

REFERENCES

- Allwright, D., & Bailey, K. M. (1991). *Focus on the Language Classroom*. New York: Cambridge University Press.
- Anton, M. (1999). The discourse of a learner-centered classroom: Sociocultural perspectives on teacher-learner interaction in the second-language classroom. *The Modern Language Journal*, 83(iii), 303-318.
- Anton, M., & Dicamilla, F. J. (1999). Socio-cognitive functions of L1 collaborative interaction in the L2 classroom. *The Modern Language Journal*, 83(ii), 233-247.
- Arirang (Writer) (2001). News Broadcast at 6:00 o'clock. Seoul: Arirang TV.
- Arnall, G. C. (1992). Innovations in foreign language education (Vol. ERIC_NO: ED347 835). Washington, DC: ERIC Clearing House on Language and Linguistics.
- Auer, P. (1998). Introduction: Bilingual conversation revisited. In P. Auer (Ed.), *Code-switching in Conversation* (pp. 1-24). NY: Routledge.
- Auerbach, E. R. (1993). Reexamining English Only in the ESL classroom. *TESOL Quarterly*, 27(1), 9-32.
- Bae, J. N. (1998). Teaching English using poetical texts. *Kyungnam Secondary English Education Society*, 7.
- Bakhtin, M. (1984). *Problems of Dostoevsky's "Poetics"* (C. Emerson, Trans.). Minneapolis, MN: University of Minnesota Press.
- Barns, D. (1976). *From communication to curriculum*. Middlesex: Penguin.
- Barton, D. (2001). Directions for Literacy Research: Analysing Language and Social Practices in a Textually Mediated World. *Language and Education*, 15(2), 92-104.
- Basturkmen, H. (2001). Descriptions of spoken language for higher level learners: the example of questions. *ELT Journal*, 55(1), 4-13.

- Beckett, G. H., Gonzalez, V., & Schwartz, H. (2004). Content-based ESL Writing curriculum: A language socialization model. *NABE Journal of Research and Practice*, 2(1), 161-175.
- Bell, R. T. (1981). *An Introduction to Applied Linguistics*. London: Batsford Academic and Educational Ltd.
- Bernstein, B. (1990). *Class, codes and control* (Vol. 4). London and New York: Routledge.
- Berry, M. (1981). Systemic linguistics and discourse analysis: A multi-layered approach to exchange structure. In M. Coulthard & M. Montgomery (Eds.), *Studies in discourse analysis* (pp. 120-145). London: Routledge and Kegan Paul.
- Bloom, D. (1994). Reading as a Social Process in a Middle School Classroom. In D. Graddol, Maybin, J and Stierer, B (Ed.), *Researching Language and Literacy in Social Context* (pp. 100-130). Clevedon: Multilingual Matters Ltd.
- Bloom, D., & Egan-Robertson, A. (1993). The social construction of intertextuality in classroom reading and writing lessons. *Reading Research Quarterly*, 28(4), 305-333.
- Bochner, A. (2002). Criteria against ourselves. In N. Denzin & Y. Lincoln (Eds.), *The Qualitative Inquiry Reader* (pp. 257-266). Thousand Oaks, CA; London; New Delhi: Sage.
- Borg, S. (1999). Teachers' theories in grammar teaching. *ELT Journal*, 53(3), 157-248.
- Breen, M. P. (1985). Authenticity in the language classroom. *Applied Linguistics*, 6(1), 60-68.
- Brinton, D., Snow, M. A., & Wesche, M. B. (1989). *Content-based second language instruction*. Boston: Heinle & Heinle Publishers.
- Brizuela, B., Stewart, J., Carrillo, R., & Berger, J. (2000). Introduction. In B. Brizuela, J. Stewart, R. Carrillo & J. Berger (Eds.), *Acts of Inquiry: in qualitative research* (pp. xi-xxii). Cambridge, MA: Harvard Educational Review.

- Brooks, F. (1990). Foreign language learning: a social interaction perspective. In B. V. Patten & J. Lee (Eds.), *Second language acquisition/foreign language learning*. Clevedon: Multilingual Matters.
- Brown, H. D. (2000). *Teaching by principle: An introductory approach to language pedagogy* (Second ed.). New York: Longman.
- Bucholtz, M. (1999). "Why be normal?": Language and identity practices in a community of nerd girls. *Language in Society*, 28(2), 203-223.
- Butt, D., Fahey, R., Feez, S., Spinks, S., & Yallop, C. (2000). *Using Functional Grammar* (2nd ed.). Sydney: NCELTR.
- Cadman, K., & Grey, M. (2000). The 'action teaching' model of curriculum design: EAP students managing their own learning. *EA Journal*, 17(2), 21-36.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language learning and testing. *Applied Linguistics*, 1(1-47).
- CARLA. (2005). *Content-based second language instruction: What is it?* Retrieved 22/08/05, 2005, from <http://www.carla.umn.edu/cobaltr/cbi.html>
- Cazden, C. B. (1988). *Classroom Discourse: The Language of Teaching and Learning*. Portsmouth, NH: Heinemann.
- Cha, K. A. (2002). A Study of Immersion Model through Content-Based Instruction. *The Sociolinguistic Society of Korea*, 10(2), 159-179.
- Chandler, D. (04/10/2003). *Semiotics for Beginners*. Retrieved 17,10, 2005, from <http://www.aber.ac.uk/media/Documents/S4B/sem09.html>
- Chapelle, C. (1998). *Some notes on Systemic-Functional linguistics*. Retrieved 23, 05, 2005, from www.public.iastate.edu/~carolc/LING511/sfl.html
- Chapman, A. (1993). Language and learning in school mathematics: A social semiotic perspective. *Educational Research*, 3(1), 35-46.

- Chavez, M. M. T. (1998). Learner's perspectives on authenticity. *IRAL: International Review of Applied Linguistics in Language Teaching*, 36(277-307).
- Cho, Y. (1998). A Review on the Recent Trends of Classroom Instruction Research in Korea. *Education Anthropology Research*, 1(1), 73-111.
- Christie, F. (2001). Pedagogic discourse in the post-compulsory years: pedagogic subject positioning. *Linguistics and Education*, 11(4), 313-331.
- Christie, F. (2002). *Classroom Discourse Analysis*. New York: Continuum.
- Cole, K., & Zuengler, J. (2003). Engaging in an authentic science project: Appropriating, resisting, and denying 'scientific' identities. In R. Bayley & S. Schecter (Eds.), *Language Socialization in Bilingual and Multilingual Societies*. Clevedon, UK: Multilingual Matters.
- Cole, M., & Nichopoulou, A. (1992). Literacy: intellectual consequences. In W. Bright (Ed.), *The Oxford international encyclopaedia of linguistics* (Vol. 2, pp. 343-346). New York: Oxford University Press.
- Console, D. (2000). Teachers' action and student oral participation in classroom interaction. In J. K. Hall & L. S. Verplaetse (Eds.), *Second and foreign language learning through classroom interaction* (pp. 91-108). Mahwah, NJ: Lawrence Erlbaum.
- Cook, V. (2001). Using the first language in the classroom. *Canadian Modern Language Review*, 57(3), 402-423.
- Cook-Gumperz, J., & Gumperz, J. J. (1982). Communicative competence in the educational perspective. In L. C. Wilkinson (Ed.), *Communicating in the classroom* (pp. 13-24). New York: Academic Press.
- Cope, B., & Kalantzis, M. (Eds.). (2000). *Multiliteracies: Literacy learning and the design of social futures*. New York: Routledge.
- Crandall, J. (1994). *Content-centered language learning*. Retrieved 10, 5, 2005, from <http://www.cal.org/resources/digest/cranda01.html>

- Crandall, J., & Tucker, G. R. (1990). Content-based language instruction in second and foreign languages. In A. Sanivan (Ed.), *Language teaching methodology for the nineties* (pp. 83-96). Singapore: SEAMEO Regional Language Centre.
- Cullen, R. (2002). Supportive teacher talk: the importance of the F-move. *ELT Journal*, 56(2), 117-127.
- Curtain, H., & Martinez, L. S. (1989). *Integrating the elementary school curriculum into the foreign language class: Hints for the FLES teacher* (No. ERIC_NO: ED305823). CLEAR Educational Report Series.
- Danesi, M. (1994). *Messages and Meanings: An Introduction to Semiotics*. Toronto: Canadian Scholars' Press.
- Darlington, S. (1989). *Teachers as assessors and assistors: Institutional constraints on interpersonal relationships*. San Francisco: American Educational Research Association.
- Day, R., & Bamford, J. (2002). *Top ten principles for teaching extensive reading*. Retrieved 31,01, 2007, from <http://nflrc.hawaii.edu/rfl/October2002/day/day.html>
- Denzin, N. (1989). *Interpretive Interactionism*. Newbury Park, CA; London: Sage.
- Denzin, N., & Lincoln, Y. (2000). Introduction. In N. Denzin & Y. Lincoln (Eds.), *Handbook of Qualitative Research* (2nd ed., pp. 1-28). Thousand Oaks: Sage.
- Diane, C. (1998, 07 November). *Inside/outside intertextuality*. Paper presented at the ON/OFF+ACROSS Conference; language, identity and technology, University of Westminster.
- Dickinson, D. K., & Tabors, P. O. (1991). Early literacy: Linkages between home, school, and literacy achievement at age five. *Journal of Research in Childhood Education*, 6, 30-46.
- Dinsmore, D. (1985). Waiting for Godot in the EFL classroom. *ELT Journal*, 39(4), 225-234.

- Donato, R. (1994). Collective scaffolding in second language learning. In J. P. Lantolf & G. Appel (Eds.), *Vygotskian approaches to second language research*. Westport, CT: Albex Publishing Corporation, 33-56.
- Donato, R. (2000). Sociocultural contributions to understanding the foreign and second language classroom. In J. P. Lantolf (Ed.), *Sociocultural Theory and Second Language Learning* (pp. 27-50). Oxford: Oxford University Press.
- Duff, P., A. (2000). Repetition in foreign language classroom interaction. In J. K. Hall & L. S. Verplaetse (Eds.), *Second and foreign language learning through classroom interaction* (pp. 109-138). Mahwah, NJ: Lawrence Erlbaum.
- Duff, P., A. (2002). The discursive co-construction of knowledge, identity, and difference: An ethnography of communication in the high school mainstream. *Applied Linguistics*, 23(3), 289-332.
- Duranti, A., & Goodwin, C. (1992). Rethinking context: An introduction. In A. Duranti & C. Goodwin (Eds.), *Rethinking context: Language as an interactive phenomenon* (pp. 1-42). New York: Cambridge University Press.
- Dyson, A. (1997). *Writing superheroes: Contemporary childhood, popular culture, and classroom literacy*. New York: Teachers College Press.
- Dysthe, O. (1996). The multivoiced classroom: Interactions of writing and classroom discourse. *Written Communication*, 13(3), 385-425.
- Early, M. (2001). Language and content in social practice: A case study. *The Canadian Modern Language Review*, 58(1), p. 156-179.
- Early, M., Mohan, B., & Hooper, H. (1989). The Vancouver School Board language and content project. In J. Esling (Ed.), *Multicultural education and policy* (pp. 107-122). Toronto: The Ontario Institute for Studies in Education.
- Education, M. o. (1997). *Foreign Language Education Curriculum* (No. 1997 - 15). Seoul: Ministry of Education.
- Education, M. o. (1998). *Explanatory Reference to the Middle School Curriculum*. Seoul: Ministry of Education.

- Edwards, D., & Westgate, D. P. G. (1987). *Investigating classroom talk*. London and Philadelphia: Falmer Press.
- Edwards, N., & Mercer, N. (1987). *Common knowledge: the development of understanding in the classroom*. London: Methuen.
- Ellis, R. (1990). *Instructed second language acquisition: Learning in the classroom*. Cambridge, MA: Blackwell.
- Erickson, F. (1996). Going for the zone: the social and cognitive ecology of teacher-student interaction in classroom conversations. In D. Hicks (Ed.), *Discourse, Learning, and Schooling* (pp. 29-62). New York: Cambridge University Press.
- Erickson, F., & Schultz, J. (1981). When is a context? Some issues and methods in the analysis of social competence. In J. Green & C. Wallat (Eds.), *Ethnography and language in educational settings* (Vol. 5, pp. 161-205). Norwood, NJ: Ablex.
- Feez, S. (1998). *Text-based Syllabus Design*. Sydney: NCELTR.
- Firth, A., & Wagner, J. (1997). On discourse, communication, and (some) fundamental concepts in SLA research. *The Modern Language Journal*, 81(iii), 285-300.
- Floriani, A. (1994). Negotiating What Counts: Roles and Relationships, Texts and Contexts, Content and Meaning. *Linguistics and Education*, 5, 241-274.
- Francis, G., & Hunston, S. (1992). Analysing everyday conversation. In M. Coulthard (Ed.), *Advances in spoken discourse analysis*. London: Routledge.
- Freppon, P. A. (1991). Children's concepts of the nature and purpose of reading and writing in different instructional settings. *Journal of Reading Behaviour: A Journal of Literacy*, 23, 139-163.
- Gee, J. P. (1990). *Social linguistics and literacies: Ideology in discourses*. London: Falmer Press.

- Gee, J. P., & Green, J. (1998). Discourse analysis, learning, and social practice: A methodological study. *Review of Research in Education*, 23, 119-169.
- Gerot, L. (2000). Exploring reading processes. In L. Unsworth (Ed.), *Researching language in schools and communities* (pp. 204-221). London and Washington: CASSELL.
- Gibbons, P. (2003). Mediating language learning: Teacher interactions with ESL students in a content-based classroom. *TESOL Quarterly*, 37(2), 247-273.
- Gilbert, R. (1992). Text and context in qualitative educational research: Discourse analysis and the problem of contextual explanation. *Linguistics and Education*, 4, 37-58.
- Goldenberg, C. (1992/1993). Instructional Conversations: Promoting comprehension through discussion. *The Reading Teacher*, 46, 316-326.
- Goldman, S. R. (1997). Learning from text: Reflections on the past and suggestions for the future. *Discourse Processes*, 23, 357-398.
- Graham, A. (2005). *Intertextuality*. Retrieved 21, 11, 2005, from <http://www.litencyc.com/php/stopics.php?rec=true&UID=1229>
- Green, J. (1983a). Exploring classroom discourse: Linguistic perspectives on teaching learning processes. *Educational Psychologist*, 18, 180-199.
- Green, J. (1983b). Research on teaching as a linguistic process: A state of the art. In E. Gordon (Ed.), *Review of Research in Education* (Vol. 10, pp. 152-252).
- Green, J., & Weade, R. (1985). Reading between the words: Social cues to lesson participation. *Theory into Practice*, 24, 14-21.
- Grosjean, F. (1982). *Life with two languages: An introduction to bilingualism*. Cambridge, MA: Harvard University Press.
- Guan Eng, H. (2003). *Exploring the socio-cultural structure of formal ESL instruction in classroom talk - A case study of a secondary school in Brunei*. Unpublished PhD, University of Adelaide, Adelaide.

- Gumperz, J. J. (1982). *Discourse strategies*. Cambridge, England: Cambridge University Press.
- Gutierrez, K. D. (1993). How Talk, Context, and Script Shape Contexts for Learning: A Cross-Case Comparison of Journal Sharing. *Linguistics and Education, 5*, 335-365.
- Hall, J. K. (1993). The role of oral practices in the accomplishment of our everyday lives: The sociocultural dimension of interaction with implications for the learning of another language. *Applied Linguistics, 14*(2), 145-166.
- Hall, J. K. (1995). (Re)creating our Worlds with Words: A sociohistorical perspective of face-to-face interaction. *Applied Linguistics, 16*(2), 206-232.
- Hall, J. K. (1997). Differential teacher attention to student utterances: The construction of different opportunities for learning in the IRF. *Linguistics and Education, 9*(3), 287-311.
- Hall, J. K. (2002). Co-constructing Subjectivities and Knowledge in Literacy Class: An Ethnographic-Sociocultural Perspective. *Language and Education, 16*(3), 178-194.
- Hall, J. K., & Walsh, M. (2002). Teacher-student interaction and language learning. *Annual Review of Applied Linguistics, 22*, 186-203.
- Halliday, M. A. K. (1975). *Learning How to Mean - Exploring the Development of Language*. London: Edward Arnold.
- Halliday, M. A. K. (1978). *Language as Social Semiotic*. London: Edward Arnold.
- Halliday, M. A. K. (1985). *Spoken and Written Language*. Geelong, Victoria: Deakin University Press.
- Halliday, M. A. K. (1993). Towards a language-based theory of learning. *Linguistics and Education, 5*, 93-116.
- Halliday, M. A. K., & Hasan, R. (1985). *Language, Context and Text: Aspects of Language in a Social-Semiotic Perspective*. Geelong: Deakin University Press.

- Hamilton, M. (2002). Sustainable literacies and the ecology of lifelong learning: introducing the New Literacy Studies. *Fine Print: a Journal of Adult English Language and Literacy Education*(winter), 8-15.
- Hammersley, M. (1994). Introducing Ethnography. In D. Graddol, J. Maybin & B. Stierer (Eds.), *Researching Language and Literacy in Social Context* (pp. 1-17).
- Haneda, M. (1997). Second-language learning in a 'community of practice': A case study of adult Japanese learners. *Canadian Modern Language Review*, 14(1).
- Haneda, M. (2004). The joint construction of meaning in writing conferences. *Applied Linguistics*, 25(2), 178-219.
- Haneda, M., & Wells, G. (2000). Writing in knowledge-building communities. *Research in the Teaching of English*, 34, 430-456.
- Hanson, M., Boogaard, M., & Herrlitz, W. (2003). "Sometimes Dutch and sometimes Somali" Children's participation in multicultural interactions in Dutch primary schools. *Linguistics and Education*, 14(1), 27.
- Harklau, L. (1999). Representing culture in the ESL writing classroom. In E. Hinkel (Ed.), *Culture in Second Language Teaching and Learning* (pp. 109-130). Cambridge: Cambridge University Press.
- Harklau, L. (2002). The role of writing in classroom second language acquisition. *Journal of Second Language Writing*, 11, 392-350.
- Harris, P., Trezise, J., & Winser, W. N. (2004). Where is the story?: Intertextual reflections on literacy research and practices in the early school years. *Research in the Teaching of English*, 38(3), 250-261.
- Heap, J. (1980). What counts as reading? Limits to certainty in assessment. *Curriculum Inquiry*, 10, 265-292.
- Heath, S. B. (1982). Protean shapes in literacy events: Evershifting oral and literate traditions. In D. Tannen (Ed.), *Spoken and Written Language* (pp. 91-117). Norwood, NJ: Ablex.

- Heining-Boynton, A. (1992). Reinforcing the elementary school curriculum with content-based FLES. In R. M. Terry (Ed.), *Making a World of Difference* (Vol. ERIC_NO: ED357646). Dimension: Language '91.
- Hemmingdinger, A. (1987). *Two models for using problem-posing and cultural sharing in teaching the Hmong English as a second language and first language literacy*. Unpublished Master's thesis, St. Francis Xavier University, Antigonish, Canada.
- Heritage, J. (1984). *Garfinkel and ethnomethodology* (Vol. 81). Cambridge, England: Polity.
- Hicks, D. (1996a). Contextual inquiries: a discourse-oriented study of classroom learning. In D. Hicks (Ed.), *Discourse, learning, and schooling* (pp. 104-141). Cambridge: Cambridge University Press.
- Hicks, D. (1996b). Introduction. In D. Hicks (Ed.), *Discourse, Learning, and Schooling* (pp. 1-25). Cambridge: Cambridge University Press.
- Huang, J. (2003). Chinese as a Foreign Language in Canada: A Content-based Programme for Elementary School. *Language, Culture and Curriculum*, 16(1), 70-89.
- Huang, J. (2005). A diary study of difficulties and constraints in EFL learning. *System*, 33, 609-621.
- Hymes, D. (1972). Models of interactions of language and social life. In J. J. Gumperz & D. Hymes (Eds.), *Directions in Sociolinguistics: The Ethnography of Communication* (pp. 35-71). New York: Holt-Rinehart.
- Iddings, A. C. D. (2005). Linguistics access and participation: English language learners in an English-dominant community of practice. *Bilingual Research Journal*, 29(1), 165-183.
- Ikeda, K. (1998). The paired learner interview: A preliminary investigation applying Vygotskian insights. *Language, Culture and Curriculum*, 11(1), 71-96.

- Infoschool. (01, 09, 2003). *The guideline to the calculation of performance in the middle school for the entry to high school*. Retrieved 21, 08, 2006, from http://www.infoschool.pe.kr/htm_3/2002_daejeon_3.htm
- Jarvis, J., & Robinson, M. (1997). Analysing educational discourse: An exploratory study of teacher response and support to pupils' learning. *Applied Linguistics*, 18(2), 212-228.
- Johnson, K. E. (1995). *Understanding Communication in Second Language Classrooms*. New York: Cambridge University Press.
- Kaiser, L. W. (1996). *Educational provisions for elementary foreign language programmes* (No. ERIC_NO: ED413736): ERIC.
- Kamberelis, G. (2001). Producing heteroglossic classroom (micro)cultures through hybrid discourse practice. *Linguistics and Education*, 12(1), 85-125.
- Kasper, G. (1997). "A" stands for acquisition: A response to Firth and Wagner. *The Modern Language Journal*, 81(ii), 307-312.
- Kasper, L. (2000). New technologies, new literacies: Focus discipline research and ESL learning communities. *Language Learning & Technology*, 4(2), 105-128.
- Kim, D. J. (2006). Extensive reading for ESL students in Korea. In P. Mican, I. Petrescu & J. Timoney (Eds.), *Social practices, pedagogy and language use* (pp. 24-40). Adelaide: Lythrum Press.
- Kim, J. G. (2006). A wild gale of 'Yu-hak', 56 students leave the country a day. *Yahoo Korea Media*.
- Kim, M. K. (1999). The strengths and weaknesses of the English teaching methods practiced in Korea. *Journal of Social Sciences*, 7, 297-331.
- Klassen, C. (1991). Bilingual written language use by low-education Latin American newcomers. In D. Barton & R. Ivanic (Eds.), *Writing in the community* (pp. 38-57). London: Sage.

- Koshik, I. (2002). Designedly incomplete utterances: A pedagogical practice for eliciting knowledge displays in error correction sequences. *Research on language and social interaction*, 35, 277-309.
- Krashen, S. (1982). *Principles and practices in second language acquisition*. Oxford: Pergamon.
- Krashen, S. (1993). The case for free voluntary reading. *Canadian Modern Language Review*, 50(1), 72-82.
- Kress, G. (2000). "You've just got to learn how to see": Curriculum subjects, young people and schooled engagement with the world. *Linguistics and Education*, 11(4), 401-415.
- Kristeva, J. (1980). *Desire in language: A semiotic approach to literature and art*. New York: Columbia University Press.
- Kvale, S. (2002). The social construction of validity. In N. Denzin & Y. Lincoln (Eds.), *The Qualitative Inquiry Reader* (pp. 299-326). Thousand Oak, California: Sage.
- LaPierre, D. (1994). *Language output in a cooperative learning setting: Determining its effects on second language learning*. Unpublished Master's thesis, University of Toronto, Ontario, Canada.
- Larsen-Freeman, D., & Long, M. H. (1991). *An introduction to second language acquisition research*. New York: Longman.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press.
- Lee, H. S., & Choi, J. E. (2001). Integrated language teaching through content-based storytelling. *The Korea Association of Primary English Education*, 7(1), 133-157.
- Lee, S. H., Lee, G. J., Lee, D. M., Hong, M. P., Park, Y. S., & Hong, Y. H. (2003). *Middle School English 2*. Seoul: Jihaksa Co.

