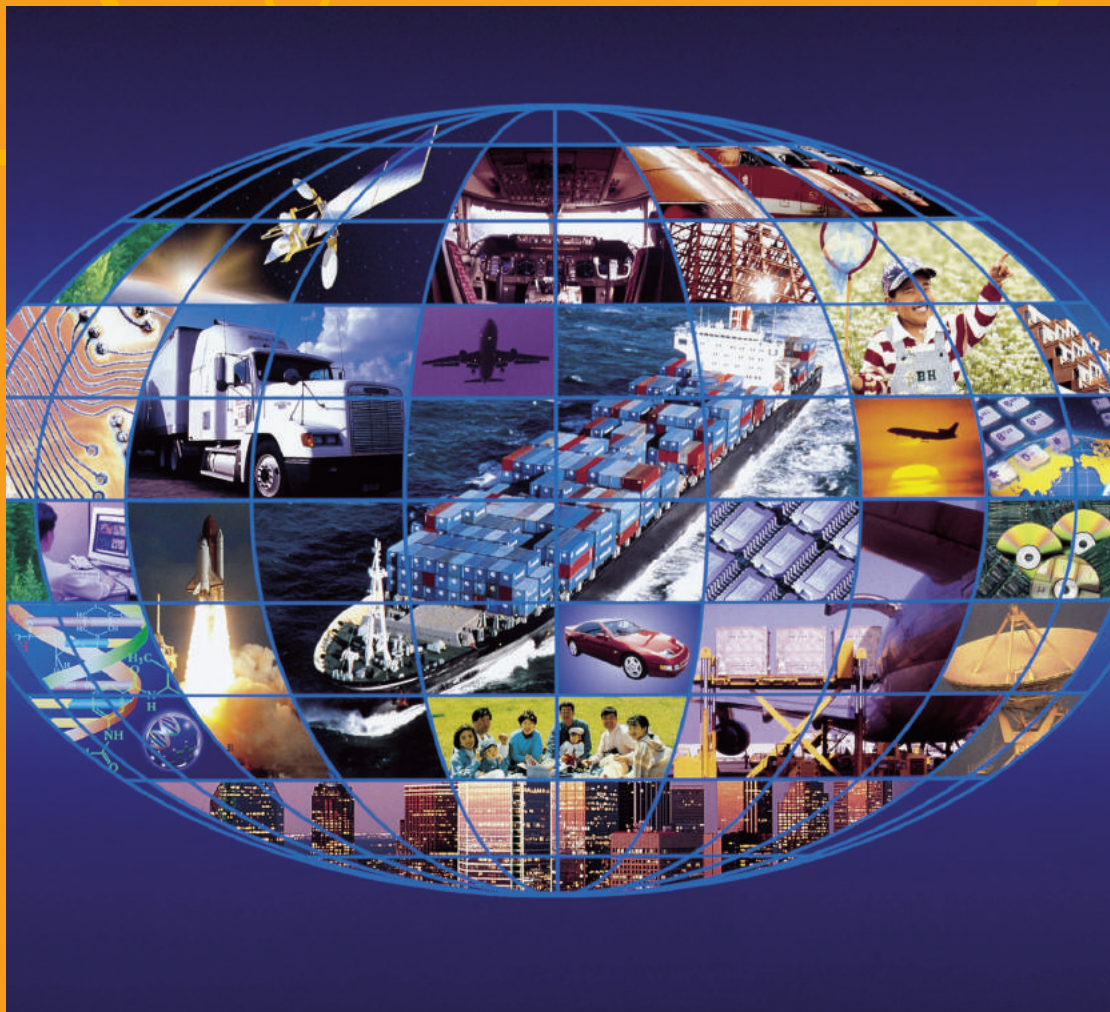


Unit 6 A Matter of Give and Take

교과서 pp.146-173



| Resources |
pp. 282-291

Vocabulary Master p. 282

Listening Master p. 283

Reading Master pp. 284-285

Grammar Master p. 286

Speaking Master p. 287

Writing Master p. 288

단원 형성 평가 pp. 289-291

• 이 단원에 나오는 단어는 Vocabulary Master
에서 미리 확인하고 학습을 시작할 수 있습니다.

Vocabulary Master

단어

A 다음 표의 단어를 익히세요.

spread	확산하다, 퍼지다	continent	대륙	infection	감염하다
explosion	폭발하다	arrival	도착	expedition	탐험, 정찰
agricultural	농업의	slavery	노예제	tribe	종족, 부족
transfer	이동	significant	중요한	trigger	촉발하다
nutritious	영양분이 풍부한	affect	영향을 미치다	migrate	이주하다
die from	...로(로인) 죽다	simulate	모방하다	obvious	분명
elaboration	세부 설명	supplier	공급업자	nomadic	유목민적
accidentally	우연히	native to	...의 원산지	sanctify	성화하다
prior	이전	exposure	노출	indigenous	원산지, 토착민
defenseless	무방비	beneficial	유익한, 이로운	carry out	실행하다, 이행하다
final	최종	domesticated	가축화된	anticipation	기대
deadly	치명적인	explosion	폭발	grim	잔인

B 다음 표의 단어를 익히세요.

- Some kinds of herbs originated **(from)** in Eastern Asia.
- The air pollution resulted **(in)** by aid rain.
- Do you know how many people die **(at)** / **(from)** smoking every year?
- The future of our country depends **(on)** / **(for)** the quality of education.

C 다음 표의 단어를 익히세요.

- (crop)** disease
- (tribe)** Spain

- (nutritious)** an illness that affects people or animals
- (die from)** a plant grown for food, usually on a farm
- (elaboration)** a native of Spain, someone from Spain
- (deadly)** not noticeable, loud or obvious in any way

D 다음 표의 단어를 익히세요.

- (explosion)** explosion

- (arrive)** arrive
- (anticipation)** anticipation
- (tribe)** tribe
- (explosion)** explosion

E 다음 표의 단어를 익히세요.

- (come true)** make a profit

- (come true)** I truly hope your dreams **(come true)** (成真)
- (social change)** New technology will **(social change)** (사회적 변화)
- (grim)** We wanted to **(grim)** (잔인) from eating his house. (그는) 자신의 집을 빼앗아서 이를 **(grim)** (잔인) 했다.

| **단원 설정의 취지** | 1492년 콜럼버스가 아메리카 대륙에 상륙한 이후, 인류 역사에 상당한 영향을 끼쳐온 '콜럼버스 교환'에 관한 글을 읽고 역사적 사건을 바라보는 객관적 시각의 중요성을 생각해 본다.

| **단원 목표** | **소재** 음식, 탐험, 역사

의사소통 기능

- 음식 권하고 답하기
A Go ahead and try some.
B Thanks.
- 확인 요청하기
It's due this Friday, isn't it?
- 주제 바꾸기
By the way, have you started your history report?

언어 형식

- Word families
- It was the Spaniards **that** brought horses to the Americas.
- The door **opened** quietly. / The girl **opened** the door.

| **단원 지도 계획** |

차시	교과서	주요 학습 내용
1	Listen pp. 148-149	<ul style="list-style-type: none"> • 음식 권하고 답하기 • 확인 요청하기 • 주제 바꾸기
2	Talk pp. 150-151	
3	In the Spotlight pp. 152-153	
4-7	Before You Read p. 154	대륙 간에 이루어진 교류에 관한 글 읽기
	Read pp. 155-163	
	After You Read p. 164	
	Check Your Words p. 165	
8	Write pp. 166-167	과거와 현재의 생활상을 비교하는 글 쓰기
9	Language Focus pp. 168-169	<ul style="list-style-type: none"> • 단어족 (Word families) • It ~ that ... 강조구문 • 자동사 / 타동사
10	Teen Links pp. 170-171	<ul style="list-style-type: none"> • Culture: 범세계적인 상호작용 사례에 대해 알아보기 • Project: 100년 후에 열어볼 특별한 타임 캡슐 만들기
	Wrap Up pp. 172-173	단원 내용 마무리하기

| **교사용 자료 수록 CD** |

- 수업 지도안: 연간 수업 지도안 / 단원별 수업 지도안
- 평가 은행: 단원별 형성 평가 / 총괄 평가 4회
- 파일 창고: 단원별 한글 파일 / 단원별 MP3 파일 / 말하기 Worksheet MP3 파일
- Worksheet: 단원별 듣기, 말하기, 읽기, 쓰기, 어휘, 문법

Section 1 Oral Communication

Section 2 Written Communication

Section 3 Summing Up

인사하고 단원에서 학습할 내용을 소개한다.

Hello, class. Today we're going to start Unit 6. Read the title and look at the pictures on page 147. Can you guess what this unit is about? In this unit, we'll look into a historic event that led to a global exchange.

A Get Ready

제시된 상황에 쓸 수 있는 표현을 고르게 한다.

The phrases from 1 to 3 explain three different situations. Read the expressions in the box and choose the ones for each situation.

B Listen and Choose

1 대화를 듣고, Mario가 할 행동으로 알맞은 것을 고르게 한다.

Listen to the dialog carefully and choose the statement describing what Mario would do next.

2 대화를 듣고, 주어진 문장이 대화의 내용과 일치하면 T, 일치하지 않으면 F를 고르게 한다.

Listen to the dialog and choose T if the statement is true, and F if it is false.

3 대화를 듣고, 행사 상품으로 알맞은 것을 고르게 한다.

Listen to the dialog and choose what the prize is for the special event.

Words and Expressions

- character 문자
- combination 조합, 결합
- be similar to ...과 유사하다
- chess 체스 (서양 장기)
- look forward to ...을 기대하다
- snack counter 매점, 간식식당

Listen

A Get Ready

In which situation would you use these expressions?

- Changing the subject (a) (f)
- Offering food (b) (c)
- Confirming information (d) (e)

- Ⓐ By the way, what time is it?
- Ⓑ Go ahead and try some.
- Ⓒ Help yourself.
- Ⓓ They are Chinese characters, aren't they?
- Ⓔ Did you mean that girl with a hat?
- Ⓕ Anyway, where's my cellphone?

B Listen and Choose

1. Listen and choose what Mario is going to do.

- Ⓐ order *bulgogi* pizza for his friends
- Ⓑ post a picture of the pizza on his blog

2. Listen and choose T (true) or F (false).

- (1) ☒ F Jinsu is playing *janggi* on the computer.
- (2) ☒ T Emily is going to teach Jinsu how to play chess.

3. Listen and choose the prize for the event.



148 Section 1 Oral Communication

Scripts

B 1 W Hey, Mario. I ordered pizza. Come and have some.

M Great. I was getting hungry. Wow, it's delicious. What kind of pizza is it?

W It's *bulgogi* pizza. Pretty tasty, huh?

M Yeah. We don't have pizzas like this in Italy. It's a good combination of Korean and Italian food.

W I think so, too.

M I'm going to take a picture and post it on my blog to show my friends back in Italy.

2 W What kind of computer game are you playing, Jinsu?

M It's called *janggi*. It's very similar to chess.

W I see. These are Chinese characters,

aren't they?

M Yeah, they are. Actually, the game is from China. Do you want to try, Emily? It's easy if you know how to play chess.

W All right. But I don't know these Chinese characters.

M Don't worry. I'll help you.

3 M I'm really looking forward to seeing this movie.

W I heard it's great. By the way, the movie is three hours long. So, let's get something to eat.

M Sure. Look, there's a special event here. If you know who invented popcorn, you get a free movie ticket.

W Oh, I know. Native Americans first made popcorn by putting dried

C Listen for Ideas

1 대화를 듣고, Bruno의 경험에 대하여 언급되지 않은 내용을 고르게 한다.

Now, listen to the dialog related to a boy's experience with K-pop and choose which one is not talked about.

2 대화를 다시 듣고, 주어진 문장에서 내용과 일치하는 단어를 고르게 한다.

Listen carefully to the dialog again. This time, focus on the details and choose the correct word for each sentence.

D Listen and Summarize

1 대화를 듣고, 내용 중 옳은 것을 고르게 한다.

Now, listen carefully and choose the correct sentence based on the dialog.

2 대화를 다시 듣고, 대화의 요약문을 완성하게 한다.

Listen to the dialog again. Then, complete the summary in the box.

