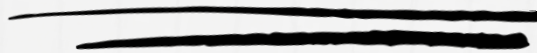
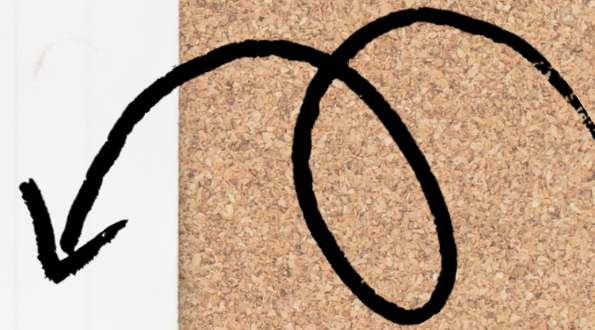


UNIT 5

MAKING MONEY

By Ms Hieu Truong



1. What kind of food can you buy in this store?
2. What information can you find on the signs?
3. How do you choose your food?

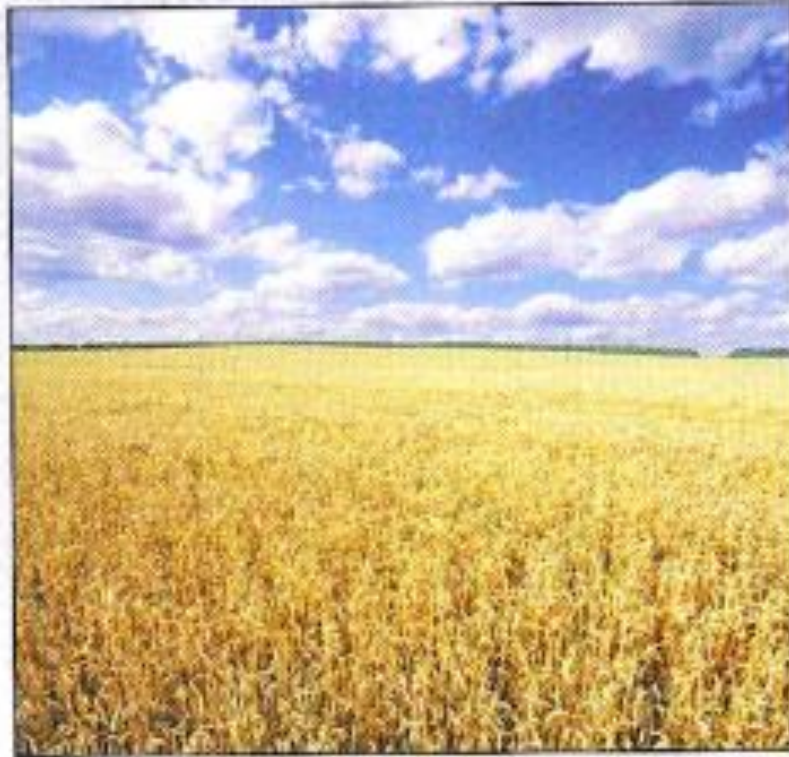


Farm News

May 15, 2013

Hello everyone. Thomas O'Neill here again. It's a difficult year for farming. Last month, I wrote about the weather problems. Last week, I told you about the annoying **weeds** that grow everywhere. This week's problem starts with the **insects**. You name them, we have them. They eat the leaves and the fruit of many of my plants.

You all know that I grow wheat and other **grains**, right? Well, last year, insects ate half of my wheat. It's a big problem. This year, Wallace Simpson, one of my workers, wants to kill them with "Insect-Be-Gone." I am not going to **approve** "Insect-Be-Gone" to be used on my farm. I don't like to use any chemicals. I'm afraid that if the insects all die, the birds (that eat the insects) might not have enough food. If the bird **population** goes down, animals that eat the birds will have problems. Killing all the insects might break the **food chain**. One little change (killing all the wheat-eating insects) could create other larger changes down the chain.



Wheat field

Some of my neighbors are excited about a new GMO¹ wheat that scientists just created. It has extra vitamins, and insects won't eat it. It's a special kind of wheat that **resists** the insects. I understand the **benefits** of this wheat, but I'm worried about the problems it might cause. Nature is very **complex**. If you change something here, many things may change there. I am definitely not going to try the GMO wheat.

I know. I know. I won't use chemicals or GMO wheat. Simpson thinks I'm old-fashioned. But I tell him, "Simpson, farmers need to take care of the **environment**. If you use things that are not natural on the farm, there will be problems with the animals, plants, and water all around us."

I might just have to be OK with the insects getting half my wheat.

—Posted by O'Neill at 7:58 A.M.

