

# Reading

and Knowledge is a three-book series that targets intermediate English learners especially for Upper Elementary School and middle School level students. The series focuses on various but mandatory topics for intermediate learners.

## Key Features

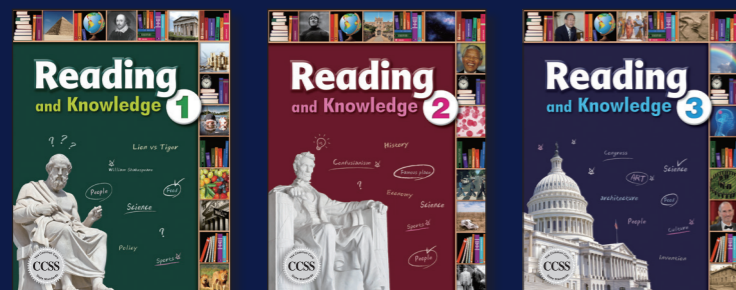
- Each book has 20 units. Each unit focuses on a unique topic. History, science, politics, economy, social studies, and world culture are just a handful of the topics included in each book.
- Before reading the main text, students are introduced to the topic with interesting fun facts and thought-provoking questions to think about in the Before You Study and Did You Know sections.
- Topics that may be unfamiliar to students are explained using level-appropriate vocabulary, and ideas are written in ways that are easy to understand.
- Each book offers opportunities to learn valuable and essential reading skills. Questions and visual aids presented help students improve their reading ability for different purposes.
- Depending on the unit, a Grammar Lesson or Vocabulary Extension section is provided. Students can significantly strengthen their English grammar and vocabulary skills by diligently studying these sections.
- At the end of each unit, students can engage in further study in the theme of the main text with the provided Critical Reading passages and questions. Students can discuss more than one point of view on a certain issue and exercise critical thinking ability.

## Components

- Student Book with CD 1~3

## Online Resources (<http://www.twoponds.co.kr/company/download/support-list.jsp>)

- Answer Keys / Sample Lesson Plans



정가 14,000원



TWO PONDS

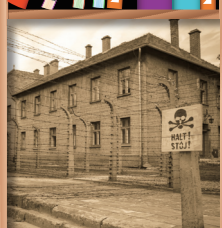
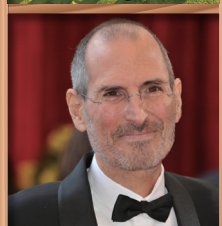
Reading and Knowledge

3

TWO PONDS



# Reading and Knowledge 3



# Reading and Knowledge 3

## Reading and Knowledge 3

**Author:** Yuri Jeong

**Editors:** Paula Cho, Cliff Lee, Daniel Jeong

**Design:** Design maru

**Website:** [www.twoponds.co.kr](http://www.twoponds.co.kr)

**First Published** April, 2013

**Copyright** © TWOPONDS Co., Ltd.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the copyright holder.

**ISBN:** 978-89-539-4124-3 68740

### **Photo Credits**

All photos are courtesy of Shutterstock Royalty-Free Collection.



# Preview

## Before You Study

This topic relevant, pre-reading activity introduces the topic, activates prior knowledge, and warms up the mind for efficient reading.

## Did You Know?

By using interesting and thought-provoking information, this section aims to entice and motivate students for maximal learning.

## Vocabulary to Know

Words of highest relevance and/or difficulty are presented here in order to prepare readers for the passage to come and in order to serve as a quick reference for later review.

**Unit 17**

**Before You Study**

- What does the United Nations do?
- Who can help your country in a war? What is it?
- Do you have a future dream or goal? What is it?
- Have you traveled to another country? What did you see there?

**Ki-Moon Ban**

**Did You Know?**

1. Ki-Moon Ban earned a master's degree at Harvard University.
2. He first met his wife, Madam Yoo, in high school.
3. Mrs. Ban is actively working for children's and women's health.
4. Mr. Ban is trilingual. He can speak English, French, and Korean.

**Vocabulary to Know**

|                       |                                              |
|-----------------------|----------------------------------------------|
| <b>accomplishment</b> | something someone has done successfully      |
| <b>diplomat</b>       | an official who represents a foreign country |
| <b>serve</b>          | to do useful work for                        |
| <b>poverty</b>        | the condition of being poor                  |
| <b>unanimously</b>    | with the agreement of everyone involved      |
| <b>devotion</b>       | great love and respect for someone           |

Unit 17 135

## Reading Comprehension

This section makes sure students have fully understood the most important ideas in the main reading.

## Reading Skill

The most important reading skills are covered here. Helpful explanations and practice exercises make sure students grasp the relevant concepts.

## Review

Summary Writing and Vocabulary Review sections give a helpful review of the unit and reinforce comprehension and vocabulary skills.

**Reading Comprehension**

Circle the correct answers.