Words and Expressions

- play a major role 중요한 역할을 하다
- spread 확산하다, 퍼지다
- tribe 부족, 종족
- tasty 맛있는
- get to ...에 도착하다
- period 기간, 시기

C Listen for Ideas

1. Listen. Which is NOT mentioned about Bruno's experience with K-pop?

- Ⓐ where he first saw a K-pop music video
- Ⓑ how he became interested in K-pop
- Ⓒ which K-pop group he likes the most

2. Listen again and choose the correct words.

- (1) The history report needs to be handed in by (this / next) Friday.
- (2) The girl is going to write about (food / wedding) traditions.
- (3) Bruno is planning to write a report on (African / Brazilian) food culture.

D Listen and Summarize

1. Listen. Which is true according to the dialog?

- Ⓐ The speakers are eating fish and chips.
- Ⓑ Jihun does not like to eat potatoes.
- Ⓒ Potatoes came to Europe during the 14th century.

2. Listen again. Complete the summary by writing one word in each blank.

Potatoes were brought to Europe from the Americas, whereas horses were introduced to the Americas by the Europeans.

You can take notes!

Unit 6 A Matter of Give and Take 149

corn over a fire.

M Great. Let's go tell the answer to the man at the snack counter.

C W Bruno, what are you listening to?

M I'm listening to K-pop.

W Oh, I didn't know you liked K-pop.

M I saw a K-pop music video for the first time on the Internet when I was in France. Ever since then, I've been a big fan.

W I see. I guess the Internet plays a major role in spreading culture.

M Yeah. By the way, have you started your history report?

W You mean the one about different cultures around the world?

M Yeah. It's due this Friday, isn't it?

W Right. I'm going to write one about the wedding traditions of African

tribes.

M That's a pretty good topic. I've found some information about Brazilian food culture.

W Sounds like an interesting topic, too. Good luck with your report.

D M That looks pretty tasty. What is it?

W It's fish and chips. Go ahead and try some, Jihun.

M All right, thanks. Mmm, it's really good. These chips are fried potatoes, aren't they?

W Yeah, they are. I know an interesting story about potatoes. You want to hear about it?

M Sure. What is it?

W Fish and chips are the most popular food in the U.K., but there were no potatoes in Europe before the 15th

century.

M Really? I had no idea. How did potatoes get to Europe, then?

W The Europeans brought them from the Americas around the 15th century.

M That's pretty interesting. Actually, I know about a similar story from that time period.

W Yeah? Tell me.

M The Europeans were the first to bring horses to the Americas.

W Really? That's funny since we never think of Native Americans without horses.

Practice More Listening Master > P 283

Section 1 Oral Communication

Section 2 Written Communication

Section 3 Summing Up

A Try It Out

1 탐험가들을 살펴보고, 상자에서 알맞은 업적을 골라 빈칸에 쓰게 한다.

Here are some of the great explorers who influenced history. Choose the correct description for each explorer from the box. You can add another explorer that you know.

2 1의 정보를 이용하여 밑줄 친 부분을 바꿔가며 짝과 대화를 연습하게 한다.


Let's move on to the role-play activity. Read the sample dialog first and practice the dialog with your partner. You can use the information above for the underlined parts.

Talk


A Try It Out

1. Match the great explorers with the correct descriptions.

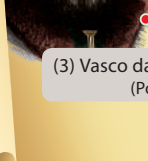
Great Explorers




(1) Roald Amundsen
(Norway) c




(2) Sylvia Alice Earle
(the United States) b



(3) Vasco da Gama
(Portugal) d



(4) Yuri Gagarin
(Russia) a



Your own

Descriptions

Ⓐ a person who made the first flight into outer space

Ⓑ a deep ocean explorer who made the world's deepest solo dive

Ⓒ the leader of the first expedition that reached the South Pole

Ⓓ an explorer who sailed directly from Europe to India first

Ⓔ _____
Your own

2. Practice the dialog with your partner using the information above.

Sample

A Look, all of these people are famous explorers.
 B Let me see. So, who is your favorite explorer?
 A I'd say Roald Amundsen.
 B He was from Norway, wasn't he?
 A Yes, He was also the leader of the first expedition that reached the South Pole.

150 Section 1 Oral Communication

Words and Expressions

- flight 비행, 항공
- outer space 우주, 외계
- ocean 대양, 해양
- solo dive 단독 잠수
- expedition 탐험, 탐사
- reach ...에 도달하다, 도착하다

More Expressions 음식 권하기

- Go ahead. **Help yourself.**
- **Do you want some more** pizza?
- **What will you have?**
- **Would you like some** sandwich?

Answers A

1 Sample

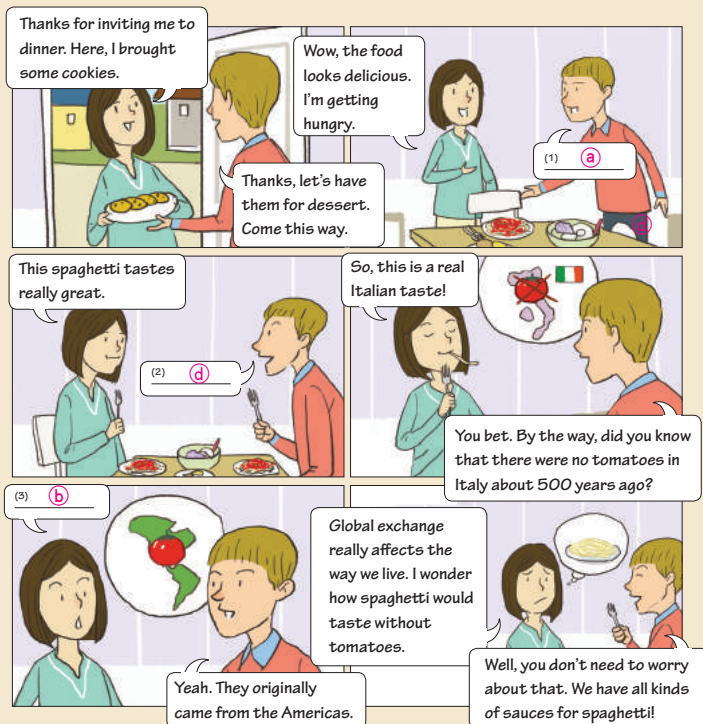
Explorer Amelia Mary Earhart (1897-1939)
 Description the first woman who succeeded in flying across the Atlantic

2 Sample

A Look, all of these people are famous explorers.
 B Let me see. So, who is your favorite explorer?
 A I'd say Amelia Mary Earhart.
 B She was from the United States, wasn't she?
 A Yes, She was also the first woman who succeeded in flying across the Atlantic.

B Act It Out

1. Complete the comic strip with the sentences from the box.



- ㉠ Go ahead and have some. I hope you enjoy the food.
- ㉡ Are you saying tomatoes aren't Italian?
- ㉢ How did you make it? I'd like to have the recipe.
- ㉣ Thanks. I made the tomato sauce using my mom's special recipe.

2. Listen and check your answers. Then role-play the dialog with your partner.

3. What is a traditional Korean food that is popular around the world? Why do you think the food has become so popular? Share your opinions with your partner.

Sample I think *bibimbap* is becoming popular around the world because people think it's healthy.

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Mini Test

[1-3] Read the Korean translation and make a sentence using the given expressions.

1. 어머니의 특별한 요리법을 사용해서 내가 토마토 소스를 만들었어. (the tomato sauce, using)
⇒ _____
2. 나는 스파게티가 토마토 없이 어떤 맛이 날지 궁금해. (wonder, would, without)
⇒ _____
3. 범세계적인 교환은 우리가 살아가는 방식에 정말로 영향을 끼치는구나. (global, affect, way)
⇒ _____

- Answers**
- 1 I made the tomato sauce using my mom's special recipe.
 - 2 I wonder how spaghetti would taste without tomatoes.
 - 3 Global exchange really affects the way we live.

B Act It Out

1 만화를 읽고, 알맞은 말을 골라 대화를 완성하게 한다.

Take a look at the comic strip about spaghetti. Fill in the blanks in the speech bubbles with the sentences from the box.

2 대화를 듣고, 답을 확인하게 한 뒤 짝과 역할극을 하게 한다.

Listen to the dialog and check your answers. Then, role-play the dialog with your partner. Switch roles.

3 세계적으로 인기 있는 한국의 전통음식과 그 음식이 유명해진 이유에 대해 생각해 본 후, 짝과 이야기해 보게 한다.

These days, a variety of traditional Korean foods are getting popular around the world. Think about one of the foods and the reason for its popularity. Talk about it with your partner.

Answer B 3

Sample I guess *bulgogi* is popular among foreigners because of its sweet taste.

Words and Expressions

- Come this way. 이쪽으로 와.
- You bet. 물론이지.
- recipe 요리법
- originally 원래, 본래
- affect ...에 영향을 미치다

More Expressions 주제 바꾸기

- Let's move on to another issue.
- I'd like to say something else.

Section 1 Oral Communication

Section 2 Written Communication

Section 3 Summing Up

A Tune In

1 탐험가와의 인터뷰를 듣고, 빈칸을 채워 요약문을 완성하게 한다.

Hello, class. Do you know what explorers do? We're going to listen to an interview with an explorer. As you listen, fill in the blanks to complete the summary.

2 인터뷰 담당자가 된다면 탐험가에게 어떤 질문을 하고 싶은지 생각해 보고, 짝과 함께 이야기해 보게 한다.

If you were the interviewer, what would you ask the explorer? Now, think about the questions you want to ask and talk with your partner about them.

Answer A 2

Sample

- Did you encounter any other ships?
- Did you meet any storms or bad weather?

In the Spotlight

A Tune In



1. Listen to the interview and complete the notes.

- Interviewee: Ms. Lisa Perry, who ⁽¹⁾ sailed around the world in her yacht
- Duration of the trip: ⁽²⁾ nine months (three years including the preparation period)
- Reasons for the trip: interested in great ⁽³⁾ explorers and wanted to follow their ⁽⁴⁾ spirit
- Most memorable moment: when the yacht came near the ⁽⁵⁾ continent
- Difficulties during the trip: fighting high ⁽⁶⁾ waves

2. What would you ask if you were the interviewer?

What did you eat while you were sailing?



152 Section 1 Oral Communication

Words and Expressions

- get back 돌아오다(가다)
- yacht 요트
- preparation 준비, 대비
- in total 전체로, 합계하여
- carry out 실행하다, 이행하다
- be fascinated with ...에 매혹되다
- trace 추적하다, 뒤쫓다
- route 길, 노선, 항로
- come true 이루어지다, 실현되다
- memorable 기억할만한
- approach ...에 다가가다, 접근하다
- continent 대륙
- anticipation 기대, 예상
- Mother Nature (어머니 같은) 대자연

Script A 1

- M Hello to all our listeners. We have a very special guest with us today. She just got back last week from sailing around the world in her yacht. Please welcome Ms. Lisa Perry.
- W Thank you for having me on the show.
- M It's great to have you here. First of all, how long did it take you to travel around the world?
- W It took about nine months. But, if I include the preparation period, I'd say around three years in total.
- M Wow, it took a long time. Why did you decide to carry out such a difficult task?
- W Well, I've been fascinated with the stories of great explorers such as Columbus and Amundsen ever since I was a child. I wanted to trace the routes of great explorers and follow their spirit of adventure.
- M Sounds interesting. You've made your childhood dream come true. So, what was the most memorable moment?
- W I can't forget the time when the yacht approached the continent. I was full of

B Voice Out

1. If you could go anywhere, where would you like to travel? Think about the questions and talk with your partner.



Sample (1) I'd like to visit Italy because I want to see different cities, especially Rome and Milan.
 (2) I'd like to experience everyday culture such as fashion, art, and food.
 (3) I'd like to introduce Korean food and K-pop to the people I'd meet there.

2. Give a presentation about your travel plans to your classmates.

I'd like to visit Italy because I want to see different cities, especially Rome and Milan. While there, I'd like to experience everyday culture such as fashion, art, and food. I'd also like to introduce Korean food and K-pop to the people I'd meet there. I think it would be a great experience.

