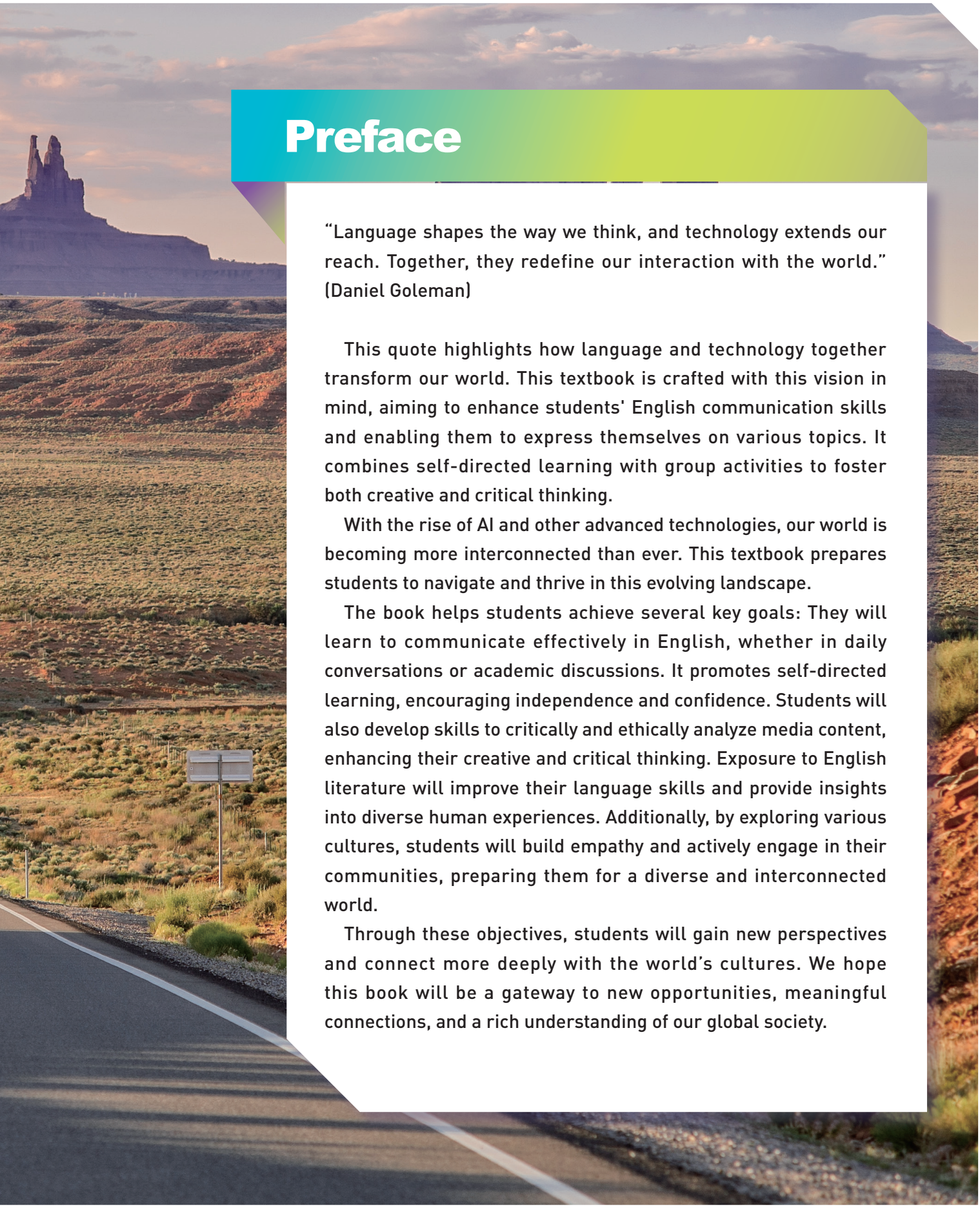
HIGH SCHOOL 심화 영어

ADVANCED ENGLISH



이젠교육





Preface

"Language shapes the way we think, and technology extends our reach. Together, they redefine our interaction with the world." (Daniel Goleman)

This quote highlights how language and technology together transform our world. This textbook is crafted with this vision in mind, aiming to enhance students' English communication skills and enabling them to express themselves on various topics. It combines self-directed learning with group activities to foster both creative and critical thinking.

With the rise of AI and other advanced technologies, our world is becoming more interconnected than ever. This textbook prepares students to navigate and thrive in this evolving landscape.

The book helps students achieve several key goals: They will learn to communicate effectively in English, whether in daily conversations or academic discussions. It promotes self-directed learning, encouraging independence and confidence. Students will also develop skills to critically and ethically analyze media content, enhancing their creative and critical thinking. Exposure to English literature will improve their language skills and provide insights into diverse human experiences. Additionally, by exploring various cultures, students will build empathy and actively engage in their communities, preparing them for a diverse and interconnected world.

Through these objectives, students will gain new perspectives and connect more deeply with the world's cultures. We hope this book will be a gateway to new opportunities, meaningful connections, and a rich understanding of our global society.

Contents

Lesson	Page	Topic	Goals	
			Reception	Production
1 A Self-Fulfilling Prophecy	8	Psychology	• I can read a text and grasp the subject matter or get the main point. • I can critically evaluate opinions and arguments expressed in various media.	• I can use appropriate strategies and background knowledge to communicate effectively. • I can listen to and discuss the opinions of others and adjust my opinions.
2 The Secret to Immortality	38	Biology and Environment	• I can understand the main idea of a basic academic field. • I can connect visual material to a text.	• I can explain factual information using pictures. • I can make a presentation using reconstructed information.
3 Pricing Mysteries!	68	Economy	• I can predict what will follow after reading a text. • I can infer the logical relationship of the content by grasping the composition of a text.	• I can summarize what I hear or read in my own words. • I can compare or contrast spoken or written content.
4 Preserving the Past, Celebrating the Present	98	Diaspora	• I can infer the aspects and feelings of the characters from the context of a text. • I can foster an inclusive attitude towards cultural diversity by reading writings about our culture and other cultures.	• I can present information by reorganizing it from various sources. • I can communicate with English users from diverse backgrounds.
Special Lesson Exploring Dilemmas Through Literature	128	Dilemma	• I can infer the characters' feelings by reading a literary work. • I can identify figurative language and infer the implications of vocabulary or phrases in a literary work.	• I can briefly summarize and review a literary work that I read. • I can express my feelings after reading a literary work.



Summary	Language	
	Functions	Grammar
Everyone has worries and fears about the future. Therefore, if we encourage each other to live positively and with confidence, all members of society can succeed.	• Giving advice to someone • Starting a conversation using appropriate expressions	• **Adverbial Participles** - Having fallen madly in love with his creation, he spent countless days and nights staring at it. • **Gerunds** - The study highlights the teachers' affecting the students' academic success through positive expectations.
By learning about the development of science and the mystery of life through humanity's quest for immortality, we can realize the importance of nature and the environment.	• Expressing what I know and what I don't know • Listing facts	• **Modals** - It is thought that this invasion may have been predominantly caused by humans. • **Relative Clauses** - He died from ingesting mercury, which he mistakenly believed to be the elixir of life.
We find out why diamonds, which are nothing but a luxury, are more expensive than water, which is precious to life, and find out how the price is determined.	• Suggesting and Recommending • Introducing and Answering	• **Postmodification** - Conversely, a man dying of thirst in a desert would have greater marginal use for water than for diamonds so would pay more for water. • **Coordinating Conjunctions** - We put a high value on wine not to acknowledge the worth of the land it comes from or the use of expensive machines to make it but to reflect that people enjoy drinking good wine.
We look at the lives of overseas Koreans who had to leave their homeland in the early 19th century and live in faraway foreign countries, and understand the suffering and difficulties of migrants.	• Expressing how certain I am • Emphasizing	• **Direct Speech and Indirect Speech** - When we jumped into her decades-old, beat-up car, I asked her, "Would you happen to be Chinese?" • **Inversion** - Not only did I meet them, but I also spent a whole day with them in their abode in Havana.
Through the appearance of people living in an imaginary city called Omelas, we think about the justice of the real world while feeling the dilemma in which the bright side and the dark side must coexist.		



Structure & Features Lesson 1 ~ 4

Cover
- 단원별 학습 목표 확인

Spark Your Thoughts
- 단원 전반에 대한 Big Question

Interactive Communication
- 주제 관련 학습 동기 유발 활동
- 목표 의사소통기능의 훈련과 기능별 전략을 활용한 기본적인 이해 및 표현 기능 학습

Active Communication
- 목표 의사소통기능을 활용한 복합 기능 학습
- 단계적 기능별 전략을 통한 유의미한 복합 기능 학습

Read On 2 / Review 2
- Read On 1에 이어지는 읽기 자료의 후반부 내용
- 다양한 형태의 읽기 중 활동 및 읽기 후 활동

Language in Use
- 문맥을 통한 어휘 학습 활동
- 의미와 문맥을 통한 언어형식 학습 활동

Write for Communication
- 주어진 주제나 형식에 맞춰 다양한 기능 통합을 통해 자신의 의견이나 경험, 생각 등을 단계별로 작성

Viewing & Doing
- 활동의 예시를 보고, 듣고, 읽고 이해한 후, 모둠원의 지혜를 모아 창의적인 결과물을 마련하는 활동

Do It Yourself
- 각 기능별, 또는 기능 통합적 형식으로 단원 목표의 성취 여부를 판단하는 평가 활동

Dive into Culture
- 단원 관련 문화에 관한 다양한 관점에서의 이해와 포용적 태도를 갖추도록 마련한 문화 탐구 활동



Ready to Read

- 읽기 내용 관련 배경지식 활성화
- 자기주도적 학습을 위한 어휘 학습과 읽기 전략의 이해

Read On 1 / Review 1

- 심리학, 생명과학, 경제학 등 기초 학문 분야에서의 다양하고 흥미로운 읽기 자료의 전반부 내용
- 단락별 이해점검 및 실생활 적용 활동 등 다양한 읽기 중 활동

Further Reading

- 단원 주제 관련 한층 심화된 읽기 자료와 다양한 형태의 읽기 전 · 중 · 후 활동

Special Lesson



Exploring Literature

- 문학의 장르와 주제, 소재 등 문학 전반에 관한 학습

Ready to Read

- Main Reading을 위한 배경지식 활성화와 학습 동기 유발 활동

Main Reading / Review 1, 2

- Ursula K. Le Guin의 단편소설 "The Ones Who Walk Away from Omelas"를 압축한 읽기 자료와 다양한 읽기 전 · 중 · 후 활동

The Whole Story Review

- 핵심 질문과 내용 요약, 그리고 사고 확장 활동

Behind the Story

- 작가의 철학과 작품의 배경 등에 관한 탐구활동

Write for Communication

- 단계적 절차에 따른 서평 쓰기 활동

Further Reading

- 소설 속 내용을 닮은 현실 세계에 관한 기사와 그에 대한 읽기 전략 활동



Lesson

1

A Self-Fulfilling Prophecy



Spark Your Thoughts

• What is your opinion on the following statements?

a. The degree of achievement can vary depending on their mindset and determination.

b. Myths do serve important cultural, social, and psychological functions.

c. High expectations lead to improved performance in a given area.



Lesson Goals

Reception

- I can read a text and grasp the subject matter or get the main point.
- I can critically evaluate opinions and arguments expressed in various media.

Production

- I can use appropriate strategies and background knowledge to communicate effectively.
- I can listen to and discuss the opinions of others and adjust my opinions.

Communicative Functions

- Giving advice to someone
- Starting a conversation using appropriate expressions

Grammar Focus

- **Adverbial Participles**

- Having fallen madly in love with his creation, he spent countless days and nights staring at it.

- **Gerunds**

- The study highlights the teachers' affecting the students' academic success through positive expectations.

Interactive Communication

Think Ahead

1. Look at the infographic and check T if the sentence matches or F if it does not.

The Major Concerns of Korean Adolescents Aged 13-18

Ranking	Concerns	Percentage
1	Studies	50.8%
2	Appearance	13.3%
3	Career	7.4%
4	Friends (Friendship)	6.1%
5	Physical and Mental Health	4.9%
6	Lack of Allowance	4.8%
7	Etc.	2.3%



▲ *Source:* Statistics Korea, "Social Survey"

Advice Channels for Teenagers

The survey revealed that teenagers predominantly sought advice about their concerns from friends and peers (38.1%) and parents (36.5%).

(measure: %)

friends / peers	parents	on their own	siblings	others
38.1	36.5	17.8	3.7	3.9

(1) More than half of the Korean adolescents aged 13-18 are primarily concerned about their studies. T F

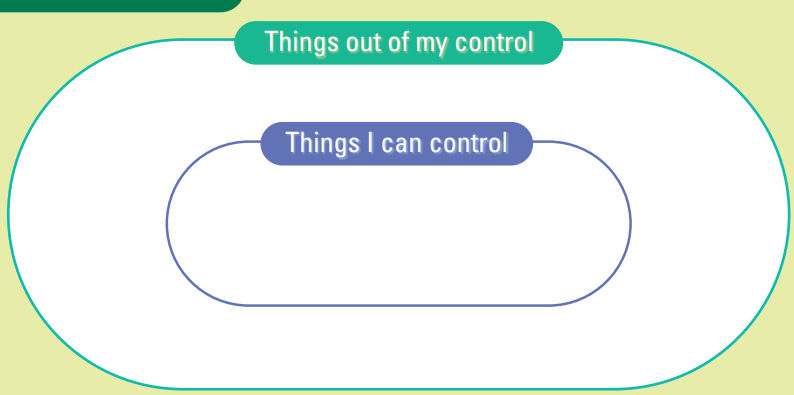
(2) After academic performance, the top three concerns for Korean adolescents are career, friends/friendship, and physical and mental health. T F

(3) Health concerns and lack of allowance together account for less than 10% of the total. T F

(4) Korean adolescents aged 13-18 are more likely to seek advice from their parents than from friends and peers. T F

2. Do you have any issues that you can't handle? Creating a Circle of Concern might be helpful in solving them. Write down the concerns that you can or cannot control.

Circle of Concern



Nobody has a perfect life. Everyone has problems. Some people just know how to deal with them in their own way.

Listen and Answer

Listen to the two people and answer the questions.

1. **What are the speakers mainly talking about?**
   - ⓐ Importance of communication and understanding in friendships
   - ⓑ Support and encouragement overcoming challenges and teaching lessons
   - ⓒ Common types of stress experienced by high school students

2. **What was Brian's concern?**
   - ⓐ Low grades
   - ⓑ Anxiety about the future
   - ⓒ A relationship with a friend

3. **What did Agnes' mother remind her of when Agnes felt like giving up on her painting?**
   - ⓐ The importance of winning contests
   - ⓑ Her past accomplishments
   - ⓒ How much her mother loved her



Talk and Share

1. **Write down your worries related to school life.**

   I'm really concerned about the upcoming English exam .

2. **Talk to your classmates about your concerns and write down their advice.**

……'s Advice	
……'s Advice	

Function
- If I were you, I'd … .
- I think you should … .
- Why don't you … ?
- You'd better … .

e.g.
A I'm so worried about the upcoming English exam. I've been studying, but I'm still worried about not remembering everything.
B Don't be too nervous. **If I were you**, **I'd** read a summary of what I've learned repeatedly.
C **I think you should** make a study schedule. That way, you can break down your study sessions and focus on one topic at a time.

3. **Present your worries to other classmates based on the advice you received.**

e.g. Hi, everyone. I'm here today to talk about my anxiety for the upcoming English exam. I'm really nervous because … (*Explain your worries*) … Based on the advice I received, I'm planning to … (*Mention the advice you found helpful*). Does anyone have any other suggestions?

Communication Task 1

1. Listen to the following radio broadcast and answer the questions below.



(1) Which of the following is the topic of the passage?

ⓐ The positive aspects of Prometheus's eternal suffering
ⓑ The significance of the Caucasus Mountains in Greek mythology
ⓒ The inspiring message of hope and sacrifice in Prometheus's story

(2) Why was Prometheus punished by Zeus?

ⓐ For challenging Zeus's authority
ⓑ For being a Titan who was friends with humans
ⓒ For stealing fire from the gods and giving it to humans

2. Listen again and fill in the blanks with suitable words.

The speaker hopes that the story of Prometheus will inspire listeners to never _____ _____ on their hopes, even in the face of adversity.

3. Do you know any heroes who are willing to help people in difficulty in the face of adversity? Who are they? Write about one of them and share your ideas with your friends.



e.g. I'd like to talk about Malala Yousafzai. She is a Pakistani activist who was shot by the Taliban for speaking out about her right to education. She became the youngest Nobel Prize winner and continues to fight for the rights of girls and women around the world. She is an inspiration to us all and a true hero.

◀ Malala Yousafzai (1997-)
is a Pakistani female education activist and was the 2014 Nobel Peace Prize winner at the age of 17.

Communication Task ❷

STEP 1 Answer the questions in your own words.

- Who is your hero?
- What characteristics does your hero have?
- Why did you choose him or her to be your hero?

More info.

Heroes show us how to overcome challenges and call us to stand up for others. They help build a better world for all of us.

STEP 2 Interview your group members and complete the table below.

e.g.

A Hey, have you thought about who your hero is?
B Yeah, I chose a firefighter as my hero.
A Interesting! What characteristics do you admire in firefighters?
B I admire their bravery and selflessness.
A Those are great qualities. Why did you choose firefighters as your heroes?
B I chose them because of their willingness to put themselves in danger to save others. It's truly inspiring!



Heroes	Characteristics	Reason You Chose
a firefighter	brave and selfless	their willingness to put themselves in danger to save others

STEP 3 Make a presentation about the hero that you chose.

e.g.

Today, I'd like to talk about firefighters, who are undeniably heroes in our communities. Firstly, they are the brave and selfless individuals who come to our aid when there is a fire emergency. Additionally, these courageous firefighters willingly put themselves in danger to rescue and protect others. In conclusion, we must express our gratitude for their exceptional service and selfless sacrifices.

Function

- Today, I'd like to talk about ... .
- We will discuss ... .
- I am going to talk about ... .
- The purpose of this presentation is ... .
- May I have your attention, please?
- Hello everyone, I'm very happy to be speaking with you today.

Ready to Read

A Topic Preview

1. Answer the following questions.

- How many impressive teachers do you remember?
- Who is the most respected teacher from your school days? Why?

2. Listen to the following and choose the best title for this story.

ⓐ Education: The Cure for Many Problems
ⓑ Against All Odds: A Teacher's Challenge
ⓒ The Inspiring Story of Jaime Escalante



Jaime Escalante (1930-2010)

3. Listen again and check T if the sentence matches the story or F if it does not.

(1) Escalante taught math at a prestigious university. T F
(2) Garfield High School was known for its high academic standards. T F
(3) Escalante encouraged his students to take advanced math courses. T F
(4) A movie was later made based on Escalante's story. T F
(5) Many educators have been inspired by Escalante's educational philosophy. T F

4. Who has been the most influential person in your life, and why do you think so? Share your ideas with your classmates.

e.g. I think that the most influential person in my life is my grandmother, because she has taught me the importance of family, hard work, and compassion. She is my role model, and I am so grateful for her love and support.



B Vocabulary Preview

Fill in each blank with an appropriate word from the box below.

1. I think my biggest _____ is not having enough patience.
2. In an ideal world there would be no _____ or disease.
3. The athlete was _____ with winning, and she would often push herself to the limit.
4. One cannot but be moved by the beauty of the _____ stars reflected on the surface of the water.

countless	too numerous to be counted
obsessed	unable to stop thinking about something
poverty	the condition of being extremely poor
flaw	a fault, mistake, or weakness, especially one that happens while something is being planned or made

C Reading Strategy: Finding the Main Idea

The main idea is the point of the paragraph. It is the most important thought about the topic. Once you can find the topic, you are ready to find the main idea. To figure out the main idea, ask yourself this question: What is being said about the person, thing, or idea (the topic)?

Read the following passage, and write the topic and the main idea.

Most teenagers and young adults do not know what they want to do for the rest of their lives. It is a big decision. There are a number of things you can do to narrow your choices. For example, you can take an interest test, do some research on your own about a career, try volunteer work in the field in which you are interested, or "job-shadow," in which you spend a day with a person who is working in a field that interests you. These are just a few helpful ideas as you begin to choose a career.

In this passage,

1 the topic is .....

2 the main idea is .....

THE STATUE THAT CAME TO LIFE

The Strange Sculptor

Pygmalion, a legendary figure from Cyprus, was both a king and a sculptor. Disappointed with the moral values of local women, he lost all interest in them and vowed never to waste any moment of his life with them. He dedicated himself to his work and soon created Galatea, a beautiful statue of a woman, out of ivory. Ironically, the greatest achievement of his life was this statue of a woman. Perhaps he sought to correct in marble the flaws he saw in real women.

▲ *Pygmalion and Galatea*
Etienne-Maurice Falconet (French, 1716-1791, Sculptor) 1763
marble

More info.

Pygmalion and Galatea
The myth of Pygmalion and Galatea is probably one of the best-known stories in Greek mythology. It is also one of the most influential and inspiring ancient Greek myths, and became the main theme for theatrical plays, movies, and artistic paintings.

Q1
What caused Pygmalion to make the statue of Galatea?

Connecting to You
What is your favorite Greek or Roman myth?

New Words

☐ statue ☐ sculptor ☐ legendary ☐ vow ☐ ivory ☐ ironically ☐ marble ☐ flaw

Falling in Love with His Own Creation

Whatever the case, Pygmalion worked so long, and with such inspiration, on the statue of Galatea that it became more beautiful to him than any woman that had ever lived or been carved in stone.

As he finished the statue's features, they became incredibly beautiful, and he found himself applying the strokes of hammer and chisel with increasing affection. When his chisel finally stopped tapping, there stood before him a woman of such perfection that Pygmalion, who had expressed his dislike of all females, fell deeply in love.

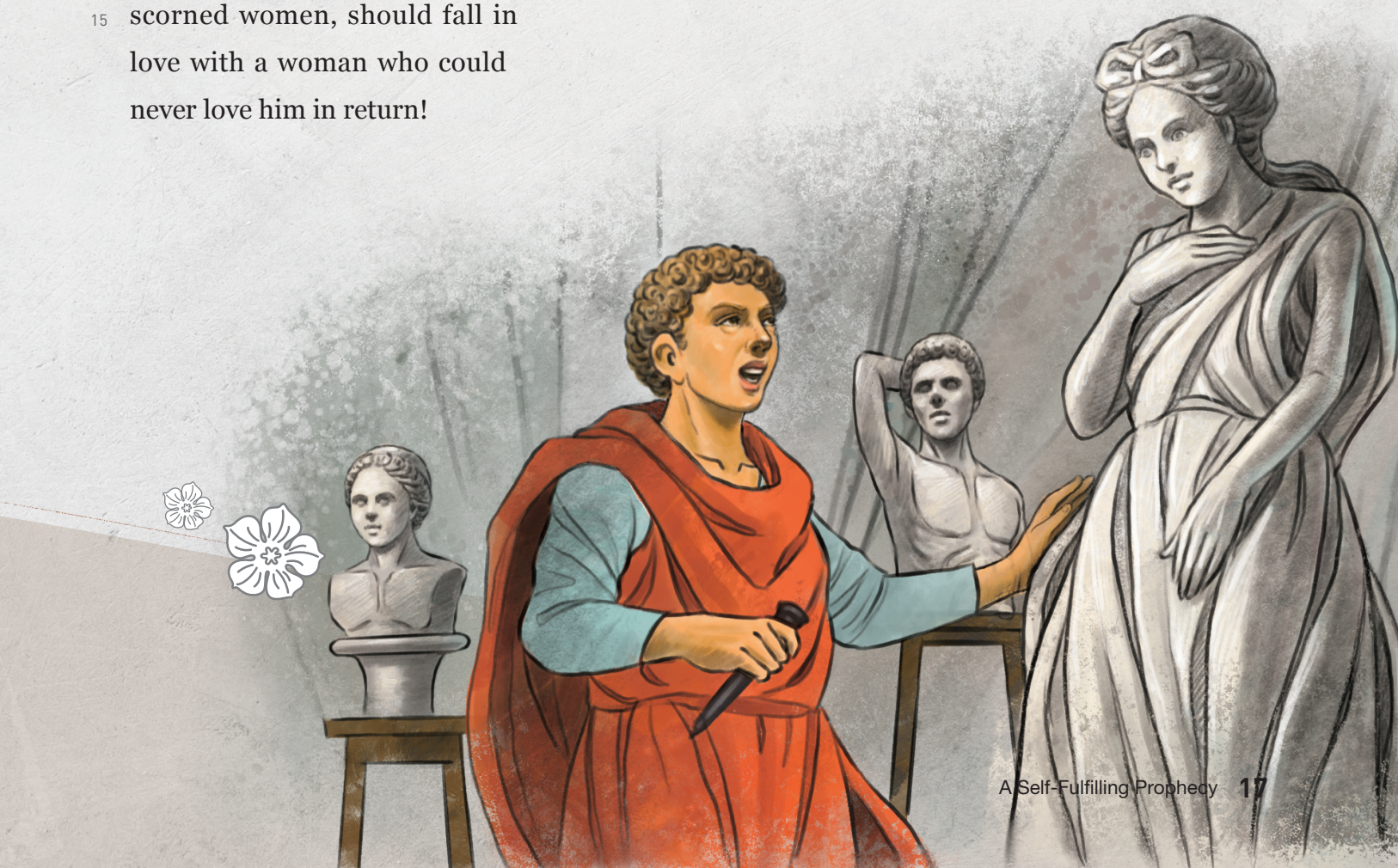
Pygmalion became obsessed with his creation, dressing her in the finest clothes as well as adorning her with shiny decorations. He decorated her hair with the prettiest of flowers and gave her the choicest of gifts, kissing her as a sign of deep affection. Having fallen madly in love with his creation, he spent countless days and nights staring at it. However, how ironic that he, who had scorned women, should fall in love with a woman who could never love him in return!

Q2

Why does the writer use the underlined word "ironic"?

New Words

- ☐ carve
- ☐ incredibly
- ☐ stroke
- ☐ chisel
- ☐ obsessed
- ☐ adorn
- ☐ countless
- ☐ scorn





The Realization of His Dream

Aphrodite, the goddess of love and beauty, was a guardian goddess in Cyprus, and her festival was approaching. On the day of the festival, while making offerings to the goddess Aphrodite, Pygmalion prayed with all his heart and soul for the goddess to turn his ivory statue into a real woman. Aphrodite heard Pygmalion's enthusiastic request and was moved, so she went to his studio to see this famous statue herself. When she looked upon the statue of Galatea, she was amazed by its beauty and energy. Looking closer at it, Aphrodite found that Galatea was similar to her in beauty and perfection, so, satisfied, she granted Pygmalion his wish.

Upon returning home, the master-sculptor noticed a flush on the cheeks of the ivory statue. It slowly dawned on him that Aphrodite had heard his prayers. Unable to restrain himself, he took Galatea in his arms and held her strongly. What had once been cold ivory turned soft and warm, and Pygmalion stood back in amazement as the statue

Q3 What did Pygmalion pray for?

Q4 What happened after Aphrodite granted Pygmalion's wish?

New Words

☐ goddess ☐ guardian ☐ enthusiastic ☐ grant ☐ flush ☐ restrain

transformed into a living being, smiling at him and speaking words of admiration for her creator.

Their love blossomed over the days, and soon succeeded in leading them to wedding vows, with Aphrodite blessing their union with happiness and prosperity. The happy couple had a son, Paphos, as well as a daughter, Metharme. Paphos later founded the city of Paphos in Cyprus. The bottom line is that the couple lived happily ever after.

Even to this day, countless people and young lovers cannot help but be fascinated by the exceptional love that is said to have existed between two people at a time when civilization was in its infancy.

More info.

Myths or legends are often rich with symbolism and metaphor, and they can offer profound insights into the human experience. By exploring the stories and symbols of different cultures and traditions, we can gain insight into timeless themes.

Connecting to You

What qualities are important to you in a partner?

New Words

- ☐ blossom
- ☐ prosperity
- ☐ infancy



Review 1

A Check Your Understanding

1. Which of the following best describes the message the main text is trying to convey?

ⓐ Endurance is a virtue that is often rewarded.
ⓑ In art, perfection reveals the beauty within.
ⓒ If we believe in something strongly enough, it can become a reality.
ⓓ We should not judge others based on their appearance or background.

2. Find the wrong part and correct it according to the content of the main text.

(1) 
Pygmalion dedicated himself to his work after becoming interested in women.

(2) 
Aphrodite was disappointed that Galatea resembled her in beauty and perfection.

(3) 
Pygmalion and Galatea had one son but no daughters.

(4) 
Pygmalion and Galatea lived an unhappy life in their later years.

B Broaden Your View

Find some myths or legends with hidden meanings, and complete the table below. Then share your findings with your classmates.

Myth/Legend	Culture	What We Can Learn from the Hidden Meaning
Pandora's Box	Greek	Our actions can have unintended consequences, and we must be mindful of the choices we make and their impact.

e.g.
A What story did you find? Can you tell me about it?
B I'd like to tell you about "Pandora's Box." It's a Greek myth. What I learned from it is that our actions can have unintended consequences. We should be mindful of the choices we make and their impact.



Read On 2

THE POWER OF EXPECTATIONS

Expecting a Certain Outcome Makes It More Likely to Happen

A self-fulfilling prophecy is an expectation or belief that can influence your behavior, thus causing the belief to come true. Research shows that merely expecting a certain outcome increases the chance that it will happen. For example, studies have shown that reminding someone they might forget something can actually increase the likelihood of them forgetting it. It is remarkable how easily our minds can be influenced. This phenomenon can have both positive and negative effects, depending on the nature of the expectations. The phenomenon in which higher expectations lead to an increase in performance has been labeled the Pygmalion effect. To sum up, the Pygmalion effect describes situations in which our high expectations improve our behavior and, therefore, our performance in a given area. This suggests that we perform better when higher expectations are set for us.

Q5 How can we use the Pygmalion effect to improve our own performance?



▲ A cat full of confidence can be as brave as a lion, and a lion lacking confidence can be as fragile as a cat.

New Words

- ☐ outcome
- ☐ prophecy
- ☐ behavior
- ☐ merely
- ☐ phenomenon

The Pygmalion Effect: How Expectations Shape Our Performance

The Pygmalion effect occurs due to our social nature and how we are influenced by our own and others' expectations. When we have high expectations for an individual, we tend to support them more in order to help them achieve that success. Furthermore, if we believe that someone has high expectations for us, we are more likely to work harder to meet those expectations. This is because expectations act as a prophecy, which motivates us to work harder.

The Pygmalion effect is a circular mechanism that acts as a self-fulfilling prophecy. For example, imagine a chef named Alex who is just starting out. The head chef believes Alex has great potential and provides him with special training and encouragement. Because of this support, Alex starts to believe in himself and works harder in the kitchen. As Alex improves, the head chef's belief in him grows even stronger, which further boosts Alex's confidence and motivation. This creates a positive feedback loop where Alex's success continues to build, driven by the head chef's initial belief. This example shows how others' expectations can lead to remarkable achievements, turning belief into reality through supportive actions.

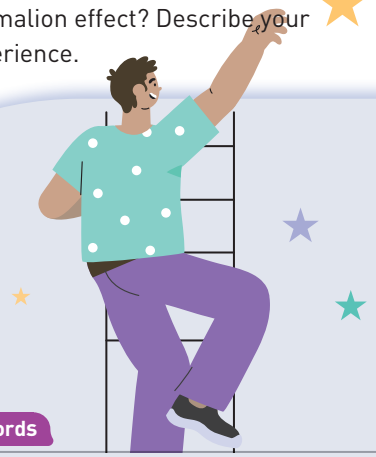
Q6

What is the word that is used to introduce an additional point or detail? Find and underline it.



Connecting to You

Have you ever experienced the Pygmalion effect? Describe your experience.



New Words

- ☐ furthermore
- ☐ circular
- ☐ mechanism
- ☐ loop



A Study Conducted by Professor Robert Rosenthal

In a study conducted by Professor Robert Rosenthal, he observed how teachers' expectations influenced the performance of their students. He selected a group of students at random and informed their teachers that these students were academically gifted and had the potential to succeed in their classes.

Over time, the teachers began to treat these students differently by giving them more opportunities to participate in class, being more supportive, and providing positive responses. Having received special treatment and support, these students demonstrated significant improvement in their academic performance compared to their peers who were not selected for this treatment. The study showed that positive teacher expectations significantly impacted students' academic success, likely by enhancing their motivation and potential.

This study highlights the teachers' affecting the students' academic success through supportive and positive expectations. When teachers believe in their students' abilities and potential, they can provide them with the necessary support and encouragement to excel.



Robert Rosenthal (1933-2024) is a German-born American psychologist who is a Distinguished Professor of Psychology at the University of California, Riverside.

Q7 What was the study conducted by Professor Robert Rosenthal about?

New Words

- ☐ random
- ☐ treat
- ☐ participate
- ☐ demonstrate
- ☐ excel

Connecting to You

Do you think that high expectations always lead to high achievement? If not, give your opinion and a real example.

Overcoming Challenges: Jessica Long's Story

One inspiring example of a disabled person overcoming difficulties due to high expectations from others is the story of Jessica Long, a Paralympic swimmer. Born in Siberia without bones in her lower legs, Jessica was adopted by an American family when she was 13 months old. Her adoptive parents' belief in her potential led them to encourage her to pursue swimming.

Despite facing many physical and emotional challenges, Jessica persevered and became one of the most decorated Paralympic swimmers in history, winning 23 medals including 13 golds. Her parents' high expectations of her pushed her to achieve more than she thought possible.

Jessica's story is a powerful example of the Pygmalion effect, where a person's success is influenced by the expectations of those around them. By supporting her ambitions financially, Jessica's family helped her to overcome her disabilities and achieve her dreams. Her story is a reminder that with the right mindset and support, anyone can achieve greatness.

Q8

How did Jessica Long's parents support her ambitions?



New Words

- [ ] adopt
- [ ] pursue
- [ ] persevere
- [ ] decorate
- [ ] mindset

Review 2

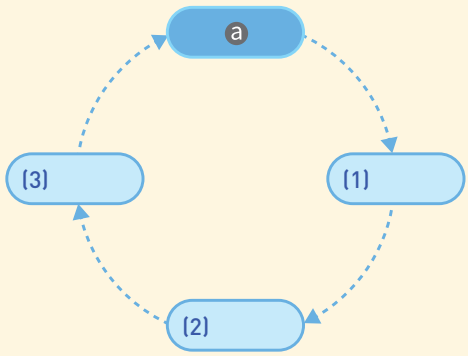
A Check Your Understanding

1. Listen to each statement and choose the person who correctly evaluated the content of the article you have read.



2. A self-fulfilling prophecy works as a circular mechanism. It consists of four stages. Based on your understanding of the main text, put the sentences in the correct order.