2 Match the words on the left with the definitions on the right.

h 1. resist

j 2. weed

d 3. benefit

c 4. complex

b 5. insect

i 6. population

e 7. environment

a 8. approve

f 9. food chain

g 10. grain

a. to say it is OK; to allow people to do it

b. very small animal, for example an ant or a bee

c. not simple

d. positive result

e. natural world; area around us

f. group of plants and animals that rely on each other for food; for example, large birds eat snakes, snakes eat rabbits, rabbits eat grass

g. plant grown for food, for example, rice, wheat and barley

~~h. to fight against; to not get harmed by~~

i. the number of members of a group

j. wild plant that people don't want in their farms or gardens

Vocabulary

PREVIEW

Read the title of the article and look at the photos. How can a fish be “new”? Why is it different from other fish? Check (✓) three statements that you think are true about the “new fish” in the article.

____ a. It eats more than other fish.

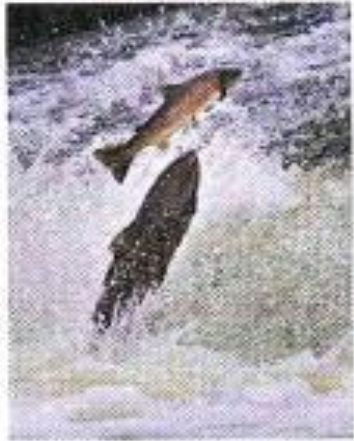
____ b. It grows faster than other fish.

____ c. It is made by scientists.

____ d. It was just discovered.

____ e. It tastes better than other fish.

A NEW FISH IN TOWN



Atlantic salmon swimming upstream

- 1 A new kind of salmon might arrive at your market soon. Why is this fish special? AquAdvantage salmon grows twice as fast as other salmon because it is a GMO, or a genetically modified organism.
- 2 GMOs are plants or animals that contain DNA¹ from other types of plants or animals. Scientists put DNA from two other types of fish into the DNA of a regular salmon. The result is an AquAdvantage salmon that becomes full-grown in 18 months, instead of three years. AquAdvantage salmon tastes and looks just like regular salmon. For salmon farmers, the **benefits** are clear: They

can sell their fish more quickly. And for a hungry world **population**, more salmon means cheaper salmon and better health for many people.

- 3 If the U.S. government **approves** AquAdvantage salmon, it will be the first GMO fish in U.S. supermarkets. But Americans have been eating GMO vegetables and



Scientist examining DNA model

¹DNA: genes in all living things

grains for almost 20 years. Around 85% of the corn, and 93% of soybeans² in the United States are GMO. Corn and soybeans are very important in the U.S. for both animals and people. Lots of food like cereal, crackers, and chips contain corn and soy.

Each GMO is created for a different reason. Some GMOs **resist insects** or dry weather; some last longer in supermarkets; some have more vitamins; still others, like the salmon, grow faster.

But not everyone is happy about GMO foods. Many countries, such as Peru, Ireland, Japan, Egypt, and Switzerland do not allow farmers to grow GMOs at all. Other countries including Australia, New Zealand, China, Saudi Arabia, Thailand, India, Chile, and South Africa require “contains GMO” labels for these foods. These countries worry that GMOs are bad for people’s health and for the **environment**.

Although GMOs are very common in the U.S., many people think that they create more problems than they solve. GMO

corn is an example of a GMO that solved one problem but is creating two more. To understand this example, one needs to know a little bit about GMO corn and farming: Most corn farmers use herbicides³ to kill **weeds**. GMO corn resists herbicides. Before GMO corn, farmers could only use a little bit of herbicide because too much killed the corn, too. With GMO corn, farmers can use more herbicides, and this makes it easier to kill the weeds. It is clear why farmers thought GMO corn was such a good idea in 1990 when the U.S. government approved it. Farmers were able to grow more corn with less work.

7 But because farmers are using more herbicides in GMO corn-growing areas, today we see two new problems. The first





A butterfly feeding on a flower

problem is that butterflies are disappearing. The butterfly population is 80% lower in these areas than it was 20 years ago. Herbicides kill a wild plant called milkweed, and butterflies need milkweed to live. So the GMO corn is changing the whole **food chain** in these areas. The second problem in GMO corn-growing areas is that many weeds now resist herbicides. Weeds that herbicides cannot kill are called superweeds. Before GMO corn, there was

GMO corn, did not predict any problems from GMO corn 20 years ago either. The world's population is almost ten billion, and those people need to eat. Will GMO foods like AquAdvantage salmon help us feed the world? Or will they create more problems than they solve?

GMO corn in the United States

one superweed. Now there are 22, so corn farmers have new problems to face. This example shows how **complex** the benefits and problems of GMOs can be.

The AquAdvantage company tells us that the new fish will not create any problems for the environment. But can we believe them? Monsanto, the company that created

MAIN IDEAS

- 1 Look again at the Preview on page 110. How did your predictions help you understand the article?
- 2 Each statement tells the main idea of a paragraph in “A New Fish in Town.” Read a statement, then write the correct paragraph number next to it.

