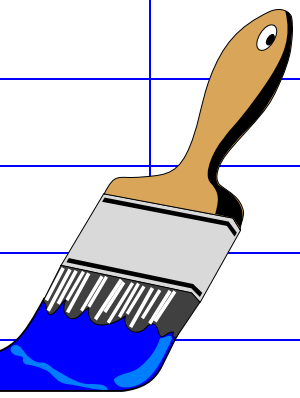
This activity practice the communicative goals of Lesson 10, *High School English*. It also reviews the reading passage for Lesson 10, and would be a useful while-reading or post-reading activity.

Are you interested?

* Ask your partner the questions on this page.
If he/she says: *Let me put it this way* …… write his/her name.
If he/she says: *That's not fair*. …… - write his/her name.
If he/she says: *It would be nice to* … … write his/her name.
If he/she says something else, don't write anything! Ask the next question.
* Ask other people the questions on this page. Can you write a name in every empty box?

"Are you interested in … ?"	**Let me put it this way.**	**That's not fair**	**It would be nice to …**
Are you interested in genetics?			
Are you interested in DNA?			
… curing cancer?			
… preventing birth defects?			
… growing new body parts?			
… the basic secrets of life?			
… the ethical problems?			
… cloning (무성 생식을 하다) babies?			
… choosing the gender of your baby?			
… genetic treatment to make your baby smart?			
… genetic treatment to make your baby strong?			
… genetic treatment to make your baby tall?			
… genetic treatment to make your baby handsome?			
… choosing the personality of your baby?			
… protecting the privacy of individuals?			
Is it OK for employers to know the genes of their employees?			
Is it OK for insurance companies to know the genes of clients?			
Is it OK for citizens to give blood samples to the police?			
Is it OK for the police to catch people based on their DNA?			



This activity is based on page 9 of *Tell Me More!*.

This activity practice the communicative goals of Lesson 10, *High School English.* It also reviews the reading passage for Lesson 10, and would be a useful while-reading or post-reading activity.

To the teacher:

1. The vocabulary and the reading passage are suddenly very difficult in Lesson 10. This activity reviews vocabulary and the reading passage.
2. This activity could be used as a while-reading activity or as a post-reading activity. It could even be used as a review activity in a later lesson.
3. It would be good to give students sample language:

E.g:

Let me put it this way:

- I can't agree.
- I'd like to agree.
- I'm not happy about it.
- It seems to be a good idea.
- I'd have to think about it first.

That's not fair:

- I completely disagree.
- I'm against it.
- I couldn't disagree more.
- No way.

It would be nice to:

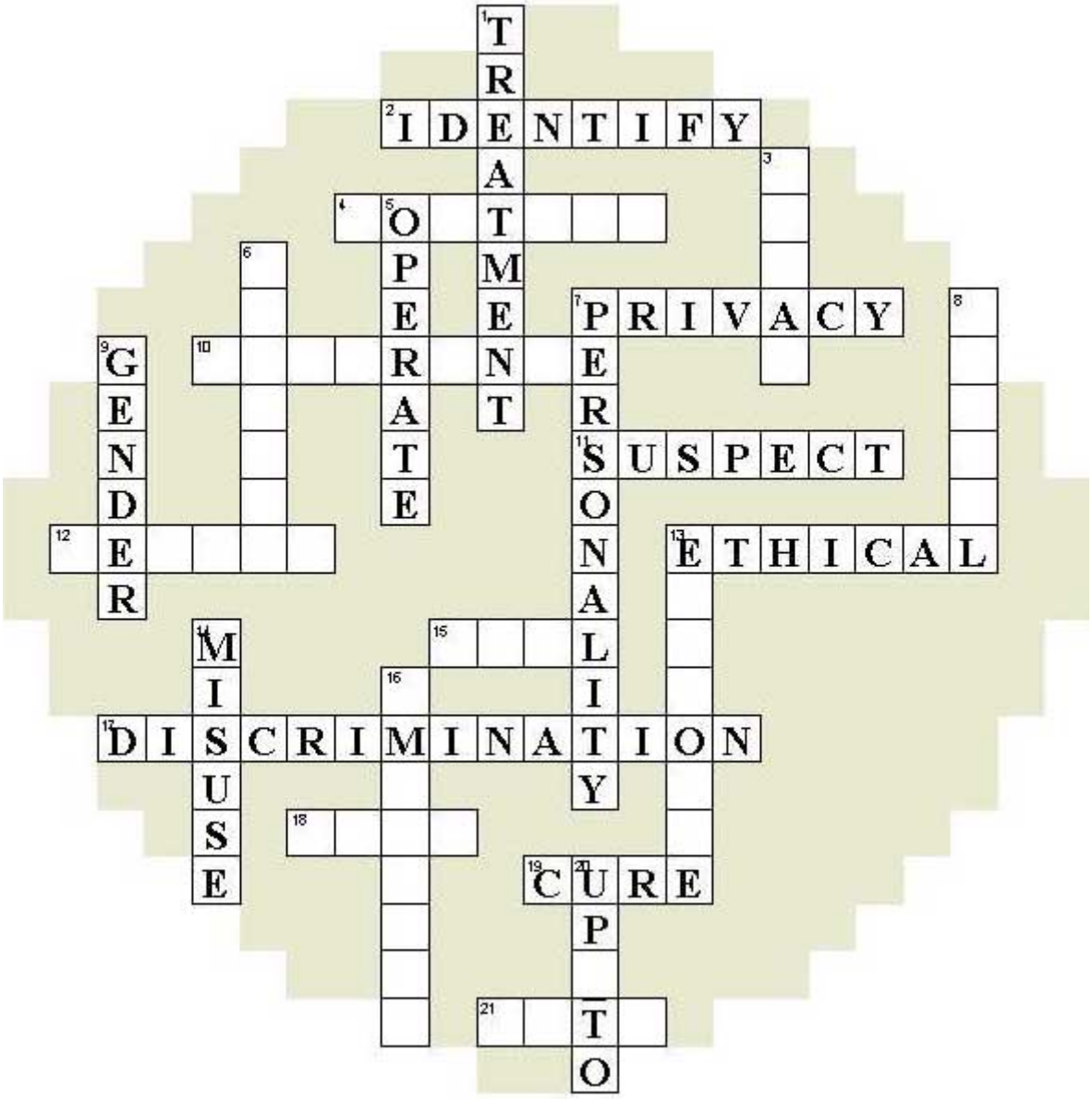
- … be able to do that.
- … choose the baby's gender.
- … cure cancer.
- ... prevent birth defects.

This activity is based on page 9 of *Tell Me More!*.

Crossword (Student A)

Who? **What?** **How? (Stage 1)**	**Pairs** Here is a crossword that uses words found in the reading section of Lesson 10. **Explain** these words to your partner. Here is some sample language you can use:

Which one do you want me to explain? This means …. The first letter is …



How? (Stage 2)	**Ask** your partner to explain the missing words. Try to fill in all the blanks. Here is some sample language you can use:

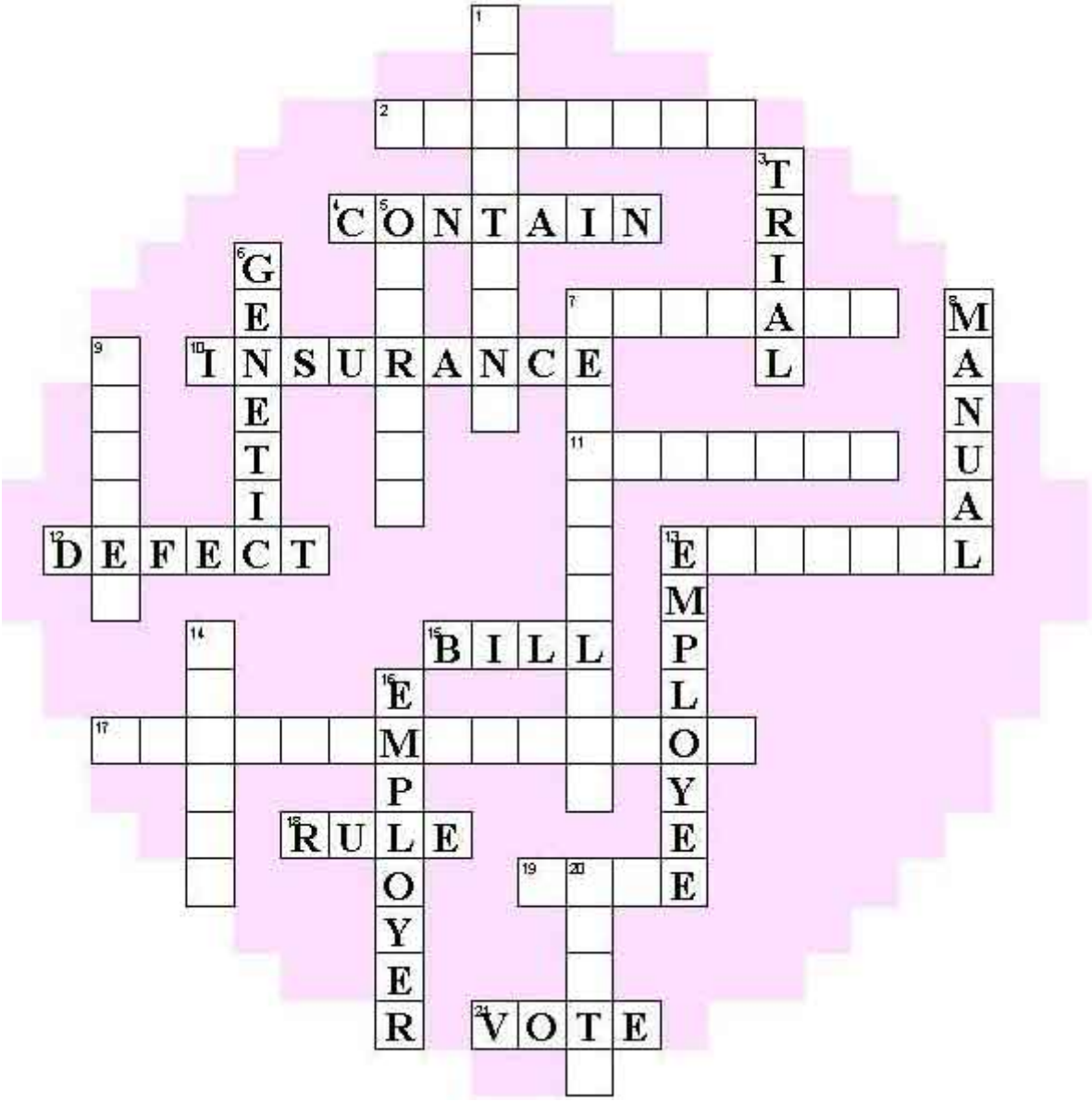
Can you explain 3 down? Please explain 10 across. What did you say? Can you speak up? Can you say that again? Can you repeat the last word? One more time, please. How do you spell it? What does it mean? I don't understand you.

This activity checks comprehension of vocabulary in Lesson 9, *High School English.* This activity is based on page 9 of *It's Up to You*

Vocabulary Crossword (Student B)

Who? **What?** **How? (Stage 1)**	**Pairs** Here is a crossword that uses words found in the reading section of Lesson 10. **Ask** your partner to explain the missing words. Try to fill in all the blanks. Here is some sample language you can use:

> Can you explain 1 down? Please explain 11 across. What did you say? Can you speak up? Can you say that again? Can you repeat the last word? One more time, please. How do you spell it? What does it mean? I don't understand you.