ⓐ A teacher thinks Emily is gifted and gives her advanced reading materials.
ⓑ Feeling smart, Emily participates more actively in class discussions.
ⓒ Emily's active participation makes classmates see her as knowledgeable, reinforcing the teacher's belief.
ⓓ Emily believes she is smart due to receiving advanced reading materials.



B Broaden Your View

The Pygmalion effect is featured in many movies, books, songs, plays, etc. Choose one and write about it below.

Title	Type	Brief Description
My Fair Lady	musical	In this classic musical, a professor transforms a working-class girl into a sophisticated lady through intensive training and high expectations, leading her to exceed even his own beliefs.

Language in Use

A Vocabulary Focus

1. Words in Context

- When the Queen dies, her eldest son will **succeed** to the throne.
- The students had the potential to **succeed** in their classes.
- The party fully **supports** new welfare reform bill.
- When his father fell ill, he took on extra work to **support** his family.

Match the meaning of each underlined word with its definition below.

(1) The prince succeeded the king and became the new ruler of the kingdom. ( )
(2) Without strong effort, it's difficult to succeed in any field. ( )
(3) Do you think adult children should support their parents in their old age? ( )
(4) The majority of people strongly support the plans to build a new school. ( )

succeed
ⓐ *v.* to achieve a desired aim or result
ⓑ *v.* to come after another person or thing in time

support
ⓒ *v.* to agree with or approve of someone or something
ⓓ *v.* to provide with the necessities of life for (a family, person, etc.)

2. Expressions in Use

- **Upon** return**ing** home, the master-sculptor noticed a flush on the cheeks of the ivory statue.
- It slowly **dawned on** him that Aphrodite had heard his prayers.
- The happy couple had a son, Paphos, **as well as** a daughter, Metharme.
- Young lovers **cannot help but** be fascinated by this exceptional love.

Compare the following pairs of sentences, and fill in the blanks with the appropriate expressions above. Change the word form if necessary.

(1) Gradually, I realized that I could never return to my home.
= It slowly _____ me that I could never go home again.

(2) If you love your job, you cannot help succeeding.
= If you love your job, you _____.

(3) He is not only a fine musician but also an excellent teacher.
= He is an excellent teacher _____.

(4) As soon as we arrived at the airport, we checked in and got rid of our luggage.
= _____ at the airport, we checked in and got rid of our luggage.

B Grammar Focus

1. Adverbial Participles

- **Having fallen** madly in love with his creation, he spent countless days and nights staring at it.
- **Having received** special treatment and support, the students demonstrated significant improvement in their academic performance.

Fill in the blanks with the correct verb forms so that both sentences have the same meaning.

(1) Though I had seen the movie before, I wanted to see it again.
= _____ the movie before, I wanted to see it again.

(2) As he had been warned about the poor road conditions, the driver paid close attention to the road.
= _____ about the poor road conditions, the driver paid close attention to the road.

2. Gerunds

- The study highlights **the teachers' affecting the students' academic success** through positive expectations.
- **Her adoptive parents' believing in her potential** led them to encourage her to pursue swimming.



Read the passage carefully and fill in the blanks with the given words. Add words or change the word form if necessary.

Bored and restless on a rainy afternoon, I turned on the TV to pass the time. As I flipped through channels, a news report caught my eye: two-thirds of the world's population facing water scarcity. A sense of urgency washed over me. I couldn't just sit there any longer. (1) _____ (resolve) to make a difference, no matter how small, I started brainstorming ways to conserve water. I committed to turning off the tap while shaving, brushing my teeth, and washing dishes. I felt a sense of responsibility. After turning off the TV, I immediately sent a text message to my friends, suggesting my neighbors' (2) _____ (donate) to the local water conservation fund. Together, we can help to solve the problem and have a real impact.

Write for Communication Setting SMART Goals

STEP 1 Read the questions and complete the table by writing your own responses, as shown in the examples.

S Specific	M Measurable	A Achievable	R Relevant	T Time-bound
What exactly do I want to achieve?	How will I measure progress?	Is it realistic given my resources and limitations?	Does it align with my values and long-term goals?	What is the due date for achieving this goal?
Learn a new language	Spend 30 minutes every day studying the language and complete a language course	Can be achieved by using language learning apps and websites, and finding a language partner to practice with	Think that learning a new language will enhance my communication skills and cultural awareness	Complete a language course and reach conversational proficiency in the language within 6 months

Writing Tip

Goals are the first step towards planning for the future, and they play a fundamental role in the development of skills in various aspects of life, from school to relationships and everything in between. They are the familiar target at which we aim our arrow. Goal setting not only allows us to take control of our life's direction but also provides us with a standard for determining whether we are actually succeeding.

STEP 2 Write a presentation script based on the table of your goals.

e.g. I want to learn a new language. I plan to spend 30 minutes every day studying and complete a language course, while using language learning apps and websites to help me. I believe that learning a new language will enhance my communication skills and cultural awareness, and I hope to reach conversational proficiency in the language within six months.

STEP 3 Make a group of four and present the goals you wrote earlier.

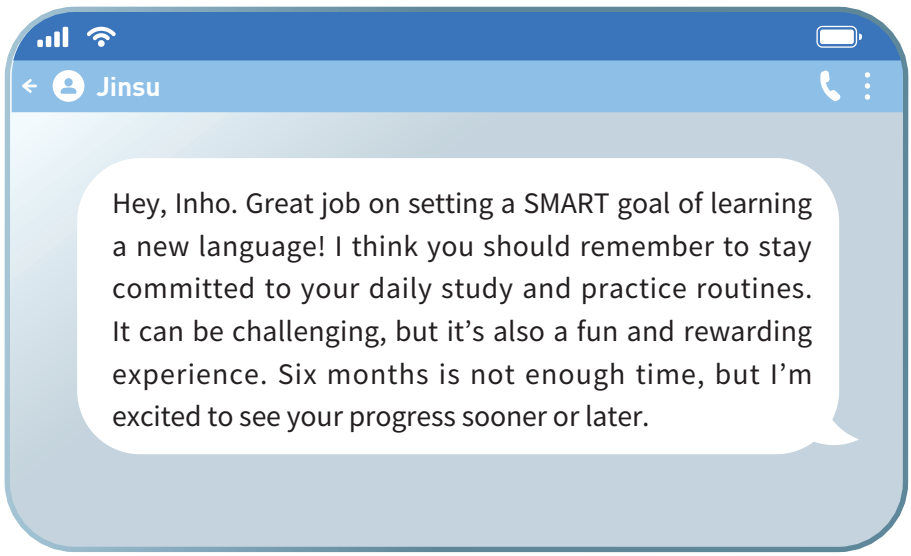
e.g.

Hi, everyone. Today I'd like to share with you my SMART goal of learning a new language. I plan to spend 30 minutes every day studying and complete a language course, while using language learning apps and websites to help me. I believe that learning a new language will enhance my communication skills and cultural awareness, and I hope to reach conversational proficiency in the language within six months. Thanks for listening!



STEP 4 Listen to the presentation of each team member and send a short comment of encouragement or advice via text message or social media.

e.g.



STEP 5 Read your friend's comments and complete the sentence below.

_____'s comment impressed me because _____

_____.

Checklist

	Yes	No
Are the goals specific and clear?		
Did the encouraging message you sent help your classmate?		
Are the grammar and spelling correct?		
Is it written according to information ethics?		

A Your Mission

Knowing about psychological effects can help us solve the problems we encounter in our daily life and keep a healthy perspective. Our mission today is to create and present a poster after investigating an interesting psychological effect. Let's begin with a happy cheer!

B Look at an Example Poster

Look at the poster below and answer the questions.

Halo Effect

Definition:
The halo effect is a cognitive bias in which our overall impression of a person influences our opinion of their specific qualities.

Some Common Examples:
- A student who is considered intelligent may also be seen as attractive, friendly, and well-behaved.
- A student who is considered disruptive may also be seen as lazy, unenthusiastic, and unintelligent.

How to Avoid the Halo Effect in School:
- Be aware of the halo effect and how it can influence your judgment.
- Make an effort to evaluate each student's individual qualities, rather than relying on your overall impression of them.
- Get to know your classmates as individuals and avoid making assumptions based on their appearance or behavior.

1. What is this poster trying to tell people?

ⓐ Don't treat people with prejudice.
ⓑ Don't trust people with good academic records.
ⓒ A person who is good at one thing can be trusted to be good at all things.

2. Write another example of the halo effect.

C Create a Poster of Your Chosen Effect

STEP 1 Brainstorming

Search for information about psychological effects or theories on the Internet.

psychological effects or theories

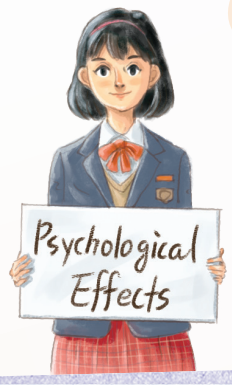
STEP 2 Assign Roles and Make a Poster

Role	Name(s)	What the Person Does

STEP 3 Make a Presentation

Present the psychological effect while showing the poster you made.
When your classmates ask you questions, answer them sincerely.

- **Post a photo of your poster on a real media platform and comment on your classmates' posters.**



• Vote for the well-made poster using the checklist below.

Checklist	Team A	Team B	Team C	Team D
Does the overall content contain enough information about the psychological effect?				
Are the presentation and the poster clear and easy to understand?				
Did the presenter present clearly and persuasively?				
Do the real-world examples illustrate the point well?				

Excellent ⑤ Very good ④ Good ③ Weak ② Try again ①

Do It Yourself

A Listen to the following and choose the most appropriate one for Jane to say to Minho.

ⓐ Why don't you join the Greek mythology club?
ⓑ We should promote the club through social media.
ⓒ Let's extend the recruitment period for a few more weeks.
ⓓ I'm glad that we finished recruiting members for the club.

B Listen to the dialog and answer the questions.

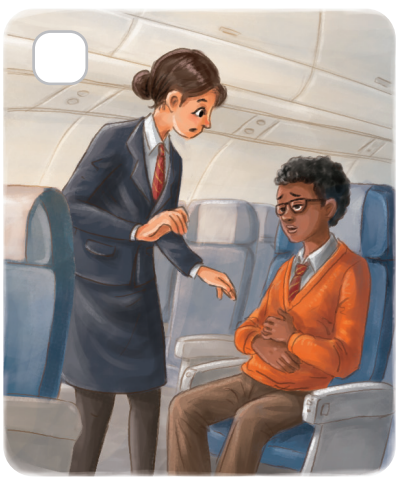
1. Which is the most suitable topic?

ⓐ The importance of following one's passion
ⓑ The difficulties of choosing a college major
ⓒ The difficulties of overcoming a stressful situation
ⓓ The positive influence of friends on choosing a suitable major

2. Choose the most appropriate response to the woman's last words.

ⓐ Never mind. You should definitely go for history.
ⓑ Great! Why don't you follow a knowledgeable history expert?
ⓒ I understand. Just take your time and explore your options.
ⓓ Just pick any major. It doesn't really matter what you choose.

C Listen to the three dialogs and write the number on the picture of the situation that is appropriate for each dialog.





D Read the following passage and answer the questions.



In the late 20th century, human beings achieved a remarkable feat: landing on the moon. This incredible achievement sparked a wave of excitement and interest in space travel, and paved the way for further exploration of the universe.

Since then, space travel has continued to capture the imagination of people around the world. From the launch of the Hubble Space Telescope to the continuous missions of the International Space Station, space exploration has revealed a wealth of information about our universe and our place within it.

_____(A)_____, space travel is not without its challenges and risks. Astronauts must undergo rigorous training and preparation to ensure their safety and success on missions, and even then, there are no guarantees of a safe return.

_____(B)_____ these challenges, the allure of space travel continues to inspire and motivate people to explore new horizons and push the boundaries of what is possible. From discovering unknown planets to developing new technologies for space travel, the future of space exploration holds endless possibilities and potential for discovery.

1. What is the main idea of the passage?

ⓐ Due to its cost, space travel will be abandoned.
ⓑ Space travel is a challenging but rewarding endeavor.
ⓒ The allure of space exploration is lost because of the risks.
ⓓ Scientific progress is fully driven by the excitement of space travel.

2. Which is the best for blanks (A) and (B) in the passage above.

	(A)		(B)
ⓐ	Therefore	.....	Thus
ⓑ	Therefore	.....	Unless
ⓒ	However	.....	Despite
ⓓ	However	.....	Otherwise

3. What do astronauts undergo to ensure their safety and success on missions?

ⓐ The discovery of new planets
ⓑ Rigorous training and preparation
ⓒ The launch of the Hubble Space Telescope
ⓓ The development of new technologies for space travel

E Read the following passage and find the two wrong words among the underlined ⓐ-ⓔ and correct them according to the context.

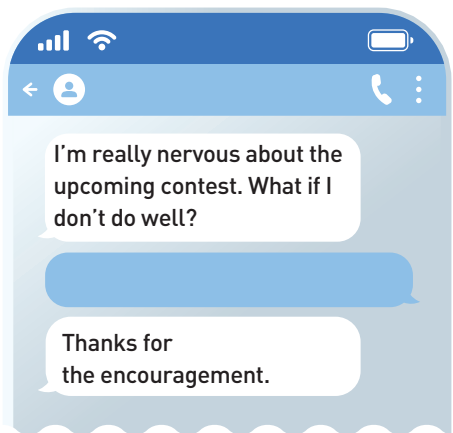
One inspiring example of a disabled person overcoming difficulties due to high expectations from others is the story of Jessica Long, a Paralympic swimmer. Born in Siberia without bones in her lower legs, Jessica was ⓐ adapted by an American family when she was 13 months old. Her adoptive parents believed that she could achieve anything she set her mind to, and they encouraged her to ⓑ pursue swimming.

Despite facing many physical and emotional challenges, Jessica ⓒ preserved and became one of the most decorated Paralympic swimmers in history, winning 23 medals including 13 golds. Her parents' belief in her abilities and their high expectations of her helped her to ⓓ push herself beyond what she thought was possible.

Jessica's story is a powerful example of the Pygmalion effect, where a person's success is influenced by the expectations of those around them. By supporting her ⓔ ambitions financially, Jessica's family helped her to overcome her disabilities and achieve her dreams.

F Write a message of support or encouragement appropriate to the following concerns.

1.



2.



Check Your Progress

I can ...	Excellent	Good	Incomplete
· read a text and grasp the subject matter or get the main point.			
· critically evaluate opinions and arguments expressed in various media.			
· use appropriate strategies and background knowledge to communicate effectively.			
· listen to and discuss the opinions of others and adjust my opinions.			
· understand the words, expressions, communicative functions, and grammar points I learned in this lesson and use them in real life.			

Famous Mythologies Around the World



Greek mythology

holds the distinction of being the oldest and most influential mythological tradition in the world. It tells the stories of the gods and goddesses of Mount Olympus, as well as the heroes and monsters of ancient Greece. The Olympian gods are said to live on Mount Olympus, the highest mountain in Greece. They are led by Zeus, the king of the gods, and his wife Hera. Other important gods include Poseidon, the god of the sea; Athena, the goddess of wisdom; and Apollo, the god of music and shooting. Greek mythology is full of stories of gods and goddesses who interact with humans, often with disastrous consequences. These stories explore the themes of love, loss, revenge, and forgiveness.



Norse mythology

is the mythology of the Germanic peoples of Northern Europe. It tells the stories of the gods and goddesses of Asgard, as well as the heroes and monsters of Norse legend. The Norse gods live in Asgard, a world located in the sky. They are led by Odin, the god of war and wisdom. Other important gods include Thor, the god of thunder; Freya, the goddess of love; and Loki, the god of tricks. Norse mythology is full of stories of gods and goddesses who battle with giants, monsters, and each other. These stories explore the themes of fate, death, and the afterlife.

Egyptian mythology

is the mythology of ancient Egypt. It tells the stories of the gods and goddesses of the Egyptian divine group, as well as the rulers and other figures of Egyptian history. The Egyptian gods are said to live in the heavens, and they are often depicted as animals or humans with animal heads. The most important gods include Ra, the sun god; Osiris, the god of the dead; and Isis, the goddess of magic. Egyptian mythology is full of stories about the creation of the world, the afterlife, and the power of the gods. These stories helped to shape Egyptian culture and religion for centuries.



- Find three Korean myths or legends that you would like to introduce to foreigners, and compare them with those of your classmates.

Korean myths

Using Psychology to Shape People's Behavior



Get Ready

1. Have you ever been tempted to buy something you didn't need because it was on sale for a limited time? Tell your classmates about the experience.
2. Do you have a tendency to prefer avoiding losses to acquiring equal gains?

The marketing team at the new clothing store was brainstorming ideas for their next campaign. They wanted to create something that would really resonate with their target audience, but they were struggling to come up with anything new.

One of the team members, a young woman named Sarah, suggested that they try to appeal to people's fear of missing out. She explained that loss aversion is a cognitive bias that describes people's tendency to prefer avoiding losses to acquiring equivalent gains. In other words, people would rather keep what they have than take a chance on losing it.

Sarah argued that this bias could be used to create a sense of urgency in their marketing campaign. For example, they could offer a limited-time discount or a special promotion that would be available only for a short period of time. This would create a sense of urgency in potential customers and make them more likely to buy the product or service.

The other team members agreed that this was a great idea. They started brainstorming ideas for how they could use loss aversion to create a successful marketing campaign.

A few weeks later, the marketing team launched their new campaign. They created a series of ads that highlighted the limited-time discounts and special promotions that were available. The ads were also designed to appeal to people's fear of missing out.

Q1

What is the purpose of the text?

ⓐ to explain
ⓑ to criticize
ⓒ to persuade
ⓓ to protest



The campaign was a huge success. Sales increased by 20% in the first month, and the store was packed with customers. The marketing team was thrilled with the results, and they were confident that they had found a new way to use psychology to influence people's behavior.

The success of the marketing campaign showed that loss aversion is a powerful tool that can be used to influence people's behavior. By understanding how loss aversion works, marketers can create more effective and persuasive advertising campaigns.

In addition to loss aversion, there are many other psychological principles that can be used in marketing. By understanding these principles, marketers can create more effective and persuasive advertising campaigns that appeal to people's emotions and drive them to take action.



Connecting to You

Explore other recent and interesting economic theories that apply psychology.

Q2

Here are some of the main points from the text. Fill in the blanks with suitable words.

(1) Loss aversion is a _____ _____ that describes people's tendency to prefer avoiding losses to acquiring equivalent gains.

(2) Marketers can use loss aversion to create a sense of _____ in their marketing campaigns.

(3) By understanding loss aversion, marketers can create more _____ and _____ advertising campaigns.

Challenge!

Marketers can create more effective and persuasive advertising campaigns by using many psychological principles. As smart customers, we need to understand psychological principles. Investigate the different psychological principles that apply to marketing and talk about them with your classmates.

Lesson

2

The Secret to Immortality



Spark Your Thoughts

- **Identify whether each statement is true or false.**

a. Turtles are known to be the longest-living animals.

b. Jellyfish are a type of mammal.

c. Some lizards can detach from their tails in the face of danger.



Lesson Goals

Reception

- I can understand the main idea of a basic academic field.
- I can connect visual material to a text.

Production

- I can explain factual information using pictures.
- I can make a presentation based on the gathered information.

Communicative Functions

- Expressing what I know and what I don't know
- Listing facts

Grammar Focus

- **Modals**

- It is thought this invasion may have been predominantly caused by humans.

- **Relative Clauses**

- He died from ingesting mercury, which he mistakenly believed to be the elixir of life.

Think Ahead

1. Read the passage and answer the following questions.

Sea turtles are renowned for being one of the oldest animals living today and can be found all around the world. While the actual documentation of their age is difficult, it is well known that sea turtles live a long time and have similar lifespans to humans. Let's look at the passage below describing the life cycle of sea turtles.





Sea turtles lay 100 to 150 eggs in small holes they dig on the beach above the high tide line.



Out at sea, hatchlings grow into young turtles, taking 10-20 years to mature.



After 45-60 days, hatchlings are born.



Hatchlings make their way from land to sea. Many do not make it and are eaten by predators.

(1) How many eggs do sea turtles usually lay at a time?

ⓐ 50~100 ⓑ 100~150 ⓒ 150~200

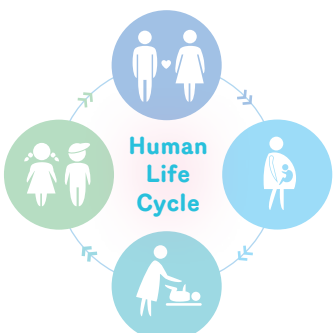
(2) How many years does it take for hatchlings to mature?

ⓐ 5~10 ⓑ 10~20 ⓒ 20~30

2. Compare the sea turtle life cycle with the human life cycle. What are the similarities and differences between them? Talk with your partner.

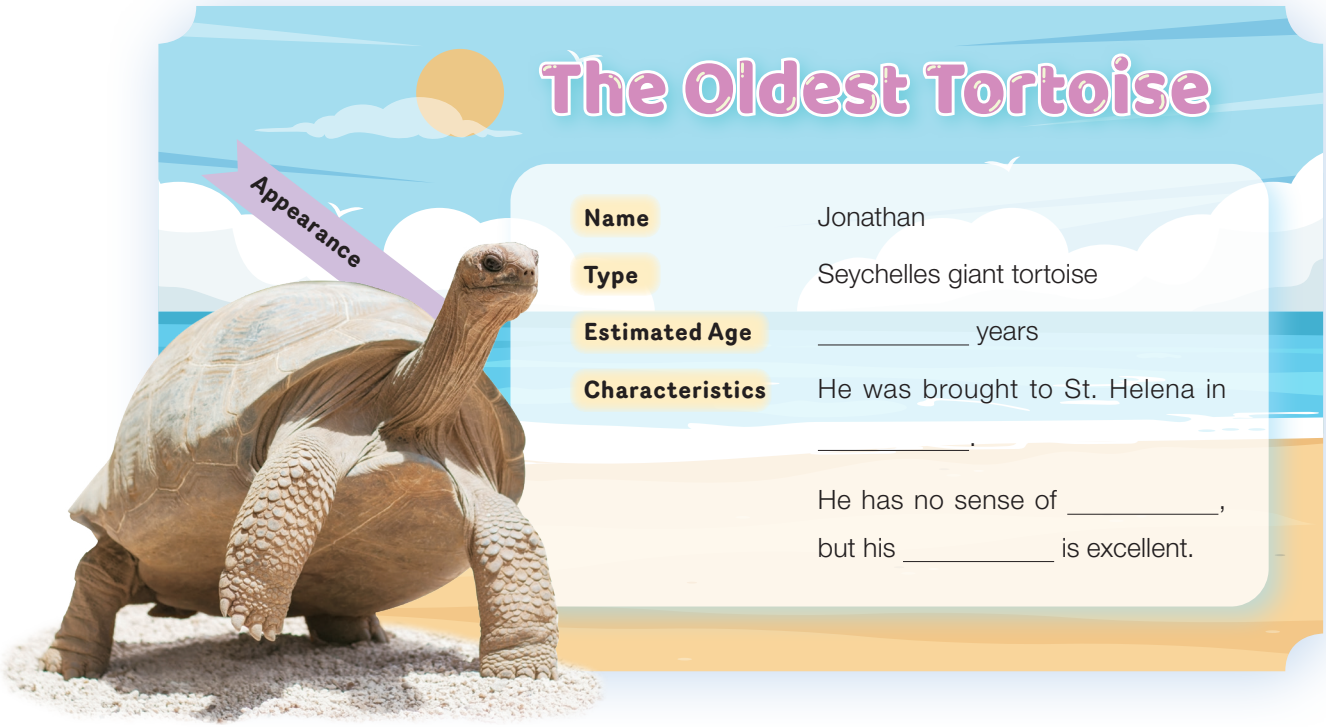
e.g.

A What do you think sea turtles and humans have in common?
B Sea turtles and humans are similar in that it takes them about 10-20 years to mature.
A That's right. Also, I think both of them go through certain stages throughout their life.
B That's a good point. But what about their differences?
A Sea turtles have to survive on their own after hatching, while humans are raised and taken care of by family members.



Listen and Answer

Listen to the dialog and fill in the blanks.



Talk and Share

How can human beings live as long as giant tortoises? Research some ways to extend the human lifespan.



1. **How to live a longer and healthier life.**
   - maintain a balanced and healthy diet
   - _____
   - _____
   - _____

2. **Share your findings with your partner.**

e.g.
A **You know** how to live a longer and healthier life**, don't you?**
B Yes, there are several ways to live longer.
I think the best way is to maintain a balanced and healthy diet.
Also, _____
A That's good to know. I'll try to practice what you said in my day-to-day life.

Function
- You know ..., don't you?
- Have you heard (about) ...?
- Do you know about ...?
- Are you aware of ...?

Communication Task 1

1. Listen to the lecture and answer the questions.

(1) What is the lecture mainly talking about?

ⓐ Animals that can grow back body parts
ⓑ The difference in animals' genetic structures
ⓒ The similarity in the environments animals live in

(2) Which animal can detach a part of its body to distract predators?

ⓐ Planarians ⓑ Starfish ⓒ Zebrafish ⓓ Lizards

2. Listen again and complete the table.

(1) Planarians

A very small piece of a planarian can _____ into another specimen.



(2) Starfish

Starfish can either regrow a lost _____ or spawn an entirely new individual from a detached body part.



(3) Zebrafish

The zebrafish stands out for the regenerative capacity of its _____ and heart.



(4) Lizards

Their tail can be regrown, but it does not usually grow as large as its _____ size.



3. Think about the following questions and share your ideas with your partner.

(1) Which of the above animal abilities would you want the most and why?
(2) Do you know any other animals that have a special ability? What is it?

Communication Task ❷

STEP 1 Search for an animal with a special ability that you want to have.

Animal	
Characteristics	
Reason	

STEP 2 Interview the other members of your group and complete the table below.

e.g.

A What animal do you think has an excellent ability, Minsu?
B I think a rabbit has a special ability that I want to have.
A Could you be more specific, please? What are its special characteristics?
B You know, a rabbit runs fast. In addition, it falls asleep quickly.
A Oh, I see. Then why do you want to have that ability?
B Because it's hard for me to fall asleep easily these days. I want to fall asleep as soon as I lie down on the bed.



Group Member	Animal	Characteristics	Reason
Minsu	rabbit	runs fast, falls asleep quickly	He wants to fall asleep as soon as he goes to bed.

STEP 3 Make a presentation about what you learned or found interesting during the interview.

e.g.

Have you heard about any animals with special abilities? I learned several things from my interviews with my friends. **First,** rabbits can fall asleep quickly. **Second,** lizards can detach their tail and regrow it later. **Third,** starfish can either regrow a lost limb or spawn an entirely new individual from a detached body part. They were very informative interviews!

Function

- A, B, and C.
- First, ... Second, ... Third, ...
- ... . In addition, ...
- ... . Next, ...
- At the beginning ... .

Ready to Read

A Topic Preview

1. Answer the following questions.

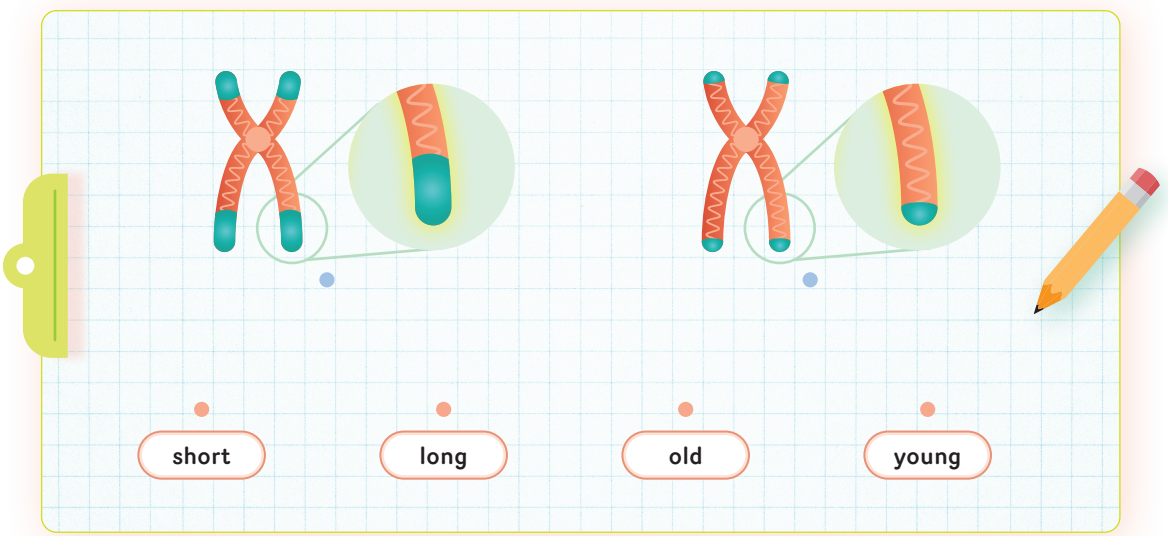
- How long do you want to live?
- Have you ever thought about why all living things must die?
- Do you know what determines the lifespan of a person or animal?

2. Listen to the conversation and answer the questions.

(1) What is the main topic of the conversation?

ⓐ How to live a healthier life
ⓑ The definition of telomeres and their functions
ⓒ The different number of telomeres in animals

(2) Match the descriptions with the proper picture of telomeres according to the conversation.



(3) Listen again and fill in the blanks.

- Every _____ in your body has 23 pairs of chromosomes, for a total of 46.
- Telomeres are a yardstick for measuring human _____ at the cellular level.
- Telomere shortness has been linked to chronic conditions such as diabetes, cardiovascular diseases, lung diseases, and certain _____.

B Vocabulary Preview

Fill in each blank with an appropriate word from the box below.

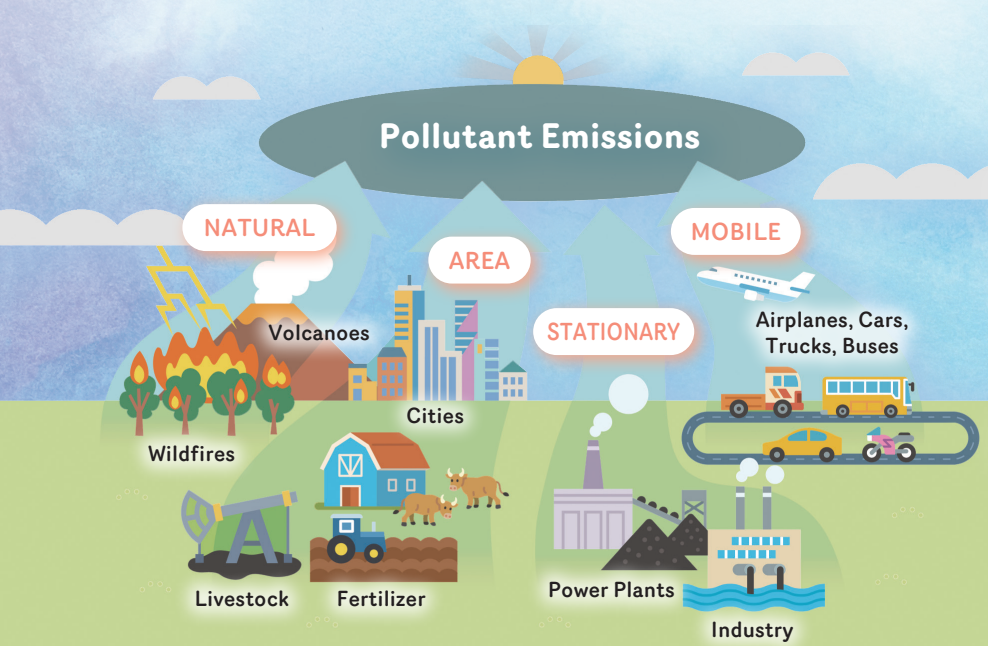
1. The insect's wings are almost _____.
2. The dentist had to _____ one of Minsu's teeth.
3. It wasn't a magic _____ for retaining young life.
4. Millions will face _____ next year as a result of the flood.
5. If you want to stay healthy, try not to _____ to your old eating habits.

revert	to back or return to
transparent	able to be seen through
extract	to remove or take out something
elixir	a magical liquid that can cure illness or extend life
starvation	the state of having no food for a long period, often causing death

C Reading Strategy: Making Connections

Making connections includes the ability to connect visual materials to texts. This helps you better understand what you are reading and retain the information better. Various forms of visual materials, including pictures, graphs, and Venn diagrams, can be used to help get a better understanding of the text.

Look at the visual material below and choose the incorrect description.



ⓐ This picture shows where air pollution comes from.

ⓑ Cars, trucks, and buses are mobile sources of air pollution.

ⓒ Mobile, stationary, area, and natural sources all emit pollution into the air.

ⓓ Area sources, such as wildfires and volcanoes, emit air pollution.

Read On 1

Immortal Jellyfish:

The Secret to Escaping Death

Two thousand years ago, the first emperor of China became obsessed with acquiring immortality, using his empire's vast resources toward this endless quest. Unfortunately, Qin Shi Huang died at the age of 49 from ingesting mercury, which he mistakenly believed to be the elixir of life.

No one likes the thought of growing old. Despite our many human endeavours to escape or delay the process of aging, it seems to be an inevitable part of life. But ... Why? Why do living things gradually fall apart when they grow older? There is a word for it: senescence. Senescence is the state of the gradual decline of normal functioning. At the cellular level, it means cells stop dividing and eventually die. It can also apply to an entire organism—when a living thing can no longer respond adequately to outside sources of stress—or to specific organs or tissues, like leaves dying and falling from trees in autumn.

While there are ways we can slow down or speed up the rate at which senescence occurs, it is still going to happen one way or another. However, there are a few species that can escape the aging process completely.





Qin Shi Huang (259 BC – 210 BC) was the first Qin emperor who unified China, built much of the Great Wall, standardized weights and measurements, and created a common currency and legal system.

Q1 What caused Qin Shi Huang to die at the age of 49?

Connecting to You

How can you slow down the process of aging?

New Words

- [ ] vast
- [ ] quest
- [ ] ingest
- [ ] mercury
- [ ] elixir
- [ ] inevitable
- [ ] senescence
- [ ] normal
- [ ] organism
- [ ] adequately
- [ ] tissue

The "Immortal" Jellyfish, *Turritopsis Dohrnii*

To date, there's only one species that has been called "biologically immortal": the jellyfish *Turritopsis dohrnii*. Its body is bell-shaped and transparent, measuring just 0.18 inches tall and 0.18 to 0.4 inches across, making it smaller than a pinky nail. These small, transparent animals hang out in oceans around the world and can turn back time by reverting to an earlier stage of their life cycle.