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anticipation thinking about experiencing a new culture.

- M** That must have been an amazing experience. There were a lot of difficulties while you were out in the ocean, weren't there?
- W** Yes. There were many times when the waves were as high as a tall building. I still thank Mother Nature for guiding me through some difficult times.
- M** Sounds like you were very lucky. By the way, if you get the chance to sail around the world again, will you go?
- W** Definitely not within the next five years. Right now, I just want to spend some time with my family and friends.
- M** All right. We'll talk more with Lisa after we take a short break.

Translation B 2

나는 이탈리아에 가보고 싶어. 그 이유는 로마나 밀라노 같이 다른 도시들을 보고 싶기 때문이야. 거기 있는 동안, 나는 패션, 예술, 음식과 같은 일상의 문화를 경험하고 싶어. 나는 또 거기에서 만난 사람들에게 한국 음식과 K-pop을 소개하고 싶어. 나는 그것이 멋진 경험이 될 거라고 생각해.

B Voice Out

- 1 원하는 장소로 여행을 할 수 있다면 어디를 가보고 싶은지 생각해 본 후, 주어진 질문에 대해 짝과 이야기해 보게 한다.

Is there any place you want to travel? Think about where to go and answer the following questions. If you're ready, talk about them with your partner.

- 2 1의 정보를 이용하여 자신의 여행 계획을 친구들 앞에서 발표하게 한다.

Now, make your travel plans using your answers above. Then, give a presentation to your classmates about your plans.

More Information

국가 ▶ 수도 이름

- Italy(이탈리아) ▶ Rome(로마)
- Turkey(터키) ▶ Ankara(앙카라)
- Vietnam(베트남) ▶ Hanoi(하노이)
- Egypt(이집트) ▶ Cairo(카이로)
- Canada(캐나다) ▶ Ottawa(오타와)
- Peru(페루) ▶ Lima(리마)
- Colombia(콜롬비아) ▶ Bogota(보고타)

The Five Oceans 오대양

- The Pacific Ocean 태평양
- The Indian Ocean 인도양
- The Atlantic Ocean 대서양
- The Arctic Ocean 북극해
- The Antarctic Ocean 남극해

읽기 전 활동

1 글의 제목과 사진을 보고 글의 내용을 추측하게 한다.

Today, we're going to do reading activities. Look at the title and pictures, and guess what the passage is about.

2 글을 빨리 읽으면서 자신이 추측한 내용과 비교하게 한다.

Read the passage quickly. Is it similar to what you guessed?

Before You Read

A Take the Quiz

주어진 문장이 옳다고 생각하면 T를, 옳지 않다고 생각하면 F를 고르게 한다.

Read each statement and choose T if you think the statement is true, and F if you think it is false.

B Make Predictions

제시된 어구들을 보고 본문의 내용을 추측해 보게 한다.

These phrases are from the reading passage we're going to learn. Read the phrases and guess what the passage is mainly about.

Words and Expressions

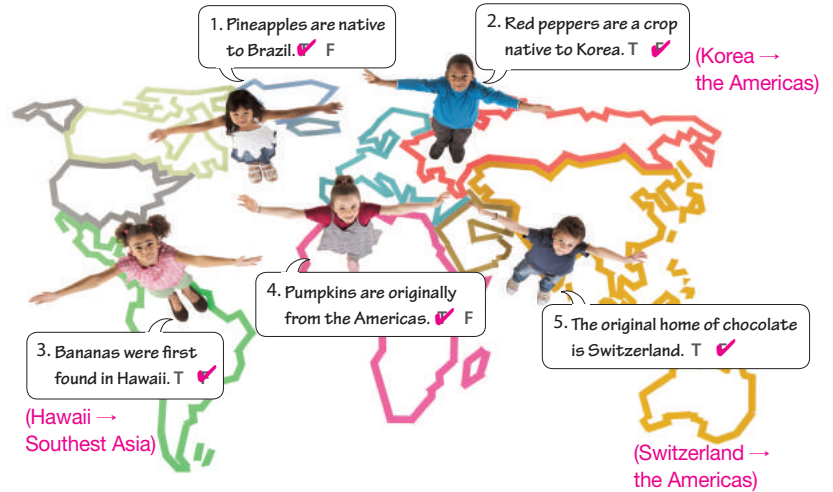
- native to ...가 원산지인
- crop (농)작물
- pumpkin 호박
- originally 원래, 본래, 처음에
- significant 중요한
- agricultural 농업의
- infectious 전염되는, 전염성의
- domesticated 길들인
- disease 질병, 병

Read

Before You Read

A Take the Quiz

Is each statement true (T) or false (F)?



B Make Predictions

Examine the expressions from the passage you are about to read and predict what it will be about.



About the Text

• 글의 종류 설명문

• 글의 구조 '콜럼버스 교환(Columbian Exchange)'의 정의를 설명한 후, 세 가지 주요 교환 항목에 대해 차례로 기술하고, '콜럼버스 교환'이 가지는 역사적 의미를 되새기며 글을 맺는다.

• 요약 '콜럼버스 교환'은 1492년 콜럼버스의 신대륙 도착 이후 이루어진 구대륙과 신대륙 사이의 교환을 일컫는 말로, 주요 교환 항목은 농작물, 가축, 질병이었다. 이러한 세계적 수준의 교환은 역사적으로 중요한 사건으로, 인류에게 긍정적·부정적인 영향을 모두 끼쳐왔다. 글은 '콜럼버스 교환'이 초래한 양면적 결과를 정확히 인식할 필요가 있다는 내용으로 글을 맺는다.

The Columbian Exchange



The United Kingdom The United States Brazil Italy

Look at the pictures above. You probably think that the people are eating foods native to their countries. You may be surprised to learn that each food originated from a distant land. In fact, about 500 years ago, there were no potatoes in the United Kingdom, no beef in the United States, no coffee in Brazil, and no tomatoes in Italy.

Many significant changes were triggered by the arrival of Christopher Columbus in the Americas in 1492. After this, transfer of food, plants, animals, and even diseases occurred at a global level. This brought together the Old World (Europe, Africa, and Asia) and the New World (North and South Americas), affecting nearly all the peoples of the world in one way or another. People were and are still under the influence of this phenomenon called the Columbian Exchange.

While You Read

1. Read each statement and choose T (true) or F (false).

- (1) T F Potatoes are one of the native crops of the United Kingdom.
(2) T F The arrival of Columbus in the Americas triggered the Columbian Exchange.

2. Name the explorer you like most and describe his or her major achievements.

^{L3} originate from ...에서 유래하다 ^{L7} significant [signifikant] ^{L7} trigger [trigə] ^{L8} transfer [trænsfə] ^{L9} occur [ə'kɜ]

^{L13} influence [ɪnfluəns] ^{L13} phenomenon [fɪnə'menən]

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Translation

콜럼버스 교환

위의 그림들을 보라. 여러분은 아마도 이 사람들이 자기 나라의 토종 음식을 먹고 있다고 생각할 것이다. 각 음식이 먼 땅에서 유래했다는 것을 알게 되면 여러분은 아마 놀랄 것이다. 사실 약 500년 전에, 영국에는 감자가 없었고, 미국에는 쇠고기가 없었으며, 브라질에는 커피가 없었고, 이탈리아에는 토마토가 없었다.

1492년 크리스토퍼 콜럼버스가 아메리카 대륙에 도착하여 많은 중요한 변화들이 촉발되었다. 그후로 음식, 식물, 동물, 심지어 질병의 이동이 범세계적인 수준으로 일어났다. 이는 구세계(유럽, 아프리카, 아시아)와 신세계(북미와 남미)를 한데 모았으며, 어떤 식으로든 세계의 거의 모든 민족들에게 영향을 미쳤다. 사람들은 '콜럼버스 교환'이라고 불리는 이러한 현상의 영향을 받았고, 또 여전히 받고 있다.

Answers

1 (1) F (2) T

2 **Sample** My favorite explorer is Roald Amundsen. He led the first expedition that reached the South Pole.

Structures

L2 You may be surprised **to learn** that each food originated from a distant **land**.: 감정을 나타내는 형용사나 분사 뒤에 to부정사를 써서 그 원인을 나타내기도 한다.

e.g. I was so happy **to get** a letter from him. (나는 그에게 편지를 받아서 매우 기뻐.)

L10 This brought together the Old World (Europe, Africa, and Asia) and the New World (North and South Americas), **affecting** nearly all the peoples of the world ~.: affecting은 「접속사+주어+동사~」를 간결하게 나타내기 위해 동사를 현재분사 형태로 바꾸어 쓴 분사구문이다. 분사구문의 문맥을 통해 생략된 접속사를 유추해 의미를 파악해야 하는데, 본문은 while, as 등의 접속사가 생략된 부대상황으로 '...하면서, ...한 채'로 라고 해석하거나 and를 사용하여 and it affected와 같이 바꿔 이해할 수도 있다.

L13 ~ this phenomenon **called** the Columbian Exchange.: phenomenon과 called 사이에 「주격 관계대명사+be동사」 즉, which(that) is가 생략되었으며, '콜럼버스 교환'이라고 불리는 현상'이라고 해석한다.

Words and Expressions

L3 originate from ...에서 유래하다

L3 distant 멀리 떨어진

L7 trigger ...을 촉발하다, 유발하다

L8 transfer 이동

L9 occur 발생하다, 일어나다

L10 bring together 합치다, 모으다

L13 influence 영향

cf. under the influence of ...의 영향 아래에

L13 phenomenon 현상, 풍조

cf. (복수) phenomena

Translation

대서양을 건넌 농작물들

‘콜럼버스 교환’은 두 세계 사이의 농작물 이동에서 가장 분명히 나타난다. 감자, 고구마, 옥수수, 토마토, 카카오, 고추 등의 작물들은 신세계에서 구세계로 보내졌다. 설탕, 커피, 대두(콩), 오렌지, 바나나 등의 작물들은 반대 방향으로 이동했다.

식량 작물의 이러한 교환은 양쪽 세계에 지대한 영향을 미쳤다. 예를 들어 유럽에서 온 작물의 유입은 아메리카 대륙의 일부 농부들에게 부를 가져다주었다. 그들은 대규모로 작물을 생산하고 막대한 이윤을 창출할 수 있었다. 아메리카 대륙은 곧 유럽에서 온 작물의 주요 공급처가 되었다. 그러나, 많은 사람들에게 이 이동은 노예 제도를 의미했다. 많은 노예들이 부유한 사람들이 소유한 대농장에서 일을 해야만 했다.



Crops Across Atlantic

The Columbian Exchange was most evident in the transfer of agricultural crops between the two worlds. Potatoes, sweet potatoes, corn, tomatoes, cacao, red peppers, and other crops were carried from the New World to the Old. Sugar, coffee, soybeans, oranges, bananas, and other crops traveled in the opposite direction.

This exchange of food crops resulted in far-reaching consequences in both worlds. In the Americas, for instance, the introduction of crops from Europe led to riches for some farmers. They could produce the crops on a large scale and make a large profit. The Americas quickly became the major supplier of European crops. For many others, however, the transfer meant slavery. Many slaves had to work on the plantations owned by the rich.



