nature
③ through sadness
- 500: What is the speaker willing to do for his love?
① travel around the world
② become a better person
③ love her until the end of time

maggie and milly and molly and may

- 100: What is the setting of this poem?
① a forest ② a city ③ a beach
- 200: What do the four girls in the poem find at the beach?
① a shell, a starfish, a crab, and a stone
② a book, a toy, a hat, and a shoe
③ a bird, sand, a jelly fish, and a whale
- 300: "molly was chased by a horrible thing which raced sideways while blowing bubbles" What is the horrible thing?
① a crab ② a dog ③ a stone
- 400: How does nature play a role in this poem?
① It provides obstacles that the girls must overcome.

② It interacts with the girls, providing insights into their characters.

③ It provides the girls with instruments.

5. 500: Which is not a characteristic of e. e. cummings' poetry?

- ① innovative language and style
② using lowercase letters
③ conventional language and simple themes

Imagine

- 100: According to the lyrics of "Imagine," what does John Lennon imagine people living "as"?
① one ② two ③ three
- 200: In the song "Imagine," what does John Lennon ask us to imagine all the people sharing?
① the house ② the sky ③ the world
- 300: What does the line "imagine all the people living life in peace" suggest?
① a vision of a world without conflict
② a desire for material possessions
③ a call for bridging the gap between rich and poor
- 400: According to the lyrics of "Imagine," what does John Lennon imagine people "living for"?
① today ② tomorrow ③ yesterday
- 500: According to the lyrics of "Imagine," what does John Lennon ask us to imagine "living life in peace" without?
① cars ② cell phones ③ countries

Literary Device

- 100: Which of the following is an example of simile?
① He's as brave as a lion.
② Time is money.
③ She is an early bird.
- 200: Which of the following is an example of personification?
① The wind whistled through the trees.
② Her eyes are as bright as stars.
③ She runs like a cheetah.
- 300: Which literary device is used in the following sentence? "He has a ton of homework tonight."
① metaphor ② hyperbole ③ personification
- 400: Which of the following is an example of metaphor?

- ① I am nobody. ② Life is a dream.
 ③ All animals are equal, but some animals are more equal than others.

5. 500: Alliteration — Which of the following is an example of alliteration?

- ① Peter Piper picked a peck of pickled peppers.
 ② Her heart was as cold as ice.
 ③ Life is as boring as a twice-told tale.

LESSON 3 NOVEL

About the Genre p. 64

- B (1) Fantasy – ex. *The Lord of the Rings* – is dependent for effect on having strange settings and characters
 (2) Coming-of-age story – ex. *Billy Elliot* – is about the life of the main character as they grow up and become an adult
 (3) Mystery – ex. *Murder on the Orient Express* – deals with a puzzling crime, especially a murder
- C Q1. ⑥
 Q2. the century or decade, the geographical location, New York City & Long Island

Pre-Reading p. 68

- A (1) Maycomb (2) inequality

Pop Quiz 1 p. 79

1. ③ 2. ① 3. (1) F (2) T (3) F

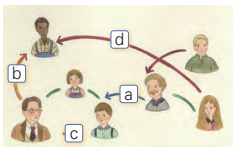
Pop Quiz 2 p. 89

1. ⑥ 2. ③ 3. ① 4. (1) F (2) T

Post-Reading p. 90

- A 1. Scout, Jem, Atticus, Tom, Mayella

2.



- B 2. sin, death, songbirds

Reflection on My Life p. 92

- A 1. 예시 답안 ☒ Atticus: I like him because he is committed to justice, despite the prejudices and challenges he faces.
- B 예시 답안 p. 88: 6-7
 I turned to go home. Street lights winked down the street all the way to town. I had never seen our neighborhood from this angle.
1. It beautifully captures Scout's joy of getting to know Boo Radley, a precious and kind neighbor.
 2. I can feel the happiness of seeing the world from another person's perspective.
- D 예시 답안
 A1 Yes: Because unfair treatment based on race still happens a lot.
 No: Because it is not as widespread or socially acceptable as it was in the past.
 A2 Yes: In my case, I have faced prejudice because people assumed I was weak just because I'm a woman.
 No: I haven't experienced that kind of prejudice.
 A3 Yes: I once made a wrong judgment about someone, but I learned I was mistaken.
 No: I try to be fair to everyone, so I don't think I've misunderstood someone like that.

