

과목명	실용영어 II
주차명	Week 6. Challenges
학습목표	<p>[Lesson focus]</p> <ul style="list-style-type: none"> - Topic: Challenges - Function: Talking about facing challenges; Discussing past accomplishments; Using too and enough to talk about abilities; Describing a personal challenge - Grammar: Simple Past vs. Past Continuous; Too vs. Enough - Listening: An Interview: Jenny Daltry, Herpetologist - Video Journal: "Searching for the Snow Leopard"

Unit 1 Unit Opener: Exploring the Theme

Photo

UNIT
5

Challenges

Look at the photo, answer the questions:
1 What phrase best describes the picture?
2 What do you think of when you hear the word challenge?

Ford Ironman World Championship at Kailua Bay in Kona, Hawaii

UNIT 5 GOALS

1. Talk about facing challenges
2. Discuss past accomplishments
3. Use *too* and *enough* to talk about abilities
4. Describe a personal challenge

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Opening Questions

Look at the photo, and answer the questions:

1. What are some examples of challenges faced by people?
2. What is the biggest challenge you have faced in your life?
3. What are you proud of?

■ Goals

1. Talk about facing challenges
2. Discuss past accomplishments
3. Use too and enough to talk about abilities
4. Describe a personal challenge

Unit 2 Vocabulary

■ Word Bank: Achievements

Emphasis on Action that began before and continued after

Earning a degree/diploma	Getting a promotion at work
Learning a new skill	Overcoming a problem/obstacle
Receiving an award	Winning a game/match/contest

■ Facing Challenges



The word “challenge” might make you think of **physical** activities like playing sports. But **mental** activities such as learning a new language or a new **skill** can also be a challenge. For me, learning to play a musical instrument is a challenge, but also an **adventure**. You might feel afraid to try it, but it’s as exciting as traveling to a new place, and the only **equipment** you need is a violin, a guitar, or in my case—a *koto*.

When I started my *koto* lessons, my **goal** was to learn to play this **amazing** instrument well enough to play for my family. Now, I’m making good **progress** with the help of my music teacher. She thinks I’m getting better every week! I can probably **achieve** my goal soon, and then I’ll play the *koto* at my father’s birthday party.

▲ A young girl plays the stringed koto.

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■ Reading Definition from the Context

Write the words in blue with the correct meaning.

1. _____ related to the body
2. _____ something new that requires effort
3. _____ progress
4. _____ things needed for an activity
5. _____ unusual and exciting activity
6. _____ succeed in making something happen
7. _____ related to the mind
8. _____ something you hope to do over time
9. _____ activity that requires special knowledge
10. _____ surprising, interesting, and wonderful

Unit 3

Conversation A: Biggest Challenge in Life

■ What was Helen's biggest challenge last year?

Helen: What was the most difficult thing you did last year?

Paul: Do you mean the worst thing?

Helen: No, I mean your biggest challenge.

Paul: Well, **getting used to a new school when my family moved** was a challenge.

Helen: For me, **getting a driver's license** was a challenge. It was hard!



Unit 4

Conversation B: Abilities

■ What does Lisa need to do before she can climb the mountain?

Lisa: Do you know what I want to do next summer? My goal is to climb Black Mountain.

Mari: Are you serious? Black Mountain is too hard to climb. Don't you need special equipment?

Lisa: I already asked about it. **I just need good boots.**

Mari: And you're not strong enough to climb a mountain!

Lisa: You're right, I can't do it now. **But I'll go hiking every weekend. Next summer, I'll be fit enough to climb the mountain.**

Mari: Well, I like hiking. I'll go with you sometimes!

■ Comprehension Check

Choose the correct answer for each question.

1. Lisa's goal is to climb mountain. ____
a. Yes b. No
2. The only special equipment Lisa needs is a tent. ____
a. Yes b. No
3. Lisa goes sailing every weekend. ____
a. Yes b. No
4. Lisa thinks she'll be ready to achieve her goal by next winter. ____
a. Yes b. No

Unit 5 Grammar

■ Simple Past vs. Past Continuous

Things that Happened in the Past	
Use the Simple Past tense to talk about completed actions or situations in the past.	Example: Edmund Hillary and Tenzing Norgay climbed Mount Everest in 1953.
Use the Past Continuous tense to talk about something in progress at a specific time in the past. Form the Past Continuous with: was/were + the -ing form of a verb	Example: I saw Sasha yesterday afternoon. He was teaching his son to ride a bicycle. We weren't watching a movie at 8:00 last night. We were studying for a test.
* Past Continuous <u>emphasizes an action that began before, and continued after, a point in the past.</u> I was studying when you came in.	
* Past Continuous also <u>used with a reference to appoint in time in the past.</u> I was studying at nine o'clock.	