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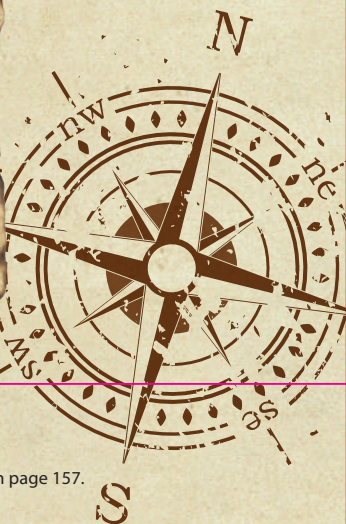
Words and Expressions

- L16 evident 분명한
L17 agricultural 농업의, 농사의
L20 soybean 대두(콩)
L22 result in 결과가 ...가 되다
L22 far-reaching 지대한, 멀리까지 미치는
L24 riches 부, 재물
L26 on a large scale 대규모로
L26 make a profit 이윤을 내다
L28 supplier 공급처, 공급자
L30 slavery 노예제도, 노예신분
L31 plantation 대농장

Structures

- L22 This exchange of food crops **resulted in** far-reaching consequences in both worlds.: result in은 ‘결과적으로 ...을 낳다, 야기하다’라고 해석하며, in 다음에 결과에 해당하는 내용이 온다. 참고로 result from은 ‘...이 원인이다, ...에서 기인하다’라는 의미로 from 뒤에 원인에 해당하는 내용이 온다.
- L25 They could produce the crops on a large scale and **make a large profit**.: make, take, have, do 등의 동사가 일부 명사와 함께 쓰이면 의미가 확장되어 관용적으로 사용된다. 본문의 make a (large) profit은 ‘이익을 내다’라고 해석한다.
e.g. make a fortune: 돈을 벌다, make a speech: 연설하다, make a suggestion: 제안하다, make an effort: 노력하다, make a call: 전화하다, make a noise: 시끄럽게 하다
- L30 Many slaves had to work on the plantations **owned by the rich**.: 과거분사 owned가 명사구 the plantations를 수식한다. 타동사의 과거분사는 수동의 의미를 지니므로 owned는 ‘소유된’이라고 해석한다. ‘the+형용사’는 ‘형용사+people’의 의미가 되므로, the rich는 ‘부유한 사람들(rich people)’이라고 해석한다.

In Europe, the nutritious food crops from the Americas stimulated a population explosion. Around 1492, Europe's population stood at about 60 million. By 1800, however, it had increased sharply to 150 million. The new crops grown on the continent could feed a greater population. As the population grew, more and more people started to migrate into the cities, prompting more urbanization in Europe.



While You Read

- Which crop did NOT cross from the New World to the Old?
 Ⓐ corn Ⓑ cacao Ⓒ oranges
- Circle the TWO outcomes of bringing crops from the Americas to Europe on page 157.
- Name food crops that came to Korea from other countries.

^{L37} agricultural [ægrɪkəl'tʃərəl] ^{L38} soybean [sɔɪbiən] ^{L39} result in 결과가 ...가 되다 ^{L40} far-reaching [fɑːr-riːtʃɪŋg]
^{L41} supplier [səplɑɪər] ^{L42} plantation [plæn'teɪʃən] ^{L43} nutritious [njuː'triʃəs] ^{L34} stimulate [stɪmjuːleɪt] ^{L36} stand at ...을 나타내다
^{L44} migrate [maɪɡreɪt] ^{L45} prompt [prɒpt] ^{L46} urbanization [ˌɜːbənaɪzəʃən]

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Translation

아메리카 대륙에서 건너온 영양가 높은 농작물은 유럽에서 인구 폭발을 촉진했다. 1492년경, 유럽의 인구는 약 6천만 명 정도를 나타냈다. 그러나 1800년쯤에는 인구가 1억 5천만 명까지 급격하게 증가했다. 대륙(유럽)에서 재배된 새로운 작물들은 더 많은 사람들을 먹여 살릴 수 있었다. 인구가 증가하면서 점점 더 많은 사람들이 도시로 이주하기 시작했고, 유럽에서 도시화를 더욱 촉발했다.

Answers

- Ⓒ
- a population explosion, more urbanization
- Sample** sweet potatoes, corn, red peppers, etc.

Structures

- L36** By 1800, however, it **had increased** sharply to 150 million.: 과거완료(「had+p.p.」)는 먼 과거에서 시작하여 과거의 어떤 때에 끝난 동작이나 사건을 표현한다. 본문은 이전부터 인구가 증가하기 시작하여 1800년대에 이르러 1억 5천만 명에 이르렀음을 의미한다.
- L37** The new crops **grown** on the continent could feed a greater population.: grow는 자동사와 타동사로 모두 쓰일 수 있다. 자동사로 쓰이면 '성장하다, 자라다, 증가하다', 타동사로 쓰이면 '기르다, 재배하다, 발전시키다'라는 뜻이다. 이 문장에서 grow는 '재배하다'라는 뜻의 타동사로 쓰였으며, 과거분사 grown이 the new crops를 수식한다.
- L39** As the population grew, more and more people started to migrate into ~.: 접속사 as는 ① 시간 (...할 때, ...하면서) ② 이유(...때문에) ③ 양태 (...대로, ...처럼) ④ 비례 (...함에 따라) ⑤ 비교 (...만큼)로 해석한다. 본문에서는 ④의 의미로 '...함에 따라'라고 해석하는 것이 적절하다.

Words and Expressions

- L33** nutritious 영양분이 풍부한
L34 stimulate 촉진시키다, 자극하다
L35 explosion 폭발
L36 stand at ...을 나타내다
L37 sharply 급격하게
L40 migrate 이주하다, 이동하다
L40 prompt 유발하다, 촉발하다
L41 urbanization 도시화

Section 1 Oral Communication

Section 2 Written Communication

Section 3 Summing Up

Teacher's Notes

콜럼버스 교환과 포카혼타스

‘콜럼버스 교환(Columbian Exchange)’이라는 말은 1972년 텍사스 대학교 오스틴 캠퍼스의 역사학자인 Alfred W. Crosby가 만들어낸 용어로, 이 현상은 콜럼버스가 1492년 ‘산 살바도르(San Salvador)’라고 이름 붙인 곳에 도착하면서 시작되었다. 콜럼버스의 뒤를 이어 스페인, 포르투갈, 네덜란드, 프랑스, 영국 등지에서 줄을 이어 신대륙에 발을 내디뎠으며, 이들은 신대륙에 살고 있던 사람들이 듣도 보도 못한 작물, 동물, 질병 등을 함께 가져왔다. 아메리카 대륙의 담배, 옥수수, 토마토, 땅콩, 고추, 감자도 이들을 통해 유럽으로 건너갔다.

유럽인들이 아메리카 대륙으로 건너와 처음 정착하고 거주하기 시작한 것은 1608년 5월 14일이었다. 현재 버지니아 주인 ‘제임스타운 아일랜드(Jamestown Island)’에 영국 사람들이 건너와 살기 시작했으며, 이 마을은 인디언 부족 연합의 영토에 형성되었으므로 인디언들과의 교류와 충돌 등을 피할 수 없었다.

이 부족 연합 추장의 딸이 신대륙과 구대륙의 다름을 조금이나마 약화시켜 주었던 포카혼타스였다. 포카혼타스가 영국인 개척자인 John Smith를 두 번이나 구해주고 후에 영국인 John Rolph와 결혼함으로써 제임스타운에 살던 인디언 부족과 이주자들은 몇 년간 평화로운 관계를 유지했으며, 다른 부족민들과도 우호적인 교류와 교역을 할 수 있었다.



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Words and Expressions

L43 aspect 측면, 양상

L44 livestock 가축

L45 llama 라마 (털을 얻고 짐을 운반하기 위해 남미에서 기르는 가축으로, 낙타과에 속하는 동물)

L45 alpaca 알파카 (주로 털을 얻기 위해 기르는 남미의 가축으로, 낙타과에 속하는 동물)

L45 guinea pig 기니피그 (남미 페루에서 살던 포유류 쥐목으로, 실험동물, 애완동물, 식용으로 기르는 동물)

L45 fowl 가금 (집에서 기르는 날짐승)

L46 domesticated 가축화한, 길들인

Structures

L44 Before the exchange, there were llamas, alpacas, dogs, guinea pigs, and a few fowl in the Americas.: fowl은 단수와 복수가 동일한 형태이나 복수형으로 fowls라고 쓰기도 한다. 셀 수 있는 명사이므로 a few(꽤 있는)와 함께 쓰였다. 셀 수 없는 명사인 경우 a little을 쓴다.

L46 Yet there were no other domesticated animals like horses, cattle, sheep, and goats.:

• yet은 의문문이나 부정문에서 부사로 쓰일 경우 ‘아직’이라고 해석한다. 그러나 본문처럼 접속사로 사용하면 ‘그렇지만, 그럼에도 불구하고’라고 해석한다.

e.g. Tom hasn't arrived yet. (아직)

My mom looks delighted yet somehow sad at the same time. (그러나)

• domesticated는 타동사 domesticate(길들이다, 사육하다)의 과거분사 형태이다. 형용사 역할을 하는 과거분사는 보통 수동의 의미이므로, ‘길들여진’이라고 해석한다.

• cattle은 집합적으로 ‘소’를 의미하며 이 자체가 복수형으로서 복수형 동사와 함께 쓰인다.

e.g. Cattle were grazing peacefully.

• sheep은 ‘양’을 의미하며 단수와 복수의 형태가 같은 명사로서, 본문에서는 복수형으로 사용되었다.

Livestock from the Other World

Another major aspect of the Columbian Exchange was the transfer of livestock between the two worlds. Before the exchange, there were llamas, alpacas, dogs, guinea pigs, and a few fowl in the Americas. Yet there were no other domesticated animals like horses, cattle, sheep, and goats. It was the Europeans that brought these animals to the Americas. This brought about changes in people's lifestyles in the Americas. The livestock from Europe served as precious sources of food and clothing for indigenous peoples. Also, horses brought by the Spaniards changed the lives of many Native American tribes on the Great Plains, permitting them to shift to a nomadic lifestyle based on hunting on horseback.



While You Read

- Read each statement and choose T (true) or F (false).
 - T F Guinea pigs in the Americas originally came from Europe.
 - T F Horses from Spain changed the way many Native Americans lived.
- Find one word in the passage that is similar in meaning to "domesticated animals" in line 46.
- What comes to mind when you think of Native Americans?

^{L48} fowl [faʊl] ^{L46} domesticated [dəˈmɛstɪkeɪtɪd] ^{L48} bring about ...을 초래하다 ^{L50} indigenous [ɪndɪˈdʒɪnəs] ^{L51} Spaniard [spænɪəd]
^{L52} tribe [traɪb] ^{L53} nomadic [nəʊˈmædɪk]

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Translation

다른 세계에서 온 가축

‘콜럼버스 교환’의 또 다른 주요한 측면은 두 세계 사이에서 가축들이 이동한 것이다. 그 교환 이전에, 아메리카 대륙에는 라마, 알파카, 개, 기니피그 그리고 가금류가 꽤 있었다. 그러나 말, 소, 양, 염소와 같은 가축들은 존재하지 않았다. 이러한 동물들을 아메리카 대륙으로 가져온 사람은 유럽인들이었다. 이것은 아메리카 대륙에 사는 사람들의 생활방식에 변화를 가져왔다. 유럽에서 건너온 가축들은 토착 종족들에게 귀중한 식량과 의류 자원 역할을 했다. 또한 스페인 사람들이 데려온 말은 대평원에서 많은 원주민 부족들의 삶을 변화시켰는데, 그들이 말을 타고 사냥하는 일을 근간으로 하는 유목 생활로 전환하도록 했다.

Answers

- (1) F (2) T
- livestock
- Sample** horses, chiefs, costumes, body painting, etc.

Structures

L47 It was the Europeans **that** brought these animals to the Americas.: ‘it ~ that ...’ 강조 구문으로, 강조하고 싶은 주어, 목적어, 부사(구) 등을 It과 that 사이에 두어 ‘...한 것은 바로 ~이다’라고 해석한다. 문맥에 따라 that 대신에 who나 when을 사용할 수 있다. The Europeans brought these animals to the Americas.라는 문장에서 주어인 the Europeans가 강조된 것으로 that 대신 who를 써도 된다. 이 구문은 ‘It ~ that...’ 가주어, 진주어 구문과 외관상 유사하므로 반드시 구분해서 알아두어야 한다.

e.g. It is not true **that** Jane left for New York yesterday.

L49 The **livestock** from Europe served as precious sources of food and clothing for indigenous **peoples**.: livestock은 집합명사로, 항상 복수로 취급하여 복수 동사와 함께 쓴다. people은 ‘사람들’이라는 뜻의 복수 명사로 주로 쓰이지만, 본문에서는 ‘특정 지역의 민족·종족’을 나타내는 뜻으로 쓰여 복수형 ‘-s’를 취하고 있다.

L52 ~ **permitting** them to shift to a nomadic lifestyle based on hunting on horseback.: 분사구문으로 ‘...하면서’라고 해석하며, as they(horses) permitted them to shift~ 로 바꾸어 쓸 수 있다.