A new jellyfish life begins with gametes, fertilized eggs, which grow into planula larvae. After a quick swim, the planula larva latches onto a surface (such as a rock, the ocean floor, or a boat's frame), where it develops into a polyp: a tube-shaped structure with a mouth at one end and a kind of "foot" at the other. It remains stuck in place for some time, growing into a little colony of polyps that share feeding tubes with each other.

Eventually, depending on the jellyfish species, one of these polyps will form a "bud" that sticks out, or it may produce separate segments stacked on top of one another that can then break away from the rest of the colony. This process is responsible for the next stages of the jellyfish life cycle: the ephyra (a small jellyfish) and the medusa, which is the fully-formed adult stage capable of sexual reproduction.

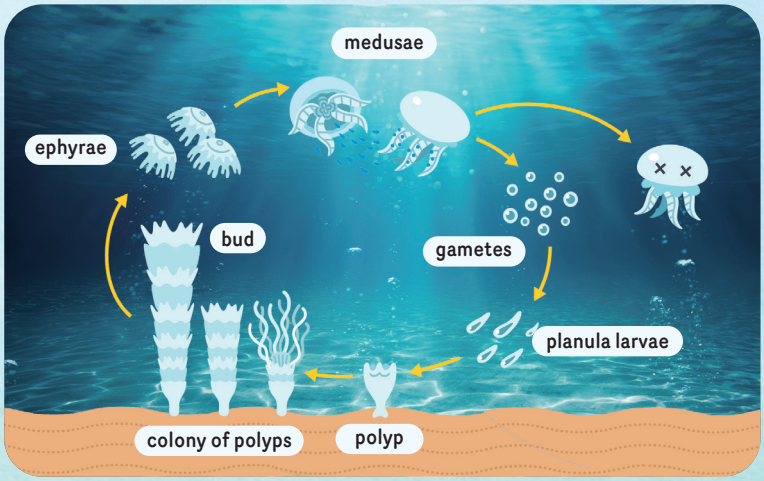


▲ Immortal jellyfish *Turritopsis dohrnii*

Q2

• Where does the planula larva attach itself?

▼ A normal jellyfish's life cycle



Connecting to You

If you were able to turn back time, what age would you want to go back to and why?

New Words

- biologically
- transparent
- revert
- gamete
- planula
- larva (*pl.* larvae)
- latch
- polyp
- colony
- bud
- segment
- stacked
- ephyra (*pl.* ephyrae)
- medusa (*pl.* medusae)

For most other jellyfish, this stage is the end of the line. But *Turritopsis dohrnii* has a neat party trick: When it faces some kind of environmental stress, like starvation or injury, it can revert back to being a tiny ball of cells, which then changes back into a sexually immature polyp. It is a bit like a butterfly turning back into a caterpillar, or a frog becoming a tadpole again. This phenomenon is called transdifferentiation, the process of converting one cell type to another.

Q3

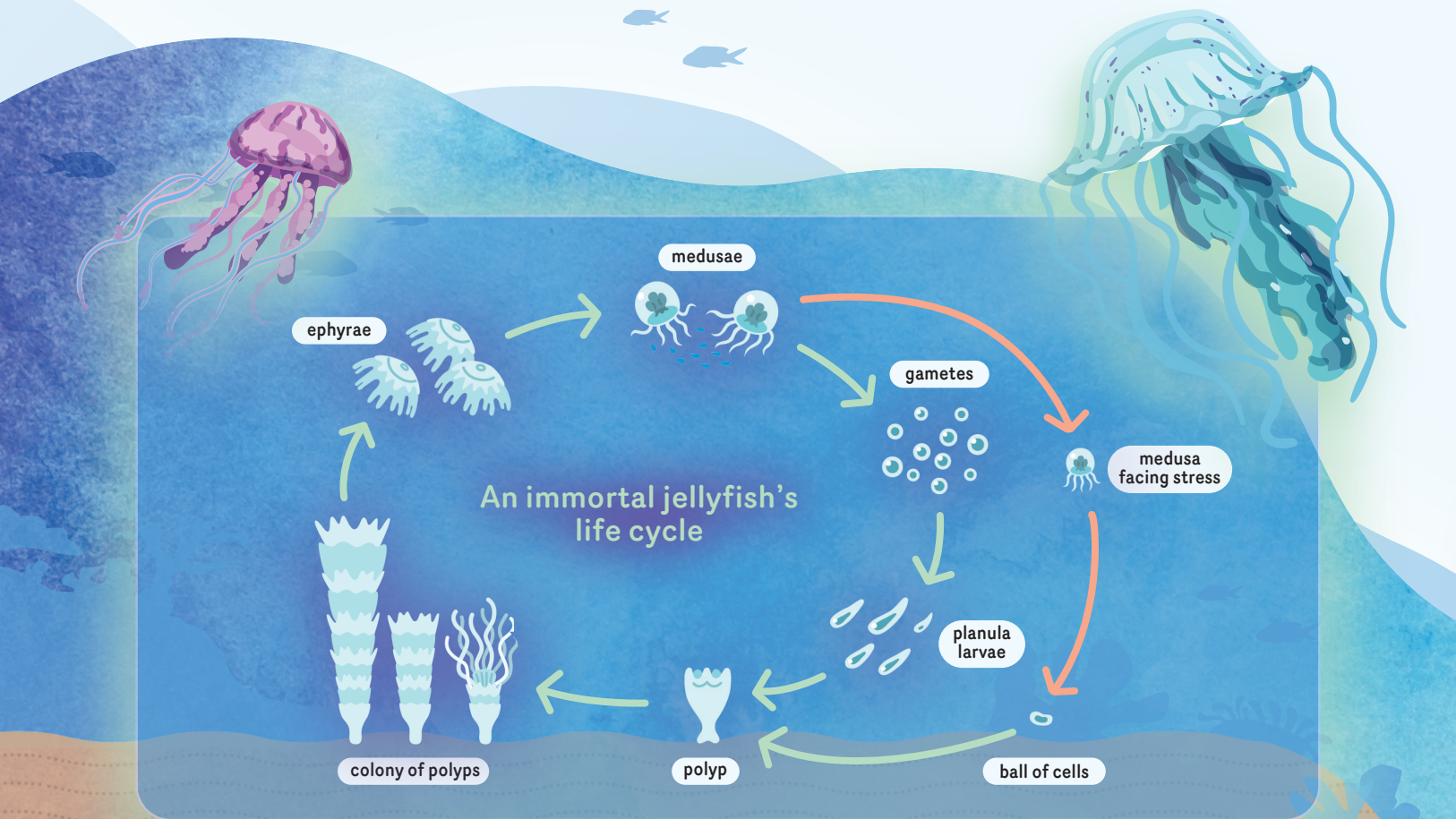
What is the process of changing one cell type into another called?

Connecting to You

What lessons can humans learn about aging and regeneration from Turritopsis dohrnii's ability dohrnii to revert to an earlier stage?

New Words

- [ ] starvation
- [ ] injury
- [ ] caterpillar
- [ ] tadpole
- [ ] transdifferentiation
- [ ] convert



Where are immortal jellyfish found?

Immortal jellyfish are thought to have originated in the Mediterranean Sea; however, they are now found in oceans all around the world. It is thought this recently noticed invasion may have been predominantly caused by humans.

A prevailing theory is that ships are responsible for spreading the creatures throughout Earth's oceans. Ballast water is pumped in and out of vessels like cargo and cruise ships to maintain stability. It is highly possible that immortal jellyfish get drawn in with this water and are able to survive ocean crossings thanks to their ability to reverse their life cycle when they experience stresses, such as a lack of food.

The inconspicuous nature of immortal jellyfish aids their global spread. These tiny, transparent creatures vary in appearance by location: Turritopsis dohrnii in hot regions like Panama have around eight tentacles, compared to 24 or more in milder waters like the Mediterranean and Japan. The reasons for these variations remain unclear. Their adaptability allows them to thrive in diverse environments and survive under stressful conditions such as food scarcity, contributing to their successful colonization of oceans worldwide.

Reading Tip

Inferencing
refers to using words or expressions in context as clues to get a deeper understanding of the text.



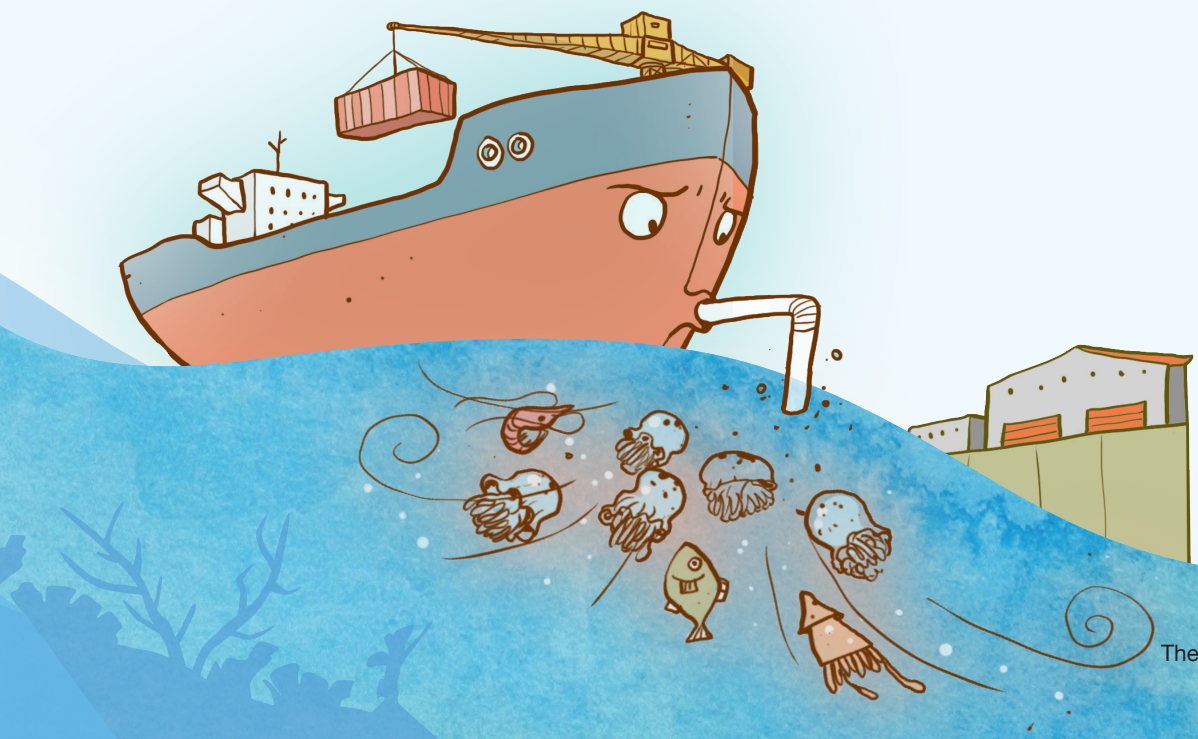
Ballast water
is fresh or salt water held in the tanks and cargo holds of a ship. It is used to provide stability and mobility during a journey.

Q4

How do immortal jellyfish survive ocean crossings?

New Words

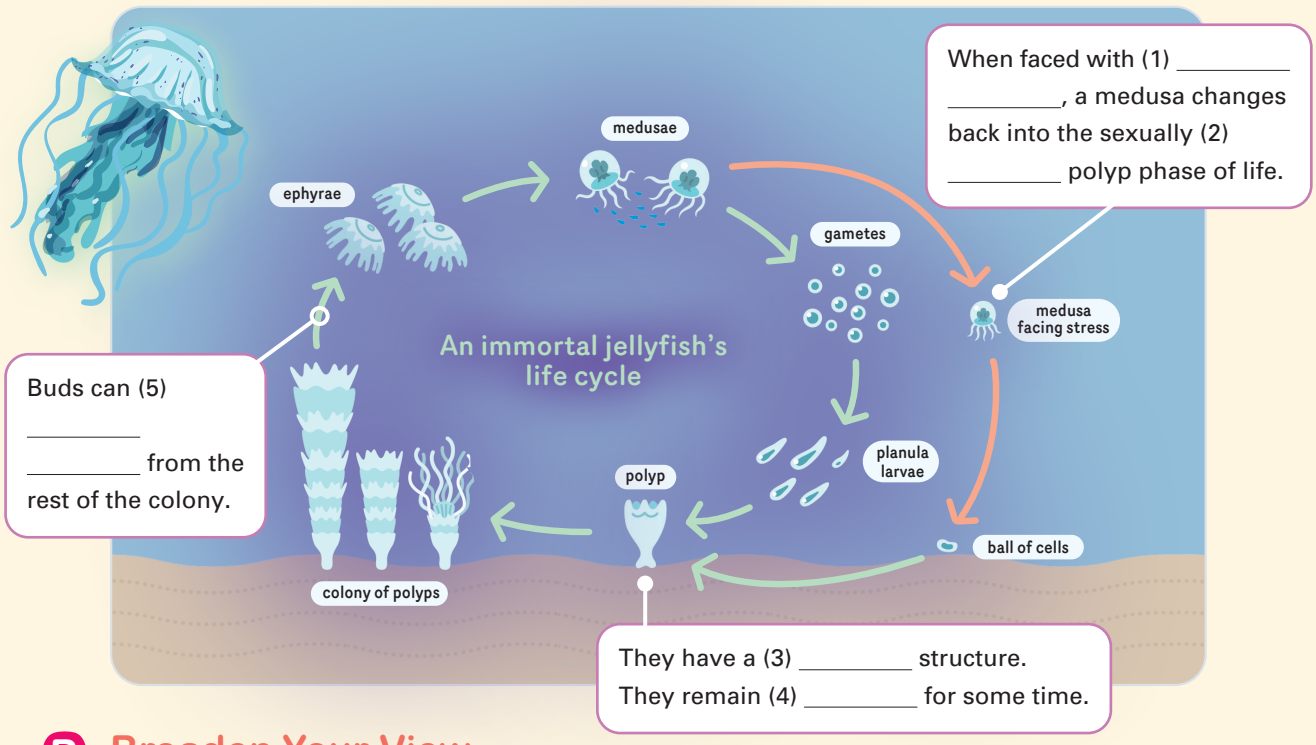
- originate
- predominantly
- prevailing
- hitchhiker
- ballast
- vessel
- cargo
- cruise
- reverse
- inconspicuous
- tentacle
- whereas



Review 1

A Check Your Understanding

Look at the visual material and fill in the blanks according to the main text.



When faced with (1) _____ _____, a medusa changes back into the sexually (2) _____ polyp phase of life.

Buds can (5) _____ _____ from the rest of the colony.

They have a (3) _____ structure. They remain (4) _____ for some time.

B Broaden Your View

1. A number of animals go through the process of transformation from an immature form to an adult form in distinct stages. Search for the following animals' features and complete the table.



	Egg	Young Insect	Adult Insect
Frogs		name: tadpoles live: in water eat: small insects and plant leaves	live: in water and on land eat: insects
On your own			

2. Talk about the differences between the larva and adult stage for each animal with your partner.

e.g. At the larva stage, tadpoles do not have legs and they live in water. They mostly eat small insects and plant leaves. On the other hand, frogs at the adult stage can live both in water and on land. They hunt insects mostly on land.

Read On 2

What Makes Immortal Jellyfish Immortal?

A team of researchers from the University of Oviedo in Spain mapped the genetic sequence of the jellyfish, revealing "key molecular mechanisms behind the rejuvenation of *Turritopsis dohrnii*."

At first, gathering enough *Turritopsis dohrnii* to study was difficult. When it comes to living in a tank, "they are very picky," said Maria Pascual Torner. "And they are very, very small, which also makes them difficult to identify and sample in the field." To get enough specimens, they drove a specially equipped camper van to a coast in Italy and went diving to gather wild jellyfish. They then rushed them back to the lab.



▲ *Turritopsis dohrnii*



▲ A team of researchers from the University of Oviedo in Spain

Q5

Why was gathering enough *Turritopsis dohrnii* for study initially challenging?

New Words

- molecular
- rejuvenation



To trigger rejuvenation, the researchers put the jellyfish under stress by letting them go hungry. As the medusae got smaller, changed into little balls called bud polyps, and began remaking their adult bodies, the scientists took pictures of what genes they were using in each phase of their development. They took some jellyfish in each phase, froze them, and crushed them into a thick mixture to extract their mRNA, creating a record of which genes were actively being used to make proteins.



Turritopsis rubra

They also compared *Turritopsis dohrnii* to *Turritopsis rubra*, a related jellyfish species that ages normally. Researchers found that, compared to its relative, the "immortal jellyfish" has double the amount of genes that repair and protect DNA. This allows *Turritopsis dohrnii* to produce more restorative proteins.

Connecting to You

Do you think it is morally wrong to put jellyfish under stress to obtain scientific findings? Why or why not?

New Words

- [ ] trigger
- [ ] phase
- [ ] crush
- [ ] extract
- [ ] protein



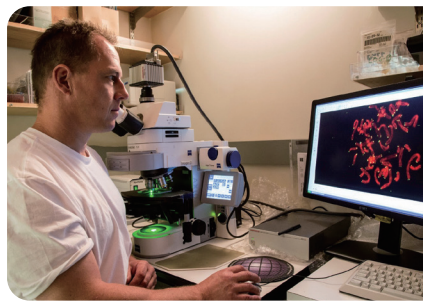
The authors found differences in several other genes, including those associated with reproduction and stem cell population. Normally, during the process of DNA copying and cell division, the protective end-caps on chromosomes, called telomeres, slowly get shorter and shorter, and when they are too short, a cell enters senescence and can no longer keep dividing. However, "immortal jellyfish" had mutations that preserved and maintained the telomeres. These differences may be key to the jellyfish's immortality.

"The most interesting thing is that it's not a single molecular pathway ... It is a combination of many of them," said Jan Karlseder, a molecular biologist and director of the Glenn Center for Biology of Aging Research at the Salk Institute. "If we want to look for an extension of a healthy lifespan, we cannot just focus on one pathway. That will not be sufficient. We need to look at many of them and how they work together."

Of course, *Turritopsis dohrnii* is not really immortal in the manner that Qin Shi Huang aspired to be; it can easily be killed by predators or die of disease. However, its ability to reverse the aging process by reprogramming its cells could help develop treatments for some of humanity's most widespread diseases. And that would grant an undying legacy on this tiny sea creature.

Q6

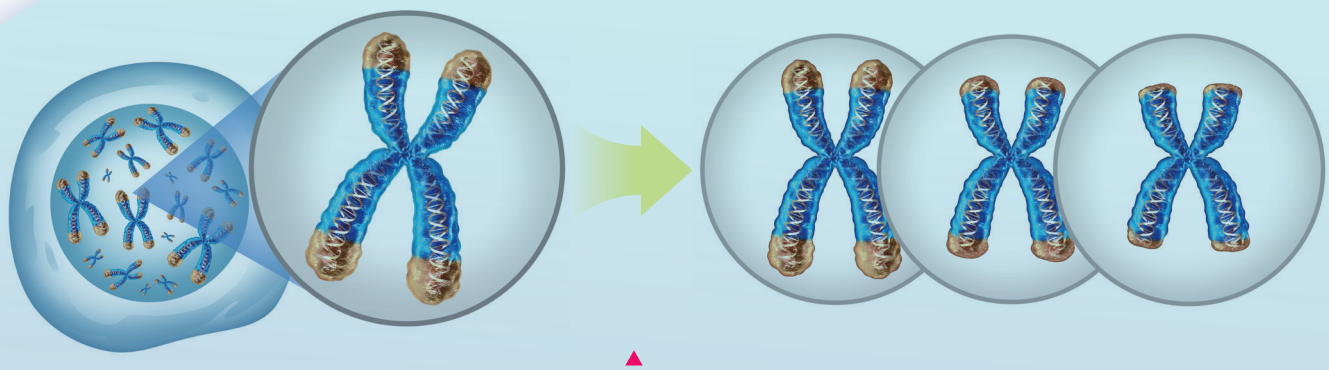
• When its telomeres are very short, a cell can still keep dividing. T F



Jan Karlseder (1968-) is an Austrian molecular biologist.

Connecting to You

What words come to mind when you think about immortality?



During the process of DNA copying and cell division, the protective end-caps on chromosomes, called telomeres, slowly get shorter and shorter.

New Words

☐ stem ☐ mutation ☐ pathway ☐ institute ☐ sufficient ☐ aspire ☐ legacy

Could Humans Become Immortal Like Jellyfish?

After reading about how jellyfish seem to have achieved eternal life, you're probably asking one major question: How can I get some of that? Unfortunately, while the immortal jellyfish can go full Benjamin Button at will, humans are a long way from mastering this level of rejuvenation.

"It seems that we're far away from any kind of real-world application," says Dr. Maria Pia Miglietta, associate professor and head of The Real Immortal Jellyfish research project.

"But we hope that studying what happens in these jellyfish can tell us how their genes change cells–and how these changed cells integrate with others. This is the base of understanding cellular regeneration and tissue regeneration. A lot of reasons why we age are still very mysterious. But by looking at this very simple animal with this very simple system, we can follow some genes and see how they behave."



Benjamin Button is the main character's name of "The Curious Case of Benjamin Button." It is a short story about a man who ages in reverse, from senescence to infancy, written by F. Scott Fitzgerald.

Q7

Is the sentence below fact or opinion?
"Unfortunately, while the immortal jellyfish can go full Benjamin Button at will, humans are a long way from mastering this level of rejuvenation."

Connecting to You

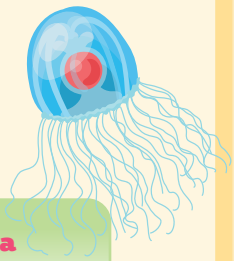
Do you think achieving eternal life is joy or misery? Why do you think so?

New Words

- ☐ eternal
- ☐ integrate



Review 2



A Check Your Understanding

Fill in the blanks with the given words.

	Turritopsis Dohrnii (immortal jellyfish)	**Turritopsis Rubra** (normal jellyfish)
Age	It can revert back to a ball of cells.	It ages (1) _____.
Genes	It has (2) _____ the amount of genes that repair and protect DNA compared to *Turritopsis rubra*.	It has fewer genes that repair and protect DNA than *Turritopsis dohrnii*.
Proteins	It produces more (3) _____ proteins than *Turritopsis rubra*.	It has fewer proteins for repairing DNA than *Turritopsis dohrnii*.
Telomeres	It has (4) _____ that preserve and maintain telomeres.	Its telomeres get (5) _____, as it enters senescence.

double restorative mutations normally shorter

B Broaden Your View

Imagine that humans have become immortal like jellyfish. Think about the advantages and disadvantages of immortality on the individual level and on the societal level.



Immortal Human Beings?

	Individual	Societal
Advantages	· can live happily forever with family · · ·	· · · ·
Disadvantages	· · · ·	· have more air pollution · · ·

Language in Use

A Vocabulary Focus

1. Words in Context

- Qin Shi Huang died at the **age** of 49 from ingesting mercury.
- A lot of reasons why we **age** are still very mysterious.
- It may produce **separate** segments stacked on top of one another.
- Unfortunately, at the second stage, the rocket failed to **separate**.

Match the meaning of each underlined word with its definition below.

(1) He is still active even at the advanced age of 87. ☐
(2) The researchers found that the wine ages in open containers or tanks. ☐
(3) The oil should be kept separate from other kinds of liquids. ☐
(4) The two groups separated and went in different directions. ☐

age	ⓐ *n*. the length of time that a person has lived or a thing has existed
	ⓑ *v*. to grow old or older; mature or allow to mature
separate	ⓒ *adj*. forming or viewed as a unit apart; different; distinct
	ⓓ *v*. to become detached or disconnected; move apart

2. Expressions in Use

- The first emperor of China **became obsessed with** acquiring immortality.
- These small, transparent animals **hang out** in oceans around the world.
- Separate segments can **break away from** the rest of the colony.
- *Turritopsis dohrnii* can **revert back to** being a tiny ball of cells.
- The researchers put the jellyfish under stress by letting them **go hungry**.



Fill in the blanks with the expressions above depending on the context. Change the word form if necessary.

(1) I usually _____ with my friends in that area on weekends.
(2) I had to _____ for three days, as I had no money.
(3) Despite her efforts, she soon _____ her old habits.
(4) It was really difficult for him to _____ his drug addiction.
(5) Some teenagers _____ their appearance, so they choose an unhealthy diet.

B Grammar Focus

1. Modals

- It is thought this invasion **may have been** predominantly caused by humans.
- He **should have been** told about the policy change.
- The fire was a tragedy that **could have been** prevented in advance.



Fill in the blanks with the appropriate structure above. Change the word form if necessary.

(1) Ann hasn't arrived yet. It is possible that she missed the train.
⇨ Ann hasn't arrived yet. She _____ the train. (miss)

(2) He lied to us, but we wish he had told us the truth.
⇨ He lied to us. He _____ us the truth. (tell)

(3) I was able to go directly to college, but I didn't. Instead, I decided to travel for a year.
⇨ I _____ directly to college, but I decided to travel for a year. (go)

(4) I was sick, but I didn't go to the doctor. Later, my symptoms got worse.
⇨ I _____ to the doctor. (go)

(5) I can't find my car keys. It is possible that I left them at the restaurant.
⇨ I _____ my car keys at the restaurant. (leave)

2. Relative Clauses

- He died from ingesting mercury, **which he mistakenly believed to be the elixir of life**.
- A new jellyfish life begins with gametes, fertilized eggs, **which grow into planula larvae**.
- It latches onto a surface, **where it develops into a polyp**.
- The researchers studied the immortal jellyfish, **which revealed surprising insights into aging**.

Choose the correct one to complete each sentence.

(1) We visited Disneyland, (where / which) we had a wonderful time.
(2) The picnic was canceled, (where / which) disappointed us.
(3) The city boasts the Harbor Bridge Festival, (where / which) has a 50-year history.
(4) I will never forget the championship game, (where / which) I watched at the City Stadium.
(5) It seems reasonable to apply to high-tech businesses, (where / which) jobs are plentiful.
(6) She showed examples of plant products from Korea, (where / which) they are widely used.
(7) The locals showed us how to plant crops, (where / which) they learned from their ancestors.

Write for Communication

STEP 1 Look at the graph and complete the table below.



Topic of the graph	Animals and plants at risk of (1) _____
Chart analysis	• 40 percent of plant species are at risk of extinction. (2) _____ (3) _____ (4) _____
The overall trend	Overall, (5) _____

STEP 2 Fill in the blanks using the words provided below.

Introduction: The topic of the graph	The graph shows plant and animal species at risk of extinction.
Body: The description of the information in the graph in detail	Forty percent of plant species are considered at risk, which is the (1) _____ percentage on the graph. Amphibians and corals have the (2) _____ two highest percentages of species at risk of extinction, with 35 and 30 percent respectively. In addition, 22 percent of mammal species are (3) _____ with extinction, along with 18 percent of reptile species and 14 percent of fish species. The (4) _____ threatened group is bird, with only 13 percent of species at risk of extinction.
Conclusion: The overall trend shown in the graph	In general, a lot of animal and plant species worldwide are threatened with (5) _____.

largest least threatened next extinction

STEP 3 Choose one of the topics below that you would like to write about and search the Internet for more information. You can choose your own topic.

- Share of the population aged 65 or older in Asian countries last year
- Number of pet-owning households by species in Korea last year
- On Your Own: _____

STEP 4 Draw a graph or a table describing the information you found and write a summary.

Graph/Table

Topic of the graph: _____

Chart analysis: _____

_____

_____

_____

_____

_____

Overall, _____

(Draw a graph.)

STEP 5 Based on the summary, write your own paragraph.

The graph shows .....

To begin with, ...

.....

Next, ...

(Third), ...

Overall, ...

Useful Expressions

Introduction: show, represent, describe, depict
Body: increase, decrease, the highest, the lowest, reach a peak, bottom
Conclusion: In summary, Overall, In general

Checklist

	Yes	No
Does the draft include accurate information about the chart?		
Is the draft clear and easy to understand?		
Does the draft have an introduction, a body, and a conclusion?		
Are the grammar and spelling correct?		
Is it written according to information ethics?		

Viewing & Doing Be a Scientist!

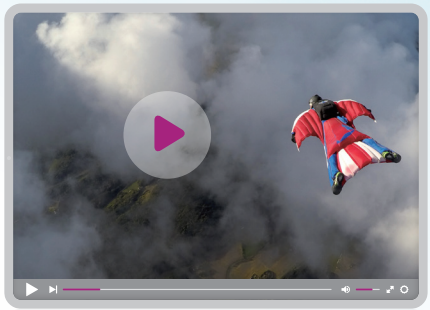
A Your Mission

Pretend your team is a group of scientists who have discovered an animal's special ability. You are going to make an innovative invention using this ability. To that end, search for the special ability of an animal that people might want to have and make a imaginary invention using it. Then make a short video clip that introduces your team's invention.

B Watch an Example Video

Watch an example video and answer the question.





1. What is the invention called?

ⓐ Sugar glide ⓑ Wing-Suit ⓒ Patagium

2. How far can the animal glide at a time?

ⓐ 30 meters ⓑ 45 meters ⓒ 60 meters

C Create a Video

STEP 1 Brainstorming

Choose the special ability of an animal that your group wants to do research on.



STEP 2 Assign Roles and Make a Video

Divide your team into different roles by thinking about the content of the video you want to produce.

Role	What the Person Does	Name(s)

STEP 3 Make a Presentation

Please explain the contents well while showing the video you made. When your friends ask you questions, answer them sincerely.

- **Post the video on a real media platform and leave comments on other friends' videos.**

Useful Expressions

The Introduction:
- It's a pleasure to welcome you here, I'm ... .
- The subject of my talk is ... .

Main Body:
- Now let's move on to ... .
- So first[To begin with], ... Second, ...

Ending:
- That's all I want to say for now.
- To sum up[To conclude/In brief], ...



• Vote for the best video clip using the checklist below.

Checklist	Team A	Team B	Team C	Team D
Does the overall content contain enough information about the invention?				
Is the video fun and interesting?				
Is the video clear and easy to understand?				
Did the presenter present clearly and persuasively?				

Excellent ⑤ Very good ④ Good ③ Weak ② Try again ①



Do It Yourself

A **Listen to the dialog and choose the topic.**

ⓐ The underlying causes of memory loss
ⓑ The symptoms of dementia and how to manage it
ⓒ The social problems caused by the extended lifespan of humans
ⓓ The increasing number of elderly dementia sufferers

B **Listen to the lecture and answer the questions.**

1. Based on the lecture, which statement is incorrect?

ⓐ "Metamorphosis" is a Greek word that means transformation or a change in shape.
ⓑ Plants on which eggs are laid will become food for the hatching caterpillars.
ⓒ As a caterpillar grows, it wraps its skin around itself about 4 or 5 times.
ⓓ An adult butterfly has long legs and compound eyes.



2. **Listen to the lecture again and summarize the four stages of the butterfly's life. You can use the terms below.**

_____

_____

_____

Terms: metamorphosis, transformation, egg, caterpillar, pupa, adult

C **Read the following dialog and choose the best response based on the context.**

A Did you know that many people believe some common myths about animals?
B Really? Like what?
A Well, for example, many people believe that bulls are angered by the color red. But, in reality, they're actually color-blind and respond to the movement of the cape, not the color.
B I had no idea. What other myths are there?
A There are many, like how bats are blind or how elephants are afraid of mice. But it's important to seek accurate information and educate ourselves about animals.
B Absolutely. I'll definitely make sure to fact-check before believing any animal information from now on.
A Good. _____.

ⓐ Technological advancements have enabled us to interact with wild animals.
ⓑ Why don't we sign up to do volunteer work that helps endangered animals?
ⓒ I'll try to make more effort to save wild animals and preserve their habitats.
ⓓ By doing so, we can understand animals better and avoid spreading misinformation.



D Read the following passage and answer the questions.

Efforts to reduce air pollution globally should target the biggest sources of emissions. These sources distribute pollution widely, so cleaning up areas with heavy pollution will clean up other areas as well. Countries undergoing rapid development and industrialization deserve special attention due to potentially weaker pollution regulations. Implementing a variety of pollution control strategies simultaneously—including controlling emissions at the source, adopting new technologies, and providing economic incentives—can effectively decrease air pollution levels worldwide.

1. What is the passage mainly about?

The main idea of the passage is _____

2. Based on the passage, which statement is incorrect?

ⓐ To prevent the spread of air pollution, the biggest sources should be focused on.
ⓑ Cleaning up areas with heavy pollution will help other areas to have better air quality.
ⓒ We need to pay close attention to developed countries to prevent air pollution.
ⓓ Source control and economic incentives can be helpful in reducing air pollution.

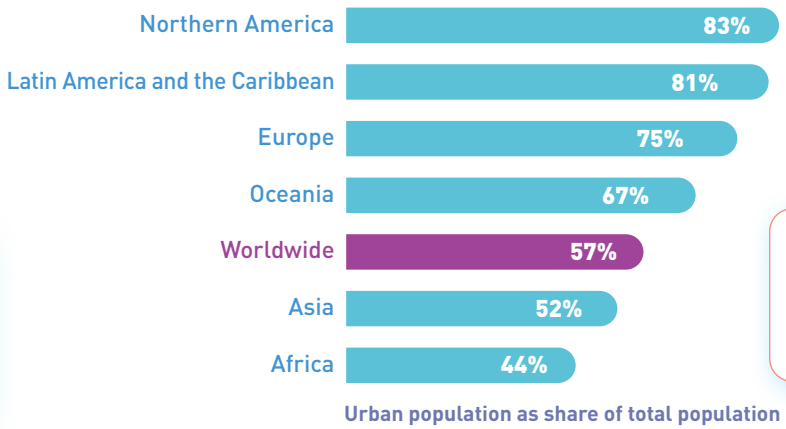
E Read the following passage and choose the grammatically incorrect expression from the underlined words among ⓐ~ⓔ below.

A prevailing theory is that ships are responsible for spreading the creatures ⓐ throughout Earth's oceans. The jellyfish's immortality makes ⓑ it an excellent hitchhiker, after all. Ballast water is pumped in and out of vessels like cargo and cruise ships to maintain stability. ⓒ It is highly possible that immortal jellyfish get drawn in with this water and are able to survive ocean crossings thanks to their ability to reverse their life cycle when they experience stresses, such as a lack of food.

The immortal jellyfish is also relatively inconspicuous, ⓓ where may have contributed to its spread being difficult to spot. It is tiny and transparent, and it can have different features depending on ⓔ where in the world it is living.

F Choose the option that describes the graph incorrectly.

Share of Urban Population Worldwide in 2022, by Continent



The degree of urbanization defines the share of the population living in areas that are defined as "cities."

▲ www.statisa.com
Published by Statista Research Department, Aug 29, 2023

The graph above shows urban populations as a share of the total population in 2022 by continent. ⓐ In 2022, the degree of urbanization worldwide was 57 percent. ⓑ Northern America was the region with the highest level of urbanization, with over four fifths of the population residing in urban areas. It was followed by Latin America and the Caribbean, with 81 percent. Europe had the third-highest level of urbanization, with 75%, and was followed by Oceania, with 67%. ⓒ The percentage of the population living in urban areas in Asia was less than the worldwide percentage. ⓓ More than half of Africa's population lived in urban areas in 2022.