How? (Stage 2)	**Explain** these words (above) to your partner. Here is some sample language you can use:

> Which one do you want me to explain? This means …. The first letter is …

This activity checks comprehension of vocabulary in Lesson 9, *High School English.* This activity is based on page 10 of *It's Up to You.*

Syllabus Goals, *High School English*, Lesson 7 to 12

Lesson 10: Knowledge of DNA Raises Ethical Questions

Please answer the questions on this page. Check (✓) the "Yes" or "No" boxes
If you can, please write the Korean word(s) as well.

- Your opinion is important.
- This is not a test.
- Your help is much appreciated.
- You do not have to write your name.
- There are no correct or incorrect answers.

Syllabus Goals: Phrases		Yes	No	in Korean
1.	Do you understand "Are you interested in rock music"?			
2.	Do you understand the phrase "Let me put it this way."?			
3.	Do you understand the phrase "That's not fair."?			
4.	Do you understand "It would be nice to travel for free."?			

Syllabus Goals: Vocabulary		Yes	No	in Korean
1.	Do you know what the word "genetic" means?			
2.	Do you know what the word "manual" means?			
3.	Do you know what the word "contain" means?			
4.	Do you know what the word "operate" means?			
5.	Do you know what the word "cure" means?			
6.	Do you know what the word "defect" means?			
7.	Do you know what the word "ethical" means?			
8.	Do you know what the word "employer" means?			
9.	Do you know what the word "treatment" means?			
10.	Do you know what the word "gender" means?			
11.	Do you know what the word "personality" means?			
12.	Do you know what the word "employee" means?			
13.	Do you know what the word "trial" means?			
14.	Do you know what the word "insurance" means?			
15.	Do you know what the word "privacy" means?			
16.	Do you know what the word "discrimination" means?			
17.	Do you know what the word "rule" means?			
18.	Do you know what the word "vote" means?			
19.	Do you know what the word "identify" means?			
20.	Do you know what the word "suspect" means?			
21.	Do you know what the word "bill" means?			
22.	Do you know what the word "misuse" means?			
23.	Do you know what the words "up to" mean?			

Thank you for helping in this research.

Syllabus Goals, *High School English*, Lesson 7 to 12

Lesson 11: Two Heartbreaking Diaries

Please answer the questions on this page. Check (✓) the "Yes" or "No" boxes
If you can, please write the Korean word(s) as well.

- Your opinion is important.
- This is not a test.
- Your help is much appreciated.
- You do not have to write your name.
- There are no correct or incorrect answers.

Syllabus Goals: Phrases		Yes	No	in Korean
1.	Do you understand "I haven't seen you in ages."?			
2.	Do you understand "Where have you been lately?"?			
3.	Do you understand "I hope everything goes well"?			
4.	Do you understand the phrase "I couldn't agree more"?			

Syllabus Goals: Vocabulary		Yes	No	in Korean
1.	Do you know what the word "heartbreaking" means?			
2.	Do you know what the word "peninsula" means?			
3.	Do you know what the word "reunite" means?			
4.	Do you know what the word "separation" means?			
5.	Do you know what the word "entry" means?			
6.	Do you know what the word "memorial" means?			
7.	Do you know what the word "hug" means?			
8.	Do you know what the word "wrinkle" means?			
9.	Do you know what the word "embarrassed" means?			
10.	Do you know what the words "make sure to" mean?			
11.	Do you know what the word "summit" means?			
12.	Do you know what the word "international" means?			
13.	Do you know what the word "performance" means?			
14.	Do you know what the word "troupe" means?			
15.	Do you know what the word "reunify" means?			
16.	Do you know what the word "copper" means?			
17.	Do you know what "have the courage to" means?			
18.	Do you know what the words "step up" mean?			
19.	Do you know what the word "suffer" means?			
20.	Do you know what the word "tragedy" means?			
21.	Do you know what the words "long for" mean?			

Thank you for helping in this research.

Syllabus Goals, *High School English*, Lesson 7 to 12

Lesson 12: Two Words to Avoid, Two to Remember

Please answer the questions on this page. Check (✓) the "Yes" or "No" boxes
If you can, please write the Korean word(s) as well.