- Lemke, J. L. (1989). Making texts talk. *Theory into Practice*, 27(2), 136-141.
- Lemke, J. L. (1990). *Talking science: Language, learning and values*. Norwood: Ablex Publishing Corporation.
- Lemke, J. L. (1992). Intertextuality and educational research. *Linguistics and Education*, 4, 257-267.
- Lemke, J. L. (1994). *Semiotics and the deconstruction of conceptual learning*. Retrieved 20, 06, 2005, from <http://www-personal.umich.edu/~jaylemke/papers/jsalt.htm>
- Lemke, J. L. (1998). Multimedia literacy demands of the scientific curriculum. *Linguistics and Education*, 10(3), 247-271.
- Lemke, J. L. (2005). *Important theories for research topics on this website*. Retrieved 24, 10, 2005, from <http://academic.brooklyn.cuny.edu/education/jlemke/theories.htm>
- Lensmire, T. (1994). Writing workshop as carnival: Reflections on an alternative learning environment. *Harvard Educational Review*, 64, 371-391.
- Leung, S. (2001). *Language socialization: Themes and advances in research*. Retrieved 11, 4, 2005, from www.tc.columbia.edu/tesolalwebjournal/archives1_1.htm
- Levine, G. S. (2003). Student and instructor beliefs and attitudes about target language use, first language use, and anxiety: Report of a questionnaire study. *The Modern Language Journal*, 87(iii), 343-364.
- Liddicoat, A. (1997). Interaction, social structure, and second language use: A response to Firth and Wagner. *The Modern Language Journal*, 81(iii), 314-317.
- Liebscher, G., & Dailey-O'cain, J. (2005). Learner code-switching in the content-based foreign language classroom. *The Modern Language Journal*, 89(ii), 234-247.

- Lim, I. J. (2003). Classroom Observation of a Korean EFL Teacher's Strategies in a Public Elementary School Context: A Case Study. *Ohak Yonku/Language Research*, 39(3), 663-693.
- Lim, M. O. (2006). Discourse of the language classroom in Korea. In P. Mican, I. Petrescu & J. Timoney (Eds.), *Social practices, pedagogy and language use: studies in socialisation* (pp. 41-57). Adelaide: Lythrum Press.
- Lim, M. O., & Mican, P. (2003, 7 - 9 November). *Language Learning through Shared Story-telling*. Paper presented at the First Asia TEFL Conference, Busan.
- Lin, A. (1999a). Doing-English-Lessons in the reproduction or transformation of social worlds? *TESOL Quarterly*, 33(3), 393-412.
- Lin, A. (1999b). Resistance and creativity in English reading lessons in Hong Kong. *Language, Culture and Curriculum*, 12(3), 285-296.
- Lincoln, Y., & Guba, E. (1985). *Naturalistic Inquiry*. Newbury Park; London; New Delhi: Sage.
- Long, M. (2001). Focus on form: a design feature in language teaching methodology. In C. N. Candlin & N. Mercer (Eds.), *Second language teaching in its social context* (pp. 181-190). London: Routledge.
- Luke, A. (1993). The social construction of literacy in the primary school. In L. Unsworth (Ed.), *Literacy Learning and Teaching* (pp. 1-53). Melbourne: Macmillan Education.
- Malinowski, B. (1923). The problem of meaning in primitive languages. In C. K. O. I. A. Richards (Ed.), *The Meaning of Meaning* (pp. 296-336). New York: Harcourt, Brace and World, Inc.
- Markee, N. (2004). Zones of interactional Transition in ESL classes. *The Modern Language Journal*, 88(4), 583-596.
- Matthiessen, C. (2005). "Educating for advanced foreign language capacities: Exploring the meaning-making resources of languages in the contexts of advanced learners".

Paper presented at the Georgetown University Round Table 2005, Washington.

Mehan, H. (1979). *Learning lessons: Social organization in the classroom*. Cambridge, MA: Harvard University Press.

Met, M. (1991). Learning language through content: Learning content through language. *Foreign Language Annals*, 24(4), 281-295.

Mickan, P. (2003). Beyond Grammar: Text as Unit of Analysis. In J. E. James (Ed.), *Grammar in the Language Classroom* (pp. 220-227). Singapore: Seameo Regional Language Centre.

Mickan, P. (2004a). *Learning the language of social practices*. Paper presented at the Seoul Conference, Seoul, Korea.

Mickan, P. (2004b). Teaching Methodologies. In C. Conlan (Ed.), *Teaching English Language in Australia* (pp. 171-191). Pirth: API Network.

Mickan, P. (2004c). Teaching Strategies. In C. Conlan (Ed.), *Teaching English Language in Australia* (pp. 193-214). Perth: API Network.

Mickan, P. (2006). Socialisation, social practices and teaching. In P. Mickan, I. Petrescu & J. Timoney (Eds.), *Social practices, pedagogy and language use: studies in socialisation* (pp. 7-23). Adelaide: Lythrum Press.

Mickan, P., & Slater, S. (2003). Text analysis and the assessment of academic writing. In R. Tulloh (Ed.), *International English Language Testing System Research Reports* (Vol. 4, pp. 59-88). Canberra: IELTS Australia Pty Ltd.

Mohan, B. (1986). *Language and content*. MA: Addison-Wesley.

Mohan, B. (1990, 10-12 September). *LEP students and the integration of language and content: knowledge structures and tasks*. Paper presented at the Symposium on Limited English Proficient Students' Issues, Washington, DC.

- Mohan, B. (2001). *A functional approach to research on content-based language learning: Recasts in casual explanations*. Retrieved 11, 04, 2005, from www.utpjournals.com/jour.ihtml?lp=product/cmlr/581/581-Mohan.html
- Mohan, B., & Huang, J. (2002). Assessing the integration of language and content in a Mandarin as a foreign language classroom. *Linguistics and Education*, 13(3), 405-433.
- Moll, L. C., & Dworin, J. E. (1996). Biliteracy development in classrooms: social dynamics and cultural possibilities. In D. Hicks (Ed.), *Discourse, Learning, and Schooling* (pp. 221-246). New York: Cambridge University Press.
- Morrow, L. M. (1992). The impact of a literature-based program on literacy achievement, use of literature, and attitudes of children from minority backgrounds. *Reading Research Quarterly*, 27, 250-275.
- Motteram, J. (2006). Why won't they talk? An investigation into learner reticence in English as a Second Language classrooms. In P. Mican, I. Petrescu & J. Timoney (Eds.), *Social practices, pedagogy and language use: studies in socialisation* (pp. 102-121). Adelaide: Lythrum Press.
- Mungthaisong, S. (2003). *Constructing EFL literacy practices: A qualitative investigation in intertextual talk in Thai University Language classes*. Unpublished PhD, University of Adelaide, Adelaide.
- Myers-Scotton, C. (1993). *Social motivations for code-switching: Evidence from Africa*. Oxford: Oxford University Press.
- Nassaji, H., & Wells, G. (2000). What's the use of 'triadic dialogue?': An investigation of teacher-student interaction. *Applied Linguistics*, 21(3), 376-406.
- Newman, D., Griffin, P., & Cole, M. (1989). *The construction zone: Working for cognitive change in school*. New York: Cambridge University Press.
- Nogami, S. (2006). *Code-switching between Japanese and English in a casual conversation club setting*. Unpublished Master of Arts, University of Adelaide, Adelaide.

- Nunan, D. (1987). Communicative language teaching: making it work. *ELT Journal*, 41(2), 136-145.
- Nystrand, M. (1997a). Dialogic instruction: When recitation becomes conversation. In *Opening dialogue: Understanding the dynamics of language and learning in the English classroom* (pp. 1-29). New York: Teachers College Press.
- Nystrand, M. (1997b). What's a teacher to do? Dialogism in the classroom. In *Opening dialogue: Understanding the dynamics of language learning and teaching in the English classroom*. New York: Teachers College Press.
- Nystrand, M., & Gamoran, A. (1997). The big picture: Language and learning in hundreds of English lessons. In *Opening dialogue: Understanding the dynamics of language and learning in the English classroom* (pp. 30-88). New York: Teachers College Press.
- Ochs, E. (1988). *Culture and language development: language acquisition and language socialisation in a Samoan village*. Cambridge: Cambridge University Press.
- Ochs, E., & Schieffelin, B. B. (1984). Language acquisition and socialization: Three developmental stories and their implications. In R. A. Shweder & R. A. Levine (Eds.), *Culture Theory: Essays on Mind, Self and Emotion* (pp. 276-320). New York: Cambridge Univ Press.
- O'Connor, M. C., & Michaels, S. (1996). Shifting participant frameworks: orchestrating thinking practices in group discussion. In D. Hicks (Ed.), *Discourse, Learning and Schooling* (pp. 63-103). New York: Cambridge University Press.
- Olson, D. R. (1994). *The world on paper: The conceptual and cognitive implications of writing and reading*. New York: Cambridge University Press.
- Olyer, C., & Barry, A. (1996). Intertextual connections in read-alouds of information books. *Language Arts*, 73, 324-329.
- Painter, C. (1989). Learning language: A functional view of language development. In R. Hasan & J. R. Martin (Eds.), *Language development: Learning language*,

learning culture (Vol. XXVII, pp. 18-65). Norwood, N. J.: Ablex Publishing Corporation.

- Painter, C. (1999). Preparing for school: developing a semantic style for educational knowledge. In F. Christie (Ed.), *Pedagogy and the shaping of consciousness* (pp. 66-87). London and New York: Continuum.
- Park, D. J., & Son, S. K. (2000). A study on the analysis of actual state and the way of improving English grammar instruction. *Journal of the Institute of Humanities and Social Sciences*, 29, 58-77.
- Park, K. W. (2003). Learning strategies practicing program for content-based English instruction in Korean elementary schools. *The Korea Association of Primary English Education*, 9(2), 55-91.
- Pataray-Ching, J., & Kavanaugh-Anderson, D. (1999). *Supporting learner-generated inquiries*. Retrieved 18, 12, 2003, from www.edstar.ncrel.org/mn/ViewEssay.asp?IssueID=39&EssayID=224
- Peacock, M. (1997). The effect of authentic materials on the motivation of EFL learners. *ELT Journal*, 51(2), 144-156.
- Phillipson, R. (1992). *Linguistic imperialism*. Oxford: Oxford University Press.
- Poplack, S. (1980). Sometimes I'll start a sentence in English y termino en espanol: Toward a typology of code-switching. *Linguistics*, 18, 581-618.
- Prator, C., & Celce-Murcia, M. (1979). An outline of language teaching approaches. In M. Celce-Murcia & L. McIntosh (Eds.), *Teaching English as a second or foreign language*. Rowley, MA: Newbury House.
- Reeves, J. (1989). Elementary school foreign language programmes. *Eric Digest*, ERIC_NO: 309652.
- Richards, J. C., & Rodgers, T. S. (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

- Rivera, K. (1990). Developing native language literacy in language minority adult learners. *Eric Digest, October*.
- Rivers, W. M. (1964). *Psychologist and the Foreign Language Teacher*. Chicago: University of Chicago Press.
- Roache-Jameson, S. (2003). *Teacher as 'centoist': fostering intertextual connections in the kindergarten classroom*. Paper presented at the Education Research Conference 2003, Parramatta, NSW, Australia.
- Roache-Jameson, S. (2005). Kindergarten connections: A study of intertextuality and its links with literacy in the kindergarten classroom. *Australian Journal of Language and Literacy, 28*(1), 48-66.
- Rogoff, B. (1990). *Apprenticeship in thinking: Cognitive development in social context*. New York: Oxford University Press.
- Rogoff, B. (1994). Developing understanding of the idea of the community of learners. *Mind, Culture, and Activity, 1*(4), 209-229.
- Rommetveit, R. (1983). In search of a truly interdisciplinary semantics. A sermon on hopes of salvation from hereditary sins. *Journal of Semantics, 2*, 1-28.
- Rommetveit, R. (1985). Language acquisition as increasing linguistic structuring of experience and symbolic behavior control. In J. Wertsch (Ed.), *Culture, communication, and cognition* (pp. 183-204). Cambridge: Cambridge University Press.
- Rosenmund, M. (2000). Approaches to international comparative research on curricula and curriculum-making processes. *Journal of Curriculum Studies, 32*(5), 599-606.
- Ruddle, R. B., & Unrau, N. J. (1994). Reading as a meaning construction process: The reader, the text and the teacher. In R. B. Ruddell, M. R. Ruddell & H. Singer (Eds.), *Theoretical models and processes of reading* (pp. 996-1056). Newark: International Reading Association.

- Sanford, M. (1996). *Yes, but can you do that in French 1? The search for instructional conversation* (Unpublished research report). Pittsburgh, PA: University of Pittsburgh.
- Sapir, E. (1949). The status of linguistics as a science. In D. G. Mandelbaum (Ed.), *Selected Writings of Edward Sapir in Language Culture and Personality* (pp. 160-166). Berkeley: University of California Press.
- Sassure, F. d. (1916). *Cours de linguistique generale*. Glasgow: Fontana/Collins.
- Schleppegrell, M. J. (2001). Linguistic Features of the Language of Schooling. *Linguistics and Education, 12*(4), 431-459.
- Schleppegrell, M. J., Achugar, M., & Oteiza, T. (2004). The grammar of history: Enhancing content-based instruction through a functional focus on language. *TESOL Quarterly, 38*(1), 67-93.
- Seedhouse, P. (1996). Classroom interaction: possibilities and impossibilities. *ELT Journal, 50*(1), 16-24.
- Seog, H. S. (2000). *Language Teaching Materials and Methods*. Jeonju: Jeonsu University Press.
- Short, J., Singh, P., Yarrow, A., & Millwater, J. (2000). *How does a pre-service teacher plan, enact and reflect upon classroom teaching in order to achieve learning outcomes for students? An application of Bernstein's theoretical framework*. Paper presented at the Australian Association of Research in Education Annual Conference, Sydney.
- Short, K. G. (1992). Researching intertextuality within collaborative classroom learning environments. *Linguistics and Education, 4*, 313-333.
- Sinclair, J., & Coulthard, M. (1975). *Towards an Analysis of Discourse: The English Used by Teachers and Pupils*. London: Oxford University Press.
- Skinner, B. F. (1957). *Verbal Behavior*. New York: Appleton-Century-Crofts.

- Slimani, A. (1992). Evaluation of classroom interaction. In J. C. Alderson & A. Berretta (Eds.), *Evaluating second language education* (pp. 197-221). Cambridge: Cambridge University Press.
- Smith, J. K., & Deemer, D. (2000). The problem of criteria in the age of relativism. In N. Denzin & Y. Lincoln (Eds.), *Handbook of Qualitative Research* (2nd ed., pp. 877-896). Thousand Oaks, CA; London; New Delhi: Sage.
- Smith, M. K. (2003). *Communities of practice*. Retrieved 10/10, 2005, from www.infed.org/biblio/communities_of_practice.htm
- Snow, C. E., Tabors, P. O., Nicholson, P. A., & Kurland, B. F. (1995). SHELL: Oral language and early literacy skills in kindergarten and first-grade children. *Journal of Research in Childhood Education*, 10, 37-47.
- Stoller, F. L. (2002). *Content-based instruction: A shell for language teaching or a framework for strategic language and content learning?* Retrieved 09/06, 2005, from www.carla.umn.edu/cobaltt/modules/strategies/stoller.html
- Stoller, F. L. (2004). Content-based Instruction: Perspectives on curriculum planning. *Annual Review of Applied Linguistics*, 24, 261-283.
- Street, B. (2003). What's "new" in New Literacy Studies? Critical approaches to literacy in theory and practice. *Current Issues in Comparative Education*, 5(2), 77-91.
- Sullivan, P. N. (2000). Playfulness as a mediation in communicative language teaching in a vietnamese classroom. In J. P. Lantolf (Ed.), *Sociocultural Theory and Second Language Learning* (pp. 115-131). Oxford: Oxford University Press.
- Swain, M., & Lapkin, S. (1998). Interaction and second language learning: Two adolescent French immersion students working together. *The Modern Language Journal*, 82(3), 320-337.
- Tang, G. (1997). Teaching content knowledge and ESL in multicultural classrooms. In S. Brinton (Ed.), *The content-based classroom: perspectives on integrating language and content*. New York: Longman.

- Tang, J. (2002). Using L1 in the English classroom. *English Teaching Forum*, 40(1), 36-43.
- Tharp, R., & Gallimore, R. (1989). Rousing schools to life. *American Educator*(Summer), 20-25, 46-52.
- Todhunter, S. (1996). *Discursive authenticity in the interactive practices of a Spanish classroom* (Unpublished research report). Pittsburg, PA: University of Pittsburg.
- Toohey, K. (1996). Learning English as a second language in kindergarten: A community of practice perspective. *Canadian Modern Language Review*, 52(4), 549-576.
- Toohey, K. (1998). "Breaking them up, taking them away": ESL Students in Grade 1. *TESOL Quarterly*, 32(1), 61-84.
- Toohey, K., Waterstone, B., & Jule-Lemke, A. (2000). *Community of learners, carnival, and participation in a Punjabi Sikh classroom*. Retrieved 11, 04, 2005, from www.utpjournals.com/jour.ihtml?lp=product/cmlr/563/563-Toohey.html
- Urquhart, A., & Weir, C. J. (1998). *Reading in a second language: Process, product, and practice*. New York: Longman.
- van Lier, L. (1988). *The Classroom and the Language Learner: Ethnography and Second Language Classroom Research*. London: Longman.
- Volosinov, V. N. (1973). *Marxism and the philosophy of language* (L. M. I. R. Titunik, Trans.). New York: Seminar Press.
- Vygotsky, L. S. (1978). *Mind in Society*. Cambridge, Massachusetts: Harvard University Press.
- Vygotsky, L. S. (1987). *Thinking and Speech*. New York: Plenum.
- Wade, J. (2000). *The interrelated realm of communication and community*. Retrieved 17/06, 2005, from www.colorado.edu/communication/meta-discourses/Papers/Wade_community.htm

- Wade, S., & Moje, E. B. (2001). *The role of text in classroom learning: Beginning an online dialogue*. Retrieved 20, 02, 2005, from http://www.readingonline.org/articles/art_index.asp?HREF=handbook/wade/index.html
- Walkerdine, V. (1982). From context to text: a psychosemiotic approach to abstract thought. In M. Beveridge (Ed.), *Children thinking through language* (pp. 129-155). London: Edward Arnold.
- Watson-Gegeo, K. A. (2004). Mind, language, and epistemology: Toward a language socialization paradigm for SLA. *The Modern Language Journal*, 88(iii), 331-350.
- Wells, C. G. (1990). Talk about Text: Where Literacy is Learned and Taught. *Curriculum Inquiry*, 20(4), 369-405.
- Wells, C. G., & Chang-Wells, G. L. (1992). *Constructing knowledge together. Classrooms as centers of inquiry and literacy*. Portsmouth, NH: Heinemann.
- Wenger, E. (1998). *Communities of Practice. Learning as a social system*. Retrieved 21/10, 2005, from <http://www.co-i-l.com/coil/knowledge-garden/cop/lss.shtml>
- Wertsch, J. (1991). *Voices of the mind: A sociocultural approach to mediated action*. Cambridge, MA: Cambridge University Press.
- Wesche, M. B. (1993). Discipline-based approaches to language study: Research issues and outcomes. In M. Krueger & F. Ryan (Eds.), *Language and content: Discipline- and content-based approaches to language study* (pp. 57-82). Lexington, MA: D.C. Heath.
- Wiersma, W. (1995). *Research methods in education: An introduction* (Sixth ed.). Boston: Allyn and Bacon.
- Wilkins, D. A. (1976). *Notional syllabuses: a taxonomy and its relevance to foreign language curriculum development*. London: Oxford University Press.

- Willett, J. (1995). Becoming First Graders in an L2: An Ethnographic Study of L2 Socialization. *TESOL Quarterly*, 29(3, autumn), 473-503.
- Willett, J., Solsken, J., & Wilson-Keenan, J. (1998). The (im)possibilities of constructing multicultural language practices in research and pedagogy. *Linguistics and Education*, 10(2), 165-218.
- Young, J. P. (1997). Discussion as a practice of carnival. In J. Flood, S. B. Heath & D. Lapp (Eds.), *Handbook of research on teaching literacy through the communicative and visual arts* (pp. 247-264). New York: Macmillan Publishing.
- Young, R., & Miller, E. R. (2004). Learning as changing participation: Discourse roles in ESL writing conferences. *The Modern Language Journal*, 88(iv), 519-535.
- Zuengler, J., & Mori, J. (2002). Microanalyses of classroom discourse: A critical consideration of method. *Applied Linguistics*, 23(3), 283-288.

APPENDIX 1: Transcripts of lessons (Lessons 1, 2, 6, and 15 are attached. The other lesson abstracts are available upon request.)

Lesson 1

1. T: Ok. Captain.
2. S2: Attention.
3. Ss: ((Laugh))
4. S2: Bow.
5. Ss: Hi.
6. T: Hi! How are you today?
7. Ss: Ah~,
8. S1: So, So.
9. T: Did you have a good weekend?
10. Ss: Ah~~.
11. T: ...
12. S1: 아니 예요. (No.)
13. T: No?
14. S1: Um...
15. T: Do you,
16. S1: Not bad.
17. T: Not bad? What did you do?
18. S1: Um. 노래방갔어요. (I went to a Karaoke.)
19. T: You went to Karaoke?
20. S1: ...
21. T: Ah. Are you a good singer?
22. S1: ...
23. T: No. Not really? Someday I'd like to...
24. S1: ((Laugh))
25. T: Someday, later. Ok. All right. Ok. Today we are going to start Lesson 2.
26. Ok?
27. Ss: Ok.
28. T: Ok. All right. Ok. Please open your book to page,
29. S1: 27.
30. T: Ok. Page 27. 27.
31. Ss: ((Students open their textbook.))
32. T: Ok, guys. Do you see the picture? What are they doing?

33. S1: Smile.
34. T: Smile? Ok. They're smiling.
35. S1: ((Laugh))
36. T: They're wearing uniform. 체육복을 입고 있죠. (They're wearing
37. uniform.)
38. Ss: 네. (Yes.)
39. T: All right. Do you like sports?
40. Ss: Um. No. Nothing.
41. T: You don't like any sports?
42. Ss: Yes.
43. T: Ok. Can you name any sports?
44. Ss: Basketball, baseball, football, volleyball.
45. T: Ok. ...야 (Hey). What's good point for exercise?
46. S: Ah~~. Health.
47. T: You can lose weight. It's really good for your body.
48. Right?
49. Ss: Yeah.
50. T: Yeah. 정말 그렇죠? (Isn't it so?) 살도 뺄 수 있어요. (You can lose
51. weight.) Ok. In this lesson you will learn comparison and how to
52. express your hope. What is hope?
53. Ss: 바램.
54. T: ... Right. So. First of all, look at the screen.
55. T: ((Adjusts the projection TV position.))
56. Ss: 이렇게, 반대로. (Like this, the other way)
57. T: It's Ok. The sound doesn't work, so I'd like you to listen to me, um,
58. notebook computer. Ok. Let's listen to a song. Do you like Celin Dion?
59. Ss: Ah.
60. S1: 아 그거, 타이타닉 주제가 부른... (A-ha, that, the one who sang the
61. Titanic's theme song.)
62. Ss: Wow.
63. T: ...
64. S1: 선생님 그거 아니예요? (Isn't it that song?)
65. T: It's not Titanic. ((Prepares to play the music video.)) Let's listen to a
66. song, ok?
67. Ss: Wow! ...
68. T: ...

69. Ss: Shush.
70. ((Music video of the song 'All the Way' starts with English subtitle at the
71. bottom.
72. T: ...
73. Ss: Wow. ((Students clap.))
74. T: Did you like the song?
75. Ss: Um...
76. T: Can you guess the title of the song?
77. S: All the way.
78. T: Oh, that's right. Did I tell you? 내가 말했어요? (Did I tell you?)
79. Ss: 아니요. (No.) No.
80. T: Ok. 'All the way', ok, what is the meaning?
81. S: 언제든지. (Always.)
82. T: It means always. ((Writes 'always' on the board.))
83. Alright, so, alright. Did you, did you catch the title, the, the, subtitle
84. 'deeper than the bluest see' or 'taller than the tallest tree'?
85. S1: 비교급. (Comparative)
86. T: 봤어요. (Did you see it?)
87. Ss: 네. (Yes.)
88. T: Ok. So, we're going to listen to two dialogues between, ok, page 28,
89. page 28. I want you to listen to two conversations between Mi-na and
90. mike, ok?
91. Ss: 네. (Yes.)
92. T: So, right, you guys, do you remember the listening bingo? Yea? Do you
93. remember?
94. Ss: Yes. A-ha.
95. T: Yea, yea.
96. S1: 그거 하다가 말았잖아요. 다 맞아요. 다 못해갖고. (We stopped in
97. the middle of doing it. We haven't finished it.)
98. T: This time you will finish it, ok? ((T gives out hand-outs.)
99. T: Ok, guys! Attention please! I'm going to read two dialogues twice, so
100. total, total four times. Understand?
101. Ss: Yes.
102. T: Write down any words, any words, you heard. ...아무거나 쓰세요.
103. (Write down any words.) This time five bingos. Ok?
104. Ss: Yes.