Check Your Progress

I can ...	Excellent	Good	Incomplete
_ understand the main idea of a basic academic field.			
_ connect visual material to a text.			
_ explain factual information.			
_ make a presentation using reconstructed information.			
_ understand the words, expressions, communicative functions, and grammar points I learned in this lesson and use them in real life.			

Quests for Immortality

Humans have long harbored an obsession with living forever. Quests for immortality date back many centuries. Let's look at some historical examples from around the world.



Mummies

Ancient Egyptians believed death was only a path to eternal life, and the desire to ensure immortality was woven into their culture. As Egypt gained more prosperity, the practices for burying people became a status symbol of wealth as well. This led to the creation of elaborate graves and more sophisticated methods of preserving bodies.



The Epic of Gilgamesh

The title character hears of a flower on the ocean floor that will restore his youth. Despite a warning from the only people ever granted immortality by the gods—that his quest will ruin the joys of life—Gilgamesh picks the flower. His success doesn't last. He inevitably loses the flower, and eventually, like all mortals before and after him, he dies.

Cryotherapy Chambers

Cryotherapy was developed in the 1970s by a Japanese scientist. A cryotherapy chamber is a tube-shaped enclosure that covers a person's body with an open top to keep the head at room temperature. Soaking the body in ice cold water stimulates the immune system while reducing painful effects. It is designed to slow the aging process.





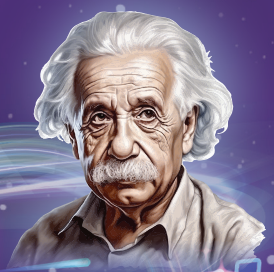
Brain-Computer Interface

Some scientists predict a future where humans are far more intimately connected with their electronic devices than we are today. They invite us to work towards a brain-machine interface that would fundamentally integrate us with our technology, with both parts working together as one. We may, eventually, be able to capture our beings within a computer, living forever as digital memory accessed by a piece of software.

- **Search for other examples of human endeavors for immortality throughout the world. Share your findings with your classmates.**

Quests for immortality

Further Reading



Immortality, Space Travel, and Einstein's Time Dilation

Get Ready

1. What comes to mind when you hear the name "Albert Einstein"?
2. If you got the chance for everlasting life, how much would you be willing to pay for it?

Albert Einstein was one of the brightest minds our species has ever produced. During his life, he revolutionized our understanding of physics and the mechanics of the universe at large. Einstein showed that time itself is a relative concept and that objects experience time differently depending on their relative speeds. This means that time moves more slowly if you're going faster.

For example, let's say that I'm standing still and you're driving in circles around me with your car. Time is actually moving more slowly for you than it is for me because your speed is faster than my own. This is not a trick of the eye or a weakness of the mind. It really happens. It is a phenomenon that Einstein referred to as "time dilation."

Time dilation is a fascinating concept that helps uphold a fundamental law of our universe: nothing can travel faster than light. As something moves faster, it becomes heavier and requires more energy to keep speeding up. Additionally, time itself slows down for the fast-moving object compared to those moving slower. For instance, clocks on satellites, which move faster than those on Earth's surface, also run slightly slower due to their speed. This supports Einstein's theory and shows how time dilation affects objects moving at different speeds in our universe.

Q1 What did Einstein call the phenomenon where time moves differently depending on relative speeds?

Q2 What are the two things that prevent speeds that exceed the speed of light?

So what does time dilation have to do with immortality? Suppose that today, you find out you have a form of cancer for which we currently have no treatment. You're given an estimate of only a few years to live.

If you had a near-light-speed spaceship standing by, you could climb aboard, spend a year traveling around the Earth at 99.99% light speed. Then you could return in 71 years (on Earth) to ask whether a cure for your disease had been found. Is there no cure yet? No problem. Get back in your spaceship and set the rate at 99.9999% light speed, where six more months would get you 350 more years of progress back on Earth. The discovery of cures for almost every disease is believed by many experts to be an inevitable eventuality given enough time. And with near-light-speed travel, time is something that you would have in almost infinite supply.

But what about the cost? The unfortunate catch to traveling centuries into the future via time dilation is that everyone you knew and cared about would obviously be long dead when you returned. You might be tempted to try to take some of your closest friends and family with you, but would they agree to make that sacrifice, leaving behind all others that they care about? Maybe everyone wants to board the spaceship to immortality, but someone has to stay behind and do the work so that the time travelers can benefit from it in the future. The pursuit of everlasting life might require unthinkable psychological pain and loneliness.

For better or worse, we haven't quite worked out the mechanics of near-light-speed travel yet, so this question is more of a thought experiment than a realistic dilemma for now. But it's worth keeping in mind that nothing in the laws of physics prevents us from achieving this feat eventually. So, one must ultimately consider, in light of the costs: Would immortality be worth it?

Q3

What does Einstein's work show about time at light speed?

Challenge!

Search for information about the current state of space travel and exploration. Then share your answers to the following questions with your partner.

1. What is the fastest spacecraft as of now, and how fast is it?
2. If you were rich, would you be willing to go to space? Why or why not?

Lesson

3

Pricing Mysteries!



Spark Your Thoughts

- **Share your thoughts on the following questions with your partner.**

a. If demand increases while supply remains constant, what will happen to the price?

b. If supply increases while demand remains constant, what will happen to the price?

c. Why do the prices of goods change?



Lesson Goals

Reception

- I can predict what will follow after reading a text.
- I can infer the logical relationship of the content by grasping the composition of a text.

Production

- I can summarize what I hear or read in my own words.
- I can compare or contrast spoken or written content.

Communicative Functions

- Suggesting and Recommending
- Introducing and Answering

Grammar Focus

- **Postmodification**

- Conversely, a man dying of thirst in a desert would have greater marginal use for water than for diamonds, so he would pay far more for water.

- **Coordinating Conjunctions**

- We put a high value on wine not to acknowledge a valuable piece of land or the use of an expensive machine but to reflect that people really enjoy drinking good wine.

Interactive Communication

Think Ahead

1. Look at the following pictures and guess the price of each item.



Tablet

$_____



Laptop

$_____



Smartphone

$_____



Shoes

$_____



Sunglasses

$_____



T-Shirt

$_____



Backpack

$_____



Notebook

$_____



Baseball Cap

$_____

2. Explain why you guessed the price of each item.

e.g. The tablet has a big screen and a lot of storage. It also has a long battery life and a high-quality camera. And you can write directly on the screen. I think it costs about $760.



3. Select the person who presented the most reasonable explanation for the cost of each item.

Listen and Choose

Listen to the dialog and answer the questions.

1. **Which backpack did the buyer decide to buy?**

ⓐ 
$65

ⓑ 
$55

ⓒ 
$60

ⓓ 
$65

2. **Which of these was NOT a reason the woman chose the backpack?**

ⓐ Because it was within her budget
ⓑ Because it was the brand that she was looking for
ⓒ Because it had compartments for her daughter's laptop and books

Write and Speak

After filling out the table for the products presented in *Think Ahead*, share the roles of the buyer and the seller with a partner and have a conversation as follows.

Goods	Price	Characteristics
Tablet	$760	big screen / a lot of storage / long battery life / high-quality camera

e.g.
A Hello. I'm looking for a new tablet. Can you show me what you have?
B Sure. **How about** this one? It has a big screen and a lot of storage.
A Can you tell me more about the features of the tablet?
B Sure thing. It has a long battery life and a high-quality camera.
A That sounds perfect for me. How much does it cost?
B It's $760.
A Great, I'll take it.

Function
- How about ... ?
- What about ... ?
- Would you like (me) to ... ?
- I suggest (that) ... .

Communication Task 1

1. Listen to the lecture and answer the questions.



(1) Complete the table below.

Jane's Restaurant	
the number of waiters	profit every month
1	$4,000
2	(a) _____
3	$6,500
4	(b) _____



(2) Why did Jane's profit decrease every month after she hired a fourth waiter at the restaurant?

ⓐ Because the costs of hiring the fourth waiter decreased the additional money generated.
ⓑ Because customers were dissatisfied with the service provided by the fourth waiter.
ⓒ Because the presence of the fourth waiter resulted in decreased efficiency and increased costs.

2. This is the conclusion of the lecture above. Write the correct words in the blank.

That's all I can tell you. To correct the situation, Jane would have to either _____ or implement changes when it comes to other factors of production—for example, by getting a larger space.

3. Talk with your partner about how you think you could make a profit if you ran a restaurant.

e.g. A I think we could sell a lot of food if it was delicious.
B That's important, but I think restaurants should also be clean.

Communication Task 2

STEP 1 Listen to the following two explanations and write the words that correspond to the blanks. (Listen again if you need to.)

A

Supply and demand is an economic principle that determines the price of goods and services. Supply refers to the amount of a good or service that producers are willing and able to (1)_____ at a given price. Demand refers to the amount of a good or service that consumers are willing and able to buy at a given price. The price of a good or service is determined by the (2)_____ of supply and demand. If supply exceeds demand, the price will fall until demand meets supply. If demand exceeds supply, the price will (3)_____ until supply meets demand.

B

The law of the invisible hand is an economic principle introduced by Adam Smith in which individuals (1)_____ their own self-interest in a free market economy unintentionally benefit society as a whole. According to this principle, the pursuit of self-interest in a competitive market leads to an efficient allocation of resources and the maximization of overall economic (2)_____. The invisible hand refers to the unseen forces that guide market activity without any central coordination. It is an important concept in (3)_____ economics and has influenced many modern economic theories and policies.

STEP 2 Read the two explanations above and make brief notes about each.

	Title	Key Words
A		
B		

STEP 3 Summarize and present one of the things you heard or read.

e.g. **I'd like to say something about** "supply and demand." ...

Function

- I'd like to say something about ... .
- (Now) Let's talk about ... .
- I'd like to tell you what ... .

STEP 4 Listen to the following explanation and take notes. Then explain it in your own words.

A Topic Preview

Look at the following things and follow the instructions below.



1. Think about how much the six items above will cost in 10 years. Then list them from most expensive to least expensive.

1st _____ — 2nd _____ — 3rd _____ — 4th _____ — 5th _____ — 6th _____

2. Explain your reasons for the order above.

e.g. Air and water will cost more in 10 years due to pollution. Air will be the most expensive because we need it to live and it's hard to clean. Water will probably be second most expensive because ...

B Vocabulary Preview

Fill in each blank with the appropriate word from the box below.

1. One of the effects of environmental _____ is the absence of fish in that river.
2. His rude behavior at the party made him a(n) _____ guest for future events.
3. The market no longer offers _____ plastic bags to customers.
4. I think my husband is the most handsome man in the world, but I realize my judgment is rather _____.
5. The report suggests that there has been only a(n) _____ improvement in women's pay over the past few years.

degradation	disposable	marginal	subjective	undesirable

C Reading Strategy: Inferring logical relationships

Inferring logical relationships is a reading strategy that helps you understand the author's argument or message by identifying how different ideas or concepts are connected. Common logical relationships include **cause and effect**, **comparison and contrast**, and **chronological order**.

Write the order of the paragraphs that follow the sentence below. Then write down what logical relationship this passage has.

Thomas Edison, a young inventor determined to make the world a better place, had an idea for a new kind of light bulb in 1879.

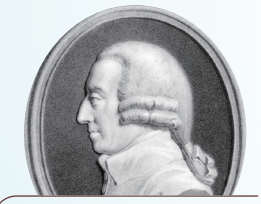
(A) The light bulb led to new technologies like electricity and the automobile, and changed how people lived, worked, and played. For example, it made it possible to stay up later, work longer hours, and travel more safely at night.

(B) After years of perfecting his invention, he succeeded. Edison's light bulb was a huge success, as it was much cheaper, more efficient, and safer than the candles and oil lamps people used at the time. It quickly became popular worldwide, profoundly impacting society.

(C) It also had a symbolic impact, representing progress in science and technology, and giving people hope for the future. Edison's light bulb is still used today, making it one of the most important inventions of all time.

Read On 1

The Diamond-Water Paradox



Adam Smith (1723–1790) was born in Scotland and contributed to the fields of philosophy and economics. He wrote *The Wealth of Nations* and is known as the father of modern economics.

Which do you think is more valuable: water, which is needed to sustain life, or diamonds, which we use to adorn ourselves? Let's think about it this way: If a one-liter bottle of mineral water and a ring with a diamond weighing only one gram were placed on the table and you could take only one, which would you take? Did you know that this problem has been a puzzle for a very long time? Adam Smith, the father of modern economics, struggled to produce a fully acceptable theory of value, and he was particularly concerned with the apparent paradox of the high value placed on unnecessary goods like diamonds, compared to the low value of essential goods like water. Smith did indeed argue that there was a separation between "value in use" (the usefulness of a good for satisfying human needs or desires) and "value in exchange" (the price that a good can command in the market). He recognized that this distinction could create difficulties in understanding the nature of value and how it was determined in a market economy. Smith's diamond-water paradox went unsolved until later economists combined the two theories of subjective valuation and marginal utility. Let's see how economists arrived at that explanation.





Q1 What was the problem that Adam Smith was struggling with?

Q2 Predict what will come next.

Connecting to You

Name one commodity whose value in exchange is higher than its value in use, and explain why.

New Words

- [ ] paradox
- [ ] mineral
- [ ] apparent
- [ ] valuation
- [ ] marginal

Applying the Labor Theory of Value

Like nearly all economists of his era, Smith followed the labor theory of value. Labor theory stated that the price of a good reflected the amount of labor and resources required to bring it to market. Smith believed diamonds were more expensive than water because they were more difficult to bring to market. On the surface, this seems logical. Consider building a wooden chair. A lumberjack uses a saw to cut down a tree. The chair pieces are crafted by a carpenter. There is a cost for labor and tools. For this endeavor to be profitable, the chair must be sold at a higher price. In other words, costs drive prices.

Unfortunately, the labor theory suffers from many problems. The most pressing is that it cannot explain the prices of items requiring little or no labor. Suppose that a perfectly clear diamond, naturally developed with an alluring cut, is discovered by a man on a hike. Does the diamond bring in a lower market price than an identical diamond laboriously mined, cut, and cleaned by human hands? Clearly not. A buyer does not care about the process, but about the final product.



Q3

Why did Adam Smith think diamonds cost more than water?

Q4

How is the price of a wooden chair determined differently from the price of fine wine?

Subjective Value

What economists discovered was that costs do not drive prices; it is exactly the opposite. Prices drive costs. This can be seen with a bottle of expensive French wine. We put a high value on wine not to acknowledge the worth of the land it comes from or the use of expensive machines to make it but to reflect that people enjoy drinking good wine. People subjectively value the wine highly, which in turn makes the land it comes from valuable and makes it profitable to construct machines to chill the wine. Subjective prices drive costs.



Connecting to You

Name a product for which subjective value determines the price and explain why.

New Words

- labor
- era
- wooden
- lumberjack
- craft
- carpenter
- identical
- mine
- opposite
- chill
- acknowledge

Diamond-Water Paradox:

Marginal Utility VS Total Utility

Subjective value can show that diamonds are more expensive than water because people subjectively value them more highly. However, it still cannot explain why diamonds should be valued more highly than an essential good such as water.

Three economists—William Stanley Jevons, Carl Menger, and Leon Walras—discovered the answer almost simultaneously. They explained that economic decisions are made based on marginal benefit rather than on total benefit. In other words, the marginal utility of a good is derived from its most important use to a person. So, if someone possesses a good, they will use it to satisfy some need or want, starting with the one that takes highest priority.



Eugen von Böhm-Bawerk (1851–1914) was an Austrian economist and a prominent member of the Austrian School of economics.

Eugen von Böhm-Bawerk illustrated this with the example of a farmer having five sacks of grain. With the first, he will make bread to survive. With the second, he will make more bread, in order to be strong enough to work. With the next, he will feed his farm animals. The next is used to make whiskey, and the last one he feeds to the pigeons. If one of those bags is stolen, he will not reduce each of those activities by one-fifth; instead, he will stop feeding the pigeons. So, the value of the fifth bag of grain is equal to the satisfaction he gets from feeding the pigeons. If he sells that bag and neglects the pigeons, his least productive use of the remaining grain is to make whiskey, so the value of a fourth bag of grain is the value of his whiskey. Only if he loses four bags of grain will he start eating less; that is the most productive use of his grain. The last bag of grain is worth his life.

New Words

- ☐ simultaneously
- ☐ sack
- ☐ grain
- ☐ pigeon



In explaining the diamond-water paradox, marginalists explain that it is not the total usefulness of diamonds or water that determines price, but the usefulness of each unit of water or diamonds. It is true that the total utility of water to people is tremendous, because they need it to survive. However, since water is in such large supply in the world, the marginal utility of water is low. Each additional unit of water that becomes available can be applied to less urgent uses as more urgent uses for water are satisfied. For example, it may be used not to drink but to wash the streets. Therefore, any particular unit of water is worth less to people as the supply of water increases.



On the other hand, diamonds are of such low supply that the usefulness of one additional diamond is greater than the usefulness of one additional glass of water. Thus, diamonds are worth more to people. Therefore, those who want diamonds are willing to pay a higher price for one diamond than for one glass of water, and sellers of diamonds ask high prices.

Conversely, a man dying of thirst in a desert would have greater marginal use for water than for diamonds, so he would pay far more for water.



Q5

Why do marginalists think diamonds cost more than water?

New Words

- [ ] marginalist
- [ ] tremendous
- [ ] urgent
- [ ] conversely

Connecting to You

Why is bottled water more expensive than tap water, even though they are the same thing?

Review 1

A Check Your Understanding

1. Fill in each blank with an appropriate word from the box below.

labor theory of value	The (1) _____ of a good reflects the amount of labor and resources required to bring it to (2) _____.
subjective value	Costs do not drive prices; prices drive (3) _____. The value of a good is determined by the subjective value placed on it by (4) _____.
marginal utility	Economic decisions are made based on marginal benefit rather than on (5) _____ benefit. The usefulness of one (6) _____ unit of a good determines its value. The marginal utility of a good is derived from its most (7) _____ use to a person.

market　additional　important　price　individuals　total　costs

2. Choose the correct words from the following sentence.

While all three theories attempt to explain the relationship between value and (1) (cost / price), they differ in their underlying (2) (assumptions / consumption) and provide different (3) (tastes / perspectives) on how economic decisions are made.

B Broaden Your View

Pick 3 things: fun stuff, sleep, and something you want to improve (like exercise). Notice how much time you spend on each. Does it match what's important to you? Talk with your partner about how to spend more time on what matters.

e.g.
A What do you consider to be the most important thing in your life?
B I think health is the most important thing.
A How much time do you spend a day to stay healthy?
B To be honest, I don't take time for my health.
A You should exercise regularly for at least 30 minutes a day.



Where Do Foods Get Their Reputations?



Have you ever ordered a lobster dish from a fancy restaurant? Lobster is considered the height of fine dining, but that hasn't always been the case. In the 18th century, lobster was considered a highly undesirable food that wealthy families avoided. In fact, lobster was so abundant on the east coast of the U.S. that it was sold not as food but as fertilizer. It was even served in prisons. Kentucky politician John Rowan remarked, "Lobster shells around a house are looked upon as signs of poverty and degradation."

It was the development of railways in the U.S. that transformed lobster into a luxury. Lobster was still relatively cheap and plentiful, which made it a great option to serve on trains. This was around the same time when chefs realized lobster tastes best when cooked alive. Soon, people from all over the world who had never eaten lobster or heard about the negative perceptions of it were able to try it for the first time fresh and properly prepared. The response was so positive that wealthy people wanted live lobsters shipped to their towns. As a result, the global demand for lobsters gradually increased. By the end of the 19th century, lobster had acquired the status of a luxury food.



Q6

What is the logical relationship of the second paragraph to the first?

New Words

- ☐ reputation
- ☐ dining
- ☐ undesirable
- ☐ degradation
- ☐ luxury
- ☐ chef

Connecting to You

What is the current price of lobster per kilogram in your area?

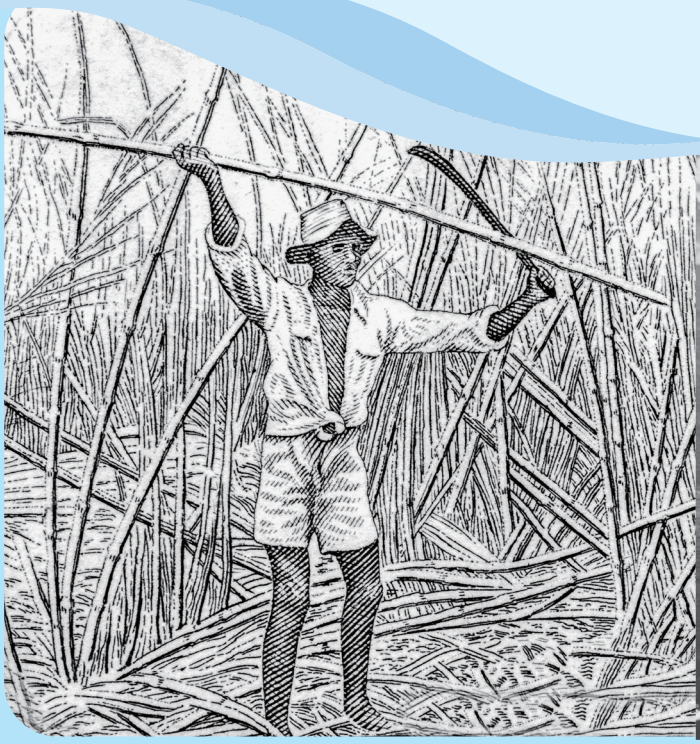


Did you know that sugar and salmon used to be more expensive than they are today? Sugar was rare and expensive to produce, as it was chiefly made from sugar cane grown in the Caribbean and the Americas. The production process was labor intensive, making sugar an expensive commodity. Sugar was considered a luxury food because it was primarily consumed by wealthy families with disposable income. It was used as a status symbol, a way to show off one's wealth and sophistication.

Salmon was also scarce and difficult to obtain. Before modern fishing techniques, salmon was usually caught in rivers during the annual spawning runs, making it a seasonal food. Salmon was consumed only by those who could afford to pay the high prices charged for it.

New Words

- ☐ salmon
- ☐ cane
- ☐ disposable
- ☐ sophistication



▲ A man is cutting sugar cane.



▲ Eight fishermen pictured with salmon caught in their nets on the Columbia River in Oregon, USA, circa 1850.

However, sugar lost its reputation of luxury over time as people started farming it and, as a result, it became less scarce. In the case of salmon, production has increased by 384% since 1995 due to the development of the aquaculture industry, making it a food that can be enjoyed by ordinary people around the world.





Many fruits and vegetables also used to be much scarcer than they are today. Certain fruits such as strawberries used to be available only in the summer, but now we can buy them all year round. "That changes the perception of luxury," says Peter Alexander, a senior researcher in global agriculture and food security at the University of Edinburgh.

Q7

What logical relationship does the second paragraph have with the previous paragraph?

New Words

- aquaculture
- agriculture



Connecting to You

What's your favorite food? What does it taste like?

Our strong desire for luxury and rare foods is causing big problems for the environment. When a specific type of fish or seafood becomes less available, its price goes way up. A higher price makes people fish even more, putting additional pressure on the already shrinking population. This creates a harmful cycle that could end in the extinction of the species. The planet is feeling the impact of our constant craving for luxury foods, with ecosystems being damaged and species becoming endangered. The growing demand for hard-to-find, luxury foods continues this harmful cycle and threatens many different kinds of living things. In order to reduce the damage we're causing to the environment, it's important that we think about how often we consume these types of foods.

Q8

What is described as the harmful cycle resulting from the constant craving for luxury foods?

New Words

- ☐ shrink
- ☐ crave
- ☐ ecosystem
- ☐ endanger



Review 2

A Check Your Understanding

Match the following questions and answers correctly.

Question	Answer
1. What was lobster's status in the 18th century?	a. The production process was labor intensive, making sugar an expensive commodity.
2. What transformed lobster into a luxury food?	b. It was an undesirable food that was served in prisons and used as fertilizer.
3. Why was sugar considered a luxury food in the past?	c. It was scarce and difficult to obtain due to seasonal spawning runs.
4. How did sugar lose its status as a luxury item?	d. The development of railways led to it being served to people who had not heard the negative attitudes towards it.
5. What made salmon a luxury food in the past?	e. It became less scarce as people started farming it.

B Broaden Your View

Explore how the importance of a food has changed over time. Think about how changes in society, technology, and global trade have influenced its place in our lives.

Item	The past price	The current price	Reason(s)
bananas	expensive	cheap	better refrigeration, global shipping

e.g. Bananas used to be rare and only found in tropical areas. But with better refrigeration and global shipping, bananas are now common and affordable everywhere. They changed from being a special treat to something people eat every day. This shows how technology can turn a luxury into a daily food.



Language in Use

A Vocabulary Focus

1. Word Forms

Adjective endings

value accept	+	-able	valu**able** accept**able**	subject expense	+ -ive	subject**ive** expens**ive**
margin logic	+	-al	margin**al** logic**al**	plenty use	+ -ful	plenti**ful** use**ful**

Fill in the blanks by adjusting the given words into their correct forms.

(1) Smoking has a _____ effect on people's health. (harm)
(2) The trees provide _____ protection from the sun's rays. (nature)
(3) What was once desert has become _____ farmland. (product)
(4) I thought she was the most _____ woman I'd ever seen. (beauty)
(5) For this endeavor to be _____ , the chair must be sold at a higher price. (profit)
(6) Each _____ unit of a good has its own usefulness, which determines its value. (addition)

2. Expressions in Use

- **On the surface**, this seems logical.
- People subjectively value the wine highly, which **in turn** makes the land it comes from valuable.
- With the second, he will make more bread, **in order to** be strong enough to work.
- Lobster shells around a house **are looked upon as** signs of poverty and degradation.

Complete each sentence with the appropriate expression above. Change the word form if necessary.

(1) We all need stress _____ achieve and do our best work.
(2) _____ they have a happy life, but actually they argue a lot at home.
(3) Stress causes your body to release chemicals, which _____ boost blood pressure.
(4) Every single person needs to _____ as a human being and not a savage or animal.

B Grammar Focus



1. Postmodification

- Conversely, **a man dying** of thirst in a desert would have greater marginal use for water than for diamonds, so he would pay far more for water.
- Sugar was rare and expensive to produce as it was chiefly made from **sugar cane grown** in the Caribbean and the Americas.

Choose the correct words.

(1) The team (leading / led) by the captain won the championship.
(2) The dog (barking / barked) at my neighbor is friendly.
(3) The hotel (locating / located) near the beach was fully booked during the summer.
(4) I'm taking a course on Spanish literature (teaching / taught) by Professor Martinez.
(5) The painting (creating / created) by a Dutch artist is now on display at the museum.
(6) Companies lose millions of dollars each year due to employees suffering from illnesses (bringing / brought) on by stress.

2. Coordinating Conjunctions

- We put a high value on wine **not to acknowledge** a valuable piece of land or the use of an expensive machine **but to reflect** that people really enjoy drinking good wine.
- In fact, lobster was so abundant on the east coast of the U.S. that it was sold **not as food but as fertilizer**.

Find the two underlined parts that are incorrect. Then correct them.

One of the most influential economic theories is the Keynesian theory, which argues that government intervention is necessary ① to stabilize the economy when it slows down. It's not to rely solely on the free market, but ② using economic policies to stimulate total demand and reduce unemployment. The theory holds that during times of economic decline, people tend to save more and spend less, ③ leading to a decrease in demand and a further contraction of the economy. The Keynesian theory also emphasizes the importance of government ④ spending on public goods and services, as this creates jobs and stimulates economic growth. It's not ⑤ prioritizing balanced budgets over economic growth, but to use deficit spending as a tool to restart the economy.

Write for Communication Essay Writing

STEP 1 Read the following essay and organize it in the table below.

Gold is more valuable than diamonds!

I wondered which was more valuable, gold or diamonds. So I did a lot of research. Gold is a very malleable metal, which means that it can be easily shaped and formed into various objects. This makes it a popular material for jewelry and other decorative items. But diamonds are so solid that they can't act like gold. Additionally, gold has several important industrial uses, such as in electronics, aerospace, and medical devices. Diamonds, on the other hand, do not have the same industrial uses. Finally, the supply of gold is limited, and new deposits are becoming increasingly difficult and expensive to find and extract. In contrast, diamonds can be produced in laboratories, and while these synthetic diamonds are not as valuable as natural diamonds, they have the potential to disrupt the market for natural diamonds in the future. To conclude, while both gold and diamonds are precious materials, gold's popularity for jewelry, industrial uses, and supply limits have contributed to its higher perceived value compared to diamonds.

Title	Gold is more valuable than diamonds!
Introduction	
Supporting Ideas	1. 2. 3.
Conclusion	

STEP 2 Select one of the following categories which you are interested in.

Housing
- Apartment
- House

Pets
- Dog
- Cat

Free Time
- Mountain
- River

Education
- Traditional Classroom
- Online

STEP 3 Use the Internet to research the category you selected in STEP 2 and complete the table.

Title	( ) is more valuable than ( )
Introduction	
Supporting Ideas	1. 2. 3.
Conclusion	

STEP 4 Write an essay by using the above information.

Title : _____ is more valuable than _____

Checklist	Yes	No
Does the essay have a clear thesis statement?		
Does the essay support the thesis statement with evidence?		
Is the essay well organized?		
Are the grammar and spelling correct?		
Is the essay interesting?		
Is it written according to information ethics?		

Viewing & Doing Create a Business Logo!

A Your Mission

Design a modern and minimalistic logo that accurately represents the unique qualities of the small business that your team has chosen. The logo should embody a warm and welcoming atmosphere, high-quality products, and an inclusive community. It should be easily recognizable and memorable, and look great on both advertising posters and branded products. To achieve this, your team will research and analyze other successful business logos and draw inspiration from them. Finally, your team will present your team's logo design to the others.

B Watch and Listen to an Example

Watch the logo presentation video and answer the following questions.



1. What is the shape of the logo?
2. What does the steam in the logo symbolize?
3. How does the logo enhance brand recognition?
4. What color palette is used in the logo?
5. What is the target audience for the logo?

C Create a Poster of Your Chosen Logo

STEP 1 Brainstorming

Discuss how to create a logo for your store with your team.

STEP 2 Assign Roles and Create the Logo

Role	What the Person Does	Name(s)

STEP 3 Create the Logo

Discuss the logo with your group and then create it with colorful pens.

Characteristics

- Shape: _____
- Color: _____
- Surroundings: _____
- Target Audience: _____

_____

_____

(Drawing)

STEP 4 Present the Logo to Your Classmates

Useful Expressions

- I'm going to introduce ... .
- The shape features ... .
- The color of the shape represents ... .
- We created this logo for ... .
- Thank you for your attention.



Post your work on a real media platform and read other people's comments.

- Vote for the best logo using the checklist below.

Checklist	Team A	Team B	Team C	Team D
Does the overall content contain enough information about the business?				
Is the logo effective for reaching customers?				
Is the logo clear and easy to understand?				
Did the speakers present the information well?				

Excellent ⑤ Very good ④ Good ③ Weak ② Try again ①

Do It Yourself

A Listen to the lecture and answer the questions.

1. Check T if the sentence matches the lecture or F if it does not.

(1) Sustainable development economics is a branch of economics that studies how to achieve economic growth without harming the environment. T F

(2) Sustainable development economics is a simple and easy field to study. T F

(3) Sustainable development economics focuses on efficiency, equity, and sustainability principles. T F

(4) Sustainable development economics is the only way to achieve economic growth. T F

2. What is the lecture's logical relationship?

ⓐ Cause and Effect
ⓑ Chronological Order
ⓒ Comparison and Contrast
ⓓ Generalization and Example

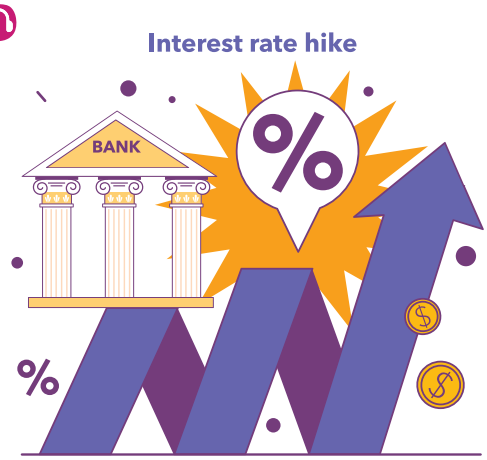






B Listen to the dialog and fill in the blanks in the summary.

The recent interest rate hike is expected to have a (1) _____ _____ on the economy. It will make it more expensive for businesses to borrow money, which could lead to a (2) _____ in investment and economic growth. It will also make it more expensive for people to borrow money to buy homes and cars, which could lead to a slowdown in (3) _____ _____.



C Read the story and write a dialog. Then choose a role and talk with your partner.

Sujin asked Inho if he had thought about his presentation assignment topic. Inho replied that he hadn't decided yet and was still trying to figure out what topic to choose. Sujin told him not to worry and proceeded to propose a few ideas. She suggested exploring the role of supply and demand in shaping market prices. Inho found the idea of supply and demand's impact on market prices interesting. Sujin then presented another option—how countries can benefit from trading with each other—to Inho. She said it would be particularly good if he was interested in international trade. Inho admitted that he hadn't delved into the topic much before. Sujin pointed out that it was a fascinating subject with practical implications. Inho expressed his gratitude to Sujin, stating that her suggestions had given him some direction, and he would carefully consider them.

Sujin: Hey, Inho, have you thought about your presentation assignment topic?
Inho: Actually, I haven't decided yet. I'm still trying to figure out what topic to choose.
⋮

D Write the order of the paragraphs that follow the sentences below.



Modern Monetary Theory (MMT) is an economic theory that challenges conventional wisdom about government deficits and spending. MMT argues that a country that issues its own currency can never run out of money, since it can always create more.

(A) However, supporters of MMT argue that it is a way to promote public investment and address economic inequality. MMT has sparked important debates about the role of government in the economy and has gained significant attention among policymakers and economists in recent years.

(B) According to MMT, taxes are not necessary to fund government spending, but rather serve as a means to regulate the economy and reduce income inequality. Critics of MMT argue that its assumptions about government spending and deficits are unrealistic and could lead to high inflation and economic instability.

(C) Therefore, MMT suggests that governments should focus on achieving full employment and price stability, rather than worrying about deficits and debt. This means that government deficits are necessary to support private sector investment and to finance public investments in areas such as construction, transportation, education, and healthcare.

E Based on the following passage, complete the table below.