Words and Expressions

L48 bring about ...을 초래하다

L50 indigenous 원산의, 토착의

L51 Spaniard 스페인 사람

cf. Spanish 스페인의, 스페인어, 스페인 사람

L52 tribe 종족, 부족

L52 permit 허락하다

L52 shift 이동하다

L53 nomadic 유목의, 유목민의

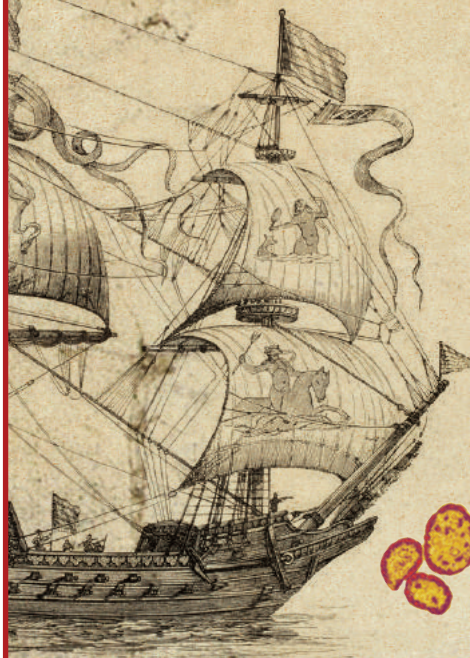
Translation

이야기의 다른 면

그러나, '콜럼버스 교환'이 항상 긍정적인 변화만을 가져온 것은 아니었다. 이동이 범세계적인 수준으로 발생하면, 그것은 항상 좋은 일만은 아니다. 예를 들어, 천연두, 홍역, 수두 같은 전염병들이 유럽에서 아메리카 대륙으로 옮겨졌다. 아메리카 대륙의 원주민들은 예전에 그 질병에 노출된 적이 없었기 때문에 질병에 대해 방어력이 없었다. 그들은 무서운 속도로 죽어가기 시작했다. 한 추산에 따르면 새로운 질병은 아메리카 토착민들의 90% 혹은 그 이상을 몰살했다.

The Other Side of the Story

However, the Columbian Exchange did not always bring about positive changes. When transfer occurs at a global level, it is not always a good thing. For instance, infectious diseases like smallpox, measles, and chickenpox were brought from Europe into the Americas. Since people native to the Americas had no prior exposure to the diseases, they were defenseless against them. They began dying at terrifying rates. According to one estimate, the new diseases wiped out as much as 90% or more of the indigenous population of the Americas.



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Words and Expressions

- L57 infectious 전염성의
 L58 smallpox 천연두, 마마
 L58 measles 홍역
 L58 chickenpox 수두
 L59 prior 사전의, 이전의
 L60 exposure 노출
 L60 defenseless 방어할 수 없는, 무방비의
 L61 terrifying 무서운
 L61 estimate 추산, 추정치
 L62 wipe out 완전히 파괴하다, 전멸시키다

Structures

- L55 However, the Columbian Exchange did **not always** bring about positive changes.: 부정어구가 all, every, always, wholly, totally 등과 함께 쓰이면 '모두 (항상/전적으로) ...인 것은 아니다'라는 뜻의 부분 부정을 나타낸다.
- L57 For instance, infectious **diseases** like small pox, measles, and chickenpox **were** brought from Europe into the Americas.: 문장의 주어는 infectious diseases로 복수이며, 이에 따라 동사도 수를 일치시켜 were로 나타났다.
- L59 **Since people native to the Americas** had no prior exposure to the diseases, ~: 접속사 since는 이유를 나타내어 '~ 때문에'라고 해석한다. people과 native to the Americas 사이에는 'who are (「주격 관계대명사+be동사」)'가 생략되어 있으며 native to the Americas가 people을 수식한다.
- L60 They **began dying** at terrifying rates.:
 • 동사 begin은 목적어로 동명사와 to부정사 모두를 목적어로 취한다.
 • 속도(rates)가 '무서운'것이므로 능동의 의미를 가진 현재분사 terrifying을 써서 rates를 수식한다.

Diseases affected plants as well. For example, two centuries after the introduction of potatoes, serious disasters hit Europe. Ships accidentally brought into Europe germs that caused a potato disease known as late blight. First appearing in June 1845, the disease affected potato farms near Paris. Weeks later, it spread out on the fields in the Netherlands, Germany, Denmark, and England. For Ireland, it was a deadly blow. As the Irish depended on potatoes more than any other Western nation, they were the most seriously hit. Within two years, more than a million Irish died from hunger.



While You Read

- Write the diseases that were brought from Europe into the Americas.
a. _____ b. _____ c. _____
- Why were the Irish most seriously affected by the deadly potato disease?
- Do you know of any other diseases that spread at a global level?

L57 infectious [infékʃəs] **L58** smallpox [smɔːlpəks] **L59** measles [mizlz] **L60** chickenpox [tʃikɪnpəks] **L61** prior [praɪə] **L62** exposure [ɪksˈpəʊʒər] **L63** defenseless [dɪfənsɪs] **L64** terrifying [təˈraɪfɪŋ] **L65** estimate [estɪmət] **L66** wipe out 톨살하다 **L67** affect [əfekt] **L68** germ [dʒɑːm] **L69** late blight 잎마름병 **L70** deadly [dɛdli] **L71** blow [bləʊ] **L72** depend on ...에 의존하다 **L73** die from ...로 인하여 죽다

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Translation

질병은 식물에도 영향을 미쳤다. 예를 들어, 감자가 도입되고 두 세기가 지난 후, 심각한 재난이 유럽을 강타했다. 선박들이 우연히 잎마름병이라고 알려진 감자 병을 일으키는 세균을 유럽으로 가져왔다. 1845년 6월에 처음 출현하면서, 그 병은 파리 인근의 감자 농장들에 영향을 미쳤다. 몇 주 후에, 그것은 네덜란드, 독일, 덴마크, 영국의 들판으로 확산되었다. 그것은 아일랜드에 치명타였다. 아일랜드 사람들은 다른 어느 서구 국가보다 감자에 많이 의존했기 때문에, 그들은 가장 심각하게 타격을 받았다. 2년 이내에 백만 명 이상의 아일랜드 사람들이 굶주림으로 사망했다.

Answers

- a. smallpox b. measles c. chickenpox
- The Irish depended on potatoes more than any other Western nation.
- Sample** swine influenza, avian influenza, cholera, etc.

Structures

L67 Ships accidentally brought into Europe germs that caused a potato disease known as late blight.:

- bring into는 '...로 가져오다(이동시키다)'라는 뜻으로, into 뒤에 바로 오는 Europe은 전치사의 목적어이고, brought의 목적어는 germs 이하다. 즉 '유럽으로 병을 들여왔다'라는 뜻이다.
- 관계대명사 that절이 germs를 수식하는 구조이며, a potato disease와 known as late blight 사이에는 「관계대명사+be동사」가 생략되어 과거분사 known이 선행사 a potato disease를 수식한다.

L69 First appearing in June 1845, ~.: 시간을 나타내는 분사구문으로, 문맥상 as it(the disease) appeared in June 1845의 의미이다.

L73 As the Irish depended on potatoes more than any other Western nation, ~.: the Irish는 '아일랜드 사람들'이라고 해석한다. Irish는 형용사로 쓰이면 '아일랜드의', 명사로 쓰이면 '아일랜드 켈트어'를 의미한다. 「비교급+than any other+단수 명사」는 최상급의 의미로 '다른 어떤 ~보다 ...한'이라는 뜻이다.

Words and Expressions

- L65** affect ...에 영향을 미치다
L67 accidentally 우연히
L68 germ 세균
L69 late blight 잎마름병
L71 spread out 퍼지다, 번지다
L73 deadly 치명적인
L73 blow 강타
L73 depend on ...에 의존하다
L76 die from ...로 인하여 죽다

Teacher's Notes

콜럼버스 교환의 결과

1 구대륙에서 신대륙으로 건너간 것

- 동물: 집 고양이, 낙타, 닭, 소, 당나귀, 말, 염소, 거위, 꿀벌, 집토끼, 돼지, 쥐, 양, 누에, 물소 등
- 식물: 아몬드, 사과, 살구, 아스파라거스, 바나나, 보리, 후추, 브로콜리, 양배추, 당근, 계피, 커피, 오렌지, 레몬, 오이, 무화과, 마늘, 포도, 헤이즐넛, 키위, 양상추, 망고, 귀리, 올리브, 양파, 복숭아, 배, 완두콩, 쌀, 호밀, 대두, 차, 밀, 호두, 수박 등
- 질병: 수두, 콜레라, 감기, 디프테리아, 독감, 말라리아, 홍역, 성홍열, 천연두, 장티푸스, 발진티푸스, 백일해, 황열병 등

2 신대륙에서 구대륙으로 건너간 것

- 동물: 알파카, 기니피그, 라마, 밍크, 칠면조
- 식물: 아보카도, 콩, 블루베리, 치콜, 고추, 크랜베리, 옥수수, 코코아, 면, 구아바, 파파야, 땅콩, 피칸, 파인애플, 감자, 호박, 고무, 딸기, 해바라기, 고구마, 담배, 토마토, 바닐라 등
- 질병: 수면병, 열대 백반성 피부염, 매독



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Structures

L78 It is clear **that** the Columbian Exchange **took place** after the arrival of Christopher Columbus ~: it이 가주어, that 이하가 진주어인 구문이다. take place는 '발생하다, 일어나다, 개최되다' 등의 의미로, 같은 의미를 지닌 동사에는 happen, arise, occur 등이 있다. 역사적 사실을 나타내므로 과거 시제로 사용되었다.

L80 It is also obvious **that** the exchange between the Old World and the New **has influenced both** in many ways over the years.: 「가주어(it) - 진주어(that 이하)」 구문이다. has influenced는 과거부터 현재까지의 시간에 걸친 일을 나타내는 현재완료 시제로, 과거에 발생한 콜럼버스의 교환이 현재까지 영향을 미치고 있음을 뜻한다. both는 the Old World와 the New World를 지칭한다.

L82 In fact, the Columbian Exchange is **one of the most significant events** in human history.: 「one of the+최상급+복수 명사」 구조로, '가장 ...한 것들 중 하나'라고 해석한다.

The Message

It is clear that the Columbian Exchange took place after the arrival of Christopher Columbus in the Americas in the late fifteenth century. It is also obvious that the exchange between the Old World and the New has influenced both in many ways over the years. In fact, the Columbian Exchange is one of the most significant events in human history. This doesn't mean, however, that it has been beneficial to everyone. It must be remembered that there may have been more subtle effects of global exchange, both good and bad, which we may not be fully aware of.



While You Read

- Fill in each blank with a word from the passage above.

The Columbian Exchange has significantly _____ the two worlds, but it has not been _____ for everyone.

L80 obvious [ˈɒbviəs] L84 beneficial [ˌbenəˈfiʃəl] L86 subtle [ˈsʌtl]

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L83 This doesn't mean, however, that it has been beneficial to everyone.: 접속사 that은 타 동사 mean의 목적어 역할을 하는 명사절을 이끌고 있다. 대명사 it은 the Columbian Exchange를 지칭한다.

L84 It must be remembered that there may have been more subtle effects of global exchange, both good and bad, which we may not be fully aware of.:

- that 이하가 진주어로, that 이하가 '기억되어야 한다'는 뜻이므로 동사가 수동태 be remembered로 쓰였다.
- may have been은 과거 사실에 대한 약한 추측을 의미하는 「may have+p.p.」의 구조로서 '...이었을지도 모른다'라고 해석한다.
- which는 목적격 관계대명사로서 which이하의 관계대명사절이 선행사 more subtle effects를 수식한다.

Translation

메시지

15세기 후반 크리스토퍼 콜럼버스가 아메리카 대륙에 도착한 후에 콜럼버스 교환이 일어난 것은 분명하다. 또한 구세계와 신세계 사이의 이러한 교환은 수년 동안 여러 방식으로 양쪽 모두에 영향을 미쳐왔다는 것도 명백하다. 사실, 콜럼버스 교환은 인류 역사상 가장 중요한 사건 중 하나이다. 그러나 이는 그것이 모든 사람들에게 이로웠다는 것을 의미하진 않는다. 범세계적인 교환의 미묘한 영향이 있을지도 모르며, 이 영향에는 우리가 완전히 자각하지 못하는 좋은 면과 나쁜 면이 모두 있을지도 모른다는 사실을 기억해야 한다.