	Paragraph
a. Rules about GMOs are different in different countries.	<u>5</u>
b. GMO salmon might be available soon in the United States.	<u>1</u>
c. Americans have been eating GMO vegetables and grains for a long time.	<u>3</u>
d. GMOs can solve a lot of problems, but we don't know if they will create more problems in the future.	<u>8</u>
e. GMO corn has created two problems for the environment.	<u>7</u>
f. GMOs are created to solve many different problems.	<u>2</u>
g. GMOs contain DNA from other species. They have many benefits.	<u>4</u>
h. GMO corn is an example of a GMO with both benefits and problems.	<u>6</u>

3

Check (✓) the statement that best describes the main idea of the whole article.

- a. AquaAdvantage salmon might solve many of the world's problems.
- b. Most of the world does not allow GMOs, but the United States allows many GMO fruits, vegetables, grains, and now meats.
- c. GMOs, including the new AquaAdvantage salmon, have a lot of benefits, but they also create problems that we cannot predict.

DETAILS

Read each statement. Decide if it is true or false. Write *T* (true) or *F* (false) next to it. Compare your answers with a partner's.

- T** 1. It is now illegal to farm, sell, and eat the GMO AquAdvantage salmon in the United States.
- T** 2. GMO salmon grows much faster than regular salmon.
- F** 3. AquAdvantage salmon is the first GMO in the United States.
- F** 4. All GMO grains and vegetables grow faster than non-GMO grains and vegetables.
- T** 5. Some countries do not allow GMOs.
- T** 6. Farmers who grow GMO corn use more herbicides than they did before they had GMO corn.
- T** 7. In areas where GMO corn is grown, there are fewer butterflies than there were 20 years ago.
- T** 8. Superweeds are very difficult to kill.
- F** 9. The AquAdvantage salmon company is worried about environmental problems that the new fish might create.

MAKE INFERENCES

INFERRING FACTS

An **inference** is an educated guess about something that is not directly stated in the text. Sometimes it is possible for readers to **infer facts** from a text even when these facts are not directly stated.

Look at the example and read the explanation.

- “And for a hungry world population, more salmon means cheaper salmon and better health for many people.” (*paragraph 2*)

Which fact can you infer from this text?

- a. AquAdvantage fish are healthier to eat than other fish.
- b. Salmon is a very healthy food.
(*The correct answer is b.*)

If salmon is cheaper, more people will be able to buy and eat it. The text says this will result in better health for many people. So we can **infer** that salmon is a healthy food.

Read each quote from the reading. Which fact can you infer from it? Circle the correct answer.

1. "If the U.S. government approves AquAdvantage salmon, it will be the first GMO fish in U.S. supermarkets. But Americans have been eating GMO vegetables and grains for almost 20 years." (*paragraph 3*)

- a. Most Americans don't care or don't know that they are eating GMOs.
- b. Since GMO vegetables are safe, GMO fish is probably safe, too.

2. "The butterfly population is 80% lower in these areas than it was 20 years ago. Herbicides kill a wild plant called milkweed, and butterflies need milkweed to live. So the GMO corn is changing the whole food chain in these areas." (*paragraph 7*)

- a. GMO corn kills butterflies.
- b. GMO corn changes the environment in a negative way in the areas where it grows.

3. "The AquAdvantage company tells us that the new fish will not create any problems for the environment. But can we believe them? Monsanto, the company that created GMO corn, did not predict any problems from GMO corn 20 years ago either." (*paragraph 8*)

- a. The AquAdvantage company does not know if the new fish will create problems.
- b. AquAdvantage is a more honest company than Monsanto.

READING TWO MAKING SENSE OF THE AMERICAN DIET

READ

- 1 Look at the boldfaced words in the reading and think about the questions.
 1. Which words do you know the meaning of?
 2. Can you use any of the words in a sentence?
- 2 **TravelingTipsForYou** is a website that posts tips for travelers to various countries. Read this page to help travelers to the United States understand all the food choices in that country.

TRAVELING TIPS FOR YOU

Making Sense of the American Diet

1. Hamburgers and french fries are known all over the world as “typical American food.” But when you travel in the United States, you will see that Americans choose many different kinds of **diets**. As a matter of fact, many Americans spend a lot of time thinking very hard about how and what they eat. They think that the traditional American diet is bad for their health and bad for the environment. As a result, you will see many labels and descriptions of food that might seem confusing. Here is a short guide to help you understand some of the choices:



2. **ORGANIC** foods are grown with no pesticides¹ or herbicides. There are also no GMOs in organic food. People who choose organic foods think they are better for their health and for the environment.

3. **VEGETARIAN** food contains no meat. People choose a vegetarian diet for a number of reasons. Some believe that eating meat is not good for their health. Others have environmental reasons. They believe eating plants is better for the environment. Cows and other “meat” animals at the top of the food chain need lots of food, water, and energy. Carrots, beans, and potatoes, on the lower end of the food chain, need much less. Still others believe that people should not eat animals for **ethical** reasons. They believe that humans should not kill animals for any reason.