1. Where was Ki-Moon Ban born?
  - a. in a city
  - b. in a farm village
  - c. in the suburbs
2. Which best describes Ki-Moon Ban as a young boy?
  - a. smart and cooperative
  - b. selfish and intelligent
  - c. hardworking and bright
3. What did Ki-Moon Ban learn while working as a diplomat?
  - a. There needs to be less education around the world.
  - b. Many people are suffering from things like hunger, poverty, and war.
  - c. There are too many leaders in the world.
4. In which major city did Ki-Moon Ban NOT serve as a diplomat?
  - a. New Mexico
  - b. Washington D.C.
  - c. Vienna
5. In (2006 / 2004), Mr. Ban was elected as the UN's Secretary-General.
6. It was not / was / Ban's compassion and devotion to mankind which made him a great leader.

Check T for true and F for false.

1. Ki-Moon Ban is a role model for many young boys and girls.
2. Ki-Moon Ban worked for the Ministry of Foreign Affairs of South Korea.
3. Mr. Ban's family went through war when Mr. Ban was only 17 years old.
4. American President John F. Kennedy suggested Mr. Ban become a diplomat.

**Reading Skill**

Sequencing Events

As you read, you will see there are phrases that show when an action happened. For example, in the sentence Scott entered college after high school, the phrase after high school tells when Scott entered college. With phrases like this, you can sequence events in the order in which they took place.

The following sentences are from the passage. Read each sentence and circle the phrase that shows when the action happened.

**Ki-Moon Ban**

- In high school, he won an award in an English essay writing competition.
- In 2006, Mr. Ban was elected as the UN's Secretary-General.
- A boy was born in a small farm village in the central region of South Korea in 1944.
- After finishing his master's degree, Mr. Ban started working for the Ministry of Foreign Affairs of South Korea.

Now write the events above, putting them in the correct order.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Unit 17 139

**Review**

Summary Writing

Fill in the blanks.

diplomat Foreign elected President role model hardworking

Ki-Moon Ban was born in a farm village in South Korea in 1944. He was a bright and \_\_\_\_\_ boy. He had a chance to meet American \_\_\_\_\_ John F. Kennedy in high school. He later became a diplomat. Mr. Ban started working at the Ministry of \_\_\_\_\_ Affairs of South Korea and served in many cities as a \_\_\_\_\_. In 2006, he was \_\_\_\_\_ as the UN's Secretary-General. He was re-elected in 2011. His compassion and devotion for mankind has made him a great leader and a \_\_\_\_\_ for many people around the world.

Vocabulary Review

Fill in the blanks.

accomplishments diplomat serve poverty unanimously devotion

1. His \_\_\_\_\_ to his students made him a great teacher.
2. James is a \_\_\_\_\_ at the Italian Embassy in New York.
3. Getting the war to stop was one of the president's greatest \_\_\_\_\_.
4. \_\_\_\_\_ is a widespread condition that will never be fully resolved.
5. The members of the board \_\_\_\_\_ agreed on the decision.
6. Presidents \_\_\_\_\_ their country for a period of five years in Korea.

**Vocabulary Expansion**

Words with Multiple Meanings

Many English words have more than one meaning. Take the word serve for instance. Timothy served us lunch while we waited means Timothy gave us lunch. On the other hand, Timothy served in the military means that Timothy worked in the military.

serve verb

1. to do useful work for
2. to give food or drink to someone

Write the number of the correct meaning for each sentence.

1. \_\_\_\_\_ Dinner is served at seven in the evening every day.
2. \_\_\_\_\_ Max served the king for a period of ten years.
3. \_\_\_\_\_ How many years have you served in the navy?

**Close Reading**

Answer the questions after reading the following article.

People have different ways of deciding their career paths. For some people, a certain incident or life experience has a huge impact on their minds and helps build a strong will to pursue a career in a certain field. For others, they inherit the family business. As time passes, one's career path may take unexpected turns. One career leads to another and then to another. In the case of Ki-Moon Ban, a visit to the White House and meeting President John F. Kennedy made him want to be a diplomat. He later became a diplomat, and after some time, he became the UN's Secretary-General.

Unit 17 141

**Ki-Moon Ban**

A boy was born in a small farm village in the central region of South Korea in 1944. It was hard to imagine then, but this young boy from the countryside grew up to be the Secretary-General of the United Nations (UN), working to keep peace in the world. Ki-Moon Ban, the 8th Secretary-General of the UN, is a role model for many young boys and girls for his accomplishments and great characteristics.

Mr. Ban was a very bright and hardworking boy. In high school, he won an award in an English essay writing competition. He got the chance to visit the White House and met President John F. Kennedy. It was then he decided to become a diplomat. After finishing his master's degree, Mr. Ban started working for the Ministry of Foreign Affairs of South Korea. As a diplomat, he served in major cities like New Delhi, Washington D.C., and Vienna. His 37 years of service with the Ministry showed him that many people around the world are suffering from hunger, diseases, war, and poverty.