In recent years, two economic theories have gained popularity among policymakers and academics: universal basic income (UBI) and job guarantee (JG). While both seek to address issues of income inequality and unemployment, they differ significantly in their approaches. UBI advocates for a system in which every citizen receives a guaranteed income, regardless of their employment status, while JG proposes that the government should provide jobs to every individual who is willing and able to work. Supporters of UBI argue that it provides a safety net for all individuals, promotes entrepreneurship and innovation, and reduces the stigma associated with unemployment. In contrast, advocates of JG claim that it ensures full employment, stabilizes the economy, and provides a sense of purpose and dignity to workers. However, critics of UBI point out that it may disincentivize work, while objectors of JG argue that it may create inefficiencies and distort market incentives.

Criteria	Universal Basic Income	Job Guarantee
Advantages	1. _____	2. _____
Disadvantages	3. _____	4. _____

Check Your Progress

I can ...	Excellent	Good	Incomplete
· identify the main content of a text.			
· infer the logical relationship of the content by grasping the composition of a text.			
· summarize what I hear or read in my own words.			
· compare or contrast spoken or written content.			
· understand the words, expressions, communicative functions, and grammar points I learned in this lesson and use them in real life.			

Economists Around the World



Lisa DeNell Cook

Lisa DeNell Cook is an American economist who has served as a member of the Federal Reserve Board of Governors since May 23, 2022. She is the first African American woman and first woman of color to sit on the board. An authority on international economics, especially the Russian economy, she has been involved in advising policymakers from the Obama administration to the Nigerian and Rwandan governments. Cook is regarded as one of the few prominent black female economists and has attracted attention within academia for her efforts in mentoring black women and advocating for their inclusion in the field of economics.



Esther Duflo

Esther Duflo is a French economist who won the Nobel Memorial Prize in Economic Sciences in 2019. She helped to launch the Abdul Latif Jameel Poverty Action Lab (J-PAL), which uses randomized control trials to evaluate the effectiveness of interventions to prevent poverty. Duflo's research focuses on using data and evidence to inform policy decisions, particularly in the areas of health, education, and microfinance. She has shown that small-scale interventions, such as providing textbooks or distributing bed nets to prevent malaria, can have significant impacts on poverty reduction.



Muhammad Yunus

Muhammad Yunus is a Bangladeshi economist and social entrepreneur born on June 28, 1940. He is the founder of Grameen Bank, an institution that pioneered microcredit and microfinance to empower poor individuals, especially women, to start their businesses and lift themselves out of poverty. Yunus was awarded the Nobel Peace Prize in 2006 for his efforts to create economic and social development through microcredit.



Angus Deaton

Angus Deaton is a British-American economist who won the Nobel Memorial Prize in Economic Sciences in 2015. His research focuses on poverty, health, and welfare, and he is particularly known for his work on consumption and inequality. Deaton has shown that traditional measures of poverty, such as income or consumption, do not always accurately reflect the living conditions of the poor. He has also studied the links between health and economic well-being, and has shown that access to healthcare and other social services can have a significant impact on poverty reduction.

- Search for other modern economists and their theories throughout the world. Share your findings with your classmates.

modern economists and their theories

Behavioral Economics



Get Ready

1. Are you spending rationally?
2. What do you pay attention to when buying things?
3. Have you ever bought something you didn't want to buy?
4. If you have, why?

Behavioral economics is a branch of economics that studies the impact of psychological, cognitive, and emotional factors on economic decision-making. It incorporates insights from psychology, sociology, and neuroscience to provide a more accurate understanding of how individuals and institutions make decisions.

One of the basic principles of behavioral economics is that humans do not always behave rationally in their decision-making. Instead, they are often influenced by a range of cognitive biases, rules of thumb, and social norms that can lead to suboptimal outcomes. For example, people may be overly influenced by immediate rewards and fail to consider long-term consequences, or they may be more willing to take risks in certain situations than in others.

Behavioral economics has a number of important applications in policy-making, business, and finance. One example is the use of "nudges" to encourage people to make better decisions. A nudge is a small change to the decision environment that makes it more likely that people will choose a particular option. For example, placing healthier foods at eye level in a dining hall can nudge people to make healthier food choices.



Another application of behavioral economics is in the design of incentive schemes. Traditional economic theory assumes that people are motivated solely by financial incentives, but behavioral economists have shown that other factors, such as social recognition, can also be

powerful. For example, offering public recognition for employees who meet certain performance targets can be more effective than offering rewards.

Behavioral economics has also been used to study consumer behavior and to design more effective marketing strategies. By understanding the psychological factors that influence consumer decision-making, marketers can design more persuasive messages and promotions. For example, framing a product as "limited edition" can create a sense of scarcity that makes people more willing to buy it.

Despite its many insights, behavioral economics has also faced criticism. Some economists argue that it relies too heavily on anecdotal evidence and does not provide a coherent theoretical framework for understanding economic behavior. Others argue that it is too focused on individual decision-making and does not adequately account for the impact of institutions and social structures.

In conclusion, behavioral economics has made a significant contribution to our understanding of economic behavior and decision-making. By incorporating insights from psychology and other social sciences, it has challenged traditional economic assumptions and provided new avenues for policy-making and business strategy.



Q1 Which is NOT a correct sentence about behavioral economics?

ⓐ It has faced criticism for relying too heavily on anecdotal evidence.
ⓑ It has many applications in policy-making, business, and finance.
ⓒ It assumes that humans always behave rationally in their decision-making.
ⓓ It uses insights from psychology, sociology, and neuroscience to study economic decision-making.

Challenge!

Search for examples of behavioral economics on the Internet and choose one example that you are interested in. Tell your partner about it.

Q2 Complete the summary of the passage using the words in the passage.

Behavioral economics studies how psychological, cognitive, and emotional factors influence economic (1) _____, and challenges traditional economic assumptions. It has applications in policy-making, business, finance, and (2) _____. However, it has faced criticism for not providing a coherent theoretical framework and not considering the impact of (3) _____ and social structures.

Connecting to You

Search for other recent interesting examples of behavioral economics throughout the world. Share your findings with your classmates.

recent examples of behavioral economics

Lesson

4

Preserving the Past, Celebrating the Present



Spark Your Thoughts

- **Complete the following chart.**

What challenges do you think immigrants face during the immigration process?

e.g. language barriers		



Lesson Goals

Reception

- I can infer the traits and feelings of characters from the context of a text.
- I can foster an inclusive attitude towards cultural diversity by reading about our culture and other cultures.

Production

- I can present information from various sources by reorganizing it.
- I can communicate with English users from diverse backgrounds.

Communicative Functions

- Expressing how certain I am
- Emphasizing

Grammar Focus

- **Direct Speech and Indirect Speech**

- When we jumped into her decades-old, beat-up car, I asked her, "Would you happen to be Chinese?"

- **Inversion**

- Not only did I meet them, but I also spent a whole day with them in their abode in Havana.

Think Ahead

1. Read the following article and answer the questions.

Pioneering Korean-American Actor Philip Ahn and His Family Legacy



Philp Ahn

Philip Ahn was one of the most recognizable and active Asian American character actors of his time. He is widely regarded as the first Korean American film actor in Hollywood. In a career that spanned 40 years, Ahn played more than 270 character roles, often appearing as the hated Japanese officer in World War II movies.



Ahn Changho

Ironically, he was the son of a Korean patriot, Ahn Changho, who spent most of his life resisting Japanese domination in his country. In 1932, the elder Ahn, then serving as Korea's chief political and educational leader, was arrested after he was involved in a bombing that killed prominent Japanese officials. He died in a Japanese prison camp six years later.



Hollywood Walk of Fame

Ahn was a long-time advocate for his father's legacy and the Korean American community, helping to establish memorials to his father in his native Seoul and later arranging for his remains to be buried there.

(1) Why is it ironic that Philip Ahn often appeared as the hated Japanese officer in World War II movies?

(2) What were the achievements of Ahn Changho, Philip Ahn's father?

2. Do you have any knowledge about internationally famous Korean actors? How has their success influenced the representation of Korean culture in global media? Talk about it with your partner.

e.g.

A Do you have any knowledge about internationally famous Korean actors?

B Yes, there are several well-known Korean actors who have received global recognition. For example, Yun Yeojeong and Song Gangho are widely recognized.

A That's interesting! How has their success influenced the representation of Korean culture in global media?

B I'm convinced that it has had a positive impact, highlighting Korean creativity to a broader audience.



Listen and Write

Listen to the dialog and fill in the blanks of the following table with the given words.

Traits and Feelings Inferred



Ilya Choi	• Feeling honored to be here • Ambitious for future success • Feeling (1) _____ in sharing his story
Interviewer	• (2) _____ towards Mr. Ilya Choi's presence • (3) _____ by Mr. Ilya Choi's heritage • Supportive and encouraging of his future plans

discouraging encouraging fascinated hostile pleasure welcoming

Research and Talk

Research a historical figure whom you admire. Then share your findings with a classmate.



e.g.
Choi Jaehyeong
– was a Korean independence activist who moved to Russia.
– supported the Korean volunteer army with the personal wealth he collected in Russia.
– was called "Pechka" (Russian-style stove), expressing the warmth and care he provided to others.

Your Own Research

e.g.

A I watched a documentary about Choi Jaehyeong last night. Do you know anything about him?
B **I'm quite sure** he was a Korean independence activist who moved to Russia.
A Yes, you're right. He supported the Korean volunteer army with the personal wealth he collected in Russia.
B He was called "Pechka" which is a Russian-style stove. **I'm certain** it was a way of expressing the warmth and care he provided to others.

Function
- I'm quite sure ... .
- I'm absolutely positive ... .
- I'm fairly certain ... .
- I've no doubt at all that ... .
- I'm convinced ... .

Communication Task 1

1. Listen to the lecture and answer the questions.

(1) How did Seo Yunbok's win and Son Gijeong's coaching make the Korean people feel?

ⓐ indifferent, as it was just another marathon victory
ⓑ anxious and uncertain about the future of Korean marathoners
ⓒ proud and joyful, due to its historical significance for Korea's independence



(2) What did the Korean diaspora community do when the Boston Marathon was held?

ⓐ prepared traditional Korean food
ⓑ performed traditional Korean dances
ⓒ demonstrated American national pride

2. Listen again and fill in the summary below by choosing the most appropriate expressions from the options provided.

The lecturer talks about the Boston Marathon, one of the (a) _____. In 1897, it started as a local event, but Korean marathoners later joined and made history. Seo Yunbok, the first Korean to win an international sporting event after Korea's independence, achieved a world record time of 2:25:39 in the 1947 Boston Marathon. His coach, Son Gijeong, was also a significant figure, known for his (b) _____. Seo's victory brought immense pride and joy to Koreans, and the marathon became a platform for the Korean diaspora community in Boston to (c) _____. They enthusiastically supported Korean runners by preparing traditional Korean food and cheering them on during the 1950s.

(a)	(b)	(c)
① oldest and best-known marathons in the world ② most difficult marathons to qualify for ③ popular local running events in Boston	① refusal to smile at an Olympic ceremony ② unique coaching style and innovative techniques ③ involvement in organizing international sporting events	① organize their own marathon events ② celebrate their culture and heritage ③ challenge other sports communities

3. Research any historical events that can awaken a sense of national identity. Share your findings with your partner.

Communication Task ❷

STEP 1 Search for an example of something that has fostered patriotism in your country. Gather information from various forms of media.

Example	
Details	
Type of Information Source	

STEP 2 Share your findings with your group and complete the table below.

e.g.
A Have you heard about the latest survey on K-pop?
B No. Did it have any interesting results?
A Well, it revealed that K-pop has 156.6 million fans.
B Seriously? That's amazing! How much of an increase is that?
A It's a 17-fold increase in just the last decade.
B That's mind-blowing!



Group Member	Details	Type of Information Sources
Jason	K-pop has 156.6 million fans, which is a 17-fold increase in the last decade.	survey

STEP 3 Make a presentation about what you learned during the interview.

e.g.
Hello, everyone! Today, I'd like to talk about the extraordinary global phenomenon of K-pop. According to a survey, K-pop boasts an amazing 156.6 million fans, a 17-fold increase in the last decade. In a recent documentary, the passion for K-pop was highlighted, revealing how fans are not only embracing the music but also learning the Korean language and diving into the entire Korean culture. **I want to stress** that K-pop's influence knows no bounds, creating a remarkable global cultural connection. Thank you for your attention.

Function
- I'd like to emphasize that ... .
- I want to stress ... .
- My point is ... .
- We have to remember that ... .
- What I'm saying is that ... .
- What I want to say ... .

Ready to Read

A Topic Preview

What Is Diaspora?

Diaspora refers to a large group of people who share a national or regional origin but, for a variety of reasons, are living outside of this traditional homeland. Throughout global history, there have been hundreds of migration movements, which created and continue to create diasporic populations. Many diasporas have been painful. The Jewish diaspora consisted of centuries of Jewish migration, often because of historical rejection and discrimination. The African diaspora refers to the large populations of African people brought against their will to the Americas through the institution of slavery. The Korean diaspora emerged in the late 19th and early 20th centuries due to factors like forced labor during colonial rule and people seeking opportunities after the Korean War. These diverse diasporas across history exemplify the resilience, challenges, and cultural contributions of displaced communities, enriching the human experience globally.

1. Research different examples of diasporas and complete the following table.

Diaspora	
Historical Background	
Reasons for Migration	
Major Destinations	
Cultural Contributions	
Challenges Faced	

2. Based on your research above, answer the following questions and share them with your classmates.

(1) In your opinion, which diaspora faced the most challenging circumstances for migration, and why?

(2) What are some potential benefits and challenges that arise from the dispersion of a community?

(3) Imagine yourself as a member of a diaspora. How would you navigate the challenges of living in a new country while preserving your cultural heritage?

(4) What actions can individuals and societies take to promote understanding and support for displaced communities?



B Vocabulary Preview

Fill in each blank with an appropriate word from the box below.

1. As children grow, they establish their own _____.
2. Experienced staff members are leaving, and it is difficult to _____ skilled workers.
3. The group of students who preferred history was much larger than the _____ who preferred math.
4. He found it advisable for his comfort, if not for his safety, to _____ with his family to Korea.
5. The Korean _____ has spread across the globe, with millions of people of Korean origin living in various countries.

recruit	to find new people to join a company, an organization, the armed forces, etc.
emigrate	to leave your own country to go and live permanently in another country
minority	the smaller part of a group
diaspora	people who have moved away from their own country
identity	the characteristics, feelings, or beliefs that make people different from others

C Reading Strategy: Inferring traits and feelings

To understand a character's traits and feelings in a story, pay close attention to their actions, words, and interactions with others. Guess their emotions and personality based on these hints, even if they are not explicitly stated. Consider their past experiences and reactions to situations for deeper insights. This helps form stronger connections with the characters and enhances the overall reading experience.



Read the following passage and choose what you infer about Ashley's character.

Ashley walked into the crowded coffee shop, her face beaming with a bright smile. She greeted the clerk cheerfully and ordered her usual cappuccino. As she waited for her drink, she noticed an elderly gentleman struggling to carry a tray of food to his table. Without hesitation, Ashley rushed over to help him, balancing the tray with a steady hand. The old man thanked her gratefully, and she returned to her spot, her smile now even wider.

ⓐ shy and reserved
ⓑ calm and relaxed
ⓒ friendly and helpful
ⓓ moody and unfriendly

Read On 1

The Tale of the Lim Family:

A Chance Encounter in Havana



On Dec. 28, 2015, I boarded a flight in Toronto bound for Havana, Cuba. It was one of those trips you grant to yourself as a reward for having worked hard that year. I had no particular agenda other than observing how people live in Cuba, and, of course, going to the beach. After landing and clearing customs, I walked out of the gate, looking for the driver from my hostel. To my surprise, it was a middle-aged Asian woman. When we jumped into her decades-old, beat-up car, I asked her, "Would you happen to be Chinese?" To which, she replied, "Ha ha, no, I am fourth-generation Korean." Right there and then, I knew this trip was meant for something much greater than mere tourism. She continued, "My grandfather came to Mexico technically as a Korean slave, and my father fought for the Cuban Revolution."



Joseph Juhn

is an award-winning lawyer-turned-filmmaker with a passion for telling diasporic narratives.

Q1

Why did the author go to Cuba, and what changed his mind about the trip?





▲ The author met a fourth-generation Korean middle-aged woman at Havana Airport in Cuba.

New Words

☐ agenda ☐ custom ☐ hostel



After consulting multiple academic, governmental, and literary sources, I would learn the history behind her story. In 1905, 1,033 Koreans boarded a ship in the port city of Incheon, believing, mistakenly, that they were headed to a land of opportunity. In truth, they were being sold to work in Mexico as indentured servants. Describing Mexico as "Heaven on Earth," the Continental Settlement Company, which was established to recruit Korean laborers, published entirely false advertisements across the Korean Peninsula, promising financial fortunes, an "elevated" social status in Mexico, and the option to return to Korea four years later. The 1,033 Koreans that signed up came from a variety of different social classes—poor peasants, homeless people, orphans, fishermen, retired soldiers, members of failed royal families, and priests.



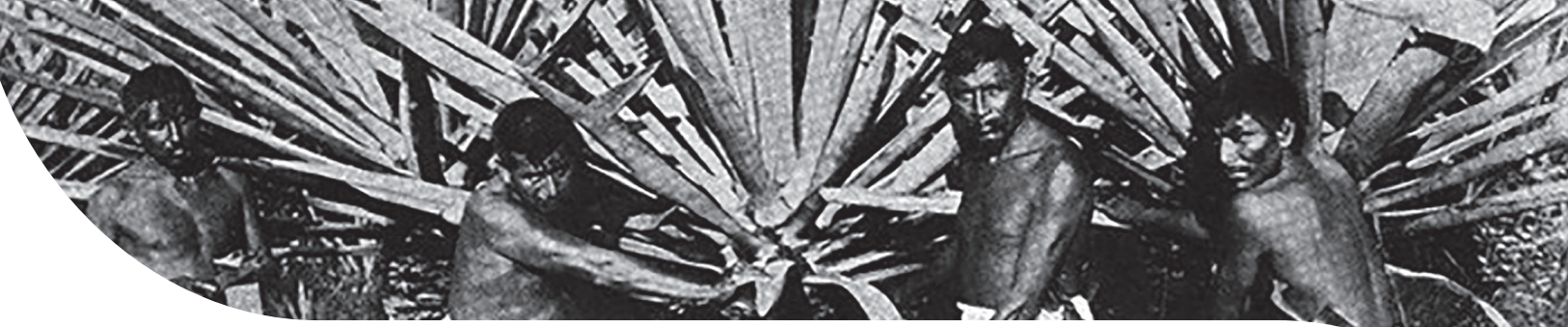
▲ British cargo ship *S.S. Ilford* took over 1,033 Koreans to Mexico on April 4, 1905.

Q2

What happened to the Koreans who boarded the ship in 1905, thinking they were going to a better place because of misleading ads?

New Words

- ☐ consult
- ☐ indenture
- ☐ peninsula
- ☐ elevated
- ☐ peasant
- ☐ orphan
- ☐ priest



After a 50-day voyage across the Pacific, during which two people died, the thousand-odd Koreans found themselves standing in the middle of a depressing plantation. They were sold to owners of 30 different plantation farms that cultivated henequen, a plant grown for rope fiber. Contrary to their wishes, none of them ever returned to Korea. Instead, in 1921, 300 of them emigrated to Cuba in search of a better life.

Yes, Patricia Lim, the first Cuban I met in Havana that day, was descended from some of the 1,033 Koreans who left for Mexico 110 years earlier. Talk about serendipity. She asked me to meet her family the next day. Not only did I meet them, but I also spent a whole day with them in their abode in Havana. Later, we drove to a coastal town called Varadero to meet other extended family members.

Q3

What emotions did Patricia likely feel when she shared her family's history and invited the author to meet her family in Havana and Varadero?



◀ Early Korean immigrants in Mexico lived like slaves, cultivating henequen on farms.



Connecting to You

What was the most memorable and unexpected experience you encountered during a trip?

New Words

- ☐ plantation
- ☐ cultivate
- ☐ fiber
- ☐ contrary
- ☐ serendipity
- ☐ abode

Review 1

A Check Your Understanding

Read the statement and check T for true or F for false based on the main text.

1. The author went on a trip to Cuba as a reward for his hard work, but he had no specific plans apart from observing how people live in Cuba and visiting the beach. T F

2. Even after Patricia Lim identified herself as a fourth-generation Korean, the author did not expect the trip to be meant for something greater than just tourism. T F

3. The Continental Settlement Company advertised across the Korean Peninsula, promising people financial fortunes, elevated social status in Mexico, and the option to return to Korea four years later, and it followed through on its promise. T F

4. The author not only met Patricia's family but spent an entire day with them in their Havana home before traveling to a coastal town called Varadero to meet other extended family members. T F

B Broaden Your View

Design a monument that celebrates the contributions of Korean immigrants worldwide today.

STEP 1 Research contributions of Korean immigrants worldwide to be included in the monument.

STEP 2 Design the monument.

Sketch your monument.	Traits	
	Inscriptions	
	Location	

STEP 3 Introduce the monument you designed to the class.

e.g. Crafted from bronze and inscribed with "Celebrating Diversity, Enriching Cultures," my monument honors Korean immigrants' impact on culture. Placed in city parks, it will represent unity and appreciation for their legacy, including the introduction of Korean cuisine and the enrichment of cultural landscapes.

Read On 2

The Tale of the Lim Family: From Struggle to Legacy



Whether a professor, engineer, lawyer, doctor, or cleaner, most of the Koreans I met in Cuba lived in relative poverty. What they lacked in possessions, however, they made up for with an abundance of heart. They prepared plates full of kimchi, fried rice, and other Korean food for me.

Q4 What quality did the Koreans in Cuba possess despite facing relative poverty?

Patricia's 87-year-old mother, Cristina, is ever-resilient, passionate, and compassionate. She sat me down, brought out dozens of photo albums, and shared with me epic tales of her family history and her late husband, Jeronimo Lim.

New Words

- ☐ passionate
- ☐ compassionate
- ☐ ethnic
- ☐ communist

Jeronimo was a legendary fighter in the Cuban Revolution. Cristina said that he worked for the Cuban government for nearly 30 years, and, at one point, even served as Director of the Department of Food Industry. Prior to the revolution, however, most Koreans still worked on plantations and were subject to laws that discriminated against ethnic minorities and foreigners. Whether one was for or against a communist government, the Cuban Revolution completely changed the existing order and benefited the Koreans there. Finally, they were equal to others.



◀ Patricia's mother, Cristina, is telling the author about Jeronimo Lim.





▲ Jeronimo Lim was a student leader who backed the Cuban Revolution.



◀ Jeronimo became the Director of the Ministry of Food Industry and received nine Medals of Honor.

Although Jeronimo served in the communist Cuban government for years, he is remembered as a non-ideologue who worked solely for the betterment of his people. He was a disciplined idealist, putting human values over self-interest and ideology. Jeronimo dedicated his early years to the well-being of the Cuban people, while his later years were spent rebuilding the local Korean community. I might venture to label him "Cuba's Ahn Changho," after the great independence activist of colonial Korea.

Jeronimo's father, Lim Cheontaek, was among the 1,033 Koreans that boarded the ship for Mexico, carried by his single mother. He grew up in Mexico and then, at the age of 18, moved to Cuba in 1921 along with 300 others. Cheontaek worked on plantations for most of his life to make ends meet for his wife and nine children, while saving what little money was left over to send to the Shanghai-based Provisional Government of the Republic of Korea to support his country's independence movement.



▲ A photo of members of the Korean National Association of Cuba who collected funds to support Korea's independence from Japan

Q5

What did Jeronimo dedicate his early and later years to?



Lim Cheontaek
(1903. 3-1985. 9)

Q6

How did Lim Cheontaek contribute to the Korean independence movement?

New Words

- ☐ ideologue
- ☐ betterment
- ☐ idealist
- ☐ venture
- ☐ provisional



In recognition of these efforts, Lim Cheontaek's name appears in *Baekbeom Ilji*, the book renowned politician and freedom fighter Kim Gu wrote about his life. After his death, in 1997, Lim Cheontaek received the highest presidential honor in South Korea; his body is now buried at the Daejeon National Cemetery.

So, there is the Lim family history—a grandmother working on a Mexican plantation as an indentured servant, a father collecting funds to support the Korean independence movement, and a son fighting in the Cuban revolution. Unbelievable is the right word. Imagine stepping into a complete stranger's car and unexpectedly entering a forgotten chapter of Korean history.

I remember lying on my bed at the hostel the night I met Patricia's family for the first time. I couldn't fight back tears as I tried to make sense of what had just happened—a powerful and profound experience. Not only would I be letting down the Lim family and other Koreans in Cuba, but also my friends in the U.S., South Korea, and elsewhere if I were to regard this as just a cool travel experience and let it slip away.



▲ The Korean government awarded Lim Cheontaek the Order of Merit for National Foundation in 1997 after his death in Cuba, and his remains were buried at the Daejeon National Cemetery in 2004.

Q7

How did meeting Patricia's family in Cuba affect the author emotionally?

New Words

- ☐ freedom
- ☐ presidential
- ☐ cemetery
- ☐ chapter



A few months after leaving Cuba, I started acting on something that had formed inside me from that first day in Cuba. I gathered enough courage and told my employer that I was quitting my job as a lawyer so that I could make a feature-length documentary about Jeronimo and other Koreans in Cuba.

To raise funds, I made a short video with the recordings I had shot in Cuba and launched a crowdfunding campaign with a target of 10,000 U.S. dollars. People reacted with excitement, providing over 22,000 U.S. dollars via various channels. With my new funding and much gratitude, I returned to Cuba in the summer of 2016 with five friends who worked in the film and media industries. In the span of two weeks and across four cities, we met over 100 Korean Cubans and interviewed 35 of them. Needless to say, it was a life-changing experience.

Q8

What was the sequence of events that occurred while he was making his documentary about Koreans in Cuba?

New Word

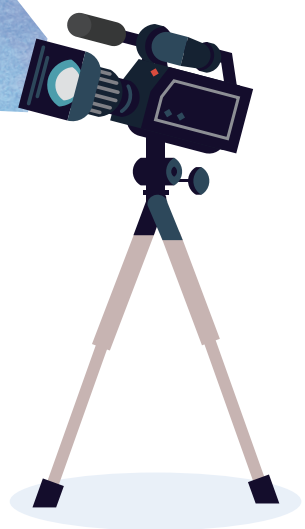
☐ crowdfunding





When I began this project, I was simply amazed by Jeronimo's career as a Cuban government insider for nearly three decades. Never did I imagine that I would discover a man whose noble pursuit of meaning in life would result in rekindling the origin of the Korean diaspora in Cuba. As I approached the middle of the project, my goal remained to uncover Jeronimo's heroic yet humble tale and give the Koreans in Cuba the voice they have long deserved. If my documentary achieves this, I will have done my part.

When I came across Jeronimo, I felt he had settled fully into his environment all while holding on to his culture and sense of pride. He was 100 percent Cuban and 100 percent Korean. Jeronimo fully embraced both identities, and the resulting empowerment inspired him to serve others and live for causes larger than himself.



Q9 What qualities do you admire most about Jeronimo and why?

Connecting to You

How can we foster an inclusive attitude towards cultural diversity and promote appreciation for the contributions of various ethnic communities within our societies?

New Words

- [ ] noble
- [ ] rekindle
- [ ] uncover

Review 2

A Check Your Understanding

1. Read the provided text using the strategy of inferring traits or feelings of the characters. For each character, provide grounds or evidence from the text to support your inferences.

Character	Traits or Feelings	Grounds / Evidence
Cristina	(1)	(2)
Jeronimo	(3)	(4)
Lim Cheontaek	(5)	(6)
Author	(7)	(8)

2. Discuss your inferences with a partner to check your understanding of the characters' traits and feelings.

B Broaden Your View

Should immigrants assimilate into the local culture or preserve their own?

STEP 1 Choose your position on whether immigrants should assimilate into the local culture or preserve their own.

STEP 2 Research arguments that support your position.

Assimilation	Cultural Preservation
e.g. integration for better opportunities and unity.	e.g. maintaining unique identity and enriching diversity.

STEP 3 Present your arguments supporting either assimilation or cultural preservation.
e.g. I support cultural preservation because it allows immigrants to keep their traditions alive, making our society more colorful and welcoming to all.

STEP 4 Integrate both perspectives and discuss how aspects of assimilation and cultural preservation can coexist.

Language in Use

A Vocabulary Focus

1. Word Forms

Noun endings

opt possess	+	-ion	option possession	settle excite	+	-ment	settlement excitement
abundant independent	+	-ance -ence	abundance independence	ideal active	+	-ist	idealist activist

Fill in the blanks by adjusting the given words into their correct forms.

(1) There is a great _____ between the two. (different)
(2) To my _____, he produced a great dinner. (amaze)
(3) To date there is no _____ to support this theory. (evident)
(4) Nothing had prepared me for the pain of her _____. (reject)
(5) The _____ accepted reality; the idealist pursued dreams. (real)
(6) He made his debut last week as a _____ for the injured striker. (replace)
(7) Her last novel represented the _____ of her most popular series. (complete)

2. Expressions in Use

- Yes, Patricia, the first Cuban I met in Havana that day, was descended from some of the 1,033 Koreans who left for Mexico 110 years earlier. **Talk about** serendipity.
- Cheontaek worked on plantations for most of his life to **make ends meet** for his wife and nine children.
- If my documentary achieves this, I will have **done my part**.

Pair each sentence with its correct match.

(1) She didn't even get me a birthday card. •
(2) I expect that he will do his part. •
(3) Unexpected medical expenses strained my finances. •

• ⓐ He needs to fulfill the agreement between us and him.
• ⓑ I had to work extra hours just to make ends meet.
• ⓒ Talk about mean!

B Grammar Focus

1. Direct Speech and Indirect Speech

- When we jumped into her decades-old, beat-up car, I asked her, **"Would you happen to be Chinese?"**
- She continued, **"My grandfather came to Mexico technically as a Korean slave, and my father fought for the Cuban Revolution."**



Rewrite the same sentence in indirect speech.

(1) I asked her, "Would you happen to be Chinese?"

→ _____

(2) She continued, "My grandfather came to Mexico technically as a Korean slave."

→ _____

(3) "I have been studying for the exam all day," he said.

→ _____

(4) Paul asked me, "Did you see the tennis match on TV last night?"

→ _____

(5) John asked me, "Where do you want to live?"

→ _____

2. Inversion

- **Not only did I meet** them, but I also spent a whole day with them in their abode in Havana.
- **Never did I imagine** that I would discover a man whose noble pursuit of meaning in life would result in rekindling the origin of the Korean diaspora in Cuba.

Arrange the given words in the grammatically correct order.

Rarely (1) (seen, we, have) such disregard for cultural heritage as we do today. Failing to preserve it not only deprives future generations of our collective history, but it can also lead to permanent damage to cultural treasures. Never before (2) (has, it, so, urgent, been) to take action and ensure that our cultural heritage is safeguarded for the benefit of all. Only by taking concrete steps (3) (we, prevent, can) its destruction and maintain our connection to the past.

STEP 1 Read the e-mail exchange between a high school student and an immigrant and answer the questions.

New message

To Mr. Singh
Subject Request for an Interview: Your Immigrant Life in Korea

I am a Korean high school student from Seoul, and I am fascinated by your life in Korea. Your unique experiences and cultural background inspire me to embrace diversity and mutual understanding.

I am currently working on a research project about foreign residents in Korea and would be deeply honored to interview you. Learning more about your challenges and impact on the community would significantly contribute to my research.

The interview could be in person or via video call, at your convenience. Your insights will be treated with great respect, and your contribution is highly valued.

Please let me know if you are willing to participate.

Thank you,

Lee Minji, 2nd year Seoul High School

New message

To Ms. Lee
Subject Request for an Interview

Thank you for your e-mail. I would be happy to participate in your research project and share my experiences as a foreign resident in Korea.

A video call interview would work best for me. Please let me know some possible time options, and I will do my best to accommodate your schedule.

I'm looking forward to our conversation.

Best regards,

Vikram Singh

1. What is the main purpose of Minji's e-mail to Mr. Singh?

ⓐ to offer him a job opportunity
ⓑ to invite him to a cultural event
ⓒ to ask about his favorite Korean food
ⓓ to request an interview for her research project

2. What interview format does Mr. Singh prefer?

ⓐ a phone interview
ⓑ an in-person interview
ⓒ a video call interview
ⓓ a written questionnaire

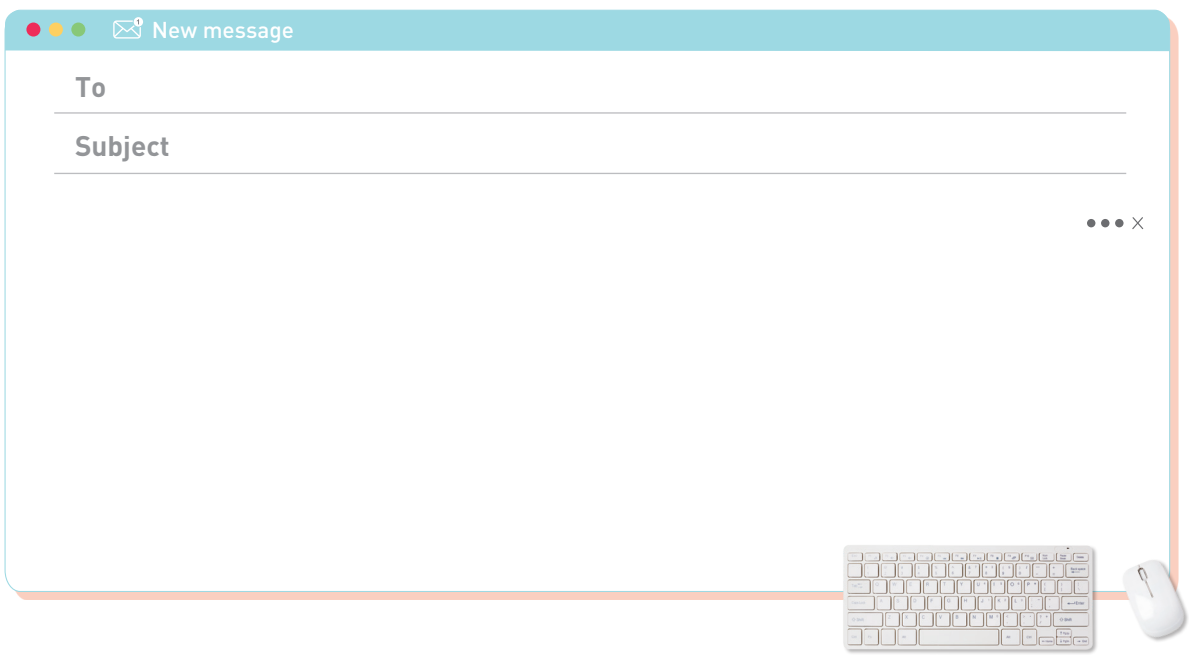
STEP 2 Choose a subject for an e-mail to send to foreign immigrants residing in Korea from the following topics.