Checking Out Language p. 94

- A 2. (1) you were runnin' a still
 (2) a lie as black as
 (3) stand in Bob Ewell's shoes
- B (1) that's why her character teaches
 (2) This is why reading it revives

Words at a Court p. 95

- B (1) juror (2) court reporter (3) lawyer
 (4) witness (5) spectator (6) prosecutor
 (7) courtroom

Review p. 98

[Warm-up Question] ⑥

1. plot, setting, and characters

2. the antagonist
3. 예시 답안 Scout, Jem, Atticus
4. 예시 답안 before I can live with other folks I've got to live with myself
5. Boo
6. Atticus
7. T
8. F
9. F
10. Boo, Tom
11. 예시 답안 I learned the importance of the fight for what is right, even in the face of opposition from society. I came to understand the value of standing up for justice, as demonstrated by Atticus Finch's bravery in defending a black man despite the town's disapproval.
12. That's why he was late
13. 예시 답안 My favorite novel is *The Great Gatsby* by F. Scott Fitzgerald. The two main characters are Jay Gatsby, a mysterious and wealthy man, and Nick Carraway, the narrator, who is a Yale graduate and a World War I veteran.

[script]

Warm-up Question

Hello, dear listeners! Today, we're diving into a heartwarming coming-of-age story. The life of a 12-year-old boy, a coal miner's son from northern England, changes completely when he stumbles on a ballet class on the way to his weekly boxing lessons. Since admitting that he likes ballet is unacceptable in the fiercely macho culture of his town, he keeps his passion quiet. But when his teacher insists that he should audition for a ballet school in London, family tensions inevitably arise. This isn't just a book. Many of you might recognize this novel as the hit musical that's taken the world by storm! It's a testament to how touching the story is. Tune in next time for another enriching read. Until then, keep those pages turning!

LESSON 4 ESSAY

About the Genre p. 102

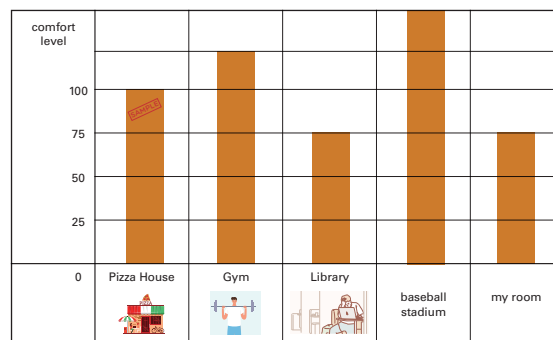
- A travel essay, diary, letter, autobiography
C Q1. ©
Q2. personality, life experience

Literary Focus p. 104

- B (1) smell (2) taste (3) touch

Pre-Reading p. 105

- A U.S. schools have a longer vacation compared to Korean high schools.
B 예시 답안



Post-Reading p. 114

- A b, a
B (1) touch/sound (2) smell

Reflection on My Life p. 115

- A 예시 답안 I would discuss the situation with friends, gather diverse perspectives, negotiate flexible solutions, and enhance my grasp on the inherent issues to reduce my excess workload and foster a collaborative environment. / I would consult with the agent about the agenda.
B 예시 답안 1. my classmate in middle school, grandfather, baseball coach, airplane captain
2. helped me make friends at the new school
I transferred to, forgave my silly mistake, advocated for my attitude toward the game, explained about autopilot mechanism
3. came and said hello to me with a big smile, modest face, convincing look, charming uniform
4. that person came and said hello to me with a big smile

Checking Out Language p. 116

- A 1. 예시 답안 I couldn't keep up, and stacks of dishes formed on all sides of me. / Reason: I felt for the boy as I imagined him washing dishes in the kitchen of a busy restaurant.
2. (1) made a dent in the pile
(2) My heart sank
(3) under that red roof
- B (1) motivated him to work
(2) encouraged her to start
(3) inspired the artist to create

Words at Work p. 117

- B (1) tracking number (2) drop-off
(3) confirm (4) dietary restrictions

Mission p. 118

Step 3. 예시 답안

Years ago, during a family trip to Hawaii, I found myself facing a difficult challenge. I forgot to submit crucial homework, risking course failure. With the deadline approaching, I cut our vacation short to return home and meet my academic responsibilities. This experience taught me the vital importance of completing tasks on time, even during vacations, to avoid unnecessary stress and disruptions. Looking back, thanks to this experience, I gained a valuable lesson: never put off what you can do today.

Review p. 120

1. ㉠
2. sound
3. 예시 답안 He expected to get a reason to be away from home.
4. dish-washing
5. 예시 답안 His request was rejected because he kept complaining about the situation.
6. 예시 답안 He felt ecstatic.
7. 예시 답안 The job made him feel like he had a second home.
8. 예시 답안 The manager encouraged him to take on the new challenge when he was hesitant. And,

the manager paid for the overnight delivery of his application.

