

과목명	실용영어 II
주차명	Week 11. Life in the Past
학습목표	<p>[Lesson focus]</p> <ul style="list-style-type: none"> - Topic: The Changes in Life - Function: Discussing life in the past; Contrasting different ways of life; Comparing today with the past; Talking about a historical wonder - Grammar: Used to/Would; Past Passive Voice - Listening: An Interview about Sami People - Video Journal: Searching for Genghis Khan

Unit 1	Unit Opener: Exploring the Theme
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Photo



Opening Questions

Look at the photo, and answer the questions:

1. What do you see in the picture?
2. How has life changed over the past 500 years?
3. Which of the changes are the most important to you?

■ Goals

1. Discuss life in the past
2. Contrast different ways of life
3. Compare today with the past
4. Talk about a historical wonder

Unit 2 Vocabulary

■ Three Early Travelers

Look at the pictures. What do you know about these people?



▲ Marco Polo



▲ Ibn Battuta



▲ Zheng He

■ Word Bank: Traveler's Words

Read the information about the three early travelers. While reading, guess the meaning of the words in Blue by matching them with the correct definition or synonym.

Long-distance travel can be difficult for anyone, but it used to be even more challenging. Yet **despite** the difficulty, people have always wanted to see and learn about **distant** regions. These three brave explorers did exactly that – hundreds of years ago! The result was an **exchange** of knowledge and culture that changed the world.


Marco Polo (1254-1324) We don't know exactly when and where Marco Polo was born, but he lived in Venice and Genoa, in what is now Italy and he traveled east – far **beyond** the borders of Europe into Asia. The stories he **published** after his travels seem to mix together fact and fiction, but they **inspired** other European explorers, including Christopher Columbus.

Ibn Battuta (1304-1369) Ibn Battuta was a **remarkable** traveler. Born in Morocco, he visited most of the Muslim world—North Africa, the Middle East, and East Africa—as well as South Asia, including Sri Lanka and India, and even China. Battuta's goal was to **search** for knowledge and new experiences, and his stories taught people about other parts of the world at a time when few people traveled.

Zheng He (1371-1433) The explorations of Zheng He took him by sea from China west to the Middle East and Africa. According to stories, Zheng commanded enormous **ships** more than 400 feet (122m) long—much, much larger than other ships of the time. The size of the ships was probably helpful for **trade**, as well as for carrying military people and equipment.

- | | |
|-----------------------------|------------------------------------|
| 1. _____ look for | 6. _____ large boats |
| 2. _____ impressive | 7. _____ far away |
| 3. _____ buying and selling | 8. _____ printed copies of writing |
| 4. _____ past a limit | 9. _____ gave enthusiasm or ideas |
| 5. _____ giving and taking | 10. _____ even though |

■ Time Expressions

 A long time ago

 Century

 Decade

■ Language Expansion: even though vs. despite

- ✚ Use **even though** before a clause with a subject and verb.
 - They traveled **even though it was** difficult.
- ✚ Use **despite** before a noun or noun phrase.
 - They traveled **despite the difficulty**.

Unit 3

Conversation A: Camping in the National Park

■ How old are the El Tajin ruins?

Ben: What's up, Patricia?

Patricia: Not much. I'm looking at pictures of the El Tajin ruins in Mexico.

Ben: I've never heard of El Tajin.

Patricia: It's **a remarkable archaeological site that's over a thousand years old**. It has several buildings, some pyramids, ball courts...

Ben: Ball courts? Why are there ball courts?

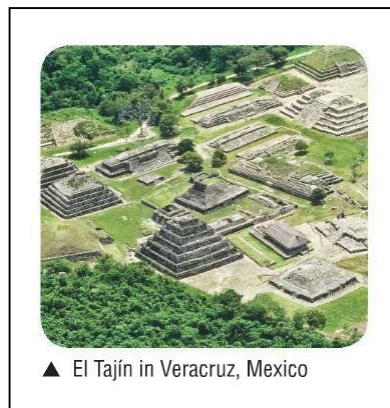
Patricia: Well, people used to play ball games there. El Tajin was a center of culture and government, and the games were part of the culture.

Ben: Ball games? That's interesting!