■ Past Continuous + Simple Past

Past Continuous used with the Simple Past	
Use the Simple Past with the Past Continuous to talk about a past event that interrupted something already in progress.	Example: We were practicing the play when the lights went out .
Use a time clause with WHEN for the action in the Simple Past and WHILE for the action in the Past Continuous tense.	Example: It was raining very hard when they arrived at the village. Sara got a text message while she was talking with her professor.

■ Review: ~ enough, not ~ enough, too ~

Use of: enough, not enough, too	
Enough, not enough, and too are used with ADVERBS .	Example: He talks loudly enough . He doesn't talk loudly enough . He talks too loudly .
Enough, not enough, and too are also used with VERBS and NOUNS .	Example: This room is big enough . This room isn't big enough . This room is too big. I ate enough . We don't have enough time.
Enough, not enough, and too are used with ADJECTIVES . <ul style="list-style-type: none"> • adjective + enough = amount we want • not + adjective + enough = we don't have the amount we want • Too + adjective = more than the amount we want 	Example: He was old enough to sail alone He was not fast enough to catch fish. His boat was too dark to see.
* Enough is placed after the adjective , while too is placed before the adjective .	

■ Grammar Check: Past Continuous

Complete the sentences using Past Continuous form of the verb in parentheses.

1. William _____ (do) his homework when I arrived.
2. Martina _____ (look) for a job when I met her for the first time.
3. The mountain climbers _____ (rest) when the storm began.
4. While Ted and I _____ (wait) to see the doctor, I told him a funny story.
5. You and your friends _____ (sit) in the coffee shop yesterday morning.

■ Grammar Check: Enough/Not enough/Too

Read the following sentences. Choose “Y” if the answer is yes, “N” if the answer is no.

1. James was old enough to sail alone. Could he sail alone? **Y / N**
2. Jane was not fast enough to catch fish. Did she catch fish? **Y / N**
3. It was too dark to see his boat. Could people see his boat? **Y / N**

Unit 6

Listening: Interview – Woman Who Works with Endangered Animals

■ Pre-Listening Questions

1. What do you know about endangered animals?
2. Which animals do you think people should work the hardest to save? Why?



▲ Jenny Daltry, herpetologist and explorer



▲ giant panda



▲ Siamese crocodile



▲ Antiguan racer (snake)



▲ Humboldt penguin

■ Listening

Interviewer: Today I'm talking to scientist Jenny Daltry. While Daltry was working in the forests of Cambodia, she discovered some of the last Siamese crocodiles in the world. Ms. Daltry, where did you find these crocodiles?

Jenny Daltry: I found the largest group, about 150 crocodiles, in a remote part of Cambodia. Before I found them, scientists thought this kind of crocodile was extinct. My discovery showed that there are still Siamese crocodiles living in the wild. It also helped people realize that the area is important to wildlife. Over 3 million acres of Cambodian forest are now protected by the government.

Interviewer: That's amazing! And what was your biggest challenge after you discovered the crocodiles?

Jenny Daltry: Well, most people are afraid of crocodiles. They don't think they're as lovable as pandabears or other endangered animals. My biggest challenge was to educate people about the crocodiles. I explained that crocodiles keep the marshes healthy, and the marshes are home to many kinds of birds and animals. Protecting the crocodiles means protecting the environment.

Interviewer: So your discovery is helping to save more than just crocodiles.

Jenny Daltry: That's right, and my next challenge is to help another unpopular animal—the Antigua racer snake. I was traveling in the Caribbean when I found out about this endangered animal. The Antigua racer only lives on two small islands in the Caribbean. In fact, it's the world's rarest snake!

■ After-Listening Questions

After listening to the interview of Jenny Daltry, choose the correct answer.

1. What amazing thing did Jenny Daltry do? _____
 - a. She discovered a group of Siamese crocodiles.
 - b. She found a new kind of bird in Cambodia.
 - c. She helped scientists protect panda bears.

2. What was her biggest challenge? _____
 - a. walking through marshes
 - b. avoiding dangerous snakes
 - c. educating people about crocodiles

3. How did she achieve her goal? _____
 - a. She explained that crocodiles are important to the marshes.
 - b. She explained that crocodiles are not really dangerous.
 - c. She explained that crocodiles are extinct.

■ Listening for Specific Information

Listen again and answer the questions.

1. How many crocodiles are in the largest group?

2. How many acres are now protected by the government?

3. How do most people feel about crocodiles?

4. What was Daltry doing when she found out about the Antiguan racer snake?

■ Pronunciation: Words that end in -ed

✚ The -ed ending for the past tense is pronounced differently in different words.

✚ Some -ed endings finish with /-d/, /-id/ or /-t/ sound.

✚ Example:

- listen → listened /-d/
- start → started /-id/
- help → helped /-t/

■ Listening Practice

Listen again and repeat the sentences. As you listen, choose the column of the sound you hear.