In 2006, Mr. Ban was elected as the UN's Secretary-General, and was re-elected unanimously in 2011 by the General Assembly. What made him such a great leader? It was his compassion and devotion to mankind. His family went through the Korean War when he was only 7 years old. Also, he said in an interview once, "I grew up in war and saw the United Nations help my country to recover and rebuild. That experience was a big part of what led me to pursue a career in public service."

Unit 17 137

## Main Reading

This core section includes a theme-based reading that is level-appropriate but challenging. Inviting imagery accompanies the straightforward text.

1. What are some good ways to decide on a career path?

\_\_\_\_\_

2. What do you want to do in the future, and why?

\_\_\_\_\_

3. Why do you think Mr. Ban decided to become a diplomat when he met John F. Kennedy?

\_\_\_\_\_

4. What is the connection between a diplomat and a Secretary-General?

\_\_\_\_\_

Memo

Unit 17 142

## Grammar Lesson/Vocabulary Expansion

Each unit has a Grammar Lesson or Vocabulary Expansion section that offers an additional lesson designed to enrich learning and help students better understand more technical English language skills.

## Close Reading

This section's main purpose is to promote critical thinking and reinforce close reading skills which are emphasized in the Common Core State Standards (CCSS). Students must carefully consider that which is written and answer questions that engage the mind and help improve topic comprehension.

# Contents



|                |                                                     |    |
|----------------|-----------------------------------------------------|----|
| <b>Unit 1</b>  | Holocaust _ History                                 | 7  |
| <b>Unit 2</b>  | Evolutionism vs. Creationism _ Science              | 15 |
| <b>Unit 3</b>  | All Kinds of Weather _ Science                      | 23 |
| <b>Unit 4</b>  | Placebo Effect _ Psychology                         | 31 |
| <b>Unit 5</b>  | Written and Oral Language _ Language and Literature | 39 |
| <b>Unit 6</b>  | Michael Jordan _ Sports                             | 47 |
| <b>Unit 7</b>  | President and Congress _ Politics                   | 55 |
| <b>Unit 8</b>  | What Do Philosophers Do? _ Philosophy               | 63 |
| <b>Unit 9</b>  | Culture and Religion _ Cultures                     | 71 |
| <b>Unit 10</b> | Art Investment _ Music and Art                      | 79 |



|                |                                         |     |
|----------------|-----------------------------------------|-----|
| <b>Unit 11</b> | Free Trade Agreement _ Economy          | 87  |
| <b>Unit 12</b> | Ubiquitous Computing _ IT               | 95  |
| <b>Unit 13</b> | Oil Shock _ Global Issues               | 103 |
| <b>Unit 14</b> | Stonehenge _ Places                     | 111 |
| <b>Unit 15</b> | Spicy Food and Health _ Food and Health | 119 |
| <b>Unit 16</b> | Education _ Education and Jobs          | 127 |
| <b>Unit 17</b> | Ki-Moon Ban _ People                    | 135 |
| <b>Unit 18</b> | Hip Hop Culture _ Entertainment         | 143 |
| <b>Unit 19</b> | Entrepreneurs _ Business                | 151 |
| <b>Unit 20</b> | Paper _ Inventions                      | 159 |



**Unit**  
**1**

**Before You Study**

- Who was Adolf Hitler?
- What do you know about World War II?
- Which language do you think the word "holocaust" is from?
- What do you do when your opinions are different from others'?

# Holocaust

**Did You Know?**

1. The Holocaust began in January 1933 and ended in 1945.
2. About one third of all Jewish people alive at the time were murdered during the Holocaust.
3. Auschwitz was the largest death camp in history.
4. More than half a million people visit the site of the Auschwitz concentration camp every year.



**Vocabulary to Know**

|                  |                                                                 |
|------------------|-----------------------------------------------------------------|
| <b>cruel</b>     | causing pain and stress                                         |
| <b>dictator</b>  | a ruler who keeps all the power to himself and uses it unfairly |
| <b>encourage</b> | to give someone confidence                                      |
| <b>solution</b>  | a way of solving a problem                                      |
| <b>temple</b>    | a building where God or gods are worshiped                      |
| <b>murder</b>    | to kill illegally                                               |