Patricia: It is, and there are at least 20 ball courts on the site!

Ben: Are they used for anything today?

Patricia: Actually, people go to El Tajin now for concerts and events.



Unit 4

Conversation B: Studying History

■ What does Luisa want to find out?

Luisa: Hi, Carl. Can I ask you a question?

Carl: Sure. Go ahead.

Luisa: Do you think we really need to study history?

Carl: Of course we do! A lot of important things happened in the past.

Luisa: Like what?

Carl: Well, different systems of government were developed.

Luisa: OK, those are important. What else?

Carl: A lot of remarkable technology was invented—like the telephone.

Luisa: Yes, that's very important!

Carl: And scientific discoveries were made in the past, too.

Luisa: You're right. I do want to know more about the past.

Carl: Good—have fun in your history class!

Unit 5 Grammar

■ Used to

We use used to + base form of a verb to talk about the past.	My father used to build ships, but now he is retired from his job.
Used to usually shows a contrast between past and present .	The company used to publish travel books. (Now they publish cookbooks.)
In question and negative statements , use did/didn't + used to + base form of a verb .	Did people use to see pictures of distant places? They didn't use to know much about other places and cultures.

■ Use to vs. Would

Would is also used to talk about things that were true in the past, but are not true now .
Although used to and would have the same meaning, would is slightly more formal and is used more often in writing .

■ Passive Voice

Passive Voice in the Past	
Use the active voice in the past to focus on the subject of a sentence.	Parents raised their children differently in the past.

Use the passive voice in the past to focus on the object or receiver of a past action.	Children were raised differently in the past (by their parents).
Form the passive with was or were + the past participle of a verb	My father was taught to always tell the truth.
Note: Because the <i>passive voice is not a tense</i> , it can be used in combination with other tenses to talk about different time periods. The past passive is used for events or processes in a period of time that took place before the present time.	

■ Grammar Check: Used to

Complete each sentence with used to plus the verb in parentheses and your own ideas.

(Answers may vary)

1. My grandparents _____ a lot nowadays. They _____ (not, travel) that much when they were young.
2. Train tickets _____ (be) cheap, but now they _____.
3. I _____ (find) information at the library. Now I _____.
4. She _____ (take) pictures with a camera, but now she _____.
5. People _____ (write) letters, but now they _____ instead.

■ Grammar Check: Passive Voice in the Past

Complete each sentence with the past passive form of the verb in parentheses.

1. Large stones _____ (use) to build the Egyptian pyramids.
2. Igloos _____ (build) from blocks of ice by the Inuit People.
3. Writing _____ (invent) in Mesopotamia.
4. Wild animals _____ (hunt) by Native Americans.
5. Hot chocolate _____ (drink) by the Aztecs.

Unit 6 Listening: An Interview about Sami People

■ Pre-Listening Questions

1. Look at the map. How do you think people used to live in this part of the world

1,000 years ago? Check the things you think people did.



1. ____ ate fish from the Arctic Ocean
2. ____ lived on small farms
3. ____ followed groups of animals, such as reindeer
4. ____ lived in houses made of wood
5. ____ had their own language and customs

2. What do you think the people from this part of the world do for living?



■ Listening

Narrator:

Imagine living in the northern part of northern Europe—in the cold, snowy land that extends from Norway across parts of Sweden, Finland, and Russia. It's the land of the Sami people, and it stretches to the north far beyond the Arctic Circle. Traditionally, the Sami people depended on reindeer for much of their food, clothing, and protection from the cold. Instead of living in one place, the Sami people used to follow large groups, or herds, of reindeer as they searched for food. When the reindeer stopped, the Sami people put up tents to sleep in—tents made from reindeer skins. These days, only a few Sami people herd reindeer in this way, and only a few still speak the Sami language. Some Sami people still raise reindeer, but now they feed the animals on farms with fences so the reindeer can't escape. And like people everywhere, many Sami people don't want to live in traditional ways. They want to explore the world, attend a university, and choose a career for themselves. For families that maintain a traditional lifestyle, however, life without reindeer is difficult to imagine. They've had to adapt to new technology and new

laws for land use, driving long distances in off-road vehicles to make and repair hundreds of miles of fences. Despite these changes, though, the work they do, the food they eat, and the customs they maintain are nearly the same as they have been for thousands of years for the Sami people.