Present Tense	Simple Past Tense	-ed ending sound		
		/t/	/d/	/id/
walk	walked	_____	_____	_____
protect	protected	_____	_____	_____
cross	crossed	_____	_____	_____
discover	discovered	_____	_____	_____
climb	climbed	_____	_____	_____
start	started	_____	_____	_____

need	needed	_____	_____	_____
close	closed	_____	_____	_____

Unit 7 Video Journal

■ Before You Watch

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

1. What do you see in the picture?
2. What do you know about Snow Leopards?



■ Word Focus

Read the explanation about snow leopard, and fill in the blanks with a word from the box. You may use dictionary to help your understanding.

Altitudes camera shy hunts prey trails

The snow leopard lives at high (1) _____ in the mountains of Central Asia. There, the leopard (2) _____ its (3) _____: animals such as mountain goats and sheep. Snow leopards are (4) _____ and few people have photographed them. For photographer Steve Winter, getting good pictures in these cold mountains was a physical and mental challenge. He and his team set up cameras

on (5) _____ where leopards walk. Then, they watched and waited.

■ Searching for the Snow Leopard

NARRATOR: The snow leopards' home is high in the mountains of Central Asia. The snow leopard is an endangered animal, and it's strikingly beautiful. But because of its remote habitat, it is seldom seen by human beings.

NARRATOR: Over the course of 10 months, photographer Steve Winter shot more than 30,000 frames in pursuit of the elusive snow leopard. This is what happened . . .

STEVE WINTER: It was the hardest story I'd ever done physically because of the altitude and steepness of the mountains. Visually, it looks like you're on the moon. The cat's very shy and elusive. They can see for very long distances. We were constantly scanning with binoculars to try to see them and I would be of the opinion that they were looking to see us.

NARRATOR: As few as 3,500 snow leopards may exist in the wild. They've been spotted as high as 18,000 feet and they're notoriously camera shy.

STEVE WINTER: This is where we're going to start our snow leopard expedition. We'll be here a few days to acclimate to the altitudes at 12,000 feet. And then [we] got the bags in to where the road ends by truck and jeep. And then we had to load everything on horseback and walk in. We took in fourteen remote cameras and a whole camp. Tents, sleeping bags, cots, pads. We brought food from the U.S. and then we bought some in India. At night it was thirty below zero and I've spent my whole career working in jungles. So this was a real switch for me. We looked for locations with the help of the local people that worked with the snow leopard NGO's. They had already ID'd locations where the cat comes to mark. With this knowledge we were able to find locations to set up cameras where we knew cats would come and visit. Once we knew we were having success in a specific trail then I "mined" that trail with cameras. It's very interesting for people to realize that no matter where you're working with animals, if there's a trail in the jungle, that's where the cats would walk. They may not hunt on that trail because they're going to hunt wherever they need to go where the scent is for the prey, but they will walk on these trails and you will see areas that they'll mark.

NARRATOR: Snow leopards can leap seven times their own body length. Some have been known to travel 25 miles in a single night and large eyes allow them to hunt in near total darkness.

STEVE WINTER: The first image is a curious cat. Behind him is the trail. He's looking up to see what the flash is and it's just flashing him in the face. It flashed twice, he turned around and he walked away. The next image is on a high ridge. This is a cat at a marking spot where they spray to really give their scent to that location. They mark to tell other

snow leopards, “This is my area, not yours.” The next image is very important to me and it took five and a half months to get one picture, but I love this image with mountains in the background and the closeness of the animal. It’s very intimate to me; I feel like I can just reach out and stroke his fur. Though he’d bite me I’m sure. This is where the snow leopard lives. He does not roam open areas except for following prey. He will sit in the rocks so he’s camouflaged. And one of the reasons the snow leopard has such a long tail, which is the longest tail of any cat in the world, is that when he’s on those rocky areas and the blue sheep come in to feed on the small plants that are on the rocks, he will chase them on almost vertical rock faces. And he uses the tail for balance.

NARRATOR: Efforts to save the snow leopard are now taking place in several countries. The key to those efforts is finding ways for humans—especially people who herd animals in the mountains—to live with the snow leopard. If these efforts are successful, the future of snow leopards in the wild will—someday—be more secure.

■ While You Watch

Which of these activities in the box did you see in the video?

1. driving on mountain roads _____
2. cooking in a tent _____
3. riding on horses _____
4. fixing broken equipment _____
5. touching a leopard _____
6. setting up cameras _____

■ Comprehensive Questions

Choose the best meaning for each **bold-typed** word.

1. Over the course of 10 months, photographer Steve Winter shot more than 30,000 **frames** in pursuit of the elusive snow leopard. (animals / pictures)
2. As few as 3,500 snow leopards may exist in the wild. They’ve been **spotted** as high as 18,000 feet, and they ‘re notoriously camera shy. (seen / photographed)
3. Snow leopards can **leap** seven times their own body length. (walk / jump)

■ After You Watch

Answer the following questions in complete sentences.

(Answers may vary.)

1. Why do you think Steve Winter and his team decided to do such a difficult project?

2. What was your most challenging experience from the past?

3. How did you overcome that challenge?