9. me to embrace
10. imagery

LESSON 5 DRAMA

About the Genre p. 124

- C (1) setting (2) characters (3) stage directions
D (1) dialogue (2) chorus (3) aside

Literary Focus p. 126

Plot of Hamlet:

Rising Action: ㉠ Climax: ㉡ Falling Action: ㉢

Pre-Reading p. 130

- B Q1. 예시 답안 People in Verona witnessed a murder involving the Capulets and the Montagues.
- Q2. 예시 답안 The two families have been rivals for a long time.

Post-Reading p. 140

- A 1. the Montagues 2. ㉠ 3. ㉢
B Rising Action: ㉠ Climax: ㉡ Falling Action: ㉢

Checking Out Language p. 141

- A 1. the destinies, outcome
2. (1) glorious (2) sweet (3) limitless
- B (1) would not have been
(2) would never have finished

Reflection on My Life p. 142

A 예시 답안

Q1. I would say that your voice is like a symphony or orchestra on the airplane to an exotic island. / I would say in front of the Statue of Liberty that you are the most elegant, gorgeous, sophisticated, and brilliant in the universe—nothing can be compatible with you. /

I would say on the basketball court, that I would like to do everything with you—from going hiking and swimming to attending fantastic festivals, playing golf or tennis, visiting a zoo, and even climbing the highest tower. / I would say, on a ferry while traveling across the beautiful lake or the enormous stream, that your face is glowing like beam of the moon, your eyebrows are curved so deliberately, your eyes have the glare of the enthusiastic sun, and your smile is fresher than any other fruits—apple, banana, pear, orange, lemon, grape, watermelon, etc. / I would say, on a bench, that you make me feel alive and intimate. Darling, you are more dynamic than a pink rabbit, a yellow lamb, a purple giraffe, a blue elephant, and a pig eating vegetables. / I would say, at the terrace of an inclined immense log house, that your presence makes me feel delighted, grateful, and overwhelmed with love, so I can't cease to glance at you.

Q2. I would say communication is key, and showing your maturity and readiness for marriage can help relieve their worries and reinforce the supportive network. / I would say that you should try to appreciate your parents' perspective more thoroughly.

Q3. Romeo and Juliet wanted to halt their families from defeating each other, so they asked a wise person for help. The families agreed to put aside their arguments and celebrated the couple's love. This made Verona a kind and caring place, and the lesson of understanding and lasting love stayed with everyone.

C 예시 답안

When: last summer vacation

What: I tried to develop a routine of reading books.

My friends provoked me by saying I was lazy and that I would give up reading.

With whom: my classmates

Your response: Their opposition only fueled my determination to immerse myself in books, making my love for reading even stronger.

Words of Shakespeare p. 144

- B** (1) allurement – enticement, appeal, or attraction
(2) inaudible – being silent or imperceptible

- (3) moonbeam – ray of moonlight
C (1) Tongue-tied (2) love is blind
(3) green-eyed monster

Review p. 148

1. aside
2. William Shakespeare
3. climax
4. Hamlet, Othello, King Lear, Macbeth
5. F
6. rose
7. Because Romeo intervenes to stop a fight but ends up killing Tybalt, Juliet's cousin.
8. Romeo and Juliet effect
9. ©
10. inaudible
11. Love is blind

SPECIAL LESSON

Pre-Reading p. 151

- A** **Q1. 예시 답안** Dorothy and her house were swept by the tornado and landed on top of the Wicked Witch of the East, killing her instantly.
Q2. 예시 답안 The Good Witch is Glinda and The Wicked Witch of the West is Elphaba. The Wicked Witch of the East is Nessarose, and she is the sister of Elphaba.
- B** (1) black (2) white (3) revealed (4) hiding

Post-Reading p. 162

- A** **예시 답안** I am highly sensitive, so I tend to feel deeply and be moved by others.
- B** (1) stop making a spectacle of (2) laid eyes on
- C** Elphaba: green skin and sharp tongue, the lack of fitting in with others / Glinda: good at getting along with others, a desire to be accepted by others
- D** 1. Shiz 2. ㉞ 3. ㉞

TEXT

Lesson 1

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Lesson 2

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- 106-113 <https://www.nytimes.com/2014/10/12/jobs/drowning-in-dishes-but-finding-a-home.html>
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Lesson 5

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PHOTOS

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*기타

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• 집필진의 직접 집필인 경우 출처를 밝히지 않았음.
 • 출처 표시를 하지 않은 사진 및 삽화 등은 저작자 및 발행사에서 저작권을 갖고 있는 경우임.

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