- Discovering Korea: A Guide to Local Attractions and Events
- Seeking Language Partners: Embrace Diversity with a Language Exchange
- Invitation to Our School's Multicultural Festival: Share Your Culture with Us
- *On Your Own*: _____

STEP 3 Write an outline of the e-mail.

- Subject: _____
- Introduction: _____
- Main Message: _____
- Closing: _____

STEP 4 Based on the outline, write your own e-mail.



Checklist		Yes	No
	Is the subject line attention-grabbing and relevant to the e-mail's content?		
	Does the language used in the e-mail communicate the message clearly and effectively?		
	Are the grammar and spelling correct?		

A Your Mission

Acting out a historical event can be a powerful and engaging way to bring history to life. You and your team members are going to step into the roles of historical figures and reenact an important historical moment. Through careful research and thoughtful script writing, transport your listeners to another time and place!

B Listen to an Example

Listen to the example audio drama and answer the questions.



1 How does the Korean supporter feel about Ahn Junggeun's decision?

ⓐ fearful and hesitant
ⓑ supportive and inspired
ⓒ indifferent and disinterested
ⓓ disapproving and critical

2 What motivated Ahn Junggeun to take action?

ⓐ financial gain
ⓑ peer pressure
ⓒ personal revenge
ⓓ desire for freedom

C Craft an Audio Drama

STEP 1 Brainstorming

Let's think about historical events that would be suitable for creating a scene in an audio drama.


Rosa Parks' Bus Protest


the French Revolution



the Fall of the Berlin Wall

(On Your Own)

STEP 2 Assign Roles

Role	What the Person Does	Name(s)
Researcher		
Writer		
Director		
Narrator		
Actor		

STEP 3 Write a Script and Perform It

Perform an audio drama in front of your classmates based on the script that your team created.

Title: _____

Characters: _____

Scene: _____

Narrator / Character

_____

_____

_____

_____

- **Post your work on a real media platform and comment on your classmates' works.**

• Vote for the best audio drama using the checklist below.

Checklist	Team A	Team B	Team C	Team D
Does the audio drama accurately depict the historical event and its context?				
Is the dramatic structure of the audio drama well developed?				
Are the characters depicted authentically and with depth?				
Does the audio drama evoke emotional responses from the audience?				

Excellent ⑤ Very good ④ Good ③ Weak ② Try again ①

Do It Yourself

A **Listen to the dialog and answer the questions.**

1. What themes does *Pachinko* explore?

ⓐ coming of age
ⓑ identity and belonging
ⓒ power and corruption
ⓓ affection and relationships

2. What can you infer about the feelings of the woman in the dialog?

ⓐ The woman is uninterested in reading *Pachinko* by Lee Minjin.
ⓑ The woman is curious and open to exploring new literary genres.
ⓒ The woman is hesitant to try diasporic literature due to its themes.
ⓓ The woman is indifferent towards the value of promoting diversity in literature.

B **Listen to the lecture and choose the speaker's opinion on the repatriation of the remains of anti-Japanese activists abroad.**

ⓐ The speaker believes it is a waste of resources and time.
ⓑ The speaker sees it as a purely symbolic gesture with no real significance.
ⓒ The speaker thinks it may offend neighboring countries and should be avoided.
ⓓ The speaker considers it a duty to honor and respect the sacrifices of these activists.

C **Put the following sentences in the correct order and act out the completed dialog with your partner.**

[1] Have you guys heard about the Korean Wave?
[ ] No, what is it?
[ ] Yes, but I want to stress that the Korean Wave isn't just limited to K-pop.
[ ] I've no doubt at all that K-pop has played a huge role in the Korean Wave.
[ ] It's the increase in popularity of Korean music, dramas, and entertainment around the world.
[ ] I'm sure you're right. I've noticed that Korean technology is also highly advanced. Many popular smartphones and electronics are made by Korean companies.

D Read the following passage and answer the questions.

By 1920, more than 4 million Italians had come to the United States, (a) representing more than 10 percent of the nation's foreign-born population. What brought about this dramatic increase in immigration? The causes are complex, and each hopeful individual or family no doubt had a unique story. By the late 19th century, the peninsula of Italy had finally been brought under one flag, but the land and the people were by no means unified. Decades of internal conflict had left a legacy of violence, social chaos, and widespread poverty. As transportation across the Atlantic became more affordable, and as word of American prosperity came via returning immigrants and U.S. recruiters, Italians (b) found it increasingly difficult to resist the call of "L'America."

This new generation of Italian immigrants was distinctly different from the ones who had come before. No longer (c) the immigrant population did consist mostly of Northern Italian shop owners and workers with special skills seeking new markets. Instead, the vast majority were farmers and laborers looking for a steady source of work—any work. There were a significant number of single men among these immigrants, and many came only to stay a short time. Those who stayed usually (d) remained in close contact with their family in the old country, and worked hard in order to have money to send back home.



1. What is the best title for this article?

ⓐ American Contributions to Italian Culture
ⓑ The Causes and Effects of Italian Emigration
ⓒ Italian Immigrants: Their Struggles in America
ⓓ Italian Art and Its Legacy in the United States

2. Choose the grammatically incorrect expression from the underlined parts above and correct it.

E Read the passage below. Then write a brief description of how Koreans must have felt when they arrived in Mexico.

In 1905, 1,033 Koreans boarded a ship in the port city of Incheon, believing, mistakenly, that they were headed to a land of opportunity. After a 50-day voyage across the Pacific, during which two people died, the thousand-odd Koreans found themselves standing in the middle of a depressing plantation. They were sold to owners of 30 different plantation farms that cultivated henequen, a plant grown for rope fiber. Contrary to their wishes, none of them ever returned to Korea. Instead, in 1921, 300 emigrated to Cuba in search of a better life.

F Write a paragraph on the experiences of foreigners living in Korea, using information from various sources.

Information on Foreigners Living in Korea		
Population Statistics by the Ministry of Justice in 2022	Interviews or Survey Results	Support Policies
over 4.3% of the population	initial challenges and eventual connections with Koreans	language classes, employment assistance, and cultural exchange programs

I will present the findings of my research on the experiences of foreigners living in Korea. Population statistics by the Ministry of Justice in 2022 reveal that (1)_____

_____

Interviews and surveys shed light on the (2)_____

_____

Moreover, information I gathered on support policies demonstrates that (3)_____

_____



Check Your Progress

I can ...	Excellent	Good	Incomplete
_ infer the traits and feelings of characters from the context of a text.			
_ foster an inclusive attitude towards cultural diversity by reading about my culture and other cultures.			
_ present information by reorganizing it from various sources.			
_ communicate with English users from diverse backgrounds.			
_ understand the words, expressions, communicative functions, and grammar points I learned in this lesson and use them in real life.			

Diasporic Art

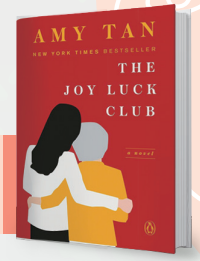
In relation to art, the term "diaspora" is used to discuss artists who have left their homeland and express their international experiences in the work they make. Let's explore how they transformed their diasporic experiences into a powerful source of creativity.



Pachinko is an epic historical fiction novel following a Korean family who immigrates to Japan. The character-driven story features a group of characters who encounter racism, discrimination, and other aspects of the 20th-century Korean experience of Japan.

Work *Pachinko*
Author Lee Minjin

The Joy Luck Club focuses on four Chinese immigrant families in San Francisco who start a club known as the Joy Luck Club, where they play the Chinese game of mahjong while enjoying a variety of foods. The book explores the themes of identity, culture clashes, family relationships, and the tension between tradition and modernity.



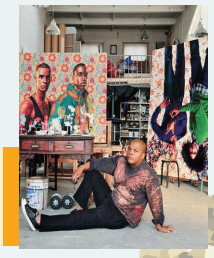
Work *The Joy Luck Club*
Author Amy Tan



Bend It like Beckham follows a British-Indian girl who loves playing football but faces cultural barriers as her family doesn't approve. With the help of her friend, she pursues her dream of playing professional football and challenges societal norms. The film deals with the themes of cultural identity, gender roles, and traditional values clashing with modern aspirations.

Work *Bend It like Beckham*
Author Gurinder Chadha

For more than a decade, Kehinde Wiley traveled across the world, establishing satellite studios, and producing work that reflects the cultural environment of the black diaspora. In China, Brazil, Jamaica, Nigeria, and Senegal, he produced elegant portraits that strongly established his connection with other Africans across the world.



Work *Portraits of Black People*
Author Kehinde Wiley

- **What do you think is the common theme of diasporic art? Search for other forms or examples of diasporic art throughout the world.**

diasporic art

Rediscovering Your Ancestry:

Bridging the Past and Present Through a Genealogical Tour



Get Ready

Have you heard of a genealogical tour? If not, can you predict what it is?

When Tomasz Szymkowiak first visited the U.S. in the early 2000s, he was amazed by the immense interest and curiosity shown by Polish descendants towards his homeland, Poland. A genealogical tour was almost unheard of back then, especially in Poland. Complicated arrangements and language barriers discouraged travelers from visiting the countries where their family members lived long ago. He suddenly got a great idea. "Why don't I start a tour business to bring people to explore their heritage in Poland?" He saw an opportunity and founded a company that offers customized tours to connect people with their roots and discover their family history. The following is what Szymkowiak shared about how his tours have helped people to come to terms with their roots.



Q1

What inspired Tomasz Szymkowiak to start his tour business in Poland?

ⓐ His fascination with genealogy and family history
ⓑ The availability of historical landmarks in Poland
ⓒ A desire to explore other countries and cultures
ⓓ The immense interest of Polish descendants towards Poland

Growing Interest in Genealogical Tours

Genealogical tours are gaining popularity due to the growing awareness of their potential. They give people a chance to really delve into who came before them. Szymkowiak said, "Genealogical tours have been on many people's wish lists, but back in the day, many people had no knowledge of how to go about planning a trip like this." The language barrier compounded with logistical challenges made navigating a foreign country much more overwhelming. However, with private genealogical tours that handle the entire process now available, traveling to trace one's roots has become easier than ever.





Tracking Down Relatives from Long Ago

According to Szymkowiak, "Every single tour is unforgettable! Even though I've personally guided hundreds of them, I could probably rattle off each one from the top of my head. Do you know why? Because each of them was incredibly unique and special." What excites Szymkowiak the most is when he manages to track down living relatives for his clients. They are usually second or third cousins. Moments like these make the trip truly exceptional. Getting ahold of these people prior to the visit is recommended—it gives both parties sufficient time to prepare for the visit, such as getting the old photos from the attic or bringing along other family members who are also interested in meeting their cousins from across the ocean. Szymkowiak said, "Some of our clients enjoy participating in research. In this case, our visits and meetings are a big surprise for their Polish cousins."

Q2

What aspect of genealogical tours particularly excites Szymkowiak?

- (a) The sheer number of tours he has guided
- (b) The opportunity to track down living relatives
- (c) The uniqueness and special nature of each tour
- (d) The challenge of managing logistics and language barriers

Do It Sooner Rather Than Later

If you're interested in taking a genealogical tour, it is important to act sooner rather than later. As time goes by, there will be fewer and fewer people who have information about the past. "If you'd like to meet someone who remembers your grandmother, has great stories to share, and perhaps even has pictures of her before emigration, it's better to do so within the next few years," Szymkowiak shared.

Discovering your roots is like unearthing a mysterious chest hidden away in the attic. As you brush off the layers of dust, break the heavy-duty chain, and open the chest, a ray of understanding shines through and guides your journey into the past. And this transformative, genealogical travel journey can be truly life-changing.

Connecting to You

Are genealogical tours an effective way to bridge the gap between the past and the present? Why do you think so?





Spark Your Thoughts

- **Answer the following questions honestly.**

a. How many books do you read in a year?

b. What kind of books do you usually read? Why?

c. What are some challenges that you face when reading?

Special Lesson

Exploring Dilemmas Through Literature

Lesson Goals



- **Goals Through Reading a Literary Work: Reception**
  I can infer the characters' feelings by reading a literary work.
  I can infer the author's intentions by reading a literary work.
  I can identify narrative techniques and infer the implications of vocabulary or phrases in a literary work.
- **Goals Through Writing a Book Review: Production**
  I can briefly summarize and review a literary work that I read.
  I can express my feelings after reading a literary work.
- **Your Goals**

  1 _____

  2 _____

A Genre Fiction

Tip

In order to meet the demands of the reading public, publishers categorize books into various genres. Genre fiction, often referred to as popular fiction, is characterized by conventions, themes, and styles associated with specific genres.

1. Match the name of the popular genre fiction and its definition.

Genre Fiction		Definition
Mystery	• •	(1) stories that are passed down from one generation to another
Historical Fiction	• •	(2) a type of fantasy that focuses on science and technology
Realistic Fiction	• •	(3) a story that includes unrealistic events or takes place in a made-up world
Fantasy	• •	(4) a story using made-up characters that could happen in real life
Science Fiction	• •	(5) a story taking place in a specific time period: often the setting is real but the characters are made-up
Mythology	• •	(6) a suspenseful story about a puzzling event

2. Search the respective examples on the genre below and then share your findings.

Genre Fiction	Well-Known Example	Author	Year Published
Mystery			
Historical Fiction			
Realistic Fiction			
Fantasy			
Science Fiction			
Mythology			

3. Based on the questions below, talk with your class.

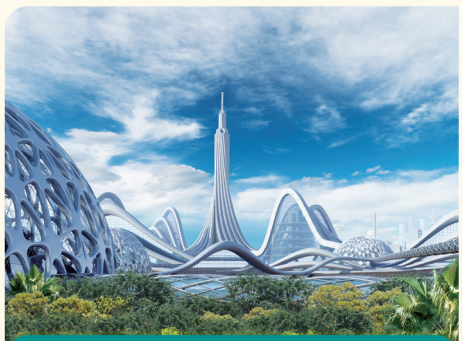
- What is your favorite type of genre fiction?
- What do you find interesting about that genre?
- Which fiction have you read recently?
- Who is your favorite author in that genre?

B Utopias & Dystopias

Tip

Readers may find both positive, moral, utopian stories and negative, corrupt, dystopian stories appealing. Positive stories can provide hope and escapism, while negative stories can be thought-provoking and challenging.

1. Listen to the explanation about utopias and dystopias and then fill in the blanks.

	 Utopia	 Dystopia
Meaning	an imagined ideal world	an imagined (1) _____ world
Characteristics	peaceful governance, (2) _____ for citizens, and a safe environment	a controlling and (3) _____ government, extreme poverty, and the (4) _____ of independent thought
Utopian & Dystopian Fiction	— Utopian fiction and dystopian fiction are used to criticize their (5) _____ culture. — Utopian and dystopian fiction genres have at times (6) _____ together with closely related genres such as science fiction and climate fiction.	

2. Based on the explanation above, answer the following questions.

(1) Why do you think utopian or dystopian fiction is commonly mixed with science fiction or climate fiction?

(2) Which are more appealing to you, books about utopias or books about dystopias? Why?

(3) What utopian or dystopian book had the most powerful impact on you and why?

C Expected Future in Books & Movies

Tip

Dystopian books and movies have become increasingly popular in recent years. They offer a way to explore our fears and anxieties about the future, and can be exciting, thought-provoking, and empowering.

1. Look at the posters of some dystopian books and movies. Choose the one that interests you the most.



2. Complete the information table for the chosen book or movie.

	e.g.	On Your Own
Title	The Giver	
Type	Novel and Movie	
Author (or Director)	Lois Lowry	
Genre	science fiction, dystopian fiction	
Setting	the Community, sometime in the future	
Character(s)	Jonas, Giver	
Summary		
Dilemma		

3. Think about how the chosen book or movie relates to real-world issues we face. Share your gathered information with your class.

D Dilemmas in Stories

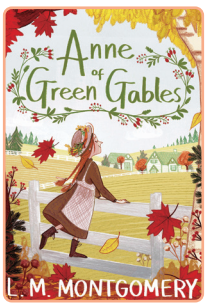
Tip

In stories, the main characters encounter dilemmas that cause justice, ethical, or moral conflicts. Dilemmas are needed to keep the story going and to help the characters reach their eventual goals.

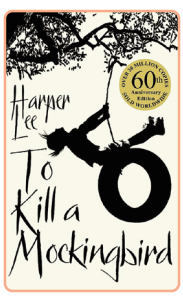
1. **Read the following dilemma that the main characters face in stories you might have read. Then answer the questions in each last sentence.**

Dilemma 1 *Anne of Green Gables* written by Lucy Maud Montgomery

The book *Anne of Green Gables* centers around Matthew and Marilla Cuthbert. These middle-aged siblings want to adopt a boy to help with farm work, but instead they receive Anne Shirley, a cheerful 11-year-old girl, from the orphanage. Although they like her spirited personality, they are worried because she is a girl and might struggle with the hard work. If you were Matthew or Marilla, would you choose to adopt her or send her back to the orphanage?



Dilemma 2 *To Kill a Mockingbird* written by Harper Lee



The book *To Kill a Mockingbird* is about Scout, a young girl in a town where racism is widespread. Her father, a lawyer, courageously defends a wrongly accused black man. Witnessing the unfair trial and facing her friends' prejudice, Scout feels torn between standing up for justice and fitting in with society. This challenge compels Scout to make a tough decision between doing what's right and seeking acceptance from society. If you were Scout, what actions or decisions would you take when faced with the injustice, prejudice, and moral challenges?

2. **Think of a dilemma in a work of literature you have read. Share your findings with your class.**

Title	Author	Dilemma in the story

A Narrative Techniques

Tip

Writers are constantly seeking ways to better express their ideas and enhance their creative writing. Narrative techniques help to emphasize important concepts and ideas through text, ultimately improving readers' understanding of the story.

1. Listen to the explanation of what narrative techniques are and then answer the questions.

(1) What are other names for narrative techniques in literature?
(2) Why do writers use narrative techniques in literature?
(3) How can learning narrative techniques in literature be helpful?

2. Match the name of the narrative technique and its explanation.

Narrative Technique		Explanation
Simile	• •	(1) a comparison between two unrelated things that share some common characteristics to create symbolism
Metaphor	• •	(2) a comparison between two unrelated and dissimilar things using *like*, *as*, or *as though*
Paradox	• •	(3) a statement that seems conflicting at first but becomes understandable upon further thought
Personification	• •	(4) giving human qualities to things that are not human, like animals or objects

3. Read each example carefully and identify the narrative technique employed.

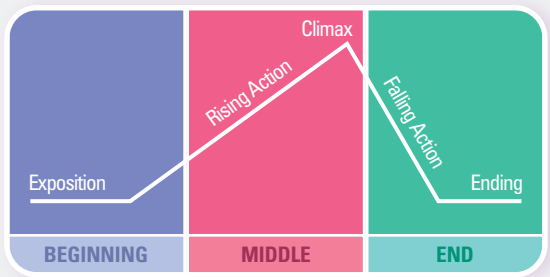
Simile Metaphor Paradox Personification

(1) _____: Youth is wasted on the young.
(2) _____: The roses nodded their red heads.
(3) _____: My dreams are flowers to which you are a bee.
(4) _____: Life is like a box of chocolates, you never know what you're going to get.

B Analysis of the Story: Plot Diagram

Tip

A story's plot is comprised of a series of events that drive the action forward. Many stories follow a plot structure that can be represented visually as a triangle. This visual representation helps students remember how a story's events develop.



- **Exposition**: the beginning of the novel that gives background information on the setting and characters
- **Rising Action**: the development of complications and problems within the novel
- **Climax**: the turning point of the novel when the protagonist makes an important decision, changing the story's direction
- **Falling Action**: the action that occurs after the climax when the story begins to wrap up
- **Ending**: the conclusion of the novel when the loose ends are tied up

These are sentences about the plot of the novel *The Old Man and the Sea* written by Ernest Hemingway. Read them carefully and write the stages of the plot diagram in the blanks.

(1) _____: Santiago goes out to sea alone and catches a huge marlin. He fights with the marlin for three days and nights, eventually defeating it.

(2) _____: Santiago, an old fisherman, hasn't caught a fish in 84 days. Other fishermen think he's a failure, but Manolin, a young boy who looks up to Santiago as a guiding presence and father figure, continues to support him.

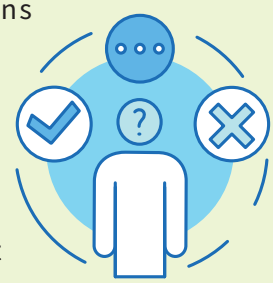
(3) _____: Santiago returns to shore with only the marlin's remains. He is exhausted and defeated, but he is also proud of what he accomplished. He knows he has shown his worth and believes he'll catch another fish someday.

(4) _____: However, sharks are attracted to the marlin's blood and begin to eat it. Santiago manages to kill several of the sharks, but they eventually eat away at the marlin's body.

(5) _____: Manolin has been waiting for Santiago on the shore, and he is filled with happiness to see him. The two of them embrace, and Manolin promises to help Santiago fish again.

C Topic Preview: Ethical Decision

Read the Passage to Awaken Your Prior Knowledge



When dealing with ethical decisions, complex questions often arise. Thought experiments are valuable tools for such situations. They don't provide concrete answers; instead, they prompt reflection on our beliefs and the reasons behind them. One well-known thought experiment invites us to consider whether choosing the greatest good for the largest number of people is always the optimal ethical approach. Imagine a scenario where five terminally ill individuals are simultaneously facing organ failure. Coincidentally, a healthy person nearby is a suitable match to donate organs to all five dying individuals. By sacrificing the healthy individual, it becomes possible to save the lives of all five. Opting to kill the healthy person to harvest their organs appears to be the choice that guarantees the greatest benefit for the greatest number of people in this situation. However, is it truly justifiable to sacrifice one to save five? How would you respond if you were the healthy person? Alternatively, how would you react if you were one of the dying individuals? These questions do not have easy answers. Ethics is not an exact science; there's no single correct response.

1. What is the goal of thought experiments?

2. Debate the topic below to broaden your view.

(1) Check your position and prepare reasons, facts, examples to support your position.

Is it acceptable to sacrifice an individual for the benefit of others?

	Reasons, Facts, Examples
Agree ☐	
Disagree ☐	

(2) Share your opinions on the topic with your class.

D Reading Strategy: Visualization

Visualization is a technique in which readers create mental images or "visualize" the events, characters, settings, or ideas described in a literary work. By actively engaging their imagination and senses, readers can enhance their comprehension and memory of the literary works.

- **Read the poem, "Those Winter Sundays" written by Robert Hayden, and imagine clear pictures in your mind of the scenes, feelings, and details mentioned. Then share your interpretation of the poem with your class.**

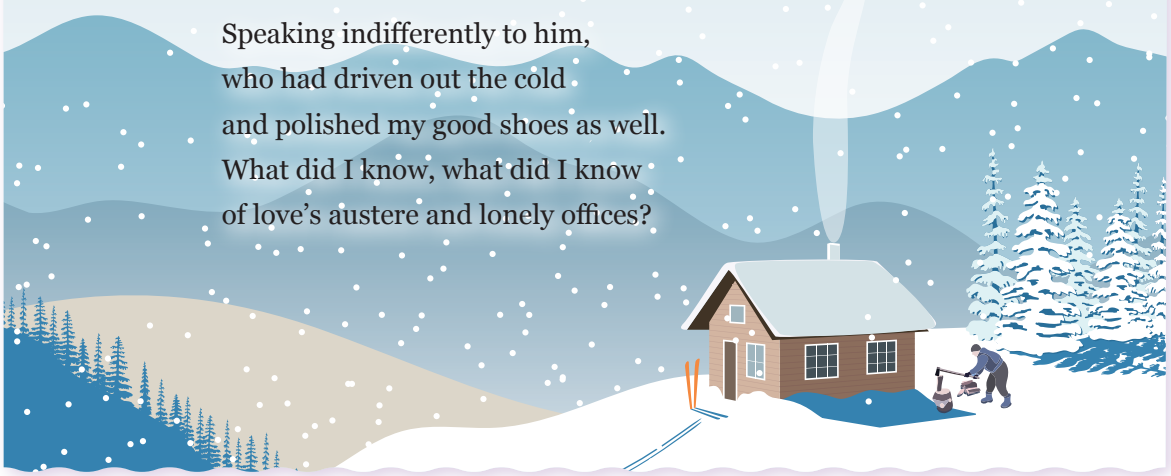
Those Winter Sundays

Robert Hayden (1913~1980)

Sundays too my father got up early
and put his clothes on in the blueblack cold,
then with cracked hands that ached
from labor in the weekday weather made
banked fires blaze. No one ever thanked him.

I'd wake and hear the cold splintering, breaking.
When the rooms were warm, he'd call,
and slowly I would rise and dress,
fearing the chronic angers of that house,

Speaking indifferently to him,
who had driven out the cold
and polished my good shoes as well.
What did I know, what did I know
of love's austere and lonely offices?



Main Reading

THE ONES WHO WALK AWAY FROM OMELAS

written by Ursula K. Le Guin

Part I

With a clamor of bells that set the swallows soaring, the Festival of Summer came to the city of Omelas. In the streets between houses, between old moss-grown gardens and under avenues of trees, past great parks and public buildings, processions moved. In other streets the music beat faster, a shimmering of gong and tambourine.

Children dodged in and out, their high calls rising like the swallows' flights over the music and the singing. All the processions wound towards the north side of the city, where on the great water-meadow boys and girls with mud-stained feet and ankles and long arms exercised their restive horses before the race. The horses' manes were braided with streamers of silver, gold, and green.

The air of morning was so clear that the snow still crowning the Eighteen Peaks burned with white-gold fire across the miles of sunlit air, under the dark blue of the sky. There was just enough wind to make the banners that marked the racecourse flutter. In the silence of the broad green meadows one could hear the music winding through the city streets, farther and nearer and ever approaching.



Ursula K. Le Guin (1929–2018) was a highly praised author who brought literary depth and a unique perspective to science fiction and fantasy through her works.

Q1 What event is taking place in Omelas?

Q2 How do the paragraphs describe the atmosphere of the event?

Connecting to You

Have you ever participated in a festival?
What festival was it and what did you think of it?

New Words

- ☐ clamor
- ☐ soar
- ☐ shimmer
- ☐ gong
- ☐ dodge
- ☐ restive
- ☐ mane
- ☐ braid
- ☐ racecourse
- ☐ flutter

Joyous!

How can one explain joy?

They were not simple folk, you see, though they were happy. Given a description such as this, one tends to look next for the king, mounted on a stallion and surrounded by knights, or perhaps in a golden litter borne by great-muscled slaves. But there was no king. They did not use swords or keep slaves. As they did without monarchy and slavery, they also got on without a stock exchange, advertisements, secret police, or bombs. Yet, I repeat that these were not simple folk, not dulcet shepherds, noble savages, bland utopians. They were not less complex than us. The trouble is that we have a bad habit, encouraged by sophisticates, of considering happiness as something rather stupid. Only pain is intellectual, only evil interesting. If you can't lick 'em, join 'em. If it hurts, repeat it. But to praise despair is to condemn delight; to embrace violence is to lose hold of everything else.

Q3

What does the author mean by "dulcet shepherds, noble savages, bland utopians"?

Reading Tip

'em

In the sentence "'em" is a contraction of the word "them."

New Words

- ☐ stallion
- ☐ litter
- ☐ monarchy
- ☐ dulcet
- ☐ bland
- ☐ sophisticate
- ☐ lick
- ☐ condemn





How can I tell you about the people of Omelas? They were mature, intelligent, passionate adults whose lives were not wretched. I wish I could describe them better. I wish I could convince you. Omelas sounds in my words like a city in a fairy tale, long ago and far away, once upon a time. Perhaps it would be best if you imagined it, for certainly I cannot suit you all. For instance, how about technology? I think that there would be no cars or helicopters in and above the streets; this follows from the fact that the people of Omelas are happy people. Happiness is based on a just discrimination of what is necessary, what is neither necessary nor destructive, and what is destructive. In the middle category, however—that of the unnecessary but undestructive, that of comfort, luxury, etc.—they could perfectly well have central heating, subway trains, washing machines, and all kinds of marvelous devices not yet invented here. Or they could have none of that; it doesn't matter.

Q4

What is the author's intention in writing "I wish I could describe them better. I wish I could convince you"?

Q5

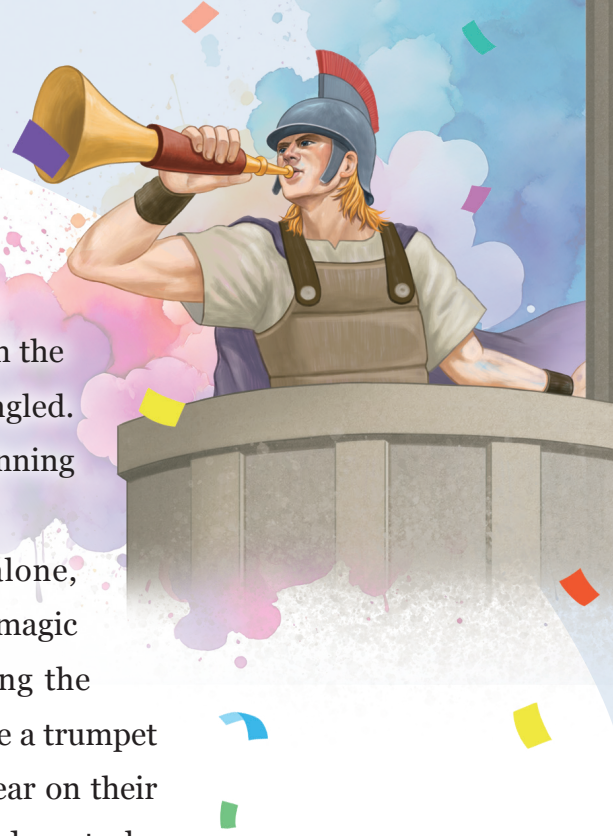
What does the author mean when she says, "Or they could have none of that; it doesn't matter"?

Connecting to You

In your opinion, what are some important factors for achieving happiness?

New Words

☐ wretched ☐ destructive



Most of the procession has reached the meadows by now. A marvelous smell of cooking goes forth from the tents of the provisioners. The faces of small children are amiably sticky; in the beard of a man, a couple of crumbs of rich pastry are entangled. The youths and girls have mounted their horses and are beginning to group around the starting line of the course.

A child of nine or ten sits at the edge of the crowd, alone, playing a wooden flute. His dark eyes are wholly rapt in the magic of the tune. He finishes and slowly lowers his hands holding the wooden flute. As if that little silence were the signal, all at once a trumpet sounds from the pavilion near the starting line. The horses rear on their slender legs, and some of them neigh in answer. The young riders stroke the horses' necks and soothe them. They begin to form in ranks along the starting line. The Festival of Summer has begun.

New Words

- ☐ provisioner
- ☐ amiably
- ☐ beard
- ☐ crumb
- ☐ entangle
- ☐ rapt
- ☐ pavilion
- ☐ rear
- ☐ slender
- ☐ neigh
- ☐ soothe



Review 1

A Check Your Understanding

1. Read the sentences and check T for true or F for false based on the story.

(1) The people of Omelas have a clear understanding of what they need to be happy and avoid destructive behavior. T F

(2) The author believes that the people of Omelas have modern technology like cars and helicopters. T F

(3) The provisioners at the festival are serving a variety of different foods, not just pastries. T F

2. In the story, the author provides a vivid image of the city of Omelas, highlighting the sense of joy, festive mood, and happiness of its people. Identify scenes that illustrate these aspects.

Author's Intention	Description of Omelas in the story
The author describes the pleasant people, the joyous mood of the Summer Festival, and the utopian setting of Omelas.	

B Broaden Your View

In the story, the city of Omelas appears to be a utopia. What do you think are the conditions necessary for a place to be considered a utopia? Consider aspects like the environment, economy, social structure, education, and culture.

Utopia should be ...

Environment	Economy	Social structure	Education	Culture
e.g. clean, beautiful, and sustainable, with ample green spaces and natural beauty that promote well-being.				

Part II

Do you believe? Do you accept the festival, the city, the joy?
No? Then let me describe one more thing.

In a basement under one of the beautiful public buildings of Omelas, there is a room. It has one locked door and no windows. A little light seeps in dustily between cracks in the boards. The floor is dirt, a little damp to the touch. The room is about three paces long and two wide. In the room, a child is sitting. It looks about six, but actually is nearly ten. It is feeble-minded. Perhaps it was born defective, or perhaps it has become imbecile through fear, malnutrition, and neglect. It picks its nose and occasionally fumbles vaguely with its toes, as it sits hunched in the corner. It shuts its eyes.

Q1
What is the condition of the place the child is located?

Q2
What can you infer about the emotions or feelings of the child in the room?



New Words

- [ ] seep
- [ ] feeble-minded
- [ ] defective
- [ ] imbecile
- [ ] malnutrition
- [ ] fumble
- [ ] vaguely
- [ ] hunch



The door is locked; nobody will come. Except that sometimes the door rattles terribly and opens, and a person, or several people, are there. One of them may come in and kick the child to make it stand up. The others never come close, but peer in at it with frightened, disgusted eyes. The food bowl and the water jug are hastily filled, the door is locked; the eyes disappear. The people at the door never say anything, but the child can remember sunlight and its mother's voice, and it sometimes speaks. "I will be good," it says. "Please, let me out. I will be good!" They never answer. The child used to scream for help at night, and cry a good deal, but now it only makes a kind of whining, "eh-haa, eh-haa," and it speaks less and less often. It is so thin there are no calves to its legs; its belly protrudes; it lives on a half bowl of corn meal and grease a day. It is naked.

They all know it is there, all the people of Omelas. Some of them have come to see it, while others are content merely to know it is there. They all know that it has to be there. Some of them understand why, and some do not,

Q3

What is the implied meaning of the locked door and the people who occasionally come to the room?

Q4

What are some possible causes of the child's condition?

New Words

- frighten
- jug
- hastily
- whining
- calf
- belly
- protrude

but they all understand that their happiness, the beauty of their city, the health of their children, the wisdom of their scholars, even the abundance of their harvest and the kindly weather of their skies, depend wholly on this child's abominable misery. This is usually explained to children when they are between eight and twelve. Most of those who come to see the child are young people, though often enough an adult comes, or comes back, to see the child. No matter how well the matter has been explained to them, these young spectators are always shocked at the sight. They feel outrage despite all the explanations. They would like to do something for the child.

Q5

What are the reactions of the children who come to see the child in the room?

New Words

- abominable
- spectator
- outrage

Connecting to You

What would you do if you were a citizen of Omelas?



But there is nothing they can do. If the child were brought out of that place, if it were cleaned and fed and comforted, that would be a good thing indeed; but if it were done, all the prosperity and delight of Omelas would wither and be destroyed. Those are the terms. To exchange all the goodness of every life in Omelas for that single improvement, to throw away the happiness of thousands for the happiness of one: that would be to let guilt within the walls indeed. The terms are absolute; there may not even be a kind word spoken to the child.