# Holocaust

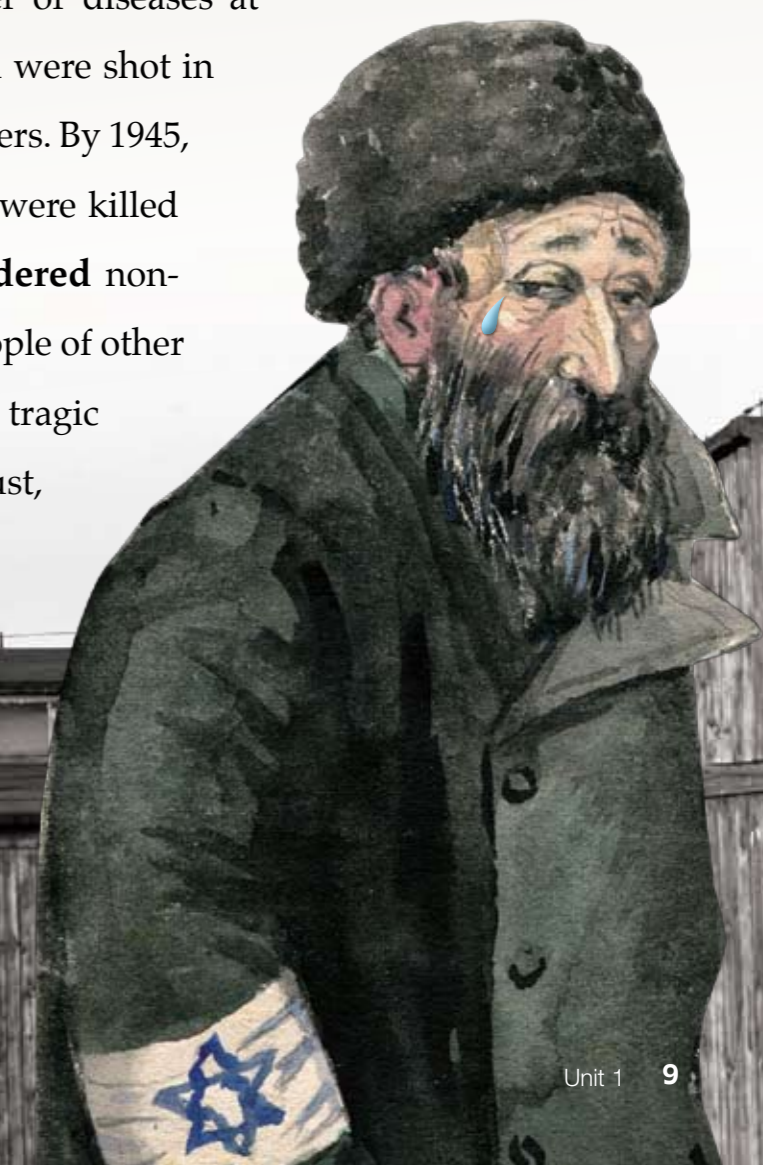
People know Hitler as a **cruel dictator** who ruled Germany during the 1930s and 1940s. During that time, about 9 million Jewish people were living all over Europe. Most of them lived in countries that were under Germany's control during World War II. In 1933, the Nazis came to power in Germany and the leader of the Nazis was Adolf Hitler.

The Nazis believed that Germans were better than other races, especially the Jewish race. Also, the Nazis did not want their perfect blood to be mixed with any other races'. Hitler **encouraged** his people to follow this idea and developed the "Final **Solution**" to get rid of all Jewish people in Europe.

The Nazis set up camps and ghettos all over Europe. Ghettos are parts of cities where Jewish people were

forced to live in the most horrible conditions. Jewish children could not go to schools. Jewish businesses were forced to close, and Jewish **temples** were burned and destroyed.

There was another part of the "Final Solution." It was to kill the Jewish people. The Nazis are known for killing Jews in the cruelest ways. Jews died of hunger or diseases at the camps. A large number of them were shot in public or killed in poison gas chambers. By 1945, more than 6 million Jewish people were killed by the Nazis. The Nazis also **murdered** non-Jewish gypsies, sick people, and people of other smaller races during that time. This tragic event in history is called the Holocaust, which means sacrifice by fire.



## Reading Comprehension

### Circle the correct answers.

- During the 1930s and 1940s, about 9 million Jewish people lived in \_\_\_\_\_.  
a. Europe                      b. Germany                      c. India
- How did the Nazis feel about Jewish people?  
a. They felt Jewish people were wonderful.  
b. They felt Germans were better than other races.  
c. They felt Jewish people were better than other races.
- Which of the following did the Nazis NOT do during the Holocaust?  
a. They built schools for Jewish people.  
b. They built camps and ghettos for Jewish people.  
c. They forced Jewish people to close businesses.
- What was the name of the Nazis' plan to murder Jewish people and other races?  
a. Last Solution  
b. Final Resolution  
c. Final Solution
- The Nazis ( came to power / gave up power ) in Germany in 1933.
- Jewish people were forced to live in the most ( pleasant / horrible ) conditions.

### Check *T* for true and *F* for false.

- The Nazis were friendly to other races.
- Adolf Hitler is known as a cruel leader.
- The word "holocaust" means sacrifice by fire.
- About 6 million Jews were killed during the Holocaust.

| T                        | F                        |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

## Reading Skill

### Main Idea and Supporting Details

The main idea is the most important sentence of a paragraph and is usually at the beginning of a paragraph. The main idea is supported by supporting details. Supporting details back up the main idea and give clear ideas and information to help readers understand the main idea.

