

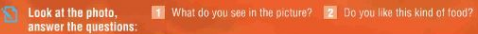
과목명	실용영어 II
주차명	Week 2. Food from the Earth
학습목표	<p><b>[Lesson focus]</b></p> <ul style="list-style-type: none"> <li>- Topic: General Information vs. Current Information</li> <li>- Function: Contrasting general and current actions; Describing geography, climate, and food; Describing favorite dishes</li> <li>- Grammar: Present Simple vs. Present Continuous</li> <li>- Listening: Interview with a Rice Farmer</li> <li>- Video Journal: "Forbidden Fruit"</li> </ul>


<b>Unit 1</b>	<b>Unit Opener: Exploring the Theme</b>
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## Photo

UNIT  
1

Food from the Earth





Heirloom carrots sold in a farmer's market

**UNIT 1 GOALS**

1. Contrast general and current actions
2. Describe geography, climate, and food
3. Describe favorite dishes
4. Describe a favorite food

## Opening Questions

Look at the photo, and answer the questions:

1. What kinds of food do you see in the picture?
2. What are some famous foods that grow in Korea?
3. What foods do you buy from other countries?

## ■ Goals

1. Contrast general and current actions
2. Describe geography, climate, and food
3. Describe favorite dishes

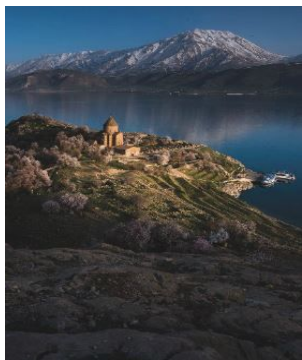
## Unit 2 Vocabulary

### ■ Word Bank

#### Land and Climate

desert	lake	river	valley
dry	marsh	frozen	rocky
windy	monsoon	rainy	snowy

### ■ Travel Blog



This is my first visit to Turkey. It's a wonderful place! The people are friendly and the **meals** are delicious. **Farmers** here grow many different **crops**, including many kinds of fruit. They also grow a lot of wheat, and the bread in Turkey is really good. Of course, the **geography** and **climate** in different parts of Turkey affect the kind of food farmers can produce in each **region**. In Central Anatolia, the land is almost **flat**, and the weather is usually warm and dry. It's a good place to grow crops and to raise animals such as cattle and sheep. High up in the **mountains** of eastern Turkey, farmers also keep animals since they can't grow crops. Today I'm visiting the **coast** of the Mediterranean Sea in southern Turkey. The weather here is hot and **humid**, but the fish and seafood are excellent!

#### ▲ Armenian Church on Akdamar Island, Turkey

### ■ Reading Definition from the Context

Write the words in blue with the correct meaning.

1. \_\_\_\_\_ people who produce food
2. \_\_\_\_\_ an area of a country or of the world
3. \_\_\_\_\_ plants grown for food
4. \_\_\_\_\_ very high parts of the land
5. \_\_\_\_\_ describes air with a lot of water in it
6. \_\_\_\_\_ land near the ocean

- |           |                                     |
|-----------|-------------------------------------|
| 7. _____  | describes land without mountains    |
| 8. _____  | features of a place, such as rivers |
| 9. _____  | breakfast, lunch, and dinner        |
| 10. _____ | normal weather in a certain place   |

### Unit 3

### Conversation A: Julie's Vacation

#### ■ Listen to Tom and Julie

**Tom:** What are you doing?

**Julie:** I'm looking at pictures from my vacation.

**Tom:** Oh, can I see? Where did you go?

**Julie:** I visited my cousins in the south. It's very flat there – no mountains or hills, and it's pretty dry for most of the year.

**Tom:** What about food? What do your cousins usually eat?

**Julie:** Meals are very simple there. It's basically meat and potatoes and a lot of vegetables. But they grow wheat everywhere, so pasta is becoming popular.

**Tom:** That sounds good.

**Julie:** Yes, I really like the food there.

#### ■ What do Julie's cousins usually eat?

**Tom:** What are you doing?

**Julie:** I'm looking at pictures from my vacation.

**Tom:** Oh, can I see? Where did you go?

**Julie:** I visited my cousins in the south. It's very flat there – no mountains or hills, and it's pretty dry for most of the year.

**Tom:** What about food? What do your cousins usually eat?

**Julie:** Meals are very simple there. It's basically meat and potatoes and a lot of vegetables. But they grow wheat everywhere, so pasta is becoming popular.