- 4 **VEGAN** foods contain nothing at all from animals: no meat, no milk, no eggs, no honey, and no butter, for example. Reasons for eating a vegan diet are very similar to reasons for eating a vegetarian diet. But vegan eaters don't think that humans should use animals for food at all.
- 5 **LOCAL** food is grown less than 100 miles from you. Local food is usually very fresh. And buying it helps nearby farms and other businesses. People who eat local food also care about the environment. They don't want to eat food that must travel far by trucks, boats, and planes because it uses too much gasoline. This causes more pollution.
- 6 **LOW-FAT** foods have very little fat (for example, butter or oil) in them. People who are trying to lose weight, or people who have heart disease² often eat low-fat diets. Many Americans have heart disease or are overweight, so low-fat diets and foods are very common in the U.S.
- 7 **GLUTEN-FREE** foods contain no gluten. Gluten³ is in wheat and many other grains. People with a gluten-free diet are usually **allergic** to gluten. They might get very bad stomachaches if they eat it.

²**heart disease:** sickness of the heart that can lead to heart attacks or other heart problems

³**gluten:** a protein in grains, especially wheat, that helps make bread rise

COMPREHENSION

Match the description of a person on the left with a type of diet on the right.

1. Someone who doesn't want to eat animals, but who likes milk, eats **b**.
 2. Someone who doesn't want to eat animals or anything made by animals eats **c**.
 3. Someone who wants to lose weight eats **e**.
 4. Someone who doesn't want to eat GMOs and pesticides eats **a**.
 5. Someone who wants to support farmers in nearby areas eats **d**.
 6. Someone who is allergic to wheat eats **f**.
- a. organic food
 - b. vegetarian food
 - c. vegan food
 - d. local food
 - e. low-fat food
 - f. gluten-free food

READING SKILL

- 1 Look at paragraph 4 of Reading Two again. What are the foods that are not allowed in a vegan diet? Underline the words.

SCANNING FOR INFORMATION

Sometimes a reader may look for a specific piece of information within the text. This is called **scanning**. To scan a text is to quickly move your eyes over the words until you find the information you are looking for.

For example:

If you want to find the foods that are not allowed in the vegan diet, you are not going to read every word of the paragraph about vegan foods. Instead, you will quickly move your eyes over the words until you find the names of foods that are not allowed.

- “**VEGAN** foods contain nothing at all from animals: no meat, no milk, no eggs, no honey, and no butter, for example. Reasons for eating a vegan diet are very similar to reasons for eating a vegetarian diet. But vegan eaters don’t think that humans should use animals for food at all.” (*paragraph 4*)

Scanning this paragraph allowed you to quickly find the information you were looking for “no meat, no milk, no eggs, no honey, and no butter.”

- 2 Work with a partner to answer the questions below about Reading Two.

1. Scan paragraph 2 for this information: What two items make food non-organic? **pesticides or herbicides, GMOs**
2. Scan paragraph 5 for this information: To be local, food must be grown within how many miles? **100 miles**
People who are trying to lose weight; people who have heart disease
3. Scan paragraph 6 for this information: Who are the people who eat low-fat foods?

CONNECT THE READINGS

STEP 1: Organize

Read the list of statements based on Readings One (R1) and Two (R2). Then complete the chart with the appropriate statements to give reasons for eating each type of food.

- a. Food grown without pesticides and herbicides does not harm the food chain.
- b. Food grown without pesticides and herbicides is better for your body.
- c. It's fresher and tastes better.
- d. It uses less gasoline.
- e. Americans have a lot of heart disease and are often overweight.
- f. People who have allergies get sick if they eat gluten.
- g. Farmers can grow more on less land.
- h. People should not kill animals.
- ~~i. Many people in the world are hungry and do not have enough food.~~
- j. Meat is not good for our health.
- k. It helps local businesses and farms.
- l. Food that is lower on the food chain uses less water, land, and energy.

TYPE OF FOOD	REASON IT IS GOOD FOR THE ENVIRONMENT	REASON IT IS GOOD FOR HEALTH	OTHER REASONS IT IS GOOD TO GROW OR EAT
1. GMO	X	<u>i</u>	<u>g</u>
2. ORGANIC	<u>a</u>	<u>b</u>	X
3. VEGETARIAN / VEGAN	<u>l</u>	<u>j</u>	<u>h</u>
4. LOW-FAT	X	<u>e</u>	X
5. LOCAL	<u>d</u>	X	<u>c</u> , <u>k</u>
6. GLUTEN-FREE	X	<u>f</u>	X

STEP 2: Synthesize

Complete the conversation in an online chat room. Use ideas from the two readings and the chart in Step 1. Then give your opinion.



Max Carter

Hello friends! I have been reading a lot about new technologies for creating GMOs. GMOs are really good for farmers and for the world. With GMOs, farmers can

GMOs also _____.

Please click [here](#) to write to the U.S. government to ask them to approve more GMOs today!