#### 1. Identify the following sentences. Write *M* for main idea and *D* for supporting detail.

- \_\_\_\_\_ Ghettos are parts of cities where Jewish people were forced to live in the most horrible conditions.
- \_\_\_\_\_ The Nazis set up camps and ghettos all over Europe.
- \_\_\_\_\_ Jewish children could not go to schools.
- \_\_\_\_\_ Hitler developed the "Final Solution" to get rid of all Jewish people in Europe.
- \_\_\_\_\_ Jewish businesses were forced to close, and Jewish temples were burned and destroyed.

#### 2. Arrange the sentences above to make a complete paragraph.

---

---

---

---

---

---

---

---

## Review

### Summary

Fill in the blanks.

races   Holocaust   terrible   historic   get rid of   destroying

The \_\_\_\_\_ is a tragic incident that happened in Germany in the 1930s and 1940s. At that time, the Nazis encouraged Germans to believe that they were better than other \_\_\_\_\_. Soon they planned to \_\_\_\_\_ Jewish people as well as other smaller races. The Nazis did many \_\_\_\_\_ things to Jews, such as \_\_\_\_\_ their homes and buildings, putting them in camps, and closing their businesses. As a result, more than 6 million Jews were killed and many people from other smaller races died during this \_\_\_\_\_ event.

### Vocabulary Review

Fill in the blanks.

cruel   dictator   encourage   solution   temple   murder

1. There is no simple \_\_\_\_\_ to this problem.
2. The military \_\_\_\_\_ came into power this year.
3. He was found guilty of \_\_\_\_\_.
4. I cannot stand people who are \_\_\_\_\_ to animals.
5. This building used to be a Buddhist \_\_\_\_\_.
6. Teachers strongly \_\_\_\_\_ students to work together as a team.

## Vocabulary Expansion

### The Suffix *-ship*

The suffix *-ship* at the end of some nouns indicates a quality, a condition, a state, a skill, or status. For example, when you add *-ship* to the noun *friend*, you get *friendship*. The noun *friendship* refers to the state of being friends.

Match the words and definitions.

- |                |   |                                               |
|----------------|---|-----------------------------------------------|
| 1. ownership   | • | a. the status of being a citizen of a country |
| 2. citizenship | • | b. the state of having something              |
| 3. leadership  | • | c. the skill of writing by hand               |
| 4. penmanship  | • | d. the state of being a leader                |
| 5. membership  | • | e. the state of belonging to an organization  |

## Critical Thinking

This section's main purpose is to promote critical thinking and reinforce debate skills.

The Holocaust was not exactly a war, but it was a terrible case of one country showing hatred to certain people. There have been many incidents in world history when one country took control of other countries, lands, or people. For example, early Europeans who arrived in America killed many Native Americans and took away their lands. Japan also ruled over Korea for about 36 years in the early 20th century. These events happened because of power, money, hatred, or a difference in ideas. There are still wars going on around the world for the same reasons, and they can come to an end with the help of other countries.





## Unit 2

### Before You Study

- What does the word “evolve” mean?
- Where do you think animals and other living things come from?
- Do you know Charles Darwin? If you do, who was he?
- Which do you think is more important, science or religion?



# Evolutionism vs. Creationism

### Did You Know?

1. More than 50% of Americans believe in creationism.
2. The number of people who believe in creationism has not changed in the past 10 years.
3. Evolutionary theory has not been proven scientifically.
4. More and more schools are refusing to teach evolutionism in science class.

### Vocabulary to Know

|                    |                                                                |
|--------------------|----------------------------------------------------------------|
| <b>argument</b>    | disagreement                                                   |
| <b>species</b>     | a group of plants or animals that has the same characteristics |
| <b>environment</b> | the area in which something lives or exists                    |
| <b>trait</b>       | a characteristic that someone or something has                 |
| <b>offspring</b>   | a person’s children or an animal’s young                       |
| <b>accept</b>      | to consider as true                                            |

1. Why do you think wars happen?

---

---

2. Many Holocaust survivors and others make movies, songs, and photo exhibitions documenting the Holocaust. Why do you think they do such things?

---

---

3. Do you think one country has the right to harm another country’s land or people? Why or why not?

---

---

4. If you had a fight or argument with someone, how would you fix the situation?

---

---

### Memo

# Evolutionism

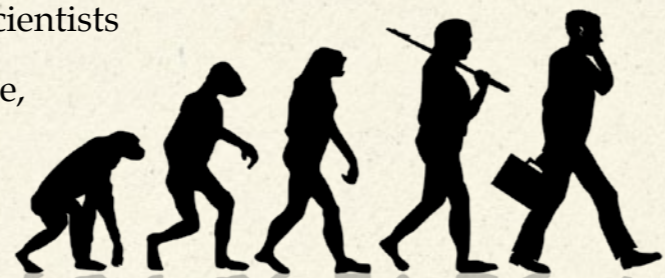
VS.