Often the young people go home in tears when they have seen the child and faced this terrible paradox. They may brood over it for weeks or years. But as time goes on they begin to realize that even if the child could be released, it would not get much good of its freedom. It is too degraded to know any real joy. Indeed, after so long it would probably be wretched without walls around it to protect it.

Their tears at the bitter injustice dry when they begin to perceive the terrible justice of reality and to accept it. Theirs is no irresponsible happiness. They know that they, like the child, are not free. They know compassion. It is the existence of the child that makes possible the nobility of their architecture, the poignancy of their music, the profundity of their science. It is because of the child that they are so gentle with children. They know that if the wretched one were not there in the dark, the other one, the flute player, could make no joyful music as the young riders lined up for the race.



Q6

Why is the child referred to as "it", not "he" or "she"?

Q7

What is the tone of the passage towards the child's situation?

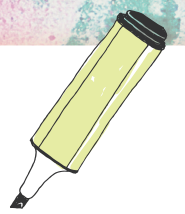
Q8

What emotions does the passage evoke in the reader?

New Words

- wither
- brood
- injustice
- poignancy
- profundity

Visualize the city of Omelas in the story. Draw a picture of it here.



Is this picture similar to your drawing on the previous page?



Now do you believe in them? Are they not more credible? But there is one more thing to tell you, and this is quite incredible.

At times, one of the adolescent girls or boys who goes to see the child does not go home to weep or rage, does not, in fact, go home at all. Sometimes a man or woman much older falls silent and then leaves home. These people go out into the street, and walk down the street alone. They keep walking, straight out of the city of Omelas, through the beautiful gates. They keep walking across the farmlands of Omelas. Each one goes alone. They leave Omelas, they walk ahead into the darkness, and they do not come back. The place they go towards is a place even less imaginable than the city of happiness. I cannot describe it at all. It is possible that it does not exist. But they seem to know where they are going, the ones who walk away from Omelas.

Q9

What is the meaning behind the phrase "does not go home at all"?

New Words

- ☐ adolescent
- ☐ weep
- ☐ rage



Connecting to You

In the story, the people of Omelas seem to have accepted the suffering of the child as a necessary sacrifice for their happiness. Can you think of any real-world examples where people justify or put up with suffering in order to achieve a greater good? How do you feel about these examples?

Review 2

A Check Your Understanding

1. Read the sentences and check T for true or F for false based on the story.

(1) Everyone in Omelas understands why the child has to suffer. T F

(2) The presence of the child in the dark basement prevents the flute player from making music. T F

(3) People who visit the suffering child always walk away from Omelas, feeling sad and angry. T F

2. Consider the dilemma people in Omelas face. What message do you think the author is trying to convey about the nature of happiness?

Dilemma in Omelas	Author's Intention
Theirs is no irresponsible happiness. They know that they, like the child, are not free. They know compassion. It is the existence of the child that makes possible the nobility of their architecture, the poignancy of their music, the profundity of their science. They know that if the wretched one were not there in the dark, the other one, the flute player, could make no joyful music as the young riders line up for the race. (p. 146, lines 16~28)	

3. Answer the questions in your own words.

(1) What does the neglected child in the story symbolize or represent?

→ In the story, the neglected child symbolizes _____

(2) What is the author's intention for including the neglected child in the story?

→ In my opinion, the author wants to _____

B Broaden Your View

Discuss the dilemma below to broaden your perspective.

Imagine you are standing next to a railway switch. A trolley is speeding toward five workers who can't see or hear it coming. You have the option to pull a lever to divert the trolley onto another track. However, if you do, the trolley will hit and kill one worker on this alternate track. Do you let the trolley continue on its path and hit the five workers, or do you pull the lever and save the five by sacrificing one? What would you do?

The Whole Story Review

1. On the basis of the whole story, answer the following questions.

   (1) What is the point of view of the author in the story?

   (2) What is the source of the dilemma in the story?

   (3) What is the main theme explored in the story?

2. Fill in the blanks with the appropriate words to complete the summary of the story.

headed	prosperity	unpleasant	utopia	vanish

In the city of Omelas, the inhabitants appear to live happy and fulfilling lives. The author describes Omelas as a(n) (1) _____, an imaginary city from a fairy tale. After describing a vivid picture of the city, the author reveals a final detail: in a basement somewhere in the city, there is an imprisoned and abused ten-year-old child. This is the (2) _____ secret that ensures the happiness of Omelas; the city can function only if the child remains in "abominable misery" at all times. The people of Omelas know that freeing the child would be the right thing to do, but doing so would cause the (3) _____ and joy of Omelas to (4) _____. However, some are so shocked by the way the society is organized that they choose to walk away from Omelas and go somewhere else. The author doesn't know where they go, but they seem to know where they're (5) _____. These are "the ones who walk away from Omelas."

3. Discuss the topics to broaden your view.

   (1) Would it be acceptable to sacrifice one child for the happiness of an entire city?

   (2) What is the motive of the people who choose to walk away from Omelas, and what kind of life might they have outside the city?

Behind the Story

A Ursula K. Le Guin's Works

Le Guin's works of fiction range from young-adult adventures to morally challenging philosophical tales. They combine engaging stories, strong narrative logic, and a brief yet expressive style to engage readers and bring them into the deepest parts of the imagination. This kind of writing, she believed, could be a moral force. "If you cannot or will not imagine the results of your actions, there's no way you can act morally or responsibly," she told *The Guardian* in an interview in 2005.

Q1 Have you had the opportunity to read any of Le Guin's works of fiction? If so, which one(s) have you read and what did you think of it[them]?

B The Philosophical Grounds of the Story

Ursula K. Le Guin wrote "Omelas" in the early 1970s, during a moment of political change in the United States, on the heels of the Civil Rights Movement and in the later years of the Vietnam War. At that time, many Americans were searching for answers to some of the questions that she poses to readers in "Omelas," such as whether a fair and just society is possible, and whether the concept of a truly happy society (e.g., the American Dream) must always depend on the oppression of others. In "Omelas", Le Guin explores the interrelated nature of happiness and suffering. She explores the ethical issues that every "good" for one person represents an "ill" for another.

Q2 What moral dilemma does Le Guin explore in "Omelas"?

C Does the City of Omelas Exist?

Anagrams involve rearranging the letters of a word or phrase to create a different word or phrase. For example, if you take the letters from "William Shakespeare," you can rearrange them to spell "I will make a wise phrase." Anagrams are used in writing for a variety of purposes, including to provide mystery, incorporate humor, and create a new identity. According to Le Guin, "Omelas" comes from a sign for Salem, Oregon, viewed in a mirror. At the same time, the word "Omelas" sounds like the French words "Homme, helas," meaning "Man, unfortunately." So, the city of Omelas does not exist; it is an imaginary place.

Q3 Create a new word by rearranging the letters of another word. Share your anagram and challenge your classmates to guess the original word. For example, the word LISTEN can be transformed into SILENT.

Book Report

A How to Write a Good Book Report

Listen to the explanation of what a book report is. Answer the following questions.

(1) What is a book report?

(2) What is the goal of writing a book report?

(3) What are the basic elements of a book report?

B Study a Model

Read the sample book report and complete the table below.

The short story "The Ones Who Walk Away from Omelas"(1973) written by Ursula K. Le Guin lacks a traditional plot structure and is instead built on the contrast between the first part presenting a utopian society and the second part exploring the upsetting cost of the city's happiness. Foreshadowing plays an important role in warning the reader about the twist in the second part. The story is set in the imaginary city of Omelas and features two collective characters and an individual one, the confined child. The collective characters of the people of Omelas and those who walk away are also developed in opposition, while the imprisoned child symbolizes oppression and suffering as a cost for happiness. The story is an allegory in which characters are used to represent ideas and convey a moral lesson. The child is seen as a representative for exploited people, while Omelas and the people there could represent developed countries or people who are financially comfortable and exploit or benefit from the exploitation of others. This short story raises a question that allows you to make up your own mind and answer the question: "Are a thousand joys worth a single pain?"

Title of the work	
The author	
The genre	
The setting	
The characters	
A brief summary	
The key points	

C Step by Step: Write Your Own Book Report

STEP 1 Brainstorming

Think of a memorable or interesting book you have read and answer the questions below.

- What is the title of the book, the author, and the year it was published?
- What is the book about?
- What is the theme of the book?
- What did you learn from the book?
- Is the book interesting, memorable, entertaining, or instructive? In what way?
- Why should people read the book?



STEP 2 Outlining

Sort through your ideas and choose which ones you will use. Then decide the structure of your writing.

- Organize your ideas and delete unnecessary details, words, or sentences.
- Decide on the topic sentence and supporting details.

Introduction	Title & Author	
	Outline of the Story	
Body	Main Character	
	Setting	
	Plot Summary	
	Theme	
Conclusion	Overall Evaluation	

STEP 3 Drafting

Write sentences based on your outline of the book you chose and then group the sentences to form a paragraph. You can revise your writing as you go along.

Tips for Writing a Book Review

- Try to avoid giving spoilers for future readers.
- Use at least one quote from the book to support each point.

Useful Expressions for Writing a Book Review

- This book is about ...
- The author writes about ...
- The part I found most interesting / thought-provoking / entertaining is ...
- I recommend this book to anyone who ...
- I would gladly recommend it to all of you, no matter your age.

STEP 4 Revising & Editing

Exchange drafts with your partner and edit each other's work using the checklist. On the basis of your partner's comments, rewrite your book review.

Checklist for Revising & Editing

- [ ] Is the writing divided into three parts: an introduction, a body, and a conclusion?
- [ ] Is the summary of the book easy to understand?
- [ ] Does the review have sentences that show the writer's personal evaluation?
- [ ] Are the sentences appealing?
- [ ] Are there errors in grammar, spelling, or punctuation?
- [ ] Choose the sentences that need to be improved and make some suggestions.

STEP 5 Sharing Your Book Report

Post your final draft on the class board. Compare your book report with those of others and make comments. Choose the best one in your class.

Checklist

		Yes	No
Overall	The book report summarizes the main idea of the book, the plot, and the major characters.		
Content	The book report reviews the book for objectivity, thoroughness, and value to its target audience.		
Organization	The structure has an introduction, a body, and a conclusion.		
Conventions	There are no errors in grammar, spelling, or punctuation.		

Are Children "Suffering and Dying" for Better Batteries for Our Phones?

By Amy Joi O'Donoghue

Get Ready

1. What issues do you think the article might address based on the title?
2. Have you heard of "child labor" or "exploitation of child labor?" Can you predict what it means?

"Our children are suffering and dying."

That is the sad statement of one Congolese mother whose son and cousin died while working the cobalt mines in the Democratic Republic of the Congo (DRC). She and other parents like her are involved in a lawsuit filed in U.S. federal court in Washington, D.C., in 2019. This lawsuit aims to make a group of widely recognized technology and electronics companies responsible for reportedly benefiting from child labor while pursuing cobalt.

"Cobalt is a key component of every rechargeable lithium-ion battery in all the devices made by these companies, and all other tech and electric car companies in the world that have brought on the latest wave of cruel exploitation fueled by greed, corruption, and indifference to a population of powerless, starving Congolese people," the lawsuit reads. However, the companies have argued the case should be dismissed, claiming that they have no control over the mining practices in a foreign country and that the Congolese families cannot legally bring the lawsuit onto U.S. soil. Furthermore, they stressed that they have no direct connection to mining on foreign soil.



▲ Cobalt mining for big tech is driving child labor and deaths in the Congo.

A well-known smartphone manufacturing company has taken measures to address its global supply chain of cobalt and at one point stated its intention to stop purchasing cobalt mined by hand in the Congo. The company released this statement in 2019: "Our company is committed to treating everyone in our business and supply chain with dignity and respect, to maintaining human rights across our global network of suppliers, and to protecting the planet we all share. We set high standards to respect and empower those who build our products, while conserving the planet's resources," it said, adding, "We are dedicated to protecting children wherever our products are made or used." But the lawsuit insists companies are simply turning a blind eye to the terrible abuses that include children killed in tunnel collapses or losing limbs or suffering from other tragic injuries caused by mining accidents.



▲ A woman puts a baby in a simple bed made of stiff paper as she works at a cobalt mine site.



▲ Congolese workers go into a cobalt mining site.

"There is no question that the companies have specific knowledge that the cobalt mined in DRC they use in their various products includes cobalt that was produced by children working under extremely hazardous conditions, that serious mining accidents are common due to the primitive conditions and complete lack of safety measures in the mines, and that hundreds, if not thousands, of children have been injured or killed to produce the cobalt needed for the world's modern tech devices produced by these companies and those like them," the lawsuit says. It goes on to emphasize that every single smartphone, tablet, laptop, electric vehicle, or other device containing a lithium-ion rechargeable battery requires cobalt in order to recharge. "Put simply, the hundreds of billions of dollars generated by the companies each year would not be possible without the cobalt mined in the DRC."



Child labor practices in the Congo have been widely reported in media sources throughout the world and documented by human rights experts. In 2016, Amnesty International published a major report on the conditions for child laborers mining cobalt in the DRC. The report, called "This Is What We Die For—Human Rights Abuses in the Democratic Republic of the Congo Power the Global Trade in Cobalt," said it is widely recognized on an international scale that the involvement of children in mining constitutes one of the worst forms of child labor, which governments are required to prohibit and eliminate. Although companies, including the smartphone manufacturing company mentioned, have promoted voluntary programs in which human rights abuses in the supply chain for cobalt can be reported, the lawsuit contends these programs are mere lip service.

"The DRC is one of the most oppressive countries in the world, but, until they are forced to do better, a group of well-known technology and electronics companies are relying on mainly uneducated, desperately poor, and exceedingly vulnerable people to figure out the problems and report supply chain violations," the lawsuit said, emphasizing the Congolese people "certainly cannot afford personal computers or smartphones and they do not have Internet access to connect to the outside world within the context of a violent government."

Q1

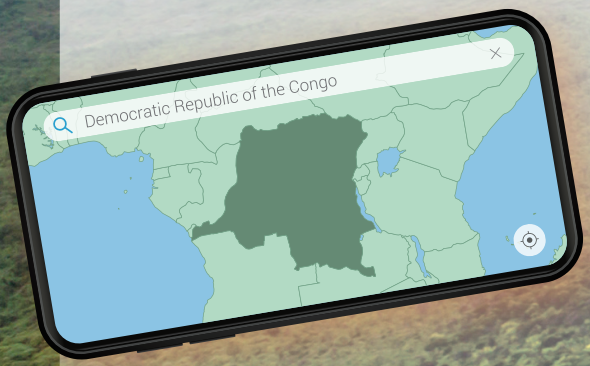
The voluntary programs promoted by companies to address human rights abuses in the cobalt supply chain have been successful in resolving the issues. T F

Q2

The Amnesty International report recognizes the involvement of children in mining cobalt as one of the worst forms of child labor. T F

Challenge!

Explore more actual instances of unfair labor practices that particularly affect children in developing countries.



Connecting to You

How is this article related to the story "The Ones Who Walk Away from Omelas"?

Appendices



Scripts 160

Answers 169

Sources 182

Scripts

Lesson 1 A Self-Fulfilling Prophecy

Interactive Communication

Listen and Answer p. 11

M: Hello, guys. I'm Brian. I'm happy to be speaking with you. My old friend and I had a disagreement that led to a falling out, but my teacher gave me some advice: Be kind, not right. I apologized to my friend for my part, and we talked it out. We both realized our mistakes and how much we valued our friendship. Thanks to my teacher, we fixed our broken friendship.

W: My name is Agnes. I'm delighted to have the opportunity to speak with you. Last year, I entered a painting contest but struggled to finish my painting in time. When I felt like giving up, my mother encouraged me to keep going, reminding me of my past accomplishments. Thanks to her support, I found the motivation to finish and submit my painting. While I didn't win, I learned the importance of not giving up and the value of having someone believe in me. Thanks, Mom!

Active Communication

Communication Task 1 p. 12

1.

W: Hello, everyone, and welcome to the cultural section of this live radio broadcast. I'm your host, Rachel, and today I'd like to talk about Prometheus, a Titan who stole fire from the gods and gave it to humans. Zeus punished Prometheus by chaining him to a rock in the Caucasus Mountains, where an eagle would come every day to eat his liver. The liver would regenerate overnight, so Prometheus was forced to endure this punishment endlessly. However, he never gave up hope, and he was eventually freed by Heracles. The story of Prometheus is a reminder that even in the face of great suffering, it is possible to find hope and achieve victory. Prometheus's willingness to help humanity even at the cost of his own suffering is an inspiration to us all. Thank you for listening. I hope you enjoyed this story. Stay tuned for more mythical tales.

Ready to Read

A. Topic Preview p. 14

2.

M: Jaime Escalante, a Bolivian-American educator, is known for his work as a high school math teacher in East Los Angeles. Escalante taught at Garfield High School, a school that was known for its low academic standards and a high rate of students leaving before completing their studies. Despite these challenges, Escalante set high expectations for his students, encouraging them to take advanced math courses and pursue careers in science, technology, engineering, and math. Under Escalante's guidance, his students achieved remarkable success, with many of them passing advanced placement exams in math and going on to attend prestigious universities. Escalante's story was later made into a movie called *Stand and Deliver*, which inspired countless educators and students around the world. Escalante's story is a testament to the power of high expectations and the importance of believing in the potential of every student. By setting the bar high and encouraging his students to work hard and achieve their goals, Escalante helped to transform the lives of countless young people and inspire generations of educators to do the same.

Review 2

A. Check Your Understanding p. 25

1.

ⓐ **W:** The writer says that Pygmalion's prayer to Aphrodite made his dream come true, and this shows that praying is important for achieving our goals.

ⓑ **M:** The writer suggests that believing in yourself can lead to success, but I think we should be cautious of relying solely on self-confidence because it may cause us to overlook the need for effort and hard work.

ⓒ **W:** The writer describes the Pygmalion effect as a situation where high expectations boost our performance, but I don't think this phenomenon is common or impactful in real life.

ⓓ **M:** The writer explains that teachers' expectations shape students' academic success, so students should change their behavior according to the teachers' expectations.

Do It Yourself

A p. 32

W: Jane and Minho are high school students interested in Greek mythology. Together, they decide to create a Greek mythology club at their school. A minimum of seven members is needed to form a club. So they decide to recruit club members for two weeks. Minho creates a recruitment poster, and Jane posts it on the school notice board. A week later, Jane finds out that only three students have signed up for the club. She realizes that the traditional methods of promotion may not be enough to attract more members. So Jane wants to suggest that they advertise through social media as an alternative way to reach a wider audience and increase membership. In this situation, what would Jane most likely say to Minho?

B

M: I'm so stressed about choosing a college major. There are so many options, and I don't know what I want to do with my life.

W: I know how you feel. I'm in the same situation. I've been thinking about computer technology and history.

M: Computer technology is a great field. It's growing really fast, and there are a lot of job opportunities.

W: I know. That's what I'm thinking. But I'm also interested in history. I love learning about the past.

M: History is a great subject, too. But it's not as practical as computer technology.

W: I know. But I'm not sure if I want to spend my life working in a small and enclosed space.

M: You don't have to. There are a lot of different things you can do with a computer science degree. You could work in research, or development, or even teaching.

W: I know. But I'm still not sure.

M: Well, you don't have to decide right now. You can always change your mind later.

W: I know. But I still feel like I should have a plan.

M: _____

C

1.

M: Wait, Agnes. I want to take some pictures here.

W: You're not allowed to do that. If I were you, I wouldn't take pictures in the museum.

M: Oh, I didn't know that. Why not?

W: Well, for one thing, it's against the rules. And for another, it can be distracting to other people who are trying to enjoy the exhibits.

M: I see. Well, I guess I won't take any pictures then.

W: Good idea. Now, let's go check out this exhibit.

2.

M: I have a fever.

W: Oh no! That doesn't sound good. Have you been to the doctor yet?

M: No, I just noticed it a few hours ago.

W: I think you should see a doctor soon. Fevers can be a sign of a serious infection.

M: Okay, I'll make an appointment.

W: Good. In the meantime, you should try to get some rest and drink plenty of water.

3.

M: Excuse me, flight attendant? I'm not feeling well. I think I might be getting motion sickness.

W: Sorry to hear that. Do you want me to get you a sick bag?

M: Yes, please. That would be great.

W: Sure, I'll be right back. (*after a while*) Here you are. Keep it close in case you need it. And try to close

your eyes and rest.

M: Thank you.

Lesson 2 The Secret to Immotalilty

Interactive Communication

Listen and Write p. 41

W: Michael, you know tortoises live really long lives, don't you?

M: Yes, I've heard that before.

W: Do you know how old the oldest tortoise in the world is?

M: I don't know exactly, but I think they live much longer than humans.

W: Yes, exactly. Look at this picture. This tortoise's name is Jonathan. He is a Seychelles giant tortoise and is thought to be about 190 years old. That would make him the oldest living land animal in the world.

M: That would mean he was born in the 1800s.

W: Right. Jonathan is believed to have been born in 1832. But his estimated age is based on the fact that he was fully mature when he was brought to St. Helena from the Seychelles in 1882 as a gift to its then-governor. In other words, he could potentially be even older than 190 years old.

M: That's hard to believe. Is he still healthy now?

W: Jonathan is blind and has no sense of smell, so he is unaware of food if it is simply placed on the ground. His hearing, however, is excellent, and he responds to the sound of his doctor's voice.

Active Communication

Communication Task 1 p. 42

1.

W: Hello, everyone. I have an interesting topic today. Have you heard about animals that have incredible abilities that humans do not possess? In the animal kingdom, there are some species that are able to regenerate to a greater degree than others. More than simply regenerating new skin over a wound, they can regenerate entire limbs or other body parts that have been detached for various reasons. For example, planarians, a kind of flatworm, have a surprising capacity to regenerate. As little as half or even less of an individual can regenerate into another specimen. And some species of starfish exhibit regenerative capacity when an arm is lost. They can either regrow a lost limb or spawn an entirely new individual from a detached body part. The zebrafish also stands out for the regenerative capacity of its tail fin and heart. Finally, certain lizards can voluntarily detach part of their tail to distract predators. Regeneration then begins, but the new tail does not usually grow back as long as the original one.

Ready to Read

A. Topic Preview p. 44

2.

M: We are going to learn about telomeres today. Have you heard of them?

W: I haven't. It's not a familiar word.

M: Well, telomeres are among your cells' smallest structures. They protect the ends of chromosomes and keep them separated from one another in the DNA sequence. Do you know how many pairs of chromosomes every cell in our body has?

W: Yes, 23 pairs.

M: Right. Every cell in your body has 23 pairs of chromosomes, for a total of 46. And each one of them has a telomere at both ends—92 of these tiny caps per cell in all.

W: Why are telomeres important?

M: Telomeres directly influence how healthy each newly produced body cell will be. More importantly, telomeres are a yardstick for measuring human aging at the cellular level. Each time a cell divides, the telomere becomes shorter. That means as we get older and our cells have experienced more and more divisions, the telomeres become shorter and shorter.

W: Then, that means people with longer telomeres will live longer than those with shorter telomeres?

M: Exactly. Scientists say that telomere length can be a predictor of disease risk and even early death. Telomere shortness has been linked to chronic conditions such as diabetes, cardiovascular diseases, lung diseases, and certain cancers.

W: Wow! That's very interesting.

Viewing & Doing

B. Watch an Example Video

p. 60

M: Hello, I'm David Brown from the National Science Foundation, and I'm going to introduce a newly developed product. (*Showing a wing-suit*) Have you heard of a wing-suit? It is an article of clothing that allows people to glide through the air. It's quite different from the flying vehicles you are familiar with, like airplanes or helicopters, isn't it? (*Showing a sugar glider*) This cute creature is called a sugar glider. Its name comes from the fact that it loves sweet food such as sugar and honey, and because it can glide from tree to tree. We invented clothing imitating the ability of this cute animal. We invented the wing-suit based on this ability. The sugar glider glides by means of a "patagium"—a thin membrane of skin covered with fur. This gliding membrane stretches from its hands to its ankles. When flying, the animal is able to control and change the size and shape of the membrane by changing the position of its limbs. Meanwhile, its tail also helps it manage the flight. The sugar glider is able to glide up to 45 meters at a time. When finishing a glide, it uses its sharp nails to cling onto nearby branches. After several years of research and observation, we were finally able to invent this wing-suit. I hope this video helps you understand our invention in detail. Thanks for watching. Bye.

Do It Yourself

A

p. 62

M: I'm not feeling myself lately. I keep forgetting things.

W: That sounds serious. Have you talked to your doctor about it?

M: I will. I have an appointment next week.

W: That's good. Memory loss can be a sign of dementia, but there are also many other possible causes. Have you experienced any other symptoms?

M: I have trouble keeping track of time and sometimes get confused about where I am.

W: It's important to keep track of any changes in your cognitive abilities. Early detection and treatment can be crucial for managing dementia.

M: That's very good advice. Thank you for being so helpful.

W: Of course. It's important to take care of ourselves and each other.

B

W: Have you heard of metamorphosis, the process through which moths and butterflies develop? It comes from a Greek word meaning "transformation" or "a change in shape." There are four stages in the metamorphosis of butterflies: egg, larva, pupa, and adult. First, eggs are laid on plants by an adult female butterfly. These plants will then become the food for the hatching caterpillars. The next stage is the larva. This is also called a caterpillar. The job of the caterpillar is to eat and eat and eat. As the caterpillar grows, it splits and sheds its skin and sheds the skin about 4 or 5 times. The food it eats at this time is stored and used later when it becomes an adult. When the caterpillar is fully grown and stops eating, it becomes a pupa. The last stage is what most people think of when they think of butterflies. It looks very different from the larva. The adult has long legs and compound eyes. It can also fly by using its large and colorful wings.

Lesson 3 Pricing Mysteries!

Interactive Communication

Listen and Choose p. 71

W: Hi, I'm looking for a school bag for my daughter. She's a high school student. What would you recommend?

M: We have a range of backpacks that would be appropriate. What color are you looking for?

W: I think she would like something in a neutral color, like black or gray.

M: All right, let me show you a few options we have in those colors. How about this one?

W: This one looks good. Does it have compartments for her laptop and books?

M: Yes, this backpack has several compartments and pockets, including one that's padded for a laptop.

W: That's great. How much does it cost?

M: It's $65. Is that within your budget?

W: Yes, that's fine. Can I just take a quick look inside to make sure it has enough space for her things?

M: Of course, feel free to check it out.
(*Customer inspects the bag*)

W: This looks perfect. I'll take it.

Active Communication

Communication Task 1 p. 72

1.

W: I'd like to say something about the relationship between the number of waiters and the profit in a restaurant. Let's imagine Jane opened a restaurant with one waiter. The food was good, but customers had to wait too long to be served. As a result, Jane's profits were only $4,000 per month. She decided to hire a second waiter, which increased her profits to $6,000. A third waiter boosted her profits to $6,500. However, when Jane hired a fourth waiter, her profits decreased to $5,500. This shows that there is an optimal number of waiters for a restaurant. When there are too few waiters, customers have to wait too long and profits suffer. However, when there are too many waiters, they can get in each other's way and productivity decreases. As a result, profits start to decline. The optimal number of waiters for a restaurant will vary depending on the size of the restaurant, the type of food it serves, and the number of customers it typically serves. However, this concept shows that there is a point at which adding more waiters will no longer increase profits.

Communication Task 2 p. 73

STEP 1

A.

M: Supply and demand is an economic principle that determines the price of goods and services. Supply refers to the amount of a good or service that producers are willing and able to sell at a given price. Demand refers to the amount of a good or service that consumers are willing and able to buy at a given price. The price of a good or service is determined by the interaction of supply and demand. If supply exceeds demand, the price will fall until demand meets supply. If demand exceeds supply, the price will rise until supply meets demand.

B.

W: The law of the invisible hand is an economic principle introduced by Adam Smith in which individuals pursuing their own self-interest in a free market economy unintentionally benefit society as a whole. According to this principle, the pursuit of self-interest in a competitive market leads to an efficient allocation of resources and the maximization of overall economic welfare. The invisible hand refers to the unseen forces that guide market activity without any central coordination. It is an important concept in classical economics and has influenced many modern economic theories and policies.

STEP 4

W: Scarcity and choice are two fundamental concepts in economics. They explain why we have to make choices about how to allocate our limited resources. For example, a student might have to choose

between buying a new pair of shoes or going to the movies. The student might have to consider how much money they have, how much they value the shoes, and how much they enjoy going to the movies. The student will ultimately make a decision based on their own personal preferences and priorities.

Viewing & Doing

B. Watch and Listen to an Example p. 90

M: I'm going to introduce our coffee shop logo to you. It features an elegant coffee cup with steam enclosed in a circle for inclusivity and community. The steam rising from the cup symbolizes warmth and comfort, and the fact that the logo is easy to recognize and remember enhances brand recognition on advertising and products. A warm earthy color palette adds to the welcoming atmosphere. We created this logo for our target customers, those in their 20s and 30s. Thank you for your attention.

Do It Yourself

A p. 92

W: Hello, everyone. Today, I'd like to introduce you to one of the most fascinating branches of modern economics–sustainable development economics. Sustainable development economics is a field of economics that studies how to achieve economic growth without compromising the environment or the ability of future generations to meet their own needs. It is a complex and challenging field, but it is essential for ensuring a future where economic growth and environmental protection can go hand-in-hand. Sustainable development economics includes a number of different approaches, like focusing on efficiency, equity, and the principles of sustainable development. Some examples of sustainable development economics include investing in renewable energy sources, developing more efficient ways to use water and other natural resources, promoting sustainable practices for farmland and forests, and reducing poverty and inequality. By focusing on efficiency, equity, and the principles of sustainable development, we can create a more prosperous and sustainable world for ourselves and for future generations.

B

W: Did you hear about the recent interest rate hike?

M: Yes, I did. It's going to make it more expensive for businesses to borrow money. This could lead to a slowdown in investment and economic growth.

W: That's true. It's also going to make it more expensive for people to borrow money to buy homes and cars. This could lead to a slowdown in consumer spending. Overall, I think the interest rate hike is going to have a negative impact on the economy.

M: I agree. It's going to be a tough time for everyone.

Lesson 4 Preserving the Past, Celebrating the Present

Interactive Communication

Listen and Write p. 101

W: Good afternoon, everyone. Today's guest is Mr. Ilya Choi from Russia, a descendant of Korean independence activist Mr. Choi Jaehyeong. Welcome, Mr. Choi!

M: Thank you. I'm honored to be here.

W: Can you share your connection to Mr. Choi Jaehyeong?

M: Sure. I am his fifth-generation descendant.

W: Fascinating! How did you end up studying in South Korea?

M: Through the Choi Jaehyeong Memorial Foundation, I came here as an exchange student.

W: That's incredible. How has your experience been in South Korea?

M: It's been a wonderful experience. Living here and being a descendant of Choi Jaehyeong has given me a deep sense of connection to this country.

W: That's great. What are your future plans?

M: I plan to graduate with a degree in electronic engineering and embrace opportunities in both Russia and Korea. I am convinced this path will lead to success.

W: Those are ambitious goals! Thank you, Mr. Choi, for sharing your story. I've no doubt at all that you have a bright future ahead.

M: Thank you. It was a pleasure to be here.

Active Communication

Communication Task 1 p. 102

1.

W: Hello, students. Do you know what one of the oldest and best-known marathons in the world is? Yes, it is the Boston Marathon. As you may know, it originally started in 1897 as a local running event in Boston. In the middle of the twentieth century, Korean marathoners started to participate in the Boston Marathon. Seo Yunbok won the 1947 Boston Marathon with a world record time of 2:25:39. His win was doubly meaningful since he was the first Korean to win an international sporting event following Korea's independence from Japanese colonialism. In addition, the coach of the Korean marathon team was Son Gijeong. You must be familiar with the story of how he refused to smile and looked downward when the national flag of Japan was raised at an Olympic medal ceremony. Because of this, Seo's win and Son's coaching were a source of tremendous pride and joy to the Korean people. Marathons also offered the Korean diaspora community in Boston opportunities to host visiting athletes and to demonstrate Korean national pride. In the 1950s, Koreans in the area prepared traditional food for Korean runners and cheered them on whenever the Boston Marathon was held. The marathon provided opportunities for the Korean diaspora community to celebrate its culture and heritage.

Viewing & Doing

B. Listen to an Example p. 120

Narrator: In 1909, at Harbin Railway Station, footsteps echo on the platform as Ahn Junggeun, a resolute Korean independence activist, paces nervously, concealing a hidden gun. A fellow Korean supporter approaches.

Korean supporter: Ahn Junggeun, are you sure about this? It's too dangerous.

Ahn Junggeun: (*determined*) I am aware of the risks, but our country's freedom is in danger. I must act, even if it means sacrificing my own life.

Korean supporter: Your bravery inspires us all. But remember, the future of Korea depends on more than just one act. We must unite our people and continue the fight for independence.

Narrator: As they talk, a Japanese military officer approaches them.

Japanese military officer: What are you discussing so intently? Is there something you're hiding?

Ahn Junggeun: (*calmly*) Just a private conversation.

There is no cause for concern.

Japanese military officer: (*doubtfully*) I have my eye on you. Your activities haven't gone unnoticed.

Narrator: Ahn Junggeun and the Korean supporter exchange worried glances, but before the officer can take any action, the train arrives.

Korean supporter: (*whispering*) Be careful. We are counting on you.

Ahn Junggeun: (*nodding*) I will do what needs to be done, for our people.

Narrator: Ahn Junggeun heads towards Ito Hirobumi, the Japanese political leader.

Ahn Junggeun: (*firmly*) For the freedom of Korea!

Narrator: Ahn Junggeun fires his weapon, mortally wounding Ito. Chaos breaks out as authorities try to catch him.

Ahn Junggeun: I have done what I could. May this act spark the flame of resistance.

Do It Yourself

A p. 122

M: Have you heard of diasporic literature?

W: No, what is it?

M: It's literature written by authors from diaspora communities. It can be really powerful and offer a unique perspective on the human experience.

W: I see.

M: It can also help promote diversity in the literary world. One example of diasporic literature is *Pachinko* by Lee Minjin. It's a story about a Korean family living in Japan over several generations, and it explores the themes of identity and belonging.

W: That sounds really interesting. I'll have to check it out.

M: I highly recommend it. Diasporic literature is important because it gives voice to less-represented communities and promotes cross-cultural understanding.

W: I can definitely see the value in that. Thanks for telling me about it.