- Your opinion is important.
- This is not a test.
- Your help is much appreciated.
- You do not have to write your name.
- There are no correct or incorrect answers.

Syllabus Goals: Phrases		Yes	No	in Korean
1.	Do you understand the phrase "If only …"?			
2.	Do you understand the phrase "It's because …"?			
3.	Do you understand the phrase "I'm sure …"?			
4.	Do you understand the phrase "Would you please … ?"?			

Syllabus Goals: Vocabulary		Yes	No	in Korean
1.	Do you know what the word "insight" means?			
2.	Do you know what the word "rare" means?			
3.	Do you know what the word "psychiatrist" means?			
4.	Do you know what the word "sense" means?			
5.	Do you know what "change for the better" means?			
6.	Do you know what the word "blame" means?			
7.	Do you know what the word "sorrowful" means?			
8.	Do you know what the word "temper" means?			
9.	Do you know what the word "regret" means?			
10.	Do you know what the words "let go by" mean?			
11.	Do you know what the word tense" means?			
12.	Do you know what the word "solution" means?			
13.	Do you know what the word "substitute" means?			
14.	Do you know what the word "miracle" means?			
15.	Do you know what the word "cab" means?			
16.	Do you know what the word "playfully" means?			
17.	Do you know what the word "cue" means?			
18.	Do you know what the word "wave" means?			

Thank you for helping in this research.

This activity is a pre-reading activity for Lesson 11, *High School English*.

Diaries

Groups of 3 or 4 students:

The teacher will put a text on the wall.

One person in the group:

*** Go and look at the text.**

*** Tell the others the words.**

Other people: Write the words on your page.

Do you remember what happened

From the diary of a wife – Aug. 15, 2000

I can't believe it!

From the diary of a husband – Aug. 19, 2000

Arriving in Seoul,

This activity is based on page 20 of *Tell Me More*.

This activity is a pre-reading activity for Lesson 11, *High School English*.

To the teacher:

1. This is a dictation activity.
2. Groups of 3 or 4 students.
3. The teacher puts various copies of this text on the classroom wall, in different places.
4. One student from each group goes up to a wall text and reads it. He/she only has to remember a small number of words.
5. The student goes back to the group and dictates the words.
6. Either the same student, or a different one, goes and remembers the next words (small number) and goes back to the group to dictate them.
7. Students should use checking language:
    - What did you say?
    - How do you spell it?
    - One more time, please.
    - Speak louder, please.
    - Speak slower, please.

This activity is based on page 20 of *Tell Me More*.

This activity is a pre-reading activity for Lesson 11, *High School English*.

Diaries

Groups of 3 or 4 students:

The teacher will put a text on the wall.

One person in the group:

*** Go and look at the text.**

*** Tell the others the words.**

Other people: Write the words on your page.

Do you remember what happened on the Korean peninsula on the 15th day of August 2000? Who in this land will ever forget this historical event? The scenes of family members from North and South Korea reuniting after 50 years of separation brought tears to the eyes of every viewer. Here are two diary entries from a couple that participated in the family reunions.

From the diary of a wife – Aug. 15, 2000

I can't believe it! My husband is alive! Every year my son and I have held a memorial service believing that he was dead. When I first heard that my husband was on the list of separated families, I wondered if it was some kind of terrible joke. But he truly is alive, and he has come to Seoul to see me. When we finally met a few hours ago, we just hugged each other and cried. He looked the same as he did on the day we parted though his face was full of wrinkles.

From the diary of a husband – Aug. 19, 2000

Arriving in Seoul, I found that the city is nothing like it was five decades ago. So many things have changed. It's like another world. Streets with foreign language signs can be seen everywhere. As I looked around, I felt as if I were in an international melting pot. I couldn't understand some of the words that my wife used; others I understood, but they Seemed strange to me. She must have thought the same. I realized that 50 years is not a short time, so the fact that there are language and culture gaps between us should not come as a surprise. But I am not worried because I know we will be able to narrow our differences by stepping up Exchange of sports teams, performance troupes, etc. before the North and South are reunified.