# Creationism



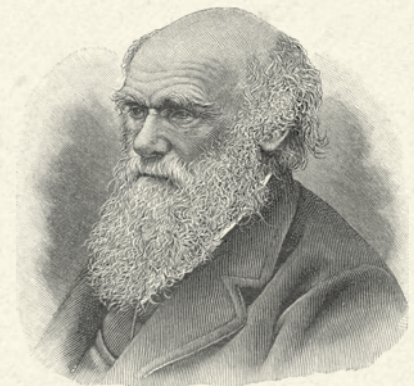
The **argument** of evolutionism versus creationism has been around for a long time. Some people call this the “Great Debate.” Both evolutionism and creationism deal with the questions of why, how, and where everything in our world came from. So, what exactly do evolutionism and creationism say?

Evolutionism is an idea that the scientist Charles Darwin first introduced. In this theory, many different **species** of animals existed and as the **environment** changed, the animals that survived passed on their **traits** to their **offspring**. This idea is supported by many scientists because, by looking at fossil evidence, we can guess how living things have changed.



Creationism, on the other hand, is supported by many religious people and, primarily, Christians. It is an idea that a higher power, the Creator, made all living things. People who believe in this idea consider this fact sacred and do not doubt it because it is written in the book they base their faith on. Creationism comes from the Bible and other holy books. The book of Genesis in the Bible starts with the sentence, “In the beginning, God created the heavens and the earth,” and explains how God made the world, including the sun, the moon, the stars, plants, animals, and humans in six days.

People who believe in evolutionism say the idea is supported by scientific evidence; people who believe in creationism have discovered that their theory can also be proven scientifically. Both sides do not **accept** each other’s argument. As long as science and religion exist in this world, this debate may never be resolved.



## Reading Comprehension

### Circle the correct answers.

- Which theory is NOT part of the “Great Debate”?
  - evolutionism
  - naturalism
  - creationism
- What do evolutionists believe?
  - Animals and people were made by God.
  - Animals and people evolved by themselves.
  - Animals and people were created by other things.
- Where does the theory of creationism come from?
  - the bible and other holy books
  - textbooks
  - encyclopedias
- People who believe in creationism consider their theory \_\_\_\_\_.
  - unimportant and open to debate
  - sacred and not open to debate
  - incomplete and unscientific
- Evolutionists and creationists ( do not accept / accept ) each other’s argument.
- The idea of evolutionism is supported by many ( creationists / scientists ).

### Check *T* for true and *F* for false.

- |                                                                             | T                        | F                        |
|-----------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. The debate between evolutionism and creationism started a long time ago. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Only Christians believe in creationism.                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The book of Genesis says God created the world in seven days.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Scientists use fossil evidence to support the idea of evolutionism.      | <input type="checkbox"/> | <input type="checkbox"/> |

## Reading Skill

### The Topic

The topic is what a passage is about. The topic can usually be stated in one or two words. For example, this unit’s passage is about evolutionism and creationism, so the topic is simply *evolutionism and creationism*. Sometimes, simply looking at the title of a piece of writing will give you the topic. At other times, you may have to read more than just the title, but always remember: the topic is simply what the writing is about.

Write the topic for each main idea below.

- \_\_\_\_\_ We can do many things nowadays thanks to advanced technology.
- \_\_\_\_\_ Dolphins are among the most intelligent of all animals.
- \_\_\_\_\_ Soccer is one of the most watched sports in the world.
- \_\_\_\_\_ Creationism is thought to be true by many people around the world.
- \_\_\_\_\_ Albert Einstein was one of the greatest scientists of all time.
- \_\_\_\_\_ Without question, obesity in the United States has been a big problem.

## Review

### Summary Writing

Fill in the blanks.

species   traits   environment   offspring   accept   argument

There are two major theories explaining how all things were created. Different \_\_\_\_\_ of animals and plants evolved over time by passing on their \_\_\_\_\_ to their \_\_\_\_\_ as the \_\_\_\_\_ changed. This is called evolutionism. On the other hand, creationism says that God is the Creator of everything. The \_\_\_\_\_ has continued for a long time and both sides do not \_\_\_\_\_ each other's viewpoint.

### Vocabulary Review

Fill in the blanks.

argument   species   environment   traits   offspring   accept

1. There are many \_\_\_\_\_ of animals on earth.
2. Sometimes, it is difficult to \_\_\_\_\_ the opinions of others.
3. We should recycle to protect our \_\_\_\_\_.
4. People have different faces, personalities, and \_\_\_\_\_.
5. Animals feed their \_\_\_\_\_ using various ways.
6. There is no evidence to support your \_\_\_\_\_.

## Vocabulary Expansion

### The Suffix *-ful*

Suffixes come at the end of words. They can give us clues to the meanings of words. For examples, the suffix *-ful* adds the meaning *full of* to the meanings of some basic words. This is why *sorrowful* means *full of sorrow*.