**Tom:** That sounds good.

**Julie:** Yes, I really like the food there.

#### ■ Comprehension Check

Listen to the conversation. Then, complete each sentence with the correct word.

dry

north

vegetables

wet

south

wheat

flat

1. Julie visited her cousins. They live in the \_\_\_\_\_.
2. The land is \_\_\_\_\_, so there are no mountains or hills. The climate is very \_\_\_\_\_.
3. Meals are simple. People eat a lot of meat, potatoes and \_\_\_\_\_.
4. They grow a lot of \_\_\_\_\_, so pasta is becoming popular.

#### Unit 4 Conversation B: Couscous from North Africa

Photo 5, Audio 2

영상강의 + 슬라이드

#### ■ What is Albert eating?

**Albert:** You should try this! My aunt made it.

**Mary:** Mmmm... Delicious! What is it?

**Albert:** It's called *couscous*. It's made from wheat.

**Mary:** And what's this on top of the couscous?

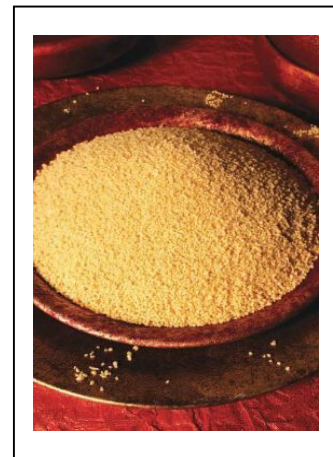
**Albert:** Mostly vegetables and some kind of sauce.

**Mary:** How did your aunt learn to cook it?

**Albert:** Her great-uncle married a woman from North Africa. That's where *cosuscous* is from. They always ate it on special occasions.

**Mary:** What an interesting family history!

**Albert:** Yeah, and a great family recipe.



▲ North African *Couscous*

영상강의 + 슬라이드

#### ■ Real Language

✚ When we say something is '**made from**' other things, we're talking about its '**ingredients**'.

✚ **Example:**

A: People eat a lot of soybeans in Asian countries.

B: Right, or they eat **foods made from soybeans**, like *tofu* and *miso*.

슬라이드 + Audio 2

#### ■ Listen to Albert and Mary's Conversation

**Albert:** You should try this! My aunt made it.

**Mary:** Mmmm... Delicious! What is it?

**Albert:** It's called *couscous*. It's made from wheat.

**Mary:** And what's this on top of the couscous?

**Albert:** Mostly vegetables and some kind of sauce.

**Mary:** How did your aunt learn to cook it?

**Albert:** Her great-uncle married a woman from North Africa. That's where *cosuscous* is from. They always ate it on special occasions.

**Mary:** What an interesting family history!

**Albert:** Yeah, and a great family recipe.

슬라이드 + **Audio 2**

### ■ Comprehension Check

Listen to the conversation again. Then, choose the correct answer for each item.

1. Who made couscous? \_\_\_\_\_  
a. Albert                      b. Mary                      c. Albert's aunt
2. What is couscous made from? \_\_\_\_\_  
a. wheat                      b. potatoes                      c. bananas
3. What is NOT served on the top of couscous? \_\_\_\_\_  
a. sauce                      b. vegetables                      c. grains
4. Where is couscous from? \_\_\_\_\_  
a. North Africa                      b. South America                      c. Asia

## Unit 5 Grammar

영상강의 + 슬라이드

### ■ Grammar: Simple Present vs. Present Continuous Tense

Simple Present Tense		Present Continuous	
I <b>eat</b> rice	Every day.	I <b>'m eating</b> rice	now.
She <b>cooks</b> fish		She <b>'s cooking</b> fish	
They <b>bake</b> bread		They <b>'re baking</b> bread	
We <b>have</b> fruit for breakfast		We <b>'re having</b> mangos for breakfast	



Use the simple present tense to talk about **habits and things that are generally true.**



Use the present continuous to talk about **actions and events that are happening now.**

## ■ Grammar: General Situations vs. Current Situations

### The Simple Present is used in 4 types of situations:

- ✚ Habitual activities: Koreans **eat** rice every day.
- ✚ General facts: Bananas **grow** in hot climates.
- ✚ States, feelings, or perceptions: This soup **tastes** salty.
- ✚ Things that happen all the time: I **live** in Seoul.