105. T: Five bingos.
106. S1: 아무단어나 쓰는 거야? (Do we write any words?)
107. S2: Yes.
108. T: Are you ready?
109. Ss: ... ((Some students didn't know the directions.))
110. T: ((Plays the cassette.)) Not now. Ok. Now.
111. Ss: ((Listen to the tape and fill in blanks. Some students still discuss about
112. what to do.))
113. T: ((Stops the cassette.)) Ok. The second dialogue.
114. S:
115. T: Ok. ((Plays the cassette.))
116. T: ((Stops the player.)) Ok, who finished five bingos? ((Walks to students
117. to give a stamp to students who made five bingos.))
118. T: Ok, guys. I'm going to give you another hand-out. ((gives out hand-
119. outs.)) Ok, guys. Do you all have the hand-out?
120. Ss: Yes.
121. T: Fill in the blanks please. Ok?
122. Ss: Ok.
123. T: ((Plays the tape. She has some problems in finding the right dialogue
124. for the activity.)) Ok guy, fill in the blanks please.
125. Ss: ((Fill in blanks. Some students are complaining about the speed.))
126. T: ((Plays the tape again.))
127. Ss: ...
128. T: ...Let's stop here. First, number one, ok? The second, the first one.
129. Ok. So, read it together. 'Which do you like.'
130. Ss: Better
131. T: 'better, soccer or baseball? I~'
132. Ss: like
133. T: 'like soccer better. How ~'
134. Ss: about
135. T: 'about you? Me, too. I ~'
136. Ss: heard
137. T: 'heard that there's a soccer game ~'
138. Ss: between
139. T: 'between Mi-na's class and Chang-ho's. Do you ~'
140. Ss: plan

141. T: 'plan to go? Yes, I do. I'm dying to ~'
142. Ss: see
143. T: 'see the gam. So am I.' Ok, the second one. ((Sets the tape.))
144. Do you want me to write down the answers? 답 써줄 까요? (Shall I
145. write the answers for you?)
146. Ss: 네.
147. T: ((Writes the words for the blanks on the board and sets the tape.)) Ok,
148. the second one. ((She plays the tape.)) Ok, you've got the answers?
149. S: Yes.
150. T: Ok, give me the answers.
151. Ss: best
152. T: Ok, best.
153. Ss: think
154. T: 'I think.
155. S: best
156. T: Ok, 'I think Min-su is the ~'
157. Ss: best
158. T: 그렇죠. (That's right.) 'best. That's not exactly ~.'
159. Ss: right
160. T: 'right. Gi-go is better than Min-su. Why do you say that? Because he
161. runs ~.'
162. Ss: faster
163. T: 'faster than Min-su. But Min-su kicks ~.'
164. Ss: farther
165. T: 'farther'
166. Ss: Farther, farther.
167. T: 'than Gi-ho. You're right. Anyway I'm glad we ~.'
168. Ss: won
169. T: 'won the game today.' Ok. Who's got them all right? One?
170. 다 맞은 사람. (Who's got them all right?) ((Two students raise their
171. hands.))
172. T: Two?
173. Ss: ...
174. T: Ok, guys. Look at the handout. This time new expressions. 새로운
175. 표현 공부해 봐요. (We'll study new expressions.) Ok, one. Look at this.
176. ((Points to the chapter title 'Which do you like better?' on the board.))

177. Ok. 'Which do you like better?' means 'which do you prefer?'. Please
 178. write down. 쓰세요. (Please write down.)
179. S1: 어디에 다요? (Where?)
180. T: On the handout, handout. Handout 위에 쓰세요. Handout 에다가. (On
 181. the handout, handout.) Ok. 'Which do you like better?' means 'Which
 182. do you prefer?'
183. Ss: ... ((Take notes.))
184. T: ((Writes 'prefer' on the board.)) 'like better' 대신에 'Which do you
 185. prefer' 이걸 쓸수 있어요. (You can say 'which do you prefer' instead
 186. of 'like better'.)
187. S: 똑같은 뜻이에요? (Do they have the same meaning?)
188. T: Yes.
189. Ss: ...
190. T: 그다음에 (Next.) When you read 'Which do you like better, soccer or
 191. baseball?' ... 이런 문장 읽을 때는 ...이 이렇게 돼요. (The intonation
 192. is like this.) 'Which do you like better, soccer or baseball?' The first one
 193. goes up and the second one down. Repeat after me. 'Which do you like
 194. better, soccer or baseball?'
195. Ss: Which do you like better, soccer or baseball?
196. T: 'Do you plan to go?' means 'Do you have a plan to go?' ((Writes the two
 197. sentences.)) 'Do you plan to go?' or you can say 'Are you going to go?'
 198. ((Writes 'Are you going to go?' on the boards.)) 갈 예정이야. 갈거야.
 199. (I am planning to go. I am going to go.) And then 'Yes, I do. I'm dying
 200. to see the game.' 'I'm dying to see the game.' Means,
 201. Ss: 갈망. (Hope) 가고 싶어 죽겠다. (I'm dying to go.)
202. T: I really want to go.
203. Ss: ...
204. T: Ok, the second dialogue. 'Who's the best player on the soccer team?' Ok,
 205. means what?
206. Ss: 어떤사람이 팀내에서 축구를 가장 잘하냐? (Who's the best player
 207. on the team?)
208. T: 'That's not exactly right.' means 'That's not true.'
209. Ss: ...
210. T: 응 (Yes.) It means 'that's not true, that's not true.'
211. Ss: ...
212. T: ((Writes 'I don't think so'.)) Or you can say 'I don't think so.' And

213. 'Why do you say that?' means...'Why do you think so, why do you think
214. so?'. ((Writes 'why do you think so?')) Are you finished?
215. Ss: No.
216. T: No?
217. Ss: Yes.
218. T: Yes?
219. S1: 됐어요. (Finished.)
220. ((Students copy from the board.))
221. T: Ok, right now. ... I'm going to give you some statements about these
222. dialogues, ok? 이 대화에 관한 몇 개의 문장을 줄거예요. 그 문장이
223. 맞으면 O 틀리면 X 하면 돼는데 다같이 말해야돼요. 맞추면 그
224. 팀한테 점수를 줄거예요. (I'm going to give you some statements
225. about these dialogues. If the statement is correct, show me O, or if not,
226. X. All of you in the same group tell show me at once. If your teams
227. gives the correct answer, one point will be given.)
228. Ss: Wow! ...
229. T: Ok, I'm going to give you three sentences to each team. ((Points to each
230. group.)) One, two, three, four, five, six, ok? Let's start with, ok, group 1.
231. You should not look at the handout, ok?
232. Ss: Ok.
233. T: Number 1, number 1. If you get the three sentences right, I'm going to
234. give you the stamp, right? (세문제 다 맞추면 도장 줄께요.)
235. Ss: ((Laugh))
236. T: Let's listen. Number 1. 'Mike likes soccer better.' One, two, three.
237. S1: X 아니야? (Isn't it X?) O 야? (Is it O?) X 아니야? (Isn't it X?)
238. O 인가? (Is it O?)
239. G1 Ss: ((Show O.))
240. T: The answer is O. Mike likes soccer better. Number 2, 'Mi-na likes
241. baseball better.' Is it right? 'Mi-na likes baseball better.'
242. Ss: ...
243. T: One, two, three.
244. G1 Ss: ... ((Show O))
245. T: The answer is X. Mike and Mi-na, they like soccer better. You should
246. not see the handout. Number 3. Ok. 'Mi-na wants to see the, see the
247. soccer game.'
248. S: 네? (Yes?)

249. T: 'Mi-na wants to see the soccer game.'
250. G1 Ss: ... (Show X)
251. T: Ok. O. Ok. Next team.
252. Ss: ...
253. T: Next team.
254. Ss: ... ((Laugh))
255. T: Hey!
256. G1 Ss: 선생님 저희들에게도 이렇게 기회를 주셨어야죠. 진짜. (You
257. should have given us the same chance like that. Really.)
258. T: 그랬어? (Should I?) Ok. Number 1. 'There's a baseball game between
259. Min-su's class and Chang-ho's class.' Ok. One, two, three.
260. G2 Ss: ((Show O.))
261. T: The answer is O.
262. Ss: ... Huh?
263. T: Whoops! X.
264. Ss: Ah~.
265. T: A soccer game, not a baseball game.
266. Ss: ...
267. T: Ok. Number 2. Number 2. Ok, listen. 'Mike doesn't like to see the
268. soccer game.'
269. G2 Ss: 뭐라고? (What was it?)
270. T: 'Mike doesn't want to see the soccer game.'
271. Ss: ...
272. T: Ok. One, two, three.
273. G2 Ss: ((Show X.))
274. T: Uh, ok, the answer is X. Mike wants to see the game. Ok. Number 3.
275. 'Mike thinks Min-su is the best player.' 'Mike thinks Min-su is the best
276. player.'
277. G2 Ss: X, X, X. ((Show X.))
278. T: The answer is O. Ok.
279. Ss: ... ((Laugh))
280. S2: Mike 가요 ... (Mike ...)
281. T: Ok. Listen. ... Ok, listen. Number 1.
282. S: ...
283. Ss: ((Laugh.))
284. T: Number 1. 'Gi-ho kicks farther than Min-su.' ((pause)) Hey!

285. Ss: ... ((Laugh))
286. S2: ... 보지도 못했어요. ... (I didn't even see.)
287. Ss: ((Laugh))
288. T: Ok. ... Hey, guys, ok, ...
289. Ss: ((Laugh)) 선생님 다시 할게요. (Mrs. Let us do it again.)
290. T: Do it again later.
291. Ss: ...((Laugh))
292. T: Number 1. 'Mi-na's class won the game today.' Mi-na's class won the
293. game today.'
294. G3 Ss: ((Show X.))
295. T: The answer is O.
296. Ss: ((Laugh))
297. S: 아 왜저래. (Ah, what's wrong with them?)
298. S: 아, 조용히좀 하라고. (Ah, I said be quiet.)
299. T: They won the game today, ok?
300. S: 선생님 ... (Ms.)
301. S1: Captain, 조용히좀 시켜라. (Make them be quiet.)
302. T: Ok. Number 2. Ok. Number 2. Ok. 'Min-su runs faster than Gi-ho.'
303. 'Min-su runs faster than Gi-ho.' Ok. One, two, three. Ok.
304. G3 Ss: ((Show X.))
305. T: Ok, the answer is X. The last one. 잘들어봐요. (Listen carefully.) Ok.
306. 'Mi-na and Mike don't plan to watch the game.' One, two, three.
307. G3 Ss: ((Show X.))
308. T: Ok, the answer is X. Ok. Three points.
309. G3 Ss: Wow...
310. T: Ok, three points. ((Points to the next group.)) Ok. Can you guys.
311. Number 1, number 1. 'Mike likes soccer better.'
312. S: 네? (Yes?)
313. T: 'Mike likes soccer better than baseball.' ((pause)) Ok. The answer is O.
314. Ok. Number 2. 'There is a, uh, there is a soccer game between Min-su's
315. class and Chang-ho's class.' The answer is.
316. G4 Ss: 뭐? 다시 한번만. (What? One more time.)
317. T: Ok. 'There is a, there is a soccer game between Min-su's class and
318. Chang-ho's class.' The answer is O. Right. The answer is correct.
319. Ss: ...
320. T: Ok. Number 3. Number 3. 'Mi-na's class won the game today.' 'Mi-na's

321. class won the game today.'
322. G4 Ss: ((Show O.))
323. T: The answer is O.
324. S: 왜? ((To peers)) (Why)
325. T: Ok, the last one.
326. Ss: 다했어요. 세개 했는데요. (They've done it all. They've done three.)
327. T: 다했어요? (They've done it all?)
328. Ss: 네. (Yes.)
329. T: Ok. You've got 2 points. Ok. It's your turn. ((Points to the next group.))
330. Number 1. 'Mi-na likes baseball better.'
331. G5 Ss: 응? (What?) ((To the group))...
332. T: 'Mi-na likes baseball better.'
333. G5 Ss: ((Show X.))
334. T: Ok. The answer is X. Correct.
335. Ss: ...
336. T: Ok. Number 2, number 2. 'Mi-na wants to see the soccer game toda.'
337. 'Mi-na wants to see the soccer game today.'
338. G5 Ss: ((Show O.))
339. T: The answer is O. Ok. Correct.
340. Ss: Oh, oh, oh.
341. T: Number three, number three. 'Mike thinks Min-Su is the best player.'
342. 'Mike thinks Min-Su is the best player.' Ok. One, two, three.
343. G5 Ss: X ((Show X.))
344. T: Ok. The answer is O.
345. Ss: Oh. ((Some students clap.))
346. T: Ok. The last team. Number 1, ok, number 1. 'Gi-ho kicks farther than
347. Min-su.'
348. Ss: 뭐야? (What?)
349. T: 'Gi-ho kicks farther than Min-su.' Ok. One, two, three.
350. G6 Ss: ((Show X.))
351. T: Ok. The answer is X.
352. Ss: Wow. ((Some students clap.))
353. T: Ok. Number 2. 'Min-su runs faster than Gi-ho.'
354. Ss: ...
355. T: 'Min-su runs faster than Gi-ho.' Ok. One, two, three.
356. G6 Ss: ((Show X.))

357. T: Ok, ok, ok. The answer is X. Ok, you have two points.
358. Ss: Oh, oh, oh.
359. T: Ok. Number 3, number 3. 'Mike and Mi-na plan to watch the game.'
360. Mike and Mi-na plan to watch the game.' Ok. One, two, three.
361. G6 Ss: ((Show O.))
362. T: Ok. The answer is O.
363. Ss: Oh~. ((Clap.))
364. S1: 3 조랑 6 조요? (So, Group 3 and Group 6?)
365. T: Yeah, so, you guys ... very well. ...
366. S: Wow.
367. Ss: ...
368. T: ((pause)) Ok, guys, well, do you guys know the elevator game?
369. Ss: 네? (Yeah?)
370. S: 일어섰다 앉았다 하는 거요? (You mean the one we stand up and sit
371. down?)
372. Ss: ...
373. S2: 그거 재밌는데. 그거 제일 좋아하는 데. 나. (That one's fun. That's
374. my favourite. I.)
375. Ss: ...
376. T: Ok, well, you guys, we have time. We're going to play the elevator
377. game.
378. S2: Elevator game, elevator game.
379. T: First, right, we're going to read altogether, ok?
380. S2: Ok.
381. T: Who's going to count the time?
382. S: ...
383. T: Ok. Ready?
384. S: Go.
385. T: You guys, ready?
386. Ss: ...
387. T: Go.
388. Ss: ((read from the monitor)) 'Which do you like better, soccer or
389. baseball? I like soccer better. How about you? Me, too. I heard that
390. there's a soccer game between Mi-na's class and Chang-ho's. Do you
391. want to go?'
392. T: ... all together.

393. Ss: 'Yes, I to. I'm dying to see the game. So am I.' ((pause)) 'Who is the
394. best player on the soccer team? I think Min-su is the best. That's not
395. exactly right. Gi-ho is better than Min-su. Why do you say that?
396. Because he runs faster than Min-su. But Min-su kicks farther than Gi-
397. go. You're right. Anyway I'm glad we won the game today.'

398. Ss: ...

399. T: Later.

400. Ss: ...

401. T: Ok, ...

402. Ss: ...

403. T: Ok, ok. Ok. You did a good job.

404. Ss: ... ((chuckle))

405. T: Ok, how about, ok, group 1. Ok? You can read just one, just one
406. dialogue, ok?

407. S: ...

408. T: How about you? ... You read first. How about you guys, first?

409. S: ...

410. T: Ok, guys. EB.

411. S: ...?

412. T: Ready, ready, go.

413. Ss: ((read))

414. T: All together.

415. Ss: ((read))

416. ((The bell goes.))

417. T: Ok. Oops.

418. Ss: ... ((laugh))

419. T: Well, then I'll give you, well, homework. Ok. Ah, ... choose one
420. dialogue, ok, and then write down on, on your notebook, and translate
421. in Korean.

422. Ss: Ok.

423. T: And practice. Memorize this dialogue with your partner.

424. Ss: Ok.

425. T: Just one.

426. Ss: Ok.

427. S2: Attention, attention, bow.

428. Ss: Bye. ...

Lesson 2

1. S2: Attention.
2. T: 애들아, 애들아, (girls, girls) do you want to know who she is?
3. S2: 연구원이라고 하셨잖아요. (You told she is a researcher.)
4. Ss: 예.
5. T: Ah, yeah, so, she's well going to help me to teach you English.
6. Ss: Ok, ok.
7. S2: Attention. ((pause)) Attention, bow.
8. Ss: Hi~. Teacher.
9. T: Hi, guys. How are you doing today?
10. Ss: I'm fine. Fine. ...
11. T: I'm fine. Aren't you hungry?
12. Ss: No, no.
13. T: No?
14. Ss: Yes.
15. S: Because 아까 전에, 많이 많이. (Just before, a lot, a lot.)
16. Ss: ((chuckle))
17. T: You ate something?
18. S: Ok.
19. T: Ah~. Why don't you give me something to eat?
20. Ss: 과자하고요. (Biscuits and)...
21. T: Ok. Ok guys, Lesson 2, what is the title?
22. S2: 'Which do you like better?'
23. T: Yah, 'which do you like better?' ((Writes the title on the board.))
24. Ss: ...
25. T: Ok, guys, well, so,
26. S2: 조용히하자. (Let's be quiet.)
27. T: Do you remember what you did last class?
28. Ss: ...
29. T: Yah, yah, yah, you learned two conversations alright?
30. Ss: Yeah, yeah.
31. T: So, how about reviewing those expressions, ok? S1,
32. S1: Yeah.
33. T: Ok, look at the screen please. ((Sets the TV monitor.)) Ok, well, please
34. make a, ok, make a English sentence, ok? Well, looking at this Korean
35. sentence, ok? 자, (well) ((reads from the monitor)), '너는 축구랑
36. 야구중에서 어느 것을 더 좋아하니?' (Which do you like better soccer,
37. or baseball?)
38. Ss: 'Which do you like better, soccer or baseball?'
39. T: Ok. Let's read it together one more time. ((Shows the English sentence
40. on the monitor.))
41. T & Ss: 'Which do you like better, soccer or baseball?' Ok, next? Uh, DH
42. , ...?
43. T: Ok, your turn. 나는 축구가 더 좋아. (I like soccer better.) ((pause))
44. 나는? 나. (I? I)
45. DH: I,
46. T: I, 좋아. (like)
47. DH: like,
48. T: uh,
49. DH: soccer better.
50. Ss: Wow.
51. T: ((Shows the sentence on the monitor.)) ((reads)) 'I like soccer better.'
52. Ok, let's read together.
53. Ss: ((read)) 'I like soccer better.'
54. T: Next, how about, who?

55. Ss: ... do you plan to go?
56. T: Ok, 'do you plan to go?'
57. Ss: 'Do you plan to go?'
58. T: Ok, next? '그 게임 너무 보고 싶다.' (I really want to see the game.)
59. Ss: 'I'm dying to see the game.'
60. T: Alright. Let's read it together, one more time.
61. T & Ss: 'I'm dying to see the game.'
62. Ss: 'I'm dying to see the game, I'm dying to see the game'.
63. T: Ok, good job.
64. S1: ((Claps and laughs.))
65. T: Ok, 꼭 그렇지는 않아. (That's not exactly right.)
66. Ss: 'That's not exactly right.'
67. T: Ah, ah, ah.
68. Ss: 'That's not exactly right.'
69. T: Alright. ((Shows the sentence on the monitor.)) 'That's not exactly right.'
70. Ss: 'That's not exactly right.'
71. T: One more time.
72. Ss: 'That's not exactly right.'
73. T: Ok, good job. Ok, the last one. '기호가 민수보다 더 빨리 된다.' (Gi-ho runs faster than Min-su.)
74. runs faster than Min-su.)
75. Ss: 'Gi-ho runs faster than Min-su.'
76. T: That's right. Let's read together.
77. T & Ss: 'Gi-ho runs faster than Min-su.'
78. T: Ok, good job.
79. S2: ...
80. T: Yeah, I know. So, ok, in this class, you're going to listen to some
81. conversations about the comparison, 비교, comparative, 비교, and then,
82. I'm going to review some dialogue, the expressions, listening to some
83. conversations. Ok, so, page 30, open your book to page 30.
84. Ss: ((Open their textbook.))
85. T: ((Sets the CD.)) So Listening Activities. ((Sets the TV monitor.)) Ok,
86. listen to the conversation and choose the right answer. Ready?
87. S: Go.
88. T: Let's go. ((Plays the CD.))
89. CD: 'One. A: Do you plan to see the movie?
90. B: Yes, I do. I'm dying to see it.
91. Two. A: Do you plan to play soccer this afternoon?
92. B: No, I don't. I have to study.
93. Three. A: Do you plan to play baseball tomorrow?
94. B: Yes, I'm dying to play.'
95. T: Ok, do you understand?
96. Ss: Yes.
97. T: It's too fast?
98. S2: No.
99. S1: One more time.
100. T: One more time. Let's listen to it one more time. ((Plays the CD.))
101. CD: 'One. A: Do you plan to see the movie?
102. B: Yes, I do. I'm dying to see it.
103. Two. A: Do you plan to play soccer this afternoon?
104. B: No, I don't. I have to study.
105. Three. A: Do you plan to play baseball tomorrow?
106. B: Yes, I'm dying to play.'
107. T: M-hum. Ok, you got it?
108. S1: Yeah.
109. S2: I got it.
110. T: Ok, S1, would you say answer to number one?

111. S1: Eh, B.
 112. T: B?
 113. S1: Yeah.
 114. T: It's correct?
 115. Ss: Yeah, yes.
 116. T: Ok, yeah, so, she wants to go where?
 117. S1: Theatre.
 118. T: Ok, theatre.
 119. Ss: Theatre.
 120. T: Ok, number two, how about S2?
 121. S2: Um, the answer is A.
 122. T: A, ok, is it right?
 123. Ss: Yeah, yes.
 124. T: Yes. Ok, ok, why, why does he can't, can' he play soccer?
 125. Ss: Study, 공부 (study), study.
 126. T: Yeah. He has to study. Ok, number three. The answer is,
 127. Ss: B, B, B.
 128. T: Ok, B, ok, they're going to play, they plan to play,
 129. Ss: Baseball.
 130. T: Now, you guys, do you want to listen one more time?
 131. Ss: Yes.
 132. T: No? Yes? Yeah?
 133. S2: No.
 134. T: No?
 135. Ss: No, no.
 136. T: Ok, then,
 137. S1: Pass.
 138. T: Well, pass, let's move on to B. ((Sets the CD.)) Ok, look at the picture
 139. and write down their name. Ok?
 140. S: 네. (Yes.)
 141. T: Ok. Let's go, go. ((Plays the CD.))
 142. CD: 'One. A: Mike's faster than Min-ho.
 143. B: That's not exactly right. Min-ho's faster.
 144. Two. A: Susan's taller than Mi-na.
 145. B: You're right. Susan is the taller of the two.
 146. Three. A: Peter's younger than Paul.
 147. B: That's not true. Paul's younger than Peter.'
 148. T: You guys, the volume, the volume is ok?
 149. Ss: ...
 150. T: It's too low?
 151. S1: 아니요. (No.)
 152. T: Ok. Ok, how about listening one more time?
 153. S2: One more time.
 154. S1: 선생님 그런데요 이거요, 이름 둘다 쓰는 거예요? 아니면 빠른
 155. 사람만 쓰는 거예요? (Ms., well, this one, do we write both of the
 156. names? Or only the faster one?)
 157. T: Two, both of them, both of them. Ok, let's listen one more time. ((Plays
 158. the CD.))
 159. CD: 'One. A: Mike is faster than Min-ho.
 160. B: That is not exactly right. Min-ho is faster.
 161. Two. A: Su-jin is taller than Mi-na.
 162. B: You're right. Su-jin is the taller of the two.
 163. Three. A: Peter is younger than Paul.
 164. B: That's not true. Paul is younger than Peter.'
 165. T: Ok, guys, well look at the screen. Who's this? ((Points to a person in the
 166. picture on the screen.))