Kaia Simms

I completely disagree, Max! I think everybody should eat an organic diet. Organic food doesn't have _____ . GMOs are bad for the environment. They _____



Jacob Lee

Yes. Farmers need GMO grains because they need to feed them to the animals they raise for meat. But I think eating meat is unnecessary. A vegan diet is better for the environment and for your health!

For example, _____

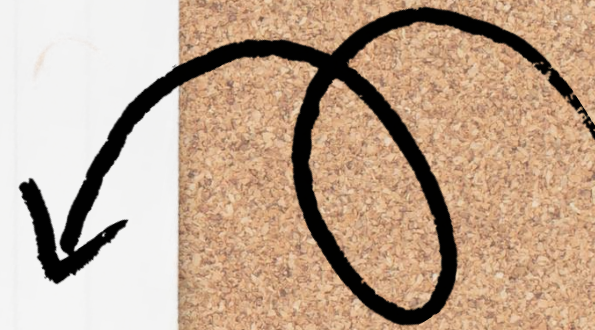
[*your name*]

[*your opinion*]

UNIT 6

The Heart of a Hero

By Ms Hieu Truong

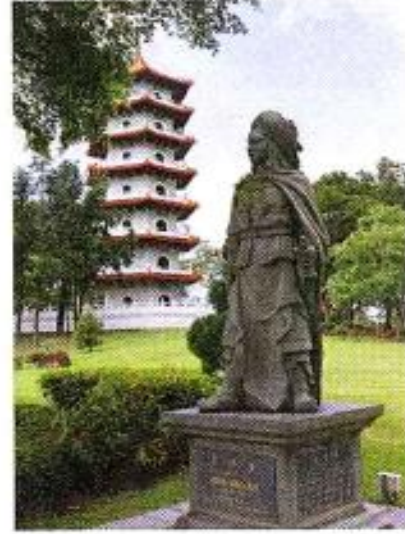




1. Hercules is a Greek hero. In the many stories describing his adventures and combats, Hercules is always extraordinarily strong and courageous. What quality do you think makes someone a hero?
2. Describe a hero from a story from your culture.
3. Do you have a favorite hero from a folk tale,¹ book, or movie? Who? Why is this person or character a hero?



1. **Odysseus** is a hero from Greek stories famous for his **journey** home to his family from the Trojan War.
2. **Mulan** is a hero from Chinese stories. She is famous for taking her father's job as a soldier. She did not have strength, but she was a good soldier because of her **intelligence**. She used her brains to help the army win.
3. **James Bond** is a hero from British stories who fights bad guys. In every James Bond movie, there is always a moment where we see him **struggling** hard to beat the bad guys. He is a good fighter and always wins.
4. **Iron Man** is a superhero known for the power from his metal suit. In each adventure he helps people get out of **dangerous** situations.
5. **Bilbo Baggins**, the hero of the story *The Hobbit*, **succeeds** in returning the stolen gold to his friend, Thorin.
6. **Goku** is a Japanese Manga hero. He is known for his strength. He uses his strength to bring people to **safety** and create peace.
7. **King Arthur** is one of Britain's most famous heroes. He had a **mentor**, Merlin. Merlin was a wise man who taught King Arthur how to be a king and how to be a man.
8. **Percy Jackson** is a hero from an American book. The death of his mother **affects** him deeply. He is changed forever as a result.
9. **Jim Hawkins** is the young hero of the story *Treasure Island*. Jim helps the good guys find the gold hidden on an island and return it to its owners.
10. **Robin Hood** is a British hero who helps the poor at every **opportunity**. Whenever he can, he steals money from the rich and gives it to the poor.



Vocabulary

2

Match the words on the left with the definitions on the right.

- | | | |
|----------|-----------------|---|
| <u>e</u> | 1. journey | a. to do well; to do what you tried to do |
| <u>h</u> | 2. intelligence | b. to touch or to make someone feel strong emotions |
| <u>i</u> | 3. struggle | c. a group of valuable things such as gold, silver, and jewelry |
| <u>f</u> | 4. dangerous | d. the state of being free from danger or harm |
| <u>a</u> | 5. succeed | e. a trip, usually a long one |
| <u>d</u> | 6. safety | f. likely to harm people |
| <u>j</u> | 7. mentor | g. a chance or a time to do something |
| <u>b</u> | 8. affect | h. the ability to learn and understand things |
| <u>c</u> | 9. treasure | i. to try to do something that is difficult or to fight something |
| <u>g</u> | 10. opportunity | j. an older and wiser person who helps a younger person |

PREVIEW

You are going to read a college student's essay on the work of Joseph Campbell, a professor of literature and religion. Campbell is famous for his ideas about hero stories from around the world. Before you read, look at the list below. Check (✓) three things you think Campbell might say about heroes.

Heroes . . .

- are good.
- are handsome / beautiful.
- have special abilities.
- are strong.
- help others.
- are scared.
- go out into the world.
- fight bad people.
- do something difficult.