### The Present Continuous is used in 2 types of situations:

- ✚ Actions that are happening right now: I'm **doing** my homework.
- ✚ Ongoing activities that started in the past and will continue in the future: Jack **is taking** tennis lessons.

영상강의 + 슬라이드 (강의 들으면서 클릭하면 답을 확인할 수 있도록 해 주세요.)

## ■ Staple Food : Rice

The world (have) \_\_\_\_\_ over 50,000 edible plants. According to the UN Food & Agricultural Organization, just three of them (rice, corn, and wheat) (make) \_\_\_\_\_ up 60 percent of the calories consumed in the world every day. They (be) \_\_\_\_\_ the staple foods for four billion people.

A staple food, sometimes simply referred to as a *staple*, (be) \_\_\_\_\_ a type of food that people (eat) \_\_\_\_\_ routinely. People (take) \_\_\_\_\_ staple in such quantities that it (make) \_\_\_\_\_ up a dominant portion of a standard diet in a country.

Over time, patterns in staple foods (change) \_\_\_\_\_. Consumption of rice (increase) \_\_\_\_\_ as incomes in Asia rise and people can afford more rice. Consumption of roots like yams and taro (decrease) \_\_\_\_\_, because more people in Africa and the Pacific (move) \_\_\_\_\_ to cities where it is easier to buy grains.

## ■ Grammar Check

Complete each sentence with the simple present or present continuous form of the verb in parentheses.

1. My mother and I \_\_\_\_\_ a meal together every afternoon. (cook)
2. In Mexico, most people \_\_\_\_\_ a big meal in the afternoon. (eat)
3. Right now, my mother and I \_\_\_\_\_ a dish called enchiladas. (make)
4. I really like enchiladas. Sometimes I \_\_\_\_\_ them for breakfast! (have)

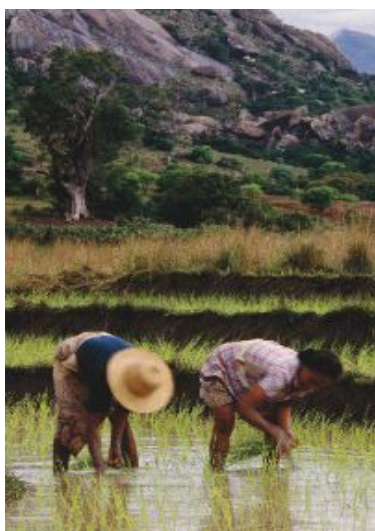


5. Now my mother \_\_\_\_\_ the whole family to come to the table. (tell)  
6. We \_\_\_\_\_ at least one meal together every day. (enjoy)

## Unit 6 Listening: Interview with Rice Farmer

### ■ Pre-Listening Questions

Look at the picture, and answer the following questions. (Answers may vary.)



▲ People working in a rice paddy

1. What are important foods that everyone in Korea eats?

\_\_\_\_\_

2. Where in the world do farmers grow rice?

\_\_\_\_\_

3. Why do they grow it there?

\_\_\_\_\_

### ■ Listening

**Host:** Thank you for talking to us today. I know you are very busy.

**Interviewee:** Yes, I am. But I am happy to answer your questions

**Host:** Wonderful. First, what are those people in the rice paddy doing?

**Interviewee:** They are planting young rice plants in the ground. That's because we don't plant seeds like other farmers.

**Host:** Really? Why not?

**Interviewee:** It's simple. We get a much larger crop if we start with young plants.

**Host:** And, why is there so much water in the rice paddy?

**Interviewee:** That's part of growing rice. We need a warm climate and a lot of water. We are getting a lot of rain this year, and that's good news for rice farmers.

**Host:** I see. And what happens next?

**Interviewee:** Well, rice grows, of course. Then, we have to get the water out of the rice

paddy. We let the water run out, then the rice dries.

**Interviewee:** And when the rices dry, what happens next?

**Host:** Then, we cut the rice plants and clean them.

**Interviewee:** It's a lot of work, isn't it?

**Host:** It is a lot of work, but we grow a lot of rice. And that rice is food for many people.

### ■ After-Listening Questions

Answer the questions in complete sentences.

1. Who is the interviewer talking to? \_\_\_\_  
a. a restaurant owner      b. a rice farmer      c. a news reporter
2. What is happening in the rice paddy today? People are... \_\_\_\_  
a. planting rice plants      b. planting seeds      c. letting water into the paddy
3. What kind of climate does rice need? \_\_\_\_  
a. hot and dry      b. warm and wet      c. cool and humid

### ■ Comprehension Check

Answer the questions in complete sentences. (Answers may vary.)