Change the following words into adjectives by adding *-ful*. Then write the meanings of the new words.

1. use \_\_\_\_\_
2. beauty \_\_\_\_\_
3. help \_\_\_\_\_
4. wonder \_\_\_\_\_
5. color \_\_\_\_\_
6. peace \_\_\_\_\_

## Critical Thinking

This section's main purpose is to promote critical thinking and reinforce debate skills.

Many people believe only evolutionism should be taught as scientific fact and creationism should not be considered scientific. Others say that we should no longer teach evolutionism in schools because of the lack of scientific evidence. Some think it is not appropriate to limit a teacher's right to teach only evolutionism. Generally, teachers in schools cannot teach the idea that humankind was made by a higher power. In science classes, teachers must only give scientific explanations for life on earth. Also, schools cannot refuse to teach evolutionism in order to avoid disagreements with religious people. The United States Supreme Court once said that it is not right to force teachers to teach creationism in science class. Creationism may be included in classes as an example of how some religious people believe human life began. However, creationism should never be taught as scientific fact.

# Unit 3

## Before You Study

- What kind of weather do you like or dislike?
- Have you traveled to another country and experienced different weather than your own country's?
- How does rainy weather make you feel?
- How do you feel when you plan an outdoor event and it is cancelled because of unexpected rain?

# All Kinds of Weather

## Did You Know?

1. The difference between weather and climate is a measure of time. Weather describes a short period of time. Climate describes a relatively long period of time.
2. In ten minutes, a hurricane releases more energy than all the world's nuclear weapons combined.
3. The winter of 1932 in the US was so cold that Niagara Falls froze completely solid.
4. Men are six times more likely to be struck by lightning than women.

## Vocabulary to Know

|                   |                                |
|-------------------|--------------------------------|
| <b>region</b>     | a large area of land           |
| <b>explore</b>    | to examine or study            |
| <b>extremely</b>  | to a very great degree         |
| <b>suffer</b>     | to be forced to be put up with |
| <b>consistent</b> | not changing                   |
| <b>drizzling</b>  | falling lightly in tiny drops  |



1. Should teachers in school teach both evolutionism and creationism? Why or why not?

---

---

2. How can creationism be taught in school?

---

---

3. Why are some people against the idea of teaching evolutionism in school?

---

---

4. Should teachers be allowed to share their opinions on this topic while teaching students?

---

---

## Memo

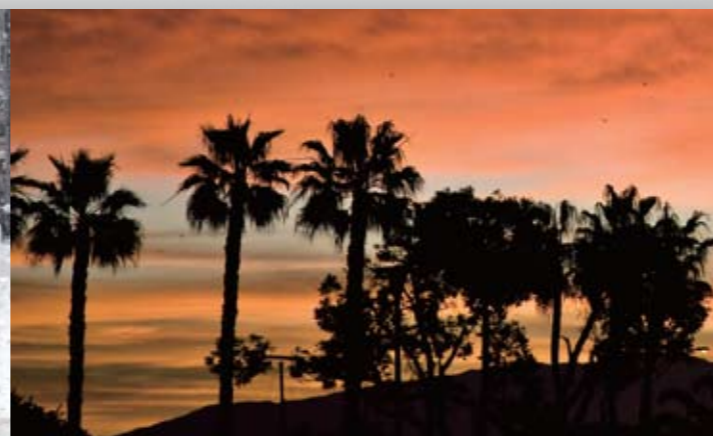
# All Kinds of Weather

The US is a big country. It is so big that it can have different kinds of weather in different **regions** at the same time. It may be freezing in one part of the country and hot in another part. Does this happen in your country too? Let us **explore** the types of weather in the US.

Regions can be divided using the directions north, south, east, and west. Starting in the Northeast, this part of America usually experiences extreme weather. In winter, it is **extremely** cold, and in summer, it is extremely hot. New York, Boston, and Washington D.C. are cities in this region. It is not unusual to hear news stories about people in these cities **suffering** from bad weather conditions.

However, the other side of the country is a different story. The Northwest mainly has mild and **consistent** weather. It rains all year long except for about three months during the summer. The rain is not too heavy. There is usually only **drizzling** rain, so people wear hooded shirts or jackets rather than carry an umbrella. Then, in summer, people in the Northwest get beautiful sunshine with a comfortable level of dry heat. People in cities like Seattle and Portland say they like their weather.

Coastal cities in Florida in the Southeast have to deal with hurricanes. And cities in California in the Southwest get strong, dry heat throughout the year. Why not try experiencing the different kinds of weather yourself by taking a US road trip?