Answer

- influenced, beneficial / good / bad

Words and Expressions

L78 take place (사건 등이) 일어나다

L80 obvious 명백한

L84 beneficial 이로운, 득이 되는

L86 subtle 미묘한, 민감한

L88 be aware of ...을 알다

A Get the Main Ideas

1 본문을 다시 한 번 빠르게 읽고, 중심 내용을 정리하게 한다.

Read the text again quickly, organizing the main idea.

2 본문 내용을 요약하는 표를 완성하게 한다.

Go through the map and fill in each blank with the appropriate word.

B Critical Thinking

1 오늘날 발생하는 범세계적인 교류에는 어떤 것들이 있는지 생각해 보고, 미래 세대에 어떤 영향을 미칠지 예측해 보게 한다.

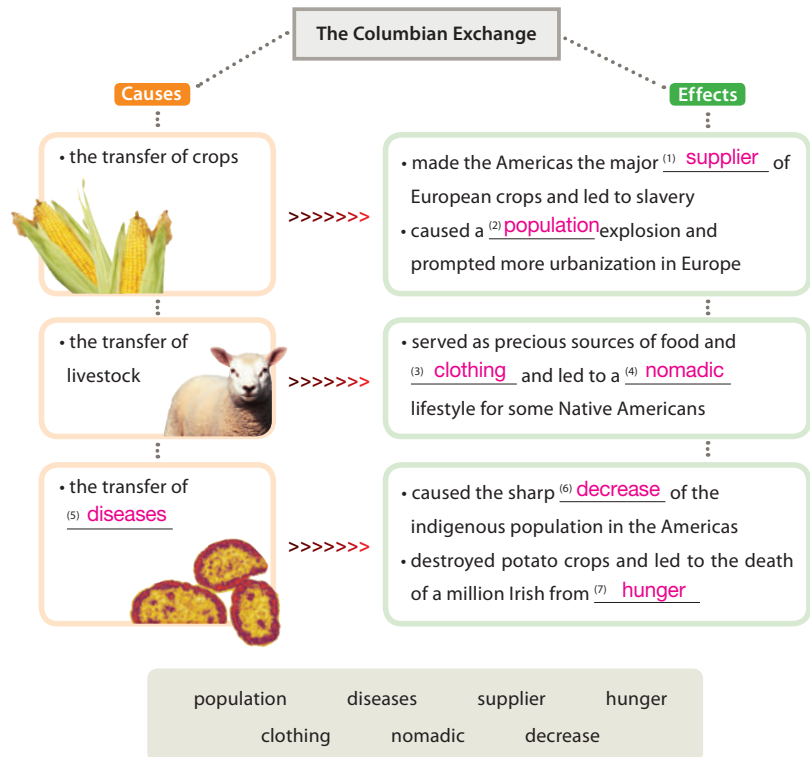
Do you know any kind of exchanges that are taking place at a global level? Think about what they are and guess how they will influence the next generation.

2 짝과 함께 서로의 의견을 듣고 토론해 보게 한다.

Share your ideas and discuss them with your partner.

After You Read**A Get the Main Ideas**

Fill in each blank with a word from the box to complete the concept map.



Sample I think that exchanges are taking place in different forms. For example, more and more people exchange ideas and information in cyberspace regardless of the time and place. This will change how future generations form opinions and make decisions.

**B Critical Thinking**

What kinds of exchanges are taking place in today's world, and how will they affect future generations? Discuss these questions with your partner.

Words and Expressions

- supplier 공급자
- urbanization 도시화
- lead to ...으로 이어지다
- destroy 파괴하다
- generation 세대

Teacher's Notes**1. 상대방의 의견을 묻는 질문**

- What do you think?
- What is your opinion?
- What do you think about this question?
- I'd like to hear your point of view.
- What are your views on ~?
- How do you feel about the topic?

2. 자신의 의견을 말할 때 쓰는 표현

- I think that ~.
- In my opinion, ~.
- As far as I'm concerned, ~.
- What I think is ~.
- If you ask me, ~.
- From my point of view, ~.
- It seems to me that ~.

Check Your Words

A Find the Hidden Words

Find the hidden words that fit the blanks in the sentences.

3	t	r	i	g	g	e	r	d	t	i	4
	r	e	n	a	i	m	o	t	w	n	
	i	n	5	f	e	c	t	i	r	o	f
	g	o	p	r	o	6	m	p	a	l	e
	j	s	r	b	k	o	o	n	t	c	
2	b	l	o	w	e	c	l	s	e	t	
	a	t	m	v	q	c	w	f	y	i	
1	e	x	p	o	s	u	r	e	m	o	
	f	e	t	s	z	r	x	r	j	u	
	b	i	b	s	t	r	f	c	w	s	



1. Skin cancer can be caused by too much **exposure** to the sun.
2. Failing the math test was a terrible **blow** to his confidence.
3. Dairy products can **trigger** allergic reactions in some people.
4. The **infectious** disease rapidly spread throughout the area.
5. You should **prompt** them to hurry and finish the work on time.
6. Many car accidents seem to **occur** at the intersection.
7. The **transfer** of bags between flights was very slow.

B Crack the Code

What letter does each symbol stand for?

1. A p♠♦♠tio is a large area of land where crops are grown. **plantation**
2. The o♦♦dic tribes moved around to find grass for their livestock. **nomadic**
3. The birds seasonally oigr♠♦ from one area to another. **migrate**
4. The police charged him with driving under the i♠★lu♦c♦ of alcohol. **influence**
5. Regular exercise will be ♦♦♦★ici♠ to your health. **beneficial**

♠: **a** ♦: **n** o: **m** ♦♦: **e** ★: **f** ♦♦: **b**

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Mini Test

[1-3] Choose the word that best completes each sentence.

1. Repeated _____ to air pollution can bring about serious illness.
 (a) experiment (b) threat (c) exposure
2. "_____ is the verb which means "to make something happen."
 (a) Trigger (b) Blow (c) Occur
3. Terrible customer service can _____ people to complain.
 (a) transfer (b) prompt (c) originate

Answers 1 (c) 2 (a) 3 (b)

A Find the Hidden Words

문장의 빈칸에 주어진 철자로 시작하는 알맞은 단어를 쓰고, 그 단어를 왼쪽 퍼즐에서 찾게 한다.

Complete each sentence with a word starting with the given letter. And then find the word in the box on the left.

B Crack the Code

주어진 문장을 차례대로 읽고 각 기호가 어떤 글자를 상징하는지 알아보게 한다.

Read each sentence trying to figure out which letter each symbol stands for. Then write the letter for each symbol in the blank.

Words and Expressions

- confidence 자신감
- dairy product 유제품
- allergic reaction 알레르기 반응
- intersection 교차로
- seasonally 계절 따라
- charge A with B A를 B의 혐의로 기소하다(고발하다)

Reading Master

• 다음 글의 빈칸에 주어진 철자로 시작하는 단어를 쓰고, 글은 빈칸 옆에 표시해라.

The Columbian Exchange

Look at the pictures above. You probably think that the people are eating foods from their countries. You may be surprised to learn that each food came from a distant land. In fact, about 500 years ago, there were no potatoes in the United Kingdom, no beef in the United States, no coffee in Brazil, and no tomatoes in Italy.

Many significant changes were triggered, were, by the arrival of Christopher Columbus in the Americas in 1492. After this, the exchange of food, plants, animals, and even diseases occurred at a global level. This exchange between the Old World (Europe, Africa, and Asia) and the New World (North and South America), affecting nearly all the peoples of the world in one way or another. People were and are still under the influence of this exchange, called the Columbian Exchange (this, called, phenomenon, the Columbian Exchange).

Crops Across Atlantic

The Columbian Exchange was most significant in the transfer of agricultural crops between the two worlds. Potatoes, sweet potatoes, corn, tomatoes, cacao, red peppers, and other crops were carried from the New World to the Old. Sugar, coffee, soybeans, oranges, bananas, and other crops traveled in the opposite direction.

This exchange of food crops had far-reaching consequences in both worlds. In the Americas, for instance, the introduction of crops from Europe led to riches for some farmers. They could produce the crops on a large scale (a, large, on, scale) and make a large profit. The Americas quickly became the major supplier of European crops. For many others, however, the transfer meant a loss of land. Many slaves had to work on the plantations owned by the rich.

In Europe, the nutritious food crops from the Americas stimulated a population boom. Around 1492, Europe's population stood at about 60 million. By 1800, however, it had increased sharply to 150 million. The new crops, such as potatoes, corn, and wheat, could feed a greater population. As the population grew, more and more people started to migrate into the cities, prompting more growth in Europe.

Livestock from the Other World

Another major aspect of the Columbian Exchange was the transfer of livestock

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Section 1 Oral Communication

Section 2 Written Communication

Section 3 Summing Up

Starter Study the Model

- 1 '비교·대조하는 글 쓰기'가 목표임을 알려주고, 예시 문단을 읽어보게 한다.

The main objective of this writing activity is to learn how to write a comparison and contrast essay. Read the given passage, paying attention to the overall flow.

- 2 예시 문단을 다시 읽고, 개요를 작성하게 한다.

Now, read the passage again and complete the outline with the expressions from the passage.

Step 1 Prepare to Write

예시로 주어진 주제를 참고하여 우리나라에서 가장 변화가 큰 항목을 생각해 보게 한 뒤, 글을 쓸 때 필요한 정보를 묻는 질문에 답하게 한다.

Now, think about things that have changed a lot in Korea. What are the differences between the past and the present? Then, answer the following questions.

Words and Expressions

- communicate 의사소통을 하다
- long distance 장거리
- smoke signal 봉화, 연기 신호
- nowadays 오늘날, 요즘
- modern 현대의
- technology 과학기술
- convenient 편리한
- telepathy 텔레파시, 정신감응
- device 장치, 기기

Write

Starter Study the Model How to write a comparison and contrast essay

Read the passage and complete the outline.

Sample

Ways to Communicate

Many things have changed in our lives over the years. One of the most interesting changes is in the way people communicate over long distances. In the past, people used smoke signals, flags, or messengers to send and receive messages. One major problem with the traditional way was that communication was slow. Nowadays, however, people use cellphones, email, and other modern technology. Therefore, it has become possible to communicate in faster and more convenient ways. In the future, with the help of various telepathy devices, people may be able to communicate without using words.

Outline

- > **Area of comparison:** the way people **communicate over long distances**
- > **In the past:** – means of communication: smoke signals, flags, or messengers
– problem: **slow**
- > **At present:** – means of communication: cellphones, email, and other modern technology
– improvement: **faster and more convenient**
- > **In the future:** – means of communication: **telepathy devices**
– improvement: communication without using words

Step 1 Prepare to Write

Think about how things have changed in Korea and answer the questions.

1. What positive changes do you want to describe?

▶ **Sample transporting loads over long distances**

Sample topics transportation housing playing games clothing schools

2. How were things in the past? What was one major problem?

▶ People **Sample used an A-frame on their back, an oxcart, a horse, or a ferryboat to transport their loads or goods**

▶ One major problem **Sample was that transportation was slow**

Translation

Starter Study the Model

연락을 주고받는 방법

많은 것들이 우리의 삶 속에서 수년간 변화해왔다. 가장 재미있는 변화 중 한 가지는 사람들이 먼 거리에서 연락을 주고받는 방법이다. 과거에 사람들은 메시지를 주고받기 위해 봉화, 깃발, 또는 전령을 이용하였다. 전통적인 방식의 큰 문제 한 가지는 소통이 느리다는 것이었다. 그러나 오늘날 사람들은 휴대전화, 이메일, 그리고 다른 현대의 과학기술을 사용한다. 그러므로, 더 빠르고 더 편리한 방식으로 소통하는 것이 가능해졌다. 미래에는 다양한 텔레파시 장치들의 도움으로, 사람들은 말을 하지 않고 소통할 수 있을지도 모른다.