1. Why doesn't the rice farmer plant seeds like other farmers?  
\_\_\_\_\_
2. How is the rainfall this year?  
\_\_\_\_\_
3. What happens to the water in the rice paddy after the rice plants grow?  
\_\_\_\_\_
4. What happens to the rice plants after they're dry?  
\_\_\_\_\_

### ■ Pronunciation: Linking Words Together

When a word ends in a consonant sound, and the next word starts with vowel sound, the words are linked together.

**We cut the rice plants and clean them.**

**We grow a lot of rice.**

### ■ Linking Practice

Listen to the sentences. Choose **ALL** the number(s) where linking occurs.

1. (1) I usually (2) like a tomato (3) with breakfast. \_\_\_\_



2. Staple (1) foods are the (2) most important foods. \_\_\_\_\_
3. (1) We're eating (2) dinner now. \_\_\_\_\_
4. (1) Paul and I (2) don't like fish (3) very much. \_\_\_\_\_
5. Farmers (1) work on (2) weekends and holidays. \_\_\_\_\_
6. Rain (1) falls in all (2) regions of (3) the world. \_\_\_\_\_

## Unit 7 Video Journal

### Before You Watch

Look at the pictures and describe what you see. Then think about the following questions.

1. What are some foods that have a very strong smell?
2. After you prepare food with a strong smell in your home, how can you get rid of the odor?



▼ Durian Fruit



### Word Focus

Match the people to the action.

- |                               |   |
|-------------------------------|---|
| 1. Hotel staff _____          | a. try to bring durian fruit into hotel rooms.  |
| 2. Hotel guests _____         | b. use a special machine in smelly hotel rooms. |
| 3. Hotel cleaning staff _____ | c. watch for people bringing in durian fruit.   |

## ■ Forbidden Fruit

**NARRATOR:** Here in Malaysian Borneo, a seasonal invasion is underway. Staff at hotels watch nervously for a food that is . . . smelly . . . awful . . . and loved by millions. Meet the durian fruit. Its smell is hard to describe.

**SOUNDBITE:** It smells like a rotten fish and custard.

**SOUNDBITE:** A rubbish dump.

**SOUNDBITE:** Bleu cheese.

**SOUNDBITE:** Perhaps a dead dog.

**SOUNDBITE:** Like private parts.

**NARRATOR:** Other cultures love foods that smell strongly. Cheese, a favorite in the West, is actually rotted milk . . . a smell people in Asia find disgusting. Like cheese in France, durian is precious in Southeast Asia. Some believe it's worth killing for. Durian trees don't bear fruit until they're fifteen years old. A single durian can cost as much as fifty dollars American. Here in Kuching, the capital of Malaysian Borneo, hotels are on the front lines of the durian war. When the fruit is in season, hotel managers maintain a constant vigil to keep it out. For them, the problem is really about money. One smelly durian fruit can scare off a hotel full of customers.

**EDWARD:** So it goes into the curtains. It sticks into the carpet. It sticks into the bedspreads.

**NARRATOR:** That doesn't stop people from trying to smuggle it in.

**AUDREY:** We can immediately smell it, and they always deny it, but we know that they've got them.

**NARRATOR:** Every hotel has its own method of dealing with a durian alert.

**EDWARD:** There are only two methods of getting rid of the smell we found. One is charcoal. Charcoal absorbs the smell. And the other . . . that takes quite a long time. And the other one . . . we've got an ionizer that . . . it's an industrialized one, and within three hours we can pull the smell out of the room.

**AUDREY:** Please no durians here, not in the hotel. Outside . . . in the fresh air you can do it. But definitely not in here.

**NARRATOR:** In Borneo, visitors can decide for themselves if the durian is delicious, or just plain disgusting . . . as long as they do their taste testing outdoors.

## ■ While You Watch

Watch the video again and write the correct answers in complete sentences.

(Answers may vary.)

1. How old are durian trees when they begin to produce fruit?

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2. How many American dollars can one durian fruit cost?

---

3. Where do hotel owners want people to eat durian fruit?

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### ■ After You Watch

Describe three types of food that are popular in Korea, but people from other cultures might find disgusting or intolerable. Then, give reasons tourists should try them.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_