## Reading Comprehension

### Circle the correct answers.

1. What is NOT a direction?
  - a. east
  - b. south
  - c. coastal
2. Which correctly describes the weather in the Northeast of the US?
  - a. It is extremely cold throughout the year.
  - b. It is mild and warm in the summer.
  - c. Winters are very cold, and summers are very hot.
3. Why do people from the Northwest say they like the weather?
  - a. It rains all year long.
  - b. The weather is mild and consistent.
  - c. They get sunshine and humid heat.
4. Which is wrong?
  - a. Northeast – extreme cold, extreme heat
  - b. Southeast – many hurricanes
  - c. Southwest – humid, sunny
5. The US can be divided into ( countries / regions ).
6. Boston is located in the ( Southwest / Northeast ).

### Check *T* for true and *F* for false.

- |                                                                                      |                          |                          |
|--------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. The US can have different kinds of weather in different regions at the same time. | T                        | F                        |
| 2. People suffer from too much heat in the Northwest.                                | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. People in Seattle usually carry an umbrella all the time.                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Someone who is scared of hurricanes should not live in Florida.                   | <input type="checkbox"/> | <input type="checkbox"/> |

## Reading Skill

### Skimming

Skimming is when you very quickly read over something. For example, you want to skim when you are quickly trying to find out if something is worth reading or when you want to quickly know the main idea or important points of a piece of writing.

#### A. Answer the questions below.

1. Quickly skim the second paragraph of this unit's passage. What is the main idea?  
\_\_\_\_\_
2. Many people skim newspaper articles. What is something you skim every day?  
\_\_\_\_\_
3. What is the main advantage of skimming? Why do people skim?  
\_\_\_\_\_

#### B. Skim the following passage.

Thomas Edison did not stay in school very long. He had too many questions. He wanted to know too much. After only 12 weeks, his teacher was exhausted. So, Thomas's mother taught him at home instead. Later, Thomas said that his mother "was the making of me."

What is the topic of the passage?

\_\_\_\_\_

\_\_\_\_\_

## Review

### Summary Writing

Fill in the blanks.

Northeast   heat   regions   time   west   consistent

The US is a big country that has different kinds of weather in different \_\_\_\_\_ at the same \_\_\_\_\_. Regions can be divided using the directions north, south, east, and \_\_\_\_\_. New York and Boston are in the \_\_\_\_\_. There, the weather is very extreme. People suffer from too much cold and too much \_\_\_\_\_. On the other hand, the weather in Seattle and Portland is quite mild and \_\_\_\_\_.

### Vocabulary Review

Fill in the blanks.

region   explore   extremely   suffering   consistent   comfortable

1. It can get \_\_\_\_\_ cold in Alaska.
2. This part of the country is a farming \_\_\_\_\_.
3. The singer was signed because of her \_\_\_\_\_ and excellent performances.
4. I slept for nearly eleven hours because of the \_\_\_\_\_ bed.
5. Scientists \_\_\_\_\_ space in order to learn more about life on earth.
6. In Africa, one can see people \_\_\_\_\_ from famine.

## Vocabulary Expansion

### Compound Words

When two words are joined to create a new word, the new word is called a compound word. For example, *play* and *ground* form *playground*.

Using the words given, make correct compound words.

time   fall   rain   note   summer   ball   basket   book

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Critical Thinking

This section's main purpose is to promote critical thinking and reinforce debate skills.

Weather, by definition, is the way the atmosphere is behaving. It changes all the time, from season to season, week to week, day by day, and even as often as hour by hour. For example, there might be heavy rainfall in the morning, then bright sunshine in the afternoon. One day might be wonderfully clear, and the next might bring a snowstorm. The changes in weather are bigger from season to season. Weather is a major part of our daily lives as it can affect our moods and activities. Therefore, almost everyone constantly wonders about the weather. People depend on accurate weather forecasts to find out about upcoming changes in weather, so they can plan their day.



# Unit 4

## Before You Study

- Do you believe medicine can cure all illnesses?
- Do you think you can get over an illness simply through the power of your mind?
- How would you feel if something you thought was true turned out not to be?
- Why do you think some people do not give up hope even in very difficult times?

# Placebo Effect

## Did You Know?

1. In a study on headaches, 120 out of 199 patients who took placebos got better.
2. In six blind studies, placebos were found to be 56% effective.
3. In 1980, there were over 1000 articles about the placebo effect.
4. A group of patients were told that they were given LSD, when in fact, they were given placebos. The patients showed symptoms related to LSD.

## Vocabulary to Know

- |                   |                                                     |
|-------------------|-----------------------------------------------------|
| <b>prescribe</b>  | to suggest and authorize a medicine for a patient   |
| <b>treatment</b>  | medical care given to a sick person or animal       |
| <b>advanced</b>   | farther along in development or progress            |
| <b>tumor</b>      | a mass of extra tissue that grows in or on the body |
| <b>phenomenon</b> | something that is observed to happen or exist       |
| <b>influence</b>  | to have an effect on                                |



1. Why is weather important in your life?

---

---

2. Why do you think the weather is a part of the news?

---

---

3. What would it be like if the weather was perfect every day? Is this something you would want?

---

---

4. How is your mood different on a rainy day than on a sunny day?

---

---

## Memo