B

W: Today's lecture will focus on the significance of bringing back the remains of overseas anti-Japanese movement activists to Korea. I want to stress that this act holds great importance in honoring the sacrifices made by these courageous individuals who fought against Japanese imperialism. I am convinced that bringing back their remains to their homeland not only demonstrates our deep respect for their unwavering commitment to our nation's independence and cultural identity but also serves as a meaningful way to honor their bravery and inspire future generations. Let us not forget our duty to these heroes who sacrificed so much for our country. Through repatriation, we express our gratitude and ensure that their legacy lives on, continuing to shape our nation's journey. Thank you for being a part of today's lecture.

Special Lesson
Exploring Dilemmas Through Literature

Exploring Literature

B. Utopias & Dystopias p. 131

1.

W: A utopia is a place, state, or condition that is an imagined ideal world with respect to laws, politics, and social conditions. A dystopia is the opposite of a utopia. It is an imagined nightmare world, often set in the future. The characteristics of utopias include peaceful governance, equality for citizens, and a safe environment. In contrast, the characteristics of dystopias include a controlling and oppressive government, extreme poverty, and the banning of independent thought. Utopian and dystopian fiction are genres with roots that go far back in literary history. Authors have used both to entertain their readers and to criticize their contemporary culture—using utopias to create appealing scenarios and dystopias to create alarming ones. During the twentieth century, these genres have at times blended together with closely related genres such as science fiction and climate fiction, and many of the works have become literary classics.

Ready to Read

A. Narrative Techniques p. 134

M: Narrative techniques, also known as "literary techniques or literary devices," are the secret tools that writers use to create deeper meaning and themes in their stories. There are many different types of techniques, each serving a different purpose. Some are used to create suspense, while others are used to convey a message or theme. Writers use these techniques throughout their works. Examples include foreshadowing, metaphor, and imagery. Understanding these narrative techniques is useful not only for reading but also for writing. By learning how to use them effectively, you can make your own stories more engaging and meaningful. Whether you're a reader or a writer, taking the time to learn about narrative techniques can help you to better appreciate and create great literature.

Write for Communication

A. How to Write a Good Book Report p. 153

W: A book report is a written description, review, or presentation that summarizes and describes the reader's thoughts and views on a certain book. You can write book reports on any type of book, including fiction and nonfiction. Writing a book report helps you practice giving your opinion about different aspects of a book, such as an author's use of description or dialog. A book report can take on many different forms. However, when writing a good book report, there are a few basic elements you need to include, such as plot summaries, character analyses, and theme analyses. You can start your book report by explaining why the book was interesting.

Answers

Lesson 1 A Self-Fulfilling Prophecy

Interactive Communication

Think Ahead p. 10

1. (1) T (2) F (3) T (4) F

Listen and Answer p. 11

1. ⓑ **2**. ⓒ **3**. ⓑ

Active Communication

Communication Task 1 p. 12

1. (1) ⓒ (2) ⓒ

2. give up

Ready to Read

A. Topic Preview p. 14

2. ⓒ

3. (1) F (2) F (3) T (4) T (5) T

B. Vocabulary Preview p. 15

1. flaw **2**. poverty **3**. obsessed **4**. countless

C. Reading Strategy

1. jobs or career choices.

2. a few ideas to help the reader choose a career.

Read On 1

Q1 p. 16

Pygmalion made the statue of Galatea in response to his disappointment with the moral values of local women.

Q2 p. 17

Because it is unexpected that Pygmalion, who had scorned women, would fall in love with a woman who could never love him in return.

Q3 p. 18

Pygmalion prayed for turning his ivory statue into a real woman.

Q4

After Aphrodite granted Pygmalion's wish, the statue of Galatea came to life.

Review 1

A. Check Your Understanding p. 20

1. ⓒ

2. (1) Pygmalion dedicated himself to his work after losing all interest in women.

(2) Aphrodite was satisfied that Galatea resembled her in beauty and perfection.

(3) Pygmalion and Galatea had one son and one daughter.

(4) Pygmalion and Galatea lived a happy life in their later years.

Read On 2

Q5 p. 21

We can do it by setting high expectations for ourselves or by surrounding ourselves with people who believe in us and who have high expectations for us.

Q6 p. 22

Furthermore

Connecting to You

e.g.

My best friend, Inho, always praises me for being good at math. I think I study math harder to live up to the compliment, and that makes my math grades better and better.

Q7 p. 23

It was about the influence of teachers' expectations on students' performance.

Connecting to You

e.g.

In some cases, high expectations can create pressure and anxiety, causing individuals to perform worse than they normally would. For example, athletes who feel the burden of exceeding expectations might become too nervous before a big game and make mistakes when it really matters.

Q8 p. 24

Her parents encouraged her to pursue swimming.

Review 2

A. Check Your Understanding p. 25

1. ⓑ

2. (1) ⓓ (2) ⓑ (3) ⓒ

Language in Use

A. Vocabulary Focus

1. Words in Context p. 26

(1) ⓑ (2) ⓐ (3) ⓓ (4) ⓒ

2. Expressions in Use

(1) dawned on (2) cannot help but succeed

(3) as well as a fine musician (4) Upon arriving

B. Grammar Focus p. 27

1. (1) Having seen (2) Having been warned

2. (1) Having resolved (2) donating

Viewing & Doing pp. 30-31

B.

1. ⓐ

2. e.g. A student who is considered good at math may instead be seen as not good at literature or history.

Do It Yourself pp. 32-34

A ⓑ

B **1**. ⓑ **2**. ⓒ

C 3 – 1 – 2

D **1**. ⓑ **2**. ⓒ **3**. ⓑ

E ⓐ → adopted ⓒ → persevered

F **1**. e.g. Believe in yourself and give it your all. I know you'll shine on that stage.

2. e.g. Don't doubt yourself! You have excellent critical thinking skills. Joining the debate club will only enhance your abilities.

Further Reading pp. 36-37

Q1 ⓐ

Q2 (1) cognitive bias (2) urgency

(3) effective, persuasive

Lesson 2 The Secret to Immortality

Spark Your Thoughts p. 38

a. False (Turritopsis dohrnii, jellyfish, is known to be the longest-living animals.)

b. False (Jellyfish are a type of invertebrate.)

c. True

Interactive Communication

Think Ahead p. 40

1. (1) ⓑ (2) ⓑ

Listen and Answer p. 41

Estimated Age: 190

Characteristics: 1882 / smell / hearing

Active Communication

Communication Task 1 p. 42

1. (1) ⓐ (2) ⓓ

2. (1) regenerate (2) limb

(3) tail fin (4) original

3. (1) e.g. I want to acquire the starfish's ability because it can split in half and become two separate starfish. This would mean that I could have another "me." During busy times, I could use my second body while my original body got some rest.

(2) e.g. Octopuses have an amazing ability. They can rapidly change color and blend into their surroundings.

Ready to Read

A. Topic Preview p. 44

2. (1) ⓑ

(2) 첫 번째 그림 – long, young / 두 번째 그림 – short, old

(3) cell, aging, cancers

B. Vocabulary Preview p. 45

1. transparent **2**. extract **3**. elixir **4**. starvation

5. revert

C. Reading Strategy

ⓓ

Read On 1

Q1 p. 46

He died from ingesting mercury.

Q2 p. 47

The planula larva attaches to a surface, such as a rock, the ocean floor, or a boat's frame.

Q3 p. 48

Transdifferentiation

Q4 p. 49

Immortal jellyfish may survive ocean crossings by being transported in ballast water and reversing their life cycle under stress.

Review 1

A. Check Your Understanding p. 50

(1) environmental stress (2) immature (3) tube-shaped
(4) stuck (5) break away

Read On 2

Q5 p. 51

Gathering enough *Turritopsis dohrnii* was challenging because they are small and difficult to identify and sample in the field.

Q6 p. 53

F

Q7 p. 54

Opinion

Review 2

A. Check Your Understanding p. 55

(1) normally (2) double (3) restorative (4) mutations
(5) shorter

Language in Use

A. Vocabulary Focus

1. Words in Context p. 56
(1) ⓐ (2) ⓑ (3) ⓒ (4) ⓓ

2. Expressions in Use
(1) hang out (2) go hungry
(3) reverted back to (4) break away from
(5) become obsessed with

B. Grammar Focus p. 57

1. (1) may have missed (2) should have told
(3) could have gone (4) should have gone
(5) may have left

2. (1) where (2) which (3) which (4) which (5) where
(6) where (7) which

Write for Communication pp. 58-59

STEP 1

(1) extinction worldwide
(2) e.g. 35 percent of amphibians and 30 percent of corals are at risk of extinction.
(3) e.g. 22 percent of mammals, 18 percent of reptiles, and 14 percent of fish are at risk of extinction.
(4) e.g. The least threatened group among animals is birds, only with 13 percent.
(5) e.g. a lot of animals worldwide are at risk of extinction.

STEP 2

(1) largest (2) next (3) threatened (4) least
(5) extinction

Viewing & Doing pp. 60-61

B. Watch an Example Video

1. ⓑ **2**. ⓑ

Do It Yourself pp. 62-64

A ⓑ

B **1**. ⓒ

2. e.g. Metamorphosis is the transformation process butterflies undergo. It involves four stages: egg, caterpillar, pupa, and adult. The adult stage is marked by distinct features including long legs and colorful wings that allow the butterfly to fly.

C ⓓ

D **1**. that in order to prevent global air pollution, we should focus on the largest polluters while employing various pollution control strategies.

2. ⓒ

E ⓓ where → which

F ⓓ

Further Reading pp. 66-67

Q1 Einstein referred to this phenomenon as "time dilation."

Q2 First, the object becomes more and more massive and requires more energy. Second, time actually slows down for the object relative to slower-moving observers.

Q3 Einstein's work shows that at light speed, time stops altogether.

Lesson 3 Pricing Mysteries!

Spark Your Thoughts p. 68

a. e.g. If demand increases while supply remains constant, the price will rise. This is because when demand increases, there are more buyers in the market willing to pay a higher price for the product. As a result, sellers can charge a higher price and still sell all of their products.

b. e.g. If supply increases while demand remains constant, the price will fall. This is because when supply increases, there are more sellers in the market willing to sell the product at a lower price. As a result, buyers can purchase the product at a lower price.

c. e.g. The prices of goods can change for various reasons, and the factors influencing these changes can be complex.

Interactive Communication

Listen and Choose p. 71

1. ⓐ

2. ⓑ

Active Communication

Communication Task 1 p. 72

1. (1) (a) $6,000 (b) $5,500

(2) ⓒ

2. let one of the waiters go

Communication Task 2 p. 73

STEP 1

A. (1) sell (2) interaction (3) rise

B. (1) pursuing (2) welfare (3) classical

STEP 3

A. e.g. I'd like to say something about "supply and demand." It is an economic principle that determines the price of goods and services, with "supply" referring to the amount producers are willing to sell and "demand" referring to the amount consumers are willing to buy.

B. e.g. I'd like to say something about the law of the invisible hand. It is an economic principle that suggests individuals pursuing their own self-interest in a free market economy indirectly benefit society as a whole. It has influenced modern economic policies and is an important concept in classical economics.

STEP 4

e.g. I'd like to say something about "scarcity and choice." They are economic concepts that explain why we must make decisions about how to allocate our limited resources based on our personal preferences and priorities.

Ready to Read

B. Vocabulary Preview p. 75

1. degradation **2**. undesirable **3**. disposable

4. subjective **5**. marginal

C. Reading Strategy

(B) – (A) – (C) / chronological order

Read On 1

Q1 p. 76

Adam Smith was struggling with the paradox of why water, which is essential for life, is less valuable than diamonds, which are not essential.

Q2

The following paragraph will likely discuss how the theories of subjective valuation and marginal utility

explain the diamond-water paradox.

Connecting to You

e.g. Rare stamps are valuable. While the primary use of stamps is for postage, their exchange value often far exceeds their practical utility. Collectors highly covet rare stamps for their historical significance, unique designs, and scarcity. The limited supply and high demand in the market contribute to their elevated exchange value.

Q3 p. 77

Smith believed diamonds are more expensive than water because they are more difficult to bring to market, which means it takes a lot of labor to mine them, as well as expensive high-level skills to cut them.

Q4

Wooden chairs are priced by labor, and fine wines are priced by subjective value.

Connecting to You

e.g. One example of a product for which subjective value determines the price is high-end designer bags, as well as other luxury goods including watches and jewelry.

Q5 p. 79

The concept of marginal benefit is that economic decisions are based on the value derived from the most important use of a good to a person, rather than the total benefit. Each additional unit of a good has its own usefulness, which determines its value. This explains why diamonds, which are of low supply and high usefulness, are worth more than water, which is abundant and has lower marginal usefulness.

Connecting to You

e.g. Bottled water commands a higher price than tap water despite their similar composition due to several factors. Firstly, the production and packaging costs associated with bottled water contribute to its elevated price. Additionally, marketing and brand image play a significant role. Consumers are willing to pay for the convenience and perceived quality associated with well-branded bottled water.

Review 1

A. Check Your Understanding p. 80

1. (1) price (2) market
(3) costs (4) individuals (5) total
(6) additional (7) important

2. (1) price (2) assumptions (3) perspectives

Read On 2

Q6 p. 81

cause and effect

Q7 p. 83

comparison and contrast

Q8 p. 84

The harmful cycle involves the increased demand for luxury foods leading to higher prices, which in turn prompts more intensive fishing and adds stress to dwindling populations, potentially resulting in the extinction of the species.

Review 2

A. Check Your Understanding p. 85

1. b **2.** d **3.** a **4.** e **5.** c

Language in Use

A. Vocabulary Focus

1. Word Forms p. 86
(1) harmful (2) natural (3) productive (4) beautiful
(5) profitable (6) additional

2. Expressions in Use
(1) in order to (2) On the surface (3) in turn
(4) be looked upon

B. Grammar Focus p. 87

1. (1) led (2) barking (3) located
(4) taught (5) created (6) brought

2. ② → to use
⑤ → to prioritize

Write for Communication pp. 88-89

STEP 1

Introduction: Which is more valuable, gold or diamonds?

Supporting Ideas

1. Gold is a very malleable metal, which means that it can be easily shaped and formed into various objects.

But diamonds are so solid that they can't act like gold.

2. Gold has several important industrial uses, such as in electronics, aerospace, and medical devices. Diamonds, on the other hand, do not have the same industrial uses.
3. The supply of gold is limited, and new deposits are becoming increasingly difficult and expensive to find and extract. In contrast, diamonds can be produced in laboratories, and while these synthetic diamonds are not as valuable as natural diamonds, they have the potential to disrupt the market for natural diamonds in the future.

Conclusion: While both gold and diamonds are precious materials, gold's popularity for jewelry, industrial uses, and supply limits have contributed to its higher perceived value compared to diamonds.

Viewing & Doing

pp. 90-91

B. Watch and Listen to an Example

1. The logo is shaped like an elegant coffee cup with steam enclosed in a circle.
2. The steam in the logo symbolizes warmth and comfort.
3. The logo enhances brand recognition because it is easy to recognize and remember.
4. The color palette used in the logo is warm and earthy.
5. The target audience for the logo is people in their 20s and 30s.

Do It Yourself

pp. 92-94

A 1. (1) T (2) F (3) T (4) F
2. ⓓ

B (1) big/negative impact (2) slowdown (3) consumer spending

C **Sujin:** No worries! Let me propose a few ideas for you. How about exploring the role of supply and demand in shaping market prices?

Inho: The impact of supply and demand on market prices? That sounds interesting.

Sujin: Absolutely! And if you're interested in international trade, you might want to consider how countries can benefit from trading with each other.

Inho: How countries can benefit from trading with each other? That's something I haven't delved into much.

Sujin: It's a fascinating topic with practical implications.

Inho: Thanks, Sujin. Your suggestions have given me some direction. I'll definitely consider them carefully.

D (C) – (B) – (A)

E 1. It provides a safety net for all individuals, promotes entrepreneurship and innovation, and reduces the stigma associated with unemployment.
2. It ensures full employment, stabilizes the economy, and provides a sense of purpose and dignity to workers.
3. It may disincentivize work.
4. It may create inefficiencies and distort market incentives.

Further Reading

pp. 96-97

Q1 ⓒ

Q2 (1) decision-making (2) marketing (3) institutions

Challenge

e.g.

Loss aversion is the tendency for people to feel the pain of losing something more strongly than the pleasure of gaining something of equal value. For instance, the negative effect people experience when losing $100 would likely be greater than the positive effect of gaining $100. This principle is relevant in many areas of life, including investing. Investors who want to avoid loss may be more likely to hold onto losing investments for too long, hoping to avoid a loss, even if it means missing out on gains elsewhere. Understanding loss aversion can help investors make more rational decisions and avoid making emotional, suboptimal choices.

Lesson 4 Preserving the Past, Celebrating the Present

Spark Your Thoughts p. 98

e.g.

cultural adaptation, finding employment, establishing a community, discrimination, being far from family and friends

Interactive Communication

Think Ahead p. 100

1. (1) It is ironic because his father was a Korean patriot who spent his life resisting Japanese domination in his country.

(2) His achievements included serving as Korea's chief political and educational leader, and resisting Japanese domination in his country until he was arrested in 1932.

Listen and Write p. 101

1. pleasure **2**. Welcoming **3**. Fascinated

Active Communication

Communication Task 1 p. 102

1. (1) ⓒ (2) ⓐ

2. (a) ① (b) ① (c) ②

Ready to Read

A. Topic Preview p. 104

2. e.g.

(1) In my opinion, the African diaspora faced the most challenging circumstances for migration due to the historical institution of slavery. Millions of Africans were taken from their home by force and transported to the Americas under cruel conditions.

(2) The dispersion of a community can bring benefits like cultural enrichment and economic contributions, but it may also lead to challenges in preserving identity, facing discrimination, and integrating into new societies.

(3) As a member of the Korean diaspora, I would actively engage in Korean cultural events, share traditions with the local community, and connect with other Koreans to preserve our heritage while adapting to the new country.

(4) To support displaced communities, individuals and societies can organize cultural exchange programs, provide language support, advocate for inclusive policies, and celebrate their cultural traditions.

B. Vocabulary Preview p. 105

1. identity **2**. recruit **3**. minority **4**. emigrate **5**. diaspora

C. Reading Strategy

ⓒ

Read On 1

Q1 p. 106

The purpose of his visit was to relax and observe daily life, but meeting the hostel driver with a family history linked to Korea changed his perspective on the trip.

Q2 p. 107

They were sold to work in Mexico as indentured servants.

Q3 p. 108

She likely felt proud and connected to her family's history and heritage, as evidenced by her willingness to share with the author and invite him to her house.

Connecting to You

e.g.

The most unexpected thing that happened to me on a trip was meeting a local artist in a hidden art gallery while exploring a small village in Thailand. It was a delightful encounter, and we had a fascinating conversation about his artwork and life experiences.

Review 1

A. Check Your Understanding p. 109

1. T **2**. F **3**. F **4**. T

Read On 2

Q4 p. 110

Despite their economic challenges, the Koreans in Cuba had an abundance of heart.

Q5 p. 111

He dedicated his early years to the well-being of the Cuban people, while his later years were spent rebuilding the local Korean community.

Q6

He supported the Korean independence movement by sending money to the Provisional Government of the Republic of Korea while working on plantations in Cuba.

Q7 p. 112

The author was deeply moved after meeting Patricia's family, realizing the experience held profound significance beyond a casual travel experience.

Q8 p. 113

He quit his job, crowdfunded $22,000, returned to Cuba with a film crew, met 100 Korean Cubans, and interviewed 35 of them.

Q9 p. 114

I admire his ability to fully embrace both his Cuban and Korean identities, and his commitment to serve others. These qualities inspire me to celebrate my own cultural heritage and contribute to my community.

Connecting to You

e.g.

We must educate ourselves about different cultures and traditions while celebrating diversity through open dialog and mutual understanding. By advocating for equal opportunities, combating discrimination, and promoting positive media representation, we can create a more harmonious and inclusive society.

Review 2

A. Check Your Understanding p. 115

1. (1) ever-resilient, passionate, compassionate

(2) The text describes Cristina as ever-resilient, passionate, and compassionate. She sat the author down, brought out photo albums, and shared epic tales of her family history and her late husband, Jeronimo Lim.

(3) dedicated, disciplined, idealistic, proud

(4) Jeronimo is described as a non-ideologue who worked solely for the betterment of his people. He is remembered as a disciplined idealist who put human values over self-interest and ideology. He dedicated his early years to the well-being of the Cuban people and later spent his time rebuilding the local Korean community. His embracing of both Cuban and Korean identities indicates his pride.

(5) hardworking, determined, supportive, patriotic

(6) Lim Cheontaek worked on plantations to make ends meet for his wife and nine children. He also saved what little money was left over to support the Korean independence movement. His efforts were recognized in *Baekbeom Ilji*, and he received the highest presidential honor in South Korea.

(7) overwhelmed, moved, inspired, responsible

(8) The author couldn't fight back tears and had a powerful and profound experience upon meeting Patricia's family. He feels responsible for doing justice to the Lim family and other Koreans in Cuba. He quit his job as a lawyer and made a feature-length documentary to give the Koreans in Cuba a voice.

Language in Use

A. Vocabulary Focus

1. Word Forms p. 116

(1) difference (2) amazement (3) evidence
(4) rejection (5) realist (6) replacement
(7) completion

2. Expressions in Use

(1) ⓒ (2) ⓐ (3) ⓑ

B. Grammar Focus p. 117

1. (1) I asked her if she happened to be Chinese.

(2) She continued by saying that her grandfather had come to Mexico technically as a Korean slave.

(3) He said that he had been studying for the exam all day.

(4) Paul asked me if I had seen the tennis match on TV the previous night.
(5) John asked me where I wanted to live.

2. (1) have we seen (2) has it been so urgent
(3) can we prevent

Write for Communication pp. 118-119

STEP 1

1. ⓓ **2**. ⓒ

Viewing & Doing pp. 120-121

B. Listen to an Example

1. ⓑ **2**. ⓓ

Do It Yourself pp. 122-124

A **1**. ⓑ **2**. ⓑ

B ⓓ

C 2 – 5 – 4 – 3 – 6

D **1**. ⓑ

2. (C) → did the immigrant population

E They must have felt a profound sense of disappointment and loss of hope.

F (1) foreigners in Korea make up over 4.3% of the whole population.
(2) initial difficulties in adapting to a new culture, including language barriers and social norms, but over time, most respondents formed meaningful connections with Koreans.
(3) the Korean government has been actively implementing initiatives to facilitate foreigners' integration, such as language classes, employment assistance, and cultural exchange programs.

Further Reading pp. 126-127

Get Ready

e.g. I have never heard of a genealogical tour before. From the sound of it, "genealogical" seems to be related to some aspect of genetics or biology. Perhaps it has to do with studying or exploring genes. And "tour" suggests traveling or visiting different places.

Q1 ⓓ

Q2 ⓑ

Connecting to You

e.g. Yes, they can be an effective way to bridge the gap between the past and the present. By tracing one's family history and visiting ancestral sites, individuals can gain a deeper understanding of their roots, personal connections, and historical context, creating a solid link between their past and present identities.

Special Lesson
Exploring Dilemmas Through Literature

Exploring Literature

A. Genre Fiction p. 130

1. Mystery – (6), Historical Fiction – (5), Realistic Fiction – (4), Fantasy – (3), Science Fiction – (2), Mythology – (1)

3.

e.g.

[*Dialogue 1*]

A: Who is your favorite writer?

B: O. Henry. These days, I'm into his short stories.

A: Which one have you read most recently?

B: "The Last Leaf." Its unexpected ending is part of his distinctive style.

[*Dialogue 2*]

A: What kind of fiction do you like to read?

B: I'm really into science fiction.

A: What do you find interesting about it?

B: I love the idea of exploring new worlds and imagining different possibilities.

A: Have you read any good science fiction books recently?

B: Yeah, I just finished *Ender's Game*, and it was amazing!

A: Who's your favorite science fiction writer?

B: I really enjoy Isaac Asimov's writing. His stories are so thought-provoking. What about you? Who's your favorite fiction writer?

B. Utopias & Dystopias p. 131

1. (1) nightmare (2) equality (3) oppressive
(4) banning (5) contemporary (6) blended

2. e.g.

(1) Science fiction and climate fiction deal with the future and often deliver messages about the present and how the decisions we make, individually and as a society, could lead to a less than desirable future.

(2) Dystopia fiction is more appealing to me because stories about perfect people in perfect societies are unrealistic and boring.

(3) George Orwell's *1984* had the most powerful effect on me. It depicts a society ruled by a controlling government where Big Brother watches over everyone, showing the dangers of always being watched and losing personal freedoms. The dark and oppressive atmosphere of the book made me think deeply about the value of protecting our independence and standing up against oppressive systems.

C. Expected Future in Books & Movies p. 132

1. e.g. I choose *The Giver*. The poster's mysterious atmosphere caught my attention.

2. Summary: e.g. The story is told from the point of view of eleven-year-old Jonas, who lives in a future society called the Community. This seemingly utopian world has no crime, sadness, or fear, but it lacks love and choices as well. As Jonas realizes the Community's dark secrets, he begins to question its true nature. Ultimately, he makes a decision to save a baby named Gabriel from being killed by his father.

Dilemma: e.g. After beginning to realize how sad life is without love and choices, Jonas is faced with a difficult decision: Should he conform to the predictable but emotionless life within the safe community, or should he risk everything to pursue love, knowledge, and genuine experiences outside of its confines?

3. e.g. People in *The Giver* lose their uniqueness and freedom. In the Community, everyone has to follow strict rules, which means they can't make their own choices or express themselves. This reflects modern worries about everyone being the same and the need to protect our rights and freedoms as individuals.

D. Dilemmas in Stories p. 133

1. **Dilemma 1**

e.g. If I were in Matthew or Marilla's position, I would choose to adopt Anne. Despite their initial expectations, Anne's lively and unique personality added a new dimension to their lives. Sending her back to the orphanage would have felt unkind and would have deprived them of the joy and love she brought. Anne's presence enriched their lives and the community, making the choice to adopt her a heartwarming one.

Dilemma 2

e.g. If I were Scout, I would stand up for justice like she does in the novel. I'd be inspired by her father, who defends the wrongly accused black man in court, and I would prioritize doing what's right over fitting in, even if it means facing hostility and prejudice.

2. e.g. In the book *Return to Sender* written by Julia Alvarez, Tyler discovers that the people working on his family's farm are undocumented immigrants. Although they are kind and hardworking, he worries about the legal implications of their presence. Initially hesitant to report them to the police, Tyler ultimately decides to do so out of fear for his family's well-being. If I were in Tyler's position, I would also reluctantly call the authorities. Despite their kindness and hard work, I might feel it necessary to report them to follow the law.

Ready to Read

A. Narrative Techniques p. 134

1. (1) They are also called literary techniques or literary devices.
(2) They want to help readers have a clear understanding of the content and their intentions.
(3) It can be helpful not only for comprehending texts but also for improving your writing ability.

2. Simile – (2)

Metaphor – (1)
Paradox – (3)
Personification – (4)

3. (1) Paradox (2) Personification (3) Metaphor (4) Simile

B. Analysis of the Story p. 135

(1) Rising Action (2) Exposition (3) Falling Action (4) Climax (5) Ending

C. Topic Preview p. 136

1. The goal of thought experiment is to prompt reflection on our beliefs and the reasons behind them, especially in ethical decision-making situations. They are not meant to provide definitive answers but rather to encourage profound contemplation of our moral values, leading to informed and thoughtful ethical decisions.

2. (2) e.g. It is morally wrong to use people as a means to an end without respecting their freedom and inherent value as individuals. But there may be situations where using people as a means to an end is considered acceptable or even necessary. For example, in certain emergency situations, people may be asked to sacrifice their individual interests or well-being for the greater good of society as a whole.

D. Reading Strategy p. 137

e.g. In my mind, I see the father's hands, weathered and worn, as he builds up the fire, creating a warm, comforting glow that contrasts with the coldness outside. I visualize him moving silently throughout the house, fulfilling his responsibilities with dedication and selflessness.

Part I

Q1 p. 138

The Festival of Summer is taking place in Omelas.

Q2

The paragraphs describe the atmosphere of the event as joyous, with the sound of bells, music, and children's voices filling the air.

Connecting to You

e.g. Yes, I have participated in a festival before. Two years ago, I went to the Lantern Festival in Taiwan. It was an incredible experience and one that I will never forget.

Q3 p. 139

The author is using these terms to describe the way that we often think of people who are happy. We tend to think of them as being simple and uncomplicated, like shepherds or savages. However, the author argues that these people are not actually simple at all. They are just as complex as we are, and they have just as much to offer the world.

Q4 p. 140

It suggests that there may be limitations in the author's communication skills that prevent her from fully capturing the essence of Omelas and convincing the reader of its existence or significance.

Q5

It means that the presence or absence of modern conveniences in Omelas does not affect the happiness of the people.

Connecting to You

e.g. In my view, a good work-life balance is necessary for sustained happiness and well-being.

Review 1

A. Check Your Understanding p. 142

1. (1) T (2) F (3) T

2. - With a clamor of bells that set the swallows soaring, the Festival of Summer came to the city of Omelas. (p.138 L.1)
- Children dodged in and out, their high calls rising like the swallows' flights over the music and the singing. (p.138 L.9)
- A child of nine or ten sits at the edge of the crowd, alone, playing on a wooden flute. His dark eyes are wholly rapt in the magic of the tune. (p.141 L7)

Part II

Q1 p. 143

It has one locked door and no windows. A little light seeps in dustily between cracks in the boards. The floor is dirt and is a little damp to the touch.

Q2

I might infer that the child is experiencing feelings of isolation, loneliness, and despair. It is possible that the child feels abandoned or unloved.

Q3 p. 144

The locked door implies that the child is trapped and cannot escape. The occasional visits to the child suggest that the child is being intentionally kept there by someone.

Q4

The child's condition may be due to fear, malnutrition, and neglect. It is also possible that the child was born defective.

Q5 p. 145

The children who come to see the child are always shocked and outraged.

Connecting to You

e.g. I would accept the child's suffering because I would believe that the child's suffering is necessary for the happiness of the city. However, I might try to make the child's life as comfortable as possible.

Q6 p. 146

The author might want to emphasize that the child has become less than human and is treated as an object rather than a person.

Q7

The tone of the passage towards the child's situation is depressing and grave as it describes the child's degradation and the paradoxical situation in which it is trapped.

Q8 p. 147

The passage evokes complex emotions in the reader, including sadness, empathy, and a sense of moral confusion.

Q9 p. 149

It refers to these individuals' moral awakening and their unwillingness to continue living in a city that prospers at the expense of a vulnerable child. By not going home, they are making a deliberate statement against the accepted norms and values of Omelas.

Connecting to You

e.g. One real-world example of people justifying suffering for a greater good is the use of sweatshops in developing countries to produce cheap products for wealthy countries. People argue that the jobs provided by these factories are better than no jobs at all, but the workers often have to work in dangerous conditions and for very little pay. I think it's important to consider the human cost of our actions, even if it means we have to pay more for products or make other sacrifices.

Review 2

A. Check Your Understanding p. 150

1. (1) F (2) F (3) F

2. e.g. Happiness is not something that can be taken for granted. The people of Omelas are aware that their happiness is dependent on the suffering of one child. This suggests that we should never take our happiness for granted and that we should be mindful of the sacrifices that others may be making in order for us to be happy.

3. (1) e.g. the injustice and inhumanity that is present in society.

(2) e.g. criticize the fact that some people must suffer so that others may experience joy.

The Whole Story Review p. 151

1. (1) The story is written from a third perspective point of view. The author knows a lot about the city of Omelas but doesn't live there.

(2) Omelas is seemingly perfect, but living there requires one's acceptance of a disturbing reality.

(3) The story asks the reader to consider whether it is justifiable to allow one person to suffer in order for many others to be happy, and what the consequences of such a choice might be.

2. (1) utopia (2) unpleasant (3) prosperity
(4) vanish (5) headed

3. e.g.

(1) Pro: For me, sacrificing one child for the happiness of an entire city can be justified by the principle of the greater good. The collective happiness, prosperity, and well-being of thousands of people outweigh the suffering of a single individual. In utilitarian terms, maximizing overall happiness and minimizing suffering for the majority can be seen as a moral imperative, even if it involves difficult and painful decisions.

Cons: Sacrificing one child's well-being is inherently immoral and cannot be justified, regardless of the benefits to the majority. Every individual has intrinsic value and rights, and violating these rights for the sake of others' happiness is fundamentally wrong.

(2) The people who walk away are motivated by an intense emotional reaction and a need to distance themselves from the cruelty they have witnessed. However, they might face significant challenges in adjusting to a life without the comforts and happiness of Omelas. They may live in solitude, constantly grappling with the memories of what they left behind.

Behind the Story p. 152

Q2

The moral dilemma is that every "good" for one person represents an "ill" for another.

Write for Communication pp. 153-155

A. How to Write a Good Book Report

(1) A book report is a written description, review, or presentation that provides a summary and shares the reader's thoughts and opinions about a specific book.

(2) The goal of writing a book report is to practice expressing your opinions about various aspects of a book, such as the author's use of description or dialog.

(3) When writing a book report, you should include essential elements such as plot summaries, analyses of characters, and examinations of the themes.

B. Study a Model

Title of the work: The Ones Who Walk Away from Omelas

The author: Ursula K. Le Guin

The genre: fiction or dystopian fiction

The setting: in the imaginary city of Omelas

The characters: the people of Omelas

A brief summary: The story doesn't have a typical story structure. It starts by showing a perfect city, but later it reveals the sad and difficult price of the city's happiness.

The key points: The key points explored in the story include the contrast between utopias and suffering, the role of foreshadowing, the symbolism of characters, the allegorical nature of the story, and the ethical question raised about the worth of happiness in the face of suffering.

Further Reading pp. 156-158

Q1 F

Q2 T

Challenge!

Many well-known clothing brands contract their production to countries with low labor costs, such as Bangladesh, Cambodia, and Vietnam. In these sweatshops, children, often as young as 10 or 12 years old, work long hours under harsh conditions, producing clothing for consumption in developed countries.

Connecting to You

This article about child labor in the DRC and "The Ones Who Walk Away from Omelas" both raise ethical questions about the cost of our comforts. In the story, one child's suffering supports the happiness of others, and in the DRC, the technology industry's success relies on child labor in cobalt mines.

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TEXT

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Joseph Juhn (jeronimothemovie@gmail.com)
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연구·집필 위원

이석재* (연세대학교) | 전 단원 연구 및 집필
김태동 (전 경남 옥포고등학교) | 1단원 연구 및 집필
홍성수 (전라남도 곡성교육지원청) | 3단원 연구 및 집필
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* 대표 연구·집필 위원

원어민 감수

Julie Tofflemire, Patrick Ferraro

심의 기관

경기도교육청

심의 위원

맹정기* (경기도국제교육원) 김나래 (현화중학교) 권정속 (천마중학교) 김규훈 (양서고등학교)
박미라 (동두천고등학교) Daniel Moonasar (경기도국제교육원) 김지은 (치동고등학교)

* 표시는 인정도서심의회 심의위원장임

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