WHAT IS A HERO?

- 1 Joseph Campbell (1904–1987) spent his life answering this question. Campbell was a professor of literature and religion at Sarah Lawrence College in New York. He studied and taught hero stories from around the world. Over the years, he noticed that a lot of myths—a kind of hero story—are very similar. In old myths or new ones, whether from Asia, Africa, or South America, the world’s hero stories all have the same basic shape. The details of the stories may change, but every hero story has the same three parts.
- 2 During the first part of any hero story, the hero starts a **journey**. This can be a trip from one country to another. It can be an adventure into outer space. It can be a journey into a dream world. Often the hero does not, at first, want to go on this journey. But in the end, he agrees. He leaves the **safety** of his home, friends, and family and goes to this new place. This place is very different from the hero’s home and is often dark and **dangerous**. Sometimes there is a **mentor** or a teacher who helps the hero understand this new place. The mentor gives the hero the tools or information he needs. For example, a kind old lady on the road may give our hero a map for his journey. A stranger may give the young hero the key to the door of the enemy king’s castle.¹
- 3 The second part in the hero story is the most exciting. This is when the hero must pass some kind of test or challenge. A common example of a test is fighting a monster. In these stories, the monster is much bigger and stronger than our hero. The hero and the readers do not, at first, believe he can kill the monster. Other common challenges include solving a problem or facing a fear such as the fear of snakes. In any challenge, the hero must use his strength, his **intelligence**, or his heart to pass the test. He must kill the dragon, answer the question, or trust his feelings. Of course, in the end, he always **succeeds**.
- 4 Finally, in the third part of the hero story, the hero returns home. He is a different person now and brings what he has acquired or learned on his journey—wealth, knowledge, and wisdom—to share with his family and friends. When he returns home, others are also **affected** by his journey. Sometimes his enemies are embarrassed. Sometimes his family and his friends become rich. Sometimes the hero’s town becomes free.
- 5 Campbell believes that the adventure of the hero is the adventure of being alive. Campbell spent his life studying myths because he loved the stories and believed they were important. He believed that the hero’s journey is similar to a person’s life. All people live through difficult **struggles** (the test or challenge) and must use their strength, intelligence, and heart to succeed. He says that by going down into the darkness, we find the **treasures** of life. He explains that the cave² we are afraid to enter has the treasure we are looking for and that when we stumble,³ then we will find gold. In short, Campbell believes that **opportunities** to find deeper powers within ourselves come when life seems most difficult.

MAIN IDEAS

- 1 Look again at the Preview on page 135. How did your predictions help you understand the story?
- 2 Circle the word or phrase that best completes each statement about an idea discussed in the essay.
 1. Hero stories are **the same** / **different** all over the world.
 2. Hero stories usually have two / **three** main parts.
 3. Hero stories are important because they are **similar to** / **different from** life in general.

DETAILS

Check (✓) the words or phrases that always belong to the three parts of the hero story.

Part One

- | | |
|---|--|
| <input checked="" type="checkbox"/> a journey | <input checked="" type="checkbox"/> leaving home |
| <input type="checkbox"/> a castle | <input type="checkbox"/> a mentor / teacher |
| <input type="checkbox"/> an adventure | <input type="checkbox"/> coming home |
| <input type="checkbox"/> a dream | |

Part Two

- | | |
|--|---|
| <input checked="" type="checkbox"/> a test / challenge | <input type="checkbox"/> facing a fear |
| <input type="checkbox"/> a monster | <input type="checkbox"/> snakes |
| <input type="checkbox"/> a fight | <input checked="" type="checkbox"/> succeeding at the challenge |
| <input type="checkbox"/> solving a problem | |

Part Three

- | | |
|---|---|
| <input checked="" type="checkbox"/> returning home | <input type="checkbox"/> wisdom |
| <input checked="" type="checkbox"/> bringing what he / she gained | <input checked="" type="checkbox"/> others are changed, too |
| <input type="checkbox"/> wealth | <input type="checkbox"/> enemies killed |
| <input type="checkbox"/> knowledge | <input type="checkbox"/> friends become rich |

MAKE INFERENCES

INFERRING MEANING FROM METAPHORS

An **inference** is an educated guess about something that is not directly stated in the text. Sometimes a writer suggests a complex idea by using a **metaphor** (word/phrase creating an image) that makes the complex idea simpler and clearer.

Look at the example and read the explanation.

- “. . . the cave we are afraid to enter has the treasure we are looking for . . .” (*paragraph 5*)

Cave here is used as a metaphor. From the image of a cave, the reader **infers** the dark, difficult things in a person’s life, such as sadness, poverty, anger, poor health, or any other negative human experience. These are complex things to describe. The author simplifies these complicated ideas by using the word *cave* because this word holds all the feeling and meaning of those difficult things.

After reading the text closely, especially certain words or phrases that are used as metaphors, we can **infer** the full meaning of the complex ideas the author wants to convey.