167. Ss: Mike, Mike, Min,
168. T: Mike and this is?
169. Ss: Min-ho, Min-ho.
170. T: Ok. Who's faster?
171. Ss: Min-ho, Min-ho.
172. T: Ok, Min-ho. Right? Understand?
173. Ss: Ok. Yeah, 네. (Yes.)
174. T: Ok. Number two. Ok, who's this girl?
175. Ss: ... Susan, ...
176. T: Uh?
177. Ss: ...
178. S1: Susan 아니에요요? (Isn't it Susan?)
179. T: Su-jin. They say Su-jin. How about this girl?
180. Ss: Mi-na, Mi-na.
181. T: Who's taller?
182. Ss: Su-jin.
183. T: Ok, who's this boy?
184. S1: Peter.
185. T: Yeah, Peter. And how about this boy?
186. S1: Paul.
187. Ss: Paul.
188. T: Ok, then, who's younger?
189. Ss: Paul, Paul.
190. T: Paul. Paul is younger than Peter. You guys, do you want to listen one
191. more time?
192. Ss: Yeah, yes.
193. T: ((Plays the CD.))
194. CD: 'One. A: Mike's faster than Min-ho.
195. B: That's not exactly right. Min-ho is faster.
196. Two. A: Su-jin is taller than Mi-na.
197. B: You're right. Susan is the taller of the two.
198. Three. A: Peter is younger than Paul.
199. B: That's not true. Paul is younger than Peter.'
200. T: Ok, do you understand?
201. Ss: Yeah, yeah.
202. T: Everything?
203. Ss: 네. (Yes.) Yeah.
204. T: Ok, let's move on to the Sounds A. ((Sets the CD.)) Ok, um, please
205. write down the symbolic, the, the sound symbol.
206. S: Yeah.
207. T: The yellow one is ..., you're going to learn the sound of /i/ and /e/.
208. Ok? So, let's listen to the words. ((Plays the CD.))
209. CD: 'Better'
210. Ss: Better.
211. T: Ok, repeat.
212. CD: 'Better'
213. Ss: Better.
214. CD: 'Best'
215. Ss: Best.
216. CD: 'Very'
217. Ss: 'Very'
218. CD: 'Between'
219. Ss: Between.
220. CD: 'Become'
221. Ss: Become.
222. CD: 'Behind'

223. Ss: Behind.
224. T: 우리나라 단어에 있죠? 이하고 예하고. (We have the sounds, the 'i'
225. and 'e'.) 별차이는 없어요. (English sounds do not differ much.)
226. 큰차이는 없으니까 발음하는데 어려움은 없을 거 같아요. (Because
227. there isn't much difference, it won't be hard to pronounce it.) So, let's
228. listen to the two conversations. ((Plays the CD.))
229. CD: 'A: Which do you like better, soccer or baseball?'
230. Ss: Which do you,
231. CD: 'B: I like soccer better.'
232. Ss: ((Chuckle.))
233. T: It's too fast?
234. S2: No.
235. T: No? Ok, listen it and repeat.
236. CD: 'A: Which do you like better, soccer or baseball?'
237. Ss: Which do you like better, soccer or baseball?
238. CD: 'B: I like soccer better.'
239. Ss: I like soccer better.
240. T: Ok. ((Plays the CD.))
241. CD: 'A: There's a match between Gi-ho's class and Mike's.
242. B: That must be exciting.'
243. Ss: There's a match, ((Chuckle))
244. T: Let's listen and repeat.
245. CD: 'A: There's a match between Gi-ho's class and Mike's.'
246. Ss: There's a match between Gi-ho's class and Mike's.
247. CD: 'B: That must be exciting.'
248. Ss: That must be exciting.
249. T: Ok. It's not difficult, right?
250. S: Yeah.
251. T: Ok. Then, ok, what's the meaning of better?
252. Ss: 뭐뭐가 더 좋은. (Something is better.)
253. T: 더 좋은, 더 나은. (Better, better.) Ok. Best?
254. Ss: 최상의. (Best)
255. T: 최상의. (Best) Very?
256. Ss: 매우. (Very)
257. T: 매우. (Very) Between?
258. Ss: 뭐뭐 사이에. (Between so and so.)
259. T: Become?
260. Ss: 무엇무엇이 돼다. (To become so and so.)
261. T: 무엇무엇이 돼다. (To become so and so.) Behind?
262. Ss: 뒤에. (Behind.)
263. T: Ah, you studied very hard?
264. S: ...?
265. T: Oh, really, how did you do that?
266. S: ...
267. T: Good job. Ok, well, today, you're going to learn comparison more,
268. comparative? 오늘은 비교급있죠? (Today, you know the
269. comparative.?) 그것에 대해서 좀더 배워 볼게요. (We will learn more
270. about it.)
271. S: 선생님 시험 언제 봐요? (Ms., when do we have a test?)
272. T: Uh, next time.
273. S: 내일요? (Tomorrow?)
274. T: Next time.
275. S: 내일요? (Tomorrow?)
276. T: Next time.
277. Ss: 화요일날요? 화요일날요? (On Tuesday? Tuesday?)

278. T: Um, I'm going to tell you later.
279. S: 단어시험요? (The word test?) ((pause)) 선생님, 단어 시험요? (Ms.,
280. the word test?)
281. T: ((Distributes hand-outs.))
282. S2: 여기에다 이름 쓰고. (Write your name in here.)
283. T: 네. (Yes.)
284. S2: 잃어버리지 말고. (Do not lose.)
285. Ss: ((Get a paper each.))
286. T: Are you tired?
287. Ss: Yeah, yeah.
288. T: Yeah.
289. S: Very tired.
290. T: Very tired?
291. Ss: Yeah.
292. T: You guys, cheer up!
293. S2: Cheer up! Cheer up!
294. T: Cherup? Cherup? 자, 애들아, 비교급, 비교가 뭐하는 거야? (Well,
295. girls, comparative, what is to compare?)
296. Ss: 비교, 비교하는 거. (Compare, to compare.)
297. T: 비교 하는 거지. 비교하는 게 뭘데? (To compare. What is to
298. compare?)
299. S: 비교하는거. (To compare.)
300. S1: 둘중에 ... (Between the two.)
301. Ss: 둘... (Two.)
302. T: 어, 그쵸. 읽어 보세요. 시작. (Yeah, right. Please read. Start.)
303. Ss: ((Read in the paper.)) 'He is taller than me.'
304. Ss: '둘 또는 그 이상 중에서 어느 것이 더 ~하다 라고 비교하는 경우
305. 사용.' (It is used to compare between the two or more.)
306. S1: 영어 그거 읽으라는 줄 알았어요. (I thought we were supposed to
307. read the English sentence.)
308. T: 자, 형태가 어떻게 뭘데? (Well, what is its structure?)
309. S: 부사 (Adverb)
310. S2: 뭐뭐보다 더하다. (More so and so than something.)
311. S1: 둘 (The two.)
312. T: ...이 올때에는 형용사나 부사에다가 (When it is ..., to the adjective
313. or the adverb)
314. Ss: er, er.
315. T: Uh. Er 을 붙이고? (Add 'er'?)
316. S: than.
317. T: Uh, than, than 뜻이 뭐야? (What does 'than' mean?)
318. Ss: 뭐뭐보다, 뭐뭐보다. (Than so and so, than so and so.)
319. T: 뭐뭐보다. 그치, 이렇게 쓰고요. (More than so and so. Right. Write
320. like that.) Ok, let's read the example together. Ok? Example sentences.
321. Ok. I'll read first. 'He's taller than me.'
322. Ss: He's taller than me.
323. T: 'He runs faster than you.'
324. Ss: He runs faster than you.
325. T: 'This hotel is more expensive than that hotel.'
326. Ss: This hotel is more expensive than that hotel.
327. T: Ok, guys, do you understand? 이해 할 수 있겠어요? (Do you
328. understand?)
329. Ss: Yes.
330. T: Ok, 자, 최상급이라는 거는 무슨 말인 거 같아 애들아? (Well, what
331. does the superlative mean, girls?)
332. Ss: 가장, 최고, (Most, the best.)

333. T: 최상이 뭐야? 최상. (What is the superlative? Superlative?)
334. Ss: 가장, 가장, 여러개 중에서. (The most, most among many.)
335. T: 어, 여러개 중에서. 여러개 중에서, 세개 이상중에서 어떻게? 가장?
336. (Yeah, among many. Among many, how among more than three? The
337. most?)
338. Ss: ...
339. T: 뭐뭐하다. 이렇게 표현할때, 자 형태는 어떻게 하면돼요? (Does so and so. If you want
340. to express like this, well, the form is what?)
341. S2: E.S.T.
342. Ss: The plus ...
343. T: Uh. The 하고 형용사나 부사에다가? (The and what to the adjective or
344. adverb?)
345. Ss: E.S.T.
346. T: Uh. E.S.T 를 붙이고. 그다음에는 in 이나 of 가 온다. 자 예문 한번
347. (Uh, add the 'est' and next comes in or of. Well, the example sentence,)
348. Let's read together.
349. T: ((Reads)) 'He is the tallest of all his friends.'
350. Ss: He is the tallest of all his friends.
351. T: 'He is the fastest runner in this town.'
352. Ss: He is the fastest runner in this town.
353. T: 'This hotel is the most expensive hotel in the world.'
354. Ss: This hotel is the most expensive hotel in the world.
355. T: Um. It's not difficult, right? 어렵지 않죠? (Not difficult?)
356. Ss: 네. 네. (Yeah, yeah.)
357. T: 오늘은 그래서 형용사하고 그 부사의 비교급하고 최상급 만드는
358. 법을 배워 볼거예요. (Today, so, we'll learn how to make comparative
359. and superlative.)
360. S2: Yeah.
361. T: Uh. 그쵸. (Right.) JS, wake up! Wake up. Are you tired?
362. 아프니? 왜 아파? (Are you sick? Why, are you sick?)
363. Jin-seon: 저 오늘 너무 일찍 일어나가지고. (I, today, got up too early.)
364. T: ((pause)) JS, 바르게 앉어. 바르게 앉어. (Sit up straight, sit
365. up straight.) ((pause)) 자 애들아, 보세요. (Well, girls, look.) 이제,
366. 금방설명 했듯이, 비교, 뭐뭐보다 뭐뭐더 하다 할때에는 형태가 어,
367. 뭐 붙인다고 했어요? (Now, as we just now explained, comparing,
368. when we say something is more something than something, the
369. structure, well, is to add what?)
370. S: E.R.
371. T: E.R 을 붙인됐죠? 어? E.R 을 붙이는 경우가 있고. E.R.만 붙이면
372. 왜냐까 그거는 규칙일까 불규칙일까? (To add er. Uh? Sometimes we
373. add er. We just add er, so is it regular or irregular?)
374. Ss: 규칙. (Regular.)
375. T: 어, 규칙이죠. (Yes, regular.) 근데 규칙적으로 변화하는 것
376. 중에서도 몇가지 좀 주의해야할 사항이 있어요. (Well, there are some
377. points to remember to do with regulars.) 같이 한번 읽어보자. (Let's
378. read it together.) 자 1 번. (Well, number 1.) 규칙변화 1 번 읽어보자.
379. 시작. (Regular change number 1 let's read. Start.)
380. Ss: ((Read)) '대부분 형용사의 비교급과 최상급을 만들 때는 형용사
381. 끝에 -er/est 를 붙인다.' (To make most adjectives comparatives or
382. superlatives, just add -er/est.)
383. T: Uh. 그쵸? 그래서 old 같은 경우에는 어떻게 할까? (Right, so, what
384. do we do with 'old'?)
385. Ss: Older.
386. T: Older?

387. Ss: Oldest.
388. T: Oldest. Can you write down?
389. Ss: Yeah. Yes.
390. T: 쓸 수 있어요? (Can you write it?)
391. S: 예. (Yeah)
392. T: ((Writes 'older, oldest' on the board.)) How about tall?
393. Ss: Taller.
394. T: Taller?
395. Ss: Tallest.
396. T: Tallest. Ok, well, the, weak? Weak.
397. Ss: Weaker.
398. T: Weaker?
399. Ss: Weakest.
400. T: Weakest. ((Writes on the board.)) Very easy, right? You can just put er or est.
401. Ok? Then how about number two. Let's read together ok. Go.
402. Ss: ((Read)) '형용사의 끝이 "e"로 끝나는 경우에는 "-r/ -st"만 붙인다.'
403. (When an adjective finished with 'e', just add r or est.)
404. T: Um. E를 빼고서 r이나 st를 붙이면 돼요. Ok. Wise 같은 경우에는?
405. (Leave out e, just add r or st.) (What about 'wise'?)
406. Ss: Wiser.
407. T: Uh. Wiser. ((Writes 'Wiser, wisest' on the board.)) Ok, wisest. Large?
408. Ss: Larger, larger.
409. T: Larger?
410. Ss: Largest.
411. T: Largest. Ok. ((Writes on the board.)) Ok, this is simple again. Number three. Go.
412. Ss: ((read)) '형용사의 끝이 '단모음 + 단자음'으로 끝나면, 자음
413. 하나를 더 쓰고 "-er/est"를 붙인다.' (If an adjective finishes with one
414. vowel and a consonant, add one more consonant and er or est.)
415. T: Ok, then look at the example. Big?
416. Ss: Bigger, bigger.
417. T: Bigger?
418. Ss: Biggest.
419. T: Uh. Biggest. ((Writes on the board.)) Ok. How about thin?
420. Ss: Thinner, thinnest.
421. T: Thinner?
422. Ss: Thinnest.
423. T: Uh, thinnest. ((Writes on the board.)) Ok, how about hot?
424. Ss: Hotter, hotter, hotter.
425. T: Hotter?
426. S: Hottest.
427. T: Hottest. ((Writes on the board.)) Um, ok, look at the other side. Look at the
428. next page. Ok, number four.
429. Ss: 형용사 끝이 "y"로 끝나면 "y"를 "i"로 고치고 "-er/est"를 붙인다.
430. (If an adjective finishes with y, change y into I and add er or est.)
431. T: Ok, how about happy?
432. Ss: Happier.
433. T: Happier?
434. Ss: Happiest.
435. T: Um. Happiest. ((Writes on the board.)) How about easy?
436. Ss: Easier, easiest.
437. T: Ok. ((Writes on the board.)) Ok, number 5.
438. Ss: '형용사가 3 음절 이상으로 긴 경우에는 more/most를 붙인다.'
439. (If an adjective is longer than 3 syllabus, put more or most in front.)
440. T: Um. Ok, the examples?
441. S: Difficult.

442. T: Difficult.
443. Ss: More difficult.
444. T: More difficult.
445. Ss: Most difficult, most difficult.
446. T: Most difficult.
447. T: Uh, you can just put more or most. ((pause)) Ok, how about interesting?
448. S: More interesting.
449. T & Ss: More interesting.
450. S: Most interesting.
451. T & Ss: Most interesting.
452. T: ((pause)) Ok, the next?
453. S: Beautiful.
454. T: Beautiful.
455. Ss: More beautiful.
456. T: More beautiful?
457. Ss: Most beautiful.
458. T: Most beautiful.
459. T: ((pause)) 자, (Well) ((Walks down to the isle.)) 애들아 규칙이 있으면,
460. (Girls, if there are regulars,) ... are you finished?
461. S: ...
462. T: Not yet? ((Walks around to check.)) 자, 규칙에는 어떻게 해요? (Well,
463. how did we do with regulars?) Er 하고 est 만 붙이면 됐는데, 불규칙은
464. 될까 그면? (We just added er or est, what are irregulars?)
465. Ss: ... 규칙이 없는 ... (No rules.)
466. T: Uh?
467. S: 규칙이 없는 거. (The ones with no rules.)
468. T: U-hu. 그럼 어떻게 해. 규칙이 없다는 것은? 그 단어 자체가 어떻게
469. 해요? (Then, how do we do? If there aren't any rules? What happens
470. to the words?)
471. S: 바뀌어요. (Change.)
472. T: 변하는 거죠? (Change, right?)
473. T: 그죠? 자, 그 예로, 자, (Right, well, as an example, well) Good, Well
474. 같이 읽어보자. (Let's read together.) Oh, 읽어 볼 수가 없구나. (We
475. can't read it.) Ok, how about good and well? Good?
476. Ss: Better,
477. T: Better?
478. T & Ss: Best.
479. T: Well? Well?
480. Ss: ... more best.
481. T: Well? Better?
482. Ss & T: Best.
483. T: ((pause)) ((Writes on the board.)) Ok, how about bad?
484. S: Worst.
485. T: Worst?
486. Ss: Worst, worst.
487. T: Worst. Ok. ((Writes on the board.)) Ok, how about many or much?
488. S1: 까먹었어요. (I've forgotten.)
489. T: Did you forget? More, most.
490. S: More, most.
491. T: Ok. ((Writes on the board.)) Ok, how about little? ((pause)) Little. Less?
492. S: Lest.
493. T: Lest. Ok. ((Writes on the board.)) Hew, we're finished.
494. S: 아휴 힘들어. (Hew, I'm tired.)
495. T: Ow. Ok. ((pause)) Ok, is it boring? ... a bit boring. I know. Ok, so, um,
496. how about reading together, ok? Reading together. Ok. 'Old, older,

497. oldest.
498. Ss: Old, older, oldest.
499. T: Tall, taller, tallest.
500. Ss: Tall, taller, tallest.
501. T: Weak, weaker, weakest.
502. Ss: Weak, weaker, weakest.
503. T: Wise, wiser, wisest.
504. Ss: Wise, wiser, wisest.
505. T: Large, larger, largest.
506. Ss: Large, larger, largest.
507. T: Big, bigger, biggest.
508. Ss: Big, bigger, biggest.
509. T: Thin, thinner, thinnest.
510. Ss: Thin, thinner, thinnest.
511. T: Hot, hotter, hottest.
512. Ss: Hot, hotter, hottest.
513. T: Happy, happier, happiest.
514. Ss: Happy, happier, happiest.
515. T: Easy, easier, easiest.
516. Ss: Easy, easier, easiest.
517. T: Ok, and. Difficult, more difficult, most difficult.
518. Ss: Difficult, more difficult, most difficult.
519. T: Interesting, more interesting, most interesting.
520. Ss: Interesting, most interesting, most interesting.
521. T: Beautiful, more beautiful, most beautiful.
522. Ss: Beautiful, more beautiful, most beautiful.
523. T: Ok. Good, better, best.
524. Ss: Good, better, best.
525. T: Well, better, best.
526. Ss: Well, better, best.
527. T: Bad, worse, worst.
528. Ss: Bad, worse, worst.
529. T: Many, more, most.
530. Ss: Much, more, most.
531. T: Much, more, most.
532. Ss: Much, more, most.
533. T: Little, less, lest.
534. Ss: Little, less, lest.
535. T: Ok, ok, then, let's take a break, ok?
536. S: Yeah.
537. T: Do you want to listen to a song?
538. Ss: 뭐요, 뭔데요? (What? What is it?)
539. S: Toxic.
540. T: Toxic?
541. S: Toxic.
542. T: You'll like it. You'll like it. The title of the song is,
543. Ss: ...
544. T: Longer. What is longer?
545. Ss: ... 더 긴 (longer) ...
546. T: Long. What is long?
547. Ss: 길다, 길다. (Long, long.)
548. T: Longer?
549. Ss: 더길다. 더 길다. (Longer, longer.)
550. T: Ok. The title is longer. ((Pause)) I guess well you listened to this song before.
551. S: 언제 들어 봤어... (I've heard of it.)
552. T: ((Hands out song lyrics.))

553. S1: 아 이거 또 가사 쓰 는 거예요? (Ah, we're going to write the lyrics again?)
554. T: Yeah. Very easy.
555. Ss: ...
556. S: 선생님 모잘라요. (Ms, we are short.)
557. S1: 여겼어. (I have here.)
558. S2: 뭐야? (What is it?)
559. T: ... one, two, ... ((to the students)) The title is Longer. Who's the
560. singer?
561. Ss: ... Dan, by Dan, ...
562. T: Ah, Dan Fogelberg.
563. Ss: ...
564. S2: Dan Fogelberg.
565. T: Ok, let's, well, first just listen, ok?
566. Ss: Yeah.
567. T: First, just listen.
568. Ss: Ok.
569. T: ((Plays the song.)) Just enjoy the song.
570. S: A-ha.
571. Ss: ((Listen to the song. Some fill in gaps. Some talk with their buddy.))
572. T: ((Stops the CD.)) A-ha. Did you enjoy the song?
573. Ss: ((No answer.))
574. T: No?
575. Ss: Yeah.
576. T: Yeah? Ok, his voice is so tender right? Ok. You guys well, did you finish?
577. Ss: ...
578. T: Do you want to listen one more time?
579. Ss: Yeah.
580. T: Ok. ((Plays the song again.)) ((The song finishes and the teacher
581. finishes the CD.)) Ok, so, well, did you finish the blanks?
582. Ss: Yeah.
583. T: All the blanks?
584. Ss: Yeah. No.
585. T: No.
586. T: All right. Number one.
587. Ss: Longer.
588. T: What's the answer?
589. Ss: Longer.
590. T: Longer. Number one, longer. ((Writes longer.)) Ok, number two.
591. Ss: Higher.
592. T: Uh. Higher. Number three.
593. Ss: Longer.
594. T: Ok. Um?
595. Ss: Longer.
596. T: Yah. Also longer. Ok. Four?
597. Ss: Stronger.
598. T: Stronger, ok, who's got this right? 이거 맞은 사람. (Who's got this
599. right.)
600. Ss: ((Raises hands.))
601. T: Uh, good job. ((Writes on the board.))
602. Ss: ((Laugh))
603. T: Ok, ok. How about five?
604. S: Trier.
605. T: Trier?
606. Ss: Truer, truer, truer.
607. T: Truer. ((Writes on the board.))
608. Ss: Truer, truer.