3. How are things at present? What is one improvement?

- » People Sample use a car, a ship or an airplane.
 » It has become possible to Sample transport loads in faster and more reliable ways.

4. What will things be like in the future? What makes you think so?

- » With the help of Sample teleportation devices.
 » People Sample transport loads in a split second.

Step 2 Write Your Story

Based on the information in Step 1, write your own essay.

Many things have changed in our lives over the years. One of the most interesting changes is _____. In the past, people _____. One major problem with the traditional way was _____. Nowadays, however, people _____. Therefore, it has become possible to _____. In the future, with the help of _____, people may be able to _____.

Self-Check List

- ☐ Does the essay include specific examples to show the differences between past and present?
☐ Does the essay present new views about future?
☐ Are the vocabulary and grammar correct?

Step 3 Share Your Story

Read your classmates' essay and offer your comments.

I think you've made an interesting prediction!

Your essay helped me better understand the past.

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Answers

Step 2 Write Your Story

Sample

Ways to Transport Loads

Many things have changed in our lives over the years. One of the most interesting changes is the way people transport loads over long distances. In the past, people used an A-frame on their back, an oxcart, a horse, or a ferryboat to transport their loads or goods. One major problem with the traditional way was that transportation was slow. Nowadays, however, people use a car, a ship or an airplane. Therefore, it has become possible to transport loads in faster and more reliable ways. In the future, with the help of teleportation devices, people may be able to transport loads in a split second.

Step 3 Share Your Story

Sample What an interesting topic! I hope the teleportation devices will be introduced in the near future.

Step 2 Write Your Story

Step 1의 질문에 답한 내용을 바탕으로 과거·현재·미래의 생활상을 비교하는 글을 쓰게 한다.

Write a short paragraph explaining how something has changed in Korea using the answers in Step 1.

Self-Check List

자신이 쓴 글을 주어진 항목에 따라 확인해 보게 한다.

Use the Self-Check List to make sure you did everything correctly.

- ☐ 글이 과거와 현재의 차이를 보여주는 구체적인 예를 포함하는가?
☐ 글이 미래에 대한 새로운 전망을 보여주는가?
☐ 어휘와 문법은 올바른가?

Step 3 Share Your Story

Step 2에서 쓴 글을 짝과 바꾸어 읽고, 각자 글의 내용에 관해 이야기해 보게 한다.

Read your partner's work and give comments.

Translation

화물을 운송하는 방법

많은 것들이 우리의 삶 속에서 수년간 변화해 왔다. 가장 재미있는 변화 중 한 가지는 사람들이 장거리로 화물을 운송하는 방식이다. 과거에 사람들은 그들의 집이나 상품들을 운송하기 위해 등에 매는 지게, 우마차, 말, 나룻배를 이용했다. 전통적인 방식의 큰 문제 한 가지는 운송이 느리다는 점이었다. 그러나 오늘날 사람들은 차, 배, 비행기를 사용한다. 그러므로, 더 빠르고 더 신뢰할 수 있는 방식으로 짐을 운송하는 것이 가능해졌다. 미래에는 다양한 공간 이동 장치들의 도움으로, 사람들이 눈 깜짝할 사이에 짐을 운송할 수 있을지도 모른다.

A Word-Building Skills

1 단어족(word families)이란 형태와 의미가 유사한 단어 집단이며 형태에 따라 문장에서 다른 역할을 한다는 것을 설명한다.

Now, we're going to learn about word families. Word families are groups of words which share a common base in form and meaning. They can be used differently in a sentence according to their form.

2 주어진 문장을 읽고, 괄호 안에서 적절한 어휘를 고르게 한다.

Read the sentences and choose the word that best fits each one.

B Expressions in Context

1 밑줄 친 부분에 유의하면서 만화를 읽게 한다.

Read the comic strip, paying attention to the underlined expressions.

2 빈칸에 만화의 밑줄 친 표현을 넣어 문장을 완성하게 한다.

Complete the sentences with the underlined expressions above. You can change the form if necessary.

Words and Expressions

- overeating 과식
- be famous for ...으로 유명하다
- be on a diet 다이어트를 하다
- once a day 하루에 한 번
- hunger 배고픔, 기아
- region 지역



Language Focus

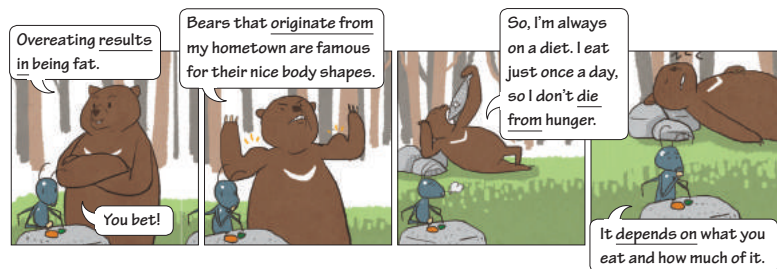
A Word-Building Skills

Verbs	Nouns	Adjectives	Adverbs
think	thought	thoughtful	thoughtfully
stimulate	stimulation	stimulating	stimulatingly
infect	infection	infectious	infectiously

Practice Choose the word that best completes each sentence.

- (1) I couldn't hear the bell because I was lost in (thought / thoughtful).
- (2) The teacher always tries to (stimulatingly / stimulate) her students to do their best.
- (3) The girl's cry was (infectiously / infectious); all the babies started to cry.

B Expressions in Context



Practice Fill in the blanks with the underlined expressions above. Change the form if necessary.

- (1) The actor was reported to have died from a car accident this morning.
- (2) The cooking time of the stew will depend on the size of the potatoes.
- (3) How do those similar traditions originate from such different regions?
- (4) Your careless behavior can result in serious mistakes.

168 Section 3 Summing Up

Translation

A

동사	명사	형용사	부사
생각하다	생각	사려 깊은	사려 깊게
자극하다	자극	자극이 되는	자극적으로
감염시키다	감염	전염되는	옮기 쉽게

B



C Language in Use

1

The Spaniards brought horses to the Americas.

>> It was *the Spaniards* **that** (= who) brought horses to the Americas.

>> It was *horses* **that** the Spaniards brought to the Americas.

cf. It is true **that** the Spaniards brought horses to the Americas.

Practice Look at the picture and complete the answers to the questions.



Tim gave Mary a beautiful vase last week.

(1) What did Tim give Mary last week?

It was a beautiful vase that Tim gave Mary last week.

(2) When did Tim give Mary a beautiful vase?

It was last week that Tim gave Mary a beautiful vase / Tim gave a beautiful vase to Mary

(3) Who did Tim give a beautiful vase to last week?

It was Mary that Tim gave a beautiful vase to last week.

2

Type A: Verbs without objects

- The door **opened** quietly.
- Things have **changed** a lot.
- We **moved** to another town.

Type B: Verbs with objects

- A girl **opened** the door.
(= The door **was opened** by a girl.)
- You can **change** things if you try.
- We **moved** all the boxes into the house.

Practice Read the story. How do the words in bold function? Circle the **Type A** words and underline the **Type B** ones.

After the arrival of Christopher Columbus in the Americas, many people from Europe **moved** to the Americas. In 1608, the first European settlements **occurred** in Jamestown, Virginia. The Europeans **founded** the Jamestown colony in the middle of an Indian empire. The Indian chief **was** Powhatan, father of the legendary Pocahontas. Pocahontas **made** peace between the settlers and her tribe.

Type A moved, occurred, was

Type B founded, made

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Teacher's Notes It ~ that... 강조구문

- 한 문장 내에서 강조하고자 하는 어구를 it is[was]와 that 사이에 두고, 문장의 나머지 부분을 that 이하에 놓은 것(= a cleft clause)이 It ~ that... 강조구문이다. '...한 것은 바로 ~이다'라고 해석하며, 문장의 주어, 목적어, 부사(구)가 강조어구로 사용될 수 있다. 강조어구의 종류에 따라 that 대신 관계대명사 who나 관계부사 when을 쓸 수 있다.

e.g. Joyce made her sister a doll in the room yesterday.

- ① It was **Joyce** that(= who) made her sister a doll in the room yesterday.
- ② It was **her sister** that(= who) Joyce made a doll in the room yesterday.
- ③ It was **a doll** that Joyce made her sister in the room yesterday.
- ④ It was **in the room** that Joyce made her sister a doll yesterday.
- ⑤ It was **yesterday** that(= when) Joyce made her sister a doll in the room.

- It ~ that... 강조구문은 외형상 it(가주어) ~ that(진주어) 구문과 상당히 유사하다. It is[was]와 that 사이에 형용사가 오거나, that절 이하가 문법적으로 완전할 문장일 때(단, 강조어구가 부사(구)인 경우 제외)는 it(가주어) ~ that(진주어) 구문이다. 두 구문 모두에서 it은 별도의 뜻이 없으므로 해석하지 않는다.

C Language in Use

1 1의 문장을 읽으면서 굵은 글씨로 표시된 표현들을 살펴본 뒤, 형태와 의미의 공통점을 생각하게 한다.

Read the sentences in 1 and focus on the expressions in bold. What do the expressions have in common in terms of forms and meanings?

Translation C 1

- 스페인 사람들은 아메리카 대륙에 말을 가져왔다.
- 아메리카 대륙에 말을 가져왔던 건 바로 스페인 사람들이었다.
- 스페인 사람들이 아메리카 대륙에 가져왔던 건 말이었다.
- cf. 스페인 사람들이 아메리카 대륙에 말을 가져왔다는 것은 사실이다.

2 It ~ that 강조구문에 대해 설명한다.

We can use an it-cleft construction to emphasize an element of a sentence such as a subject, an object, or an adverbial phrase. Don't confuse it with a sentence using the dummy *it* and *that* clause used as a real subject. In it-cleft construction, *that* is usually used as a relative pronoun, but it is used as a conjunction in the latter case.

3 주어진 그림과 문장을 보고 질문에 알맞은 답을 완성하게 한다.

Look at the picture and complete the sentence with appropriate words.

Words and Expressions

- bring A to B A를 B에 가져다주다
- vase 꽃병, 화병

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- 4 2의 문장을 읽으면서, 굵은 글씨로 표시된 표현들을 살펴본 뒤, 유형 A와 유형 B의 차이점을 문장의 구조와 의미 측면에서 생각해 보게 한다.

Read the sentences in the box focusing on the expressions in bold. Think about what are the differences between type A and type B in terms of sentence structure and meanings.

- 5 자동사와 타동사에 대해 설명한다.

Verbs in English can be divided into two kinds. One is intransitive, and they do not have objects. The other is transitive, and they require one or more objects. However, some verbs can be used with or without objects depending on their usage.

- 6 굵게 표시된 단어들이 어떤 유형에 속하는지 생각한 후, A 유형의 단어에는 동그라미를 치고 B 유형의 단어에는 밑줄을 긋게 한다.

Read the story and find out where the words in bold belong. Are they Type A or Type B. Then circle the Type A words and underline the Type B ones.

Words and Expressions

- settlement 정착
- found 설립하다
- colony 식민지
- empire 제국
- chief 추장
- legendary 전설적인
- make peace 평화를 이루다
- settler 정착민

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C Language in Use

1

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>> It was **the Spaniards** **that** (= who) brought horses to the Americas.

>> It was **horses** **that** the Spaniards brought to the Americas.

cf. It is true **that** the Spaniards brought horses to the Americas.

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Type A moved, occurred, was

Type B founded, made

Unit 6 A Matter of Give and Take 169

Translation C 2

아메리카 대륙에 크리스토퍼 콜럼버스가 도착한 후에, 많은 유럽 사람들이 아메리카 대륙으로 이주했다. 1608년에, 유럽인들의 첫 번째 정착이 버지니아 주의 제임스타운에서 이루어졌다. 그 유럽인들은 인디언 제국의 한가운데에 제임스타운 식민지를 설립하였다. 인디언 추장은 전설적인 포카혼타스(Pocahontas)의 아버지인 포와탄(Powhatan)이었다. 포카혼타스는 정착민들과 그녀의 부족 사이에서 평화를 이루어냈다.