This activity is based on page 20 of *Tell Me More*.

This activity is a pre-reading activity for Lesson 11, *High School English*.

To the teacher:

1. This is a dictation activity.
2. Groups of 3 or 4 students.
3. The teacher puts various copies of this text on the classroom wall, in different places.
4. One student from each group goes up to a wall text and reads it. He/she only has to remember a small number of words.
5. The student goes back to the group and dictates the words.
6. Either the same student, or a different one, goes and remembers the next words (small number) and goes back to the group to dictate them.
7. Students should use checking language:
    - What did you say?
    - How do you spell it?
    - One more time, please.
    - Speak louder, please.
    - Speak slower, please.

This activity is based on page 20 of *Tell Me More*.

This activity practices one of the communicative goals for Lesson 11, *High School English*. It also reviews issues in the reading passage.

Don't you agree?

Step 1: By yourself, circle the numbers that match your opinion.

① = I couldn't agree more. ② = Yes, maybe.

③ = I don't know. ④ = Maybe not. ⑤ = I disagree.

Step 2: Ask your partner for his/her opinion. Put a cross (**X**).

Step 3: Talk about these topics with other people.

Use a different sign for each person (✓ □ ○ ✦)

Sample language: *Me too! So do I! That's what I think!*

Me neither! Neither do I!

In my opinion …:		**1**	**2**	**3**	**4**	**5**
1.	there will be a female president of Korea.	1	2	3	4	5
2.	families from north and south will be reunited.	1	2	3	4	5
3.	there will be a train from Seoul to Pyeongyang.	1	2	3	4	5
4.	tourists will go to Baekdusan.	1	2	3	4	5
5.	there will be air flights from Seoul to Pyeongyang.	1	2	3	4	5
6.	we will travel throughout North Korea.	1	2	3	4	5
7.	a Korean astronaut will go to the moon.	1	2	3	4	5
8.	a Korean doctor will cure cancer.	1	2	3	4	5
9.	the Olympics will be held in Pyeongyang					
10.	Koreans will choose the personality of their babies.	1	2	3	4	5
11.	I will start my own business.	1	2	3	4	5
12.	I will have a daughter.	1	2	3	4	5
13.	I will learn a new language.	1	2	3	4	5
14.	I will stay in Korea all my life.	1	2	3	4	5

Step 4: Discuss your results with people in your group.

Step 5: Use the group results to fill in this table:

Everybody thinks that .....

Most people think that .....

Some people think that .....

Nobody thinks that .....

This activity is based on page 175 of *Tell Me More*.

This activity practices one of the communicative goals for Lesson 11, *High School English.* It also reviews issues in the reading passage.

To the teacher:

1. The topic of Lesson 11 is sensitive.
2. There might be some sensitive topics in this activity. Please feel free to change anything.
3. Students should talk to each other using the responses of “I couldn’t agree more” etc.
4. Students should also try to use “Me too.” “*S*o do I!” “That’s what I think!” “Me neither!” “Neither do I!”

This activity is based on page 175 of *Tell Me More*.

copper	구리
embarrassed	당황하다
entry	기입
have the courage to	…할 용기가 있다

heartbreaking	가슴이 터질
hug	포옹
international	국제(상)의
long for	애타게 바라다

memorial	추도의
peninsula	반도
performance	실행
reunify	다시 통일

reunite	재결합 하다
separation	분리
step up	빠르게 하다
Suffer	경험하다

summit	수뇌 회의
tragedy	비극
troupe	일단
wrinkle	주름

Vocabulary Card Game for *High School English,* Lesson 11.