609. T: Who's got this right? 맞은 사람요. (Who's got this right?) One, two,
610. three? Six?
611. Ss: Deeper, deeper.
612. T: Uh?
613. Ss: Deeper.
614. T: Deeper.
615. S: Deeper?
616. T: Spelling?
617. Ss: D.E.E.P.E.R.
618. T: Ah. Well done. You got them all right? 다 맞은 사람? (You got them
619. all right?) 다 맞은 사람 있어요? (You got them all right?) Who got
620. them all right?
621. S1: 근데 저 스펠링이 틀렸어요. (Well, I was wrong in spelling.)
622. T: 틀렸어요? (Was anything wrong?)
623. S: 제가 틀렸어요. (My spelling was wrong.)
624. T: Ok, no problem. You guys, can you guess what this song is about?
625. S2: 당신하고 사랑에 빠졌대유. ((In a local accent.)) (Someone's in deep
626. love with you.)
627. T: Ok. ((Laugh)) This song is about love, ok love, love.
628. S1: 선생님 얼굴 빨개 졌어요. (The teacher's got blushed.)
629. T: Because S2 is so funny.
630. Ss: ...
631. T: 애들아, 그러면, 여기 있는 말이 있잖아, 무슨 표현 인지 알아?
632. 한번 해석 해볼까? (Girls, then, you know the words here, do you know
633. the meaning? Shall we interpret this?)
634. S2: ...
635. T: 봐봐. (Look.) ((Reads)) 'Longer than there've been fishes in the ocean.' 무슨
636. 말이에요? (What does it mean?) Ocean?
637. Ss: 바다. (The sea.)
638. T: 바다에 fish, (Fish in the sea.)
639. S: 대양. (Ocean.)
640. T: Fish.
641. Ss: 물고기, 물고기. (Fish, fish.)
642. T: Fishes 하나까? (Fishes, so?)
643. Ss: 물고기 ... (Fish)
644. T: 물고기 여러 종류. 여러종류의 물고기가 있었던 것 보다 longer?
645. (Many kinds of fish. Longer than there were many kinds of fishes.)
646. Ss: 더 길게. (Longer)
647. T: 더 길게. (Longer)
648. S1: 오래전에. (Long time ago.)
649. T: 오래전에. (Long time ago.)
650. S: A-ha.
651. T: 그지? (Right?) 자, (well) 'Higher than any bird ever flew.'
652. Ss: ...
653. S: 하늘을 나느 새보다 더 높게. (Higher than any bird that flies in the
654. sky.)
655. T: Uh!
656. Ss: Wow.
657. T: 어떤 새가 날았던 거 보다 어떻게, 더 higher, 높게. (Higher than any
658. bird ever flew.) 그다음에. (Next) 'Longer than there've been stars up
659. in the heavens.'
660. Ss: ...
661. T: Star, star.
662. S: 별. (Star)

663. S1: A-ha, 별들이. (Stars)
664. T: Heaven?
665. Ss: ... 생기기 전에. (Before ... were made.)
666. T: 그치. 하늘의 별들 보다, (Right, more than the stars in the sky.)
667. Ss: 별들 보다 더 높게, 더 길게, (Higher, longer than the stars.)
668. T: 아니지. 하늘의 별들이 있었던 것 보다 더 longer, (No. Longer than
669. there've been starts up in the heavens.)
670. Ss: 길게. (Longer)
671. T: 더 길게. (Longer) 오래전에, 오랫동안. (Long time ago, long ago)
672. 'I've been in love with you.' 당신을, (You)
673. Ss: 사랑해요. (I love.)
674. T: 사랑해 왔어요. (I have been love with you.) 다음에 (Next) four?
675. 'Stronger than any mountain cathedral.'
676. S: Mountain.
677. T: Mountain 은 뭐야? (What's mountain?)
678. Ss: 산. (Mountain.)
679. T: 산. (Mountain.) Ok. Cathedral. 성당이란 뜻이에요. (It means
680. cathedral.)
681. Ss: 산에 ... (In the mountains.)
682. S2: 뭐가요? 뭐가요? (What? What?)
683. T: Cathedral. 성당. (Cathedral.) Strong 이 뭐야? (What is 'strong')
684. Strong?
685. Ss: 강한, 강한. (Strong.)
686. T: 강하게. (Strong.) 그치 (Right.) stronger? 더, (More)
687. Ss: 강하게. (Strong)
688. T: Um, 강하게. (Strong) Uh, 뭐랄까, 산같이 이렇게 뭐지, 높이 높이
689. 서있는 성당 보다도 더 강하게. (Well, like a mountain, like what?
690. Stronger than the high cathedral.) 'Truer than any tree ever grew.'
691. Ss: 나무가 ... (Trees ...)
692. T: Uh. 전에 자랐던 어느 나무보다도 더 어떻게? (More what than
693. any tree that ever grew?)
694. Ss: 진실. (True)
695. T: 더 진실돼게. (Truer) Ok. 진실 돼게? (Truer?) 'Deeper than any forest
696. primeval', primeval.
697. S: 그게 뭐예요? (What is it?)
698. Ss: 숲속에, 숲. (In the forest, forest.)
699. T: Forest 는 뭐예요? (What is 'forest')
700. Ss: 숲. (Forest.)
701. T: 숲이쥬. (Forest.) Primeval 은 이제 태고. 태고적에 그, (Primeval
702. means primeval, primeval, that)
703. S2: 태고? (Primeval?)
704. T: Forest?
705. S2: 최고라고? (The best?)
706. T: 태고, 어, 아주 오래전에. (Primeval, uh, very long time ago.)
707. S2: Ah, 태고. (Primeval.)
708. T: 어, 태고. (Yeah, primeval.) Primeval. 이것 보다도 deeper. (Deeper
709. than this.)
710. Ss: 깊게, 깊, 깊게. (Deeper, deep, deeper.)
711. T: 더 깊게 당신을 사랑해요. (I love you deeper.) Ok. Do you like this
712. song?
713. Ss: ...
714. S: ...
715. T: Uh?
716. S: ...

717. S2: 그거 배워요? (Are we learning the song?)
718. T: Ok, next time. 애들아, (girls,) ok, how about? .
719. Ss: ...
720. T: Ok. How about,
721. S: ...
722. T: Well, you can just tape,
723. S: ...?
724. T: ...
725. S: ...?
726. T: If you want to write down it's ok.
727. S: 다 써요? (Write it all?)
728. T: Oh, you take the answer right?
729. S: 근데 안 써도 돼죠? (But, we don't have to write it, right?)
730. T: 아는건 쓰지 마세요. (Do not write something too easy.)
731. Ss: ...
732. T: 여기에 안 나왔던 거 쓰세요. (Write the ones not given here.)
733. S2: 다써. (Write it all.)
734. T: Ok, S2, you're the boss. The boss.
735. Ss: ((Write in their note book silently.))
736. S2: ...이 뭐예요? (What is this ...?)
737. T: Um? Fat. F.A.T. Uh, is it too small? ((pause)) Are you finished?
738. S: Yeah.
739. S2: Wait a minute.
740. Ss: ...
741. T: Yeah, good job. ((To a student.))
742. Ss: ...
743. T: Ok, let's check out the answers. Ok, great? Greater, greatest. 맞은 사람.
744. (Who's got this right?)
745. Ss: ((Raise hands.))
746. S: 저요. (Me.)
747. T: Happy?
748. Ss: Happier, happier.
749. T: Happier?
750. Ss: Happiest.
751. T: Uh, happiest. Good?
752. Ss: Better, best.
753. T: Uh, best, fat?
754. Ss: Fatter,
755. T: Fatter,
756. Ss: Fattest.
757. T: Fattest.
758. S2: Fatter, fattest.
759. T: Interesting?
760. Ss: More interesting,
761. T: More interesting,
762. T & Ss: Most interesting.
763. ((The bell goes.))
764. T: Ok, home work. 숙제 있어요. (I'll give you homework.)
765. S: 네. (Yes.)
766. T: Ok. Please, well, write down five sentences of comparative and
767. superlative.
768. S: 아무거나요? (Anything?)
769. T: 자, 비교급하고 최상급 있죠? 예문 5 개 씩 적어 보세요. (Well, you
770. know comparatives and superlatives? Write 5 examples each please.)
771. Ss: 네. (Yes.)

772. S: 5 개만 적어오면 되는 거야? (Do we just write 5 examples?)
773. T: 반장 인사. (Captain, greetings.)
774. S2: Attention. Attention. Bow.
775. Ss: Bye.

Lesson 6

1. S2: 야 조용히 해. (Everybody, quiet!) Attention! Attention!
2. Ss: ...
3. S2 (Captain Student): 소연이 어디갔어. (Where's So-yeon gone?)
4. Ss:...
5. S2: Attention! Bow!
6. Ss: Hi~~~!
7. T: Hi, guys! How are you doing today?
8. Ss: Fine. I'm fine. I'm fine. And you?
9. T: I'm fine. What did you guys do yesterday?
10. Ss: Um, um.
11. S: Birthday party.
12. T: Birthday? Someone's birthday?
13. S: S.
14. T: S's birthday?
15. Ss: ...
16. T: A-ha. So, did you give her a party?
17. S: HN's house.
18. T: HN's house? You went to HN's house?
19. S: Ok. Ok.
20. T: ...
21. S: 환상적인 밤이었어요. 흥분되는 (It was a fantastic night. Exciting.)
22. T: Ok. You had a wonderful, a wonderful day, yesterday. HJ, HJ!
23. Please close the door!
24. HJ: ((Closes the door.))
25. T: Thank you. All right. Today, today, we're going to.
26. Ss: ((Laugh))
27. T: What's wrong?
28. Ss: ...
29. T: Ok. Today, we're going to start Lesson 3.
30. S: Yeah.
31. T: Ok. Page.
32. Ss: Page.
33. T: Page 47.
34. Ss: ...
35. T: How about reading the title together?
36. S: Ok.
37. T: Ok. 'Are you interested in Experiments?'
38. Ss: Are you interested in Experiments?
39. T: Ok. One more time. Are you interested in Experiments?
40. Ss: Are you interested in Experiments?
41. T: Can you guess the meaning of 'experiment'?
42. Ss: 실험. (Experiments) 실험. 실험.
43. T: You guys. How about trying to speak only in English?
44. S: Yeah. Ok.
45. S: 선생님, 근데 콩글리쉬도 돼죠? (Ms., is Konglish ok?)
46. Ss: ...
47. T: Ok. Try to speak.
48. Ss:...
49. T: Anything, try. So, all right. You know the meaning of experiment in
50. Korean. How about speaking in English?
51. S: Uh?
52. T: It's a kind of test.
53. Ss: ...test?...
54. T: ((Shows an experiment photo file on the projection TV.))

55. Ss: Wow!
56. T: Look at this picture.
57. Ss: ...
58. T: What is she doing now?
59. S: 실험하고 있어요. (She's doing an experiment.)
60. T: She's looking at something.
61. Ss: ...
62. T: Experiment is a kind of scientific test. A scientific test. So, for example,
63. you have an idea, you are a scientist, you have an idea. Ok? So, you'd
64. like to test the idea is right or wrong. Ok?
65. Ss: Yeah.
66. T: So, it is the experiment. Understand?
67. Ss: Yeah.
68. T: Ok. All right so guys, I have a question. Do you like experiment?
69. Ss: No.
70. T: No? Why not?
71. Ss:...
72. T: It is difficult, difficult to do experiment?
73. S: I don't like experiment.
74. T: Really? Do you remember the recent experiment in your science class?
75. S: Yeah.
76. T: What did you do? What kinds of experiments did you do in your
77. science class?
78. Ss: 진자. (Pendulum)
79. T: 진자? (Pendulum?)
80. S: 청산가리먹기 (eating potassium cyanide)
81. Ss: ((Laugh.))
82. T: ... Ok. What else? Do you remember any experiment you did?
83. Ss: ...
84. T: Ok, in 1st grade, last year, what did you do?
85. Ss: 뭐했지? (What did we do?) ... 아 그거, 빨간색하고 초록색하고
86. 물에 섞어가지고 . (Oh, that one. With red water and green water, we
87. saw how warm water and cold water was mixed.)
88. T: A-ha.
89. S: 한류와 난류가 만나는 거. (Something to do with cold currents and
90. warm currents mixing.)
91. T: A-ha. The, the hot water and cold water,
92. S: 청경수역 (The blue belt)
93. T: What is the,
94. S: 대륙붕 (The continental shelf)
95. T: What is the result?
96. Ss: ...
97. T: Result, result.
98. S: 결과? (Result?)
99. T: Yeah.
100. Ss: 모르겠어요. 어떻게 됐지? (I don't know. What happened?) ...
101. T: What happened next?
102. T: Ok. Which water, which water goes down?
103. S: 연두색. (Green water.)
104. T: The warm water?
105. Ss: ...
106. S: Green, green colour.
107. T: S2, what happened to your seat? Why are you sitting there?
108. S: My glasses is ...
109. T: Ah~. How about moving to here? ((Pointing to the centre of the

110. classroom.))
111. S: No~.
112. T: Please pay attention. Ok, then.
113. Ss: ...
114. T: Um.
115. Ss: ...
116. T: Um, I have something to tell you. Ok? All right. Have you ever heard
117. of an experiment, which is about the brain, um, about the effect, effect
118. of...
119. R: Stress.
120. T: Yeah, stress, stress on your brain? One more time, one more time. Let
121. me tell you again. Ok. Have you heard of the, I mean, the experiment
122. about, um, effects of stress on your brain?
123. S: 스트레스가 어떤 영향을 미치냐구요? (You mean what effects do the
124. stress have?)
125. T: Yeah, yeah, yeah. Stress on your brain.
126. Ss: 스트레스가 머리에, 뇌, 머리에 미치는 영향. (The effects of stress
127. on the brain, the head.)
128. S: Effects of stress on your brain.
129. Ss: ...스트레스... 영향... (stress, effect)
130. S: 머라구요? (What?)
131. T: Effects, what is effect?
132. Ss: ...
133. T: Cause and effect, cause and effect.
134. S: 아 그러 알아요. 뭐지? 까먹었다. (Ah, I know. What was it? I've
135. forgotten.)
136. T: Cause and effect.
137. S: Effect, um.
138. Ss: ...
139. T: 원인과 결과. (Cause and effect.)
140. Ss: A-ha. 맞다, 맞다. (That's right, that's right.)
141. T: For example, it rains so hard so I couldn't go home. I couldn't go home.
142. S: 뭐에 미치는 영향 (Effects on something), 뭐 현상같은거. (Some kind
143. of phenomenon.)
144. S: 한국말로 해주면 안돼요? (Can't you tell us in Korean?)
145. S: 뭐뭐하기 때문에 뭐뭐할 것이다. (Something will happen because of
146. something.)
147. T: Yeah, yeah. What happens, what happens, if, I mean, if you have a lot
148. of stress, well, um, something happens in your brain.
149. Ss: A-ha, understand.
150. T: Understand? Ok. Right, what is, what is stress?
151. S: 스트레스 (Stress.)
152. T: What is brain, what is brain?
153. Ss: 뇌, 두뇌. (brain, head brain)
154. T: Ok.
155. S: 뇌 아니고 두뇌야? (Isn't it head brain, not head brain?)
156. Ss: 뇌야. (It's brain.)
157. T: ((Shows a photo file of a extremely stressed girl.))
158. Ss: Wow! ((Laugh))
159. T: She's so stressed out.
160. S: 진짜 힘들겠어. (She looks so stressed.) ...
161. T: Yeah. Ok. Next. ((Shows a brain photo file.)) What is this?
162. Ss: 뇌 (brain), brain.
163. T: Understand?
164. Ss: Yeah. ((Laugh))

165. S: Brain Survivor. Final Round.
166. T: Ok. Now, I'm going to read the news report about the experiment. Ok?
167. Ss: Ok.
168. T: Listen carefully.
169. S: ((Yawns.))
170. S: 선생님 그거다 영어예요? (Ms, is it all written in English?)
171. T: Yes.
172. Ss: No.
173. T: I'm going to help you to understand. Ok?
174. Ss: Yeah.
175. T: Ok. 'There was an experiment on two groups of mice.' What is mice?
176. S: 그거 뭐지? 그만두다. (What was it? To quit.)
177. T: Mouse, mouse.
178. Ss: ...
179. T: Ok, guys. Look at me.
180. S: Look at me.
181. T: Look at me. Look up.
182. Ss: ...
183. T: Look up, ok? Ok. What did I say? What did I say?
184. Ss: 실험이 있었다고. (There was an experiment.) Mouse, mice.
185. T: Two groups of newborn mice.
186. S: 두개 (two groups)
187. T: Two groups of newborn, new born, baby mice. Ok, ok. 'One group was put in a stressed condition for six hours every day.'
188. Ss: ... 너무하다. (That's too bad.)
189. T: Scientists gave stress to one group of mice, ok, how long?
190. Ss: ...6 시간 (six hours)
191. T: Ok. Six hours every day. Understand?
192. Ss: ...
193. T: To the other group, not. One group is stressed, the other group not. Understand?
194. Ss: ...
195. T: Then, 'and then the two groups of mice were put in a basin filled with water.' Ok. Let's draw a picture. ((Draws a basin on the board.)) This is the basin, basin, filled with water. Ok. ((Draws water in the basin.)) Ok? Water. And two sets, groups of mice,
196. S: 쥐 (Mice)
197. T: ((Draws mice.))
198. S: 그거 같아요 진짜. (It is like that thing, really.)
199. T: Ok, mice. ((Writes "normal" on the board.)) This is a normal, normal mouse. ((Points at a mouse drawn on the board.)) And, this is/
200. Ss: Stress.
201. T: Stressed. ((Writes "stressed.") The scientists put this two mice in to the water. There's a safe area, safe. ((Writes "safe" at a spot in the drawn basin.)) What is safe area?
202. Ss: 안전, 안전지대. (Safe, safe area.)
203. T: And they swam to the safe area. Can you guess what happened?
204. S: Normal 이 먼저 도착해요. (The normal mouse arrives earlier.)
205. T: That's right. The normal mouse swam to the safe area ((Draws the normal mouse swimming.)) faster.
206. S: Ok.
207. T: And the stressed mouse, stressed mouse, it was slower, slower ((Writes "15%" on the board.)) 15%, ok, than the normal. Understand?
208. Ss: Yeah.
209. T: 'In the stressed mice's brain, there were much less new Neuro cells.'

220. Understand?

221. S: No.

222. T: What is new?

223. S: 새로운 (New.)

224. T: Ok. Neuro.

225. Ss: Neuro? 뭐? (What?) What?

226. T: Cell, what is cell?

227. S: Cell?

228. T: Our body is made of a lot of cells.

229. S: 아, 세포. (A-ha, cells.)

230. T: Yes. Cells, so, in the stressed mouse, I mean in the brain/

231. Ss:
cells...

232. T: ((Writes 'Cell' on the board.))

233. Ss: Cell, C.L.L.

234. T: There were much less new cells in the brain. Understand? In the brain.

235. Ok. So. ((Laugh)) look at this picture. ((Shows a picture of the two

236. brains)) This is the brain of the normal mouse and this is the brain of

237. the stressed mouse, ok? Do you see the blue, I mean, I mean, red dots?

238. Ss: Ok. Yes.

239. T: The, the, the red dots mean new cells. Understand?

240. Ss: Yes.

241. T: Got it?

242. Ss: Yeah.

243. T: Ok, so, all right, um...

244. S: ...

245. T: Ok, it's going to be on and on. Ok. 'Many parents in Korea send their

246. elementary school children to many Hakwon's after school.'

247. S: Yeah.

248. T: Ok?

249. S: Yes.

250. T: ((Shows a photo file of a young student studying.))

251. S: ((Laugh))

252. T: So, they study long time.

253. Ss: ((Laugh))...

254. T: Yeah, so the children are under great pressure, under great stress.

255. Ss: ...

256. T: How about you guys? Are you in stress?

257. Ss: Yes.

258. T: Because of study?

259. Ss: Yeah.

260. T: Yes?

261. S: Sure.

262. Ss: ((Laugh))

263. T: All right, so, um, what is the result?

264. Ss: ...

265. T: What does the news report tell you about?

266. Ss: ...

267. T: Any guess? What do you think? How do you feel after listening to this

268. report?

269. S: 스트레스를 받지 말아야겠다. (We shouldn't be stressed.)

270. T: Yes, that's right. So ((Shows a photo of a girl with a big smile)) Let's,

271. Ss: ((Laugh))

272. T: Smile like this girl everyday. ((Laugh))

273. S: 너무 심해요 저거. (That's outrageous.)

274. T: 어? (What?)

275. Ss: 너무 심해요, 지나쳐요. (That's too much. That's excessive.)
276. S: ...지나치게 (Excessively)
277. S: 심한게 아니라 ...인데. (It is... not excessive.)
278. Ss: ...
279. T: Ok, so, I'd like you to have fun and smile, ok?
280. Ss: ...
281. T: Everyday.
282. Ss: Ok...
283. T: Ok, guys. Do you understand this news report?
284. S: Yes.
285. T: Can you tell me the results, of the experiment? One more time. In
286. Korean, it's ok.
287. S: 스트레스 안받은 쥐가요 더 빠르다구요.
288. Ss: ... ((Giggles))
289. S: 평범한 쥐가 더 빨리 안전지대로, 스트레스 받은 쥐는 느리게,
290. 천천히.
291. Ss:
스트레스...
292. T: Ah, so what happened to, a, I mean, the brain?
293. S: Um, new 세포가 없었다고. (There weren't any new Neuro cells.)
294. S: New cells very um...
295. S: 세포가 없다고. (There were no Neuro cells.)
296. T: To which mouse?
297. S: 그러니까 스트레스를 받은 생쥐가 새로운 세포를... (I mean, the
298. stressed mouse... new cells...)
299. Ss: 스트레스... (Stress...)
300. T: Ok. They have less brain cells.
301. S: Hew.
302. T: Ok. Are you interested in/
303. S: ...태민이다 태민이. (It's Tae-min, Tae-min.)
304. T: Experiments more?
305. Ss: ...((Students giggle at the background picture of the monitor.))
306. S: 누구예요? (Who is it?)
307. T: It's my son.
308. Ss: ...태민. (Tae-min.)
309. T: Ok, so, um, are you interested in experiments more?
310. S: 어, 외국사람 같애. (Oh, he's like a foreigner.)
311. S: 글썸요. (Well.)
312. Ss: ...
313. T: No? Not yet?
314. S: 영어선생님... (The English teacher...)
315. T: Ok, then, um.
316. S: 그랬잖나? (That can't be.)
317. T: What?
318. S: 아니요. (Nothing.)
319. T: What are you doing?
320. S: 선생님 외국인이랑 결혼했나구요. (She asked if you married to a
321. foreigner.)
322. S: 아니야. (No.)
323. T: ((Smiles.))
324. Ss: ...
325. S: 애기가요 외국애 같아요. (The baby looks like a foreigner.)
326. S: 아니야, 이미지 합성한거야. (No, that's image synthesis.)
327. Ss: ((Laugh))
328. T: No. ((Laugh))

329. S: 혼혈아. (Mixed-race baby.)
330. T: Ah, Really?
331. Ss: ...
332. S: 아니야. (No.)
333. T: ... ((Closes down the photo background.)) Oh, no.
334. Ss: ...
335. S: 선생님 다시 보여주세요. (Show us the photo again please.)
336. S: 나중에 얼짱 되는거 아니야? (Wouldn't he become a good-looking boy?)
337. S: 사진 다시 보여주세요. (Show us the photo again please.)
338. T: Come to the office, then, I'm going to show you the other pictures.
339. Ss: ...
340. T: Ok?
341. S: Ok. 언제 갈까요? (When shall I go?)
342. T: Um, after lunch, it's ok.
343. S: 뭐? (What?)
344. S: 선생님 집으로 가도 되요? (Can we go to your house?)
345. Ss: ((Laugh))
346. T: To my house?
347. Ss: ((Laugh))
348. T: Um. ((Laugh)) Maybe later, um, like a, during the vacation.
349. Ss: ...
350. S: 태민이 있어요? (Will Tae-min be with you?)
351. T: Um, you guys, how about speaking English?
352. Ss: ...
353. S: 데리고와봐요. 선생님 데리고 와봐요. (Take him to school, Ms.)
354. Ss: ...
355. T: Ok, in English. Yeah, I'm with my baby during the vacation.
356. Ss: ...
357. T: So, um, ((Looks at the lesson plan.))
358. Ss: ...
359. T: Ok, this time, how about reading the objective together?.
360. Ss: ...
361. T: You guys, look at this.
362. Ss: ...
363. T: Let's read it together. Go.
364. Ss: ((Reads the Lesson Objective written on the board.)) 'To understand experiment instructions and make an experiment tool using a real experiment as an example.'
365. Ss: ...
366. Ss: ...
367. T: Do you understand?
368. Ss: No.
369. T: Ok, this time, in this class, you are going to do an experiment. We're going to do some experiment, ok? What's tool?
370. Ss: ... 도구 (tools).
371. T: Yeah. That's right. We're going to make something, ok? And ok, let's do it together.
372. Ss: ...
373. Ss: ...
374. Ss: ...
375. T: Ok, do you like flowers?
376. Ss: ...
377. T: Do you like flowers?
378. Ss: Yes, ok...
379. T: Yes? I don't see any flowers in this classroom, what happened?
380. S: ((Laugh))
381. S2: 우리가 꽃인데 뭐. (We're flowers.)
382. Ss & T: ((Laugh))
383. S: ((Looks out at the sports field.)) 얼짱 (The most handsome boy)

384. Ss: Wow...
385. S2: 호박꽃도 예쁜데워. (Pumpkin flowers are pretty too.)
386. T: ((Looks at construction in the sports field.)) You guys don't go outside
387. during lunch time, ok?
388. Ss: ... 선생님 점심시간에 (Ms., during lunch time) ...
389. S1: 선생님 날씨 좋잖아요. (The weather is beautiful these days.)
390. Ss: ...
391. T: You know, because of the, you know, it's too dangerous.
392. S1: 네. (Yes.)
393. T: Ok, so, now.
394. Ss: ... ((Laugh))
395. T: Um, let's do, try some experiment, ok? So, I'd like you to have some
396. flowers in your classroom. So, today we're going to make a, is it too
397. difficult?
398. S1: 아니요. (No.)
399. T: Are you just tired, hungry?
400. S1: 예. (Yes.)
401. Ss: ...
402. S2: 헝클리? (Hungly?)
403. Ss: ((Laugh)) Hungry...hungry... hungry...
404. T: ((Writes Seed)) Hey, guys! Today,
405. S2: Seed.
406. T: You are going to make the seed,
407. S2: 씨아니야? 씨? (It's it seed, seed?)
408. Ss: 씨, 씨앗. (Seeds.)
409. T: Yeah.
410. S2: 진짜 ... 씨죠? (They are ... really seeds, aren't they?)
411. T: Yeah. That's right. ((Germinator on the board.))
412. Ss: ... Seed, seed...
413. T: Seed Germinator, ok?
414. Ss: ...
415. S1: 어? (What?)
416. Ss: ... terminator...
417. T: Not terminator.
418. S2: Seed Terminator.
419. T: Not terminator.
420. T & Ss: ((Laugh))
421. T: Ok, what is seed?
422. Ss: 씨... (Seed)
423. T: What's germinator?
424. Ss: ...
425. T: What is to germinate?
426. Ss: ...
427. S2: 그거 germ 이 뭐지? 뭐지? 곰팡인가? 아닌가? (That thing, what was
428. GERM? What was it? Was it mildew? Maybe not.)
429. Ss: ...
430. T: Germ. ((Points at some noisy students.))
431. You guys, right there.
432. S2: Hey.
433. T: You guys, right there. Don't write anything, look at me. Look at me ok?
434. Ss: 예. (Yes.)
435. T: Ok, look at this. I'm going to explain. This is a seed, ok? ((Draws a seed
436. on the board.))
437. S2: Yeah.
438. T: And the seed gets (('Writes water'.)) water and (('Writes 'sunshine'.))