Read the quotes from paragraph 5 of the reading. The underlined word in each one is used as a metaphor. What complex idea does the author want to convey here? Write the meaning of the metaphor on the line.

Metaphor

Meaning

1. "... the cave we are afraid to enter has the treasure we are looking for ..."

the good things in life
(happiness, friendship, love, success)

2. "... when we stumble, then we will find gold."

make mistakes

3. "... when we stumble, then we will find gold."

a valuable lesson or reward

EXPRESS OPINIONS

Discuss the questions below in a small group. Give your opinions. Then share your answers with the class.

1. Do you agree with Campbell's quote in the last paragraph? Why?
2. Think of a hero story from your culture. Does it follow the pattern that Joseph Campbell describes for all hero stories throughout the world? Explain.

READING TWO BOOK REVIEW: *HARRY POTTER AND THE SORCERER'S STONE*

READ

- 1** Look at the boldfaced words and phrases in the reading and think about the questions.
 1. Which words or phrases do you know the meaning of?
 2. Can you use any of the words or phrases in a sentence?
- 2** Now read the blog by pre-med student Alice Ogrodnik.

Book Review: *Harry Potter and the Sorcerer's Stone*

HOME

CONTACT

About Me

My name is Alice Ogrodnik. I'm a 22-year-old senior in college, studying biology. After I graduate, I am going to medical school to become a medical geneticist. I'm a big reader and use reading as a way to relax from all the hard class work.



- 1 I just finished reading *Harry Potter and the Sorcerer's Stone* by J.K. Rowling. I know I'm a little behind most of you. Most people I know read these books years ago. In fact, I think a lot of people my age who never read books for fun, started reading BECAUSE of the Harry Potter books. But I wasn't like those people. I read books all the time. So when everyone started reading *Harry Potter*, I told myself the books were bad. I told myself I read GOOD books, not silly stuff. Well, silly me. I just finished the first one and guess what? It was great. Read on to hear why . . .



- 2 First of all, I love a story where the main character is just a normal kid. No, not all kids are wizards.¹ But all kids go to school, make friends, play

games, and have teachers they love and teachers they hate. Only in Harry's world all this happens at an amazing place called Hogwarts School of Witchcraft and Wizardry. Here, Harry makes two best friends, Ron and Hermione. They go to cool classes like Potions (**magic** drinks) and the History of Magic. They get to play a magical sport called Quidditch, which seems really fun. Harry hates his potions teacher, Snape, and he loves the headmaster, Dumbledore. Harry has no parents. When he was a baby, they died **protecting** him from the wizard Lord Voldemort. So Dumbledore acts like a father to Harry.

- 3 The second reason I loved this book is because it is a great **adventure**. One day, Harry and his two friends find something strange at their school: a large three-headed dog. They learn that the dog is protecting something called the Sorcerer's Stone. This magical stone takes Hermione, Ron, and Harry on a long journey that leads them to the basement of Hogwarts. Here they must pass many tests. If they fail to pass all the tests, Lord Voldemort will get the Stone, live forever, and rule the wizard world. The challenges are really exciting! In one room they find a magical plant that tries to strangle them. In another room they must play and win a life-sized game of wizard chess.² In the next room, they must drink dangerous potions. Because there's only enough potion for one, Harry takes it and goes on alone. When he finally arrives in the last room, Harry meets Lord Voldemort—the most dangerous wizard of all time. Will Harry be able to win? Harry does his best in a confrontation with Voldemort. At last Voldemort reaches for Harry's arm. Harry thinks it is over. He falls to the ground and everything goes black.
- 4 In the last chapter, Harry wakes up in bed with his friends nearby and Dumbledore smiling down at him. Dumbledore explains that Harry didn't **fail**. When his mother saved him from Voldemort with her life, she gave Harry the most powerful magic in the world. With it, he **defeated** Voldemort. At least for now.
- 5 This brings me to the third reason I loved this book: Harry is all set to have another adventure because he must meet Voldemort again. . . . I can't wait to read *Harry Potter and the Chamber of Secrets*!

COMPREHENSION

Put the following statements in the order they happen in the story of *Harry Potter and Sorcerer's Stone*.

- a. 1 Harry's parents die.
- b. 7 Lord Voldemort is defeated.
- c. 3 Harry makes friends with Ron and Hermione.
- d. 8 Harry wakes up next to his friends and Dumbledore.
- e. 4 Harry and his friends find the three-headed dog.
- f. 5 Harry and his friends win at wizard chess.
- g. 2 Harry goes to Hogwarts.
- h. 6 Harry fights Lord Voldemort.

READING SKILL

- 1 Go back to Reading Two and read the first two sentences of paragraph 3 again. What tenses are being used here? Underline the present tense once and all other tenses twice.