To the teacher:

1. Please check on the translations! If the students see a mistake in translation, congratulate them!
2. Make sets of these cards (card or thick paper is best, or else the words can be seen, even when face-down).
3. Give a set to each group (3 to 6 students)
4. Students put the cards face-down in two sets (English and Korean)
5. Student A picks and English Card and a Korean card.
   - Do they match?
     i. Yes, they do – Keep the two cards and have anther go.
     ii. No, they don't. Put the cards back (face-down).
6. Student B picks an English Card and a Korean card …

This is a vocabulary match game.
If you want to make it easier, let the cards stay face-up once they have been chosen.
When the students have finished the game, let them make their own rules and play again.

This activity practices one of the communicative goals of Lesson 12, *High School English.* This activity can be also used as a review activity or as a post-reading activity for the reading passage.

Students in pairs.

- One student asks WHY?
- The other student says IT'S BECAUSE.

Student A: Choose a statement:

- I was feeling depressed.
- I was waiting for a dear friend.
- He sensed that I was troubled.
- We went to his office.
- He played some tape recordings.
- My plan didn't work out.
- I am a changed person.
- Now I always say "Next time."

Or make your own statement:

- I'm feeling happy.
- I went to the movies yesterday.
- I like watching baseball.
- Etcetera.

Student B: Listen to Student A's statement.
Ask "Why … ?"

Student A: Reply using "It's because …"

Example:

Student A: "I saw a movie last night."
Student B: "Why did you see a movie last night?"
Student A: "It's because I like movies."
Student B: "Why do you like movies?"
Student A: "It's because they are exciting."
Student B: "Why are movies exciting?"
Student A: "It's because they have interesting stories."
Student B: "Why do they have interesting stories?"
Student A: "It's because people like to watch interesting stories."
Student B: "Why do people like to watch interesting stories?"

This activity practices one of the communicative goals of Lesson 12, *High School English.* This activity can be also used as a review activity or as a post-reading activity for the reading passage.

To the teacher:

1. This activity can be very interesting, but it needs preparation.
2. Because Student B always asks “Why?”, this activity can get very deep.
3. Students are encouraged to think about what is important to them.
4. They are also encouraged to ask WHY about things they take for granted.
5. Student B has to change Student A’s statement into a question. This could need some preparation on the part of the teacher. Once students know how to do this, the activity can be very useful.
6. When Student A cannot find an answer A & B can reverse roles.
7. (from the reading passage, Lesson 12)

Word Search: *DNA*

Who? **How?**	**Pairs or individuals (Homework)** Here is a WORDSEARCH that uses words found in the reading section of Lesson 10. **Try** this Wordsearch with your partner, or do it at home. If you would like to make your own Wordsearches, visit www.wordsearchkit.com. Diagonal. Horizontal. Vertical. Backwards. Left to right. Right to left. Bottom to top. Top to bottom. Top right corner. Where's … ? Can you find this word? I've found …. It goes this way. Here it is! How many words have you found?

DNA

```
      B C K       I M P
    G I T U I   T D K E L
  R U L E N R   R E C R G U
E M P L O Y E E   D I N M S E P M
Z D I S C R I M I N A T I O N _ P
O P E R A T E T T R L I S N D T N
P T L S G M I Y U A V F U A E O N
  R C A U E A S O O E Y S L R I
    I E C S N N T L K R E I A
    V V F I P E U H P S T T H
      N A E H E T A K M N Y
        G C D T C I L O E
          Y F E T C
            F Q N
              R
```

bill	employee	identify	personality	treatment
contain	employer	insurance	privacy	trial
cure	ethical	manual	rule	up_to
defect	gender	misuse	suspect	vote
discrimination	genetic	operate		

This activity checks comprehension of vocabulary in Lesson 10, *High School English.* This activity is based on page 84 of *It's Up to You*

Word Search: *DNA*

DNA

bill
contain
cure
defect
discrimination
employee
employer
ethical
gender
genetic
identify
insurance
manual
misuse
operate
personality
privacy
rule
suspect
treatment
trial
up_to
vote

This activity checks comprehension of vocabulary in Lesson 10, *High School English.* This activity is based on page 84 of *It's Up to You*