439. sunshine.
440. S1: 자라는 거. (It grows.)
441. T: What happens?
442. S1: 자라요. (It grows.)
443. Ss: ... 새싹 (New leaves), 싹이 나요. (Leaves come out.)
444. T: Ok, roots, ((Draws roots.)),
445. S: 뿌리 (Roots)
446. T: Stem ((Draws a stem.)) and new leaves. ((Draws leaves.)) Understand?
447. Ss: Yes.
448. T: This process is germinating, germinating.
449. S1: 이렇게 (Like that)
450. T: This is
451. S1: 과정을 (The process)
452. T: Germinated, germinated. Understand? Germinated. What happened to
453. the seed?
454. Ss: ... 잎이 생기고... (Leaves come out.)
455. S1: 자라나요. (It grows.)
456. T: That's right. Germinated.
457. Ss: ... ((Laugh))
458. T: We're going to make a seed germinator. Ok, Jin-sun!
459. Jin-sun: 예? (Yes?)
460. T: Can you tell me, we're, what we are going to do?
461. Jin-sun: 네? (What?)
462. T: Can you tell me?
463. Jin-sun: Um...
464. T: What you are going to do.
465. Jin-sun: ...
466. T: We're going to make a seed germinator, ok?
467. Ss: ((Giggle))
468. T: Jin-sun!
469. Jin-sun: Yeah?
470. T: What is to germinate?
471. S2: 씨를 길러본다구요? 아닌가? (We are going to grow seeds? Maybe
472. not.)
473. T: That's right.
474. S1: 자라게 한다고. (To grow them.)
475. T: Yeah, that's right. Understand?
476. S: Tree?
477. T: So,
478. Ss: ((Laugh))
479. T: You're going to,
480. Ss: ((Laugh))
481. T: Tree?
482. S2: 조짜야돼죠? (We should organize groups?)
483. T: Yeah.
484. T: Make the flowers, we're going to the, anyway. Ok, you're going to
485. work in groups. Make a group of five or six people.
486. S2: 야 우리 이렇게 하면 된다. (Hey, we could make one like this.)
487. T: Ok, five or six people. Ok, one group.
488. S2: 야, 1 분내로 만들자. (Girls, let's form groups in a minute.)
489. Ss: ((Form groups.))
490. T: ((Shows the Seed Germinator making materials and directions on TV.))
491. T: Ok, guy.
492. Ss: ...
493. T: I'm going to tell you what you need, ok? So, look at the screen.

494. S1: Ok.
495. Ss: ...
496. T: Look at the screen, so. ((Reads.)) How to make a seed germinator.
497. What's materials?
498. S: Things.
499. T: Things needed.
500. S: 필요한거. (Things we need.)
501. T: Yeah. Things needed.
502. S1: 뭐가 필요한가. (Things that we need.)
503. T: Yes. So, let's check it out together, ok?
504. S: Check it out.
505. Ss: Seeds.
506. T: Seeds, what is seed?
507. Ss: 씨. (Seeds.)
508. T: Ok, seed.
509. Ss: ...
510. S1: 몇개의 씨. (Some seeds.)
511. T: Ok, you're going to use,
512. S: 씨. (Seeds.)
513. T: The Rose Moss, Ross Moss. What is Rose Moss?
514. Ss: ...
515. T: ((Shows Ross Moss flowers in the seed packet.)) This flower, ok?
516. ((Points at students.)) Hey, hey, hey.
517. Ss: ... 채송화. (Rose Moss)
518. S1: 채송화요? (Rose Moss?)
519. T: Yeah. Rose Moss seeds, ok?
520. Ss: ...
521. T: Right next, paper towel. What is paper towel? What is paper towel?
522. S2: 종이, 종이, 종이 수건. (Paper, paper, paper towel.)
523. T: ((Holds up a paper towel.)) This, this is a paper towel.
524. Ss: ...
525. T: You guys look at me.
526. S2: 야 거기 조용히해. (You girls be quiet.)
527. T: Look at this, look at me. This is a paper towel. And, ok, what is a
528. stapler?
529. Ss: Stapler, stapler, stapler.
530. S1: Hotchkis.
531. T: Yeah, that's right, Hotchkis.
532. Ss: Hotchkis...
533. T: And what is plastic bag?
534. Ss: ... herb...
535. S2: 아닌가? (Maybe it isn't.)
536. T: ((Holds up a plastic bag.)) This is a plastic bag.
537. Ss: A-ha...
538. S2: 비닐 아니야 비닐? (Isn't it vinyl, vinyl?)
539. Ss: A-ha. Zipper-lock.
540. S: 집에서 가져 오셨어요? (Did you bring it from home?)
541. T: ...
542. Ss: ...
543. T: Ok, what is a ruler?
544. Ss: 자, 자... (Ruler, ruler.)
545. T: So, do you have a ruler?
546. Ss: Yeah, No ...
547. T: No? You can borrow ... ((Inaudible.)) Ok, what is a half-cup of water?
548. S2: 물 반잔. (A half-cup of water.)

549. T: Yes. That's right. So, we need some water. Ok, so, let's, I mean, one
550. person from each group come up here.
551. ((Each groups decides who to go out and the chosen person goes to the
552. teacher and gets the materials.))
553. T: I have a question, ok?
554. S2: 네. (Yes.)
555. T: Listen carefully.
556. Ss: ...
557. S2: 야 조용히해. 조용히하고 듣자? (Girls, be quiet. Listen quietly.)
558. S: Shush.
559. T: Ok, listen carefully. Ok. Usually, usually, ok, where do you plant a
560. flower?
561. Ss: 땅, 화분, (Earth, flower pots.), land ...
562. T: ... Right. We're going to make a, ok, germinator more
563. interesting way. Ok?
564. S: Yes.
565. T: So, if you make um,
566. S: 선생님, 씨, 이거 뭐예요? (Ms., seeds, seeds, what are seeds?) 씨예요?
567. (Are they seeds?)
568. T: Be careful. Don't spill it.
569. S: 어머. (Oh, no.)
570. T: Be careful. Be careful.
571. S: 뭐들었는지 몰랐... (I didn't know what's inside.)
572. S: 한번 먹어봐. (Try eating them.)
573. Ss: ...
574. T: If you grow the, um, seeds here, we can see clearly, ok?
575. Ss: Yeah. 네. (Yes.) ...
576. S2: 애들아, 집중해. (Girls, concentrate.)
577. T: Ok, now, ((Show the instructions on TV.)) ok, step 1, instructions, ok.
578. Let's read it together. Ok, so, help me. So, number 1. Let's read
579. together.
580. Ss: ((Read)) 'First, fold a paper towel so that it just fits inside the bag.'
581. T: Ok, what does it mean?
582. Ss: Um, um...
583. S: 이거를 요 접어가지구요. (Fold this and.)
584. T: You guys, wait. First, write down your group number and your name.
585. S2: 여기다가요? (You mean on this?)
586. S: 이름 ... (Name.)
587. T: Do you have a pen?
588. S: 메직 펜요? (Permanent pen?)
589. T: Yes, that's right.
590. S: 선생님 이게 뭐예요? (Ms., what's this?)
591. T: Write down your group number, ok? or name.
592. S1: ((Points at groups.)) 그러면 1, 2, 3, 4, 5, 6 이에요? (Then it is group
593. 1, 2, 3, 4, 5, and 6?)
594. T: ... Group 1, 2, 3, 4, 5, 6. Group 1, 2, 3, 4, 5, 6
595. Ss: ...
596. T: Write down your group number.
597. Ss: ...
598. T: You guys, here, here.
599. S: 선생님, 이름도요? (Ms., name too?)
600. T: Yeah, yeah.
601. Ss: ... ((Students choose their group name.))

602. T: ((Picks up a plastic bag.)) You guys, not here, here. Not up here, but
603. down.
604. Ss: ...
605. T: Ok, are you finished?
606. S2: 아니요. (No.)
607. Ss: ...
608. S2: Wait a minute.
609. Ss: ...
610. T: Ok, guys, so, let's read it one more time, ok? No. 1. Ok, hey, hey, ...
611. look at here. JE!
612. JE: 네? (Yes?)
613. T: Look at here. Let's read it one more time.
614. S: Yeah.
615. T: Ok. Go.
616. Ss: 'First, fold a paper towel so that it just fits inside the bag.'
617. T: Ok. What is a paper towel?
618. Ss: ... 저거요. (That thing.)
619. T: This, ok? Fold, fold.
620. Ss: 접, 접다, 접어서요? (Fold, fold?)
621. T: Fold, ok, the towel. Yeah, ok. Do it together.
622. S2: Fold 가 열다... (Isn't to fold, to open?)
623. T: Fold, fold. ((Folds a paper towel.))
624. S2: 닫다예요? ((Is it to close?))
625. T: Yeah.
626. S1: 선생님이 접어 느셨잖아요. (You folded and put it in.)
627. T: Uh? No, later. Fit like this, fit inside the bag, ok?
628. S: 그다음예요? (Next?)
629. S: 너요? 그안에다가요? (Put it in, inside it?)
630. T: Yeah, and No. 2. Put it into the plastic bag. Put the towel into the bag,
631. ok?
632. S: 너요? (Put it in?)
633. T: Yes.
634. S: 접어서 너야죠? (We should fold and put it in?)
635. T: Yes.
636. Ss: ...
637. ((A student drops something.))
638. T: Be careful. You need to put the, you need to put the towel, I mean.
639. Ss: ...
640. S2: 선생님 이렇게 하면 안돼요? (Can't I put it in like this?)
641. T: ((Holds up a plastic bag.)) Not this, I mean, this side is up, ok? This side, I mean, this
642. side is up, ok? Be careful.
643. Ss: ...
644. T: Are you finished? Like this, like this. ((Holds up an example.))
645. S1: 딱 맞게 해야돼요? (Does it have to be exactly fitting?)
646. T: Um, yeah.
647. Ss: ...
648. S: 선생님 이게 앞으로 가게해요? (Ms., does this have to be in the front?)
649. T: ... open...
650. Ss: Wow.
651. Ss: ((Laugh))

652. T: Understand?
653. Ss: ...
654. T: You guys, look at this, like this, ok?
655. Ss: ...
656. S: 여기에다 뭐 어떻게 하라구요? (What do we do to it?)
657. T: And then, No. 3.
658. S: Three.
659. Ss: ((Reads.)) 'Take your ruler and measure 7cm from the top of the bag
660. and staple a bunch of staples in a row. Now you have a mini-pocket,
661. 7cm deep, with paper sticking out. This is where your seeds are going
662. to sit.'
663. T: You guys, first, ok. Take a ruler. Take a ruler, ruler.
664. Ss: 자 (ruler), ruler.
665. T: You guys, ruler.
666. Ss: ...
667. T: And then measure, measure from the zipper 7 cm. Draw a line. Draw a
668. line, I mean, 7 cm from here. Draw a line.
669. S: 선생님 맨 위에서부터 재야해요? (Do I need to measure from the
670. right top.)
671. T: I mean, from zipper, from the zipper.
672. S1: 지퍼에서 시작해서. (From the zipper.)
673. T: and then draw a line. 7 cm,
674. Ss: ((Work in groups.)) ...
675. T: ((To a group.)) You guys, from the zipper, from the zipper. Draw a line
676. here.
677. Ss: ...
678. T: ... 7 cm, and draw a line here.
679. S2: Lullar? Liblaly.
680. S: Ruler, ruler.
681. S: 선생님 이거 이렇게 하는 거예요? (Ms., do I do like this?)
682. S1: 선생님. (Ms.) ...
683. ((Teacher helps groups one by one and goes to S1's group.))
684. S: 선생님. (Ms.)
685. T: 응? (Yes?)
686. S: 7 센치가 어느정도인지 대충해서 해도돼요? (Can I draw a line
687. roughly 7 cm down.)
688. Ss: ... measuring...
689. S2: 선생님 이렇게 하면 돼요? (Is this correct?)
690. T: ((To group 2)) Are you finished?
691. S: Ok.
692. S2: 진선아 이렇게 하라고 이렇게. (Jin-sun, make it like this, like this.)
693. Ss: ...
694. T: Ok, guys, um.
695. S: 선생님 아직 안했어요. (I haven't done it yet.)
696. T: Ok, take your time.
697. Ss: ...
698. T: And then you're going to staple. Use the stapl, I mean, use the sta, sta,
699. stapler, and then,
700. S: 찍어. (Staple.)
701. T: Yeah, staple, understand?
702. S2: ...
703. T: I mean, on the line, on the line, please use your stapler.
704. S2: 여기 지퍼 있는데를요? (On the zipper?)
705. T: No, on the line, understand?

706. S: 선잇는데를 그걸로 찍으라는 거예요? (You mean staple the line?)
707. T: Yeah. Like this.
708. S1: 그럼 씨 못너 놓잖아요. (Then you can't put in any seeds.)
709. T: You can do it.
710. S2: A-ha.
711. T: So,
712. Ss: ((Work in groups.)) ...
713. ((Researcher helps groups staple the line.))
714. S1: 선생님, 선생님. (Ms., Ms.)
715. T: 음? (Yes?)
716. S1: 보여주세요. (Show it to me please.)
717. T: ((Shows the sample to the student.))
718. Ss: ...
719. S: 선생님 끝까지요? (To the right end?)
720. T: Yeah.
721. S: 끝까지래. (To the end, she said.)
722. S: 선생님 씨 넣을 수 있어요? (Ms., can we put in seeds?)
723. T: Yes, you can.
724. Ss: ...
725. S2: 선생님 이거 이상해요. (Ms., this is funny.)
726. S: 선생님 심이 없어요. (Ms., we don't have any staples.)
727. T: 음? (Yes?) 없어? (You have none?)
728. Ss: ...
729. T: How about sharing?
730. Ss: ...
731. T: Are you finished?
732. S: Yes.
733. Ss: ...
734. T: Are you finished?
735. Ss: ...
736. T: Hey, guys, do it together.
737. S: Do it together.
738. Ss: ...
739. R: Can you use English, no Korean?
740. S: ((Smiles.))
741. S1: 부끄러워하기는. (Don't be shy.)
742. Ss: ...
743. R: No Korean, no Korean.
744. Ss: ...
745. S2: 우리 다했어요. (We're done.) We finish, finish.
746. T: Are you finished?
747. S: Yes.
748. T: Finished?
749. Ss: ...
750. T: Ok, are you finished?
751. Ss: ...
752. T: Are you finished?
753. Ss: Yeah, yes.
754. T: Ok, then, look at this. You have a mini pocket, right?
755. Ss: ...mini pocket ...
756. T: And this is where the seeds are going to,
757. Ss: Sit, sit, ...
758. S2: 씨 넣요? (Do we put in the seeds?)
759. T: Yes, so ...
760. R: ((Brings out a kettle of water.)) Go ahead.

761. S1: Oh, wait a minute.
762. Ss: ...
763. T: Wait, wait, first, you have to pour the water, ok?
764. S: A-ha...
765. T: Read it together, ok? Ready, go.
766. Ss: 'Then, pour the half cup of water into the bag so that your seeds have something to
767. drink. Then it gets heavy.'
768. R: ((To Group 1)) You hold this careful.
769. T: Pour water into the bag.
770. R: You hold your bag carefully.
771. Ss: ...
772. R: ((Gives water to each group.))
773. Ss: ...
774. T: Ok, after pouring the water, and then, No. 5, let's read it together.
775. Ss: 'Then, take your seeds and put them in that mini-pocket.' ...
776. S: 인제 뭐하는 거예요, 선생님? (What do we do now?)
777. T: And then take your seeds and put them in that mini-pocket.
778. Ss: ...
779. T: Understand?
780. S: 물흘러. (It is leaking.)
781. Ss: ...
782. R: ((To group 3)) You put the seeds into here. ... Oh, look, look! Have a
783. look!
784. S: Wow.
785. R: Zip it up properly.
786. Ss: ...
787. T: Ok, guys, finished?
788. Ss: Yeah, 네 (Yes.).
789. T: Ok, No. 6.
790. Ss: Wow. 'Zip up your seed bag so no air can escape or get into it, sealing
791. the mini-pocket. Tape them to a window and watch your seeds. When
792. you can see the roots and stems, your seeds have germinated.'
793. T: Ok, zip up, zip up your plastic bag, zip up, so no air can escape.
794. Ss: zip up...
795. S: 닫아요? (Close it?)
796. Ss: ...
797. T: ... After putting the seeds, yeah, zip up.
798. Ss: ...
799. T: Close, close, ok?
800. Ss: ...
801. T: And then, and then, and then, let's read it together here. Go.
802. Ss: 'Tape them to a window and watch your seeds. When you can see the
803. roots and stems, your seeds have germinated.'
804. T: Ok, what is tape, tape them, tape. Tape them, tape them.
805. Ss: ...
806. T: Tape them to a window.
807. S: 테이프로 뭐하는 거예요? (What do we do with a tape?)
808. Ss: ...
809. T: Hey guys, put, put your germinator ... so your germinator can have
810. sunshine, ok?
811. S: Ok.
812. T: Sunshine.
813. Ss: ((Work in groups.))
814. R: ((Gives out tape to groups.)) ... Stick this on the window, stick this up.
815. ((The bell rings.))

816. Ss: ... ((Each group sticks up their germinator on the window and talks
817. about other groups' germinators.))
818. T: Ok, finished?
819. Ss: ... Yes. ...
820. T: Did you have fun?
821. S: Yes.
822. T: ... Homework, ok I'm going to give you homework. Write down, ok,
823. you guys, please write down the process of making the seed germinator.
824. Ss: Yes, yeah, ok. Notebook? 공책에 써요?
825. T: Yeah, in your notebook.

Lesson 15

1. T: ((Writes on the board.)) 'Lesson 3, Are you interested in experiments?'
2. ((Bell goes. Students separate their desk from their buddy student for a test.
3. Teacher sets the computer and the monitor.))
4. T: Ok, captain.
5. Ss: Hi.
6. T: Hi, guys. Well, get ready for the test, so clear your desk. Put everything
7. away.
8. Ss: Yeah.
9. T: Yes?
10. S2: 다들 집어넣어. (Put everything away.)
11. ((Teacher goes around the class for a check.))
12. T: S2.
13. S2: ((Puts away her textbook.))
14. T: I'll give you five minutes. ((Distributes the test paper.)) Ok, everyone
15. pass.
16. ((Students get a paper each and do the test quietly.))
17. T: Ok, you have two minutes.
18. S: 아직 안했는데요? (I haven't finished.)
19. T: You have two minutes. ((Shows 2 fingers.))
20. T: Ok, time's up. Last person...
21. Ss: ((The last person in each row collects the paper.))
22. T: All right, first, take out your books and notebooks.
23. S2: 책상 붙여. (Put the desks together.)
24. Ss: ((Put their desk together with their buddy's.))
25. T: You guys, ok, attention please. ((pause)) You guys, what did you last
26. class? ((pause)) What did you do last class?
27. Ss: ...
28. T: Don't you remember? What you did last class? Heidi's class.
29. S: A-ha. Heidi's. School trip 뭐 그거 (Something like that).
30. T: Yeah. You wrote about your school trip, ok? So, it was your homework,
31. alright? ... finish, alright? So, did you do your homework?
32. S: No.
33. T: No.
34. S: Yes.
35. T: How about page 60. Page 60. Open your book to page 60.
36. Ss: ((Open their book.))
37. T: Ok, page 60 was your homework, right? Do you remember?
38. Ss: No, no, no.
39. T: No?
40. S: No.
41. T: No. You forgot?
42. Ss: Yes. ((Laugh))
43. T: S2, please write down the number, ok? Please, do you
44. understand?
45. S2: No.
46. T: Please write down the number of the people who hasn't finished
47. homework, page 60. Ok? 60 페이지 거기 숙제 안한사람 이름
48. 적어주세요. (Give me the list of people who haven't done the
49. homework). 숙제 안하면 태도점수에 이렇게 ((Writes X in the air.))
50. 들어 갈꺼야. (Those who didn't do will have one of their behaviour
51. mark off.)
52. Ss: Yeah.
53. T: Alright then, let's, well, I'll give, well, ok, you three minutes, three
54. minutes to, to read the story again and do, do reading activities, ok, in

55. page 60, ok? Ok, do it now. Ok? Page 60. 지금하세요. (Do it now.)
56. ((Comes out to the students.))
57. T: ((To one student.)) Where's your book? Where's your book?
58. ((Students start doing the activities individually.))
59. T: Ok, raise your hand if you don't have a book.
60. ((A couple students raise hand.))
61. T: What number?
62. ((Some students discuss the activities with their buddy student.))
63. T: S2, I have a question. I mean, the story from page 56 to 59, what
64. was the story about? What's this story about?
65. S2: Experiments.
66. T: What kind of experiment?
67. S2: Plants.
68. T: M-hm. About plants, ok, so, let's do it together, ok? S2, do you
69. know the answer? Number 1?
70. S2: C, B, D, A.
71. T: Ok, the first thing was, the first picture is?
72. Ss: C.
73. T: Uh, C. Yeah, they planted the beans.
74. Ss: Beans.
75. T: Ok, they planted the beans. Oh, ok, next? The plant, ok, grew.
76. Ss: Grow, grow.
77. T: Grew. Ok, the next?
78. S: A.
79. T: A?
80. S: D.
81. T: D, D. The janitor helped the plants grow well, right? And,
82. Ss: A.
83. T: And the teacher and the classmates, I mean, they found, found the note
84. from the janitor. So the answer is C, B, D, A. Ok, B. ((Pause)) Ju-hee-
85. ya, what is the answer to number B? The title, the right title of this
86. story is ((reads)) '(a), How Do Plants Grow? (b) Who eats Beans? (c)
87. Why do plants die?'
88. Ss: A.
89. T: A. That's right. 'How do plants grow?'
90. S: 소리 안나요? (There isn't any sound.)
91. T: Do you want some sounds? Ok! ... sound ... broken.
92. S: Yeah.
93. T: Broken? Can you start ...?
94. ((A student comes to the teacher in the front and tries to fix.))
95. Ss: ((Laugh))
96. S2: 열심히 하자, 열심히 하자, 열심히 하자. (Let's work hard. Let's
97. work hard. Let's work hard.)
98. ((The student comes back to her seat. The sound system works.))
99. T: Ok, the answer is A. ((pause)) Oh, there's no sound. Ok, ..., ok, fill in
100. the blanks, ah, using these words. Ok, what is sign? Sign?
101. Ss: 표시, 표시, 표시. (Sign, sign, sign.)
102. T: 표시. Well?
103. Ss: 잘 (Well.)
104. T: 잘 (Well.), ruin?
105. Ss: 엉망으로 만들다. (Ruin.)
106. T: Uh?
107. Ss: 엉망으로 만들다. (Ruin.)
108. T: Ok, beans?
109. Ss: 콩, 콩, 콩, (Beans, beans, beans.)