UNDERSTANDING THE PRESENT TENSE IN A STORY ABOUT THE PAST

As we read, we notice that **tenses** can affect how we feel about the text:

If a story is written in the **past tense**, we feel more distant from those events. Those events happened before now, so they don't matter as much.

If a story is written in the **present or present progressive tense**, we feel more connected to the events. Those events feel more immediate and so they feel more exciting and interesting.

Look at the example and read the explanation.

- “The second reason I loved this book is because it is a great adventure. One day, Harry and his two friends find something strange at their school: a large three-headed dog.”
(*paragraph 3*)

The first sentence is part of the blog. The main verb is *loved*. This is **past tense** because the author read this book sometime in the recent past. She loved it when she read it.

The second sentence is the start of the Harry Potter story. The verb here is *find*. This is **present tense** because the author wants to help readers feel more connected to the story.

2 Work with a partner. Read two versions of the same text from paragraph 3 of Reading Two. Underline the verbs in each version. What verb tenses are used? Why?

1. One day, Harry and his two friends find something strange at their school: a large three-headed dog. They learn that the dog is protecting something called the Sorcerer's Stone. This magical stone takes Hermione, Ron, and Harry on a long journey that leads them to the basement of Hogwarts.

2. One day, Harry and his two friends found something strange at their school: a large three-headed dog. They learned that the dog was protecting something called the Sorcerer's Stone. This magical stone took Hermione, Ron, and Harry on a long journey that led them to the basement of Hogwarts.

3 Agree or disagree with the statements about the two versions of the text.

	Agree	Disagree
1. The paragraph in present tense is more exciting.	<input type="checkbox"/>	<input type="checkbox"/>
2. The paragraph in present tense makes me feel like I'm there in the action.	<input type="checkbox"/>	<input type="checkbox"/>
3. The paragraph in past tense feels like this story happened a long time ago.	<input type="checkbox"/>	<input type="checkbox"/>
4. The paragraph in past tense feels more natural.	<input type="checkbox"/>	<input type="checkbox"/>

STEP 1: Organize

Reading One (**R1**) contains lots of information about all hero stories. Reading Two (**R2**) describes details of one specific hero story. Read the lists of phrases from **R1** and **R2** and place them in the correct box in the chart on the next page.

R1

~~The hero leaves on his journey.~~

The hero's family / friends are affected by what happened on the journey.

The hero returns home.

The hero doesn't believe he can succeed.

The mentor shows the hero some useful things.

The hero succeeds in his challenges by his intelligence, strength, or wisdom.

R2

~~Harry goes into the basement of Hogwarts.~~

Harry gets past the eating plant.

The world is saved from Lord Voldemort getting the Sorcerer's Stone.

Harry defeats Lord Voldemort.

Harry wins a magic game of chess.

Harry wakes up in bed with Dumbledore smiling down on him.

	FEATURES OF EVERY HERO'S STORY (R1)	FEATURES OF HARRY POTTER'S STORY (R2)
PART ONE	<p><i>The hero leaves on his journey.</i></p> <hr/> <p>The hero leaves on his journey.</p> <p>The mentor shows the hero some useful things.</p>	<p><i>Harry goes into the basement of Hogwarts.</i></p> <p>Harry goes into the basement of Hogwarts.</p>
PART TWO	<p>The hero doesn't believe he can succeed.</p> <p>The hero succeeds in his challenges by his intelligence, strength, or wisdom.</p>	<p>Harry gets past the eating plant.</p> <p>Harry wins a magic game of chess.</p> <p>Harry defeats Lord Voldemort.</p>
PART THREE	<hr/> <p>The hero returns home.</p> <p>The hero's family/friends are affected by what happened on the journey.</p>	<p>Harry wakes up in bed with Dumbledore smiling down on him.</p> <p>The world is saved from Lord Voldemort getting the Sorcerer's Stone.</p>

STEP 2: Synthesize

Mugglenet is the most popular Harry Potter website (a *muggle* is the word in the stories for a non-magical person). Complete the website discussion from the chat.

Mugglenet Chat

HPBoy: I'm taking this great literature class on Joseph Campbell. Campbell describes the classic hero stories as all having the same form. Most of the stories he talks about are really, really old. But yesterday my teacher started talking about Harry Potter! I couldn't believe it. She says Harry Potter has the same basic form of all these really old hero stories.

RedMagic: That makes sense. I heard that J.K. Rowling studied Classics¹ at university. She probably knew a lot about these old stories and used some of the ideas.

HPBoy: Yeah, she definitely had the three main parts.

RedMagic: What are those parts?

HPBoy: Well, the first part is _____

RedMagic: And the second part?

HPBoy: _____

RedMagic: And what's the second part in Harry Potter?

HPboy: _____

RedMagic: You said three parts. What's the third one, and how does it show up in Harry Potter?

HPboy: _____

RedMagic: That is so cool. It makes me feel like our love for these stories is important now . . . not something childish. It makes me want to go back to reread the book to see what you're talking about. Do you think it's true for all the Harry Potter books?