Teacher's Notes 자동사와 타동사

동사는 목적어 없이 사용되는 자동사와 반드시 목적어를 필요로 하는 타동사로 구분할 수 있다.

- 자동사: 목적어를 필요로 하지 않는 1형식, 2형식 문장에 사용
- 타동사: 하나 또는 그 이상의 목적어가 쓰이는 3형식, 4형식, 5형식 문장에 사용

한편, 일부 동사들은 자동사와 타동사의 특징을 모두 지니고 있어서 용례에 따라 목적어를 함께 쓰기도 하고 목적어 없이 사용하기도 한다. 이로 인해 동사 형태만으로는 자동사와 타동사를 구분하기 어려우므로, 문장 내 목적어의 유무를 통해 구분하도록 한다.



Teen Links

Culture: Another Case of Global Interaction

The Silk Road, spanning from China to Europe, was established in the 2nd century BC. Travelers made a long journey along the Silk Road and contributed to a truly global exchange. Look at the picture and put each item in the correct place.



a yearbook: I want the future generation to understand what high school life is like today.

Fast Fact



During the Renaissance, spices were carried from India to Europe along the Silk Road. The long journey made spices very expensive. So, Europeans wanted to find a faster way to Asia to buy spices and other goods at lower prices. Many explorers began to look for new routes. One of these explorers was Christopher Columbus, who arrived at the Americas by accident in 1492.



Project: A Very Special Time Capsule

A time capsule is a good way to connect the present to the future. Make a special time capsule to be opened in 100 years.

1. What do you want to leave in a time capsule to show your life as a high school student? List **THREE** items.

Sample (1) **school uniforms**

(2) **a yearbook**

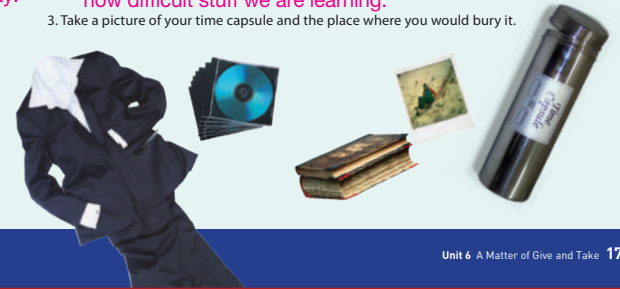
(3) **textbooks**

2. Write one reason why you would like to put each item in the time capsule.

(1) **school uniforms: I think people in 100 years later may be curious about what we wear to school.**

(2) **textbooks: I hope that people in 100 years later will see how difficult stuff we are learning.**

3. Take a picture of your time capsule and the place where you would bury it.



Culture: Another Case of Global Interaction

실크로드에 대한 설명과 그림을 살펴본 후, 그림 속 인물과 어울리는 물건을 찾아 그 기호를 적게 한다.

Let's learn about another case of global exchange. First, read the description of the Silk Road and think about the place each person in the picture represents. Then match the items with the blanks.

Translation

중국에서 유럽까지 걸치는 실크로드는 기원전 2세기에 만들어졌다. 여행객들은 실크로드를 따라 긴 여정을 하며 진정한 세계적 교류에 기여하였다.

1 로마: 로마 글라스 (로마 양식의 유리 용기), 은, 보석, 금

2 아랍: 털직물, 향신료, 카펫, 상아

3 중국: 중국 도자기, 종이, 약초, 비단, 나침반

Words and Expressions

- span (얼마의 기간에) 걸치다
- contribute 기여하다

Fast Fact

콜럼버스에 관한 짧은 이야기를 읽게 한다.

Read the short passage about the reason Columbus set sail.

Translation

르네상스 시대에, 향신료는 인도에서 유럽으로 실크로드를 따라 옮겨졌다. 그 오랜 여정으로 향신료는 매우 비싸졌다. 그래서 유럽인들은 향신료와 다른 상품들을 더 낮은 가격으로 구매하고자 아시아로 가는 더욱 빠른 길을 찾고 싶어 했다. 많은 탐험가들은 새로운 경로를 찾기 시작했다. 이 탐험가들 중 한 명이 크리스토퍼 콜럼버스이며, 그는 우연히 1492년 아메리카 대륙에 도착했다.

Project: A Very Special Time Capsule

타임캡슐에 대한 설명을 읽고, 질문에 대한 자신의 의견을 써 보게 한다.

Have you ever heard of a time capsule? As you may know, it is a container of items typical to a particular period, which should be opened many years after it was buried. Read the description of the time capsule and answer each question.

A Listen and Talk

1 대화를 듣고, 대화에서 화자들이 언급하고 있는 것을 고르게 한다.

Listen and choose what the speakers are talking about.

2 답화를 듣고, 질문에 답하게 한다.

Listen to the talk and answer the questions.

(1) 탐험가에 대한 설명으로 옳은 것을 고르게 한다.

Choose the correct description of the explorer.

(2) 2011년 원정에서 탐험가에게 일어난 일을 고르게 한다.

Choose what the explorer experienced during his expedition in 2011.

3 자신이 범세계적인 교환 분야의 연구자라고 생각하고 네 가지 질문에 각각 한두 문장으로 답하게 한다.

Imagine you are a researcher in the field of global exchange. Now, read the four questions and think about how you would answer them. Your answers should consist of one or two full sentences.

Words and Expressions

- a variety of 여러 가지의
- remarkable 놀랄 만한, 놀라운
- continent 대륙
- expedition 탐험, 원정
- attempt 시도하다
- route 길, 경로



A Listen and Talk

1. Listen. Which is mentioned in the dialog?

- Ⓐ why Koreans like spicy food
- Ⓑ how to make *tteokbokki*
- Ⓒ where red peppers are originally from
- Ⓓ what Korean dish Marco likes most

2. Listen and answer the questions.

(1) Which is true about the explorer?

- Ⓐ He reached the top of Mount Everest 14 times.
- Ⓑ He climbed high mountains on different continents.
- Ⓒ He was always interested in breaking world records.
- Ⓓ He thought people knew almost everything about nature.

(2) What happened to the explorer during his 2011 expedition?

- Ⓐ He followed his previous route.
- Ⓑ He got lost in the snow.
- Ⓒ He broke another world record.
- Ⓓ He rescued his hero.

3. Suppose you are a researcher in the field of global exchange. Answer each question in one or two full sentences.

Sample

Question (1) | What is the Columbian Exchange?

(1) The Columbian Exchange means the transfer of food, plants, animals and even diseases at a global level. It occurred after the arrival of Christopher Columbus in the Americas.

Question (2) | What is one thing that came to Korea after the Columbian Exchange and how has it been used?

(2) Red peppers were originally from the Americas. They have been used as an important ingredient in many Korean dishes.

Question (3) | Which part of Korean culture has become international?

(3) Traditional Korean dishes have become very popular around the world.

Question (4) | Why do you think it has become popular around the world?

(4) People from different cultures find Korean dishes delicious and healthy.

Scripts A

1 M Thanks for inviting me to lunch.

W Thank you for coming, Marco.

M Wow, there are so many different kinds of foods here. Oh, what is this red one called?

W It's called *tteokbokki* and it's a popular Korean snack. I made it for you. Go ahead and try some.

M Thanks. Mmm, this is really good. It's sweet and spicy.

W I'm glad you like it. I was afraid that it might be too spicy for you.

M Oh, I love food with red peppers in it. Actually, I love Korean food because red peppers are used a lot.

W We do have a variety of dishes that are made using red peppers. By the way, did you know that red peppers are originally from the Americas?

M Really? I had no idea. That's interesting.

W Yeah. It makes me wonder what was used in our food before we had red peppers.

B Read and Write



1. Read the passage and answer the questions.

In 1828, American author Washington Irving published *The Life and Voyages of Christopher Columbus*. About 170 different editions of the book ① have published by the end of the 19th century. According to the book, Columbus had a heated argument with Spanish scholars, trying to convince them that the world was round. At that time, Columbus wanted to find a new route to India ② by sailing west from Spain. The fact is that the Arabs and everyone in Europe already knew that the earth was round. Aristotle (384-322 BC) proved that the earth is round by observing the shadow that the earth cast on the moon when the moon covered the sun. In reality, Columbus's argument with Spanish scholars concerned the size of the earth and ③ how long the journey might take. Whatever the reason, however, the image of scared crews aboard Columbus's ships, afraid to fall off the edge of the world, ④ has been widely accepted since a long time ago.

(1) Which is true according to the passage?

Ⓐ Irving's book was unpopular. Ⓑ Spanish scholars believed that the earth was flat.

✓ Ⓒ Columbus and Spanish scholars argued over the size of the earth.

Ⓓ The crews on Columbus's ships were afraid of falling off the edge of the world.

(2) Which one of the four underlined parts should be corrected?

✓ Ⓐ

Ⓑ

Ⓒ

Ⓓ

have published → had been published



2. Imagine you are an explorer. Write about the plans for your next exploration, including the information from the box.

- where you want to explore and why
- who you want to go with
- two things you would like to do during the exploration

Next year, I want to explore _____ because I am interested in _____.

I wish I could go with _____.

One thing I would like to do during the exploration is _____.

In addition, I want to _____. I am sure the exploration will be _____ for me and _____.

Sample Next year, I want to explore villages close to the North Pole because I am interested in the culture of the people who live in extreme weather. I wish I could go with my best friend Kevin, who knows a lot about the North Pole and has a good sense of humor. One thing I would like to do during the exploration is to meet a lot of local people and experience their way of life. In addition, I want to travel across the endless field of ice on a sled drawn by dogs. I am sure the exploration will be an exciting opportunity for me and my friend.

2 W Have you heard about Park Young Seok? Park Young Seok was one of the most remarkable explorers in the world. Park was an explorer who overcame challenges and broke a lot of world records. He reached the top of Mount Everest and 14 of the highest parts of the Himalayan mountains. He climbed the highest mountains on the seven continents. However, he loved climbing itself rather than setting world records. In an interview, he said that there are still a lot of things that humans have never experienced in nature. He was curious about unknown worlds and new expeditions. In October 2011, Park went missing with his expedition while attempting a new route in the Himalayas. The Himalayan snow is now his final resting place, but Park will always be remembered as a hero.

B Read and Write

1 제시된 글을 읽고, 질문에 답하게 한다.

Read the passage about the book by Washington Irving and answer the questions.

(1) 글의 내용과 일치하는 것을 고르게 한다.

Choose the correct statement about the passage.

(2) 밑줄 친 부분 중 고쳐야 하는 것을 고르게 한다.

There are four underlined parts in the passage. Choose the one that needs to be corrected.

2 자신이 탐험가라고 상상하고 상자에 제시된 정보를 포함하여 자신의 탐험 계획을 써보게 한다.

Make plans for your exploration. Make sure that you include all the information from the box.

Translation

1828년, 미국 작가 Washington Irving은 《크리스토퍼 콜럼버스의 삶과 항해》라는 책을 출판했다. 19세기 말 경에 약 170여 개의 다양한 판본들이 출판되었다. 그 책에 따르면, 콜럼버스는 스페인 학자들과 열띤 논쟁을 벌이며, 지구가 둥글다는 사실을 그들에게 설득하고자 노력했다. 그 당시에, 콜럼버스는 스페인에서부터 서쪽으로 항해하며 인도로 가는 새로운 길을 찾기 원했다. 사실은 아랍 사람들과 유럽에 있던 모든 이들이 이미 지구가 둥글다는 것을 알고 있었다. 아리스토텔레스(기원전 384-322)는 달이 태양을 가렸을 때 달에 드리워진 지구의 그림자를 관측하여 지구가 둥글다는 것을 증명했다. 사실, 스페인 학자들과 콜럼버스의 논쟁은 지구의 크기와 그 여정이 얼마나 오래 걸릴 것인지에 관한 것이었다. 그러나 이유가 무엇이든, 콜럼버스의 배에 승선한 선원들이 세상의 끝자락에서 떨어질까 두려워하며 겁먹었다는 이미지는 오래전부터 널리 사실로 여겨져 왔다.

Words and Expressions

- publish 출판하다
- edition 판본
- scholar 학자
- observe 관측하다
- cast 드리우다 (cast-cast-cast)
- scared 겁먹은

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