110. T: Ok, one?
111. Ss: 하나, 하나. (One, one.)
112. T: Small?
113. Ss: 작은, (Little,)
114. T: Ok, S1! Will you read the first sentence?
115. S1: ((Pauses)) 그냥 읽어요? (Do I just read it?)
116. T: Yeah.
117. S1: ((reads)) 'They planted Ppittitti in four pots.'
118. T: Ppittitti? I mean the answers, ok.
119. S1: 답을 말하라고요? (Do you mean I just say the answer?)
120. T: Yeah. Fill in the blanks and read.
121. Ss: ((Laugh)) ...
122. T: Ok, then, ah, DH!
123. DH: 네? (Yes?)
124. T: DH, what do you think about the answer?
125. Ss: ...
126. S2: 아이고 다 놀랐네. (Hew, we are all surprised.)
127. T: Read, read the, ok, first sentence.
128. DH: ((No answer.))
129. T: You guys, what is plant? What's to plant?
130. Ss: 식물, 식물.(Plants, plants.)
131. T: Or,
132. S2: 심다. (To plant.)
133. T: Yeah. So,
134. DH: ...
135. T: Um? I'd like to listen to your beautiful voice, so say it loudly.
136. DH: 뭐요? (What?)
137. T: The first sentence, the first sentence, 'They planted' blank 'in four
138. pots.' So, the right answer is, ((pause)), they planted what?
139. Ss: Beans, beans.
140. T: Yeah, beans. Right. They planted beans. Right, next, JE,
141. JE: Yeah?
142. T: Will you read the second, next sentence?
143. JE: 두번째거요? (The second one?)
144. T: Yes.
145. JE: One.
146. T: Yeah, That's right. ((pause)) Ok, read the sentence,
147. JE: 네? (Yes?)
148. T: The whole sentence. The second sentence.
149. S2: 다 읽으랴. (She said read it all.)
150. JE: ((Reads)) 'Only one pot was given enough water, enough light, and
151. good soil.'
152. T: Ok, that's right. One pot, and, ok! ((Points to a student.)) Read. The last
153. sentence.
154. R: Some of them are sleeping.
155. T: B-ya, wake up.
156. S2: 자기까진 안해도 돼, B 야, 자기까진 안해도돼. (You shouldn't
157. even sleep. You shouldn't even sleep.)
158. Ss: ((Laugh))
159. T: Uh?
160. S2: 잘때가 아니라고요. (I said it is not time to sleep.)
161. T: Ok, NR-ya, ((reads)), 'Only the plant in a good environment grew,'
162. Ss: 위에, 위에, 위에요. (Above, above, above.)
163. S2: 위에 안해요? (Don't we do the one above?)
164. T: Well, B-ya, do you understand? Is it difficult? You guys, is it

165. difficult?

166. Ss: No, yeah.

167. T: Do you know why? Do you why?

168. S: 왜요? (Why?)

169. T: Because you didn't do your homework, that's why. Ok, D, D. ((Reads))

170. 'On Monday morning, however, no one was happy.' Ah, on page 58. Ok,

171. why? What is the reason?

172. S: ...

173. T: JS-ah, will find the sentences the reason in page 58? 페이지 58

174. 펴고서 거기 이유가 나오니까 찾아 보세요. (Open your book to page

175. 58 and look for the answer there.)

176. ((Students look for the answer sentences and the teacher comes down to

177. the students for checking.))

178. T: ((To S2.)) Finished?

179. Ss: ((Continue to do the task.))

180. T: 너네 따른거 하고 있으면, 태도점수에서 깎을 거야. 어? (If you do

181. some other work, your behaviour score will be reduced. All right?)

182. S2: 누가 다른 거 하고 있었어? 어? (Who was doing some other work?

183. Uh?)

184. S: 나. (Me.)

185. S2: 이그. (Ah.)

186. T: 체크 땀게 세번이면 1 점씩 깎을 거야. (When ticked three times, one

187. point will be taken off.)

188. S: 한개면 어떻게해요? (What if it is one tick?)

189. T: 세번이면 그러니까 세개면 1 점씩 깎는다고. (If three ticks, I mean

190. three ticks will be one point off.)

191. Ss: ...

192. T: MJ, did you find the answer?

193. MJ: ...?

194. T: Uh.

195. MJ: Ah~.

196. T: Why, why no one was happy?

197. MJ: ...

198. T: ... you can speak, read.

199. MJ: ((reads)) ...

200. T: Ok, that's right, and one more, one more, one more, ((pause)), the last

201. sentence, 'our experiment is ruined.'

202. Ss: Ruin, ruin, ruin.

203. T: Ruined, right? So, yeah, no one was happy. Ok, guys, ((pause)), next

204. time, do not forget your homework, ok?

205. Ss: Ok.

206. T: Do your homework, ok?

207. S: Yeah, yeah.

208. T: Alright guys, today,

209. S: 아 배고파. (Ah, I'm hungry.)

210. T: Yeah, I know you're hungry. ... So, today, you're going to learn, learn

211. about passive voice, passive voice, you know? ((Writes 'passive voice'

212. on the board.)) Do you what this is about? Passive voice,

213. S: 목소리. (Voice)

214. T: ((Laugh)) It's not voice. Ok, it means, 수동태 (Passive voice).

215. Ss: A-ha.

216. T: 수동태. (Passive voice) ((Writes '수동태' on the board.)) I think you

217. heard,

218. S:

219. T: about this, right?
220. S: 수동태. (Passive voice.)
221. T: You heard about this before, right? Ok, um, ((shows a document on the
222. classroom monitor,)) I have something to show you, Korean popular
223. songs Top 6, ok? Top six.
224. Ss: ...
225. T: "Too late", "Too late", "Hug", "Hey Boy", hey, hey, hey,
226. S: "Hot 뜨거" (Hot hot)
227. T: "Too late", who sings? Who's the singer of "Too late"?
228. Ss: Shine, Shine,
229. T: Uh?
230. Ss: Shine, Shine.
231. T: "Hug?"
232. Ss: 동방신기. (Dong-bang-sin-gi)
233. T: Uh. "Hey Boy",
234. Ss: Diva, Diva,
235. T: "Let me dance",
236. Ss: 동방신기. (Dong-bang-sin-gi)
237. T: "Rock with me",
238. Ss: BoA, BoA.
239. T: "Hot 뜨거", (Hot hot)
240. Ss: One Tyme.
241. T: Ok, and, look at this, look at this. You can say like this.
242. Ss: sung by, sung by.
243. T: ((Reads from the monitor.)) "Too late" is sung by Shine.
244. Ss: "Hug" is sung by,
245. S: "Hug" is sung by,
246. Ss & T: 동방신기. (Dong-bang-sin-gi)
247. S: Wha.
248. T & Ss: "Hey Boy" is sung by Diva.
249. T: Ok, and "Let me dance",
250. Ss: is sung by 동방신기. (Dong-bang-sin-gi)
251. T: And, e, "Rock with me" is,
252. Ss: Is sung by BoA.
253. T: Ok, EB, this row, this row, this row, say it together, ok?
254. S: EB 뭐요? (Eun-bi what?)
255. T: 2 분단만, 2 분단만, 2 분단만 해봐. (Just the second group, the second
256. group, the second group only do it.) Ok, "Hot 뜨거 (Hot)" is,
257. Ss: Is sung by One Tyme.
258. T: One Tyme.
259. S: 노래 들어요. (Let's listen to the song.)
260. T: I don't have any, I don't have any video of this song. Next time. Right.
261. Ss: ... ((A couple of students sing silently.))
262. T: You guys, how about writing down the sentences, ok? ((Hand-outs
263. papers.))
264. S: ...
265. T: Ok.
266. S2: 두장 모자라는데. (We're two handouts short.)
267. T: ((Writes on the board, "Shine")) Ok.
268. S: 선생님 한장 남아요. (Ms., we've got one extra.)
269. S2: 나 한장 줘. 야 이거 저장해둬. 검사할 거야. (Give one to me. Hey,
270. save this. It will be checked.)
271. S: 선생님 동방신기 한글로 써요? (Ms., Do I write Dong-bang-sin-gi in
272. Korean?)
273. T: Yeah.

274. S2: ((Reads)) Korean national anthem,
 275. S: Diva 도 한글로 써요? (Do we write Diva in Korean as well?)
 276. T: Yeah. Ah, do you know the spelling of Diva, D,I,V,A?
 277. S: Diva.
 278. T: How about, how about 동방신기 (Dong-bang-sin-gi), just you write in
 279. Korean. BoA? ((Writes BoA.))
 280. S: ...
 281. T: One Tyme? One T.Y.M? T.Y.M? ((Writes 'Tym' on the board.))
 282. S: Lexy 는 어떻게 해요? (What about Lexy?)
 283. T: Lexy.
 284. Ss: L.E.X.Y.
 285. S2: L.E,
 286. S2& S: X.Y.
 287. S2: 야, 잘 따라하는데. (Wow, coming along very well.)
 288. T: Ok, are you finished? ((Comes down to students.))
 289. S: Finished.
 290. T: Finished, good job.
 291. Ss: ((Sing, discuss, and work for the paper.))
 292. T: Just finish, just finish ...
 293. S2: 야 조용히 해. (Hey, be quiet.) 입다물어, 입 떠지마. (Shut your
 294. mouth, don't open it.)
 295. T: Ok? You do it together. Hey guys, hey guys, look at this, look at this, I
 296. have some to tell you about passive voice. Ok, it says, ((Reads)) 'Shine
 297. sings "Too late." "Too late" is sung by Shine.' What's the difference?
 298. S2: Shine.
 299. S: 그러니까, (That is)
 300. Ss: ... "Too late" 가 불렀다. ("Too late" sang it.)
 301. T: U-hu.
 302. S2: U-hu.
 303. T: What's the difference?
 304. S: "Too late",
 305. S2: U-hu.
 306. S: 누가 시킨거. (Someone ordered it.)
 307. T: You guys, if you, if you want to say who sings that song, you can say
 308. 'Shine sings "Too late".'
 309. S: A-ha.
 310. T: If you would like to say about the title, the song title? You can say,
 311. "'Too late" is sung by Shine.' 자, 애들아 봐봐. 첫번째 문장은
 312. 가수가 나왔지. (Look, girls, the first sentence starts with the singer.)
 313. Ss: 네, 네. (Yeh, yeh.)
 314. T: 두번째 문장은 뭐가 나왔어? (The second starts with what?)
 315. Ss: 제목, 제목. (The title, title.)
 316. T: 그러면은 영어 문장에서는 맨 처음에 나오는 말이 초점이 가. (In
 317. English the first word in the sentence has the focus.)
 318. S: Uh.
 319. T: 중요한 말이니까. 그러니까, 이거는 뭐야? 가수에 대해서 말하고
 320. 싶을때 이말을 쓴거고, 이것은, (Because it is more important, then,
 321. what is this? When the focus is on the singer, it says like this, this is)
 322. S: 노래, (Song)
 323. T: 노래에 대해서 초점을 맞춰서 쓴거야, 알겠지. 알겠지? (The song is
 324. on the focus. All right? All right?)
 325. Ss: 네. (Yes.)
 326. T: 대답을 해야지. (You need to answer please.) Ok,
 327. S: ...
 328. T: If you're finished, uh?

329. S: 아니에요. (No.)
330. T: If you're finished, then, ok this one. Let's do it together. Ok, A. Let's
331. read together. 'Han-gul was invented by King Se-jong.'
332. S: 'Han-gul was,'
333. T: You guys, read it together,
334. S: Ok.
335. T: Read it together.
336. Ss: 'Han-gul was invented by King Se-jong.'
337. T: Ok, 'Geo-buk-son was,'
338. Ss: Lee, Sun-shin, Geo-buk, ...
339. T & Ss: Geo-buk-son was,
340. T: Made? Uh,
341. T & Ss: made by,
342. Ss: by, by,
343. T & Ss: Lee, Sun-shin.
344. S: ...
345. S2: Ah. ((Cries.))
346. T: ((Reads)) 'Tadpoles and Frogs', 올챙이와 개구리 (Tadpoles and frogs),
347. 'was composed by,' ((pause)), do you know?
348. S: 몰라요. (Don't know.)
349. T: Ok, it was composed by Yun, Hyeon-jin in 1990, 1990, 1990.
350. 1990 년도에 윤현진 (Yun, Hyun-jin in 1990), ok, it was composed by,
351. and, d.
352. T & Ss: ((reads)) 'Korean National Anthem was composed by,'
353. S: An, Ik-tae.
354. T: Yeah.
355. Ss: An, Ik-tae, An, Ik-tae.
356. S2: Ah, An, Ik-tae 다.
357. S: 안이태요? (An, Yi-tae?)
358. Ss: 안익태. (An, Ik-tae)
359. S2: 안익, 안익, 안익태 몰라? (Don't you know An, ik, An, ik, An, ik-
360. tae?)
361. S: 익태. (Ik-tae) ((Cries out.))
362. S2: 안의태 말고 익태. (Not An, Eu-tae but Ik-tae.)
363. T: ((writes '안익태' ('An, Ik-tae') on the board.))
364. S: 한글로 써요? (Do we write in Korean?)
365. T: Uh, it's ok.
366. S: Ha, ha, ha, ha.
367. Ss: ...
368. T: You, guys, do you the song, 올챙이와 개구리 (Tadpoles and frogs)?
369. Ss: 네. (Yes.)
370. T: Do you want to sing it?
371. Ss: No, no.
372. T: No?
373. S2: Yeah.
374. T: Yeah? Why not? You don't like the song?
375. S2: Yeah.
376. T: Is it so childish? ((pause)) Childish? 너무 유치해요? (Is it too
377. childish?) You don't want to thing? Uh, ok, ok. Alright, next, ok, alright,
378. ah, look at this, you guys, look at this. Do you know the program Brain
379. Survivor?
380. Ss: ... brain survivor ...
381. T: Brain Survivor? Everyone,
382. S: Yeah.
383. T: Look at the screen. DH! HJ!

384. S2: HJ.
385. T: ...
386. S: Ok, ok.
387. T: B-ya. Ok, let's read together.
388. S2: 조용히해. (Quiet)
389. T: Ok?
390. Ss: Ok.
391. S: 저게 뭐라는 거예요? (What does that mean?)
392. T: ((Reads)) 'Brain Survivor is', host means 진행하다 (Host). 'hosted by,'
393. Ss: Kim, Yong-man, Kim, Yong-man, Kim, Yong-man.
394. T: Kim, Yong-man, ok. Let's read, ok? Go.
395. Ss: ((reads)) 'Brain Survivor is hosted by Kim, Yong-man.'
396. T: Ok, b. ((reads)) 'Ancient Cho-sun was found,' found, found means
397. 설립하다 (Found). 'founded by,' who?
398. Ss: Dan-gun, Dan-gun, Dan-gun.
399. T: Dan-gun. Ok, let's read together. Go.
400. Ss: 'Ancient Cho-sun was founded by Dan-gun.'
401. T: Yeah, right.
402. Ss: Dan-gun, Dan-gun, ... Dan-gun.
403. T: Ok. Oh, where's the germinator? Where are the all, all,
404. S: 선생님이 버리라고. (The homeroom teacher told us to throw out.)
405. T: So, they're gone? ((laughs)) It's ok. I miss my, I mean, no. So, do you
406. know how to remember the germinator? Yes? No? It's hot. ((takes off
407. jacket.)) Ok, so, um, let's read together, ok?
408. S: 아! (Ouch!)
409. Ss: A-hew.
410. T: Hey!
411. S2: 누가 던졌어? (Who threw it?)
412. Ss: ... ((Laugh))
413. T: Who did it? Who?
414. Ss: ...
415. T: EB, EB, is it hurt? 아파? (Hurt?)
416. Ss: ...
417. T: Ok.
418. Ss: ...
419. T: ((Erases the board.))
420. Ss: ...
421. S2: 조용히 하자. (Let's be quiet.)
422. T: Look at the screen. Ok, so, let's read together. Ok?
423. S: 선생님 이거 또해요? (Are we doing it again?)
424. T: ... Ok, number 2.
425. Ss: ((Read)) 'Put the paper in a plastic bag.'
426. T: Ok. Number 3.
427. Ss: 'Draw a line 7 cm from the zipper.'
428. T: Ok, four.
429. Ss: 'Staple the line.'
430. T: Ok, five.
431. Ss: 'Pour water into the bag.'
432. T: Six.
433. Ss: 'Put seeds on the staple line.'
434. T: Ok. These are the, these are the way, ok? This is the way to make the
435. germinator. Ok, do you remember, after, after this experiment, S2,
436. look at me. After experiment, what do you do? ((pause)) You write
437. report, right? You write down the report about the experiment. What's
438. report?

439. S: M.
440. T: 보고서. (Report)
441. S: 보고서. (Report)
442. T: 보고서. (Report)
443. S2: 보고서, 보고서. (Report, report)
444. T: When you write down a report, then, you can use ((points to the board))
445. Passive Voice. Ok?
446. S: Ok.
447. S: Ok.
448. R: 한국말로 한번 해주세요. (Why don't you explain it in Korean as
449. well?)
450. T: 자 애들아, 실험 보고서 있잖아, 그런거 같은거 쓸때에는 자,
451. 수동태가 주로 쓰여요. 다시 한번, 수동태가 언제 쓰인다고? (Look,
452. girls, you know the experiment report, when writing something like that,
453. look, the passive voice is usually used. Again, when is the passive voice
454. used?)
455. Ss: 보고서, 실험보고서. (Report, experiment report.)
456. T: Uh, uh. 보통 보고서 같은 거 쓸때. 같이 한번 만들어 볼까?
457. 자. 실험보고서 쓰는 거야. (Usually, when we write something like a
458. report, shall we write it together? We're writing an experiment report.)
459. S: 네. (yes.)
460. T: 만드는 방법을, 이렇게 실험보고서 쓴다고 해봐. 첫번째 문장
461. 어떻게 할 수 있을 까? (The way how to make, let's pretend we're
462. writing an experiment report. How can we do the first sentence?)
463. S: ((reads)) 'Fold a paper towel.'
464. T: 자 (Look), 'Fold the paper towel.' 이게 무슨 말이야. (What does this
465. mean?) ((pause)) 종이를, (The paper)
466. Ss: 접어라. (Fold)
467. T: 수동태, 접어라, 접힌다. 그치. 그럼 어떻게 하면 돼? (The passive
468. voice, fold, is folded. Right. Then what do we do?)
469. Ss: ... the pa, paper,
470. T: A ((writes 'A'))
471. S: Paper towel,
472. T: Paper ((writes 'paper towel'.)) towel,
473. Ss: ((Laugh))
474. T: B-ya, B, B,
475. S: Was,
476. T: B, stand up. Stand back, stand back, stand back.
477. Ss: ... 뭐했는데, 뭐했는데? ... (What did she do? What did she do?)
478. T: A paper towel,
479. S: Was,
480. T: Ok, was ((writes 'was'.)), ok fold, folded ((writes 'folded'.))
481. Ss: ... fold 가 뭐예요? (What is 'fold'?)
482. T: 접다. (Fold) Ok? And number two ((writes '2' on the board.)), ok
483. ((reads)) 'Put the paper in a plastic bag.'
484. Ss: Uh, uh, a plastic bag.
485. T: Ok, the paper ((writes 'The paper'))
486. Ss: Paper, paper.
487. T: The paper,
488. T & S: was,
489. T: ((writes 'was'.)) Put ((writes 'put'.)) in a bag.
490. S: In a plastic bag.
491. T: Uh. ((writes 'in a plastic bag'.)) And number 3,
492. Ss: A line, line,
493. T: ((reads)) 'Draw a line.' A line ((writes 'A line'.))

494. Ss: line,
495. T: A line,
496. S: Was,
497. T & Ss: Was,
498. T: ((writes 'was.'))
499. S: Drawed?
500. T: Draw, drew, drawn.
501. S: A-ha.
502. T: ((writes 'drawn')) 7
503. T & Ss: cm from the zipper.
504. T: ((writes '7 cm from the zipper.')) Ok. Number four.
505. R: 애들 시켜요. (Make the students do.)
506. T: Ok, uh, HN, HN, ok, will you try number four? 'Staple the line.'
507. Ha-na: ...
508. T: What is staple? Staple?
509. HN: 찍다. (To staple.)
510. T: U-hu.
511. HN: 그거요, 그거요, line 줄에다가요, (That thing, that thing, on the
512. line, line.)
513. T: Will you change to, make a sentence?
514. S2: line 이 앞으로 오면 돼. (Line should come to the front.)
515. HN: ... uh, uh,
516. S: The line was,
517. T: 애들아 바꿀때, 바꿀때, 어떻게 먼저 왔어? (Girls, when changing,
518. when changing, what comes to the front?)
519. Ss: 뒤에 있는 거요. (The thing at the end.)
520. T: 뒤에 있는 목적어가 먼저 왔지? 목적어가 먼저 왔지 앞으로? HN-
521. ya! (The object at the end comes first? The object to the first?)
522. HN: Yeah.
523. T: Will you try again?
524. HN: The line
525. T: ((writes on the board 'The line.') The line was ((writes 'was.')),
526. HN: Stapled, stapled.
527. T: ((writes 'stapled.') stapled, ok, good job. And JH.
528. JH: Yeah?
529. T: Ok, do number five. 'Pour water into the bag.'
530. JH: Ah, ah, the bag,
531. T: 목적어가 뭐야? 여기서? (What is the object? Here?)
532. Ss: ...
533. T: Pour, pour water into the bag.
534. Ss: the bag 이요. (It is the bag.) The bag.
535. T: The bag? 목적어. 동사 뒤에 있는 거. (The object. The word next to
536. the verb.)
537. Ss: Water.
538. T: Ok, JH. ((pause)) Ok, S1,
539. S1: Water,
540. T: Ok, water ((writes 'water' on the board.)) Ok, water?
541. S1: Was poured.
542. T: Was ((writes 'was' on the board.)) Uh? Was,
543. S1: Poured,
544. T: Ok, poured. ((writes 'poured' on the board.))
545. S1: Into the bag.
546. T: Into the bag. ((writes 'into the bag' on the board.)) HN-ah,
547. HN: Yeah?
548. T: Number six.

549. HN: Seeds were
550. T: Ok, Seeds, ((writes 'seeds' on the board.))
551. HN: Were,
552. T: Were ((writes 'were' on the board.))
553. HN: Put,
554. T: Uh, put ((writes 'put' on the board.))
555. HN: On the stapler.
556. T: On the stapler ((writes 'on the stapler' on the board.))
557. S2: On the stapler.
558. T: Ok, um,
559. S: Note-book 때문에 안보여요. (I can't see because of the laptop.)
560. T: Oh, really?
561. Ss: ...
562. T: So, do you understand, well, how to make the how to write like this?
563. S: No.
564. T: No? ((Underlines some of the words written on the board.)) Ok, a paper
565. towel, ok, fold a paper towel is changed like this. A paper, ok? A paper
566. was folded. The verb, ok? ((Circles verbs in the sentences written on the
567. board.)) Verb, ok?
568. S: be 동사... (Be verbs.)
569. T: 애들아 바꿀때 어떻게 더 첨가돼? 동사가? (Girls, when changing,
570. what is added? To the verb?)
571. Ss: be 동사. (Be verbs.)
572. T: Uh, be 동사, be 동사 에다가, (To the Be verbs, the B verbs.)
573. Ss: ...
574. T: 동사의 어떤 형태? (Which form of the verb?)
575. S: 과거. (Past)
576. T: 과거, (Past)
577. T & Ss: 분사. (Particle.)
578. T: 과거 분사가 이렇게 오죠? (Doesn't the past particle come like this?)
579. Ss: Yeah.
580. T: 그다음에 앞에는 뭐가 먼저와? (Then what comes at the front?) The
581. paper in number two, 목적어. (The object)
582. Ss: 목적어. (The object)
583. S: ...
584. T: 목적어. 뭐뭐뭐를, 뭐뭐뭐에 해당하는 거. 뭐뭐뭐를, 뭐뭐뭐에
585. 해당하는 거. (The object, the word finishing with 'ul' or 'lul' in
586. Korean.)
587. R: ((Suggests to do some more exercises on passive voice with a Ramyun
588. recipe.))
589. T: Um, S1, do you like Ra-myun?
590. S1: Yes.
591. T: Do you know how to cook Ra-myun? Do you cook, do you cook Ra-
592. myun by yourself?
593. S2: No.
594. T: Yes? Ok, then, what do you do first when you cook Ra-myun?
595. Ss: 물, 물, 물끓여요. (Boil the water, water, water.)
596. T: First, you boil the water.
597. Ss: boil the water, ((laugh))
598. R: Two cups of water.
599. S2: 3분의 2, (Two thirds)
600. T: Two cups, two cups of water,
601. S: Two cups of water.
602. T: ((writes 'Boil two cups of water' on the board.)) In a pot, ok? ((writes
603. 'in a pot.')

