

Appendices



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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.

a 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.

b 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.

C 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.

D 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 Immortality

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.

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. **b** 2. **c** 3. **b**

Active Communication

Communication Task 1

p. 12

1. (1) **c** (2) **c**
2. give up

Ready to Read

A. Topic Preview

p. 14

2. **c**
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. **c**
2. (1) Pygmalion dedicated himself to his work after losing all interested 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. **b**
2. (1) **d** (2) **b** (3) **c**

Language in Use

A. Vocabulary Focus

1. Words in Context p. 26
(1) **b** (2) **a** (3) **d** (4) **c**
2. Expressions in Use
(1) dawned on (2) cannot 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. **a**
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**
- B** 1. **b** 2. **c**
- C** 3 – 1 – 2
- D** 1. **b** 2. **c** 3. **b**
- E** **a** → adopted **c** → 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 **a**

- 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) **b** (2) **b**

Listen and Answer p. 41

Estimated Age: 190

Characteristics: 1882 / smell / hearing

Active Communication

Communication Task 1 p. 42

1. (1) **a** (2) **d**
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) **b**
(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 d where → which

F d

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. a

2. b

Active Communication

Communication Task 1 p. 72

1. (1) (a) \$6,000 (b) \$5,500

(2) c

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) price (2) market
(3) costs (4) individuals (5) total
(6) additional (7) important
- (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. **D**

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 **C**

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) 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) 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) **c** (2) **a** (3) **b**

B. Grammar Focus p. 117

- (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. d 2. c

Viewing & Doing pp. 120-121

B. Listen to an Example

1. b 2. d

Do It Yourself pp. 122-124

- A** 1. b 2. b

- B** d

- C** 2 - 5 - 4 - 3 - 6

- D** 1. b

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 d

Q2 b

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) F (2) F (3) F
- 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.
- (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) 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.
- (1) utopia (2) unpleasant (3) prosperity
(4) vanish (5) headed
- 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.

TEXT

Lesson 1

p. 10 Think Ahead

https://www.mogef.go.kr/nw/rpd/nw_rpd_s001d.do?mid=news405&bbtSn=709307

p. 15 Reading Strategy

<https://www.landmarkoutreach.org/strategies/finding-main-idea/>

pp. 16~24 Read On 1~2

<https://thedecisionlab.com/biases/the-pygmalion-effect>

<https://boycewire.com/pygmalion-effect-definition/>

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*출처 표시를 하지 않은 사진 및 삽화 등은 저작자 및 발행사에서 저작권을 갖고 있는 경우임.