■ After-Listening Questions

Choose the main idea. _____

- a. The Sami people depend on animals, especially reindeer, to make a living.
- b. Life is changing for the Sami people, but some of them live in traditional ways.
- c. Many young Sami people want to attend a university and choose a career.

■ Comprehension Check

Listen again and Write T for true or F for false. Think about how to correct the false statement to make them true.

- 1. Traditionally, the Sami people stayed and lived in one place. _____
- 2. Reindeer were used by the Sami people for food and clothing. _____
- 3. Most Sami people still live in the traditional way. _____
- 4. Few Sami people now raise reindeer on farms. _____
- 5. New laws affect the way Sami people may use land. _____

■ Pronunciation: Reduction of used to

✚ When we speak quickly, used to is sometimes pronounced /yU-st(ə)/.

✚ **Example:**

As a child, I **used to** want to be a doctor.

In my country, people **used to** ride horses.

■ Reduction in Fast Speech

Listen to the full form and the reduced form of **used to**, and repeat the sentences.

- 1. People used to make their own clothes.
- 2. They used to hunt animals and catch fish.

3. Did you use to play baseball?
4. Food used to cost a lot less.
5. My grandfather used to read to me.

Unit 7 Video Journal

■ Brainstorm

Look at the picture and think about the following questions.

1. What do you see in the picture?
2. Who is Genghis Khan? Where is he from and why is he famous?
3. Where do people think Genghis Khan is buried? How can a person find his tomb?



■ Word Focus

Fill in the blanks with the correct words from the box.

cutting-edge Forbidden sacred sensors

1. Albert Lin is using the most advanced, or _____, technology to find Genghis Khan's tomb.
2. Genghis Khan was buried in a part of Mongolia that is called _____ Zone, where very few outsiders visit.
3. Because many Mongolians believe Genghis's tomb is _____, or holy, Lin and his team can't dig there.

4. Instead, they are using _____, which detect heat, light, sound, and motion.

■ Searching for Genghis Khan

NARRATOR: Genghis Khan, leader of the Mongols in the 13th century, rode far across Central Asia with his troops. They conquered city after city, leaving behind death and destruction. But Genghis was more than just a fierce warrior. He unified Mongolia and built an empire that stretched across a continent. Dr. Albert Yu-Min Lin is a researcher and engineer at the University of California at San Diego. He is also a National Geographic Emerging Explorer who travels to Mongolia to search for Genghis Khan's lost tomb. It's an exciting career, but it almost didn't happen. Lin was studying materials science and engineering when he realized that he wanted to do more with his knowledge. He wanted to explore. He also had a personal connection to Mongolia. Lin, whose family is from China, grew up hearing that his family was "from the North." In other words, they were from Mongolia. Lin's research is focused on looking for ways to use cutting-edge technology such as satellite imagery, ground-penetrating radar, and remote sensors to collect and synthesize data in a way that allows him to conserve archaeological sites, rather than destroying them. Because Genghis Khan's tomb is considered a sacred place, it would be disrespectful to disturb it. The area where it is believed to be located is called "The Forbidden Zone." Using crowd sourcing, a way to let people from around the world participate in his research, Lin's team is examining satellite images that show where Genghis's tomb might be located. Hundreds of people that Lin calls "citizen scientists" spent months looking at 85,000 images, tagging roads, rivers, and ancient structures that might show where the tomb is located. Now Lin's team is visiting the most promising sites on the ground in Mongolia. How long will it take them to find Genghis's tomb? Only time will tell...

■ While You Watch: True or False

Write T for true or F for false. Think about how to correct the false statement to make them true.

1. Albert Lin and his team are working only from the United States to find Genghis's tomb. _____
2. Lin always planned to be an explorer. _____
3. Lin wants to dig up Genghis's tomb and remove the treasure inside. _____
4. Many non-scientists are helping him by examining satellite images. _____

■ After You Watch

Compare today with the past. How would the future be different from now? Make predictions about our future.

(Answers may vary.)