604. S: Yeah.
605. T: Boil two cups of water, and then what,
606. S: 물이 보글보글 끓면, (When the water boils)
607. T: And then, ok, if the water boils, you put what?
608. S: Ra-myun.
609. T: Ok, ((writes 'Put' on the board.)) Ra-myun ((writes 'Ra-myun'))
610. Ss: ...
611. T: And,
612. S: Soup, soup, soup.
613. T: Seasoning powder,
614. S: Seasoning 이 뭐야? (What is seasoning?)
615. Ss: ... seasoning ...
616. T: Ok. And then,
617. S: Egg.
618. T: Egg? Egg? Ok. Put an egg ((Writes 'Put an egg.'))
619. S1: 아니야, 계란은 맨 마지막에 넣야 돼지 않아요? (No. Shouldn't the egg be put in the last?)
620. S: Ok, ok.
621. T: Ok. ...
622. Ss: ...
623. T: Wait, wait, wait. ((Erases 'Put an egg.'))
624. Ss:
625. S1: 일단 스프한다음에요. (First of all, do the seasoning power, and next)
626. S: 면을 넣야죠. (Noodles should be put in.)
627. T: Uh?
628. S: 면을 넣어야죠. (Noodles should be put in.)
629. T: We did it. Wait.
630. S: 3 분간 놔둬야 돼요. (Should leave for three minutes.)
631. S1: 스프한다음에 ... (After the seasoning)
632. T: Soup, ok, together.
633. S1: ...
634. T: Um?
635. S1: 3 분간 놔둬요. (Leave for three minutes.)
636. T: Ok, ok, ok. ((Writes 'Cook' on the board.)) Cook them for,
637. Ss: ...
638. T: Three minutes. ((Writes '3 minutes.'))
639. S1: 근데요 면발이 탱탱하게 할려면요 집게로 계속 이렇게 해줘야
640. 해요. (But in order to get nice noodles we should do like this with
641. tongs.)
642. T: ((Laugh)) ...
643. Ss: ...
644. T: Ok, ((Writes 'Add an egg.'))
645. Ss: ...
646. T: Ok, finished. Ok, um, then, how would you, how would you change this,
647. change this into passive voice sentences. S1, will you do the
648. first one?
649. S1: 바꾸라고요? (Change it?)
650. T: M-hum. First what? Two cups of water,
651. Ss: Water, water,
652. T: ((Writes 'Two cups of water was,'))
653. Ss: Boiled, boiled,
654. T: Ok, boiled ((Writes 'boiled.')) In a pot. ((Writes 'in a pot.'))
655. Ss: ...
656. T: Ok, number two, ... Will you do number two?
657. Ss: ...
- 658.

659. T: How about talking, number two? Ra-myun and
660. T & Ss: seasoning powder was put into the pot.
661. T: Ok, number three. Who, who wants to do that? HS-yee, HS,
662. will you do number three? Shush.
663. Ss: Shush, 조용히해. (Be quiet.)
664. T: Listen.
665. HS: ...
666. S: Shush.
667. T: Them? 애들아 주어로 쓰면 them 이 아니고? (Girls when it becomes
668. the subject, it's not them, but) They.
669. ((Bell goes.))
670. T: They was cooked for three minutes. ((Students read along.))
671. T: And number four,
672. Ss: An egg,
673. T: An egg was added. ((Students read along.)) Ok, guys, listen, your
674. homework.
675. Ss: Ah~. ((Grunt))
676. T: Remember your homework.
677. Ss: Yeah.
678. Ss: ...
679. S2: Attention, bow.

APPENDIX 2: The authentic texts used in the intervention lessons

2.1. Lesson 6

2.1.1 A news report

There was an experiment on two groups of new-born mice. One group was put in a stressed condition for 6 hours everyday and the other group was not.

And then the two groups of mice were put in a basin filled with water. The stressed mouse swam to the safe area 15% slower than the normal mouse.

In the stressed mice's brain, there were much less new nuro cells.

Many parents in Korea send their elementary school children to many Hakwons after school, so the children are under great stress.

Scientists say the brain of the stressed young students may not develop normally.

((Source: http://imnews.imbc.com/replay/nwdesk/article/1067385_1548.html))

2.1.2. A seed-germinator making procedure

Germinator Making

Materials needed:

a few seeds
paper towel
stapler
plastic bag (the kind with the zipper works best)
ruler
a half cup of water

Instructions:

1. First, fold a paper towel so that it just fits inside the bag.
2. Put it into the plastic bag.
3. Take your ruler and measure 3 inches from the top of the bag and staple a bunch of staples in a row. Now you have a mini-pocket, 3 inches deep, with paper sticking out. This is where your seeds are going to sit.
4. Then, pour the half cup of water into the bag so that your seeds have something to drink. Then it gets heavy.
5. Then, take your seeds and put them in that mini-pocket.
6. Zip up your bean bag so no air can escape or get into it, sealing the mini-pocket. Tape them to a window and watch your seeds. When you can see the roots and stems, your seeds have germinated. Plant them in a pot or in the ground and see if they grow.

((Source: <http://www.uwrf.edu/ag-education/Ag%20Ed%20702/Seed%20Germinator.htm>))

2.2 Lesson 7

2.2.1 Seed Germinator Making Process

Experimenters:

First day: I made a seed germinator with a plastic bag. In the germinator, I put some rose moss seeds. Then I stick it on a window in a bedroom. The temperature was 27°C.

Second day: I moved the germinator to the living room. There it can get more sun.

Fifth day: Roots started to grow in seeds. The roots were about 1.5mm long.

Sixth day: Today there were many seeds with a pink stem and two leaves. Stems were 5mm long and leaves were 2mm long.'

2.3 Lesson 8

2.3.1 Obesity and complications image

Obesity and Complications

NOTE: This image is included in the print copy of the thesis held in the University of Adelaide Library.

Heart Disease

Stroke

Some types of cancer

Type II diabetes

Arteriosclerosis

((Source: <http://www.mfi.ku.dk/ppaulev/chapter20/images/20-12.jpg>))

2.3.2 'How much fat is in the food we eat?' experiment procedure

How much fat is in the food we eat?

Materials Needed

Brown paper grocery bags, cut into small squares

Different foods to test, deep-fried vegetables, chocolate pie, banana, a hot dog

Scissors

Instructions

1. Label the squares so you remember which food you rubbed on each one. Rub each piece of food onto a separate paper bag square. Count to twenty while you rub so that you test each food for the same amount of time.
2. Now you have to leave them overnight. The next day you'll see which foods have the most fat. The foods that leave the greasiest spots are the fattiest foods.
3. Before you take a look at them, which foods do you predict will have the most fat?
4. Check your results. Which foods had the most fat? Which had the least?

((Source: <http://pbskids.org/zoom/activities/sci/fattyfoods.html>))

2.4. Lesson 9

2.4.1 Transcript of a discussion between the teacher and the researcher

MO: So, MJ, what, ah, what do we have to do?

MJ: We have to fill these blanks.

MO: Ok.

MJ & MO: ((Laughter))

MO: With these words?

MJ: Um, yeh.

MO: Ok.

MJ: Shall I read?

MO: Yeh.

MJ: Ok. rub, count, be remember, leave, have

MO: Ok.

MJ: Ok, first No. 1.

MO: Um, hum.

MJ: What do you think, I mean, the answer to the first blank.

MO: Um. Something 'each piece of food onto a separate paper square.'

MJ: A-ha.

MO: So. I think it is rub.

MJ: rub, a-ha.

MO: rub each piece of food onto a separate paper square. And then.

MJ: Ah-. Something 'to twenty while you rub.' Then, a-ha, Count. 'Count to twenty while you rub so that you test each food for the same amount of time.'

MO: Yes.

MJ: Do you, do you think so?

MO: Yes. I think so too. You are very smart.

MJ: Thank you. You too. ((Laugh))

MO: Thank you. ((Laugh))

MJ: Ok, number 2.

MO: A-ha. Something 'sure to lable.' So the answer...

MJ: Um. Be!

MO & MJ: Be sure to lable.

MJ: Isn't it right?

MO: M-hum, but 'Be sure to lable', what does it mean?

MJ: Please lable? Just lable. Remember, remember to lable the squares

MO: M-hum.

MJ: So, you...ah, remember.

MO: Yeh, you remember.

MJ: You remember each one. Ok. Number 3.

MO: M-hum.

MJ & MO: 'Now you have to blank them overnight.'

MO: I think it's leave. Leave them overnight.

MJ: Right.

MO: And 'The next day you'll see which foods' ah...

MJ: Um, have?

MO: which foods have the most fat. Yeh.

MJ: Or leave.

MO: Leave? Yeh. I think both are fine.

2.4.2 'How much fat is in the food we eat?' experiment procedure with gaps

'How much fat is in the food we eat?' experiment procedure

Materials Needed

Brown paper, cut into small squares

Different foods to test

Scissors

Instructions

1. ____ each piece of food onto a separate paper square. ____ to twenty while you rub so that you test each food for the same amount of time.
 2. ____ sure to label the squares so you ____ which food you rubbed on each one.
 3. Now you have to ____ them overnight. The next day you'll see which foods ____ the most fat. The foods that leave the greasiest spots are the fattiest foods.
- Before you take a look at them, which foods do you predict will have the most fat? Check your results. Which foods had the most fat? Which had the least?

be, remember, rub, have, leave, count, rub

2.4.3 Germinator making procedure with gaps

Germinator making

Materials Needed

a few seeds
paper towel
stapler
plastic bag (the kind with the zipper works best)
ruler
a half cup of water

Instructions

1. First, ____ a paper towel so that it just ____ inside the bag.
2. Put it into the plastic bag.
3. ____ your ruler and ____ 7cm from the top of the bag and staple a bunch of staples in a row. Now you have a mini-pocket, 7cm deep, with paper sticking out. This is where your seeds are going to ____.
4. Then, pour the half cup of water into the bag so that your seeds have something to _____. Then it ____ heavy.
5. Then, take your seeds and put them in that mini-pocket.
Zip up your bean bag so no air can escape or get into it, sealing the mini-pocket. Tape them to a window and watch your seeds. When you can see the roots and stems, your seeds have germinated. Plant them in a pot or in the ground and see if they grow!

drink, fold, gets, measure, fits, sit, take,

2.4.4 Writing of an experiment report

How much fat is in the food we eat?

Experimenters:

Materials:

Objective: To find out how _____
_____.

Procedures:

Each group _____ the materials for the experiment. The materials were _____.

First, each food _____ onto a separate paper square. The experimenters _____ to twenty while the food _____ so that each food _____ for the same amount of time. The squares _____ so that experimenters can _____ which food _____ on each one. Secondly, The squares _____ overnight. The foods that leave the greasiest spots are the fattiest foods.

Results: _____ left the greasiest spots.

2.5. Lesson 12

2.5.1 Preparing to Study

1. Find a good place to study.
 - Do not have the things you do not need for your study.
 - Make you have the following: a good surface for writing, good lighting, a chair, books, supplies (pencils, pens, erasers, stapler, ruler, etc) , your glasses (if necessary), and good health.
2. Plan what and when you will study.
3. Start immediately when you sit down to study. (Don't think of your boyfriend.)
4. Get enough sleep. Eat breakfast. Get some exercise.
5. Take frequent breaks.

2.5.2 School trip rout

School Trip

G Middle School, 6th - 9th May, 2004

Day 1 (May 6th)

School → Eum-seong Service Area (Chung-buk)→

Wha-yang-gang Service Area (Hong-cheon, Gang-won-do) → Nae-seol-ak Service Area (In-jae), Lunch → Reunification Look-out Point (Go-seong)

→ Motel in Seol-ak-dong

Day 2 (May 7th)

Breakfast → Little Park → Lunch → Little Park → Motel → Dinner

Day 3 (May 8th)

Motel → Nak-san-sa (Yang-yang) → O-juk-heon (Gang-rung) → Lee-sung-bok Commemoration Hall (Near Yong-pyung in Pyung-chang) → Mun-mak Service Area (Won-ju) → Eum-sung Service Area → School

2.6 Lesson 13

2.6.1 Rules during School Trip

1. On the bus

- a) Do not change seats while the bus is moving. Stay in your seat.
- b) Do not shout out the window.
- c) Keep the bus clean, and do not deface the bus.

2. At Rest Areas or Tourist Spots

- a) Listen to your tour guide and follow their rules.
- b) Do not go near any dangerous place.
- c) Do not go into off-limit areas. Do not damage our natural resources.
- d) Come back to the bus by the scheduled time.
- e) Stick with your class members.
- f) Do not buy (purchase) too many souvenirs.
- g) Be polite to the people you meet. (Do not push people.)

3. At the Hotel

- a. Do not throw things out of the window.
- b. Do not bother the people around you. (Be polite to the other guests and people.)
- c. Keep a good eye on your belongings. Be careful not to lose them.
- e. Do not listen to any merchants.
- f. Wash your hands with soap regularly.
- g. Do not drink alcohol or smoke.
- e.

4. When Shopping

- a) Do not spend too much money.
- b) Stay with your group. Do not stray off from your group.
- c) Do not shoplift. (It's a crime.)
- e) Do not damage shop items.

5. After the Trip

- a) Check your belongings.
- b) Go straight home.
- c) Prepare for normal school life.
- d) Write and submit a school trip report. Keep notes of what you do and see during the trip.

2.7. Lesson 14

2.7.1 A recount example

Trip to Victor Harbor

Last year in October my parents-in-law visited my family in Adelaide in Australia.

On the day they arrived, we stayed home and had rest.

On the second day, we decided to go on a day trip to Victor Harbor. On the way there, we stopped at McLaren Vale. McLaren Vale is popular for many vineyards and wineries. One winery ran a restaurant as well, so we had lunch their with wine. The food and wine were so nice.

2.8 Lesson 16

2.8.1 Banana sour cream facial mask recipe

Ingredients: 1/2 banana, 1 tablespoon honey, 2 tablespoons sour cream

1. Mash $\frac{1}{2}$ (a half) banana.
2. Add 1 tablespoon of honey and 2 tablespoons of sour cream to the mashed banana.
3. Apply the mixture to your face.
4. Set it for about 10 minutes.
5. Gently wipe it off with a damp wash cloth

* To mash, to add, sour cream, to apply, mixture, to set, to wipe, damp.

((Source: <http://www.momscape.com/articles/masks.htm>))

2.8.2 An analysis of the text entitled Big Show for Science Lovers (p. 62)

The 2002 Science Show was held at Hana Middle School from Mar. 5th to 7th.

Many experiments were done there.

One visitor said, "I like their on-going projects most. They are very interesting."

The Science Show will be held next year as well.

The 2002 Science Show	was held	at Hana Middle School	from Mar. 5th to 7th.
what	happened	where	when

Many experiments	were done	there.
what	happened	where

The Science Show	will be held	next year	as well
what	will happen	when	how

2.9. Lesson 17

2.9.1 The 2004 English Speaking Contest News Report

The 2004 English Speech Contest was _____ at _____ on _____.

Eleven students _____.

Six students will be awarded prizes.

The speech contest _____.

Contestants: 11 students

Time: 3:30pm, May 14, 2004

Place: School Library

G Middle School

* be held (개최됐다), make speeches (연설하다), participate (참가하다)
contestants (참가자)

2.9.2 The 2004 G Middle School Trip News Report

The Year 2 students of G middle school

Place: Seol-ak Mt.

Dates: May 6th - 8th, 2004

Participating Students: Year 2 students

* went on a school trip (수학여행을 가다), participate (참가하다)

APPENDIX 3: Students' writing texts

3.1 Writing of a recount of a school trip

a.

School trip to Seorak Mt.
On May 6th, we went to Seorak Mt.
First day we went to 동산전망대. We had our pictures taken. And then we went to hotel.
The hotel was very terrible.

b.

~~1st go to school met friends and teacher~~
School trip to Seorak(Mt):
on may 6th, we went to Seorak Mt.
First, we stopped ^{at} 동산전망대 ^{and} got together ^{and then} we had our pictures taken.

c.

School trip.
On May 6th my school friends went to 동산.
1st We went to 동산전망대 then arrived Motel.
And had rest. Motel was worst.
2nd. We went to 오산악, 비탈길, 관동대원, 신봉산.
on May 8th we were very tired. And had play.
3rd. We went to 산악사, 인공전, 이문봉기암.
And we arrived to 7시원. I ^{was} very tired.

d.

School trip

on May 6th, We went ^{동일전방대} to the by bus. It was so-so. Second, We went to the motel. We had a dinner and then we played card game. It was funny.

Next day. We went to the Seol ak mt. We climbed the Seol ak mt. We saw trees, flowers. It was good but little very tired.


morning glory ☺

NO. _____
DATE _____

Third day, We went to 낙산사 and 오죽헌.

It was boring but ^절 was beautiful. -End-

e.

 DANCHO
 SCHOOL TRIP TO 설악산

we went to go 설악산.

on the day ~~arrived~~, we went to ^{first} ~~등산~~ ^{등산}

we had ~~take~~ our pictures taken.

~~we~~ and then we got on the bus.

and we went to the Motel.

The motel is very dirty and stinks.

The ~~dinner~~ dinner is very not ^{들리실는} ^{오일/}

and then

방으로 올라가서 ~~수면~~ 마피아게임 and 과자를 먹고

새벽에 잠을 잤다. 다음날 설악산으로 가서 등산

을 하였다. ^{재밌었다} 레크리에이션도 하였다

3.2 News report writing of a school trip

a.

The Year 2 students of G [redacted] middle school went on a school trip to Seol-ak Mt. from May 6th to 8th, 2004.

b.

The Year 2 students of G [redacted] middle school went on a school trip to Seol-ak Mt from May 6th to 8th 2004 //

c.

The Year 2 students of G [redacted] middle school went on a school trip to Seol-ak Mt. from May 6th to 8th 2004.

d.

The Year 2 students of G [redacted] middle school went on a school trip to seol-ak Mt from May 6th to 8th, 2004

3.3 News report writing of a speech contest

a.

The 2004 English Speech Contest was held at School Library on 3:30pm, May 14, 2004. Eleven students participated and made speeches. Six students will be awarded prizes. The speech contest one contestants said "The Speech Contest was difficult".

b.

The 2004 English Speech Contest was held at G [redacted] middle school on May 14 2004. Eleven students is participated and make speeches. Six students will be awarded prizes. The speech contest was fun.

c.

The 2004 English Speech Contest was School library at G [redacted] middle school on 3:30pm, May 14, 2004. Eleven students participated. Six students will be awarded prizes. The speech contest One student said " was difficult ".

d.

The 2004 English Speech Contest was held at school library on May 14 th. Eleven students participated and make speeches. Six students will be awarded prizes. The speech contest one contestants said "The speech contest was very difficult".

APPENDIX 4: A short questionnaire about students' perception of English studying and learning

영어공부와 관련한 학생 설문조사

1. 주당 평균 영어 공부시간은?

학원: 시간, 개인 혹은 그룹 과외: 시간, 혼자서: 시간

기타: 시간

2. (학원을 다니는 경우)

학원에서 영어 문법, 독해의 비중은? %

말하기 연습 비중은? %

(개인 혹은 그룹 과외를 받는 경우)

영어 문법, 독해의 비중은? %

말하기 연습 비중은? %

3. 내가 영어를 공부하는 가장 큰 이유는?

- a. 학교 성적을 잘 받기 위해서
- b. 영어로 의사소통을 하기위해서
- c. 둘다 중요

4. 영어 공부에서 가장 중요하다고 생각하는 것은?

- a. 단어와 문법암기 그리고 독해
- b. 영어로 말해보기
- c. 영어로 쓰인 책 많이 읽기

5. 영어로만 수업하는 것이 영어 실력에 어느 정도 도움이 된다고 생각하는가?

- a. 많이
- b. 약간
- c. 거의 안됨

6. 씨앗 발아실험과 음식물 지방정도 알아보는 실험의 흥미정도는?

- a. 많음
- b. 약간
- c. 거의 없음

7. 수학여행에 관한 수업의 흥미 정도는?

- b. 많음
- b. 약간
- c. 거의 없음

8. 기타 수업활동 중 기억에 남는 가장 재미있었던 내용은?

9. 영어선생님께 영어수업에 대해 하고 싶은 말은?

Translation of the questionnaire

Questionnaire on students' studying English

1. Every study hour per week?

Academy: Hour, Personal or group tutoring: Hour

Other: Hour

2. At Academy

Proportion of grammar and translating work? %

Proportion of speaking practice? %

At tutoring

Proportion of grammar and translating work? %

Proportion of speaking practice? %

3. The first reason for my studying of English?

a. To get a good mark at school. b. To be able to communicate.

c. Both are important.

4. The most important thing in studying English

a. Memorizing of vocabulary and grammar and translating

b. Practicing speaking

c. Reading of books written in English

5. How much does English-only lesson help with your English?

a. A lot b. Some c. No help

6. How interesting was the seed germinator making and the testing of fat amount in our food?

a. A lot b. Some c. Not interesting

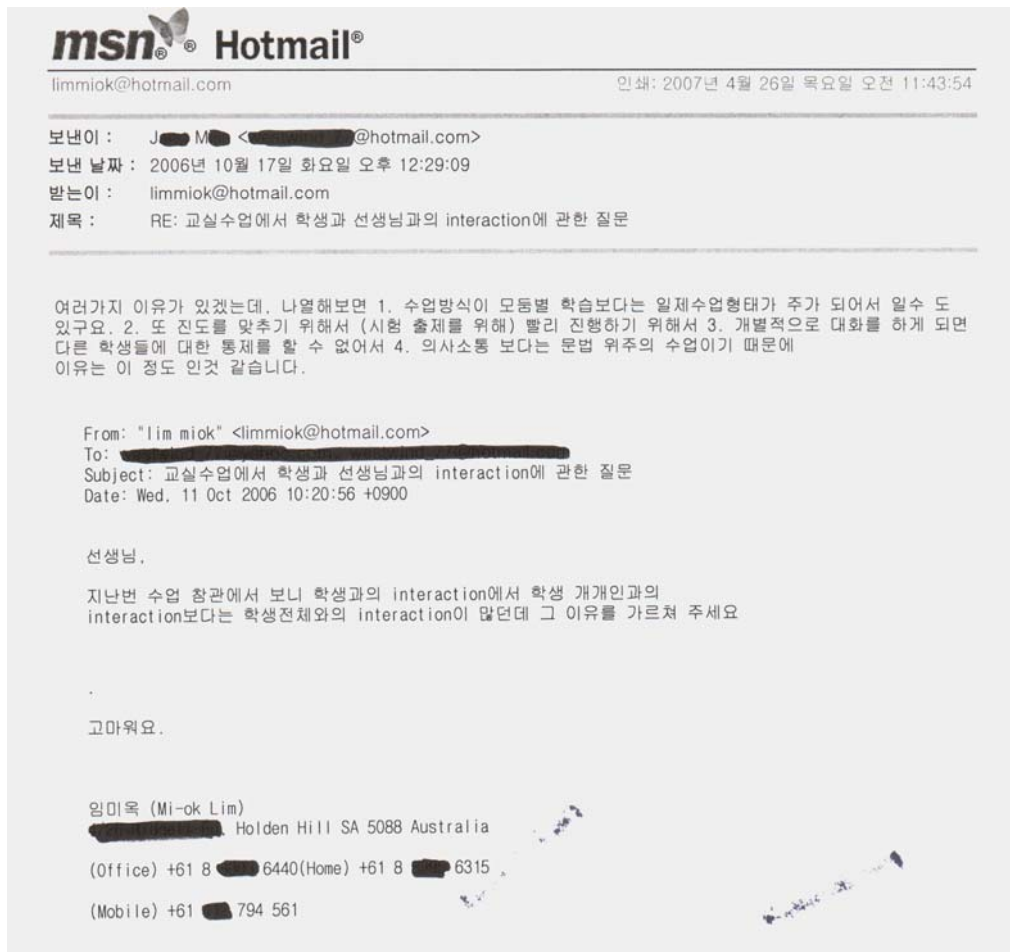
7. How interesting was the school trip lesson?

a. A lot b. Some c. Not interesting

8. What was the most interesting or do you remember in English lessons?

9. Any comments on English lessons to the teacher.

APPENDIX 5: E-mail interview with the teacher



Translation of the teacher's answer

'There are a few reasons. To enumerate them, firstly, the lessons are organized mainly around teacher to the whole class activities rather than group activities. Secondly, the type of interaction is efficient to cover the textbook (exams are based on the textbook). Thirdly, at interactions with individual students, I can not control the other students. Fourthly, the lessons are focused on teaching grammar than teaching communication. These are most about it.'

APPENDIX 6: The Korean national curriculum for foreign languages (I)
(This document is available upon request.)